NJ SCHOOL PERFORMANCE REPORT

**CEDAR CREEK HIGH SCHOOL**
(01-1790-060)
Grades Offered: 09-12
2017-2018

**Report Key:**
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
**N** No Data is available to display
**†** This indicates a table specific note,see note below table

## How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

## Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

## Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

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## School Contact Info

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

| Type | Contact Information |
|---|---|
| County | ATLANTIC |
| District | GREATER EGG HARBOR REG |
| Principal Name | MR. PARKER |
| Address | 1701 NEW YORK AVE. EGG HARBOR CITY, NJ 08215-1606 |
| Phone Number | (609)593-3560 |
| Email Address | SPARKER@GEHRHSD.NET |
| Website | https://www.gehrhsd.net/Domain/9 |
| Twitter | https://twitter.com/piratescchs?lang=en |

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## Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

| Grade | 2015-16 | 2016-17 | 2017-18 |
|---|---|---|---|
| 9 | 230 | 207 | 221 |
| 10 | 255 | 225 | 203 |
| 11 | 209 | 239 | 218 |
| 12 | 211 | 205 | 243 |
| Total | 905 | 876 | 885 |

## Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

| Student Group | 2015-16 | 2016-17 | 2017-18 |
|---|---|---|---|
| Female | 45.9% | 45.2% | 45.2% |
| Male | 54.1% | 54.8% | 54.8% |
| Economically Disadvantaged Students | 39.9% | 35.5% | 37.9% |
| Students with Disabilities | 15.6% | 14.0% | 14.5% |
| English Learners | 0.8% | 0.6% | 1.0% |
| Homeless Students | | 1.5% | 1.2% |
| Students in Foster Care | | 0.2% | 0.5% |
| Military-Connected Students | | 1.0% | 1.5% |
| Migrant Students | | 0.0% | 0.0% |

## Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

| Racial and Ethnic Group | 2015-16 | 2016-17 | 2017-18 |
|---|---|---|---|
| White | 65.9% | 66.2% | 61.9% |
| Hispanic | 17.3% | 16.4% | 20.1% |
| Black or African American | 12.9% | 13.2% | 13.4% |
| Asian | 3.0% | 2.6% | 3.1% |
| Native Hawaiian or Pacific Islander | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0.2% | 0.2% | 0.0% |
| Two or More Races | 0.7% | 1.3% | 1.5% |

## Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

| Enrollment Status | 2015-16 | 2016-17 | 2017-18 |
|---|---|---|---|
| Full Time Students | 905 | 876 | 885 |
| Shared Time Students | 0 | 0 | 0 |
| Full Time Equivalent | 905 | 876 | 885 |

## Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

| Home Language | % of Students |
|---|---|
| English | 90.4% |
| Spanish | 6.8% |
| Other Languages | 2.8% |

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## English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2017-18 Annual Target | Met 2017-18 Annual Target |
|---|---|---|---|---|---|---|---|---|
| Schoolwide | 407 | 99.0 | 49.9 | 47.1 | 56.7 | 49.9 | 63.5 | Not Met |
| White | 239 | 98.8 | 56.9 | 56.9 | 65.6 | 56.9 | 70 | Not Met |
| Hispanic | 64 | 100.0 | 36.0 | 32.0 | 42.5 | 36.0 | 46.9 | Not Met |
| Black or African American | 65 | 98.5 | 35.4 | 28.2 | 37.3 | 35.4 | 48.4 | Not Met |
| Asian, Native Hawaiian, or Pacific Islander | 13 | 100.0 | 84.7 | 67.2 | 82.3 | 84.7 | ** | ** |
| American Indian or Alaska Native | N | N | N | * | 52.7 | N | ** | ** |
| Two or More Races | 26 | 100.0 | 38.5 | * | 63.4 | 38.5 | N | N |
| Female | 184 | 100.0 | 60.4 | 57.8 | 64.5 | 60.4 | | |
| Male | 223 | 98.3 | 41.3 | 37.8 | 49.4 | 41.3 | | |
| Economically Disadvantaged Students | 151 | 98.7 | 39.1 | 35.9 | 38.5 | 39.1 | 54.1 | Not Met |
| Non-Economically Disadvantaged Students | 256 | 99.2 | 56.2 | 56.0 | 67.5 | 56.2 | | |
| Students with Disabilities | 58 | 96.7 | 18.9 | * | 21.6 | 18.9 | 34.4 | Not Met |
| Students without Disabilities | 349 | 99.4 | 55.0 | * | 63.9 | 55.0 | | |
| English Learners | * | * | * | * | 27.3 | * | ** | ** |
| Non-English Learners | * | * | * | * | 59.4 | * | | |
| Homeless Students | * | * | * | 22.2 | 27.7 | * | | |
| Students In Foster Care | * | * | * | * | 26.3 | * | | |
| Military-Connected Students | * | * | * | 61.9 | 57.4 | * | | |
| Migrant Students | N | N | N | N | 30.1 | N | | |

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## English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Schoolwide** | 212 | 749 | 745 | 752 | 10% | 10% | 28% | 42% | 9% | 51% | 55% |
| White | 117 | 753 | 752 | 760 | * | 9% | 27% | * | * | 56% | 64% |
| Hispanic | 38 | 739 | 734 | 735 | * | * | 29% | * | * | 39% | 38% |
| Black or African American | 35 | 742 | 731 | 734 | * | * | 34% | * | * | 43% | 34% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 782 | * | * | * | * | * | * | 83% |
| American Indian or Alaska Native | N | N | * | 752 | N | N | N | N | N | N | 51% |
| Two or More Races | * | * | * | 760 | * | * | * | * | * | * | 63% |
| Female | 102 | 759 | 755 | 759 | * | * | 23% | * | * | 66% | 63% |
| Male | 110 | 740 | 736 | 744 | * | * | 33% | * | * | 38% | 46% |
| Economically Disadvantaged Students | 85 | 738 | 735 | 733 | * | * | 29% | * | * | 39% | 34% |
| Non-Economically Disadvantaged Students | 127 | 756 | 755 | 761 | * | * | 27% | * | * | 60% | 65% |
| Students with Disabilities | 31 | 710 | 714 | 716 | * | * | 32% | * | * | 10% | 15% |
| Students without Disabilities | 181 | 756 | 752 | 758 | * | * | 27% | * | * | 59% | 62% |
| English Learners | * | * | 706 | 691 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | 746 | 755 | * | * | * | * | * | * | * |
| Homeless Students | * | * | 713 | 720 | * | * | * | * | * | * | 22% |
| Students in Foster Care | * | * | * | 719 | * | * | * | * | * | * | 20% |
| Military-Connected Students | * | * | * | 749 | * | * | * | * | * | * | 54% |
| Migrant Students | N | N | N | 696 | N | N | N | N | N | N | 10% |

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## English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Schoolwide** | 196 | 744 | 743 | 749 | 20% | 12% | 20% | 31% | 17% | 47% | 51% |
| White | 124 | 754 | 753 | 756 | 15% | 8% | 20% | 35% | 21% | 56% | 58% |
| Hispanic | 28 | 718 | 725 | 733 | 39% | * | * | * | * | 32% | 38% |
| Black or African American | 27 | 721 | 727 | 728 | * | * | * | * | * | 22% | 32% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 782 | * | * | * | * | * | * | 78% |
| American Indian or Alaska Native | N | N | N | 744 | N | N | N | N | N | N | 50% |
| Two or More Races | * | * | * | 753 | * | * | * | * | * | * | 55% |
| Female | 83 | 748 | 752 | 759 | 14% | 14% | 20% | 35% | 16% | 51% | 60% |
| Male | 113 | 741 | 736 | 739 | 25% | 10% | 20% | 27% | 18% | 45% | 42% |
| Economically Disadvantaged Students | 64 | 727 | 732 | 730 | 33% | * | 17% | * | * | 39% | 34% |
| Non-Economically Disadvantaged Students | 132 | 752 | 751 | 758 | 14% | * | 22% | * | * | 52% | 59% |
| Students with Disabilities | 23 | 713 | 706 | 707 | 48% | * | * | * | * | 26% | 15% |
| Students without Disabilities | 173 | 748 | 750 | 756 | 17% | * | * | * | * | 50% | 57% |
| English Learners | * | * | 690 | 684 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | 744 | 752 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 718 | * | * | * | * | * | * | 23% |
| Students in Foster Care | * | * | * | 707 | * | * | * | * | * | * | 21% |
| Military-Connected Students | * | * | 747 | 748 | * | * | * | * | * | * | 48% |
| Migrant Students | N | N | N | 706 | N | N | N | N | N | N | 18% |

