NJ SCHOOL PERFORMANCE REPORT

CHERRY HILL HIGH SCHOOL EAST
(07-0800-030)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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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 with any questions about the reports

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School Contact Info

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

Type	Contact Information
County	CAMDEN
District	CHERRY HILL TWP
Principal Name	DR. PERRY
Address	1750 KRESSON RD. CHERRY HILL, NJ 08003-2598
Phone Number	(856)424-2222
Email Address	DPERRY@CHCLC.ORG
Website	https://east.chclc.org
Facebook	https://www.facebook.com/pages/Cherry-Hill-Public-Schools/480412008679663
Twitter	https://twitter.com/CHHSEAST

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
9	540	566	546
10	537	547	559
11	553	529	542
12	547	541	524
Total	2,177	2,183	2,171

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	49.1%	50.2%	49.5%
Male	50.9%	49.8%	50.5%
Economically Disadvantaged Students	11.3%	11.7%	12.5%
Students with Disabilities	10.9%	10.2%	9.9%
English Learners	0.1%	0.8%	1.0%
Homeless Students		0.4%	0.3%
Students in Foster Care		0.1%	0.1%
Military-Connected Students		0.0%	0.1%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	63.5%	62.2%	62.1%
Hispanic	5.1%	5.9%	5.6%
Black or African American	7.2%	6.2%	5.6%
Asian	21.3%	22.4%	23.2%
Native Hawaiian or Pacific Islander	0.1%	0.2%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.8%	3.1%	3.5%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	2,177	2,183	2,171
Shared Time Students	0	0	0
Full Time Equivalent	2,177	2,183	2,171

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	79.4%
Chinese	3.9%
Korean	2.2%
Vietnamese	2.1%
Chuang	1.8%
Other Languages	10.7%

