



### Cherokee High School

(05-2610-040)

Grades Offered: 09-12

2018-2019

#### Report Key:

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### 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](mailto:reportcard@doe.nj.gov) with any questions about the reports

### Notes from the New Jersey Department of Education:



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### School Contact Information

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

Type	Contact Information
County	Burlington
District	Lenape Regional High School District
Principal Name	Mrs. Donna Charlesworth
Address	120 TOMLINSON MILL ROAD MARLTON, NJ 08053
Phone Number	856-983-5140
Email Address	<a href="mailto:dcharlesworth@lrhsd.org">dcharlesworth@lrhsd.org</a>
Website	<a href="https://lrhsd.org/Domain/376">https://lrhsd.org/Domain/376</a>
Facebook	<a href="https://www.facebook.com/LRHSDHighlights">https://www.facebook.com/LRHSDHighlights</a>
Twitter	<a href="https://twitter.com/Cherokee_HS">https://twitter.com/Cherokee_HS</a>



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	554	536	541
10	521	525	537
11	549	523	524
12	579	554	524
Total	2,203	2,138	2,126

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	49.8%	49.7%	49.6%
Male	50.2%	50.3%	50.4%
Economically Disadvantaged Students	11.2%	9.6%	9.9%
Students with Disabilities	16.4%	15.5%	17.0%
English Learners	0.6%	0.6%	0.6%
Homeless Students	0.7%	0.3%	0.0%
Students in Foster Care	0.2%	0.1%	0.0%
Military-Connected Students	1.0%	1.5%	2.1%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	81.5%	80.7%	79.6%
Hispanic	4.0%	4.3%	4.8%
Black or African American	6.8%	6.4%	5.9%
Asian	7.4%	8.0%	8.9%
Native Hawaiian or Pacific Islander	0.2%	0.1%	0.3%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	0.1%	0.3%	0.4%

### 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	2016-17	2017-18	2018-19
Full Time Students	2,203	2,138	2,126
Shared Time Students	0	0	0
Full Time Equivalent	2,203	2,138	2,126

### 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	89.9%
Spanish	2.0%
Gujarati	1.6%
Other Languages	6.5%



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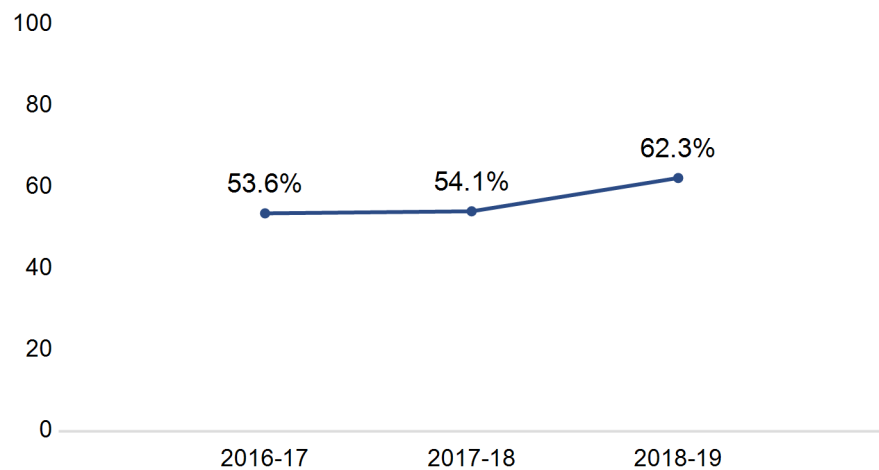
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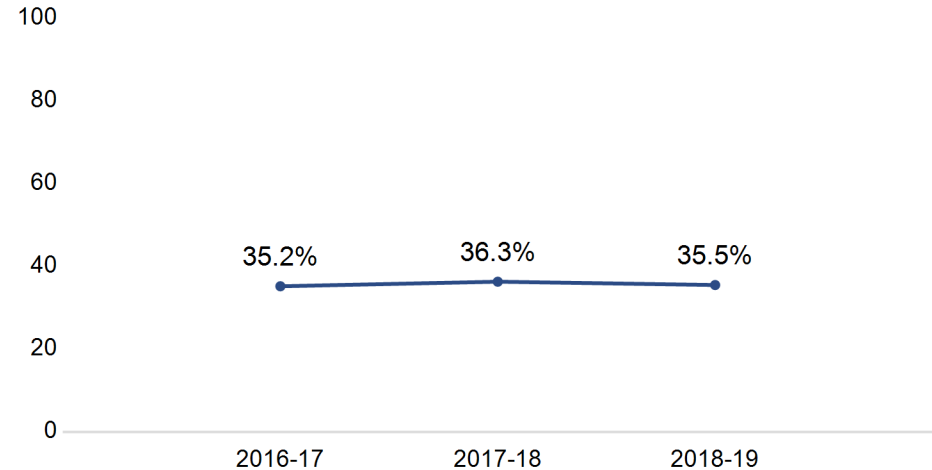
## English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

### ELA Proficiency Rate for Federal Accountability



### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.1%	99.2%	97.7%	98.8%	99.4%	98.1%
Proficiency Rate for Federal Accountability	53.6%	54.1%	62.3%	35.2%	36.3%	35.5%
Annual Target	53.5%	54.9%	56.3%	35.3%	37.6%	40.0%
Met Annual Target?	Met Target	Met Target†	Met Target	Met Target†	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1038	97.7	62.3	65.4	57.9	62.3	56.3	Met Target
White	820	97.3	62.6	66.6	66.9	62.6	57.8	Met Target
Hispanic	48	100.0	41.7	54.4	43.9	41.7	52.5	Met Target†
Black or African American	55	98.3	41.8	40.4	38.5	41.8	34.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	110	100.0	79.1	81.3	82.9	79.1	60.9	Met Target
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	504	97.5	68.8	72.9	64.8	68.8		
Male	534	97.8	56.2	57.9	51.3	56.2		
Economically Disadvantaged Students	98	98.1	38.8	38.8	40.0	38.8	37.8	Met Target
Non-Economically Disadvantaged Students	940	97.6	64.8	68.3	67.9	64.8		
Students with Disabilities	182	93.5	26.4	23.4	22.7	26.0	22.8	Met Target
Students without Disabilities	856	98.6	70.0	72.5	65.1	70.0		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	22	95.8	54.5	64.6	57.8	54.5		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



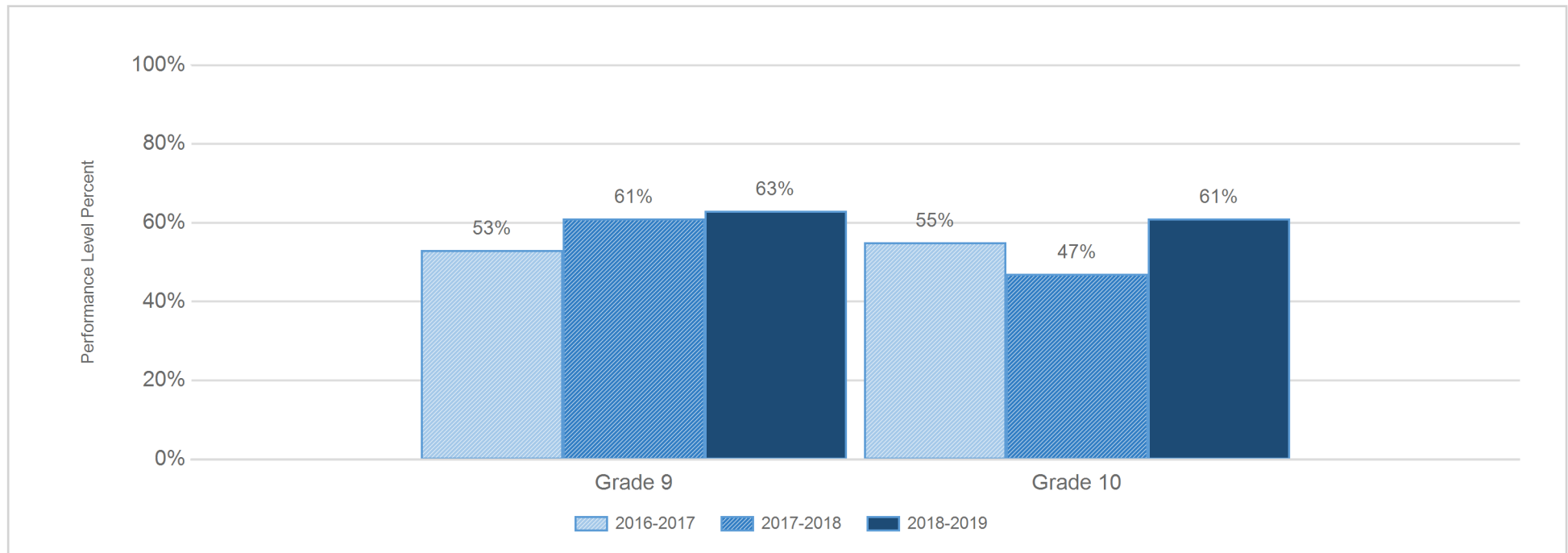
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### English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	530	758	761	753	6%	9%	22%	47%	16%	63%	56%
White	414	758	763	762	5%	9%	22%	48%	16%	64%	65%
Hispanic	*	*	749	737	*	*	*	*	*	*	40%
Black or African American	29	747	739	732	*	*	38%	*	*	45%	33%
Asian, Native Hawaiian, or Pacific Islander	58	769	*	783	*	*	*	50%	28%	78%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	753	761	*	*	*	*	*	*	63%
Female	263	763	768	760	*	*	22%	49%	19%	68%	63%
Male	267	753	755	746	*	*	21%	46%	13%	58%	49%
Economically Disadvantaged Students	59	741	740	734	*	*	29%	*	*	41%	36%
Non-Economically Disadvantaged Students	471	760	764	762	*	*	21%	*	*	66%	65%
Students with Disabilities	107	724	725	717	*	*	29%	*	*	23%	17%
Students without Disabilities	423	766	769	760	*	*	20%	*	*	73%	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	13	764	765	755	0%	0%	*	*	*	62%	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	514	758	759	757	9%	9%	21%	43%	18%	61%	58%
White	407	759	760	767	7%	9%	22%	45%	17%	62%	67%
Hispanic	23	729	746	738	*	*	*	*	*	39%	43%
Black or African American	28	732	735	733	*	*	*	*	*	39%	38%
Asian, Native Hawaiian, or Pacific Islander	51	779	*	792	*	*	*	37%	43%	80%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	245	765	768	766	6%	7%	17%	49%	21%	70%	66%
Male	269	751	751	749	11%	12%	24%	38%	16%	53%	51%
Economically Disadvantaged Students	42	736	733	735	*	*	24%	*	*	38%	40%
Non-Economically Disadvantaged Students	472	760	762	767	*	*	21%	*	*	63%	67%
Students with Disabilities	75	725	713	711	28%	21%	20%	*	*	31%	19%
Students without Disabilities	439	763	766	765	5%	7%	21%	*	*	67%	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	N	N	*	723	N	N	N	N	N	N	32%
Students in Foster Care	N	N	*	710	N	N	N	N	N	N	22%
Military-Connected Students	10	751	752	754	*	*	*	*	*	40%	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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### Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

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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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	976	98.1	35.5	36.1	44.5	35.5	40	Not Met
White	779	98.0	36.1	37.5	54.1	36.1	39.7	Not Met
Hispanic	49	100.0	24.5	28.7	28.8	24.5	38.4	Not Met
Black or African American	54	96.6	16.7	13.0	23.0	16.7	23.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	89	98.9	48.3	*	76.5	48.3	57.3	Not Met
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	488	98.0	36.9	35.0	44.9	36.9		
Male	488	98.2	34.0	37.2	44.2	34.0		
Economically Disadvantaged Students	97	96.1	21.6	16.8	26.3	21.6	30.2	Not Met
Non-Economically Disadvantaged Students	879	98.3	37.0	38.3	54.9	37.0		
Students with Disabilities	184	96.4	10.9	*	17.4	10.9	18	Not Met
Students without Disabilities	792	98.5	41.2	*	50.0	41.2		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	20	95.2	55.0	33.3	46.4	55.0		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



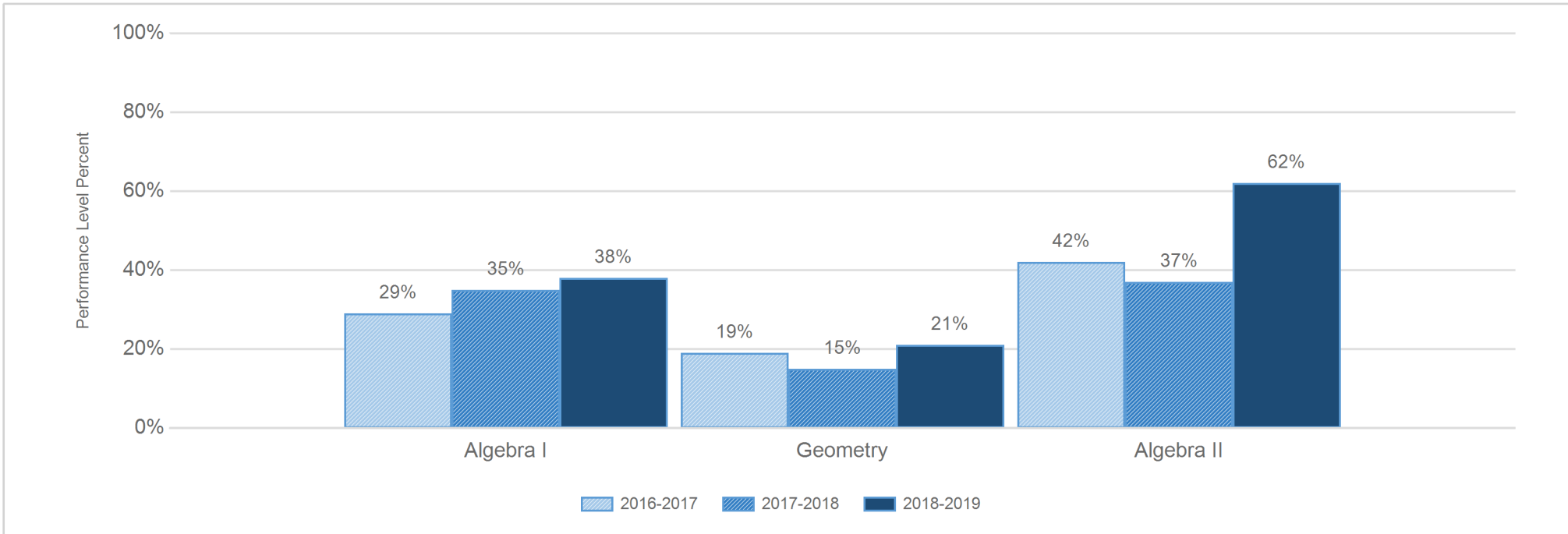
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### Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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### Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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
<b>Schoolwide</b>	440	740	738	744	9%	23%	31%	38%	0%	38%	42%
White	340	741	741	752	7%	23%	30%	40%	0%	40%	53%
Hispanic	29	728	*	728	*	34%	*	*	*	24%	24%
Black or African American	*	*	722	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	42	743	743	775	*	*	31%	43%	0%	43%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	727	752	*	*	*	*	*	*	51%
Female	222	741	739	745	5%	24%	29%	41%	0%	41%	44%
Male	218	738	737	743	12%	22%	32%	34%	0%	34%	41%
Economically Disadvantaged Students	56	728	725	727	20%	29%	29%	23%	0%	23%	23%
Non-Economically Disadvantaged Students	384	741	740	752	7%	22%	31%	40%	0%	40%	52%
Students with Disabilities	111	716	714	717	*	*	*	*	*	*	12%
Students without Disabilities	329	748	745	748	*	*	*	*	*	*	47%
English Learners	*	*	715	710	*	*	*	*	*	*	*
Non-English Learners	*	*	738	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	11	754	745	744	0%	*	*	*	*	55%	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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### Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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
<b>Schoolwide</b>	371	731	733	737	8%	26%	45%	21%	0%	21%	35%
White	308	732	735	743	7%	24%	47%	21%	0%	21%	43%
Hispanic	18	720	726	724	*	*	*	*	*	22%	17%
Black or African American	22	722	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	19	733	741	762	*	*	53%	*	*	21%	70%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	180	732	734	738	7%	24%	47%	22%	0%	22%	36%
Male	191	731	733	736	9%	27%	44%	19%	0%	19%	34%
Economically Disadvantaged Students	35	723	723	722	*	51%	29%	*	*	11%	16%
Non-Economically Disadvantaged Students	336	732	735	743	*	23%	47%	*	*	22%	43%
Students with Disabilities	69	714	712	712	*	*	*	*	*	*	*
Students without Disabilities	302	735	737	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	*	713	N	N	N	N	N	N	*
Military-Connected Students	*	*	738	739	*	*	*	*	*	*	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



**Cherokee High School**  
(05-2610-040)  
Grades Offered: 09-12  
2018-2019

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### Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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
<b>Schoolwide</b>	170	756	757	755	*	9%	26%	*	*	62%	58%
White	133	755	756	758	*	9%	28%	*	*	61%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	737	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	27	770	*	777	0%	*	*	*	*	78%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	90	751	752	752	*	*	33%	*	*	54%	55%
Male	80	762	761	758	*	*	18%	*	*	70%	62%
Economically Disadvantaged Students	*	*	740	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	757	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	*	*	*	696	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	*	*	749	742	*	*	*	*	*	*	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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## DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 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	10	80.0%	20.0%
3-4	*	*	*
5 or more	N	N	N



**Cherokee High School**  
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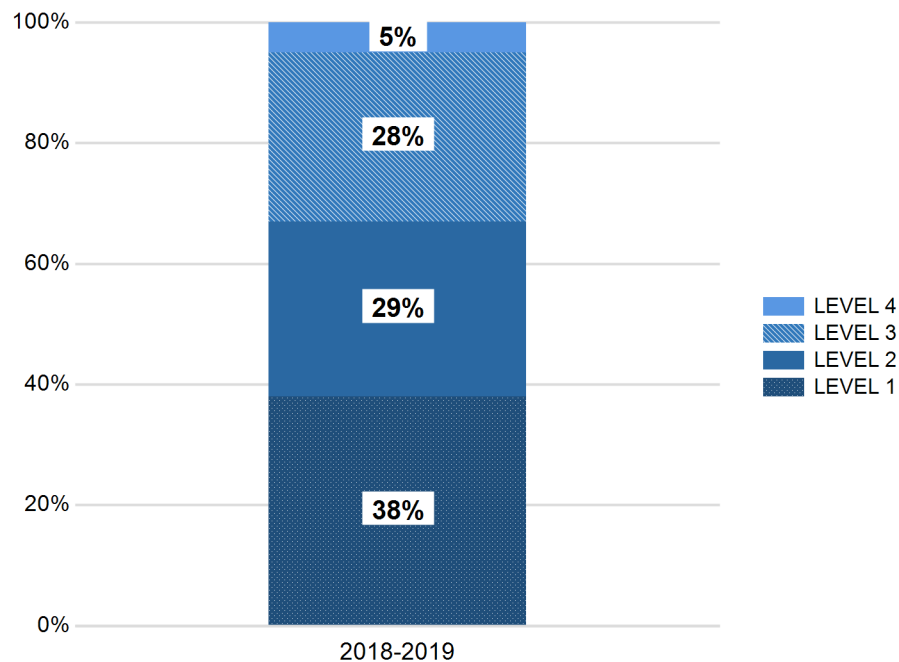
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

### NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



### NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	38	29	28	5
White	38	30	27	5
Hispanic	*	*	*	*
Black or African American	57	23	17	3
Asian, Native Hawaiian, or Pacific Islander	17	29	46	7
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	34	30	30	6
Male	41	29	26	5
Economically Disadvantaged Students	57	22	19	2
Non-Economically Disadvantaged Students	35	30	29	6
Students with Disabilities	80	11	7	1
Students without Disabilities	31	32	31	6
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	40	30	30	0
Migrant Students	N	N	N	N



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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 2018-19. 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 2018-19	94.6%	84.5%
12th graders taking SAT in 2018-19 or prior years	81.7%	72.1%
12th graders taking ACT in 2018-19 or prior years	15.8%	19.6%

### 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	496	476	Grade 10: 430 Grade 11: 460	74%	61%
PSAT 10/NMSQT - Math	492	477	Grade 10: 480 Grade 11: 510	49%	43%
SAT - Reading and Writing	569	539	480	86%	70%
SAT - Math	566	541	530	61%	53%
ACT - Reading	23	25	22	54%	66%
ACT - English	23	24	18	80%	81%
ACT - Math	23	24	22	52%	65%
ACT - Science	23	24	23	55%	57%



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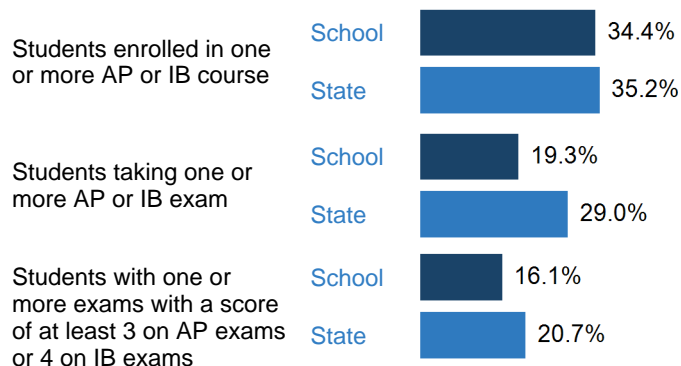
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

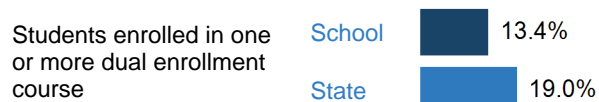
### AP/IB Coursework – Participation and Performance

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 of 11th and 12th graders who were 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	58	37
AP Calculus AB	82	37
AP Calculus BC	44	25
AP Chemistry	12	10
AP Chinese Language and Culture	0	1
AP Computer Science A	0	12
AP English Language and Composition	83	63
AP English Literature and Composition	40	6
AP Environmental Science	24	7
AP European History	12	5
AP Italian Language and Culture	9	4
AP Latin (Virgil, Catullus and Horace)	17	9
AP Macroeconomics	0	5
AP Microeconomics	0	15
AP Music Theory	10	1
AP Physics 1	59	25



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AP/IB Course	Students Enrolled	Students Tested
AP Physics C: Electricity and Magnetism	0	6
AP Physics C: Mechanics	30	6
AP Psychology	125	54
AP Spanish Language	8	5
AP Statistics	15	2
AP Studio Art—Drawing Portfolio	0	3
AP Studio Art—Two-Dimensional	5	2
AP U.S. History	75	45
AP World History	7	4
Total Exams taken		389
Exams with scores of at least 3 on AP exams or 4 on IB exams		323



### Cherokee High School

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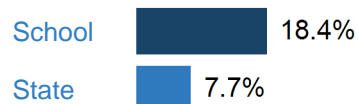
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

### Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 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

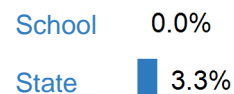
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



### Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 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





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### Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	18.4%	9.2%	7.7%	10.3%
White	18.4%	9.9%	6.1%	9.6%
Hispanic	20.4%	*	10.3%	11.3%
Black or African American	17.6%	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	19.0%	6.7%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	19.8%	9.2%	7.3%	10.6%
Male	17.0%	9.2%	8.0%	10.1%
Economically Disadvantaged Students	18.6%	6.7%	10.4%	11.8%
Students with Disabilities	11.3%	*	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	N	N	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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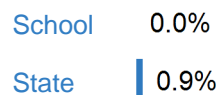
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### Industry-Valued Credentials

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



### 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
Arts, AV Technology & Communications	167		
Finance	420		
Total (All Clusters)	587	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.

### 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	448	62	52	0	0	0	103
10	7	390	131	65	0	0	35
11	4	9	272	113	48	8	169
12	2	0	61	94	139	97	98
Total	461	461	516	272	187	105	405
Enrolled in AP/IB Course					126	15	0
Enrolled in Dual Enrollment Course	0	0	0	60	25	19	0

### 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	541	0	0	9	0	19
10	186	358	0	13	0	5
11	92	313	0	8	109	47
12	87	16	0	24	114	111
Total	906	687	0	54	223	182
Enrolled in AP/IB Course	58	12		24	89	0
Enrolled in Dual Enrollment Course	11	1	0	2	13	4



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### 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	0	13	9	0	0	64
10	0	532	17	15	3	14
11	1	523	73	130	11	21
12	6	11	51	143	72	501
Total	7	1079	150	288	86	600
Enrolled in AP/IB Course	7	75	0	125		12
Enrolled in Dual Enrollment Course	1	45	9	26	0	2

### 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	347	51	38	71	27	0	9
10	298	59	38	87	29	0	10
11	120	16	31	45	17	0	10
12	55	9	12	21	10	0	7
Total	820	135	119	224	83	0	36
Enrolled in AP/IB Course	8	0	9	17	0	0	0
Enrolled in Dual Enrollment Course	57	21	14	21	6	0	6
Enrolled in Level 3 or Higher	203	20	59	41	22	0	15



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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.

### Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) 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	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	10	0	0	0	0	0
10	14	0	0	0	0	0
11	16	0	0	0	0	0
12	29	0	0	0	0	0
Total	69	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	2	0	0	0	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
French	*
German	*
Italian	*
Latin	*
Russian	*
Spanish	23
Total	40



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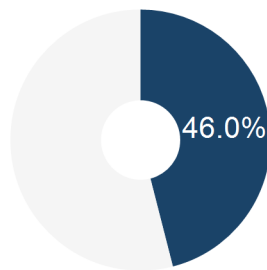
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### Visual and Performing Arts – Course Participation

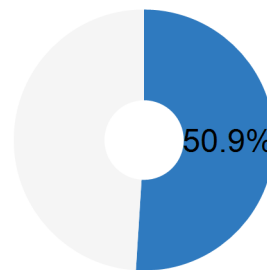
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

**Grades 9-12:**

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

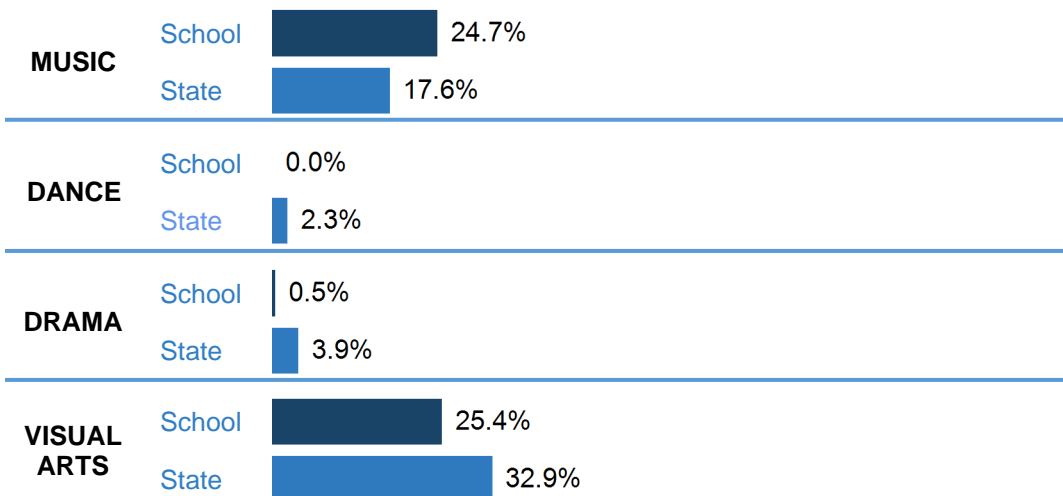


School



State

Students enrolled in one or more classes by discipline:





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2018-2019

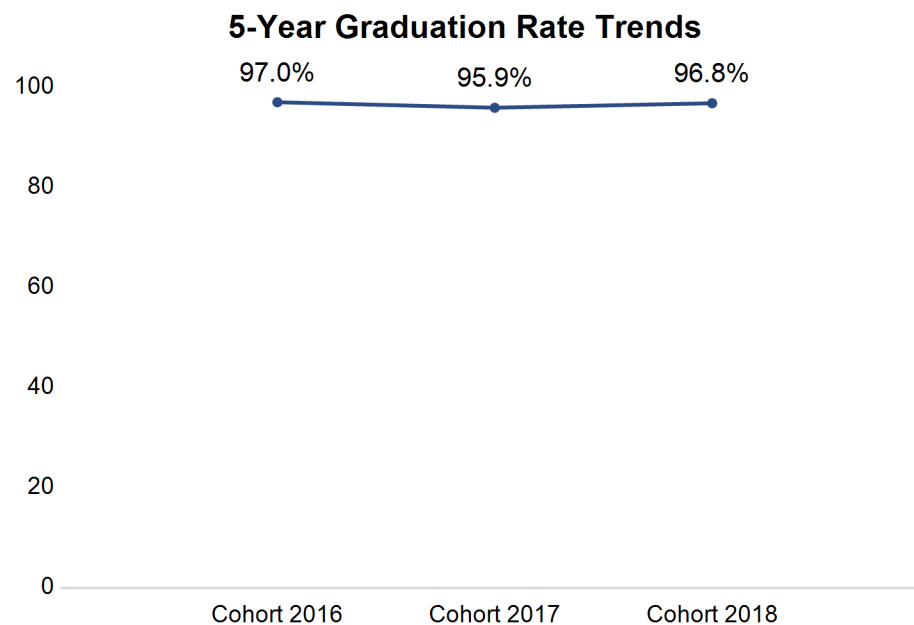
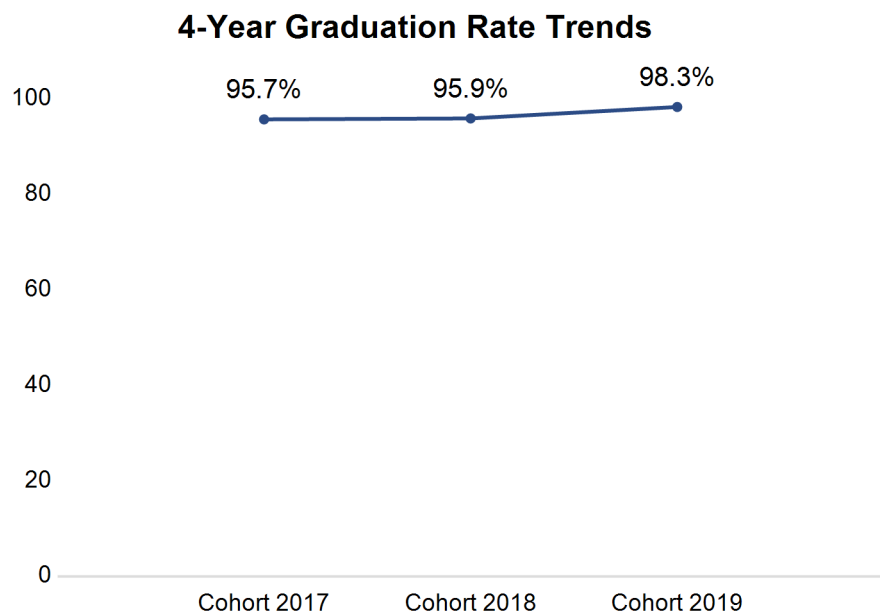
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

### Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	95.7%	95.9%	98.3%	97.0%	95.9%	96.8%
Annual Target	N	N		N	N	
Met Annual Target?	Met Goal	Met Goal		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



**Cherokee High School**  
(05-2610-040)  
Grades Offered: 09-12  
2018-2019

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### 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 2018 4-year rate and the Class of 2017 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 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	98.3%	90.6%	96.8%	92.5%	95.9%	N	Met Goal	95.9%	N	Met Goal
White	97.9%	94.9%	97.2%	95.9%	96.5%	N	Met Goal	96.7%	N	Met Goal
Hispanic	100.0%	84.5%	*	87.3%	*	95.0%	Not Met	*	**	**
Black or African American	100.0%	83.3%	94.7%	87.1%	92.3%	95.0%	Not Met	87.8%	95.6%	Not Met
Asian, Native Hawaiian or Pacific Islander	100.0%	96.9%	100.0%	97.8%	97.5%	N	Met Goal	100.0%	N	Met Goal
American Indian or Alaska Native	*	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	98.9%	92.8%	98.9%	94.4%	98.6%			96.9%		
Male	97.6%	88.5%	94.7%	90.8%	93.3%			94.9%		
Economically Disadvantaged Students	100.0%	84.0%	97.2%	87.3%	94.5%	95.0%	Not Met	90.8%	96.0%	Not Met
Students with Disabilities	92.2%	79.2%	87.5%	83.8%	84.8%	92.3%	Not Met	87.0%	94.8%	Not Met
English Learners	N	75.4%	*	80.1%	*	**	**	N	N	N
Homeless Students	*	74.6%	*	78.3%	*			*		
Students in Foster Care	N	57.6%	N	82.5%	*			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



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### Graduation Pathways

This table shows the percentage of Cohort 2019 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
Statewide Assessment	69.2%	70.0%
Substitute Competency Test	23.4%	21.1%
Portfolio Appeals Process	1.5%	1.9%
Alternate Requirements specified in IEP	5.4%	6.6%
Unknown	0.4%	0.4%

### Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.1%	1.2%
2017-2018	0.3%	1.2%
2016-2017	0.5%	1.1%



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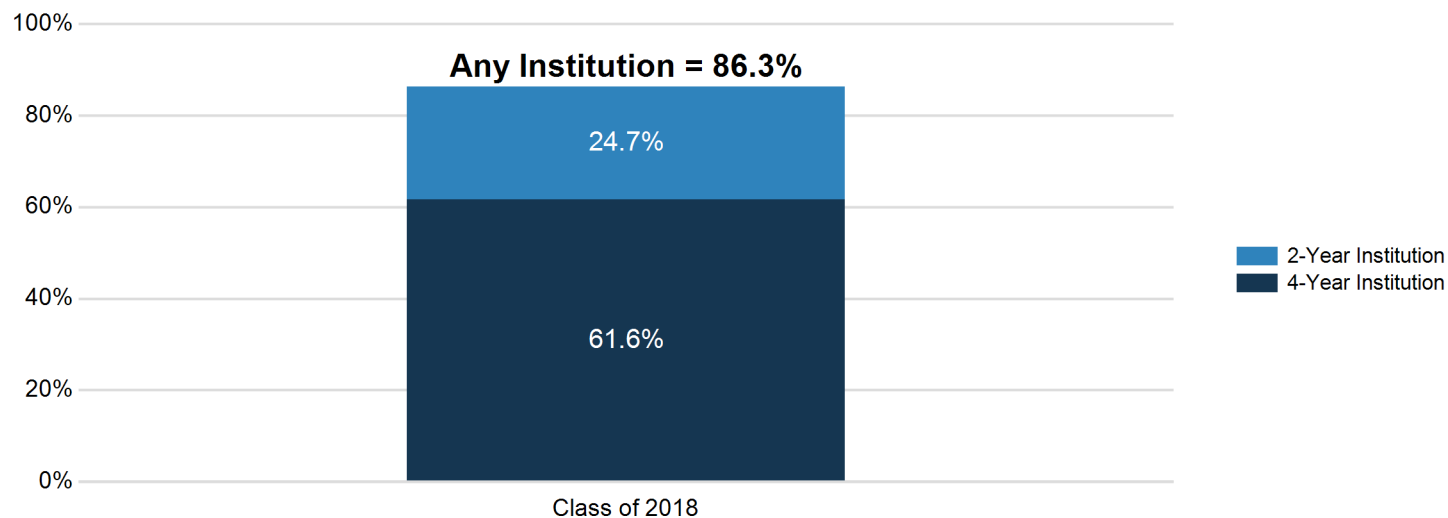
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

### Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

#### Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	24.7%
% Enrolled in 4-Year Institution	61.6%
% Enrolled in Any Postsecondary Institution	86.3%



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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 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled 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%	28.7%	71.3%
Schoolwide	80.2%	23.9%	76.1%
White	79.7%	22.8%	77.2%
Hispanic	65.2%	33.3%	66.7%
Black or African American	84.6%	36.4%	63.6%
Asian, Native Hawaiian, or Pacific Islander	88.4%	18.4%	81.6%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged	66%	35.5%	64.5%
Students with Disabilities	41.8%	51.5%	48.5%
English Learners	N	N	N

### Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled 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	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	86.3%	28.6%	71.4%	75.2%	24.8%	57.8%	42.2%
White	87.4%	29.5%	70.5%	76.2%	23.8%	57.9%	42.1%
Hispanic	*	*	*	*	*	*	*
Black or African American	74.3%	23.1%	76.9%	61.5%	38.5%	57.7%	42.3%
Asian, Native Hawaiian, or Pacific Islander	90%	13.9%	86.1%	63.9%	36.1%	47.2%	52.8%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged	66%	51.4%	48.6%	88.6%	11.4%	80%	20%
Students with Disabilities	63.4%	66.7%	33.3%	80%	20%	77.8%	22.2%
English Learners	*	*	*	*	*	*	*



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

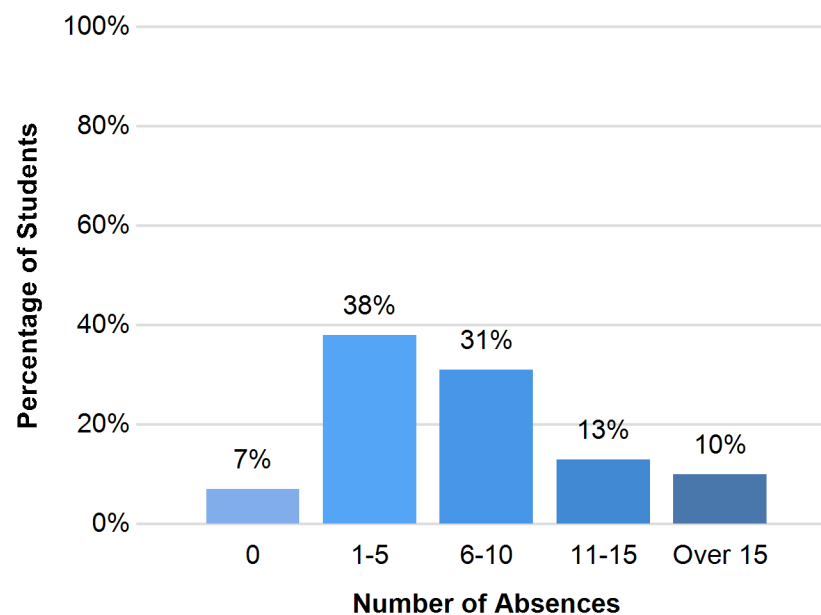
### Chronic Absenteeism

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	167	7.7	14.2	Met
White	148	8.6	14.2	Met
Hispanic	9	8.5	14.2	Met
Black or African American	3	2.3	14.2	Met
Asian, Native Hawaiian, or Pacific	6	3.1	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	85	8.0		
Male	82	7.5		
Economically Disadvantaged Students	28	13.1	14.2	Met
Students with Disabilities	65	16.5	14.2	Not Met
English Learners	1	7.1	**	**
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	0	0		
Migrant Students	N	N		

### Days Absent

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





### Cherokee High School

(05-2610-040)

Grades Offered: 09-12

2018-2019

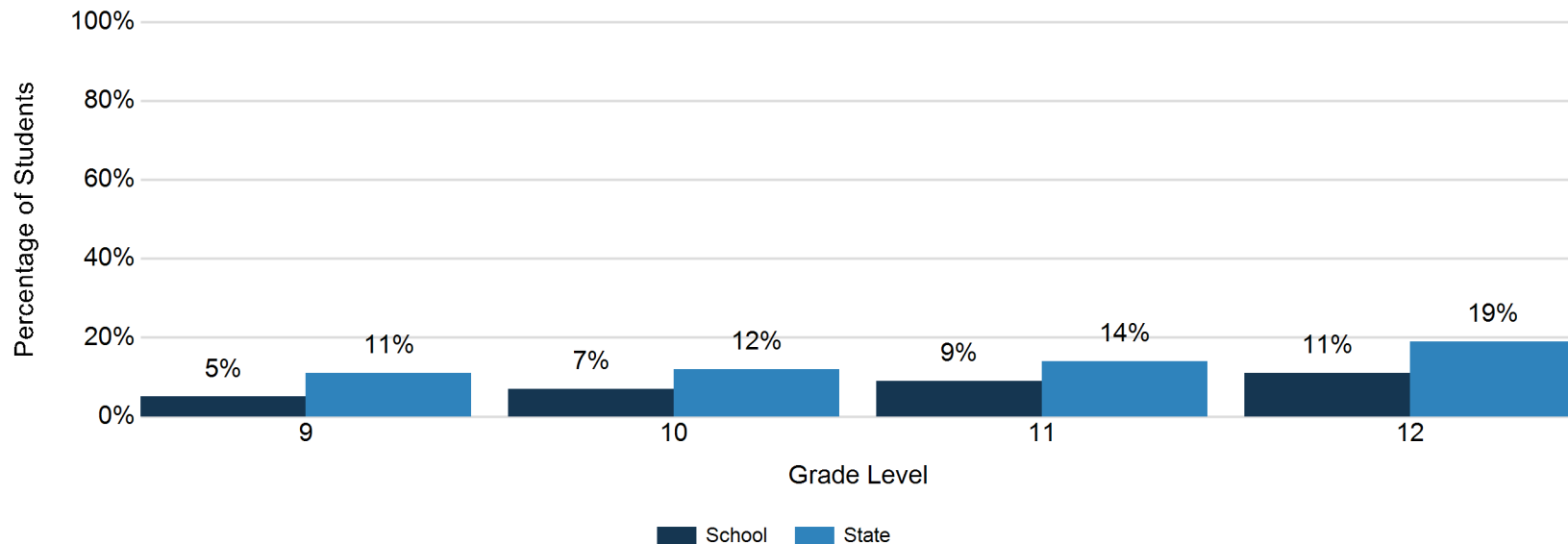
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### Chronic Absenteeism by Grade

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



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2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

### 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	17
Weapons	0
Vandalism	1
Substances	12
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	31
Incidents Per 100 Students Enrolled	1.46

### 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	14
Weapons	0
Vandalism	1
Substances	7
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	6



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

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	1	1
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	90	4.2%
Out-of-School Suspensions	38	1.8%
Any Suspension	92	4.3%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	28	1.3%

School Days Missed  
due to Out-of-School  
Suspensions

136

**Cherokee High School**

(05-2610-040)

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2018-2019

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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	7:30 AM
Typical End Time	2:25 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	5 Hrs 52 Mins
Shared Time - Instructional Time	5 Hrs. 52 Mins.

## Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	177	118,214
Average years experience in public schools	14.9	12.1
Average years experience in district	13.5	10.8
Percentage of Teachers with 4 or more years experience in the district	88.7%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	40	9,530
Average years experience in public schools	20.7	16.0
Average years experience in district	17.0	12.0
Percentage of Administrators with 4 or more years experience in the district	95.0%	76.9%

### 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	236:1	169:1
Teachers to Administrators	20:1	15:1
Students to Librarians/Media Specialists		675:1
Students to Nurses		614:1
Students to Counselors		205:1
Students to Child Study Team Members		321:1



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### Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.6%	55.9%	33.3%	48.4%	77.1%	54.9%
Male	50.4%	44.1%	66.7%	51.6%	22.9%	45.1%
White	79.6%	95.5%	88.9%	42.4%	83.6%	77.4%
Hispanic	4.8%	1.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	5.9%	2.3%	0.0%	15.0%	6.6%	13.9%
Asian	8.9%	0.0%	11.1%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.4%	0.6%	0.0%	2.1%	0.2%	0.2%



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### Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.9%	90.5%
2017-18 Administrators: Same district 2018-19	92.7%	87.9%

### 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
2018-19	97.2%



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## Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

- Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.
- Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less
- Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

- Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

### ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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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](#).

### ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	53.6%	54.1%	62.3%
Math Proficiency	35.2%	36.3%	35.5%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	95.7%	95.9%	98.3%
5-Year Graduation Rate†	97.0%	95.9%	96.8%
Progress toward English Language Proficiency		80.0%	*
Chronic Absenteeism	8.5%	8.8%	7.7%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



### Cherokee High School

(05-2610-040)

Grades Offered: 09-12

2018-2019

#### Report Key:

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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

## Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



**Cherokee High School**  
(05-2610-040)  
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2018-2019

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### Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Not Met	Met Goal	Met Goal	**	Met	No
White	Met Target	Not Met	Met Goal	Met Goal	n/a	Met	No
Hispanic	Met Target†	Not Met	Not Met	**	n/a	Met	No
Black or African American	Met Target	Met Target†	Not Met	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Not Met	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Not Met	Not Met	n/a	Met	No
Students with Disabilities	Met Target	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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



**Cherokee High School**  
(05-2610-040)  
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2018-2019

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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 the school or district directly.



### Highlights:

- Cherokee offers 22 Advanced Placements courses.
- Cherokee's chapter of DECA had 121 regional qualifiers out of our 122 members. 38 of these students qualified for the NJ state competition and 11 advanced to DECA's international competition.
- Ten Cherokee students were honored by the National Merit Scholar Program.



### Mission, Vision, Theme:

Cherokee High School serves the community of Evesham in Burlington County. Cherokee's North/South layout provides students with the distinct advantage of a large high school with two smaller learning communities. This arrangement allows Cherokee to join in the LRHSD mission to maintain high expectations while providing students with unlimited educational experiences, which exceed the NJCCS, and integrate technology while working with our families and community.



### Awards, Recognition, Accomplishments:

Cherokee was proud to be designated a No Place for Hate school for the 7th consecutive years by the Anti-Defamation League. The Cherokee marching band was the Tournament of Bands Regional 1 Champions - Group 3 Open. 17 students earned gold medals and 14 earned silver medals at the Russian Olympiada. Cherokee students have also been chosen to complete internships with the Rowan School of Osteopathic Medicine and participate in the Boys and Girls State Delegates.



### Cherokee High School

(05-2610-040)

Grades Offered: 09-12

2018-2019

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### Courses, Curriculum, Instruction:

Through more than 242 course offerings, 26 AP courses and 67 College Acceleration Program courses, 40 at Rowan College at Burlington County (RCBC) and 27 at Rowan University (RU), complemented by summer enrichment programs, the Lenape District offers academic tracks to meet every student's needs. In the 2018-19 school year, 1482 students district-wide applied for RU and RCBC dual credit; on average, each student earned 7.31 college credits. <https://www.lrhdsd.org/Page/679>



### Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Gymnastics (Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys)

Cherokee boasts of 167 Varsity athletes who have achieved a 3.65 GPA or higher. On the athletic fields and courts, Cherokee has won six conference championships and one SJ sectional championship.



### Clubs and Activities:

Cherokee offers 93 extracurricular activities. These clubs promote school pride, community service, and learning. Additionally, each year Cherokee's senior class takes part in the Senior Day of Service. This is an opportunity for all 500+ seniors to go out into the community and provide a variety of services to schools, parks, and recreational areas to name a few.






**Cherokee High School**  
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 <p><b>Before and After School Programs:</b></p>	<p>Cherokee offers access to the weight room after school to promote and sponsor students' health and well-being.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>All of the LRHSD teachers are trained by the in-house Research for Better Teaching (RBT) trainers. RBT offers professional development, which takes place during a teacher's first three years at Cherokee, with refreshers offered at various intervals. Cherokee teachers are also trained in Understanding by Design (UbD). Cherokee provides its teachers with an uninterrupted common planning time, which allows for greater collaboration and collegiality.</p>
 <p><b>Postsecondary Information:</b></p>	<p>During the 2018-19 school year, 1,482 students earned 8518 college credits through the dual credit program. LRHSD is proud to offer the PSAT to all students in grades 9, 10, and 11, as the district believes that opportunity better prepares them for the SAT. LRHSD's success as a high-achieving district is exemplified by its 95.3% graduation rate, its SAT scores consistently above state and national averages, and its 85.3% of graduates attending over 227 colleges and universities.</p>



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### Student Supports and Services:

Cherokee's Intervention and Referral Services are designed to assist students experiencing learning, behavior or health difficulties. Cherokee offers a complete range of programs for students who have been determined to be "Eligible for Special Education and Related Services," including resource center programs, inclusion, and self contained programs.



### Student Health and Wellness:

Cherokee provides a nutritious breakfast and lunch throughout the school day. All students, regardless of grade, take part in a physical education class.



### Parent and Community Involvement:

The Cherokee High School hosts 16 booster clubs that support and promote Cherokee athletics and activities. Parents are able to access students grades and information through the Genesis Grading Portal or through the LRHSD app.






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 <p><b>Climate Surveys:</b></p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers All students are given a survey regarding the school climate at the end of every school year. The survey focuses on the school's Core Values of Accountability, Integrity, and Respect (AIR). The results are shared administratively and are part of the protocol for the Middle States Excellence by Design Accreditation. Cherokee has seen an increase in student ownership and empathy towards others as the students' progress from 9th to 12th grade.</p>
 <p><b>Facilities:</b></p>	<p>Cherokee High School was opened on a 71-acre site in Evesham Township in September 1975. In the early 1990s a construction and renovation project was completed to meet the educational needs of the growing Evesham Township community. In December 1997, voters approved a referendum for the construction of Cherokee South to house students in grades 9-10 and the Lenape District Performing Arts Center. Cherokee is up to date with modern technology needed to support the school curriculum.</p>
 <p><b>School Safety:</b></p>	<p>The Safety and Security of all LRHSD students and staff is a top priority which is evidenced by the following security initiatives already in place at all LRHSD schools. Police officers with marked vehicles are assigned to each school reinforcing high visibility police presence. All LRHSD schools have Security Staff (several retired Law Enforcement Officers) assigned to assist with maintaining a safe school environment. All exterior doors are secured and locked during the school day. Main office vestibules were constructed to limit direct entry into the school. All schools are equipped with 24/7 interior and exterior surveillance systems. Lockdown buttons are installed at all schools to initiate and expedite lockdown procedures. Portable radios are assigned to key personnel to expedite communications in the event of an emergency. In 2018 LRHSD was approved for a \$3,438,000 security grant to enhance and develop new safety initiatives for all LRHSD schools that will begin in 2019.</p>



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### Technology and STEM:

The LRHSD has a variety of technology and STEM opportunities for students. A wide-range of technology courses offered include 3 year Television Broadcasting path with a 4th year option to intern in the District Television Studio. Technical courses expose students to industry-standard software. An Automotive shop at Seneca and Cherokee and a Metal Shop at Lenape High School. The LRHSD has also partnered with Project Lead the Way a nationally recognized STEM program to offer a pre-engineering pathway where students work collaboratively in a cohort to take an engineering elective each year of their high school experience. This will expose them to different facets of a STEM related career. The LRHSD has two district Robotics teams which compete locally and nationally. Members of the LRHSD Robotics teams report that the project based problem solving design of each challenge deepens their understanding of the concepts behind the designs necessary to compete with other schools.



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### Other Information

Cherokee has served Evesham Township since opening its doors in 1975. Cherokee, along with the entire LRHSD, operates using a 57-minute class period, rotating schedule. The rotating schedule has a morning wheel and an afternoon wheel with a 50-minute community Lunch and Learn period in the middle. This schedule more closely mirrors what Cherokee students will experience in college, as classes rotate and drop off within a 4-day cycle. Important academic, athletic, and extracurricular information can be found on the Cherokee Website or the Cherokee Facebook page. For the most up to date information, you can follow @Cherokee\_HS or any of our numerous club, team, and activity Twitter accounts or follow us at cherokee.hs on Instagram. Cherokee High School, as well as the entire district, is proud to participate in a Cyber-Safety Coalition. The Cyber-Safety Coalition informs students, parents and stakeholders about the importance of being a responsible and safe online citizen who can excel in this growing fast paced, digitally connected community. Cherokee High School is proud to host a Technology Student Association (TSA) for students. Cherokee High School's chapter focuses on completing various technology projects during their meetings throughout the year. Cherokee's TSA also focuses on completing projects for the New Jersey TSA State Competition held every spring at The College of New Jersey. It is recommended that students are enrolled in technology education classes at Cherokee High School.



