



# Lenape High School (05-2610-050)

County: Burlington

District: Lenape Regional High School District

📍 235 Hartford Road Medford, NJ 08055



**1,924**  
Total Students



**09-12**  
Grades Offered

Principal: Mr. Tony Cattani

[School Website](#)

☎ 609-654-5111

## Overview & Resources

The School Performance Reports reflect the New Jersey Department of Education's (NJDOE) commitment to providing parents, students, and school communities with a large variety of information about each school and district. These reports can be used as a tool to help evaluate whether all students have equitable access to high quality education. We encourage you to use these reports to:

- **Learn more** about the school and the district
- **Start conversations** with school community members and ask questions
- **Engage** with school communities to identify where schools are doing well and where they can improve

**Important Notes for 2019-2020:** The ongoing COVID-19 pandemic has had a significant impact on the way the NJDOE was able to measure school performance and student achievement for the 2019-2020 School Performance Reports. Some data is not available at all and other data, while available, may not look the same as it did in prior years. The NJDOE also recognizes that our existing data can't begin to measure the hard work and perseverance of the students, families, educators and community members during this difficult year. This past year has been unlike any other, and the NJDOE believes that it is critical to use the available data in the reports, along with other information collected directly within districts and communities, to start conversations, identify gaps in information, and begin to find ways to address the impacts of COVID-19 and ensure all students receive the support that they need.

The 2019-2020 School Performance Reports will not include the following data elements:

- Statewide assessment participation and performance (NJSLA, DLM, ACCESS for ELLs)
- Student growth Data
- Chronic absenteeism rates
- Progress toward English language proficiency
- ESSA Summative ratings or indicator scores
- Status in meeting annual targets or standards for ESSA indicators

A new "[Impact of COVID-19 on Data Availability](#)" resource summarizes which data is available, which data is not available, and which data may have been impacted. Notes are included throughout the School Performance Reports and the Reference Guide to explain where data is missing or impacted by COVID-19. Look for "Important Note for 2019-2020" sections.

### School Performance Report Resources:

The NJDOE has several resource documents that can help you understand and use the School Performance Reports, which can also be found under the "Resource Documents" link at the top of the page:

- New [Impact of COVID-19 on Data Availability](#)
- One-page guides to help start conversations for [administrators](#), [educators](#), [elementary](#), and [middle and high school families](#)
- [Reference Guide](#) with details on all the data in these reports
- [Frequently Asked Questions](#)
- [Understanding Adjusted Cohort Graduation Rates](#)
- [Understanding Student Growth Percentiles](#)
- [Data Privacy Rules](#) (why you see \*'s and N's in the reports)

Let the NJDOE know how we can improve future reports by taking our [feedback survey](#). Contact [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov) with any questions about the reports



**Lenape High School**  
(05-2610-050)  
2019-2020

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## Overview & Resources

### 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	<a href="tel:609-654-5111">609-654-5111</a>
Email Address	<a href="mailto:vcattani@lrhsd.org">vcattani@lrhsd.org</a>
Website	<a href="http://www.lrhsd.org/Domain/119">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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## Demographics

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	2017-18	2018-19	2019-20
9	529	491	477
10	462	513	472
11	429	455	504
12	450	434	471
<b>Total</b>	<b>1,870</b>	<b>1,893</b>	<b>1,924</b>

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Note that 2019-20 is the first year that data was collected for non-binary/undesigned gender and, as a result, the 2019-20 data may not be a true representation of the student population. Additionally, to protect student privacy, gender percentages for 2019-20 are rounded to the nearest 0.5.

Student Group	2017-18	2018-19	2019-20
Female	49.4%	49.0%	48.5%
Male	50.6%	51.0%	51.5%
Non-Binary/Undesignated Gender			<1%
Economically Disadvantaged Students	14.6%	14.4%	12.9%
Students with Disabilities	14.3%	14.4%	15.5%
English Learners	0.4%	0.5%	0.6%
Homeless Students	0.6%	0.5%	0.4%
Students in Foster Care	0.1%	0.1%	0.2%
Military-Connected Students	1.8%	1.7%	2.0%
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	2017-18	2018-19	2019-20
White	60.7%	60.3%	59.4%
Hispanic	7.6%	7.9%	7.5%
Black or African American	17.8%	16.6%	15.9%
Asian	11.9%	12.2%	12.9%
Native Hawaiian or Pacific Islander	0.5%	0.5%	0.5%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two Or More Races	1.5%	2.4%	3.7%