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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	1094	99.1	72.3	68.7	56.7	72.3	52.8	Met Target
White	691	98.6	71.5	*	65.6	71.5	49.3	Met Target
Hispanic	62	100.0	58.1	51.6	42.5	58.1	45.9	Met Target
Black or African American	56	100.0	50.0	43.8	37.3	50.0	36.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	253	100.0	82.3	79.5	82.3	82.3	70.4	Met Goal
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	32	100.0	75.1	*	63.4	75.1	45	Met Target
Female	532	98.9	77.8	*	64.5	77.8		
Male	562	99.3	66.9	*	49.4	66.9		
Economically Disadvantaged Students	131	99.2	68.7	*	38.5	68.7	47.4	Met Target
Non-Economically Disadvantaged Students	963	99.1	72.7	*	67.5	72.7		
Students with Disabilities	129	97.7	40.4	33.4	21.6	40.4	24	Met Target
Students without Disabilities	965	99.3	76.4	77.0	63.9	76.4		
English Learners	19	100.0	42.1	41.1	27.3	42.1	N	N
Non-English Learners	1075	99.1	72.7	70.1	59.4	72.7		
Homeless Students	*	*	*	24.0	27.7	*		
Students In Foster Care	N	N	N	16.6	26.3	N		
Military-Connected Students	*	*	*	66.7	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	540	772	764	752	2%	5%	16%	48%	29%	78%	55%
White	346	770	*	760	*	*	16%	52%	25%	77%	64%
Hispanic	23	753	749	735	*	*	*	*	*	65%	38%
Black or African American	33	762	*	734	0%	*	33%	*	*	64%	34%
Asian, Native Hawaiian, or Pacific Islander	122	782	775	782	*	*	13%	38%	44%	82%	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	16	789	*	760	0%	0%	*	*	*	94%	63%
Female	265	775	*	759	*	*	15%	45%	35%	79%	63%
Male	275	769	*	744	*	*	16%	52%	24%	76%	46%
Economically Disadvantaged Students	59	765	*	733	*	*	*	53%	20%	73%	34%
Non-Economically Disadvantaged Students	481	773	*	761	*	*	*	48%	30%	78%	65%
Students with Disabilities	58	743	*	716	*	*	29%	*	*	45%	15%
Students without Disabilities	482	776	770	758	*	*	14%	*	*	82%	62%
English Learners	*	*	698	691	*	*	*	*	*	*	*
Non-English Learners	*	*	766	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	N	N	*	719	N	N	N	N	N	N	20%
Military-Connected Students	N	N	*	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	558	768	758	749	7%	8%	18%	38%	29%	67%	51%
White	347	765	*	756	8%	8%	19%	40%	25%	65%	58%
Hispanic	39	758	*	733	*	*	28%	*	*	54%	38%
Black or African American	23	735	*	728	*	*	*	*	*	35%	32%
Asian, Native Hawaiian, or Pacific Islander	133	784	*	782	*	*	10%	37%	46%	83%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	16	759	*	753	0%	*	*	*	*	56%	55%
Female	270	776	*	759	4%	5%	15%	42%	34%	76%	60%
Male	288	761	*	739	10%	10%	21%	35%	24%	59%	42%
Economically Disadvantaged Students	72	760	*	730	*	*	15%	46%	19%	65%	34%
Non-Economically Disadvantaged Students	486	769	*	758	*	*	18%	37%	30%	67%	59%
Students with Disabilities	67	738	*	707	19%	15%	27%	*	*	39%	15%
Students without Disabilities	491	772	*	756	5%	7%	17%	*	*	71%	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	707	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	222	745	739	736	14%	15%	26%	31%	14%	45%	39%
White	125	744	*	737	13%	16%	26%	32%	14%	46%	41%
Hispanic	12	746	*	731	*	*	*	*	*	33%	35%
Black or African American	17	732	*	729	*	*	*	*	*	29%	31%
Asian, Native Hawaiian, or Pacific Islander	57	755	751	759	*	*	18%	33%	21%	54%	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	11	727	727	737	*	0%	*	*	*	27%	39%
Female	90	758	*	745	*	*	30%	31%	22%	53%	48%
Male	132	737	*	728	*	*	23%	31%	8%	39%	31%
Economically Disadvantaged Students	27	725	*	730	*	37%	*	*	*	19%	33%
Non-Economically Disadvantaged Students	195	748	*	739	*	12%	*	*	*	49%	42%
Students with Disabilities	32	732	*	708	*	*	31%	31%	0%	31%	13%
Students without Disabilities	190	748	*	742	*	*	25%	31%	16%	47%	44%
English Learners	*	*	708	702	*	*	*	*	*	*	*
Non-English Learners	*	*	740	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	721	N	N	N	N	N	N	22%
Students in Foster Care	N	N	*	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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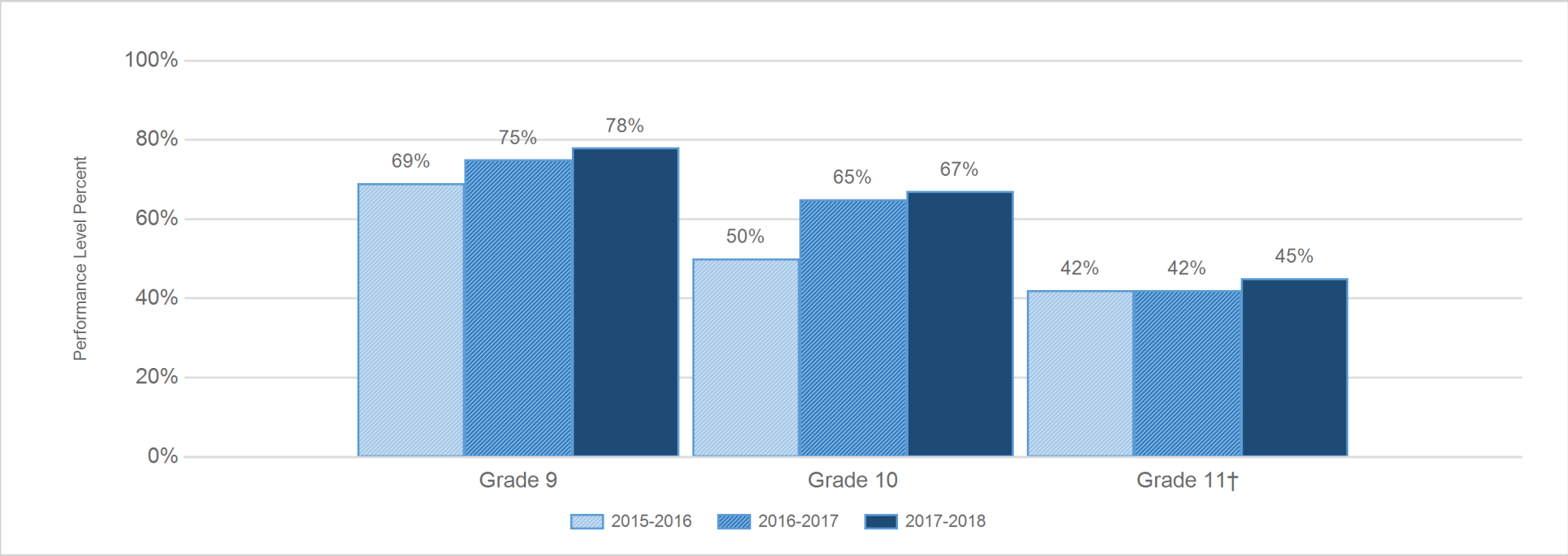
English Language Arts/Literacy Assessment - Performance Trends

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



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

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Mathematics Assessment - Participation and Performance