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## English Language Arts/Literacy Assessment - Performance by Grade: Grade 11

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Grade 11 students who take the AP/IB English exam are exempt from taking the PARCC ELA exam and their performance may not be reflected in the PARCC ELA Grade 11 results.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Schoolwide** | 146 | 722 | 717 | 736 | 34% | 14% | 27% | * | * | 25% | 39% |
| White | 96 | 723 | 717 | 737 | 33% | 16% | 22% | * | * | 29% | 41% |
| Hispanic | 25 | 725 | 717 | 731 | * | * | * | * | * | 28% | 35% |
| Black or African American | 19 | 711 | 710 | 729 | * | * | * | * | * | * | 31% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 733 | 759 | * | * | * | * | * | * | 60% |
| American Indian or Alaska Native | N | N | * | 730 | N | N | N | N | N | N | 25% |
| Two or More Races | * | * | * | 737 | * | * | * | * | * | * | 39% |
| Female | 60 | 736 | 726 | 745 | 22% | * | 33% | * | * | 35% | 48% |
| Male | 86 | 712 | 711 | 728 | 42% | * | 23% | * | * | 17% | 31% |
| Economically Disadvantaged Students | 63 | 718 | 714 | 730 | 35% | * | 37% | * | * | 17% | 33% |
| Non-Economically Disadvantaged Students | 83 | 724 | 721 | 739 | 33% | * | 20% | * | * | 30% | 42% |
| Students with Disabilities | 24 | 712 | 706 | 708 | 46% | * | * | * | * | 21% | 13% |
| Students without Disabilities | 122 | 723 | 720 | 742 | 31% | * | * | * | * | 25% | 44% |
| English Learners | * | * | 714 | 702 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | 717 | 738 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 721 | * | * | * | * | * | * | 22% |
| Students in Foster Care | N | N | * | 708 | N | N | N | N | N | N | 19% |
| Military-Connected Students | * | * | 692 | 729 | * | * | * | * | * | * | 31% |
| Migrant Students | N | N | N | 707 | N | N | N | N | N | N | * |

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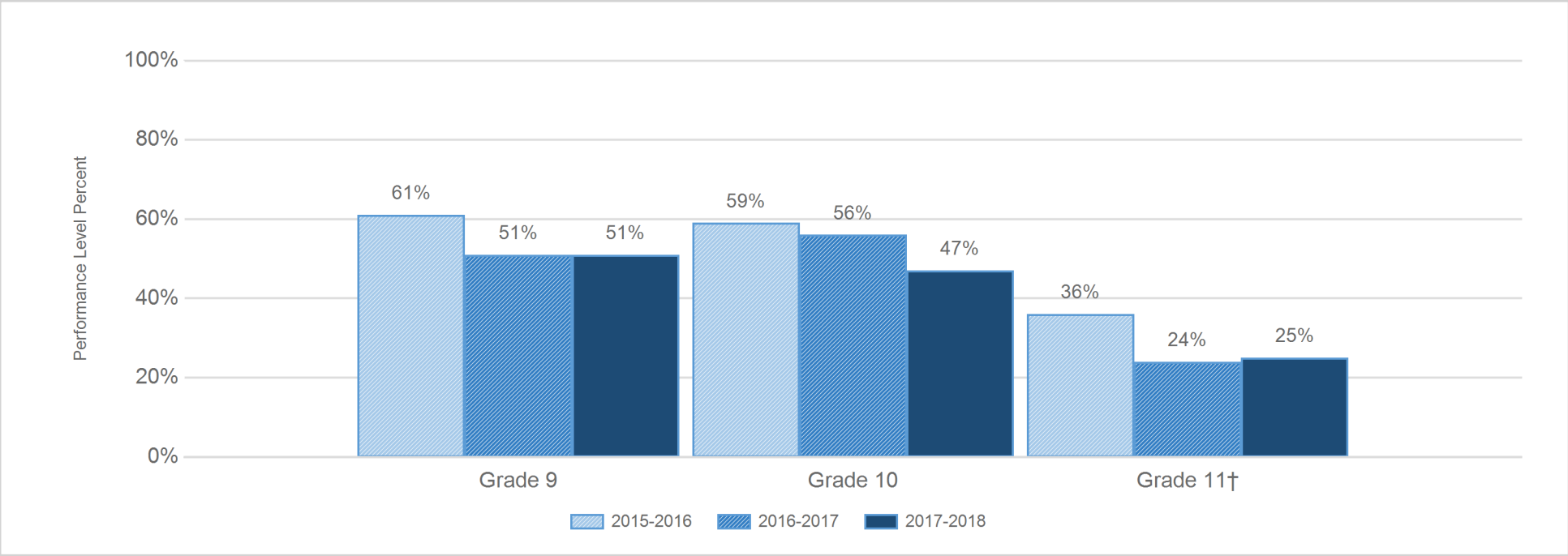
## English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.




† Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.

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## Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2017-18 Annual Target | Met 2017-18 Annual Target |
|---|---|---|---|---|---|---|---|---|
| Schoolwide | 389 | 99.2 | 28.2 | 27.4 | 45.0 | 28.2 | 26 | Met Target |
| White | 221 | 98.7 | 31.7 | 32.7 | 54.1 | 31.7 | 27.5 | Met Target |
| Hispanic | 69 | 100.0 | 21.7 | * | 29.2 | 21.7 | 21.1 | Met Target |
| Black or African American | 65 | 100.0 | 21.5 | * | 23.4 | 21.5 | 17.4 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | 11 | 100.0 | 63.6 | 54.2 | 77.0 | 63.6 | ** | ** |
| American Indian or Alaska Native | N | N | N | * | 42.5 | N | ** | ** |
| Two or More Races | 23 | 100.0 | 17.4 | * | 53.0 | 17.4 | N | N |
| Female | 178 | 100.0 | 30.3 | 29.0 | 46.0 | 30.3 | | |
| Male | 211 | 98.6 | 26.5 | 25.9 | 43.9 | 26.5 | | |
| Economically Disadvantaged Students | 147 | 99.3 | 19.7 | 19.1 | 26.6 | 19.7 | 22.1 | Met Target† |
| Non-Economically Disadvantaged Students | 242 | 99.2 | 33.5 | 34.3 | 55.9 | 33.5 | | |
| Students with Disabilities | 58 | 96.7 | * | * | 17.1 | * | 15.4 | Not Met |
| Students without Disabilities | 331 | 99.7 | * | * | 50.5 | * | | |
| English Learners | * | * | * | 13.3 | 24.6 | * | ** | ** |
| Non-English Learners | * | * | * | 27.6 | 46.9 | * | | |
| Homeless Students | * | * | * | 11.8 | 17.3 | * | | |
| Students In Foster Care | * | * | * | * | 16.2 | * | | |
| Military-Connected Students | * | * | * | 15.0 | 45.8 | * | | |
| Migrant Students | N | N | N | N | 23.7 | N | | |