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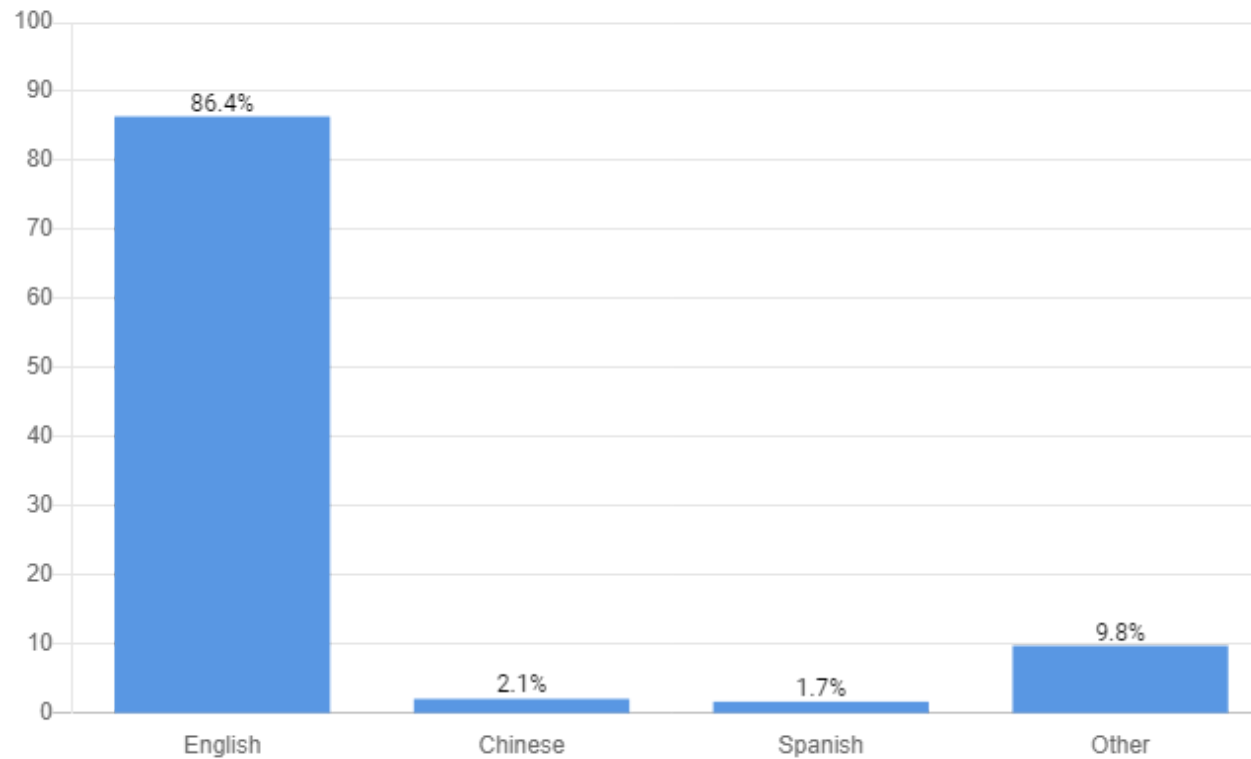
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### Enrollment by Home Language

This chart 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. To see this data in a table, click the Table View option below the chart.



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## Academic Achievement

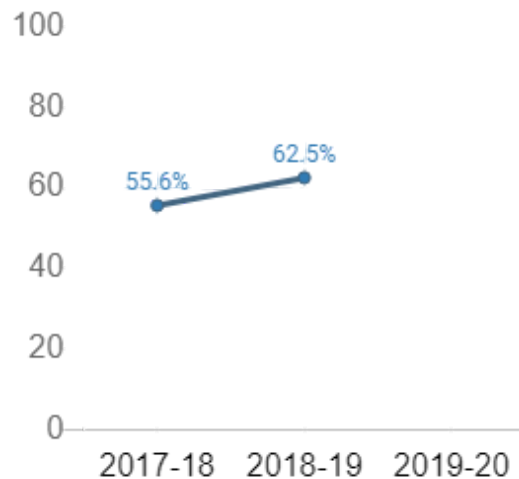
**Important note for 2019-20:** Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, statewide assessment results for the New Jersey Student Learning Assessments (NJSLA), Dynamic Learning Maps (DLM), and ACCESS for ELLs assessments and related accountability measures are not available and will not be reported for the 2019-20 school year. Tables showing 2019-20 statewide assessment results and related accountability measures will not be included in this report.

### English Language Arts and Mathematics Performance Trends

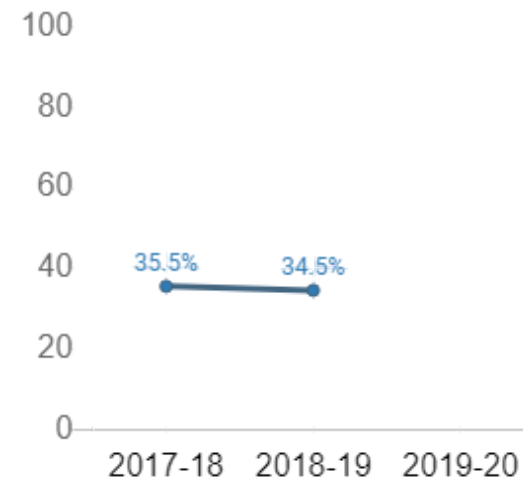
These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability 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.