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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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	1033	98.3	48.1	*	45.0	48.1	48.5	Met Target†
White	654	97.5	46.3	*	54.1	46.3	43	Met Target
Hispanic	61	100.0	22.9	30.3	29.2	22.9	29.2	Met Target†
Black or African American	56	100.0	17.9	23.9	23.4	17.9	31.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	230	99.6	66.5	69.5	77.0	66.5	74.6	Not Met
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	32	100.0	53.1	*	53.0	53.1	45.9	Met Target
Female	512	98.1	47.5	*	46.0	47.5		
Male	521	98.5	48.8	*	43.9	48.8		
Economically Disadvantaged Students	127	99.2	39.3	31.4	26.6	39.3	48.3	Not Met
Non-Economically Disadvantaged Students	906	98.2	49.4	57.6	55.9	49.4		
Students with Disabilities	117	98.3	18.8	25.5	17.1	18.8	18.1	Met Target
Students without Disabilities	916	98.3	51.8	*	50.5	51.8		
English Learners	19	100.0	42.1	40.1	24.6	42.1	N	N
Non-English Learners	1014	98.3	48.2	53.1	46.9	48.2		
Homeless Students	*	*	*	16.0	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	*	*	*	61.6	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	235	737	753	746	10%	19%	40%	*	*	30%	46%
White	151	737	*	755	11%	20%	37%	*	*	32%	57%
Hispanic	*	*	734	730	*	*	*	*	*	*	27%
Black or African American	27	734	733	727	*	*	67%	*	*	11%	23%
Asian, Native Hawaiian, or Pacific Islander	40	742	*	779	*	*	38%	43%	0%	43%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	759	755	*	*	*	*	*	*	54%
Female	123	737	*	748	10%	21%	37%	*	*	32%	48%
Male	112	737	*	745	11%	17%	44%	*	*	29%	44%
Economically Disadvantaged Students	43	732	*	729	*	30%	37%	*	*	23%	25%
Non-Economically Disadvantaged Students	192	738	*	756	*	17%	41%	*	*	32%	57%
Students with Disabilities	53	721	724	716	25%	32%	26%	*	*	17%	13%
Students without Disabilities	182	742	759	752	6%	15%	45%	*	*	34%	52%
English Learners	12	717	*	710	*	*	*	*	*	17%	*
Non-English Learners	223	738	*	749	*	*	*	*	*	31%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	485	743	741	735	4%	21%	34%	36%	5%	41%	30%
White	315	742	740	740	4%	19%	37%	*	*	40%	37%
Hispanic	35	733	724	723	*	31%	49%	*	*	14%	14%
Black or African American	31	727	719	719	*	39%	35%	*	*	16%	11%
Asian, Native Hawaiian, or Pacific Islander	89	756	760	760	0%	13%	25%	48%	13%	62%	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	15	747	750	741	*	*	*	*	*	47%	39%
Female	232	742	739	736	*	22%	35%	*	*	39%	30%
Male	253	744	742	734	*	19%	34%	*	*	42%	29%
Economically Disadvantaged Students	60	738	729	722	*	27%	33%	*	*	33%	13%
Non-Economically Disadvantaged Students	425	744	743	741	*	20%	35%	*	*	42%	38%
Students with Disabilities	56	726	721	713	*	38%	38%	*	*	14%	*
Students without Disabilities	429	745	744	738	*	19%	34%	*	*	44%	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	741	736	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	N	N	*	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

CHERRY HILL HIGH SCHOOL EAST
(07-0800-030)
Grades Offered: 09-12
2017-2018

Report Key:
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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	435	753	744	727	12%	10%	21%	49%	8%	57%	30%
White	259	750	*	733	12%	11%	23%	*	*	54%	35%
Hispanic	26	725	*	710	*	*	*	*	*	31%	14%
Black or African American	10	730	*	705	*	*	*	*	*	40%	11%
Asian, Native Hawaiian, or Pacific Islander	124	770	763	766	*	*	19%	52%	18%	70%	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	16	744	*	736	*	*	*	*	*	50%	37%
Female	210	752	*	728	10%	9%	25%	52%	5%	57%	30%
Male	225	754	744	727	14%	12%	17%	46%	11%	57%	30%
Economically Disadvantaged Students	44	743	*	709	*	*	*	*	*	48%	13%
Non-Economically Disadvantaged Students	391	755	*	736	*	*	*	*	*	58%	37%
Students with Disabilities	33	717	711	693	33%	36%	*	*	*	15%	*
Students without Disabilities	402	756	*	732	10%	8%	*	*	*	60%	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	*	693	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	717	*	*	*	*	*	*	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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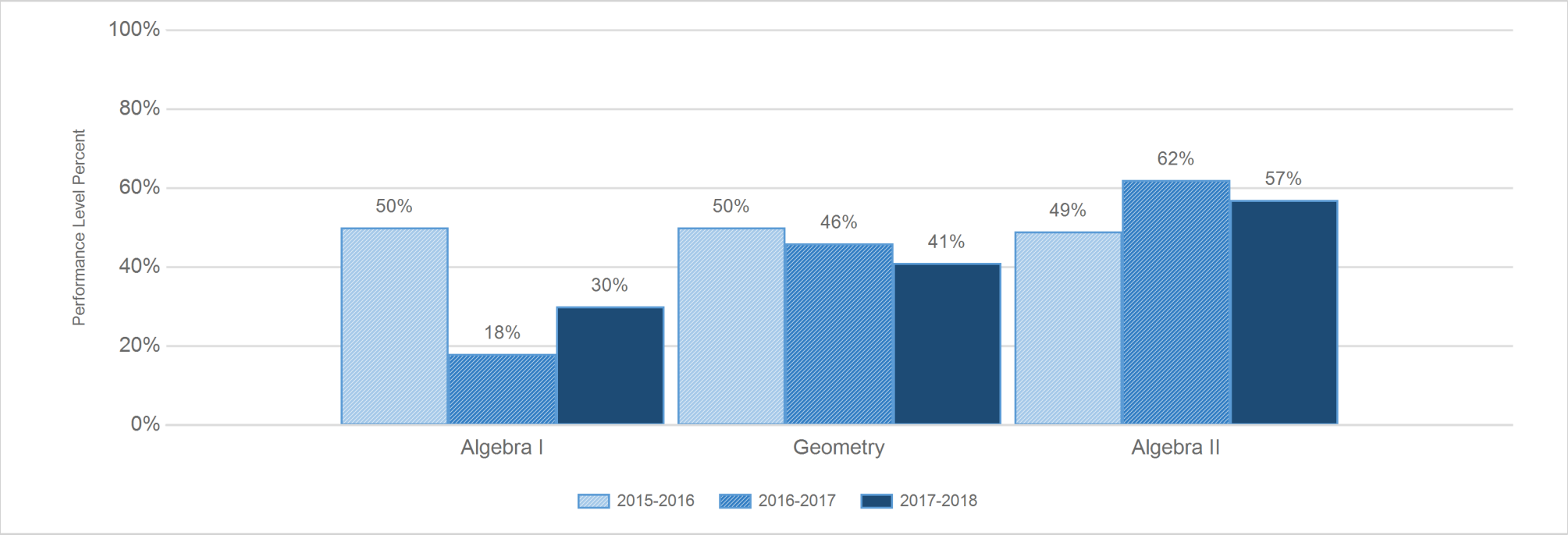
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	50.0%	**	**