## Lenape High School

(05-2610-050)

Grades Offered: 09-12

2018-2019

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### 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 at 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](mailto:reportcard@doe.nj.gov) with any questions about the reports

### Notes from the New Jersey Department of Education:



**Lenape High School**  
(05-2610-050)  
Grades Offered: 09-12  
2018-2019

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### School Contact Information

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

Type	Contact Information
County	Burlington
District	Lenape Regional High School District
Principal Name	Mr. Tony Cattani
Address	235 HARTFORD ROAD MEDFORD, NJ 08055
Phone Number	609-654-5111
Email Address	<a href="mailto:vcattani@lrhsd.org">vcattani@lrhsd.org</a>
Website	<a href="https://www.lrhsd.org/Domain/119">https://www.lrhsd.org/Domain/119</a>
Facebook	<a href="https://www.facebook.com/LRHSDHighlights">https://www.facebook.com/LRHSDHighlights</a>
Twitter	<a href="https://twitter.com/LenapePride">https://twitter.com/LenapePride</a>



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	486	529	491
10	436	462	513
11	435	429	455
12	421	450	434
Total	1,778	1,870	1,893

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.6%	49.4%	49.0%
Male	52.4%	50.6%	51.0%
Economically Disadvantaged Students	14.8%	14.6%	14.4%
Students with Disabilities	14.2%	14.3%	14.4%
English Learners	0.4%	0.4%	0.5%
Homeless Students	0.2%	0.6%	0.5%
Students in Foster Care	0.2%	0.1%	0.1%
Military-Connected Students	0.7%	1.8%	1.7%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	62.7%	60.7%	60.3%
Hispanic	6.5%	7.6%	7.9%
Black or African American	18.4%	17.8%	16.6%
Asian	11.3%	11.9%	12.2%
Native Hawaiian or Pacific Islander	0.4%	0.5%	0.5%
American Indian or Alaska Native	0.2%	0.1%	0.1%
Two or More Races	0.4%	1.5%	2.4%

### 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	2016-17	2017-18	2018-19
Full Time Students	1,778	1,870	1,893
Shared Time Students	0	0	0
Full Time Equivalent	1,778	1,870	1,893

### 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	86.7%
Chinese	2.4%
Spanish	1.5%
Other Languages	9.4%



**Lenape High School**  
(05-2610-050)  
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2018-2019

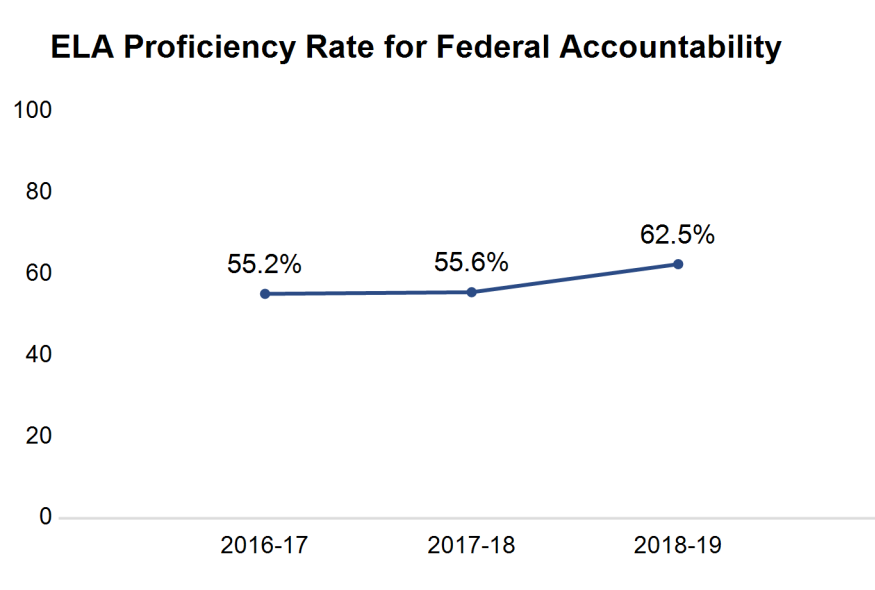
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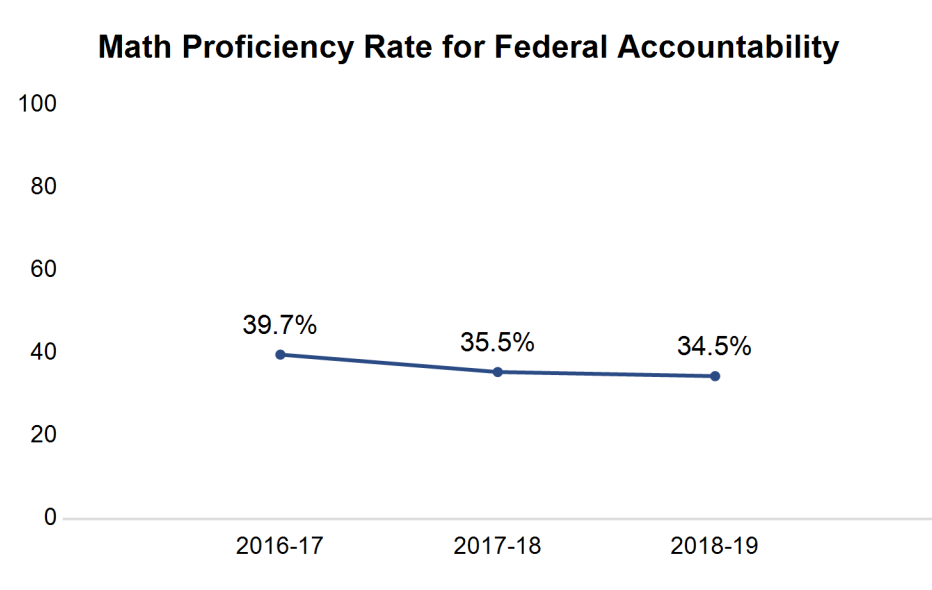
## English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

### ELA Proficiency Rate for Federal Accountability



### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.4%	99.0%	98.1%	97.8%	98.5%	96.9%
Proficiency Rate for Federal Accountability	55.2%	55.6%	62.5%	39.7%	35.5%	34.5%
Annual Target	47.5%	49.2%	50.9%	37.2%	39.4%	41.7%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	965	98.1	62.5	65.4	57.9	62.5	50.9	Met Target
White	586	98.3	65.5	66.6	66.9	65.5	51.8	Met Target
Hispanic	69	97.3	55.1	54.4	43.9	55.1	41.3	Met Target
Black or African American	152	97.5	39.5	40.4	38.5	39.5	36.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	125	99.2	83.2	81.3	82.9	83.2	74.8	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	53.6	Met Target†
Female	477	97.8	68.1	72.9	64.8	68.1		
Male	488	98.4	57.0	57.9	51.3	57.0		
Economically Disadvantaged Students	132	95.9	36.4	38.8	40.0	36.4	38.4	Met Target†
Non-Economically Disadvantaged Students	833	98.5	66.6	68.3	67.9	66.6		
Students with Disabilities	131	93.2	18.3	23.4	22.7	18.0	24.5	Not Met
Students without Disabilities	834	98.9	69.4	72.5	65.1	69.4		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	20	100.0	60.0	64.6	57.8	60.0		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



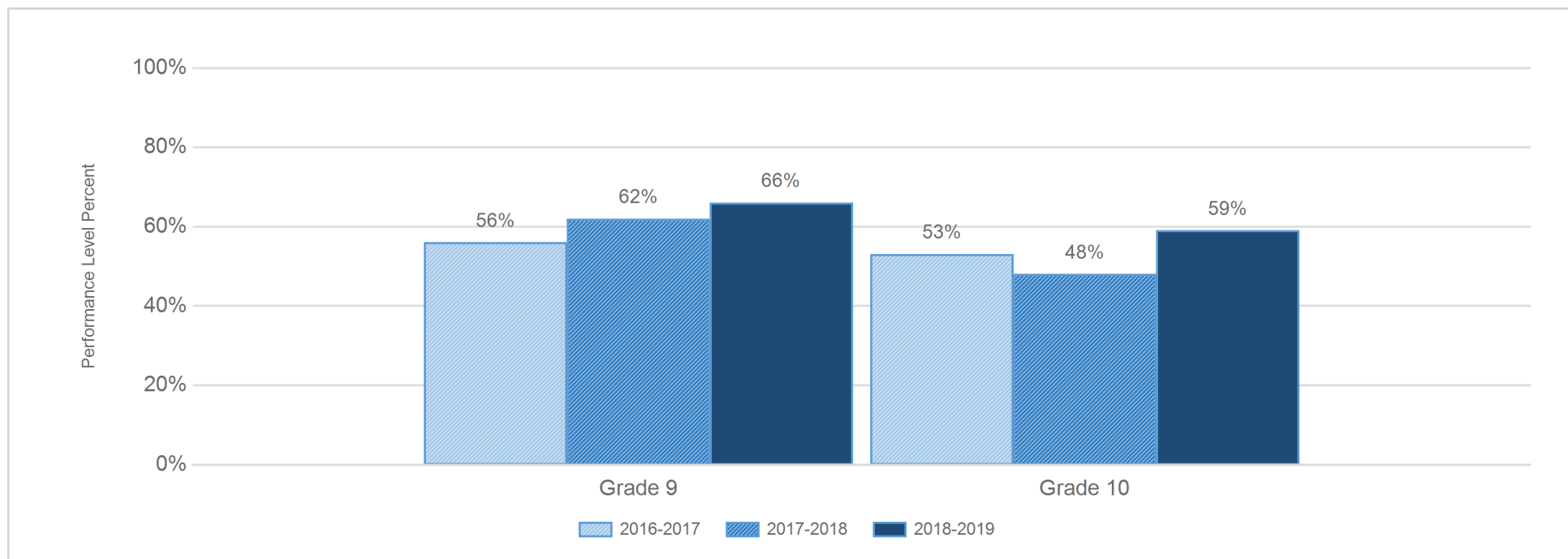
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2018-2019

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### English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





**Lenape High School**  
(05-2610-050)  
Grades Offered: 09-12  
2018-2019

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

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	477	760	761	753	5%	8%	21%	47%	19%	66%	56%
White	294	766	763	762	*	*	21%	49%	21%	71%	65%
Hispanic	40	751	749	737	*	*	*	*	*	58%	40%
Black or African American	69	737	739	732	19%	14%	28%	*	*	39%	33%
Asian, Native Hawaiian, or Pacific Islander	56	775	*	783	0%	*	*	52%	34%	86%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	18	740	753	761	*	*	*	*	*	44%	63%
Female	227	765	768	760	*	*	20%	47%	23%	70%	63%
Male	250	756	755	746	*	*	22%	47%	14%	62%	49%
Economically Disadvantaged Students	77	735	740	734	18%	18%	26%	*	*	38%	36%
Non-Economically Disadvantaged Students	400	765	764	762	3%	6%	20%	*	*	71%	65%
Students with Disabilities	56	720	725	717	*	*	29%	20%	0%	20%	17%
Students without Disabilities	421	766	769	760	*	*	20%	51%	21%	72%	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	*	721	N	N	N	N	N	N	22%
Military-Connected Students	*	*	765	755	*	*	*	*	*	*	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	496	756	759	757	12%	10%	19%	39%	20%	59%	58%
White	287	755	760	767	12%	7%	20%	44%	17%	61%	67%
Hispanic	33	753	746	738	*	*	33%	*	*	52%	43%
Black or African American	89	736	735	733	20%	25%	18%	25%	12%	37%	38%
Asian, Native Hawaiian, or Pacific Islander	71	782	*	792	*	*	*	44%	38%	82%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	254	763	768	766	8%	8%	18%	42%	24%	66%	66%
Male	242	748	751	749	16%	12%	21%	36%	15%	51%	51%
Economically Disadvantaged Students	60	732	733	735	17%	27%	23%	33%	0%	33%	40%
Non-Economically Disadvantaged Students	436	759	762	767	11%	7%	19%	40%	22%	62%	67%
Students with Disabilities	70	708	713	711	46%	26%	14%	*	*	14%	19%
Students without Disabilities	426	763	766	765	7%	7%	20%	*	*	66%	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	14	738	752	754	*	*	*	*	*	50%	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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### Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	895	96.9	34.5	36.1	44.5	34.5	41.7	Not Met
White	550	97.4	39.5	37.5	54.1	39.5	43.8	Not Met
Hispanic	69	93.5	30.4	28.7	28.8	30.3	27.7	Met Target
Black or African American	153	96.4	11.1	13.0	23.0	11.1	23.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	94	100.0	51.1	*	76.5	51.1	73.7	Not Met
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	29	90.9	20.7	*	53.3	19.7	45.2	Not Met
Female	439	97.4	28.5	35.0	44.9	28.5		
Male	456	96.5	40.4	37.2	44.2	40.4		
Economically Disadvantaged Students	137	94.7	12.4	16.8	26.3	12.4	27.1	Not Met
Non-Economically Disadvantaged Students	758	97.4	38.5	38.3	54.9	38.5		
Students with Disabilities	132	93.8	*	*	17.4	*	19.9	Not Met
Students without Disabilities	763	97.5	*	*	50.0	*		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	20	100.0	20.0	33.3	46.4	20.0		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



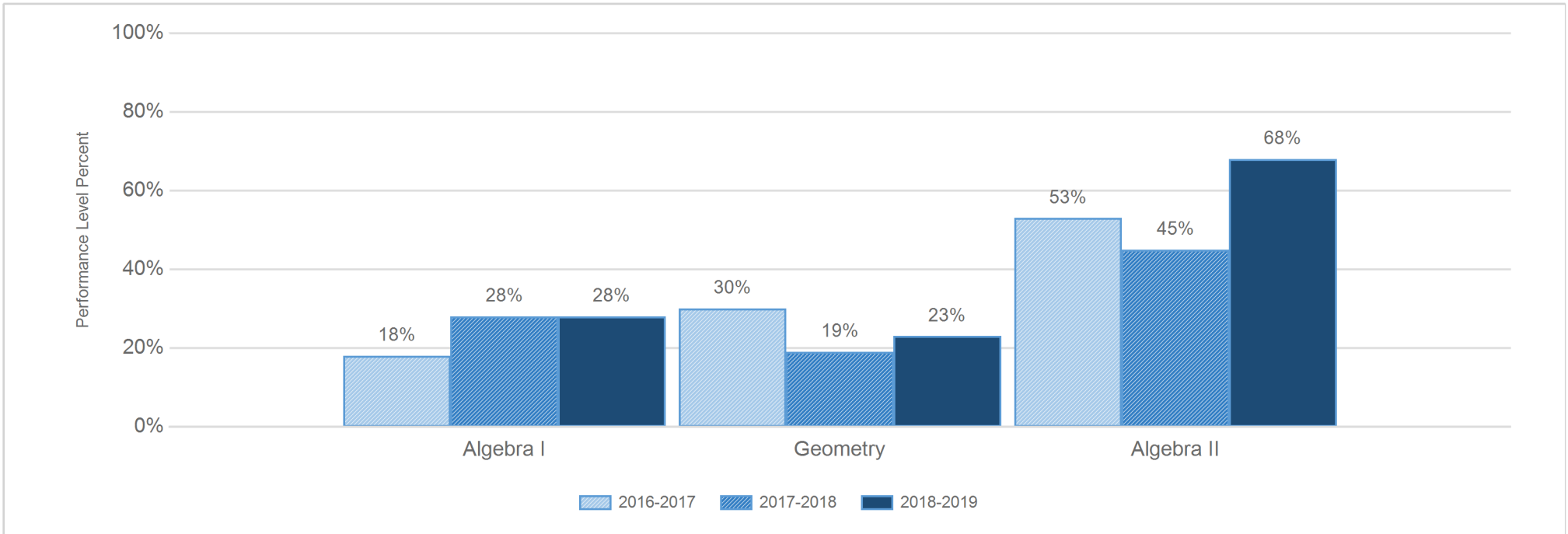
**Lenape High School**  
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### Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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### Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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
<b>Schoolwide</b>	319	732	738	744	11%	32%	29%	28%	0%	28%	42%
White	183	737	741	752	10%	25%	27%	38%	0%	38%	53%
Hispanic	33	722	*	728	*	39%	30%	*	*	15%	24%
Black or African American	69	720	722	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	20	742	743	775	*	*	*	*	*	35%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	14	726	727	752	*	*	*	*	*	*	51%
Female	151	729	739	745	11%	37%	30%	22%	0%	22%	44%
Male	168	735	737	743	11%	28%	28%	33%	0%	33%	41%
Economically Disadvantaged Students	76	719	725	727	17%	49%	22%	*	*	12%	23%
Non-Economically Disadvantaged Students	243	736	740	752	9%	27%	31%	*	*	33%	52%
Students with Disabilities	58	710	714	717	*	*	*	*	*	*	12%
Students without Disabilities	261	737	745	748	*	*	*	*	*	*	47%
English Learners	*	*	715	710	*	*	*	*	*	*	*
Non-English Learners	*	*	738	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	*	*	745	744	*	*	*	*	*	*	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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### Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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
<b>Schoolwide</b>	390	731	733	737	9%	28%	40%	*	*	23%	35%
White	237	734	735	743	7%	25%	43%	*	*	25%	43%
Hispanic	27	731	726	724	*	*	*	*	*	26%	17%
Black or African American	77	718	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	35	743	741	762	*	*	40%	43%	0%	43%	70%
American Indian or Alaska Native	N	N	*	736	N	N	N	N	N	N	37%
Two or More Races	14	737	*	745	0%	*	*	*	*	*	46%
Female	206	731	734	738	7%	31%	44%	*	*	19%	36%
Male	184	732	733	736	11%	26%	36%	*	*	27%	34%
Economically Disadvantaged Students	57	723	723	722	*	35%	40%	*	*	11%	16%
Non-Economically Disadvantaged Students	333	733	735	743	*	27%	40%	*	*	25%	43%
Students with Disabilities	65	710	712	712	*	*	*	*	*	*	*
Students without Disabilities	325	735	737	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	12	732	738	739	*	*	*	*	*	*	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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### Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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
<b>Schoolwide</b>	195	763	757	755	*	*	23%	61%	7%	68%	58%
White	126	766	756	758	*	*	23%	63%	8%	71%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	14	744	737	725	*	*	*	*	*	50%	27%
Asian, Native Hawaiian, or Pacific Islander	41	761	*	777	*	*	*	*	*	66%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	88	759	752	752	*	*	28%	*	*	63%	55%
Male	107	766	761	758	*	*	18%	*	*	73%	62%
Economically Disadvantaged Students	*	*	740	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	757	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	*	696	N	N	N	N	N	N	11%
Non-English Learners	195	763	*	755	*	*	23%	61%	7%	68%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	*	*	749	742	*	*	*	*	*	*	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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## DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	11	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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 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	N	N	N
5 or more	N	N	N



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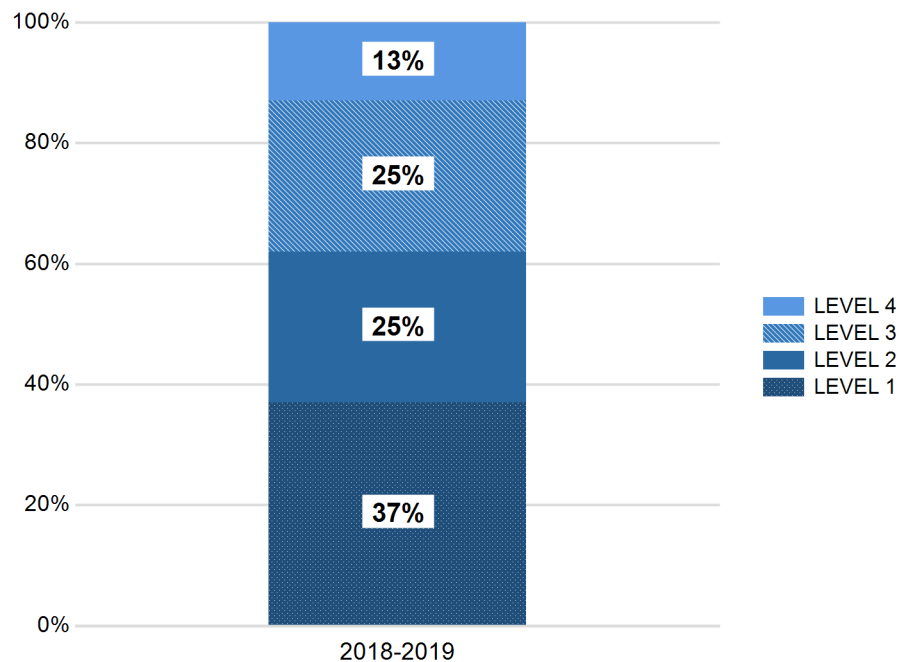
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

### NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



### NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	37	25	25	13
White	33	24	31	12
Hispanic	*	*	*	*
Black or African American	65	24	10	1
Asian, Native Hawaiian, or Pacific Islander	16	24	28	33
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	35	30	24	11
Male	39	20	26	15
Economically Disadvantaged Students	65	19	13	2
Non-Economically Disadvantaged Students	33	26	26	14
Students with Disabilities	82	13	4	2
Students without Disabilities	30	27	28	15
English Learners	N	N	N	N
Non-English Learners	37	25	25	13
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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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 2018-19. 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 2018-19	94.4%	84.5%
12th graders taking SAT in 2018-19 or prior years	74.4%	72.1%
12th graders taking ACT in 2018-19 or prior years	18.2%	19.6%

### 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	502	476	Grade 10: 430 Grade 11: 460	72%	61%
PSAT 10/NMSQT - Math	499	477	Grade 10: 480 Grade 11: 510	52%	43%
SAT - Reading and Writing	570	539	480	83%	70%
SAT - Math	580	541	530	64%	53%
ACT - Reading	24	25	22	61%	66%
ACT - English	25	24	18	85%	81%
ACT - Math	25	24	22	73%	65%
ACT - Science	24	24	23	57%	57%



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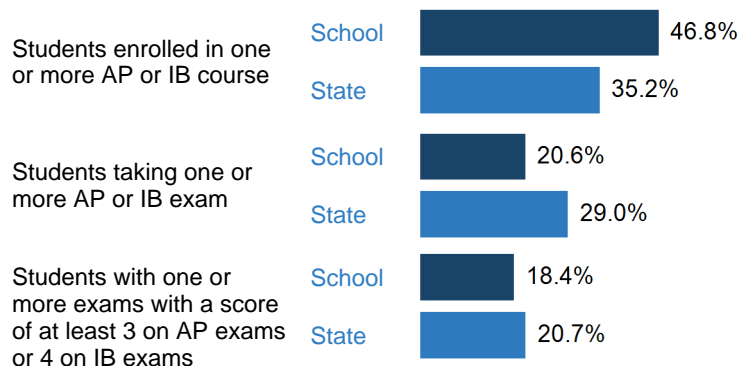
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (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.



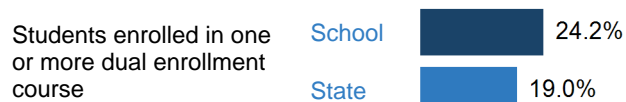
### AP/ IB Courses Offered

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	55	42
AP Calculus AB	98	60
AP Calculus BC	39	25
AP Chemistry	30	21
AP Chinese Language and Culture	0	1
AP Computer Science A	0	20
AP English Language and Composition	141	88
AP English Literature and Composition	42	3
AP Environmental Science	14	0
AP European History	46	3
AP Italian Language and Culture	9	8
AP Latin (Virgil, Catullus and Horace)	30	4
AP Macroeconomics	0	13
AP Microeconomics	0	12
AP Physics 1	118	35
AP Physics C: Electricity and Magnetism	41	5

### Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were 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.





**Lenape High School**  
(05-2610-050)  
Grades Offered: 09-12  
2018-2019

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AP/IB Course	Students Enrolled	Students Tested
AP Physics C: Mechanics	0	15
AP Psychology	122	47
AP Spanish Language	15	2
AP Statistics	81	28
AP Studio Art—Two-Dimensional	13	0
AP U.S. History	189	62
AP World History	11	0
Total Exams taken		494
Exams with scores of at least 3 on AP exams or 4 on IB exams		415



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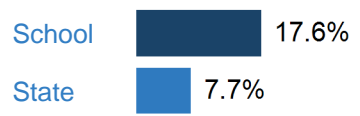
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

**Career and Technical Education Participation**

The graphs below show the percentage of students in grades 9 through 12 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.