**Important note for 2019-20:** Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, statewide assessment results are not available.

**ELA Proficiency Rate for Federal Accountability**



**Math Proficiency Rate for Federal Accountability**



Performance Measure	2017-18 ELA	2018-19 ELA	2019-20 ELA	2017-18 Math	2018-19 Math	2019-20 Math
Participation Rate	99.0%	98.1%		98.5%	96.9%	
Proficiency Rate for Federal Accountability	55.6%	62.5%		35.5%	34.5%	
Annual Target	49.2%	50.9%		39.4%	41.7%	
Met Annual Target?	Met Target	Met Target		Not Met	Not Met	
Statewide Proficiency Rate for Federal Accountability	56.7%	57.9%		45.0%	44.5%	

† Target was met within a confidence interval.

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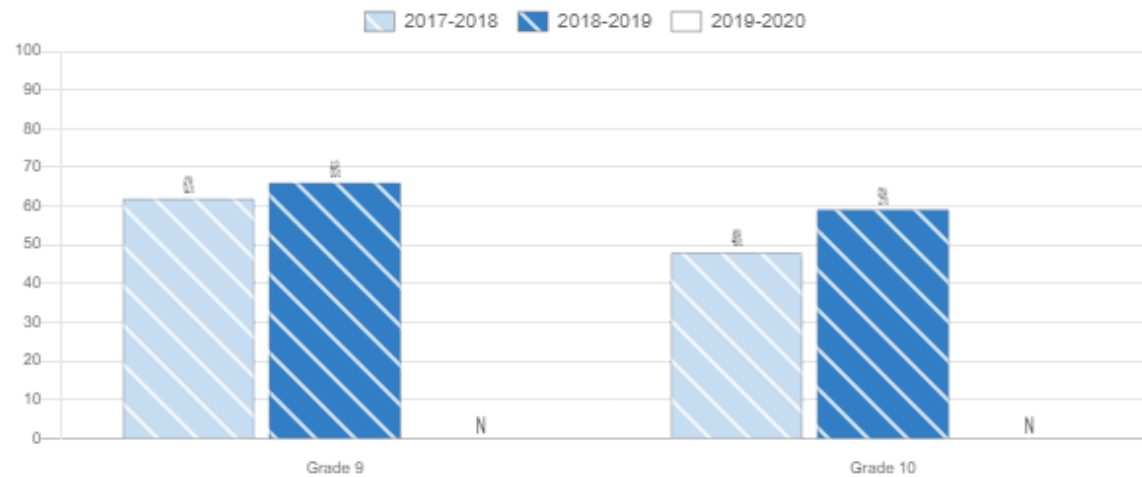
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### English Language Arts Assessment - Performance Trends

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 2017-18 data is from the PARCC assessment.

**Important note for 2019-20:** Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, statewide assessment results are not available.

#### Percentage of Students Meeting/Exceeding Expectations



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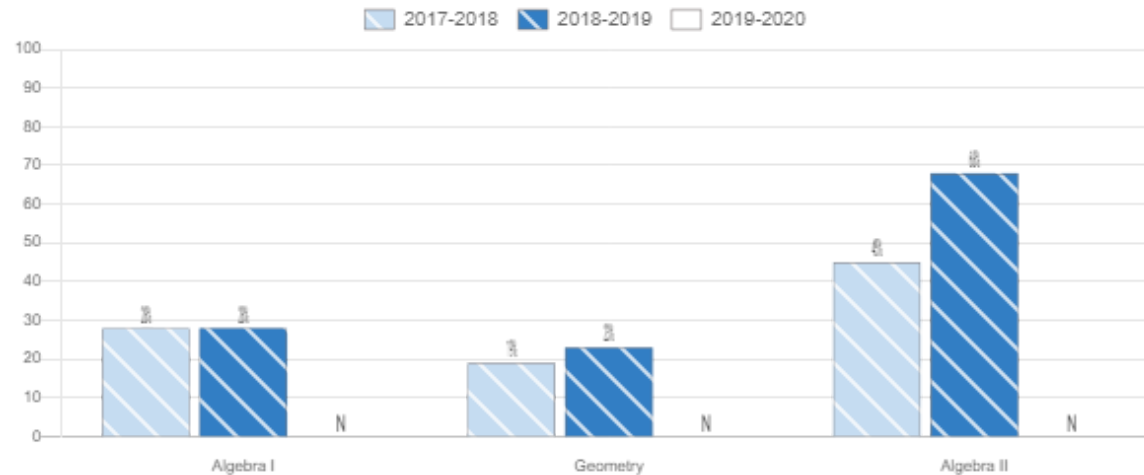
### Mathematics Assessment – Performance Trends

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 2017-18 data is from the PARCC assessment.