† 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	15	80.0%	20.0%
3-4	*	*	*
5 or more	*	*	*

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

NJASK Science Assessment Information

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

Biology Assessment Information

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

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

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	97.2%	85.0%
12th graders taking SAT in 2017-18 or prior years	87.6%	72.2%
12th graders taking ACT in 2017-18 or prior years	24.8%	24.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	535	478	Grade 10: 430 Grade 11: 460	83%	62%
PSAT 10/NMSQT - Math	539	478	Grade 10: 480 Grade 11: 510	66%	42%
SAT - Reading and Writing	592	542	480	91%	72%
SAT - Math	599	543	530	76%	54%
ACT - Reading	26	24	22	75%	62%
ACT - English	26	24	18	88%	78%
ACT - Math	25	24	22	73%	62%
ACT - Science	25	23	23	67%	53%

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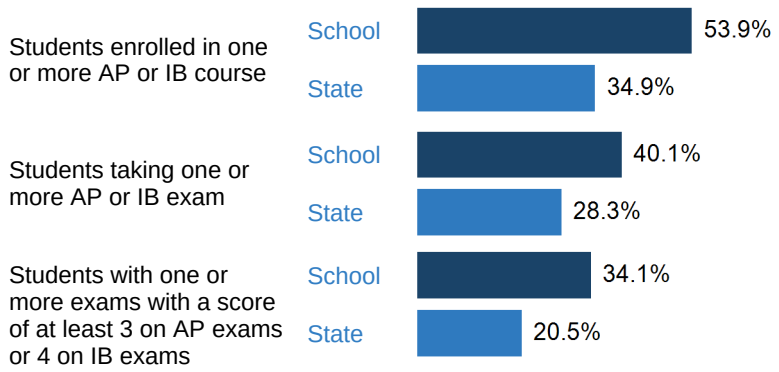
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

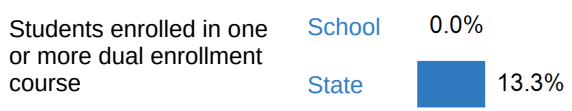
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	53	47
AP Calculus BC	92	85
AP Chemistry	135	123
AP Chinese Language and Culture	0	4
AP Computer Science A	27	17
AP English Language and Composition	137	128
AP English Literature and Composition	82	35
AP French Language and Culture	24	14
AP German Language and Culture	8	0
AP Latin (Virgil, Catullus and Horace)	15	0
AP Macroeconomics	99	40
AP Microeconomics	95	65
AP Music Theory	17	5
AP Physics 1	138	109
AP Physics C	25	0
AP Physics C: Electricity and Magnetism	0	13

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AP/IB Course	Students Enrolled	Students Tested
AP Physics C: Mechanics	0	18
AP Psychology	143	107
AP Seminar	0	31
AP Spanish Language	19	22
AP Statistics	61	44
AP Studio Art—Two-Demensional	28	7
AP U.S. Government and Politics	23	15
AP U.S. History	261	100
AP World History	84	22
Total Exams taken		1051
Exams with scores of at least 3 on AP exams or 4 on IB exams		879

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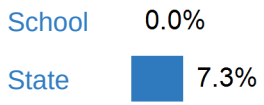
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

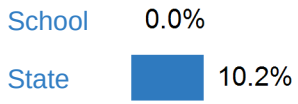
Career and Technical Education Participation

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

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



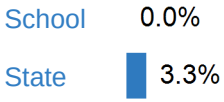
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit http://www.nj.gov/education/cte/.

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School	0.0%
State	0.9%

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Total (All Clusters)	0	0	0

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

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	225	293	49	1	0	0	26
10	31	225	291	42	0	1	0
11	6	16	213	254	64	1	16
12	2	4	13	71	214	59	193
Total	264	538	566	368	278	61	235
Enrolled in AP/IB Course					92	61	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	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	546	0	0	0	0	33
10	24	496	0	37	13	50
11	274	234	0	44	99	86
12	53	38	0	44	194	106
Total	897	768	0	125	306	275
Enrolled in AP/IB Course	53	135		0	162	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	556	1	0	0	0	22
10	11	532	0	0	0	54
11	21	447	16	41	4	59
12	78	42	83	205	26	91
Total	666	1022	99	246	30	226
Enrolled in AP/IB Course	84	261	99	143		23
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	326	142	0	39	30	0	0
10	387	95	0	51	33	0	0
11	272	69	0	52	43	0	0
12	124	56	0	30	15	0	0
Total	1109	362	0	172	121	0	0
Enrolled in AP/IB Course	19	24	0	15	8	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	606	175	0	48	21	0	0

NJ SCHOOL PERFORMANCE REPORT

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(07-0800-030)
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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	*
Spanish	*
Total	*

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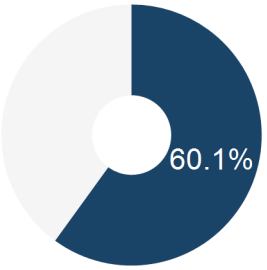
Visual and Performing Arts – Course Participation