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## Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Schoolwide** | 162 | 736 | 732 | 746 | 11% | 20% | 38% | * | * | 31% | 46% |
| White | 83 | 742 | 739 | 755 | * | 17% | 40% | * | * | 37% | 57% |
| Hispanic | 33 | 731 | 727 | 730 | * | 30% | 33% | * | * | 27% | 27% |
| Black or African American | 33 | 726 | 719 | 727 | * | * | 30% | * | * | 27% | 23% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 779 | * | * | * | * | * | * | 79% |
| American Indian or Alaska Native | N | N | * | 746 | N | N | N | N | N | N | 49% |
| Two or More Races | * | * | * | 755 | * | * | * | * | * | * | 54% |
| Female | 76 | 739 | 735 | 748 | * | 16% | 43% | * | * | 34% | 48% |
| Male | 86 | 733 | 730 | 745 | * | 23% | 33% | * | * | 29% | 44% |
| Economically Disadvantaged Students | 73 | 727 | 726 | 729 | * | 21% | 38% | * | * | 21% | 25% |
| Non-Economically Disadvantaged Students | 89 | 743 | 739 | 756 | * | 19% | 37% | * | * | 40% | 57% |
| Students with Disabilities | 30 | 710 | 712 | 716 | * | * | * | * | * | 10% | 13% |
| Students without Disabilities | 132 | 742 | 738 | 752 | * | * | * | * | * | 36% | 52% |
| English Learners | * | * | 703 | 710 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | 733 | 749 | * | * | * | * | * | * | * |
| Homeless Students | * | * | 717 | 718 | * | * | * | * | * | * | 16% |
| Students in Foster Care | * | * | * | 712 | * | * | * | * | * | * | 12% |
| Military-Connected Students | * | * | * | 752 | * | * | * | * | * | * | 49% |
| Migrant Students | N | N | N | 720 | N | N | N | N | N | N | 11% |

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## Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Schoolwide** | 144 | 725 | 727 | 735 | 13% | 44% | 23% | * | * | 21% | 30% |
| White | 87 | 727 | 731 | 740 | * | 43% | 28% | * | * | 20% | 37% |
| Hispanic | 23 | 714 | 721 | 723 | * | * | * | * | * | * | 14% |
| Black or African American | 20 | 721 | 719 | 719 | * | * | * | * | * | 25% | 11% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 747 | 760 | * | * | * | * | * | * | 65% |
| American Indian or Alaska Native | N | N | N | 734 | N | N | N | N | N | N | 28% |
| Two or More Races | * | * | 728 | 741 | * | * | * | * | * | * | 39% |
| Female | 63 | 728 | 729 | 736 | * | 46% | * | * | * | 24% | 30% |
| Male | 81 | 724 | 726 | 734 | * | 42% | * | * | * | 19% | 29% |
| Economically Disadvantaged Students | 50 | 718 | 723 | 722 | * | 48% | * | * | * | 14% | 13% |
| Non-Economically Disadvantaged Students | 94 | 729 | 731 | 741 | * | 41% | * | * | * | 24% | 38% |
| Students with Disabilities | 25 | 711 | 711 | 713 | * | * | * | * | * | * | * |
| Students without Disabilities | 119 | 728 | 731 | 738 | * | * | * | * | * | * | * |
| English Learners | * | * | 716 | 711 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | 728 | 736 | * | * | * | * | * | * | * |
| Homeless Students | N | N | * | 718 | N | N | N | N | N | N | * |
| Students in Foster Care | * | * | * | 711 | * | * | * | * | * | * | * |
| Military-Connected Students | * | * | * | 731 | * | * | * | * | * | * | 24% |
| Migrant Students | N | N | N | 709 | N | N | N | N | N | N | 11% |

NJ SCHOOL PERFORMANCE REPORT

**CEDAR CREEK HIGH SCHOOL**
(01-1790-060)
Grades Offered: 09-12
2017-2018

**Report Key:**
***** Data is not displayed in order to protect student privacy
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**N** No Data is available to display
**†** This indicates a table specific note,see note below table

## Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Schoolwide** | 193 | 712 | 714 | 727 | 34% | 35% | 17% | * | * | 15% | 30% |
| White | 120 | 713 | 716 | 733 | 37% | 28% | 17% | * | * | 18% | 35% |
| Hispanic | 34 | 715 | 709 | 710 | * | 44% | * | * | * | 12% | 14% |
| Black or African American | 25 | 699 | 695 | 705 | * | * | * | * | * | * | 11% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 745 | 766 | * | * | * | * | * | * | 66% |
| American Indian or Alaska Native | N | N | * | 729 | N | N | N | N | N | N | 28% |
| Two or More Races | * | * | * | 736 | * | * | * | * | * | * | 37% |
| Female | 95 | 712 | 715 | 728 | 31% | 43% | 13% | * | * | 14% | 30% |
| Male | 98 | 712 | 712 | 727 | 37% | 27% | 20% | * | * | 16% | 30% |
| Economically Disadvantaged Students | 74 | 706 | 705 | 709 | * | * | * | * | * | * | 13% |
| Non-Economically Disadvantaged Students | 119 | 716 | 720 | 736 | * | * | * | * | * | * | 37% |
| Students with Disabilities | 22 | 684 | 687 | 693 | * | * | * | * | * | * | * |
| Students without Disabilities | 171 | 716 | 719 | 732 | * | * | * | * | * | * | * |
| English Learners | * | * | * | 691 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 729 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 703 | * | * | * | * | * | * | 10% |
| Students in Foster Care | N | N | * | 693 | N | N | N | N | N | N | * |
| Military-Connected Students | * | * | 702 | 717 | * | * | * | * | * | * | 20% |
| Migrant Students | N | N | N | 708 | N | N | N | N | N | N | 15% |

NJ SCHOOL PERFORMANCE REPORT

**CEDAR CREEK HIGH SCHOOL**
(01-1790-060)
Grades Offered: 09-12
2017-2018

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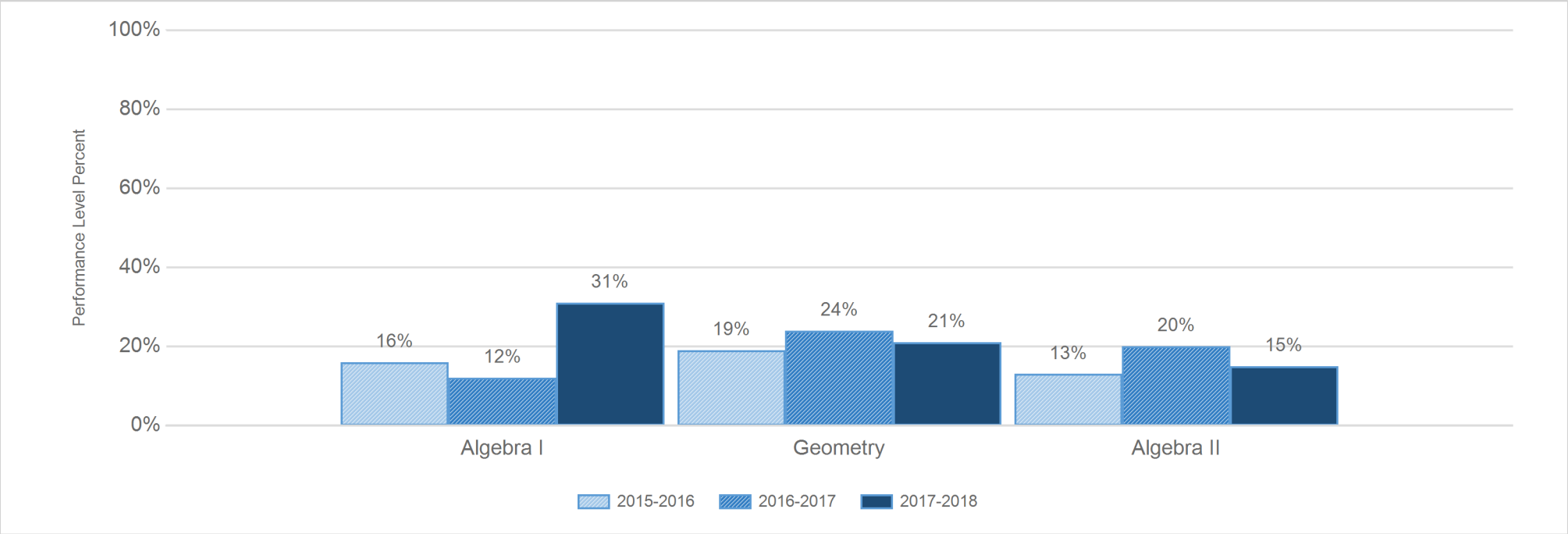
## Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.




† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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## DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

| Grade | ELA: # Students Tested | Math: # Students Tested |
|---|---|---|
| 9 | N | N |
| 10 | N | N |
| 11 | * | * |

## English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

| Student Group | Percent of English Learners Making Expected Growth to Proficiency | 2017-18 Target | Met Target? |
|---|---|---|---|
| Schoolwide/English Learners | * | * | * |

† Target was met within one standard deviation

## English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

| Years in District | # Students Tested | % Students with Overall Score Below 4.5 | % Students with Overall Score of 4.5 and above |
|---|---|---|---|
| 0-2 | * | * | * |
| 3-4 | * | * | * |
| 5 or more | N | N | N |

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

## NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

## Biology Assessment Information

New Jersey transitioned from the Biology Assessment to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

## PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2017-18. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

| Participation Type | School Participation Rate | State Participation Rate |
|---|---|---|
| 10th and 11th graders taking PSAT 10/NMSQT in 2017-18 | 96.7% | 85.0% |
| 12th graders taking SAT in 2017-18 or prior years | 72.8% | 72.2% |
| 12th graders taking ACT in 2017-18 or prior years | 23.9% | 24.6% |

## PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

| Participation Type | School Average Score | State Average Score | College Readiness Benchmarks | School - Students Scores at or above Benchmark | State - Students Scores at or above Benchmark |
|---|---|---|---|---|---|
| PSAT 10/NMSQT - Reading and Writing | 476 | 478 | Grade 10: 430<br>Grade 11: 460 | 63% | 62% |
| PSAT 10/NMSQT - Math | 476 | 478 | Grade 10: 480<br>Grade 11: 510 | 44% | 42% |
| SAT - Reading and Writing | 557 | 542 | 480 | 84% | 72% |
| SAT - Math | 557 | 543 | 530 | 63% | 54% |
| ACT - Reading | 25 | 24 | 22 | 83% | 62% |
| ACT - English | 23 | 24 | 18 | 91% | 78% |
| ACT - Math | 24 | 24 | 22 | 72% | 62% |
| ACT - Science | 24 | 23 | 23 | 64% | 53% |

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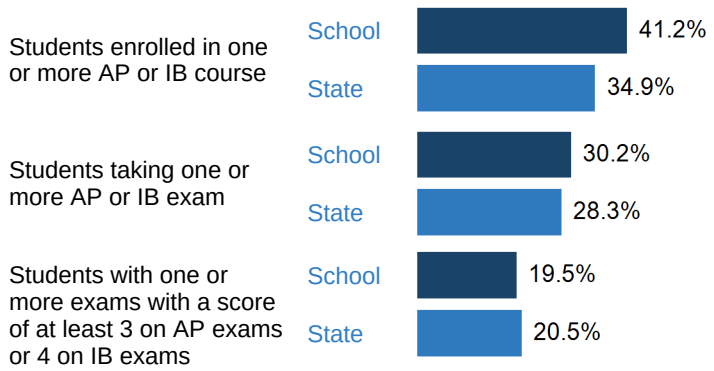
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

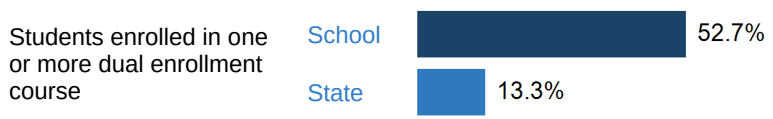
## AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.




## Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.




## AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

| AP/IB Course | Students Enrolled | Students Tested |
|---|---|---|
| AP Biology | 13 | 10 |
| AP Calculus AB | 47 | 35 |
| AP Calculus BC | 27 | 19 |
| AP Chemistry | 6 | 6 |
| AP Computer Science Principles | 0 | 21 |
| AP English Language and Composition | 72 | 68 |
| AP English Literature and Composition | 31 | 21 |
| AP Environmental Science | 0 | 11 |
| AP German Language and Culture | 0 | 3 |
| AP Macroeconomics | 32 | 24 |
| AP Physics 1 | 0 | 35 |
| AP Physics B | 86 | 0 |
| AP Physics C: Mechanics | 0 | 15 |
| AP Psychology | 37 | 24 |
| AP Spanish Language | 10 | 8 |
| AP Statistics | 18 | 13 |

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| AP/IB Course | Students Enrolled | Students Tested |
|---|---|---|
| AP Studio Art—Drawing Portfolio | 0 | 1 |
| AP Studio Art—Two-Demensional | 0 | 4 |
| AP U.S. History | 35 | 29 |
| Total Exams taken | | 347 |
| Exams with scores of at least 3 on AP exams or 4 on IB exams | | 184 |

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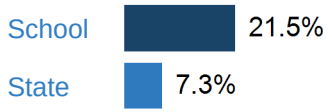
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career and Technical Education website.

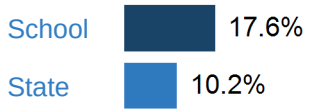
## Career and Technical Education Participation

The graphs below show the percentage of students who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

**CTE Participants**
(completed only one course in an approved CTE program)



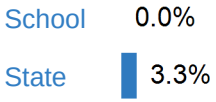

**CTE Concentrators**
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)




## Structured Learning Experiences Participation

The graph below shows the percentage of students who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

**Structured Learning Experiences**



NJ SCHOOL PERFORMANCE REPORT

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(01-1790-060)
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## Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

**Students Earning Industry-Valued Credentials**

| | |
|---|---|
| School | 0.0% |
| State | 0.9% |

## Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

| Career Cluster | Students Enrolled in Program | Students Earning at least one Credential | Total credentials earned |
|---|---|---|---|
| Hospitality & Tourism | 156 | | |
| Science, Technology, Engineering & Mathematics | 190 | | |
| Total (All Clusters) | 346 | 0 | 0 |

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2017-2018

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

## Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

| Grade | Algebra I | Geometry | Algebra II | Pre-Calculus | Calculus | Statistics | Other Math |
|---|---|---|---|---|---|---|---|
| 9 | 129 | 70 | 13 | 0 | 0 | 0 | 4 |
| 10 | 4 | 128 | 87 | 24 | 0 | 8 | 3 |
| 11 | 1 | 7 | 113 | 78 | 24 | 6 | 1 |
| 12 | 2 | 4 | 11 | 36 | 88 | 40 | 74 |
| Total | 136 | 209 | 224 | 138 | 112 | 54 | 82 |
| Enrolled in AP/IB Course | | | | | 74 | 18 | 0 |
| Enrolled in Dual Enrollment Course | 0 | 0 | 0 | 50 | 74 | 36 | 14 |

## Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

| Grade | Biology | Chemistry | Earth and Space Science | Environmental Science | Physics | Other Science |
|---|---|---|---|---|---|---|
| 9 | 2 | 1 | 0 | 39 | 228 | 1 |
| 10 | 8 | 200 | 0 | 36 | 4 | 0 |
| 11 | 16 | 141 | 0 | 27 | 47 | 24 |
| 12 | 6 | 46 | 0 | 49 | 73 | 33 |
| Total | 32 | 388 | 0 | 151 | 352 | 58 |
| Enrolled in AP/IB Course | 13 | 6 | | 0 | 86 | 0 |
| Enrolled in Dual Enrollment Course | 0 | 44 | 0 | 0 | 0 | 0 |