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

**Important note for 2019-20:** Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, statewide assessment results are not available.

#### Percentage of Students Meeting/Exceeding Expectations



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

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## Academic Achievement

### 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.

**Important note for 2019-20:** Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, DLM participation is not available for 2019-20.

### 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.

**Important note for 2019-20:** Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, English Language Progress to Proficiency is not available for 2019-20.

### 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.

**Important note for 2019-20:** Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, ACCESS for ELLs 2.0 assessment participation and performance are not available for 2019-20.



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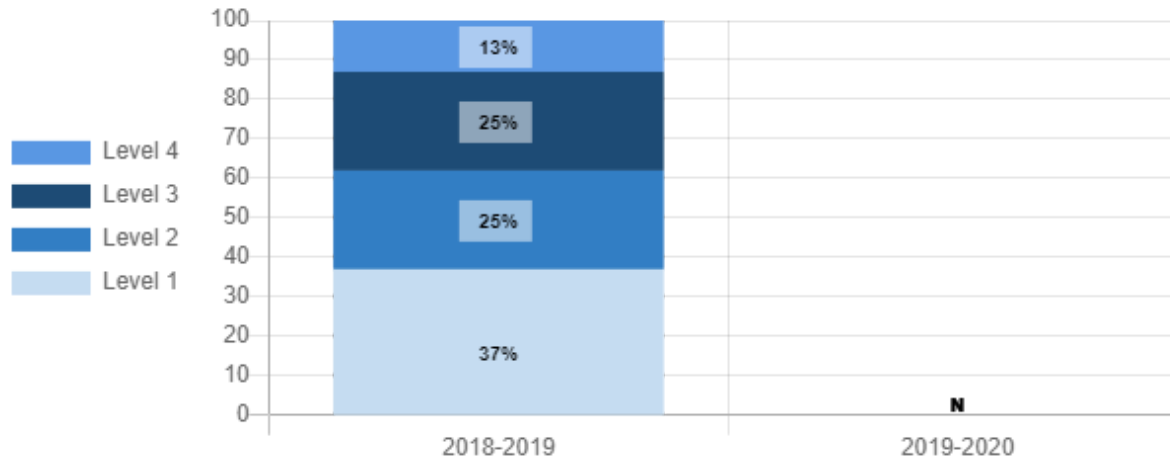
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent 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.

**Important note for 2019-20:** Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, statewide assessment results are not available for 2019-20. Tables showing 2019-20 NJSLA Science assessment results will not be included in this report.

### NJSLA Science Assessment: Grade 11 Summary

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

**Important note for 2019-20:** Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, statewide assessment results for NJSLA Science are not available for 2019-20.



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## College and Career Readiness

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

**Important note for 2019-20:** Due to the COVID-19 pandemic, national administrations of the SAT, PSAT and ACT were cancelled in the spring and summer of 2020. As a result, 2019-20 participation and performance results may have been affected and NJDOE recommends using caution in comparing results for 2019-20 to prior or future years.

### 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 2019-20. 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 2019-2020	95.8%	82.8%
12th graders taking SAT in 2019-2020 or prior years	69.6%	71.1%
12th graders taking ACT in 2019-2020 or prior years	18.3%	17.2%

### 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	505	476	Grade 10: 430 Grade 11: 460	74.0%	61.0%
PSAT 10/NMSQT - Math	491	473	Grade 10: 480 Grade 11: 510	47.0%	39.0%
SAT - Reading and Writing	580	536	480	86.0%	69.0%
SAT - Math	587	536	530	69.0%	52.0%
ACT - Reading	26	25	22	73.0%	66.0%
ACT - English	26	24	18	87.0%	81.0%
ACT - Math	27	24	22	77.0%	65.0%
ACT - Science	26	24	23	70.0%	58.0%

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## College and Career Readiness

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.

**Important note for 2019-20:** Due to the COVID-19 pandemic, College Board administered AP tests online in spring 2020 and students were able to take assessments from home. Additionally, the written components of the IB assessments were not able to be administered in the 2019-2020 school year, however the IB program developed a reliable and valid score based upon the required assessed work during the two years of the courses to determine a final grade.