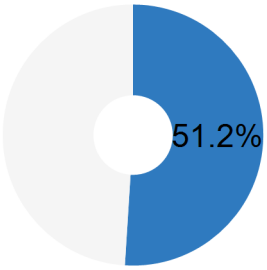
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

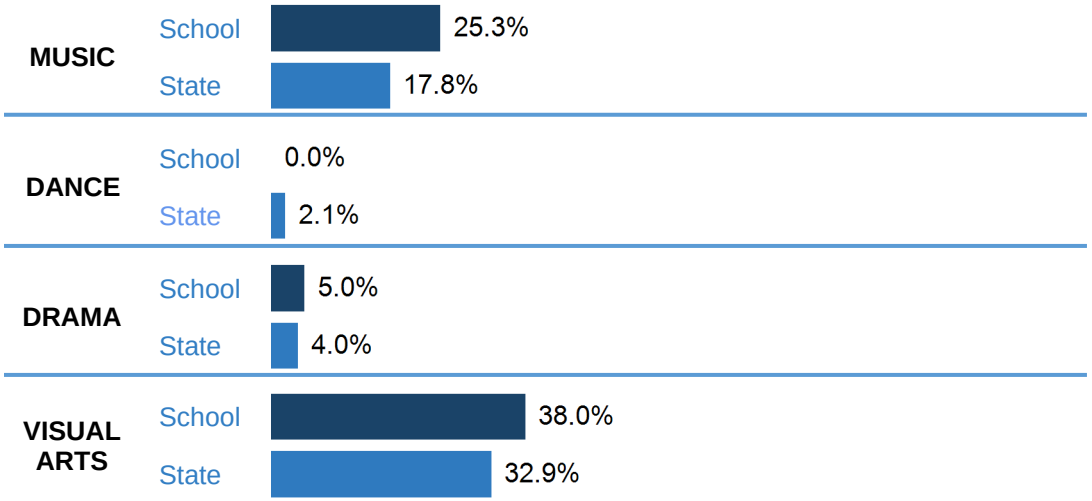


School



State

Students enrolled in one or more classes by discipline:



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

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	98.3%	90.9%	97.0%	92.4%	94.9%	95.0%	Not Met	98.9%	N	Met Goal
White	98.2%	95.0%	96.9%	95.7%	94.5%	95.0%	Not Met	98.4%	N	Met Goal
Hispanic	100.0%	84.8%	96.7%	87.3%	96.7%	N	Met Goal	*	N	Met Goal
Black or African American	100.0%	84.2%	95.7%	86.8%	95.7%	N	Met Goal	100.0%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	97.3%	97.0%	98.4%	97.7%	95.1%	N	Met Goal	100.0%	N	Met Goal
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	100.0%	92.0%	90.9%	93.9%	100.0%	**	**	*	**	**
Economically Disadvantaged Students	97.7%	84.6%	93.9%	87.0%	93.9%	92.5%	Met Target	100.0%	N	Met Goal
Students with Disabilities	95.4%	80.1%	90.3%	83.5%	83.6%	88.8%	Not Met	97.1%	N	Met Goal
English Learners	*	75.8%	*	81.8%	*	**	**	*	**	**
Homeless Students	*	72.6%	N	79.1%	N			*		
Students in Foster Care	*	62.6%	*	64.9%						

NJ SCHOOL PERFORMANCE REPORT

CHERRY HILL HIGH SCHOOL EAST
(07-0800-030)
Grades Offered: 09-12
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
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† This indicates a table specific note,see note below table

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

Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	49.0%	48.0%
Substitute Competency Test	48.0%	47.2%
Portfolio Appeals Process	0.8%	0.6%
Alternate Requirements specified in IEP	1.9%	3.8%
Unknown	0.4%	0.4%

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2018	98.3%	-
2017	94.9%	97.0%
2016	98.0%	98.9%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	0.0%	1.2%
2016-2017	0.3%	1.1%
2015-2016	0.0%	1.2%

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	88.4%	16.1%	83.9%
White	90.2%	15.4%	84.6%
Hispanic	77.1%	29.6%	70.4%
Black or African American	80%	35.7%	64.3%
Asian, Native Hawaiian, or Pacific Islander	93.5%	7.9%	92.1%
American Indian or Alaska Native	N	N	N
Two or More Races	72%	22.2%	77.8%
Economically Disadvantaged Students	72%	18.5%	81.5%
Students with Disabilities	75.4%	39.1%	60.9%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	90%	15.6%	84.4%	70%	30%	47.3%	52.7%
White	91.5%	14.4%	85.6%	73.2%	26.8%	42.8%	57.2%
Hispanic	*	*	*	*	*	*	*
Black or African American	83.7%	30.6%	69.4%	52.8%	47.2%	50%	50%
Asian, Native Hawaiian, or Pacific Islander	91.3%	10.5%	89.5%	69.5%	30.5%	57.1%	42.9%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	78.7%	27%	73%	83.8%	16.2%	75.7%	24.3%
Students with Disabilities	77.6%	55.3%	44.7%	78.9%	21.1%	68.4%	31.6%
English Learners	*	*	*	*	*	*	*