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

## Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

| Grade | World History | US History I & II | Economics | Psychology | Sociology | Other Social Studies or History |
|---|---|---|---|---|---|---|
| 9 | 230 | 2 | 0 | 0 | 0 | 1 |
| 10 | 3 | 210 | 15 | 3 | 0 | 3 |
| 11 | 0 | 226 | 3 | 26 | 0 | 10 |
| 12 | 1 | 11 | 14 | 78 | 0 | 35 |
| Total | 234 | 449 | 32 | 107 | 0 | 49 |
| Enrolled in AP/IB Course | 0 | 35 | 32 | 37 | | 0 |
| Enrolled in Dual Enrollment Course | 0 | 0 | 0 | 26 | 0 | 0 |

## World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
|---|---|---|---|---|---|---|---|
| 9 | 109 | 34 | 0 | 0 | 36 | 0 | 0 |
| 10 | 131 | 30 | 0 | 7 | 34 | 0 | 0 |
| 11 | 75 | 20 | 0 | 9 | 20 | 0 | 0 |
| 12 | 19 | 7 | 0 | 1 | 7 | 0 | 0 |
| Total | 334 | 91 | 0 | 17 | 97 | 0 | 0 |
| Enrolled in AP/IB Course | 10 | 0 | 0 | 0 | 0 | 0 | 0 |
| Enrolled in Dual Enrollment Course | 78 | 18 | 0 | 0 | 0 | 0 | 0 |
| Enrolled in Level 3 or Higher | 78 | 18 | 0 | 10 | 21 | 0 | 0 |

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## Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.

| Language | Students Earning a Seal of Biliteracy |
|---|---|
| Spanish | * |
| Total | * |

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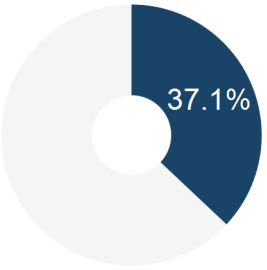
## Visual and Performing Arts – Course Participation

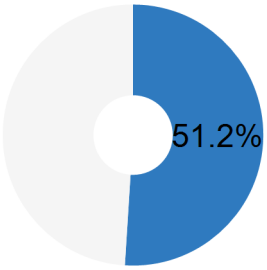
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

**Grades 9-12:**

Students enrolled in one or more **visual and performing arts** classes

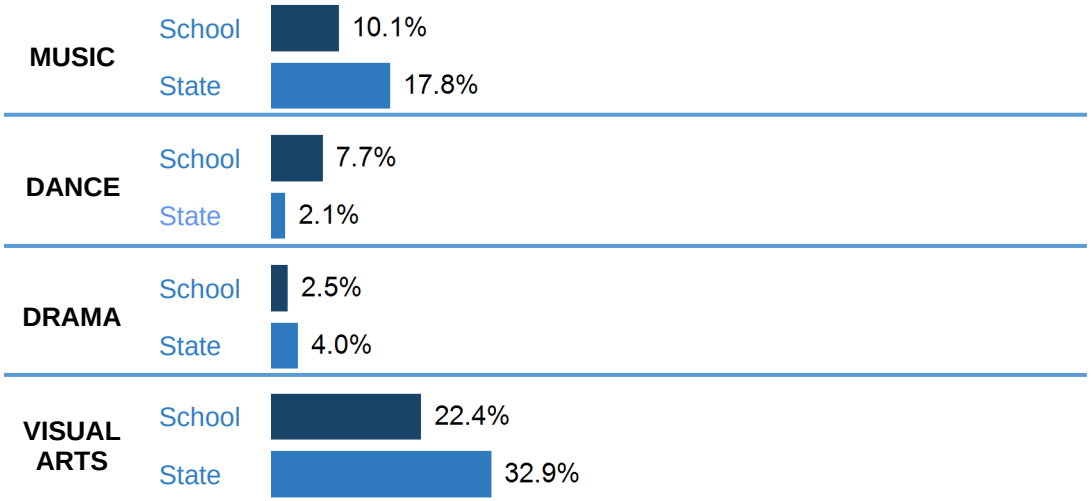



**School**




**State**

Students enrolled in one or more classes by discipline:



NJ SCHOOL PERFORMANCE REPORT

**CEDAR CREEK HIGH SCHOOL**
(01-1790-060)
Grades Offered: 09-12
2017-2018

**Report Key:**
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**N** No Data is available to display
**†** This indicates a table specific note,see note below table

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

## Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

| Student Group | School - Class of 2018: 4 Year Rate | State - Class of 2018: 4 Year Rate | School - Class of 2017: 5 Year Rate | State - Class of 2017: 5 Year Rate | Class of 2017: 4 Year Rate | Class of 2017: 4 Year Target | Class of 2017: Met Target | Class of 2016: 5 Year Rate | Class of 2016: 5 Year Target | Class of 2016: Met Target |
|---|---|---|---|---|---|---|---|---|---|---|
| Schoolwide | 94.4% | 90.9% | 89.9% | 92.4% | 89.9% | 92.3% | Not Met | 94.7% | 90.6% | Met Target |
| White | 97.3% | 95.0% | 93.5% | 95.7% | 93.5% | 94.6% | Not Met | 96.0% | N | Met Goal |
| Hispanic | 88.9% | 84.8% | 78.1% | 87.3% | 78.1% | 89.7% | Not Met | 91.9% | 80.9% | Met Target |
| Black or African American | 93.9% | 84.2% | 81.3% | 86.8% | 81.3% | 84.5% | Not Met | 91.2% | 84.1% | Met Target |
| Asian, Native Hawaiian or Pacific Islander | * | 97.0% | * | 97.7% | * | ** | ** | * | ** | ** |
| American Indian or Alaska Native | N | 86.5% | * | 94.1% | * | ** | ** | N | N | N |
| Two or More Races | * | 92.0% | * | 93.9% | * | ** | ** | * | ** | ** |
| Economically Disadvantaged Students | 91.0% | 84.6% | 85.5% | 87.0% | 85.5% | 89.3% | Not Met | 89.9% | 87.5% | Met Target |
| Students with Disabilities | 94.7% | 80.1% | 78.0% | 83.5% | 78.0% | 89.8% | Not Met | 90.0% | 80.1% | Met Target |
| English Learners | * | 75.8% | * | 81.8% | * | ** | ** | * | ** | ** |
| Homeless Students | N | 72.6% | * | 79.1% | * | | | * | | |
| Students in Foster Care | N | 62.6% | N | 64.9% | | | | | | |

NJ SCHOOL PERFORMANCE REPORT

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## Graduation Pathways

This table shows the percentage of Class of 2018 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

| Graduation Pathway | ELA Graduation Pathway | Math Graduation Pathway |
|---|---|---|
| PARCC Assessment | 68.5% | 64.3% |
| Substitute Competency Test | 22.6% | 25.1% |
| Portfolio Appeals Process | 0.9% | 1.3% |
| Alternate Requirements specified in IEP | 7.7% | 8.9% |
| Unknown | 0.4% | 0.4% |

## Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

| Class of | 4-Year Rate | 5-Year Rate |
|---|---|---|
| 2018 | 94.4% | - |
| 2017 | 89.9% | 89.9% |
| 2016 | 94.3% | 94.7% |

## Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the past three school years.

| School Year | School Rate | State Rate |
|---|---|---|
| 2017-2018 | 0.6% | 1.2% |
| 2016-2017 | 0.8% | 1.1% |
| 2015-2016 | 0.4% | 1.2% |

NJ SCHOOL PERFORMANCE REPORT

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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

## Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students in 2-year and 4-year institutions.