### 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.

#### Students enrolled in one or more AP or IB course



#### Students taking one or more AP or IB exam



#### Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exam



### 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.



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### 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	36	30
AP Calculus AB	79	55
AP Calculus BC	52	30
AP Chemistry	39	30
AP Chinese Language and Culture	0	1
AP Computer Science A	29	11
AP English Language and Composition	142	61
AP English Literature and Composition	54	5
AP European History	40	5
AP Italian Language and Culture	17	15
AP Latin (Virgil, Catullus and Horace)	38	5
AP Macroeconomics	0	8
AP Microeconomics	29	11
AP Music Theory	10	7
AP Physics 1	105	26
AP Physics C: Electricity and Magnetism	64	16
AP Physics C: Mechanics	0	25
AP Psychology	204	63
AP Spanish Language	14	7
AP Statistics	89	35
AP Studio Art—Two-Dimensional	11	0
AP U.S. History	174	53



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AP/IB Course	Students Enrolled	Students Tested
AP World History	17	0
Total Exams taken		499
Exams with scores of at least 3 on AP exams or 4 on IB exams		408

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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	0.0%	0.0%	7.6%	10.7%
White	0.0%	0.0%	5.9%	10.2%
Hispanic	0.0%	0.0%	10.5%	11.4%
Black or African American	0.0%	0.0%	9.1%	11.0%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.7%	10.0%
American Indian or Alaska Native	*	*	8.8%	13.8%
Two or More Races	0.0%	0.0%	6.6%	11.5%
Female	0.0%	0.0%	7.3%	10.9%
Male	0.0%	0.0%	7.9%	10.4%
Non-Binary/Undesignated Gender	*	*	0.0%	5.9%
Economically Disadvantaged Students	0.0%	0.0%	10.6%	11.8%
Students with Disabilities	0.0%	0.0%	6.4%	9.4%
English Learners	0.0%	0.0%	8.5%	3.2%
Homeless Students	*	*	6.7%	7.4%
Students In Foster Care	*	*	5.7%	5.5%
Military-Connected Students	0.0%	0.0%	8.9%	11.1%
Migrant Students	*	*	3.0%	7.4%



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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.

**Important note for 2019-20:** Due to school closures related to COVID-19, many high school students were not able to take the Technical Skills Assessment (TSA), which are end-of-program assessments for Career and Technical Education programs, in spring 2020. This may have impacted the number of industry-valued credentials earned during the 2019-2020 school year.

### Students Earning Industry-Valued Credentials

School	0.0%
State	0.7%





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## College and Career Readiness

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](#).

### 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.

**Important note for 2019-20:** Due to school closures related to COVID-19, many high school students were not able to take the Technical Skills Assessment (TSA), which are end-of-program assessments for Career and Technical Education programs, in spring 2020. This may have impacted the number of industry-valued credentials earned during the 2019-2020 school year.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Total	0	*	*

**Report Key:**

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- N No Data is available to display
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## College and Career Readiness

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	326	116	65	0	0	0	83
10	9	275	99	86	1	3	43
11	3	20	214	97	69	19	167
12	2	3	61	44	109	168	47
<b>Total</b>	340	414	439	227	179	190	340
Enrolled in AP/IB Course					131	89	0
Enrolled in Dual Enrollment Course	0	0	0	66	39	42	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	475	0	1	6	0	23	
10	125	387	2	2	1	4	
11	56	241	1	12	195	32	
12	36	25	3	18	155	50	
<b>Total</b>	692	653	7	38	351	109	
Enrolled in AP/IB Course	36	39			0	168	0
Enrolled in Dual Enrollment Course	10	6	0	0	45	3	

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## College and Career Readiness

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	10	13	0	0	58
10	0	473	33	0	0	14
11	3	489	47	190	8	24
12	14	12	30	118	39	435
<b>Total</b>	17	984	123	308	47	531
Enrolled in AP/IB Course	17	174	29	204		40
Enrolled in Dual Enrollment Course	3	103	5	64	0	5

### 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	316	40	38	64	28	0	0
10	270	51	36	91	32	0	0
11	151	34	31	82	24	0	0
12	59	24	19	42	14	0	0
<b>Total</b>	796	149	124	279	98	0	0
Enrolled in AP/IB Course	14	0	17	38	0	0	0
Enrolled in Dual Enrollment Course	66	22	31	62	14	0	0
Enrolled in Level 3 or Higher	230	63	50	80	35	0	0

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## College and Career Readiness

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	24	0	0	0	0	0
10	16	0	0	0	0	0
11	19	0	0	0	0	0
12	26	0	0	0	0	0
<b>Total</b>	85	0	0	0	0	0
Enrolled in AP/IB Course	29		0			0
Enrolled in Dual Enrollment Course	4	0	0	0	0	0



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## College and Career Readiness

### 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.

**Important Note for 2019-20:** Governor Phil Murphy signed [Executive Order 117](#) on April 7, 2020, which waived the graduation assessment requirement for any 12th grade student who was expected to graduate in the class of 2020 but, as of March 18, 2020, had not yet met the graduation assessment requirement. As a result, the Seal of Biliteracy requirement to demonstrate English language proficiency by meeting the graduation assessment requirements was also waived for any students who had not yet met the requirement by March 18, 2020.

Language	Students Earning a Seal of Biliteracy
Arabic	*
French	*
German	*
Italian	17
Latin	16
Spanish	26
<b>Total</b>	<b>66</b>



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## College and Career Readiness

### Seal of Biliteracy (Cont'd)

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.