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2017-2018

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

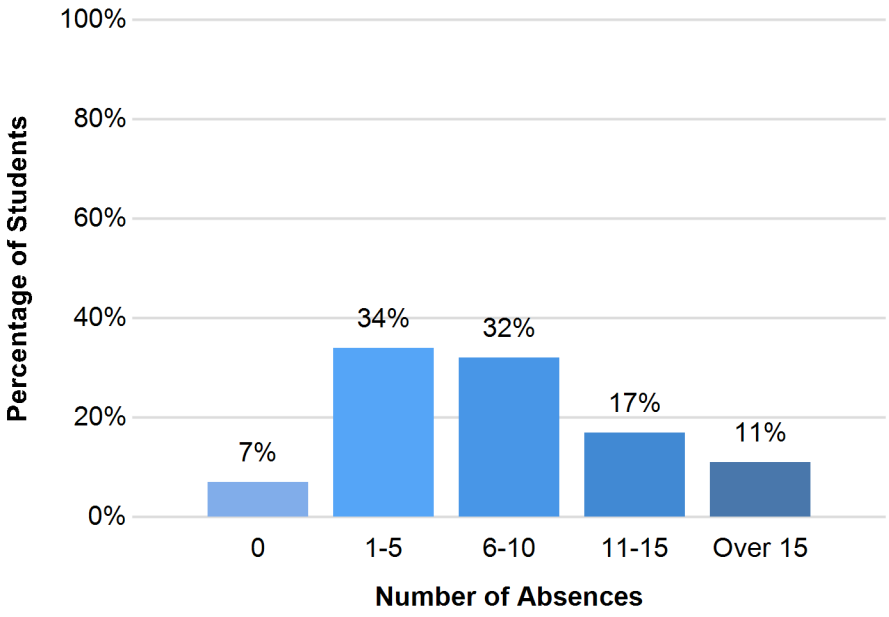
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	158	7.1	14.9	Met
White	105	7.6	14.9	Met
Hispanic	11	9.0	14.9	Met
Black or African American	13	10.6	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	21	4.1	14.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	8	10.4	14.9	Met
Economically Disadvantaged Students	41	15.2	14.9	Not Met
Students with Disabilities	30	11.8	14.9	Met
English Learners	2	9.5	14.9	Met

Days Absent

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



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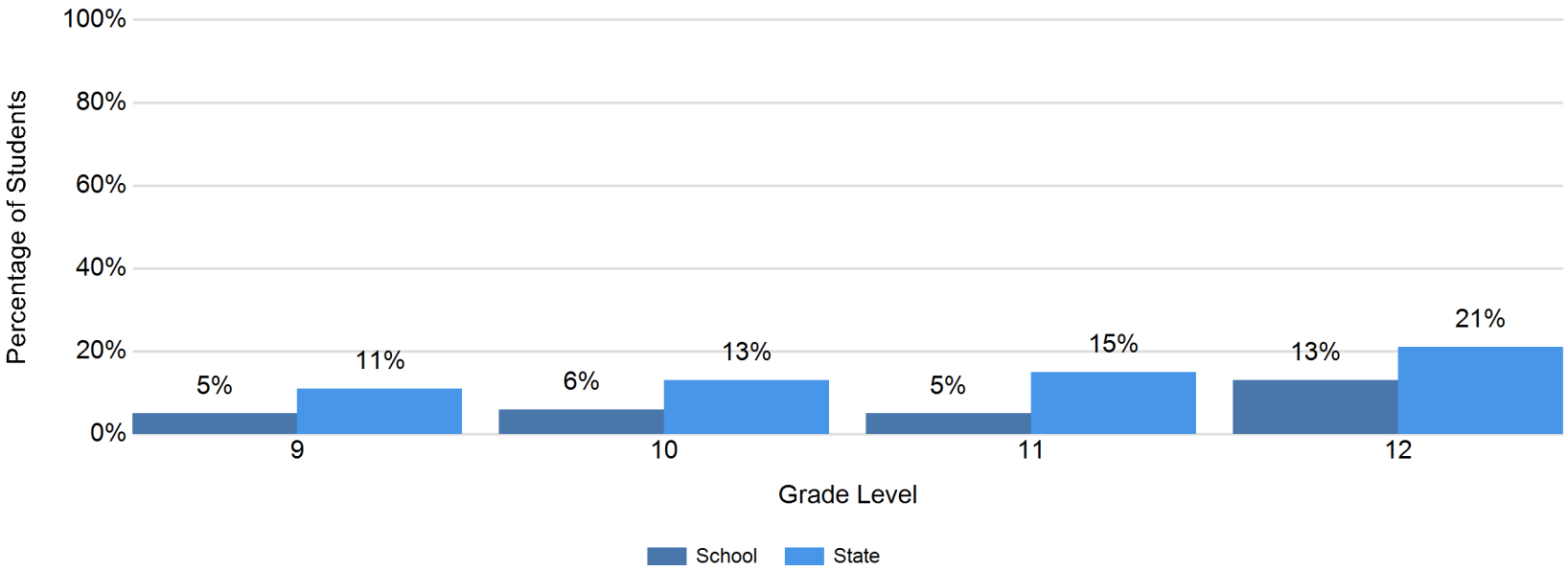
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

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	1
Vandalism	1
Substances	5
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	24
Incidents Per 100 Students Enrolled	1.11

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	8
Weapons	1
Vandalism	1
Substances	5
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	5	5
Religion	0	0	0
Ancestry	0	0	0
Gender	2	2	4
Sexual Orientation	1	1	2
Disability	3	1	4
Other	2	2	4
No Identified Nature	10		10

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	0	0.0%
Out-of-School Suspensions	20	0.9%
Any Suspension	20	0.9%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
146

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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	2:30 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs 44 Mins
Shared Time - Instructional Time	N