| Student Group | % Enrolled in Any Institution | % Enrolled in 2-Year Institution | % Enrolled in 4-Year Institution |
|---|---|---|---|
| Statewide | 72.8% | 27.6% | 72.4% |
| Schoolwide | 69.4% | 23.9% | 76.1% |
| White | 72.2% | 18.3% | 81.7% |
| Hispanic | 53.1% | 53.8% | 46.2% |
| Black or African American | 74.2% | 26.1% | 73.9% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * |
| American Indian or Alaska Native | N | N | N |
| Two or More Races | * | * | * |
| Economically Disadvantaged Students | 61.8% | 27.3% | 72.7% |
| Students with Disabilities | 33.3% | 58.3% | 41.7% |
| English Learners | * | * | * |

## Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

| Student Group | % Enrolled in Any Institution | % Enrolled in 2-Year Institution | % Enrolled in 4-Year Institution | % Enrolled in Public Institution | % Enrolled in Private Institution | % Enrolled in In-State Institution | % Enrolled in Out-of-State Institution |
|---|---|---|---|---|---|---|---|
| Statewide | 77.9% | 31.9% | 68.1% | 72.5% | 27.5% | 64.9% | 35.1% |
| Schoolwide | 78.4% | 35.6% | 64.4% | 79.4% | 20.6% | 70.6% | 29.4% |
| White | 82.2% | 33.3% | 66.7% | 77.5% | 22.5% | 70% | 30% |
| Hispanic | 56% | 57.1% | 42.9% | 92.9% | 7.1% | 92.9% | 7.1% |
| Black or African American | 73.1% | 36.8% | 63.2% | 84.2% | 15.8% | 63.2% | 36.8% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | * | * | * | * |
| American Indian or Alaska Native | * | * | * | * | * | * | * |
| Two or More Races | * | * | * | * | * | * | * |
| Economically Disadvantaged Students | 66.2% | 46.7% | 53.3% | 91.1% | 8.9% | 84.4% | 15.6% |
| Students with Disabilities | 62.5% | 60% | 40% | 70% | 30% | 70% | 30% |
| English Learners | * | * | * | * | * | * | * |

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2017-2018

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

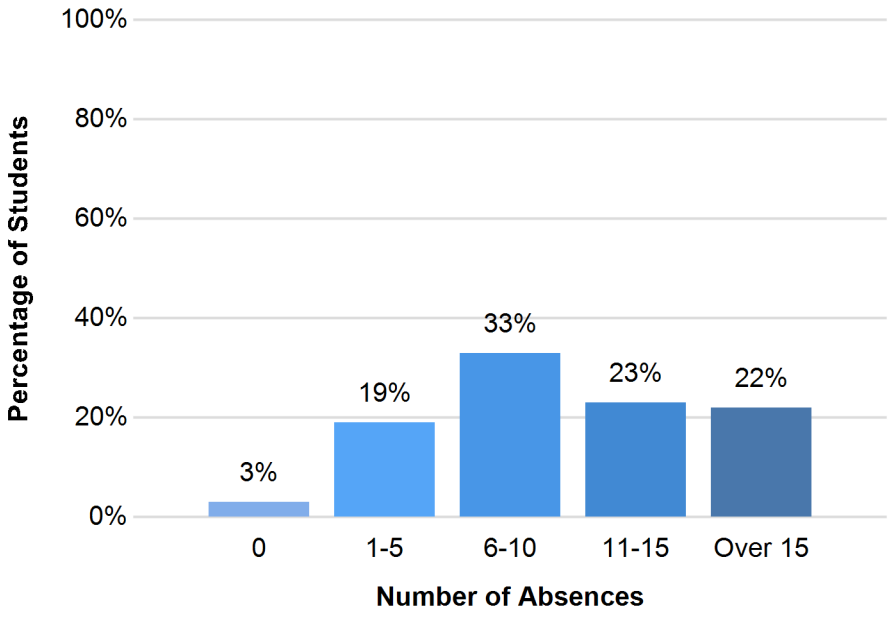
## Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

| Student Group | Number of students chronically absent | Percent of students chronically absent | State Average | Met State Average |
|---|---|---|---|---|
| Schoolwide | 158 | 17.6 | 14.9 | Not Met |
| White | 73 | 13.2 | 14.9 | Met |
| Hispanic | 44 | 24.3 | 14.9 | Not Met |
| Black or African American | 32 | 26.4 | 14.9 | Not Met |
| Asian, Native Hawaiian, or Pacific Islander | 5 | 18.5 | 14.9 | Not Met |
| American Indian or Alaska Native | * | * | ** | ** |
| Two or More Races | * | * | ** | ** |
| Economically Disadvantaged Students | 90 | 26.6 | 14.9 | Not Met |
| Students with Disabilities | 46 | 32.6 | 14.9 | Not Met |
| English Learners | * | * | ** | ** |

## Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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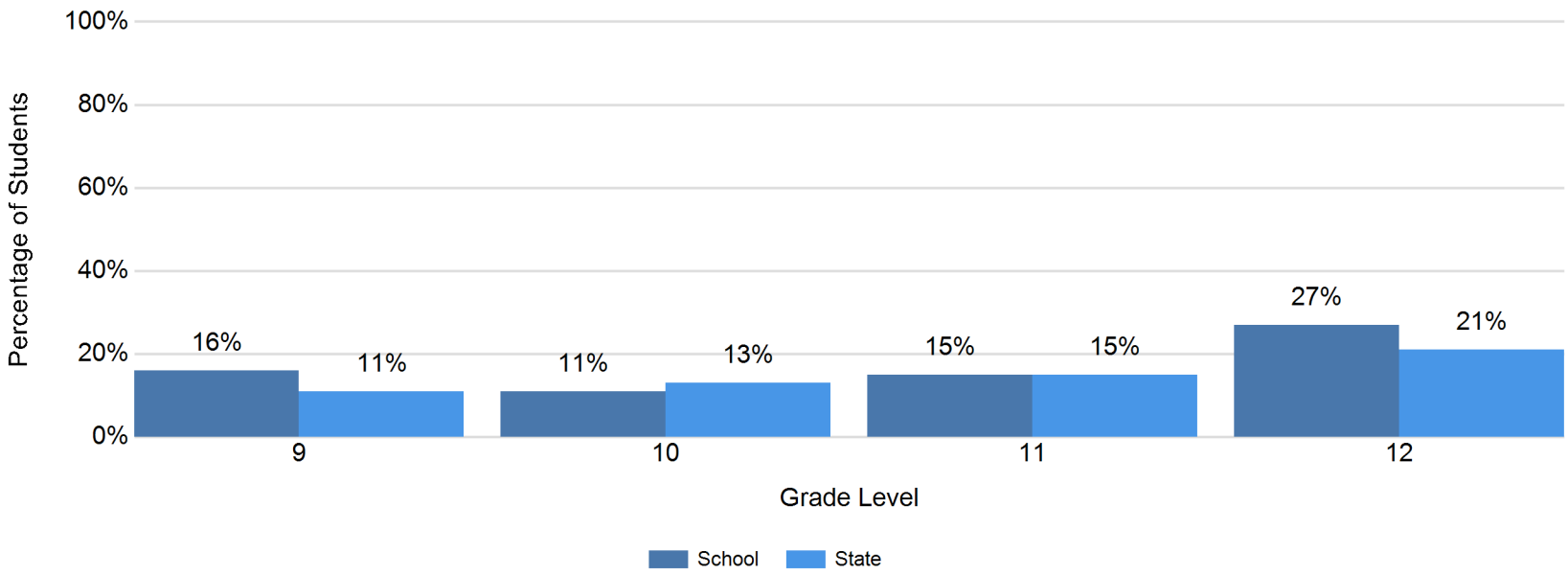
## Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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## Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

| Incident Type | Number of Incidents |
|---|---|
| Violence | 15 |
| Weapons | 0 |
| Vandalism | 0 |
| Substances | 4 |
| Harassment, Intimidation, Bullying (HIB) | 0 |
| Total Unique Incidents | 19 |
| Incidents Per 100 Students Enrolled | 2.15 |

## Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

| Incident Type | Incidents Reported to Police |
|---|---|
| Violence | 3 |
| Weapons | 0 |
| Vandalism | 0 |
| Substances | 4 |
| Harassment, Intimidation, Bullying (HIB) | 0 |
| Other Incidents Leading to Removal | 1 |

## Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

| HIB Nature (Protected Category) | HIB Alleged | HIB Confirmed | Total HIB Investigations |
|---|---|---|---|
| Race | 0 | 0 | 0 |
| Religion | 0 | 0 | 0 |
| Ancestry | 0 | 0 | 0 |
| Gender | 0 | 0 | 0 |
| Sexual Orientation | 0 | 0 | 0 |
| Disability | 0 | 0 | 0 |
| Other | 0 | 0 | 0 |
| No Identified Nature | 0 | | 0 |

## Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

| Removal Type | Number of Students | Percent of Students |
|---|---|---|
| In-School Suspensions | 87 | 9.8% |
| Out-of-School Suspensions | 54 | 6.1% |
| Any Suspension | 109 | 12.3% |
| Removal to other education program | 0 | 0.0% |
| Expulsion | 0 | 0.0% |
| Arrest | * | * |

| School Days Missed due to Out-of-School Suspensions |
|---|
| 359 |

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## School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

| Category | School |
|---|---|
| Typical Start Time | 7:45 AM |
| Typical End Time | 2:30 PM |
| Length of School Day | 6 Hrs 45 Mins |
| Full Time - Instructional Time | 5 Hrs 53 Mins |
| Shared Time - Instructional Time | 5 Hrs. 53 Mins. |

## Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

| School Year | Student to Device Ratio |
|---|---|
| 2017-18 | 1:1 |

## Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

| Per-Pupil Expenditures | Federal | State/ Local | Total |
|---|---|---|---|
| District Total (2016-2017) | $478 | $16,764 | $17,242 |

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**Key terms for staff data**:
**Faculty**: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
**Teachers**: All classroom teachers
**Administrators**: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

## Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

| Category | Teachers in School | Teachers in State |
|---|---|---|
| Total Number of teachers | 74 | 117,464 |
| Average years experience in public schools | 11.3 | 12.0 |
| Average years experience in district | 10.2 | 10.7 |
| Teachers in district for 4 or more years | 89.0% | 75.5% |

## Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

| Category | Admin. in District | Admin. in State |
|---|---|---|
| Total Number of administrators | 30 | 9,374 |
| Average years experience in public schools | 16.5 | 16.0 |
| Average years experience in district | 13.6 | 12.0 |
| Administrators in district for 4 or more years | 90.0% | 76.2% |

## Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

| Ratio | School Ratio | District Ratio |
|---|---|---|
| Students to Teachers | 12:1 | 11:1 |
| Students to Administrators | 126:1 | 102:1 |
| Teachers to Administrators | 11:1 | 9:1 |
| Students to Librarians/Media Specialists | | 1533:1 |
| Students to Nurses | | 1022:1 |
| Students to Counselors | | 219:1 |
| Students to Child Study Team | | 383:1 |

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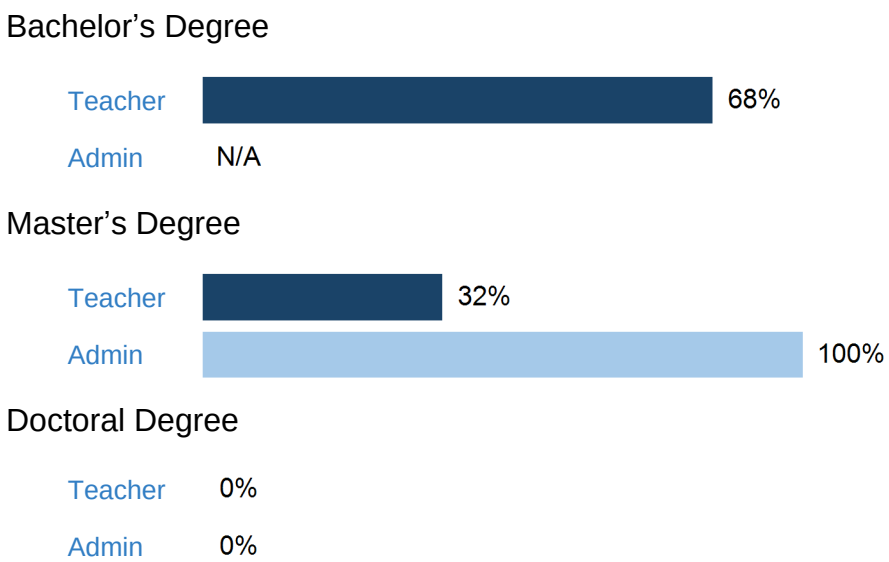
## Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.




## Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

| Job Type | District | State |
|---|---|---|
| 2016-17 Teachers: Same district 2017-18 | 86.9% | 90.2% |
| 2016-17 Administrators: Same district 2017-18 | 90.0% | 86.2% |

## Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

| School Year | % Days Present |
|---|---|
| 2017-18 | 96.8% |

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**Teachers**: All classroom teachers
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## Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

| Category | Teachers | Administrators |
|---|---|---|
| Female | 52.7% | 42.9% |
| Male | 47.3% | 57.1% |
| White | 91.9% | 100.0% |
| Hispanic | 4.1% | 0.0% |
| Black or African American | 4.1% | 0.0% |
| Asian | 0.0% | 0.0% |
| American Indian or Alaska Native | 0.0% | 0.0% |
| Native Hawaiian or Pacific Islander | 0.0% | 0.0% |
| Two or More Races | 0.0% | 0.0% |

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

## Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

| Requires Comprehensive Support during the 2019-20 School Year | Eligible to exit status in January 2021 | Eligible to exit status in January 2022 |
|---|---|---|
| No | n/a | n/a |

## Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

| Student Group | Requires Targeted Support during the 2019-20 School Year | Eligible to exit status in January 2021 | Eligible to exit status in January 2022 |
|---|---|---|---|
| Any Student Groups | No | n/a | n/a |
| White | No | | |
| Hispanic | No | | |
| Black or African American | No | | |
| Asian, Native Hawaiian, or Pacific Islander | No | | |
| American Indian or Alaska Native | No | | |
| Two or More Races | No | | |
| Economically Disadvantaged Students | No | | |
| Students with Disabilities | No | | |
| English Learners | No | | |

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## Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

| Accountability Indicator | Score | Weight |
|---|---|---|
| English Language Arts Proficiency | 44.99 | 17.5% |
| Mathematics Proficiency | 43.27 | 17.5% |
| Graduation Rate - 4-Year | 25.79 | 25.0% |
| Graduation Rate - 5-Year | 50.86 | 25.0% |
| Progress Towards English Language Proficiency (coming 2018) | ** | ** |
| Chronic Absenteeism | 22.13 | 15.0% |
| **Summative Score:** Sum of all indicator scores multiplied by indicator weights | 37.93 | n/a |
| **Summative Rating:** Percentile rank of Summative Score | 29.80 | n/a |
| **Requires Comprehensive Support:** Summative Score is in the bottom 5th percentile | No | n/a |
| **Requires Comprehensive Support:** 4-year Graduation Rate less than or equal to 67% | No | n/a |