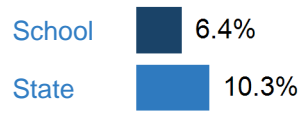
**CTE Participants**

(completed only one course in an approved CTE program)



**CTE Concentrators**

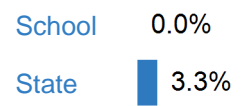
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



**Structured Learning Experiences Participation**

The graph below shows the percentage of students in grades 9 through 12 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**





**Lenape High School**  
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### Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	17.6%	6.4%	7.7%	10.3%
White	20.2%	7.0%	6.1%	9.6%
Hispanic	16.8%	*	10.3%	11.3%
Black or African American	10.8%	5.1%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	13.3%	6.6%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	17.5%	5.4%	7.3%	10.6%
Male	17.7%	7.5%	8.0%	10.1%
Economically Disadvantaged Students	13.6%	3.7%	10.4%	11.8%
Students with Disabilities	8.4%	4.0%	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	*	0.0%	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*



**Lenape High School**  
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 2018-2019

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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**



**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
Arts, AV Technology & Communications	328		
Finance	127		
<b>Total (All Clusters)</b>	<b>455</b>	<b>0</b>	<b>0</b>



**Lenape High School**  
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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	333	106	90	0	0	0	72
10	9	319	111	71	0	6	40
11	1	14	146	112	92	12	145
12	0	1	47	67	108	152	57
Total	343	440	394	250	200	170	314
Enrolled in AP/IB Course					137	81	0
Enrolled in Dual Enrollment Course	0	0	0	76	54	48	0

### 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	424	1	0	82	1	7
10	271	284	0	7	0	7
11	70	218	0	13	170	36
12	76	15	0	20	126	77
Total	841	518	0	122	297	127
Enrolled in AP/IB Course	55	30		14	158	0
Enrolled in Dual Enrollment Course	18	8	0	3	39	11



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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	0	15	15	0	0	83
10	0	503	30	2	0	13
11	3	447	40	114	3	29
12	8	8	32	73	38	425
Total	11	973	117	189	41	550
Enrolled in AP/IB Course	11	189	0	122		46
Enrolled in Dual Enrollment Course	2	118	7	43	0	11

### 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	293	49	42	91	34	0	0
10	306	44	40	88	30	0	0
11	140	31	31	78	16	0	0
12	50	19	13	33	12	0	0
Total	789	143	126	290	92	0	0
Enrolled in AP/IB Course	15	0	9	30	0	0	0
Enrolled in Dual Enrollment Course	45	19	11	44	11	0	0
Enrolled in Level 3 or Higher	201	63	49	70	26	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.

### Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) 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	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	16	0	0	0	0	0
10	33	0	0	0	0	0
11	11	0	0	0	0	0
12	27	0	0	0	0	0
Total	87	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	5	0	0	0	0	0

**Lenape High School**

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2018-2019

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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
French	*
German	*
Italian	*
Latin	*
Spanish	24
Total	44



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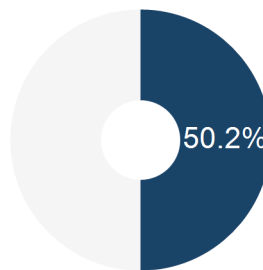
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**Visual and Performing Arts – Course Participation**

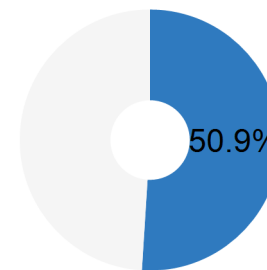
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Discipline	School	State
<b>MUSIC</b>	16.1%	17.6%
<b>DANCE</b>	0.0%	2.3%
<b>DRAMA</b>	0.0%	3.9%
<b>VISUAL ARTS</b>	38.0%	32.9%



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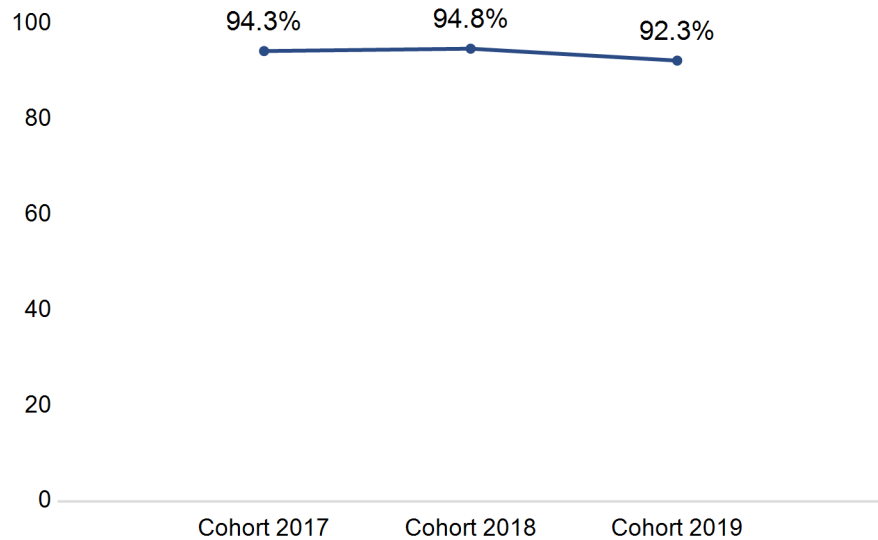
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

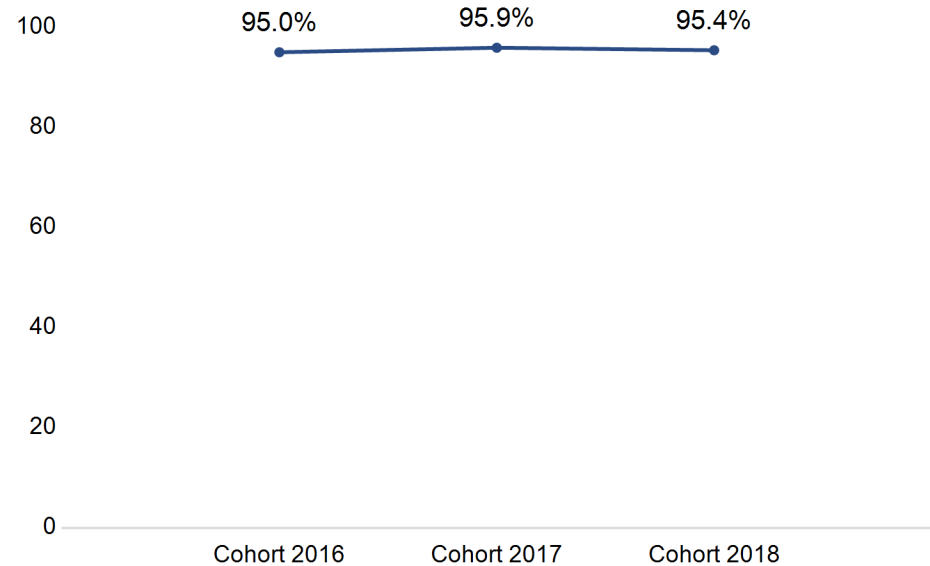
### Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.

#### 4-Year Graduation Rate Trends



#### 5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	94.3%	94.8%	92.3%	95.0%	95.9%	95.4%
Annual Target	93.0%	93.1%		N	N	
Met Annual Target?	Met Target	Met Target		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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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 2018 4-year rate and the Class of 2017 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 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	92.3%	90.6%	95.4%	92.5%	94.8%	93.1%	Met Target	95.9%	N	Met Goal
White	92.6%	94.9%	95.1%	95.9%	95.1%	N	Met Goal	96.4%	N	Met Goal
Hispanic	*	84.5%	*	87.3%	*	95.0%	Not Met	*	**	**
Black or African American	87.4%	83.3%	94.7%	87.1%	92.6%	92.3%	Met Target	93.6%	96.0%	Not Met
Asian, Native Hawaiian or Pacific Islander	96.3%	96.9%	97.8%	97.8%	97.8%	N	Met Goal	95.7%	N	Met Goal
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	*	**	**
Two or More Races	*	91.4%	*	94.2%	*	**	**	N	N	N
Female	93.8%	92.8%	96.4%	94.4%	95.1%			95.4%		
Male	90.8%	88.5%	94.5%	90.8%	94.5%			96.3%		
Economically Disadvantaged Students	90.4%	84.0%	96.4%	87.3%	92.9%	95.0%	Not Met	100.0%	N	Met Goal
Students with Disabilities	70.0%	79.2%	83.3%	83.8%	81.5%	80.5%	Met Target	84.4%	90.9%	Not Met
English Learners	*	75.4%	N	80.1%	N	N	N	*	**	**
Homeless Students	*	74.6%	*	78.3%	*			N		
Students in Foster Care	*	57.6%	N	82.5%	*			*		
Migrant Students	N	83.3%	N	85.0%	N			N		



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### Graduation Pathways

This table shows the percentage of Cohort 2019 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
Statewide Assessment	68.3%	71.4%
Substitute Competency Test	26.0%	19.6%
Portfolio Appeals Process	0.7%	2.4%
Alternate Requirements specified in IEP	4.8%	6.4%
Unknown	0.2%	0.2%

### Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.7%	1.2%
2017-2018	0.6%	1.2%
2016-2017	0.3%	1.1%



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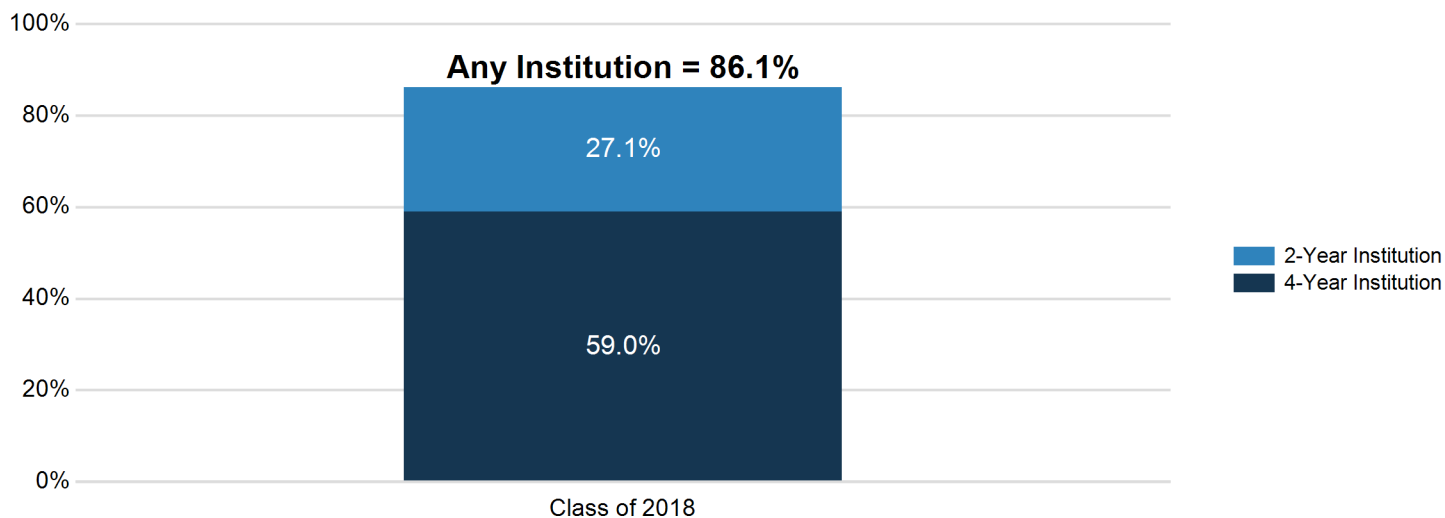
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

## Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

### Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	27.1%
% Enrolled in 4-Year Institution	59.0%
% Enrolled in Any Postsecondary Institution	86.2%



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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 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled 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%	28.7%	71.3%
Schoolwide	84.4%	28.2%	71.8%
White	86.5%	27.8%	72.2%
Hispanic	*	*	*
Black or African American	75.7%	32.1%	67.9%
Asian, Native Hawaiian, or Pacific Islander	94.2%	14.3%	85.7%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged	75.4%	55.8%	44.2%
Students with Disabilities	73.6%	74.4%	25.6%
English Learners	*	*	*

### Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled 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	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	86.2%	31.5%	68.5%	73.8%	26.2%	56.2%	43.8%
White	87.1%	28%	72%	72.5%	27.5%	50.4%	49.6%
Hispanic	*	*	*	*	*	*	*
Black or African American	85.6%	45.5%	54.5%	79.2%	20.8%	71.4%	28.6%
Asian, Native Hawaiian, or Pacific Islander	93.3%	4.8%	95.2%	64.3%	35.7%	52.4%	47.6%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged	74.7%	40.7%	59.3%	83.1%	16.9%	79.7%	20.3%
Students with Disabilities	66.1%	73%	27%	89.2%	10.8%	86.5%	13.5%
English Learners	*	*	*	*	*	*	*



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

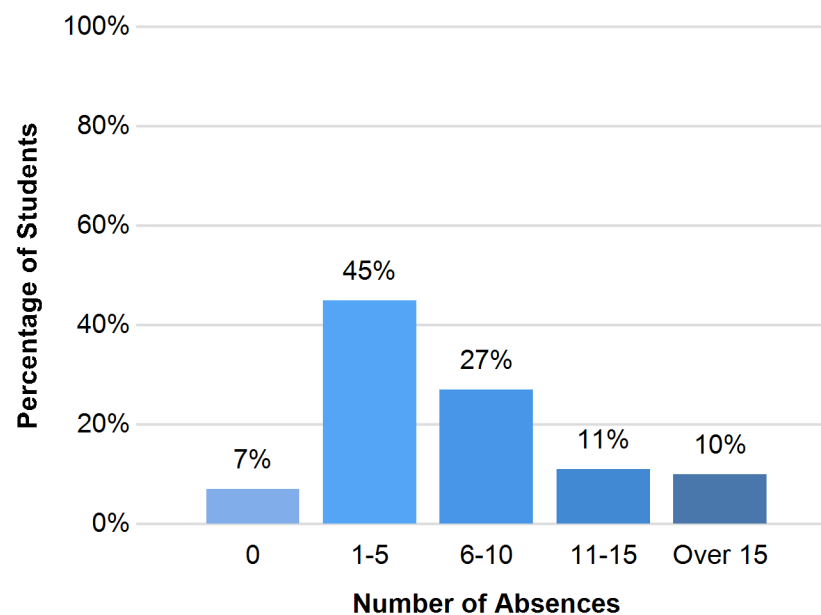
### Chronic Absenteeism

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	169	8.7	14.2	Met
White	98	8.4	14.2	Met
Hispanic	20	13.1	14.2	Met
Black or African American	35	10.9	14.2	Met
Asian, Native Hawaiian, or Pacific	8	3.3	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.2	Not Met
Female	92	9.8		
Male	77	7.8		
Economically Disadvantaged Students	43	15.6	14.2	Not Met
Students with Disabilities	51	16.4	14.2	Not Met
English Learners	*	*	**	**
Homeless Students	4	36.4		
Students in Foster Care	*	*		
Military-Connected Students	0	0		
Migrant Students	N	N		

### 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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2018-2019

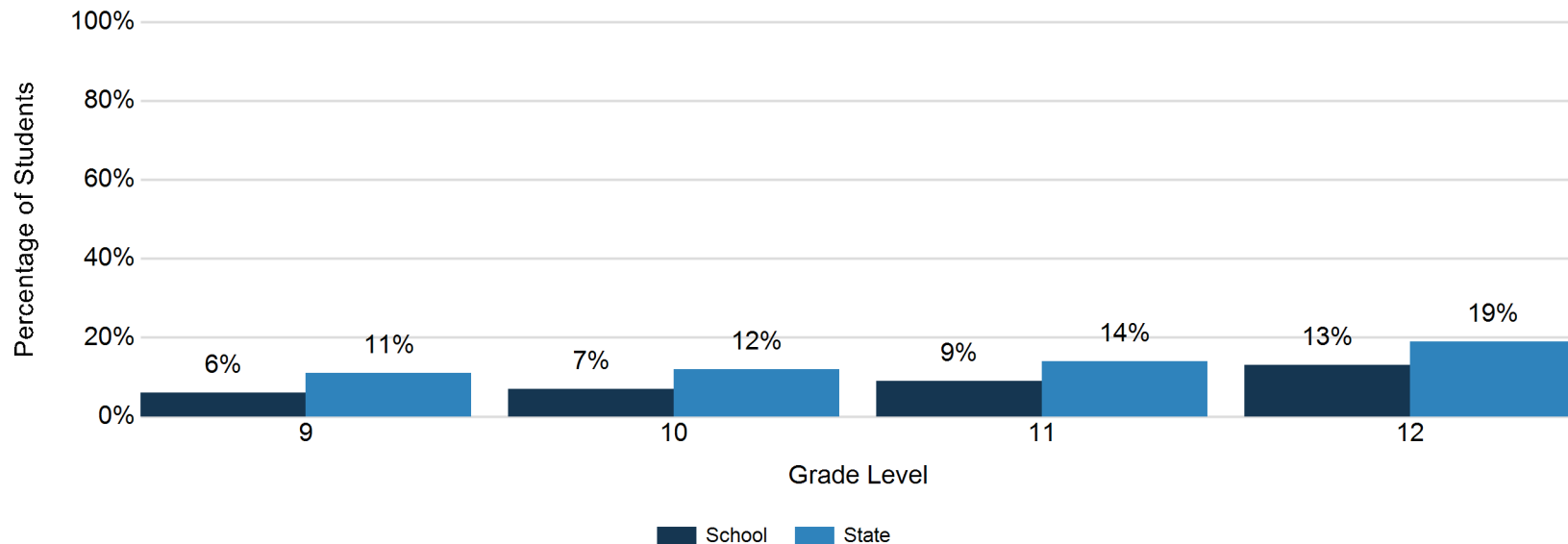
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select 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. Students with fewer than 45 days in membership are excluded from attendance calculations.

### 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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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

### 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	10
Weapons	0
Vandalism	3
Substances	13
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	26
Incidents Per 100 Students Enrolled	1.37

### 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	6
Weapons	0
Vandalism	1
Substances	8
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	3



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

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

### 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	79	4.2%
Out-of-School Suspensions	29	1.5%
Any Suspension	88	4.6%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	10	0.5%

#### School Days Missed due to Out-of-School Suspensions

107

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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	7:30 AM
Typical End Time	2:25 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	5 Hrs 52 Mins
Shared Time - Instructional Time	5 Hrs. 52 Mins.

## Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1.0:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	157	118,214
Average years experience in public schools	14.6	12.1
Average years experience in district	13.0	10.8
Percentage of Teachers with 4 or more years experience in the district	77.1%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	40	9,530
Average years experience in public schools	20.7	16.0
Average years experience in district	17.0	12.0
Percentage of Administrators with 4 or more years experience in the district	95.0%	76.9%

### 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	237:1	169:1
Teachers to Administrators	20:1	15:1
Students to Librarians/Media Specialists		675:1
Students to Nurses		614:1
Students to Counselors		205:1
Students to Child Study Team Members		321:1



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### Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.0%	59.9%	12.5%	48.4%	77.1%	54.9%
Male	51.0%	40.1%	87.5%	51.6%	22.9%	45.1%
White	60.3%	94.3%	75.0%	42.4%	83.6%	77.4%
Hispanic	7.9%	3.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	16.6%	1.3%	25.0%	15.0%	6.6%	13.9%
Asian	12.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.6%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.5%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.4%	0.0%	0.0%	2.1%	0.2%	0.2%



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**Teachers and Administrators - Level of Education**

This chart shows the highest level of education attained by 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.

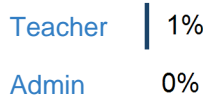
**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.9%	90.5%
2017-18 Administrators: Same district 2018-19	92.7%	87.9%

**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
2018-19	97.6%



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## Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

### ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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### ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	55.2%	55.6%	62.5%
Math Proficiency	39.7%	35.5%	34.5%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	94.3%	94.8%	92.3%
5-Year Graduation Rate†	95.0%	95.9%	95.4%
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	8.4%	9.7%	8.7%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

### Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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### Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Not Met	Met Target	Met Goal	**	Met	No
White	Met Target	Not Met	Met Goal	Met Goal	n/a	Met	No
Hispanic	Met Target	Met Target	Not Met	**	n/a	Met	No
Black or African American	Met Target	Not Met	Met Target	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Not Met	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Met Target†	Not Met	**	**	n/a	Not Met	No
Economically Disadvantaged Students	Met Target†	Not Met	Not Met	Met Goal	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Met Target	Not Met	n/a	Not Met	No
English Learners	**	**	**	**	**	**	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 the school or district directly.



### Highlights:

- The Lenape girls basketball team won the Group 4 South Jersey Sectional Championship.
- The Lenape Marching Band won the Group II State Championship.
- Lenape is proud to be designated a No Place for Hate School for the 7th consecutive year by the Anti-Defamation League.



### Mission, Vision, Theme:

The mission of Lenape High School is to create an inclusive community of lifelong learners who strive to become academically and culturally responsible citizens on a personal path to greatness.



### Awards, Recognition, Accomplishments:

Reflective of LRHSD as a whole, Lenape students excel academically. Beyond its graduation rate of 95%, Lenape consistently exceeds state and national averages on state assessments and college entrance exams. In the 2018-19 school year, Lenape students posted over 30 "800" SAT section scores. Lenape students took over 500 Advanced Placement exams, and 84% of them scored 3 or higher. Lenape consistently has National Merit Scholars recognized annually.






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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Through more than 242 course offerings, 26 AP courses and 67 College Acceleration Program courses, 40 at Rowan College at Burlington County (RCBC) and 27 at Rowan University (RU), complemented by summer enrichment programs, the Lenape District offers academic tracks to meet every student's needs. In the 2018-19 school year, 1482 students district-wide applied for RU and RCBC dual credit; on average, each student earned 7.31 college credits. <a href="https://www.lrhdsd.org/Page/679">https://www.lrhdsd.org/Page/679</a></p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Boys &amp; Girls), Cross Country (Boys &amp; Girls), Field Hockey (Girls), Football (Boys), Golf (Boys &amp; Girls), Gymnastics (Girls), Lacrosse (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Boys &amp; Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Volleyball (Girls), Wrestling (Boys)</p> <p>Lenape High School is proud of the achievements of student-athletes. During the 2018-19 school year, its teams won several tournaments, divisional, sectional and state titles. In addition, individual athletes were recognized for their talents by various newspapers and organizations, having been selected for all-area teams and player of the year honors. Lenape's athletic programs are a part of the Positive Coaching Alliance, working to not only advance their athletic abilities, but also their empathy and citizenship through sports.</p>
 <p><b>Clubs and Activities:</b></p>	<p>With a wide range of academic, community service, cultural, and special interest organizations in which students can get involved, students can choose from a variety of options. In the past year Lenape clubs have volunteered at the AIDS Walk Philadelphia, soup kitchens in Camden and Mount Holly, Give Kids The World in Kissimmee, FL, and at several other locations throughout the region. Lenape's Marching Band won their 5th consecutive state championship.</p>






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 <p><b>Before and After School Programs:</b></p>	<p>Lenape offers a variety of academic resources to address clarity or additional assistance for all students. Whether it is after school or during lunch, teachers and National Honor Society students are available to help students. After school, Lenape provides individual teacher instruction at the Tutoring Tribe, and NHS tutoring in the media center. Lenape also assigns NHS students to meet with students in need during their study hall or Community Lunch and Learn.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>All LRHSD teachers are trained by the in-house Research for Better Teaching (RBT) trainers. RBT professional development takes place during a teacher's first three years, with refreshers offered at various intervals. Lenape's teachers are also trained in Understanding by Design (UbD). Lenape also provides its teachers with an uninterrupted common planning time, which allows for greater collaboration and collegiality. Lenape teachers participate in extensive peer observation and Collegiality Cafe programs which enable staff to share best practices.</p>
 <p><b>Postsecondary Information:</b></p>	<p>During the 2018-19 school year, 1,482 students earned 8518 college credits through the dual credit program. LRHSD is proud to offer the PSAT to all students in grades 9, 10, and 11, as the district believes that opportunity better prepares them for the SAT. LRHSD's success as a high-achieving district is exemplified by its 95.3% graduation rate, its SAT scores consistently above state and national averages, and its 85.3% of graduates attending over 227 colleges and universities.</p>






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 <p><b>Student Supports and Services:</b></p>	<p>Lenape's Intervention and Referral Services are designed to assist students experiencing learning, behavior or health difficulties. Lenape offers a complete range of programs for students who have been determined to be eligible for special education and related services, including resource center programs, inclusion and self-contained programs.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Lenape provides a nutritious breakfast and lunch throughout the school day. All students, regardless of grade, take part in a physical education class. The Lenape weight room is also available after-school.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Lenape has had an established PTO group for several years. The Lenape PTO sponsors the Lenape Project Graduation, in order to provide a safe, drug and alcohol free environment for all seniors on graduation night. Parents can access students' grades and information through our Genesis Gradebook or through the LRHSD app. Lenape also utilizes Twitter, Facebook, and Naviance to connect with families.</p>






**Lenape High School**  
(05-2610-050)  
Grades Offered: 09-12  
2018-2019

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## School Narrative

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 <p><b>Climate Surveys:</b></p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers School climate surveys have been used through the Middle States Accreditation process.</p>
 <p><b>Facilities:</b></p>	<p>Lenape High School opened in 1958 on a 53-acre plot of land in Medford, NJ. Since that time, the school has undergone multiple renovations to accommodate the educational needs of the sprawling community. Students attend classes throughout the campus and enjoy the advantages of a large high school and smaller learning communities. The school is up to date with modern technology needed to support the school curriculum.</p>
 <p><b>School Safety:</b></p>	<p>The Safety and Security of all LRHSD students and staff is a top priority which is evidenced by the following security initiatives already in place at all LRHSD schools. Police officers with marked vehicles are assigned to each school reinforcing high visibility police presence. All LRHSD schools have Security Staff (several retired Law Enforcement Officers) assigned to assist with maintaining a safe school environment. All exterior doors are secured and locked during the school day. Main office vestibules were constructed to limit direct entry into the school. All schools are equipped with 24/7 interior and exterior surveillance systems. Lockdown buttons are installed at all schools to initiate and expedite lockdown procedures. Portable radios are assigned to key personnel to expedite communications in the event of an emergency. In 2018 LRHSD was approved for a \$3,438,000 security grant to enhance and develop new safety initiatives for all LRHSD schools that will begin in 2019.</p>



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### Technology and STEM:

The LRHSD has a variety of technology and STEM opportunities for students. A wide-range of technology courses offered include 3 year Television Broadcasting path with a 4th year option to intern in the District Television Studio. Technical courses expose students to industry-standard software. An Automotive shop at Seneca and Cherokee and a Metal Shop at Lenape High School. The LRHSD has also partnered with Project Lead the Way a nationally recognized STEM program to offer a pre-engineering pathway where students work collaboratively in a cohort to take an engineering elective each year of their high school experience. This will expose them to different facets of a STEM related career. The LRHSD has two district Robotics teams which compete locally and nationally. Members of the LRHSD Robotics teams report that the project based problem solving design of each challenge deepens their understanding of the concepts behind the designs necessary to compete with other schools.