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$378	$13,864	$14,242

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	138	117,464
Average years experience in public schools	12.2	12.0
Average years experience in district	11.9	10.7
Teachers in district for 4 or more years	81.2%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	47	9,374
Average years experience in public schools	7.0	16.0
Average years experience in district	7.0	12.0
Administrators in district for 4 or more years	63.8%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	16:1	13:1
Students to Administrators	362:1	233:1
Teachers to Administrators	23:1	18:1
Students to Librarians/Media Specialists		576:1
Students to Nurses		521:1
Students to Counselors		281:1
Students to Child Study Team		353:1

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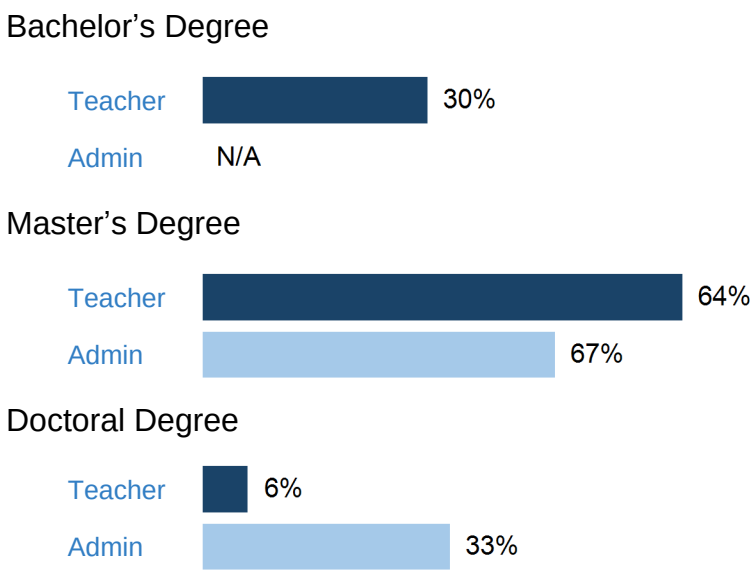
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	95.0%	90.2%
2016-17 Administrators: Same district 2017-18	91.3%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.7%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	65.2%	16.7%
Male	34.8%	83.3%
White	86.2%	83.3%
Hispanic	3.6%	0.0%
Black or African American	5.8%	16.7%
Asian	4.3%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	85.39	17.5%
Mathematics Proficiency	77.36	17.5%
Graduation Rate - 4-Year	60.46	25.0%
Graduation Rate - 5-Year	92.24	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	71.55	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	77.39	n/a
Summative Rating: Percentile Rank of Summative Score	83.95	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target†	Not Met	Met Goal	**	Met	No
White	66.41	8.94	No	Met Target	Met Target	Not Met	Met Goal	n/a	Met	No
Hispanic	84.61	8.94	No	Met Target	Met Target†	Met Goal	Met Goal	n/a	Met	No
Black or African American	84.33	8.94	No	Met Target	Not Met	Met Goal	Met Goal	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	57.39	8.94	No	Met Goal	Not Met	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	N	n/a	**	No
Two or More Races	**	**	No	Met Target	Met Target	**	**	n/a	Met	No
Economically Disadvantaged Students	88.74	8.94	No	Met Target	Not Met	Met Target	Met Goal	n/a	Not Met	No
Students with Disabilities	82.21	8.94	No	Met Target	Met Target	Not Met	Met Goal	n/a	Met	No
English Learners	**	**	No	N	N	**	**	**	Met	No

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

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School Narrative

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

Highlights:	• 94% of graduates go to 1, 2, and 4-year colleges and other institutions. • The Robotics Team is nationally recognized. • Many clubs, activities, and athletics are available for students after the academic day.
Mission, Vision, Theme:	Cherry Hill East is guided by the commitments the community makes to academic excellence, personal integrity, and positive citizenship. The East community has articulated the following five commitments to promote and recognize in all students and staff members: A Welcoming Environment, Academic Excellence, Full Engagement, Grit/Resilience, and Community Partnerships.
Awards, Recognition, Accomplishments:	Many students, groups and staff have been recently recognized. The following are highlights: 10 National Merit Scholarship Semi-Finalists for 2019, State Championship-level Swim Teams, Nationally Recognized Acapella group, internationally ranked Robotics team,the newspaper was named Most Outstanding Newspaper in the Nation and the High School has been recognized as an AP Honor Roll recipient for 10 years in a row.

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School Narrative

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Courses, Curriculum, Instruction:	The Cherry Hill Public School (CHPS) District prides itself on providing all children with an education that develops open-minded thinkers with the strong academic and interpersonal skills to thrive in an ever-changing world and make it a better place for all. To meet the challenge of preparing students to be 21st Century learners, the adopted curricula are aligned to the New Jersey Student Learning Standards and supplemented with integrated technology to enhance student learning and overall performance. CHPS curriculum can be viewed on the curriculum platform Rubicon Atlas at https://www.chclc.org/academics/curriculum.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Diving (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Coed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys & Girls) East's Athletic Program has a rich and storied history of success in winning several sectional and state titles in each sport while featuring 26 varsity and junior varsity sports, along with 16 freshman teams. Cherry Hill East competes in the American Division of the Olympic Conference. East pride is demonstrated via high participation numbers in all athletic programs and an active student body who support these programs. Upgraded facilities include a new artificial turf field, a state of the art sound system in the main gym, upgraded grass fields, new scoreboards, and new softball dugouts.
Clubs and Activities:	More than 1500 students participate in 110 programs in drama, student government, publications, music, and academic, community service, and ethnic culture clubs. Many clubs earn awards at various competitions. Clubs support various causes. East partners with the FOP to offer a holiday party for less fortunate children. 44 DECA students competed nationally. SGA blood drive was a huge success. East is a Habitat for Humanity charter school.