† Weights indicated by this symbol were adjusted due to data availability

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## Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

| Student Group | Summative Score | Summative Score Cut-off for Targeted Support | Requires Targeted Support: Low Performing Student Group | ELA Proficiency: Met Annual Target | Math Proficiency: Met Annual Target | 4-Year Graduation Rate: Met Annual Target | 5-Year Graduation Rate: Met Annual Target | Progress Towards English Language Proficiency: Met Annual Target | Chronic Absenteeism: Met State Average | Requires Targeted Support: Consistently Underperforming Student Group - 2017-18 |
|---|---|---|---|---|---|---|---|---|---|---|
| Schoolwide | n/a | n/a | No | Not Met | Met Target | Not Met | Met Target | ** | Not Met | No |
| White | 40.18 | 8.94 | No | Not Met | Met Target | Not Met | Met Goal | n/a | Met | No |
| Hispanic | 38.48 | 8.94 | No | Not Met | Met Target | Not Met | Met Target | n/a | Not Met | No |
| Black or African American | 49.09 | 8.94 | No | Not Met | Met Target | Not Met | Met Target | n/a | Not Met | No |
| Asian, Native Hawaiian, or Pacific Islander | ** | ** | No | ** | ** | ** | ** | n/a | Not Met | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | N | n/a | ** | No |
| Two or More Races | ** | ** | No | N | N | ** | ** | n/a | ** | No |
| Economically Disadvantaged Students | 49.58 | 8.94 | No | Not Met | Met Target† | Not Met | Met Target | n/a | Not Met | No |
| Students with Disabilities | 51.88 | 8.94 | No | Not Met | Not Met | Not Met | Met Target | n/a | Not Met | No |
| English Learners | ** | ** | No | ** | ** | ** | ** | ** | ** | No |

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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## School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

| | |
|---|---|
| Highlights: | • The Greater Egg Harbor Regional High School District offers six Magnet Programs, two on each of our campuses. Cedar Creek High School offers Engineering and Environmental Science.<br>• We have Dual Enrollment Agreements with Stockton University, Atlantic Cape Community College, and Rowan College at Burlington County, Seton Hall University, and Rider University.<br>• Universal Free Breakfast for all students, EVERYDAY. Sophomores and Juniors have the opportunity to take the PSAT Assessment in preparation for success on SAT college entrance exam. |
| Mission, Vision, Theme: | All Greater Egg Harbor Regional High School District staff are dedicated to helping our students experience success socially and academically. We seek to create a positive and nurturing environment in which all students can learn, grow and contribute. |
| Awards, Recognition, Accomplishments: | Each month, Cedar Creek High School recognizes a staff member and student of the month. Last year, students participated in 347 AP Exams and 53% were eligible to receive college credit. Through College Board, 40 students received Advanced Placement Honors for outstanding scores. We are the 2018 State Consumer Bowl Champions. World Food Prize presented a Cedar Creek Student with the international award as recognition for her efforts in contributing to the quality, quantity, or availability of food in the world. Cedar Creek is also proud of having a student with the highest score in the New Jersey Envirothon Competition. |

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| Courses, Curriculum, Instruction: | Our Curriculum and Instruction Program supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances. Our program selection boasts of high quality core courses along with an ample selection of learning opportunities to promote sustainability, citizenship, creativity, enterprise and innovation. Project Lead the Way is one of our nationally recognized and certified STEM providers that supports curriculum in the Engineering, Computer Science and Network Technology, and Biomedical Magnet Programs. Students have the opportunity to earn college credits while participating in select courses with dual credit agreements to area Universities and Community Colleges. We offer high quality education in Visual and Performing Arts to enhance academic achievement, social and emotional development, civic engagement, and teamwork through the mediums of visual arts, theater arts, music, and dance. |
| Sports and Athletics: | Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Coed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys)<br><br>At Cedar Creek High School, several students received full athletic scholarships in a variety of sports. We have a competitive program with numerous conference and division championships. |
| Clubs and Activities: | We offer over 40 different clubs and activities for our students and an additional 20 athletic teams at three levels. Many clubs compete regionally and across the state with great success. Our award winning Music and Performing Arts programs include Dance, Choir, Band, Marching Band, Drama and Musical Productions. If we can't meet a student's interest, we will consider adding it to our already impressive list. |

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| Staff and Professional Learning: | Learning is at the heart of all we do in GEHRHSD. To ensure teaching and learning occur at the highest levels, educators engage in a cycle of continuous learning that includes use of data to determine student and educator learning needs, identification of shared goals for student and educator learning, professional learning to extend educators' knowledge of content and content-specific pedagogy. This year, we continue to focus on aligning professional learning and support to the New Jersey Student Learning Standards , the (NGSS), and English Language Learner Frameworks, including the Literacy Standards for Science, History/Social Studies and the Technical Subjects—in all content areas. In addition, we continue to focus on refining and creating new courses and pathways in the Career Technical Subjects (CTE) as well as working with our post-secondary partners including local colleges and universities to ensure our students have various options both now and after graduation. |
| Postsecondary Information: | At Cedar Creek High School, 81% of the Class of 2018 attended college, 5% enlisted in the Military, and 14% enrolled in a Technical Trade Program and/or workforce. We host parent and student workshops to assist families in exploring postsecondary options and in completing the FAFSA. We host College Admissions Night Programs for parents to assist with the college application process and Get It Done Workshops for parents and students to attend and complete college and job applications. We order and provide fee waivers for students to take the SAT and ACT. We are a school based testing center for students who test with accommodations and we are an SAT Test center for the convenience of our students who cannot travel. |

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| Student Supports and Services: | Learning is fostered through the development of skills that enable students to function effectively in a changing society. Instruction is developed on the firm belief that every student can learn. Our district offers academic enrichment courses and after school supports for struggling learners. Students with disabilities are enrolled in courses based on their Individualized Education Program (IEP). All courses follow the General Education College Prep Curriculum with use of modifications and adaptations on an individual basis. English Language Learners rapidly progress in English language acquisition through highly structured course delivered by a caring and committed staff of educators. Counselors work collaboratively to support the learning process and promote academic achievement and social wellbeing with consideration of student ability and learning style. Counselors regularly monitor students' courses and accumulation of credits to ensure they are meeting graduation requirements. |
| Parent and Community Involvement: | The Special Education Advisory Committee (SEAC) meets 3 times a year, once in each building. Parents receive invitations to attend meetings on best practices for students in need of support. The meetings consist of building and program updates, presentations from outside agencies, and a host of resources to educate parents on how to provide academic and social emotional support. |

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|---|---|
| School Safety: | Creating and maintaining a safe environment for all students and staff is our district's highest priority. We have an armed school resource officer in each school as well as security personnel scheduled during the day, after school, evenings and weekends. We have a new video surveillance camera system linked to our police departments. New technology is in place for students to anonymously report their concerns to school administrators. In addition, we have a security application that immediately locks down our schools in the event of a school emergency with INSTANT notification to police. Most importantly, we include students and staff in our ongoing dialog following security drills to further refine school safety procedures. |

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| Technology and STEM: | STEM (Science, Technology, Engineering and Mathematics) offerings in our schools are unique interdisciplinary experiences for students. The Magnet Programs offer a comprehensive suite of courses arranged into several pathways of learning such as Engineering, Environmental Science, Biomedical Science, Homeland Security and Public Safety, and Computer Science and Network Technology. Up-incoming 9th grade students that apply to the Magnet Programs will commit to a four-year program of study that requires additional STEM coursework yet is flexible enough to allow for non-STEM electives. Students are immersed in coursework that requires the use of sophisticated technology, integrated projects, professional mentorships, and community service projects while participating in the program and after school clubs. Graduates of the Magnet Program go on to continue their education and research at some of the most prestigious colleges and universities across the country! |

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| Other Information: | Cedar Creek High School created a Peer Tutoring Program to assist students who are struggling in all subject areas. Our new club, Peer to Peer, was introduced to allow students to have a place to meet with other students who may need support adjusting to school, fitting in socially, and/or looking for ways to connect with other students in a positive environment. We communicate with parents via school messenger, school website, and a newsletter that is generated each trimester with important information and upcoming events. |