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## School Narrative

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### Other Information

Lenape High School takes pride in its outstanding academic success and relationship with the surrounding communities. Lenape students are known for not only their impressive test scores, but also for their kindness and respect. The high school's administration holds their students to a higher level than most because they know exactly what each individual student is capable of, and that is success. With the help of a wonderful district, Lenape students can confidently walk through the doors knowing that they are receiving an exceptional education and building a strong foundation for their future. Lenape, along with the entire LRHSD, operates using a 57 minute class period, rotating schedule. The rotating schedule has an AM wheel and a PM wheel with a 50 minute community lunch and learn time in the middle. This schedule more closely mirrors what our students will experience in college, as classes rotate and drop off within a 4 day cycle. Our students utilize the community lunch and learn to seek assistance from their teachers, study with their peers, complete their independent work, meet with clubs, complete a variety of tasks that would otherwise interrupt instruction, or socialize with friends. It also provides our students the opportunity to further develop their time management skills. We are preparing our students to succeed in life after Lenape High School.



**Seneca High School**  
(05-2610-070)  
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2018-2019

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**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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**



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### School Contact Information

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

Type	Contact Information
County	Burlington
District	Lenape Regional High School District
Principal Name	Mr. Jeffrey Spector
Address	110 CARRANZA ROAD TABERNACLE, NJ 08088
Phone Number	609-268-4600
Email Address	<a href="mailto:jspector@lrhsd.org">jspector@lrhsd.org</a>
Website	<a href="https://www.lrhsd.org/Domain/471">https://www.lrhsd.org/Domain/471</a>
Facebook	<a href="https://www.facebook.com/LRHSDHighlights">https://www.facebook.com/LRHSDHighlights</a>
Twitter	<a href="https://twitter.com/SenecaFamily">https://twitter.com/SenecaFamily</a>



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	268	301	275
10	290	270	302
11	284	283	265
12	334	283	292
Total	1,176	1,137	1,134

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	51.3%	51.6%	52.1%
Male	48.7%	48.4%	47.9%
Economically Disadvantaged Students	10.5%	11.3%	10.5%
Students with Disabilities	13.7%	13.2%	14.3%
English Learners	0.2%	0.2%	0.2%
Homeless Students	0.2%	0.1%	0.0%
Students in Foster Care	0.1%	0.2%	0.1%
Military-Connected Students	1.0%	2.9%	4.3%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	91.2%	90.9%	90.9%
Hispanic	3.1%	3.7%	4.1%
Black or African American	3.6%	3.5%	2.7%
Asian	1.8%	1.6%	1.6%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.2%
American Indian or Alaska Native	0.2%	0.1%	0.0%
Two or More Races	0.0%	0.2%	0.5%

### 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	2016-17	2017-18	2018-19
Full Time Students	1,176	1,137	1,134
Shared Time Students	0	0	0
Full Time Equivalent	1,176	1,137	1,134

### 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	97.7%
Spanish	1.3%
Other Languages	1.0%



**Seneca High School**  
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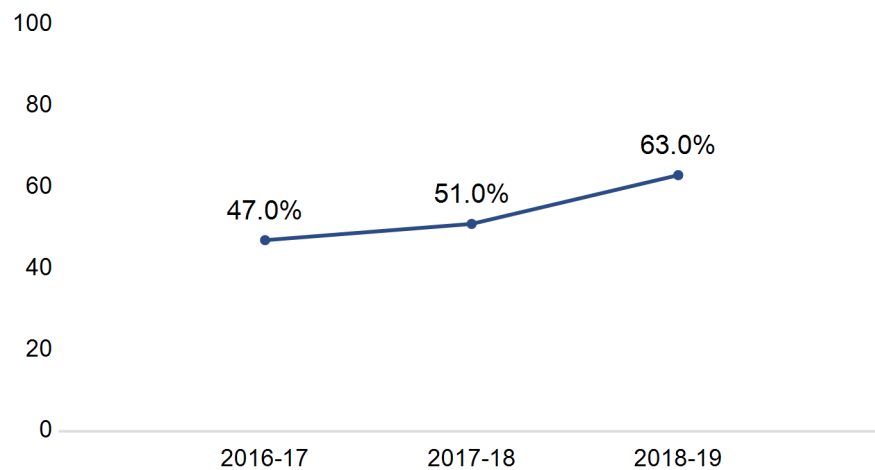
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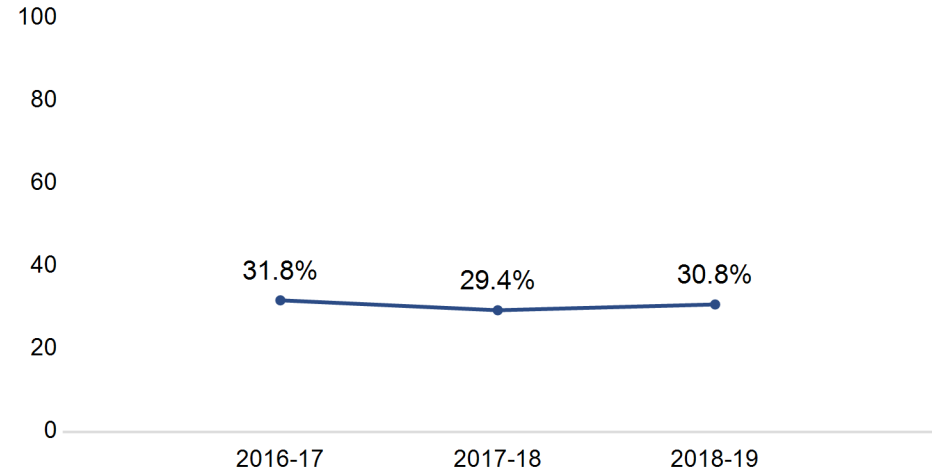
## English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

### ELA Proficiency Rate for Federal Accountability



### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.6%	99.6%	99.0%	96.4%	99.1%	98.6%
Proficiency Rate for Federal Accountability	47.0%	51.0%	63.0%	31.8%	29.4%	30.8%
Annual Target	48.2%	49.8%	51.5%	29.6%	32.2%	34.9%
Met Annual Target?	Met Target†	Met Target	Met Target	Met Target	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	560	99.0	63.0	65.4	57.9	63.0	51.5	Met Target
White	514	98.9	62.3	66.6	66.9	62.3	51.8	Met Target
Hispanic	22	100.0	68.2	54.4	43.9	68.2	38.9	Met Target
Black or African American	*	*	*	40.4	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	12	100.0	66.7	81.3	82.9	66.7	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	298	99.0	75.8	72.9	64.8	75.8		
Male	262	98.9	48.5	57.9	51.3	48.5		
Economically Disadvantaged Students	57	98.3	38.6	38.8	40.0	38.6	32.6	Met Target
Non-Economically Disadvantaged Students	503	99.0	65.8	68.3	67.9	65.8		
Students with Disabilities	76	95.5	23.7	23.4	22.7	23.7	18.4	Met Target
Students without Disabilities	484	99.6	69.2	72.5	65.1	69.2		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	24	96.0	79.2	64.6	57.8	79.2		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



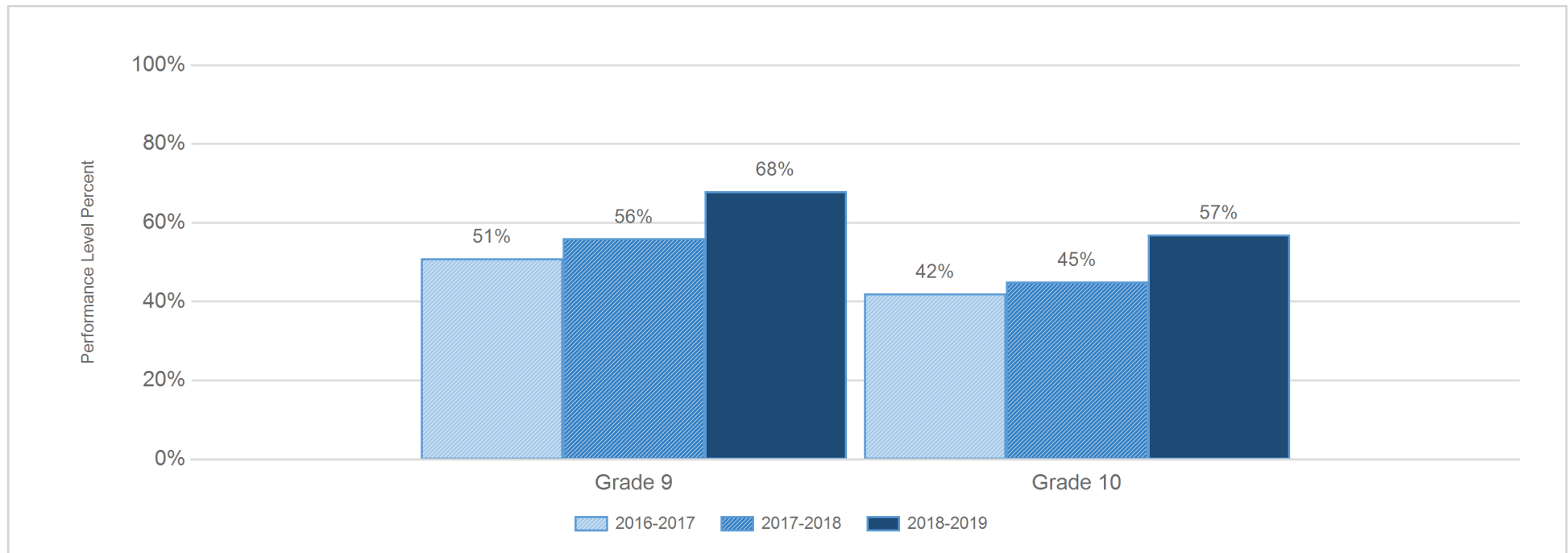
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## English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	275	762	761	753	*	*	22%	53%	15%	68%	56%
White	255	762	763	762	*	*	23%	53%	15%	68%	65%
Hispanic	*	*	749	737	*	*	*	*	*	*	40%
Black or African American	*	*	739	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	753	761	*	*	*	*	*	*	63%
Female	138	768	768	760	*	*	13%	62%	19%	80%	63%
Male	137	755	755	746	*	*	31%	44%	12%	55%	49%
Economically Disadvantaged Students	23	747	740	734	*	*	*	*	*	52%	36%
Non-Economically Disadvantaged Students	252	763	764	762	*	*	*	*	*	69%	65%
Students with Disabilities	50	728	725	717	*	*	*	*	*	28%	17%
Students without Disabilities	225	769	769	760	*	*	*	*	*	77%	63%
English Learners	N	N	*	693	N	N	N	N	N	N	*
Non-English Learners	275	762	*	755	*	*	22%	53%	15%	68%	*
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	14	773	765	755	0%	0%	*	*	*	79%	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	298	757	759	757	10%	12%	21%	38%	19%	57%	58%
White	270	757	760	767	10%	12%	23%	36%	20%	56%	67%
Hispanic	15	756	746	738	*	*	*	*	*	67%	43%
Black or African American	*	*	735	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	164	771	768	766	*	*	20%	43%	28%	71%	66%
Male	134	739	751	749	*	*	24%	31%	9%	40%	51%
Economically Disadvantaged Students	36	727	733	735	31%	*	*	*	*	28%	40%
Non-Economically Disadvantaged Students	262	761	762	767	7%	*	*	*	*	61%	67%
Students with Disabilities	32	709	713	711	41%	*	*	*	*	16%	19%
Students without Disabilities	266	763	766	765	6%	*	*	*	*	62%	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	N	N	*	723	N	N	N	N	N	N	32%
Students in Foster Care	N	N	*	710	N	N	N	N	N	N	22%
Military-Connected Students	*	*	752	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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### Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	533	98.6	30.8	36.1	44.5	30.8	34.9	Not Met
White	492	98.6	30.1	37.5	54.1	30.1	35.5	Not Met
Hispanic	20	95.5	30.0	28.7	28.8	30.0	20.9	Met Target
Black or African American	*	*	*	13.0	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	287	99.3	32.4	35.0	44.9	32.4		
Male	246	97.7	28.9	37.2	44.2	28.9		
Economically Disadvantaged Students	57	96.7	17.5	16.8	26.3	17.5	23.1	Met Target†
Non-Economically Disadvantaged Students	476	98.8	32.4	38.3	54.9	32.4		
Students with Disabilities	72	96.3	*	*	17.4	*	13.1	Met Target†
Students without Disabilities	461	98.9	*	*	50.0	*		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	25	96.2	36.0	33.3	46.4	36.0		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



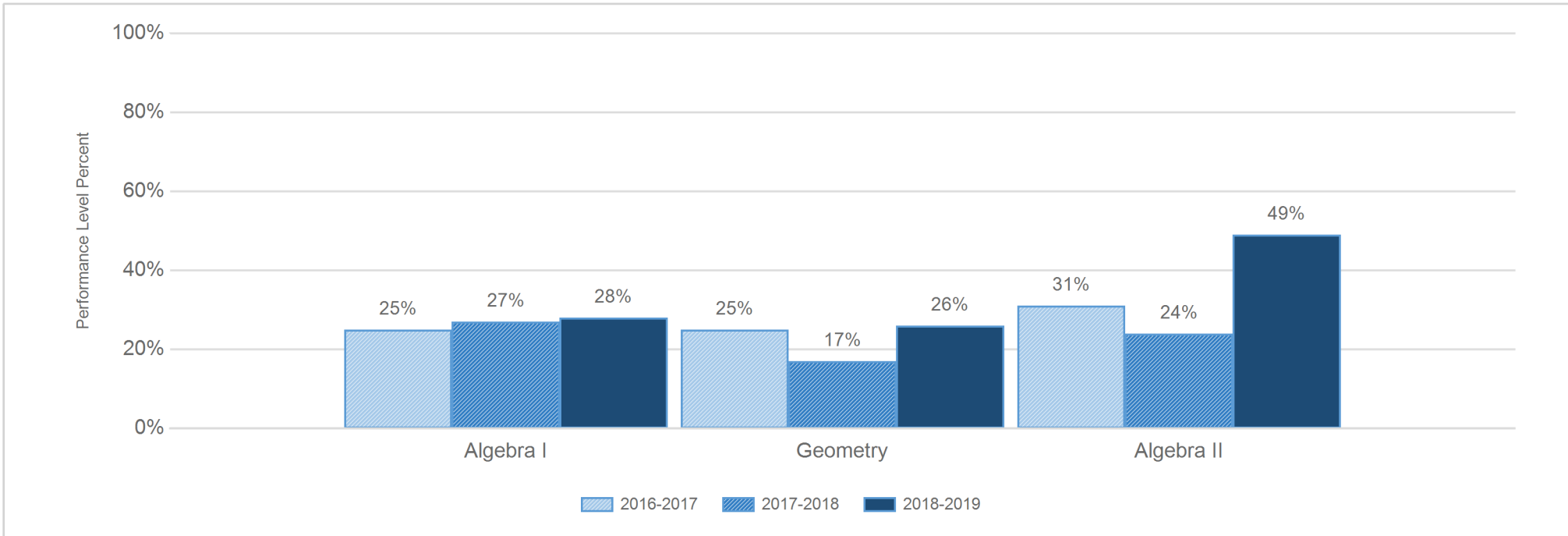
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### Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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### Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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
<b>Schoolwide</b>	208	738	738	744	5%	26%	40%	*	*	28%	42%
White	192	739	741	752	*	26%	42%	*	*	28%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	722	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	743	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	727	752	*	*	*	*	*	*	51%
Female	99	740	739	745	*	*	39%	*	*	29%	44%
Male	109	737	737	743	*	*	41%	*	*	28%	41%
Economically Disadvantaged Students	21	739	725	727	*	*	*	*	*	29%	23%
Non-Economically Disadvantaged Students	187	738	740	752	*	*	*	*	*	28%	52%
Students with Disabilities	43	713	714	717	26%	47%	*	*	*	12%	12%
Students without Disabilities	165	745	745	748	0%	21%	*	*	*	33%	47%
English Learners	N	N	715	710	N	N	N	N	N	N	*
Non-English Learners	208	738	738	745	5%	26%	40%	*	*	28%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	10	746	745	744	*	*	*	*	*	40%	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



**Seneca High School**  
(05-2610-070)  
Grades Offered: 09-12  
2018-2019

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### Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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
<b>Schoolwide</b>	242	736	733	737	8%	17%	49%	*	*	26%	35%
White	221	736	735	743	8%	16%	51%	*	*	25%	43%
Hispanic	13	731	726	724	*	*	*	*	*	23%	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	741	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	*	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	130	737	734	738	*	*	54%	*	*	25%	36%
Male	112	734	733	736	*	*	44%	*	*	26%	34%
Economically Disadvantaged Students	36	724	723	722	*	31%	44%	*	*	11%	16%
Non-Economically Disadvantaged Students	206	738	735	743	*	15%	50%	*	*	28%	43%
Students with Disabilities	33	710	712	712	*	*	*	*	*	*	*
Students without Disabilities	209	740	737	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	*	713	N	N	N	N	N	N	*
Military-Connected Students	*	*	738	739	*	*	*	*	*	*	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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### Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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
<b>Schoolwide</b>	94	748	757	755	*	14%	32%	*	*	49%	58%
White	88	747	756	758	*	15%	32%	*	*	48%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	737	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	62	746	752	752	*	*	27%	*	*	52%	55%
Male	32	752	761	758	*	*	41%	*	*	44%	62%
Economically Disadvantaged Students	*	*	740	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	757	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	*	715	N	N	N	N	N	N	25%
Students without Disabilities	94	748	*	756	*	14%	32%	*	*	49%	60%
English Learners	N	N	*	696	N	N	N	N	N	N	11%
Non-English Learners	94	748	*	755	*	14%	32%	*	*	49%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	*	*	749	742	*	*	*	*	*	*	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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### DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 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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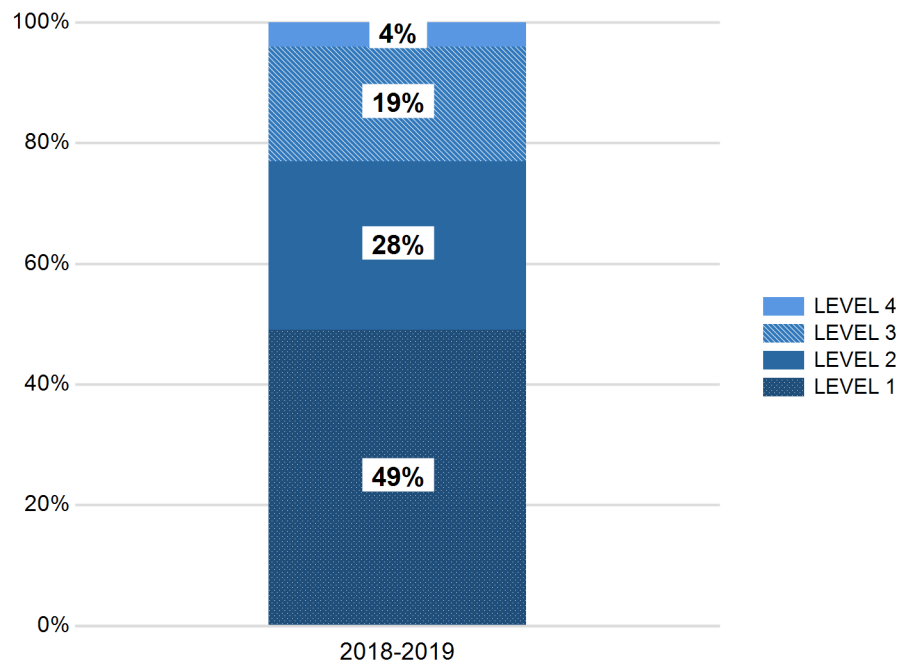
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

### NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



### NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	49	28	19	4
White	48	28	19	4
Hispanic	*	*	*	*
Black or African American	58	17	17	8
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	44	31	22	2
Male	54	25	14	6
Economically Disadvantaged Students	72	28	0	0
Non-Economically Disadvantaged Students	46	28	21	5
Students with Disabilities	89	4	4	4
Students without Disabilities	44	31	20	4
English Learners	N	N	N	N
Non-English Learners	49	28	19	4
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	33	17	50	0
Migrant Students	N	N	N	N



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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 2018-19. 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 2018-19	96.1%	84.5%
12th graders taking SAT in 2018-19 or prior years	66.8%	72.1%
12th graders taking ACT in 2018-19 or prior years	19.9%	19.6%

### 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	485	476	Grade 10: 430 Grade 11: 460	69%	61%
PSAT 10/NMSQT - Math	477	477	Grade 10: 480 Grade 11: 510	42%	43%
SAT - Reading and Writing	557	539	480	87%	70%
SAT - Math	542	541	530	52%	53%
ACT - Reading	23	25	22	60%	66%
ACT - English	22	24	18	76%	81%
ACT - Math	22	24	22	53%	65%
ACT - Science	23	24	23	55%	57%



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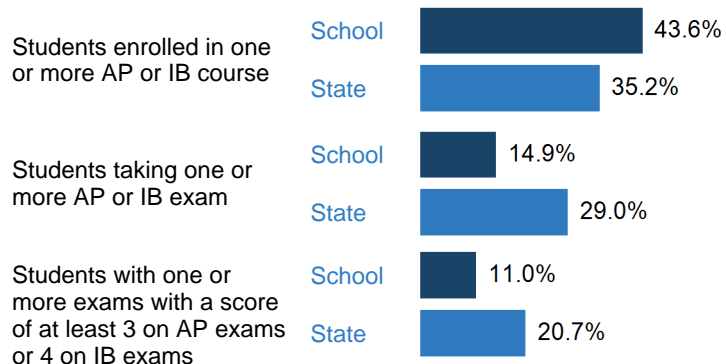
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (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 of 11th and 12th graders who were 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	26	9
AP Calculus AB	16	3
AP Calculus BC	20	15
AP Chemistry	19	5
AP Computer Science A	0	5
AP English Language and Composition	95	40
AP English Literature and Composition	69	11
AP Environmental Science	9	3
AP European History	8	1
AP French Language and Culture	1	1
AP Latin (Virgil, Catullus and Horace)	9	3
AP Macroeconomics	0	7
AP Microeconomics	0	5
AP Music Theory	5	5
AP Physics 1	60	25
AP Physics C: Electricity and Magnetism	11	8



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AP/IB Course	Students Enrolled	Students Tested
AP Physics C: Mechanics	0	9
AP Psychology	49	11
AP Spanish Language	4	1
AP Statistics	19	13
AP Studio Art—Drawing Portfolio	0	3
AP Studio Art—Three-Dimensional	0	1
AP Studio Art—Two-Dimensional	7	2
AP U.S. History	107	32
Total Exams taken		218
Exams with scores of at least 3 on AP exams or 4 on IB exams		155



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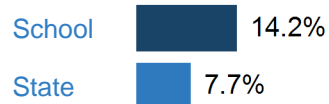
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

### Career and Technical Education Participation

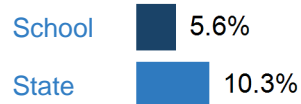
The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

**CTE Participants**

(completed only one course in an approved CTE program)

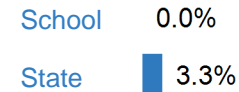
**CTE Concentrators**

(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 in grades 9 through 12 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**



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### Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	14.2%	5.6%	7.7%	10.3%
White	14.3%	5.4%	6.1%	9.6%
Hispanic	*	*	10.3%	11.3%
Black or African American	*	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	13.0%	4.9%	7.3%	10.6%
Male	15.5%	6.3%	8.0%	10.1%
Economically Disadvantaged Students	13.4%	*	10.4%	11.8%
Students with Disabilities	16.0%	6.2%	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	N	N	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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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



### 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
Arts, AV Technology & Communications	212		
Finance	12		
Total (All Clusters)	224	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.

### 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	178	67	3	0	0	0	52
10	8	196	47	24	0	1	13
11	0	5	87	81	7	7	69
12	1	0	30	54	46	67	53
Total	187	268	167	159	53	75	187
Enrolled in AP/IB Course					33	19	0
Enrolled in Dual Enrollment Course	0	0	0	70	16	38	0

### 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	215	0	2	61	3	3
10	140	167	1	3	1	1
11	33	170	2	3	82	14
12	62	26	0	7	91	64
Total	450	363	5	74	177	82
Enrolled in AP/IB Course	26	19		9	71	0
Enrolled in Dual Enrollment Course	17	11	0	4	29	10



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### 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	0	1	17	0	0	37
10	0	304	7	19	1	8
11	0	262	32	45	7	28
12	0	7	31	28	17	276
Total	0	574	87	92	25	349
Enrolled in AP/IB Course	0	107	0	49		8
Enrolled in Dual Enrollment Course	0	98	3	37	0	3

### 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	172	17	34	24	23	0	0
10	199	22	36	30	15	0	0
11	96	9	13	12	19	0	0
12	15	2	11	11	8	0	0
Total	482	50	94	77	65	0	0
Enrolled in AP/IB Course	4	1	0	9	0	0	0
Enrolled in Dual Enrollment Course	80	7	21	16	10	0	0
Enrolled in Level 3 or Higher	146	8	30	11	25	0	0



**Seneca High School**  
(05-2610-070)  
Grades Offered: 09-12  
2018-2019

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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.

### Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) 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	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	2	0	0	0	0	0
10	4	0	0	0	0	0
11	1	0	0	0	0	0
12	2	0	0	0	0	0
Total	9	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

**Seneca High School**

(05-2610-070)

Grades Offered: 09-12

2018-2019

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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
French	*
German	*
Latin	*
Spanish	*
Total	*



**Seneca High School**  
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 2018-2019

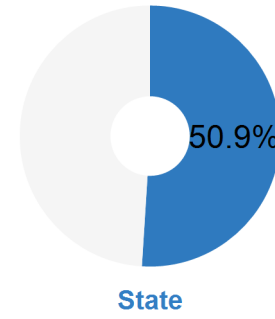
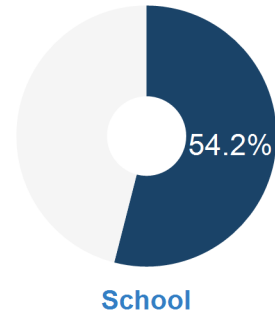
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**Visual and Performing Arts – Course Participation**

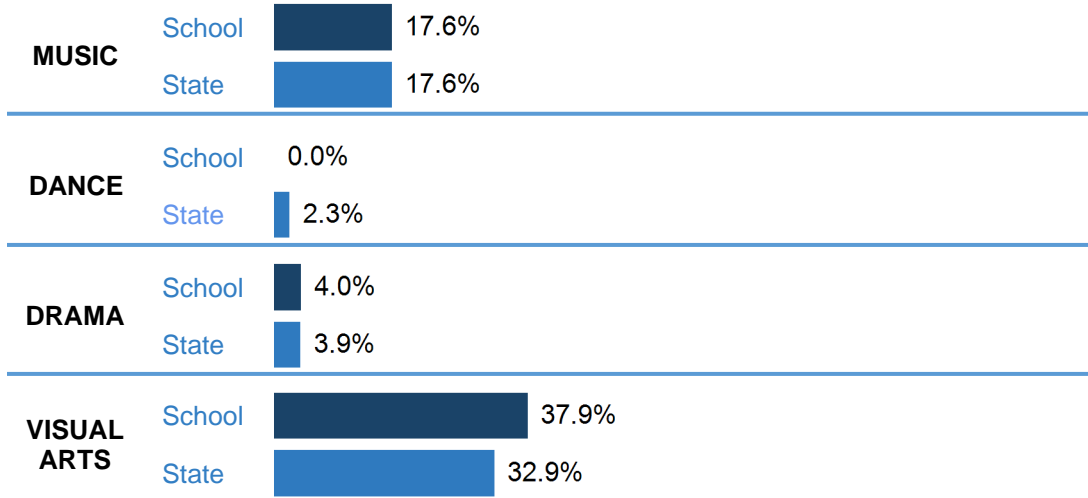
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

**Grades 9-12:**

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



Students enrolled in one or more classes by discipline:





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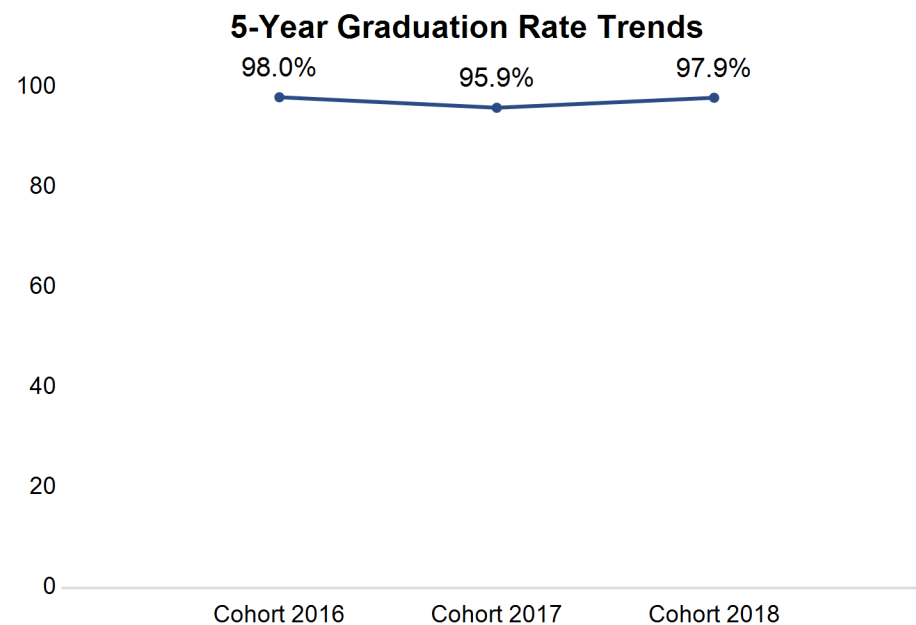
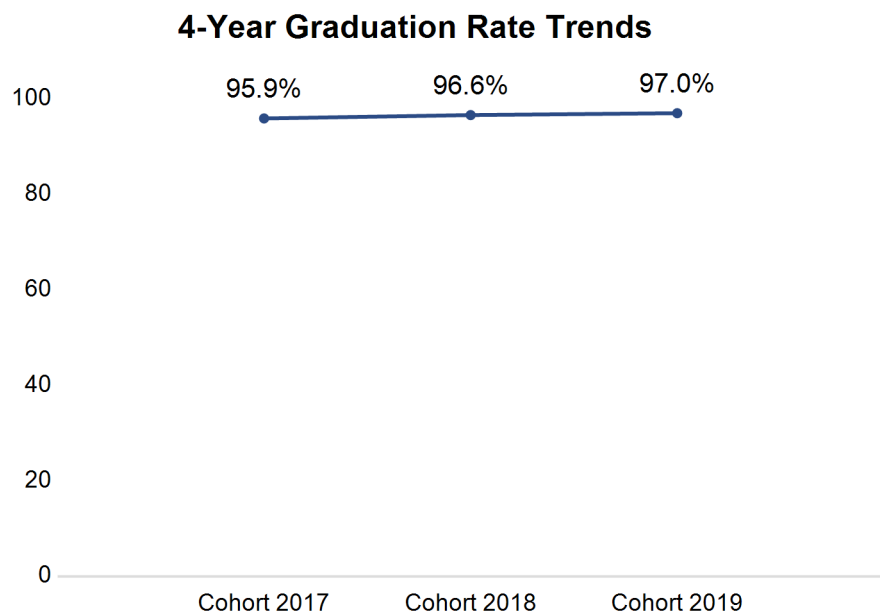
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

### Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	95.9%	96.6%	97.0%	98.0%	95.9%	97.9%
Annual Target	N	N		N	N	
Met Annual Target?	Met Goal	Met Goal		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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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 2018 4-year rate and the Class of 2017 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 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	97.0%	90.6%	97.9%	92.5%	96.6%	N	Met Goal	95.9%	N	Met Goal
White	97.0%	94.9%	98.5%	95.9%	97.3%	N	Met Goal	96.8%	N	Met Goal
Hispanic	91.7%	84.5%	91.7%	87.3%	84.6%	**	**	85.7%	**	**
Black or African American	100.0%	83.3%	*	87.1%	*	**	**	80.0%	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	*	88.9%	*	**	**	*	**	**
Two or More Races	*	91.4%	*	94.2%	*	**	**	N	N	N
Female	98.6%	92.8%	97.3%	94.4%	95.9%			99.4%		
Male	95.3%	88.5%	98.6%	90.8%	97.3%			92.3%		
Economically Disadvantaged Students	92.7%	84.0%	95.0%	87.3%	85.4%	87.1%	Not Met	89.2%	93.1%	Not Met
Students with Disabilities	88.2%	79.2%	97.2%	83.8%	94.4%	88.4%	Met Target	89.8%	92.3%	Not Met
English Learners	N	75.4%	N	80.1%	N	N	N	N	N	N
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	*	82.5%	*			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



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### Graduation Pathways

This table shows the percentage of Cohort 2019 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
Statewide Assessment	58.5%	64.8%
Substitute Competency Test	31.4%	23.3%
Portfolio Appeals Process	2.1%	1.7%
Alternate Requirements specified in IEP	8.0%	10.1%
Unknown	0.0%	0.0%

### Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.4%	1.2%
2017-2018	0.5%	1.2%
2016-2017	0.4%	1.1%



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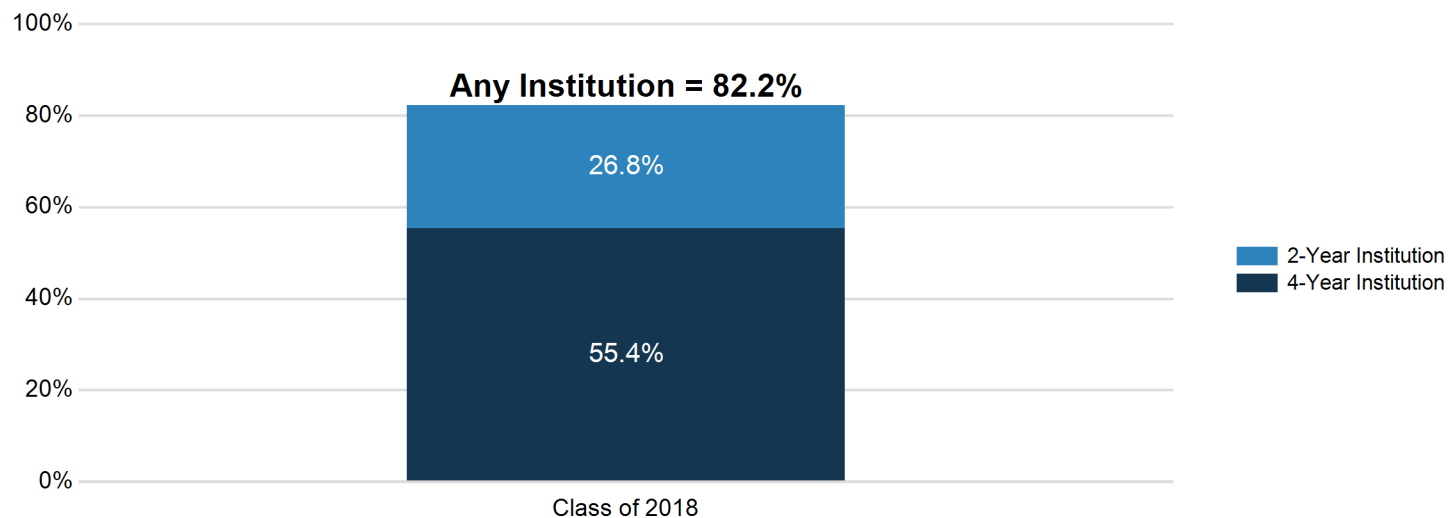
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

### Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

#### Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	26.8%
% Enrolled in 4-Year Institution	55.4%
% Enrolled in Any Postsecondary Institution	82.1%



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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 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled 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%	28.7%	71.3%
Schoolwide	74.9%	46.2%	53.8%
White	74.6%	46.5%	53.5%
Hispanic	*	*	*
Black or African American	83.3%	20%	80%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged	43.2%	68.8%	31.3%
Students with Disabilities	47.1%	62.5%	37.5%
English Learners	*	*	*

### Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled 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	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	82.1%	32.6%	67.4%	76.5%	23.5%	56.5%	43.5%
White	82.4%	32.9%	67.1%	77.1%	22.9%	56.7%	43.3%
Hispanic	*	*	*	*	*	*	*
Black or African American	70%	14.3%	85.7%	71.4%	28.6%	42.9%	57.1%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged	77.8%	61.9%	38.1%	81%	19%	76.2%	23.8%
Students with Disabilities	50%	62.5%	37.5%	68.8%	31.3%	62.5%	37.5%
English Learners	N	N	N	N	N	N	N



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

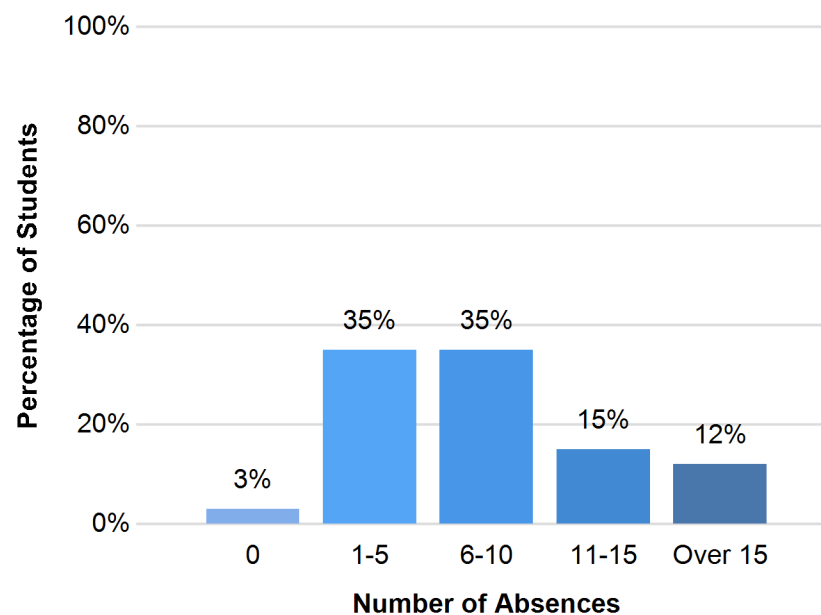
### Chronic Absenteeism

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	111	9.7	14.2	Met
White	99	9.5	14.2	Met
Hispanic	5	10.9	14.2	Met
Black or African American	5	14.7	14.2	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	52	8.7		
Male	59	10.8		
Economically Disadvantaged Students	32	27.1	14.2	Not Met
Students with Disabilities	39	22.3	14.2	Not Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	3	6.0		
Migrant Students	N	N		

### 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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2018-2019

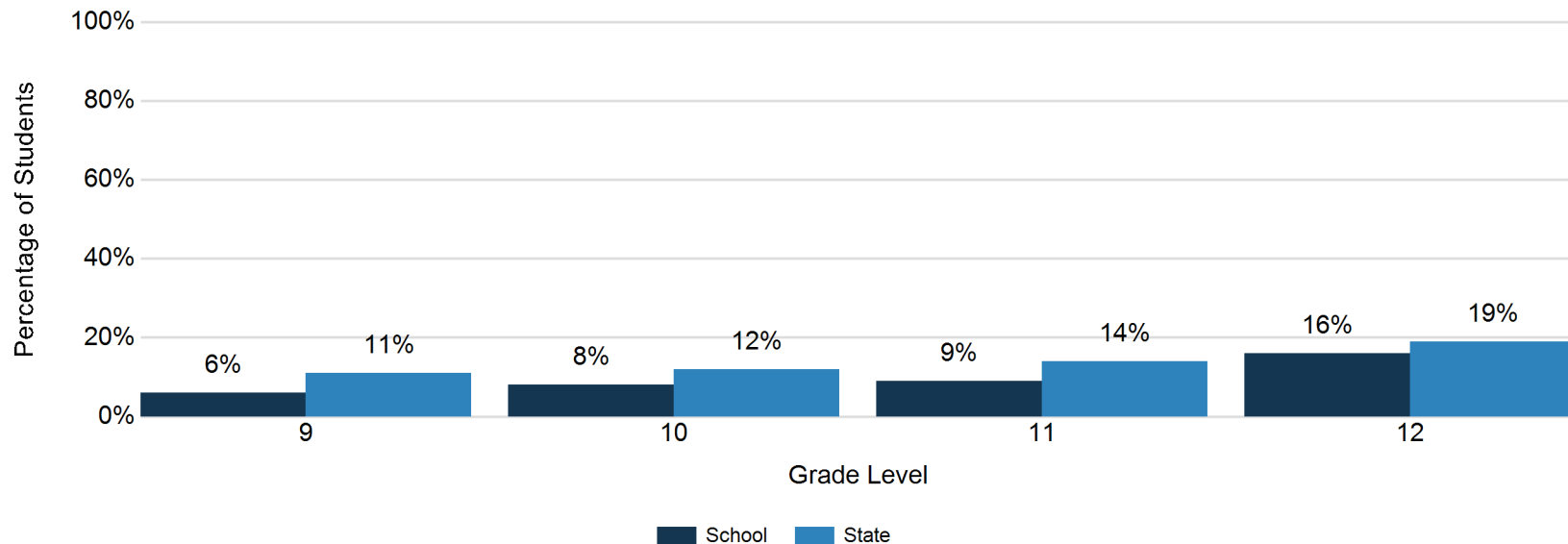
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### Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

### 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	12
Weapons	0
Vandalism	3
Substances	20
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	34
Incidents Per 100 Students Enrolled	3.00

### 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	11
Weapons	0
Vandalism	2
Substances	16
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	3



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

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

### 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	90	7.9%
Out-of-School Suspensions	33	2.9%
Any Suspension	98	8.6%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	10	0.9%

#### School Days Missed due to Out-of-School Suspensions

156



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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	7:30 AM
Typical End Time	2:25 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	5 Hrs 52 Mins
Shared Time - Instructional Time	5 Hrs. 52 Mins.

### Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	110	118,214
Average years experience in public schools	14.8	12.1
Average years experience in district	12.9	10.8
Percentage of Teachers with 4 or more years experience in the district	88.2%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	40	9,530
Average years experience in public schools	20.7	16.0
Average years experience in district	17.0	12.0
Percentage of Administrators with 4 or more years experience in the district	95.0%	76.9%

### 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	10:1	11:1
Students to Administrators	189:1	169:1
Teachers to Administrators	18:1	15:1
Students to Librarians/Media Specialists		675:1
Students to Nurses		614:1
Students to Counselors		205:1
Students to Child Study Team Members		321:1



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### Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	52.1%	60.9%	16.7%	48.4%	77.1%	54.9%
Male	47.9%	39.1%	83.3%	51.6%	22.9%	45.1%
White	90.9%	95.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	4.1%	0.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.7%	1.8%	0.0%	15.0%	6.6%	13.9%
Asian	1.6%	1.8%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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**Teachers and Administrators - Level of Education**

This chart shows the highest level of education attained by 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.

**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.9%	90.5%
2017-18 Administrators: Same district 2018-19	92.7%	87.9%

**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
2018-19	97.1%



**Seneca High School**  
(05-2610-070)  
Grades Offered: 09-12  
2018-2019

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## Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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(05-2610-070)  
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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

### ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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### ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	47.0%	51.0%	63.0%
Math Proficiency	31.8%	29.4%	30.8%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	95.9%	96.6%	97.0%
5-Year Graduation Rate†	98.0%	95.9%	97.9%
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	13.0%	10.0%	9.7%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



### Seneca High School

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2018-2019

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Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

## Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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### Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Not Met	Met Goal	Met Goal	**	Met	No
White	Met Target	Not Met	Met Goal	Met Goal	n/a	Met	No
Hispanic	Met Target	Met Target	**	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target†	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target†	Met Target	Not Met	n/a	Not Met	No
English Learners	**	**	**	**	**	**	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 the school or district directly.



### Highlights:

- STEM programs are an integral part of the academic programming including Project Lead the Way, FIRST Robotics, Women in Engineering Workshops, Technology Students of America and STEM Club.
- An ADL "No Place For Hate School" incorporates students and peer mentors to build a supportive and inclusive community.
- Seneca inspires students to take responsibility for their actions by promoting "Upstander" characteristics through curricular and co-curricular activities, and workshops run by faculty and students.



### Mission, Vision, Theme:

The recognition of academics, athletics, the arts, and community service are integral to the school's success. Seneca offers students a wide range of programs to meet every student's talents and interests. Students excel academically as measured by assessments such as SATs, AP tests and graduation rates, which are consistently above state and national averages. One of Seneca's hallmarks is a family atmosphere that fosters responsibility, collegiality, collaboration and academic risk



### Awards, Recognition, Accomplishments:

Seneca is proud to have received many awards for a variety of outstanding academic achievements. Seneca was honored as a "No Place for Hate School" for its continual effort to fight against violence and hate. Seneca's Student Council was recognized statewide for their "Prom House 110 Carranza" initiative by the New Jersey State Student Council Association.






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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Through more than 242 course offerings, 26 AP courses and 67 College Acceleration Program courses, 40 at Rowan College at Burlington County (RCBC) and 27 at Rowan University (RU), complemented by summer enrichment programs, the Lenape District offers academic tracks to meet every student's needs. In the 2018-19 school year, 1482 students district-wide applied for RU and RCBC dual credit; on average, each student earned 7.31 college credits. <a href="https://www.lrhdsd.org/Page/679">https://www.lrhdsd.org/Page/679</a></p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Boys &amp; Girls), Cross Country (Boys &amp; Girls), Field Hockey (Girls), Football (Boys), Golf (Boys &amp; Girls), Gymnastics (Girls), Lacrosse (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Boys &amp; Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Volleyball (Girls), Wrestling (Boys)</p> <p>With a full menu of different athletic programs, Seneca is proud to have earned Sectional Championships in Girls' Winter Track, Field Hockey, Baseball, and Golf and competed for a State Championship in Boys' Bowling and Field Hockey. What separates Seneca's athletic program from other schools is its travelling fan section called, "The Bird's Nest." The Bird's Nest gives all students at Seneca the opportunity to participate in our school's athletic program through their celebration of school spirit.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Seneca is proud to have a plethora of school clubs, which cover student government, academics, the arts, and community service. The school is most proud of its peer mentorship programs, which includes partnerships with the four surrounding communities of the high school. The peer mentorship programs focus on anti-drug and alcohol platforms, anti-bullying platforms, and working alongside students with special needs.</p>






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 <p><b>Before and After School Programs:</b></p>	<p>Seneca offers a variety of after school activities including tutoring, remediation, and student support. Seneca teachers are in charge of running each program. Student advisors are available both before and after school to provide additional support to students in need of help.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>In addition to the entire Lenape Regional High School District, Seneca hosts a variety of in-service events throughout the year. Seneca uses the Research For Better Teaching Professional Development Model, which requires all certified staff to participate over a three-year period and use common planning time, which allows PLC's to formulate and discuss better teacher practices. All teaching staff are trained by Seneca's ADL student peer leaders.</p>
 <p><b>Postsecondary Information:</b></p>	<p>During the 2018-19 school year, 1,482 students earned 8518 college credits through the dual credit program. LRHSD is proud to offer the PSAT to all students in grades 9, 10, and 11, as the district believes that opportunity better prepares them for the SAT. LRHSD's success as a high-achieving district is exemplified by its 95.3% graduation rate, its SAT scores consistently above state and national averages, and its 85.3% of graduates attending over 227 colleges and universities.</p>






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 <p><b>Student Supports and Services:</b></p>	<p>Seneca offers a large variety of student support services. Two areas to highlight are the peer mentorship programs and the small group counseling support groups. Seneca's peer mentorship programs utilize student support from fellow students in the areas of substance abuse, harassment, intimidation, and bullying. The counseling support groups offer additional help to students struggling with a particular issue.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>There are a number of opportunities for students to engage in healthy activities during the day, including physical education and interscholastic athletics. Seneca also offers a wide variety of activities during the Lunch and Learn period. Activities available to students during this time include basketball, ping pong, and weight room privileges. Seneca offers a nutritious breakfast and lunch to students.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Seneca is proud to utilize email, Genesis Gradebook, a mobile app, Twitter, Facebook and Instagram in order to connect with families. A volunteer parent group, the Seneca Parent Group, acts as an additional link between the school and community. The Seneca Parent Group's main focuses are to communicate the different events taking place in the school and to encourage safe and healthy life choices for Seneca students.</p>






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 <p><b>Climate Surveys:</b></p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers School climate surveys have been used through the Middle States Accreditation Process.</p>
 <p><b>Facilities:</b></p>	<p>The Seneca High School building is 15 years old and located in the Pine Barrens National Preserve. The facilities match the beauty of where the school is located. The building includes dedicated rooms for the arts, family and consumer science, business, science, STEM, and technology. A television studio, a woodshop, and an auto shop are available to be used by students. The school is up to date with modern technology needed to support the school's curriculum</p>
 <p><b>School Safety:</b></p>	<p>The Safety and Security of all LRHSD students and staff is a top priority which is evidenced by the following security initiatives already in place at all LRHSD schools. Police officers with marked vehicles are assigned to each school reinforcing high visibility police presence. All LRHSD schools have Security Staff (several retired Law Enforcement Officers) assigned to assist with maintaining a safe school environment. All exterior doors are secured and locked during the school day. Main office vestibules were constructed to limit direct entry into the school. All schools are equipped with 24/7 interior and exterior surveillance systems. Lockdown buttons are installed at all schools to initiate and expedite lockdown procedures. Portable radios are assigned to key personnel to expedite communications in the event of an emergency. In 2018 LRHSD was approved for a \$3,438,000 security grant to enhance and develop new safety initiatives for all LRHSD schools that will begin in 2019.</p>



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### Technology and STEM:

The LRHSD has a variety of technology and STEM opportunities for students. A wide-range of technology courses offered include 3 year Television Broadcasting path with a 4th year option to intern in the District Television Studio. Technical courses expose students to industry-standard software. An Automotive shop at Seneca and Cherokee and a Metal Shop at Lenape High School. The LRHSD has also partnered with Project Lead the Way a nationally recognized STEM program to offer a pre-engineering pathway where students work collaboratively in a cohort to take an engineering elective each year of their high school experience. This will expose them to different facets of a STEM related career. The LRHSD has two district Robotics teams which compete locally and nationally. Members of the LRHSD Robotics teams report that the project based problem solving design of each challenge deepens their understanding of the concepts behind the designs necessary to compete with other schools.



### Seneca High School

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### Other Information

Students excel academically as measured by assessments such as the SATs, AP tests and graduation rates, which are all consistently above state and national averages and reflective of the district as a whole. One of Seneca's hallmarks is its family atmosphere that fosters responsibility, collegiality, collaboration and academic risk. Academic pep rallies, an open campus lunch and Seneca's post prom party "Prom House 110 Carranza" are examples of the many ways that Seneca inspires a school community to explore their interests, passions, and goals while continuing to take responsibility for their actions. In addition to these programs Seneca continues to host a FIRST Robotics competition. Seneca is excited about its partnership with Lockheed Martin in creating a Project Lead the Way (PLTW) classroom and its focus on Environmental Sustainability. Students participate in peer mentorship programs within the school and with the local schools in the district. Students participate in Cultural Interaction Days, which is a day in the life program to foster understanding among different cultures. The school also immersed itself in the No Place For Hate campaign, a program dedicated to increasing the appreciation for diversity and build communities of respect. Seneca's Air Force JROTC program continues to be a success presenting the nation's colors at school and community events. The JROTC was recognized by the Air Force as a program that exceeds standards.