**Important Note for 2019-20:** Governor Phil Murphy signed [Executive Order 117](#) on April 7, 2020, which waived the graduation assessment requirement for any 12th grade student who was expected to graduate in the class of 2020 but, as of March 18, 2020, had not yet met the graduation assessment requirement. As a result, the Seal of Biliteracy requirement to demonstrate English language proficiency by meeting the graduation assessment requirements was also waived for any students who had not yet met the requirement by March 18, 2020.

Language	Students Earning a Seal of Biliteracy
----------	---------------------------------------

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## College and Career Readiness

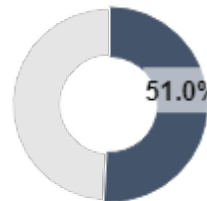
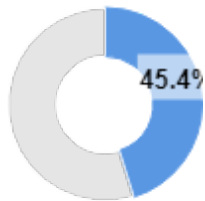
### Visual and Performing Arts – Course Participation

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:

### Music



### Dance



### Drama



### Visual Arts





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## Graduation/ Postsecondary

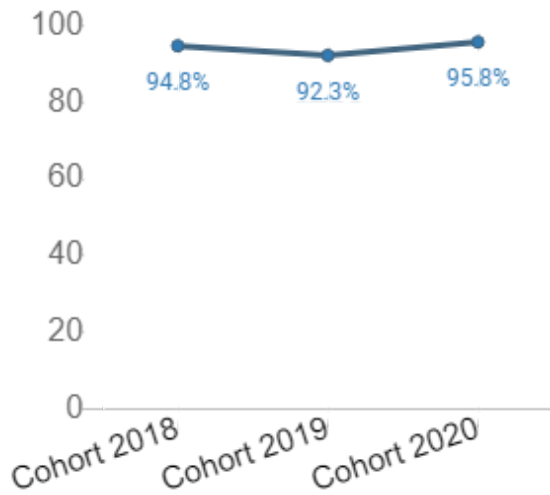
Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

**Important note for 2019-20:** Governor Phil Murphy signed [Executive Order 117](#) on April 7, 2020, which waived the graduation assessment requirement for any 12th grade student who was expected to graduate in the class of 2020 but, as of March 18, 2020, had not yet met the graduation assessment requirement. Additionally, NJDOE received a federal waiver which removed the requirement to report on status in meeting annual ESSA targets. As a result, annual targets and status in meeting those targets are not reported for Cohort 2019 4-year and Cohort 2018 5-year graduation rates (NJDOE uses prior year graduation rates for accountability purposes).

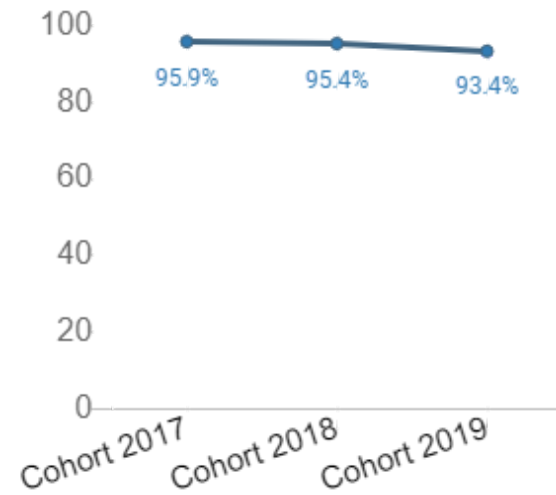
### Graduation Rate Trends and Progress

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. For accountability and annual targets, graduation data from the prior year is used, so annual target status for the most recent cohorts are not provided.

**4-Year Graduation Rate Trends**



**5-Year Graduation Rate Trends**



Performance Measure	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2020 4-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate	Cohort 2019 5-Year Rate
Graduation Rate	94.8%	92.3%	95.8%	95.9%	95.4%	93.4%
Annual Target	93.1%			N		
Met Annual Target?	Met Target			Met Goal		
Statewide Graduation Rate	90.9%	90.6%	91.0%	92.4%	92.5%	92.2%

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## Graduation/ Postsecondary

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

**Important note for 2019-20:** Governor Phil Murphy signed [Executive Order 117](#) on April 7, 2020, which waived the graduation assessment requirement for any 12th grade student who was expected to graduate in the class of 2020 but, as of March 18, 2020, had not yet met the graduation assessment requirement. Additionally, NJDOE received a federal waiver which removed the requirement to report on status in meeting annual ESSA targets. As a result, annual targets and status in meeting those targets are not reported for Cohort 2019 4-year and Cohort 2018 5-year graduation rates (NJDOE uses prior year graduation rates for accountability purposes).