NJ SCHOOL PERFORMANCE REPORT

CHERRY HILL HIGH SCHOOL EAST
(07-0800-030)
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Before and After School Programs:	The Cum Laude Society and various Honor Societies provide tutoring to students after school. Students who need to make up course work have access to an online provider and in-building support to help them.
Staff and Professional Learning:	CHPS prides itself on providing long-term, intensive, and personalized professional development which meets the needs of its entire staff. Professional Development offerings reflect the continuation of many curricular initiatives. Professional learning for staff includes job-embedded, collaborative learning that supports the development of enhanced instructional techniques, the use of assessment for learning and the fostering of learning environments/relationships that are conducive to learning. Over the past few years, the district has refined its work in certain areas and expanded in others through continuously assessing responsiveness of staff to the professional development offered. Professional development decisions are made in conjunction with the DEAC Committee and the building ScIP teams. Opportunities for professional learning are offered both in and out of district, through Flex Options, in-service days, during PLC time, and at the building and district level.
Postsecondary Information:	94% of seniors are college bound each year; Guidance Dept. hosts an annual college night to discuss the process of applying and financial aid; Summer SAT/ACT workshops are offered; PSAT's are offered during the school day in October each year. 2018 matriculation sampling: Boston U., Drexel, Fordham, Harvard, Johns Hopkins, NJIT, Rutgers, TCNJ, and Univ. of Pennsylvania.

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Student Supports and Services:	The Cherry Hill Public School District employs full time ELL teachers at all grade levels in designated magnet schools. Students with disabilities receive services in both general and special education classrooms in various types of programs throughout the school district. Every school in the district has an Intervention and Referral Services team responsible for identifying and supporting struggling students. Every school in the district has a school counselor and in addition, each secondary school offers the services of a SAC. Additionally, every school in the district has a school nurse to oversee the health needs of our students. A full explanation of services offered, including Intervention & Referral Services (I&RS) may be found at www.chclc.org/departments/special-education-student-services
Student Health and Wellness:	Students receive a semester of Health education each year – topics/curriculum include suicide prevention and bullying prevention, healthy living, cyber bullying, driver education, and making good choices. In PE learn lifetime fitness technique. The school recognizes Respect Week, Red Ribbon/Violence Prevention Week. The nurse's office provides yearly screenings and referrals and athletic participation. The District currently offers breakfast in each building. At the secondary level, a hot breakfast and smoothie options are available. Policy 8505, Wellness Policy and Nutrient Standards for Meals and Other Foods provides details programs, procedures and curriculum as well as the District and School Level Wellness Committees.
Parent and Community Involvement:	There is an active PTA, and a district SEPTA (Special Education PTA) - these groups meet with the school administration and hold meetings to inform parents about school events and to engage in dialog. Parents have access to a parent portal containing information about grades and assignments for their children. Teachers provide updates on a frequent basis. Community partnerships with the Cherry Hill African American and Hispanic Civic Associations.

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Facilities:	Cherry Hill East opened in 1967 and houses approximately 2200 students in grades nine through twelve. There is an active library with a computer lab and several other computer labs throughout the building. The main gymnasium has a new sound system and the field recently received turf and a new track surface. The installation of a new roof that was put on the auditorium at High School East uncovered a major structural issue concerning the parapet wall around the auditorium that will be addressed in the coming months. Also, the building's electrical transformer was recently moved and replaced to address a structural issue in the loading dock area of the building. External and internal security cameras are in the process of being installed.
School Safety:	The District plans to continue security facilities upgrades at High Schools East and West. Campus police staff are assigned at both high schools. The District Security office is located in the same building as the Alternative High School. Security and fire drills are conducted as per DOE regulations at all three high schools.

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Technology and STEM:	Access to robust technology platforms and devices empowers East students to meet and exceed academic standards as outlined in the NJ Student Learning Standards for Technology, supports computational thinking, and prepares students for life and careers in the 21st Century. Students and staff have access to a variety of technology including virtual reality, chromebooks, laptops, SmartBoards and makerspaces. As outlined on the NJ DOE website, “Readiness in this century demands that students actively engage in critical thinking, communication, collaboration, and creativity.” East embraces technology both inside and outside the classroom, with courses such as Applied Technology, AP Programming & Sustainable Design, and an active Robotics Club. East recognizes the need to continuously enhance technology capacity to bolster its academic program with a forward-thinking “Future Ready” framework already embraced by the educational community nationwide.

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Other Information:	The Cherry Hill Public School District is committed to a number of initiatives related to excellence, enhancing both our school community and the Cherry Hill community at large. The Cherry Hill Public Schools is a 2018 National District of Character. 10 of our schools have earned the distinction since 2008. Beginning in the fall of 2017, the district began a 5 year plan devoted to Cultural Proficiency/Equity/Character Education. All schools are represented on the committee, whose purpose is to teach our children and ourselves to live, learn, and work together in a vibrant and diverse world in which mutual respect is the foundation. All secondary schools also promote the district's "WE" brand in 2015, using a purple "W" to signify the school color of Cherry Hill High School West, and a red "E" to signify the color of High School East, brought together literally and figuratively to emphasize our district is one community, West AND East. 10 of our 19 schools are Sustainable Jersey for Schools Certified in recognition of their work toward sustainability. The Cherry Hill School District also was named to the 9th Annual AP District Honor Roll in 2018.