### Shawnee High School

(05-2610-060)

Grades Offered: 09-12

2018-2019

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### 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](mailto:reportcard@doe.nj.gov) with any questions about the reports

### Notes from the New Jersey Department of Education:

**Shawnee High School**

(05-2610-060)

Grades Offered: 09-12

2018-2019

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## School Contact Information

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

Type	Contact Information
County	Burlington
District	Lenape Regional High School District
Principal Name	Mr. Matthew Campbell
Address	600 TABERNACLE ROAD MEDFORD, NJ 08055-9701
Phone Number	609-654-7544
Email Address	<a href="mailto:mcampbell@lrhdsd.org">mcampbell@lrhdsd.org</a>
Website	<a href="https://www.lrhdsd.org/Domain/213">https://www.lrhdsd.org/Domain/213</a>
Facebook	<a href="https://www.facebook.com/LRHSDHighlights">https://www.facebook.com/LRHSDHighlights</a>
Twitter	<a href="https://twitter.com/ShawneeHSNJ">https://twitter.com/ShawneeHSNJ</a>



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	379	394	423
10	394	381	395
11	396	391	375
12	387	397	403
Total	1,556	1,563	1,596

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.7%	47.3%	48.9%
Male	52.3%	52.7%	51.1%
Economically Disadvantaged Students	6.0%	6.4%	5.1%
Students with Disabilities	9.7%	9.7%	10.7%
English Learners	0.4%	0.6%	0.6%
Homeless Students	0.1%	0.1%	0.1%
Students in Foster Care	0.3%	0.1%	0.1%
Military-Connected Students	0.9%	1.7%	1.4%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	91.5%	88.9%	88.7%
Hispanic	3.3%	4.8%	4.6%
Black or African American	1.9%	2.4%	2.1%
Asian	3.4%	3.7%	3.9%
Native Hawaiian or Pacific Islander	0.0%	0.1%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.1%	0.5%

### 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	2016-17	2017-18	2018-19
Full Time Students	1,556	1,563	1,596
Shared Time Students	0	0	0
Full Time Equivalent	1,556	1,563	1,596

### 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	95.1%
Spanish	1.9%
Other Languages	3.0%



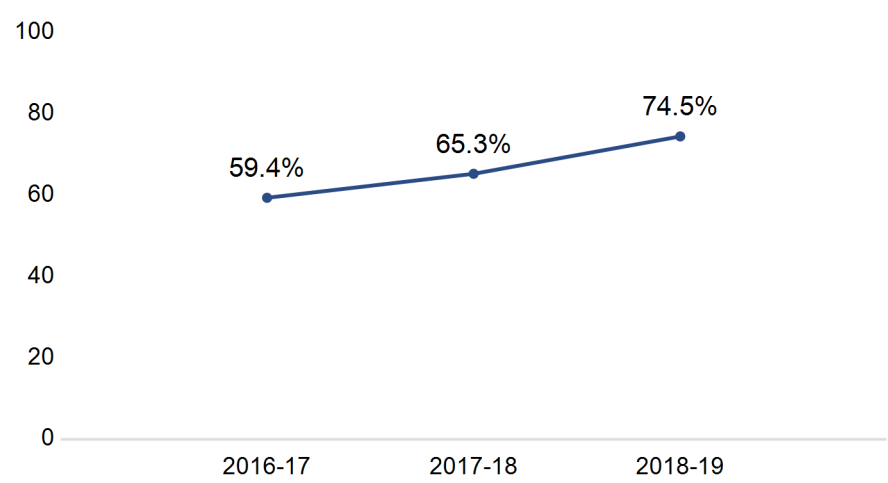
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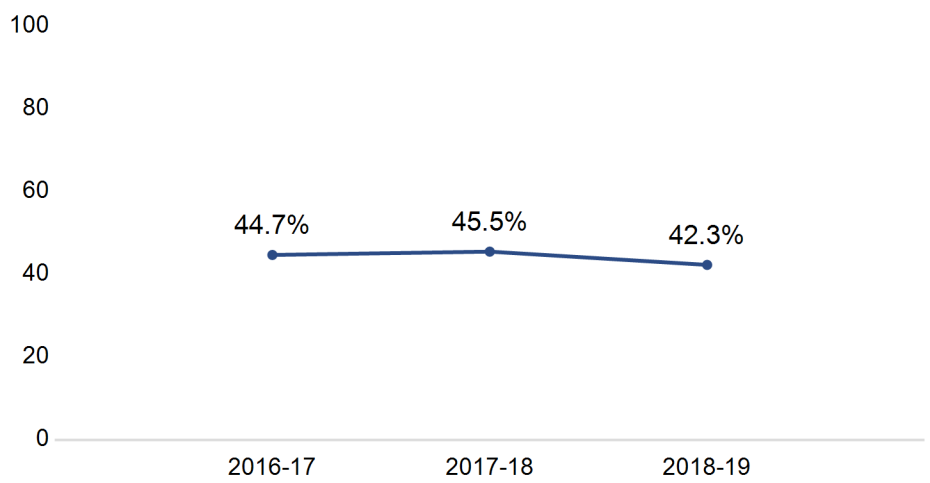
**English Language Arts and Mathematics Performance Trends**

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

**ELA Proficiency Rate for Federal Accountability**



**Math Proficiency Rate for Federal Accountability**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	94.7%	98.5%	98.6%	94.4%	98.2%	99.1%
Proficiency Rate for Federal Accountability	59.4%	65.3%	74.5%	44.7%	45.5%	42.3%
Annual Target	48.8%	50.5%	52.1%	40.0%	42.1%	44.2%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



**Shawnee High School**  
(05-2610-060)  
Grades Offered: 09-12  
2018-2019

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## English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	793	98.6	74.5	65.4	57.9	74.5	52.1	Met Target
White	691	98.6	75.7	66.6	66.9	75.7	52.4	Met Target
Hispanic	41	97.7	61.0	54.4	43.9	61.0	42.7	Met Target
Black or African American	*	*	*	40.4	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	37	100.0	86.5	81.3	82.9	86.5	67.4	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	402	98.5	81.3	72.9	64.8	81.3		
Male	391	98.8	67.5	57.9	51.3	67.5		
Economically Disadvantaged Students	43	100.0	46.5	38.8	40.0	46.5	39.8	Met Target
Non-Economically Disadvantaged Students	750	98.6	76.1	68.3	67.9	76.1		
Students with Disabilities	99	94.5	24.2	23.4	22.7	24.2	24.1	Met Target
Students without Disabilities	694	99.3	81.7	72.5	65.1	81.7		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	13	100.0	61.5	64.6	57.8	61.5		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



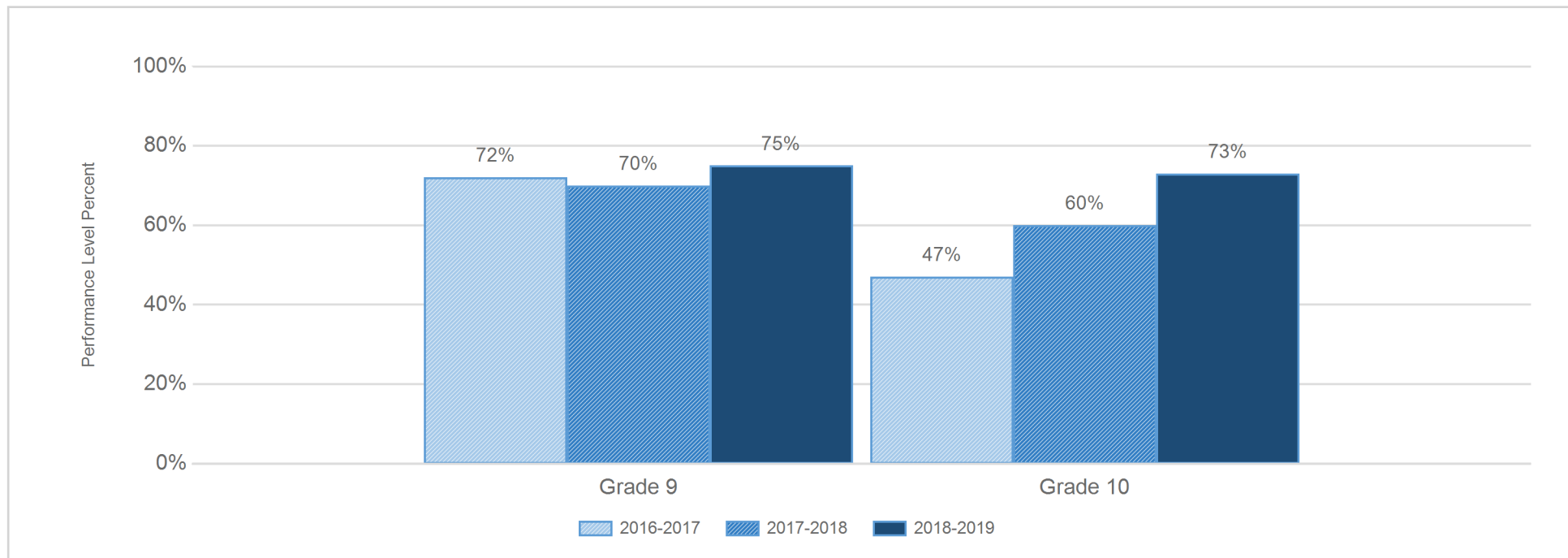
**Shawnee High School**  
(05-2610-060)  
Grades Offered: 09-12  
2018-2019

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## English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	414	767	761	753	3%	5%	17%	54%	22%	75%	56%
White	371	768	763	762	*	*	17%	54%	22%	76%	65%
Hispanic	18	754	749	737	*	*	*	*	*	67%	40%
Black or African American	*	*	739	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	14	773	*	783	*	0%	0%	*	*	93%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	753	761	*	*	*	*	*	*	63%
Female	221	775	768	760	*	*	14%	52%	31%	84%	63%
Male	193	758	755	746	*	*	20%	55%	11%	66%	49%
Economically Disadvantaged Students	19	744	740	734	*	*	*	*	*	47%	36%
Non-Economically Disadvantaged Students	395	768	764	762	*	*	*	*	*	77%	65%
Students with Disabilities	65	729	725	717	18%	*	*	26%	0%	26%	17%
Students without Disabilities	349	774	769	760	0%	*	*	59%	26%	85%	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	*	721	N	N	N	N	N	N	22%
Military-Connected Students	*	*	765	755	*	*	*	*	*	*	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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2018-2019

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

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	384	768	759	757	7%	7%	13%	47%	26%	73%	58%
White	325	769	760	767	6%	6%	13%	49%	26%	75%	67%
Hispanic	22	749	746	738	*	*	*	*	*	55%	43%
Black or African American	*	*	735	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	23	788	*	792	*	0%	*	*	*	83%	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	183	774	768	766	*	*	11%	49%	30%	78%	66%
Male	201	763	751	749	*	*	15%	46%	23%	69%	51%
Economically Disadvantaged Students	24	736	733	735	*	*	*	*	*	42%	40%
Non-Economically Disadvantaged Students	360	770	762	767	*	*	*	*	*	75%	67%
Students with Disabilities	35	703	713	711	*	*	*	*	*	17%	19%
Students without Disabilities	349	774	766	765	*	*	*	*	*	79%	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	N	N	*	723	N	N	N	N	N	N	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	*	*	752	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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2018-2019

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### Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	768	99.1	42.3	36.1	44.5	42.3	44.2	Met Target†
White	674	99.0	42.9	37.5	54.1	42.9	44.8	Met Target†
Hispanic	40	100.0	30.0	28.7	28.8	30.0	35	Met Target†
Black or African American	*	*	*	13.0	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	30	100.0	60.0	*	76.5	60.0	54.8	Met Target
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	392	99.5	41.8	35.0	44.9	41.8		
Male	376	98.7	42.8	37.2	44.2	42.8		
Economically Disadvantaged Students	42	100.0	19.0	16.8	26.3	19.0	26.2	Met Target†
Non-Economically Disadvantaged Students	726	99.1	43.7	38.3	54.9	43.7		
Students with Disabilities	99	98.1	*	*	17.4	*	16	Not Met
Students without Disabilities	669	99.3	*	*	50.0	*		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	13	100.0	15.4	33.3	46.4	15.4		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

**Shawnee High School**

(05-2610-060)

Grades Offered: 09-12

2018-2019

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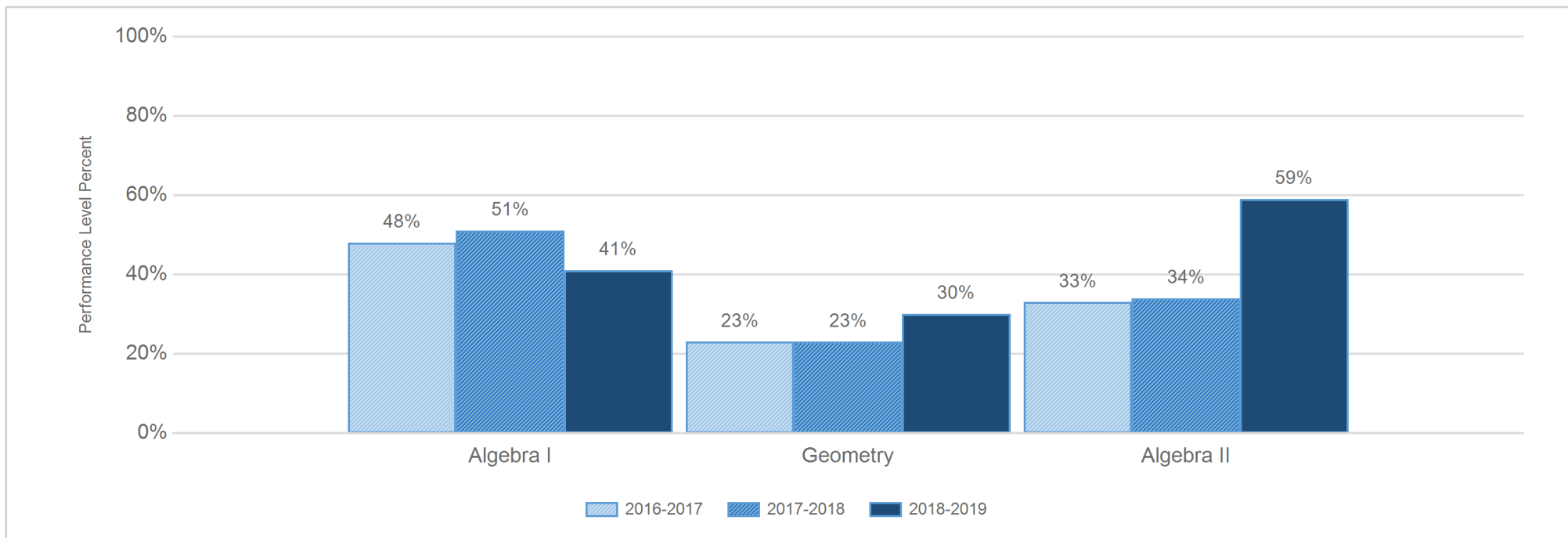
\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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(05-2610-060)  
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2018-2019

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### Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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
<b>Schoolwide</b>	324	743	738	744	5%	23%	30%	*	*	41%	42%
White	291	743	741	752	4%	23%	32%	*	*	42%	53%
Hispanic	17	741	*	728	0%	*	*	*	*	47%	24%
Black or African American	*	*	722	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	743	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	727	752	*	*	*	*	*	*	51%
Female	175	745	739	745	*	19%	32%	*	*	45%	44%
Male	149	740	737	743	*	29%	28%	*	*	37%	41%
Economically Disadvantaged Students	13	723	725	727	*	*	*	*	*	23%	23%
Non-Economically Disadvantaged Students	311	743	740	752	*	*	*	*	*	42%	52%
Students with Disabilities	63	716	714	717	*	*	*	*	*	*	12%
Students without Disabilities	261	749	745	748	*	*	*	*	*	*	47%
English Learners	*	*	715	710	*	*	*	*	*	*	*
Non-English Learners	*	*	738	745	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	*	*	745	744	*	*	*	*	*	*	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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### Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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
<b>Schoolwide</b>	249	736	733	737	6%	22%	42%	*	*	30%	35%
White	213	738	735	743	6%	21%	42%	*	*	32%	43%
Hispanic	17	720	726	724	*	*	*	*	*	12%	17%
Black or African American	11	723	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	741	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	*	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	120	736	734	738	*	24%	44%	*	*	28%	36%
Male	129	736	733	736	*	20%	40%	*	*	32%	34%
Economically Disadvantaged Students	27	720	723	722	*	*	*	*	*	15%	16%
Non-Economically Disadvantaged Students	222	738	735	743	*	*	*	*	*	32%	43%
Students with Disabilities	36	714	712	712	*	*	*	*	*	*	*
Students without Disabilities	213	740	737	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	*	*	738	739	*	*	*	*	*	*	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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### Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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
<b>Schoolwide</b>	201	755	757	755	*	12%	25%	*	*	59%	58%
White	175	755	756	758	*	12%	27%	*	*	58%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	737	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	15	755	*	777	*	*	*	73%	0%	73%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	99	751	752	752	*	*	23%	*	*	55%	55%
Male	102	759	761	758	*	*	26%	*	*	64%	62%
Economically Disadvantaged Students	*	*	740	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	757	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	*	696	N	N	N	N	N	N	11%
Non-English Learners	201	755	*	755	*	12%	25%	*	*	59%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	*	*	749	742	*	*	*	*	*	*	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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### DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 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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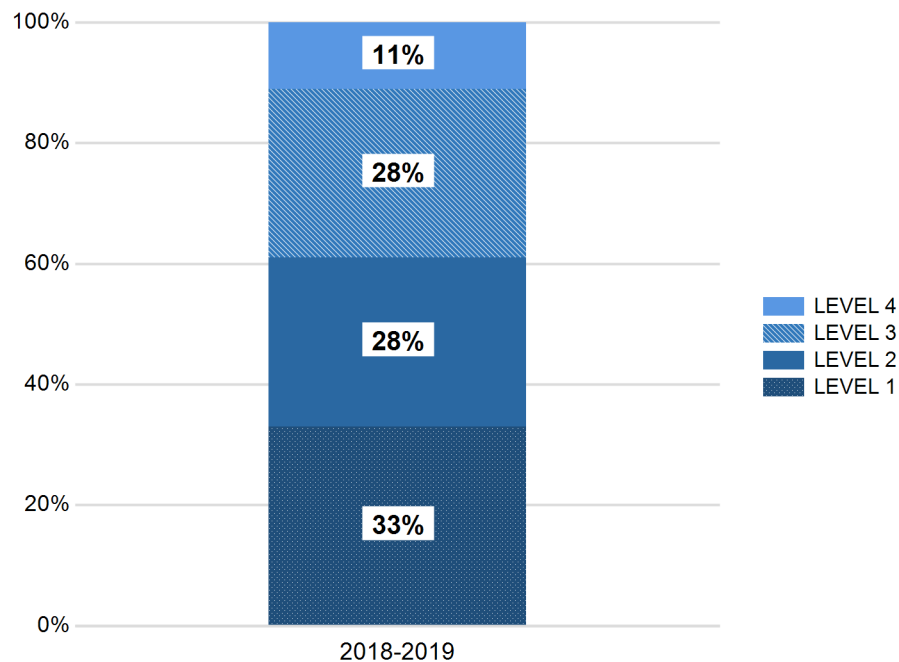
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

### NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



### NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	33	28	28	11
White	31	29	28	12
Hispanic	60	20	10	10
Black or African American	55	27	18	0
Asian, Native Hawaiian, or Pacific Islander	31	25	38	6
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	26	36	27	11
Male	39	21	29	12
Economically Disadvantaged Students	54	23	15	8
Non-Economically Disadvantaged Students	32	29	28	11
Students with Disabilities	88	9	3	0
Students without Disabilities	27	30	30	12
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



**Shawnee High School**  
(05-2610-060)  
Grades Offered: 09-12  
2018-2019

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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 2018-19. 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 2018-19	96.5%	84.5%
12th graders taking SAT in 2018-19 or prior years	83.6%	72.1%
12th graders taking ACT in 2018-19 or prior years	23.3%	19.6%

### 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	524	476	Grade 10: 430 Grade 11: 460	83%	61%
PSAT 10/NMSQT - Math	506	477	Grade 10: 480 Grade 11: 510	54%	43%
SAT - Reading and Writing	587	539	480	90%	70%
SAT - Math	583	541	530	73%	53%
ACT - Reading	26	25	22	80%	66%
ACT - English	25	24	18	88%	81%
ACT - Math	24	24	22	67%	65%
ACT - Science	24	24	23	61%	57%



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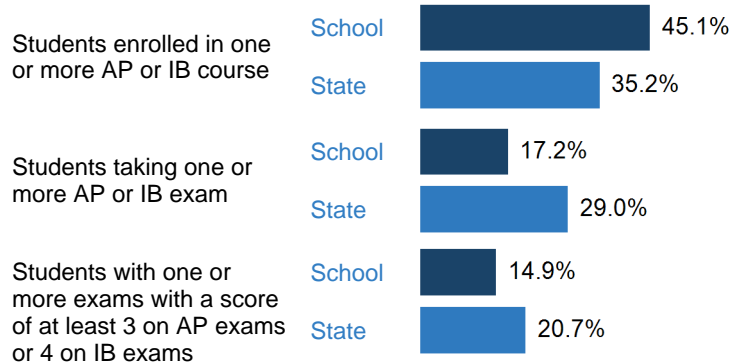
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

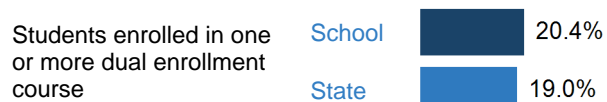
### AP/IB Coursework – Participation and Performance

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 of 11th and 12th graders who were 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	35	9
AP Calculus AB	93	29
AP Calculus BC	19	9
AP Chemistry	31	5
AP English Language and Composition	114	53
AP English Literature and Composition	100	11
AP Environmental Science	41	3
AP European History	13	4
AP French Language and Culture	3	3
AP German Language and Culture	0	1
AP Italian Language and Culture	26	4
AP Latin (Virgil, Catullus and Horace)	18	0
AP Macroeconomics	0	8
AP Microeconomics	0	7
AP Physics 1	58	16
AP Physics C: Mechanics	32	0

**Shawnee High School**

(05-2610-060)

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AP/IB Course	Students Enrolled	Students Tested
AP Psychology	79	35
AP Spanish Language	6	6
AP Statistics	38	14
AP Studio Art—Two-Dimensional	8	0
AP U.S. History	112	32
AP World History	9	2
Total Exams taken		251
Exams with scores of at least 3 on AP exams or 4 on IB exams		217



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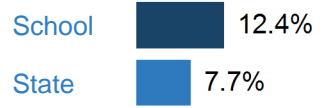
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

**Career and Technical Education Participation**

The graphs below show the percentage of students in grades 9 through 12 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.

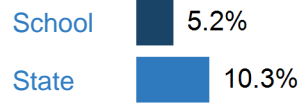
**CTE Participants**

(completed only one course in an approved CTE program)



**CTE Concentrators**

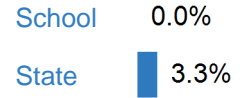
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



**Structured Learning Experiences Participation**

The graph below shows the percentage of students in grades 9 through 12 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**





**Shawnee High School**  
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### Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	12.4%	5.2%	7.7%	10.3%
White	12.2%	5.2%	6.1%	9.6%
Hispanic	16.2%	*	10.3%	11.3%
Black or African American	*	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	12.8%	4.4%	7.3%	10.6%
Male	12.0%	6.0%	8.0%	10.1%
Economically Disadvantaged Students	14.8%	*	10.4%	11.8%
Students with Disabilities	17.5%	*	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*



**Shawnee High School**  
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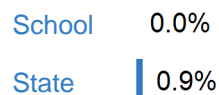
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### Industry-Valued Credentials

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



### 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
Arts, AV Technology & Communications	188		
Finance	93		
Total (All Clusters)	281	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.

### 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	324	121	32	0	0	0	53
10	3	273	186	25	1	4	15
11	1	2	131	170	19	13	63
12	0	0	41	92	187	49	49
Total	328	396	390	287	207	66	180
Enrolled in AP/IB Course					112	38	0
Enrolled in Dual Enrollment Course	0	0	0	67	43	13	0

### 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	352	1	0	71	0	3
10	235	175	0	1	0	3
11	76	243	0	18	75	25
12	63	27	0	24	141	125
Total	726	446	0	114	216	156
Enrolled in AP/IB Course	35	31		41	90	0
Enrolled in Dual Enrollment Course	10	11	0	7	19	13



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### 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	0	2	0	0	0	28
10	1	394	7	13	0	7
11	2	372	38	68	4	24
12	6	6	32	76	17	391
Total	9	774	77	157	21	450
Enrolled in AP/IB Course	9	112	0	79		13
Enrolled in Dual Enrollment Course	1	58	7	14	0	1

### 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	244	30	74	48	28	0	0
10	198	22	106	52	23	0	0
11	96	23	60	34	19	0	0
12	18	6	30	18	9	0	0
Total	556	81	270	152	79	0	0
Enrolled in AP/IB Course	6	3	26	18	0	0	0
Enrolled in Dual Enrollment Course	62	14	46	25	7	0	0
Enrolled in Level 3 or Higher	137	24	129	29	27	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.

### Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) 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	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	6	0	0	0	0	0
10	3	0	0	0	0	0
11	10	0	0	0	0	0
12	13	0	0	0	0	0
Total	32	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	2	0	0	0	0	0

**Shawnee High School**

(05-2610-060)

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2018-2019

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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
French	*
German	*
Italian	*
Latin	*
Spanish	22
Total	40



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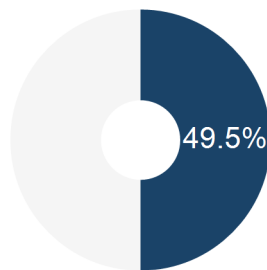
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Visual and Performing Arts – Course Participation

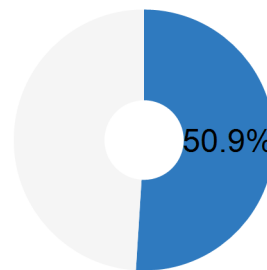
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

**Grades 9-12:**

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

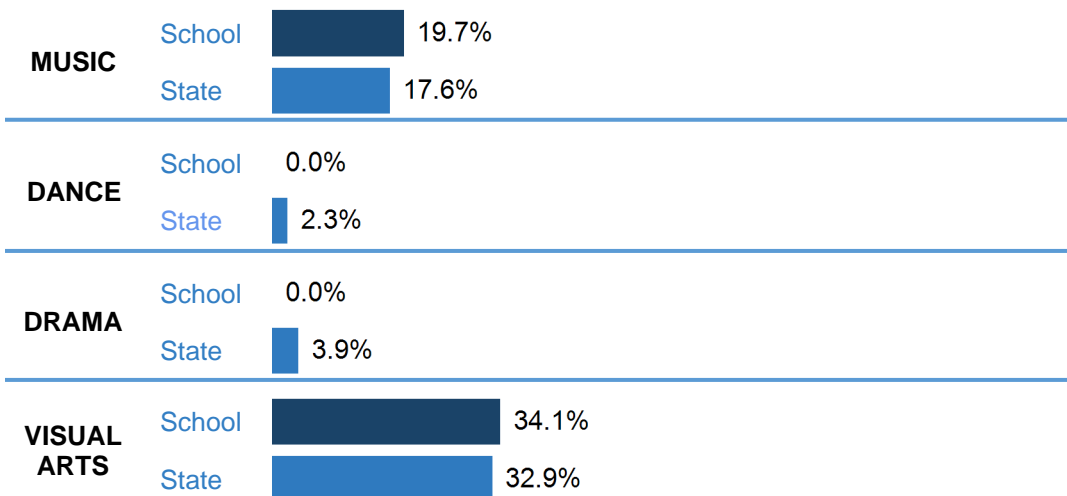


School



State

Students enrolled in one or more classes by discipline:





**Shawnee High School**  
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2018-2019

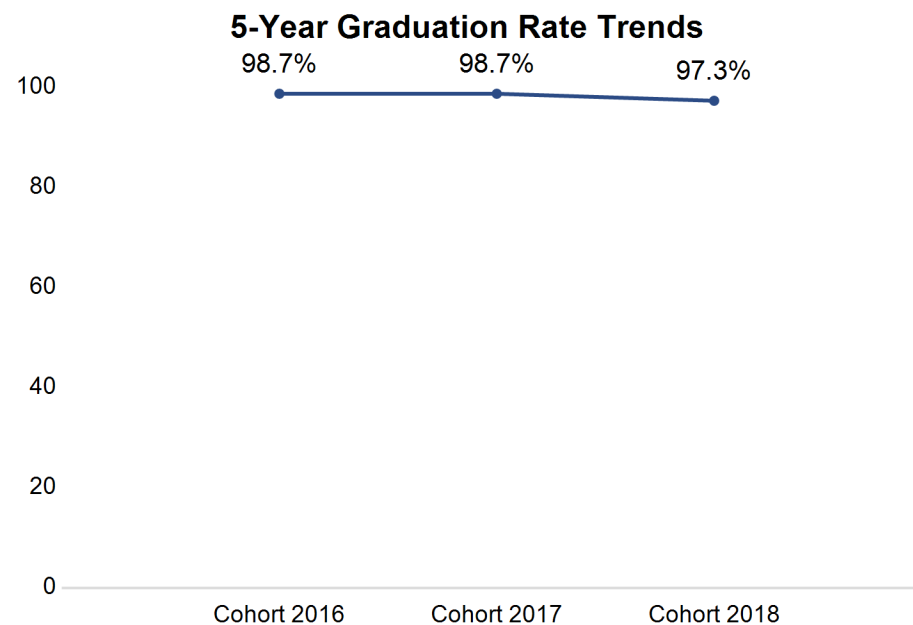
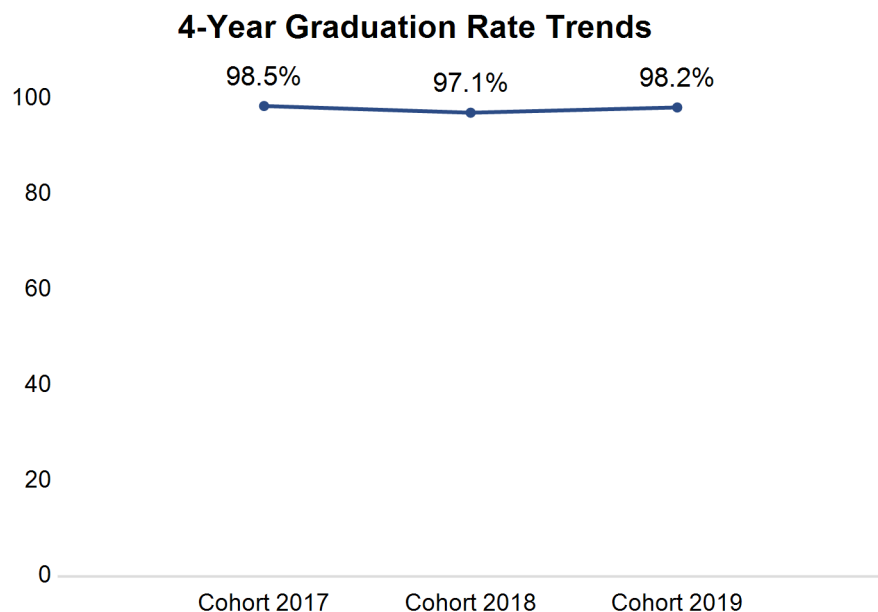
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

### Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	98.5%	97.1%	98.2%	98.7%	98.7%	97.3%
Annual Target	N	N		N	N	
Met Annual Target?	Met Goal	Met Goal		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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### 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 2018 4-year rate and the Class of 2017 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 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	98.2%	90.6%	97.3%	92.5%	97.1%	N	Met Goal	98.7%	N	Met Goal
White	98.3%	94.9%	97.3%	95.9%	97.0%	N	Met Goal	98.9%	N	Met Goal
Hispanic	94.4%	84.5%	100.0%	87.3%	100.0%	N	Met Goal	*	**	**
Black or African American	*	83.3%	*	87.1%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	100.0%	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	N	91.4%	*	94.2%	*	**	**	N	N	N
Female	98.9%	92.8%	98.9%	94.4%	98.9%			98.4%		
Male	97.6%	88.5%	95.9%	90.8%	95.4%			99.0%		
Economically Disadvantaged Students	87.0%	84.0%	96.8%	87.3%	96.8%	N	Met Goal	93.8%	**	**
Students with Disabilities	83.7%	79.2%	85.1%	83.8%	85.1%	92.0%	Not Met	92.7%	91.3%	Met Target
English Learners	N	75.4%	N	80.1%	N	N	N	N	N	N
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	*	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

**Shawnee High School**

(05-2610-060)

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2018-2019

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## Graduation Pathways

This table shows the percentage of Cohort 2019 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
Statewide Assessment	63.3%	68.7%
Substitute Competency Test	34.9%	26.4%
Portfolio Appeals Process	0.3%	1.5%
Alternate Requirements specified in IEP	1.5%	3.3%
Unknown	0.0%	0.0%

## Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	N	1.2%
2017-2018	N	1.2%
2016-2017	N	1.1%

**Shawnee High School**

(05-2610-060)

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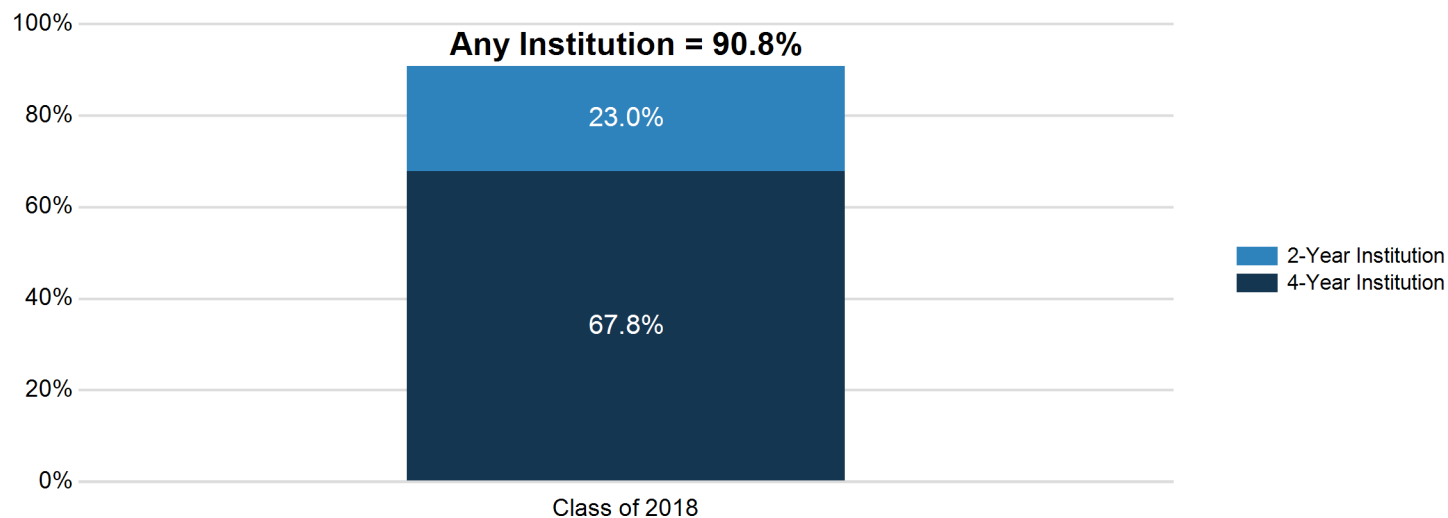
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

### Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

#### Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	23.0%
% Enrolled in 4-Year Institution	67.8%
% Enrolled in Any Postsecondary Institution	90.9%



**Shawnee High School**  
(05-2610-060)  
Grades Offered: 09-12  
2018-2019

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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 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled 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%	28.7%	71.3%
Schoolwide	86.3%	26%	74%
White	86.9%	26.4%	73.6%
Hispanic	77.8%	28.6%	71.4%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged	73.7%	42.9%	57.1%
Students with Disabilities	47.8%	72.7%	27.3%
English Learners	N	N	N

### Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled 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	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	90.9%	25.3%	74.7%	70.8%	29.2%	47.9%	52.1%
White	91.9%	22.9%	77.1%	69.8%	30.2%	45.4%	54.6%
Hispanic	75%	66.7%	33.3%	93.3%	6.7%	86.7%	13.3%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged	78.6%	72.7%	27.3%	86.4%	13.6%	95.5%	4.5%
Students with Disabilities	62.9%	68.2%	31.8%	86.4%	13.6%	81.8%	18.2%
English Learners	*	*	*	*	*	*	*



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

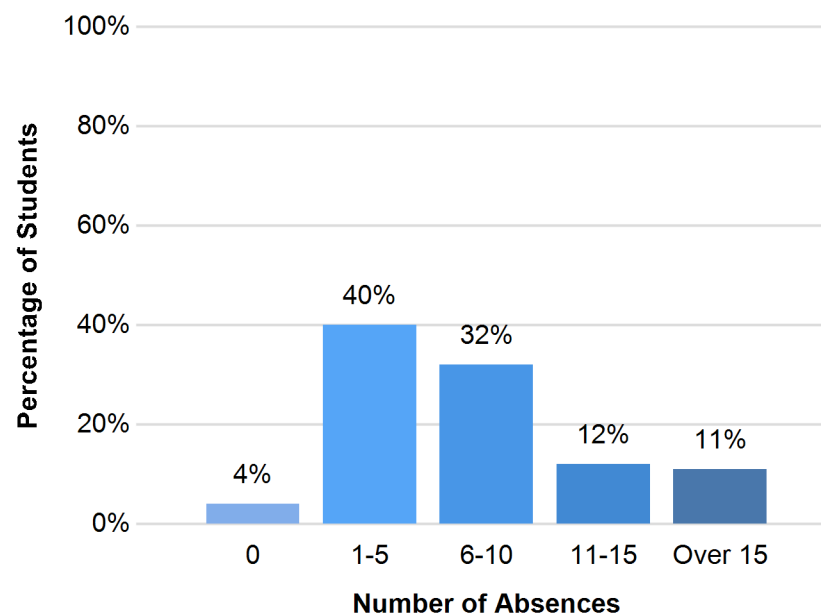
### Chronic Absenteeism

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	128	7.9	14.2	Met
White	112	7.8	14.2	Met
Hispanic	10	13.2	14.2	Met
Black or African American	*	*	14.2	Met
Asian, Native Hawaiian, or Pacific	1	1.5	14.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	73	9.3		
Male	55	6.6		
Economically Disadvantaged Students	17	20.7	14.2	Not Met
Students with Disabilities	42	22.2	14.2	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	4	17.4		
Migrant Students	N	N		

### Days Absent

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





### Shawnee High School

(05-2610-060)

Grades Offered: 09-12

2018-2019

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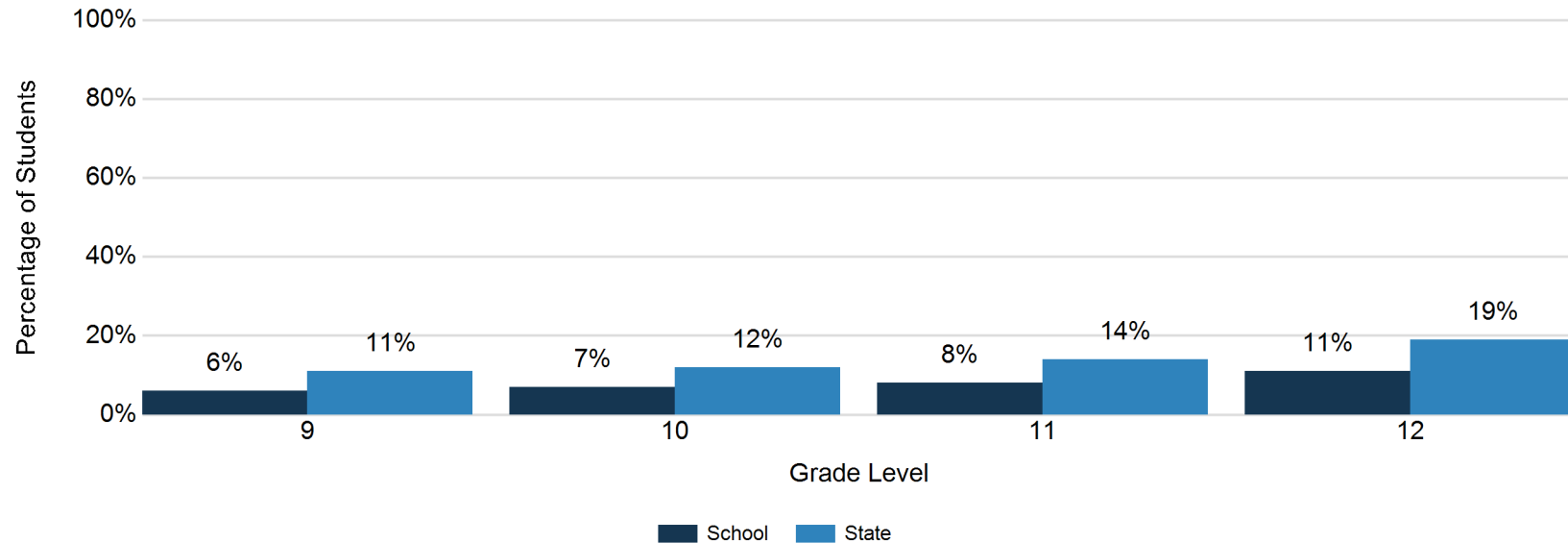
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### Chronic Absenteeism by Grade

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



**Shawnee High School**

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

### 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	10
Weapons	0
Vandalism	2
Substances	13
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	27
Incidents Per 100 Students Enrolled	1.69

### 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	5
Weapons	0
Vandalism	1
Substances	6
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1



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

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	1	1
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	1	1
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	79	4.9%
Out-of-School Suspensions	10	0.6%
Any Suspension	81	5.1%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

#### School Days Missed due to Out-of-School Suspensions

89

**Shawnee High School**

(05-2610-060)

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2018-2019

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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	7:20 AM
Typical End Time	2:15 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	5 Hrs 52 Mins
Shared Time - Instructional Time	5 Hrs. 52 Mins.

## Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1.0:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	127	118,214
Average years experience in public schools	14.3	12.1
Average years experience in district	13.4	10.8
Percentage of Teachers with 4 or more years experience in the district	82.7%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	40	9,530
Average years experience in public schools	20.7	16.0
Average years experience in district	17.0	12.0
Percentage of Administrators with 4 or more years experience in the district	95.0%	76.9%

### 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	13:1	11:1
Students to Administrators	228:1	169:1
Teachers to Administrators	18:1	15:1
Students to Librarians/Media Specialists		675:1
Students to Nurses		614:1
Students to Counselors		205:1
Students to Child Study Team Members		321:1



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### Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.9%	56.7%	57.1%	48.4%	77.1%	54.9%
Male	51.1%	43.3%	42.9%	51.6%	22.9%	45.1%
White	88.7%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	4.6%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.1%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	3.9%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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### Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.9%	90.5%
2017-18 Administrators: Same district 2018-19	92.7%	87.9%

### 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
2018-19	97.4%

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## Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

### ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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### ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	59.4%	65.3%	74.5%
Math Proficiency	44.7%	45.5%	42.3%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	98.5%	97.1%	98.2%
5-Year Graduation Rate†	98.7%	98.7%	97.3%
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	7.2%	6.7%	7.9%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

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**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

## Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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### Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Met Target†	Met Goal	Met Goal	**	Met	No
White	Met Target	Met Target†	Met Goal	Met Goal	n/a	Met	No
Hispanic	Met Target	Met Target†	Met Goal	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Target	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target†	Met Goal	**	n/a	Not Met	No
Students with Disabilities	Met Target	Not Met	Not Met	Met Target	n/a	Not Met	No
English Learners	**	**	**	**	**	**	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 the school or district directly.



### Highlights:

- The Football Team won their second consecutive South Jersey State Group IV Championship.
- Shawnee students continue to excel on the AP exams with 86% of its students receiving a score of 3 or higher.
- 90% of the Class of 2019 went on to attend a 2 or 4-year post-secondary program



### Mission, Vision, Theme:

Shawnee's mission is to recognize that academics, athletics, culture and the arts as well as community service are integral to success in high school and beyond, Shawnee High School offers students a wide range of programs to meet every student's talents and interests. The high school's goal is to offer an academic and extra- curricular program that exceeds national standards and develops students into life-long learners.



### Awards, Recognition, Accomplishments:

Shawnee is proud to be designated a No Place for Hate school for the 7th consecutive year by the Anti-Defamation League. Shawnee High School student academic achievement is consistently above state and national averages, which is reflective of the district as a whole. 11 members of the Class of 2019 were recognized for their performance on the PSAT by being named commended scholars. Shawnee students continue to excel on the AP exams with 88% of its students receiving a score of 3 or higher.



### Shawnee High School

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2018-2019

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## School Narrative

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Through more than 242 course offerings, 26 AP courses and 67 College Acceleration Program courses, 40 at Rowan College at Burlington County (RCBC) and 27 at Rowan University (RU), complemented by summer enrichment programs, the Lenape District offers academic tracks to meet every student's needs. In the 2018-19 school year, 1482 students district-wide applied for RU and RCBC dual credit; on average, each student earned 7.31 college credits. <a href="https://www.lrhdsd.org/Page/679">https://www.lrhdsd.org/Page/679</a></p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Boys &amp; Girls), Cross Country (Boys &amp; Girls), Field Hockey (Girls), Football (Boys), Golf (Boys &amp; Girls), Gymnastics (Girls), Lacrosse (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Boys &amp; Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Volleyball (Girls), Wrestling (Boys)</p> <p>Shawnee student-athletes have received regional and state team awards. 4 Olympic Conference divisional championships and 1 Sectional Championship (Football) - 49 students Class of 2019 participated in Collegiate Athletics.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Shawnee's athletics, arts and extra-curricular programs encourage students to participate in activities that broaden their horizons beyond the classroom. Eight students from Shawnee's Family, Career and Community Leaders of America won medals at the national competition held in Anaheim, California. Future Business Leaders of America had a student named a National Finalist. The Debate team placed second in the South Jersey Debate League Championships. The performing arts program thrived with its rendition of "Slide Show", while fourteen vocal music students were selected for the All-South Jersey Chorus.</p>






**Shawnee High School**  
(05-2610-060)  
Grades Offered: 09-12  
2018-2019

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 <p><b>Before and After School Programs:</b></p>	<p>Shawnee offers various options for students' academic and emotional support through its counseling center. Teachers are available before, during, and after school for extra help. The counseling center runs a variety of support groups designed to address the various need of students.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>Shawnee teachers make the most of their Common Planning Time to further individualize professional development, such as the creation and implementation of progress assessments and grading rubrics. Each of the school's curriculum writers are trained in the Understanding by Design format and all teachers are trained in the Research for Better Teaching model to allow for the most effective instruction.</p>
 <p><b>Postsecondary Information:</b></p>	<p>During the 2018-19 school year, 1,482 students earned 8518 college credits through the dual credit program. LRHSD is proud to offer the PSAT to all students in grades 9, 10, and 11, as the district believes that opportunity better prepares them for the SAT. LRHSD's success as a high-achieving district is exemplified by its 95.3% graduation rate, its SAT scores consistently above state and national averages, and its 85.3% of graduates attending over 227 colleges and universities.</p>



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### Student Supports and Services:

Shawnee has a peer-tutoring program that is run through the National Honor Society to help students with academic struggles. Shawnee also utilizes its Intervention and Referral System (I&RS) and counseling support groups to assist its students. Teachers are available for students to provide extra help during the School's 50 minute Community Lunch and Learn each day. Shawnee's Multiple Disabled and Autism programs are thriving, providing each student with specific supports and services.



### Student Health and Wellness:

Shawnee offers a variety of opportunities for students to engage in activities that promote a healthy lifestyle in the mandated Health and Physical Education program. Shawnee also offers a nutritious breakfast and lunch throughout the school day.



### Parent and Community Involvement:

Shawnee has a very active booster club for its sports and activities. Parents can have access to their child's academic progress via the Genesis Gradebook online information portal. Shawnee helps keep the information about the school's happenings available through the uses of Twitter and Instagram, as well as weekly emails updating the Five Things You Need to Know at Shawnee. Shawnee is also proud to engage parents through its parent group.






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 <p><b>Climate Surveys:</b></p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Shawnee implemented a school climate survey during its Middle States Accreditation process.</p>
 <p><b>Facilities:</b></p>	<p>Situated on a parcel of land in the southeastern end of Medford Township, in the heart of the Pinelands, Shawnee High School was dedicated in 1971. A construction project in the early 1990s expanded the facilities. In 2009, the district completed a second construction and renovation project, which included the addition of an auditorium, art and band rooms, and science labs. Shawnee is up to date with modern technology needed to support the school curriculum.</p>
 <p><b>School Safety:</b></p>	<p>The Safety and Security of all LRHSD students and staff is a top priority which is evidenced by the following security initiatives already in place at all LRHSD schools. Police officers with marked vehicles are assigned to each school reinforcing high visibility police presence. All LRHSD schools have Security Staff (several retired Law Enforcement Officers) assigned to assist with maintaining a safe school environment. All exterior doors are secured and locked during the school day. Main office vestibules were constructed to limit direct entry into the school. All schools are equipped with 24/7 interior and exterior surveillance systems. Lockdown buttons are installed at all schools to initiate and expedite lockdown procedures. Portable radios are assigned to key personnel to expedite communications in the event of an emergency. In 2018 LRHSD was approved for a \$3,438,000 security grant to enhance and develop new safety initiatives for all LRHSD schools that will begin in 2019.</p>



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### Technology and STEM:

The LRHSD has a variety of technology and STEM opportunities for students. A wide-range of technology courses offered include 3 year Television Broadcasting path with a 4th year option to intern in the District Television Studio. Technical courses expose students to industry-standard software. An Automotive shop at Seneca and Cherokee and a Metal Shop at Lenape High School. The LRHSD has also partnered with Project Lead the Way a nationally recognized STEM program to offer a pre-engineering pathway where students work collaboratively in a cohort to take an engineering elective each year of their high school experience. This will expose them to different facets of a STEM related career. The LRHSD has two district Robotics teams which compete locally and nationally. Members of the LRHSD Robotics teams report that the project based problem solving design of each challenge deepens their understanding of the concepts behind the designs necessary to compete with other schools.



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### Other Information

Shawnee operates on a 4-day rotating period schedule with periods of 57 minutes in duration. The day is split in two wheels around a 50-minute Community Lunch and Learn Period. This period allows students to develop time management skills as they are given the freedom to use their time on campus as they see fit. Shawnee High School recognizes the importance and need of technology within a school environment. In order to keep students acclimated with the constant advancements of technology Shawnee offers unique technology courses. These courses include Architectural Design, Drafting and Design, Electronics Technology, Engineering Drawing, Technology Today, and many more. Shawnee's Media Center also provides students with all of the technology resources that they need, including, online research databases, quick references, and other professional links. Shawnee clubs that also support education in technology include the Media Tech Club and the Technology Student Association (TSA). Student members of these clubs are given extra time outside of the classroom to express their passions and interests in the field of technology. Shawnee strives to continue to keep co-curricular activities a place where students can apply academic discipline, develop and test career goals, be of service to themselves and others, and, in short, make long strides in maturing into a healthy, well-rounded person. In addition, activities are a great source of social contact and enjoyment for Shawnee students.