### Cohort 2020 4-Year Graduation Cohort Profile

This table shows the percentage of students in the 2020 cohort who graduated, who are still enrolled ("Continuing Students"), or who dropped out of school or are no longer enrolled ("Non-Continuing Students") within four years of entering high school, both overall and by student group.

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Schoolwide	95.8%	2.9%	1.3%	91.0%	4.1%	4.9%
White	94.8%	3.8%	1.4%	95.0%	2.7%	2.3%
Hispanic	97.5%	2.5%	0.0%	84.8%	5.9%	9.3%
Black or African American	96.3%	1.2%	2.5%	85.7%	6.6%	7.8%
Asian, Native Hawaiian, or Pacific Islander	98.4%	1.6%	0.0%	96.8%	2.0%	1.2%
American Indian or Alaska Native	N	N	N	89.4%	3.5%	7.1%
Two or More Races	*	*	*	92.0%	3.2%	4.8%
Female	97.3%	1.8%	0.9%	93.1%	2.9%	3.9%
Male	94.5%	3.9%	1.6%	88.9%	5.2%	5.9%
Non-Binary/Undesignated Gender	N	N	N	N	N	N
Economically Disadvantaged Students	93.8%	3.1%	3.1%	85.0%	6.0%	9.1%
Students with Disabilities	82.7%	14.7%	2.7%	80.4%	13.4%	6.1%
English Learners	*	*	*	73.1%	9.6%	17.3%
Homeless Students	*	*	*	73.6%	9.3%	17.2%
Students in Foster Care	*	*	*	55.0%	20.8%	24.3%
Military-Connected Students	*	*	*	95.0%	2.5%	2.5%
Migrant Students	N	N	N	77.1%	8.6%	14.3%

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## Graduation/ Postsecondary

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

**Important note for 2019-20:** Governor Phil Murphy signed [Executive Order 117](#) on April 7, 2020, which waived the graduation assessment requirement for any 12th grade student who was expected to graduate in the class of 2020 but, as of March 18, 2020, had not yet met the graduation assessment requirement. Additionally, NJDOE received a federal waiver which removed the requirement to report on status in meeting annual ESSA targets. As a result, annual targets and status in meeting those targets are not reported for Cohort 2019 4-year and Cohort 2018 5-year graduation rates (NJDOE uses prior year graduation rates for accountability purposes).

### Cohort 2019 5-Year Graduation Cohort Profile

This table shows the percentage of students in the 2019 cohort who graduated, who are still enrolled ("Continuing Students"), or who dropped out of school or are no longer enrolled ("Non-Continuing Students") within five years of entering high school, both overall and by student group.

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Schoolwide	93.4%	3.1%	3.5%	92.2%	1.8%	6.0%
White	93.3%	2.5%	4.3%	95.8%	1.5%	2.6%
Hispanic	100.0%	0.0%	0.0%	86.9%	2.0%	11.2%
Black or African American	89.5%	7.0%	3.5%	86.2%	3.0%	10.7%
Asian, Native Hawaiian, or Pacific Islander	96.3%	1.9%	1.9%	97.7%	1.0%	1.3%
American Indian or Alaska Native	N	N	N	93.1%	0.0%	6.9%
Two or More Races	*	*	*	93.1%	1.0%	5.9%
Female	95.1%	1.8%	3.1%	94.0%	1.1%	4.9%
Male	91.7%	4.4%	3.9%	90.5%	2.5%	7.0%
Non-Binary/Undesignated Gender	N	N	N	N	N	N
Economically Disadvantaged Students	91.5%	2.4%	6.1%	86.6%	2.2%	11.2%
Students with Disabilities	72.5%	20.3%	7.2%	83.2%	9.0%	7.8%
English Learners	*	*	*	79.5%	1.7%	18.7%
Homeless Students	*	*	*	80.9%	1.7%	17.4%
Students in Foster Care	N	N	N	69.0%	10.8%	20.3%
Military-Connected Students	*	*	*	95.6%	2.7%	1.6%
Migrant Students	N	N	N	85.7%	0.0%	14.3%

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## Graduation/ Postsecondary

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

**Important note for 2019-20:** Governor Phil Murphy signed [Executive Order 117](#) on April 7, 2020, which waived the graduation assessment requirement for any 12th grade student who was expected to graduate in the class of 2020 but, as of March 18, 2020, had not yet met the graduation assessment requirement. Additionally, NJDOE received a federal waiver which removed the requirement to report on status in meeting annual ESSA targets. As a result, annual targets and status in meeting those targets are not reported for Cohort 2019 4-year and Cohort 2018 5-year graduation rates (NJDOE uses prior year graduation rates for accountability purposes).

### Accountability Graduation Rates

This table shows Cohort 2019 4-year and Cohort 2018 5-year graduation rates both overall and by student group. For accountability and annual targets, graduation data from the prior year is used. For more details on New Jersey's accountability system, see these [accountability resources](#).

**Important note for 2019-20:** NJDOE received a federal waiver which removed the requirement to report on status in meeting annual ESSA targets. As a result, annual targets and status in meeting those targets are not reported for Cohort 2019 4-year and Cohort 2018 5-year graduation rates.

Student Group	Cohort 2019: 4-Year Graduation Rate	Cohort 2019: Annual Target	Cohort 2019: Met Target	Cohort 2018: 5-Year Graduation Rate	Cohort 2018: Annual Target	Cohort 2018: Met Target
Schoolwide	92.3%			95.4%		
White	92.6%			95.1%		
Hispanic	*			*		
Black or African American	87.4%			94.7%		
Asian, Native Hawaiian, or Pacific Islander	96.3%			97.8%		
American Indian or Alaska Native	N			N		
Two or More Races	*			*		
Economically Disadvantaged Students	90.4%			96.4%		
Students with Disabilities	70.0%			83.3%		
English Learners	*			N		

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## Graduation/ Postsecondary

### Graduation Pathways

This table shows the percentage of Cohort 2020 graduates who met the [high school graduation assessment requirements](#) through each type of graduation pathway for both English Language Arts (ELA) and Math.

**Important note for 2019-20:** Governor Phil Murphy signed Executive Order 117 on April 7, 2020, which waived the graduation assessment requirement for any 12th grade student who was expected to graduate in the class of 2020 but, as of March 18, 2020, had not yet met the graduation assessment requirement. As a result, the pathway option of "Requirements waived under Executive Order 117" has been added to this table for 2019-20 to count these students.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	66.6%	67.5%
Substitute Competency Test	21.6%	16.8%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	0.0%	0.0%
Requirements waived under Executive Order 117	11.8%	15.7%
Unknown	0.0%	0.0%

### Dropout Rate Trends

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

School Year	School Rate	State Rate
2019-2020	0.4%	1.0%
2018-2019	0.7%	1.2%
2017-2018	0.6%	1.2%

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## Graduation/ Postsecondary

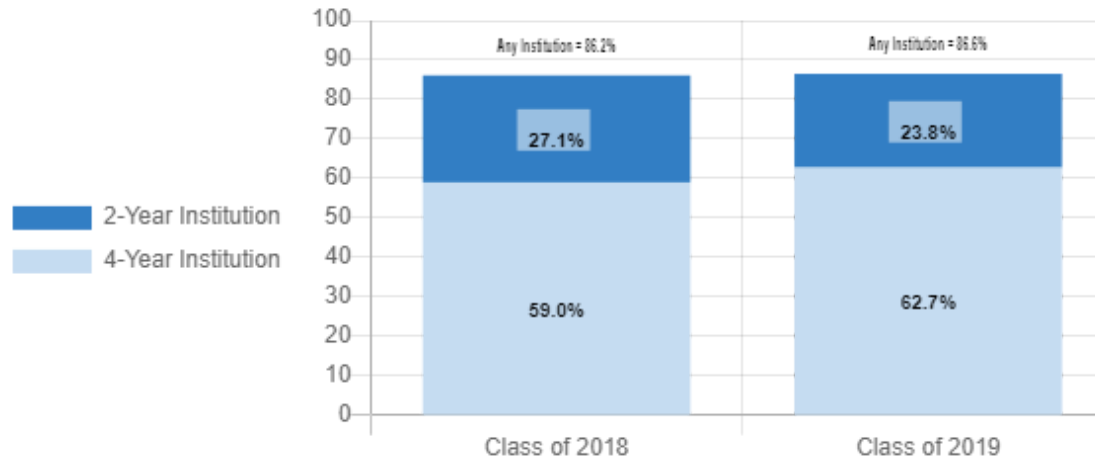
Information about students enrolling in colleges and universities after graduation is collected from the [National Student Clearinghouse](#), which collects data from at least 95% of higher education institutions nationwide.

**Important note for 2019-20:** The National Student Clearinghouse has reported that undergraduate enrollment is down nationwide compared to the same time last year. As a result, caution should be used in comparing this year's results to prior or future years.

### Postsecondary Enrollment Rate Summary

The graph and table below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating for from high school for the last two years.

### Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018	Class of 2019
% Enrolled in 2-Year Institution	27.1%	23.8%
% Enrolled in 4-Year Institution	59.0%	62.7%
% Enrolled in Any Postsecondary Institution	86.2%	86.6%

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## Graduation/ Postsecondary

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**Important note for 2019-20:** The National Student Clearinghouse has reported that undergraduate enrollment is down nationwide compared to the same time last year. As a result, caution should be used in comparing this year's results to prior or future years.

### Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2020 high school graduates enrolled in postsecondary institutions by the fall of 2020. 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 who were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% of Enrolled in 2-Year Institution	% of Enrolled in 4-Year Institution
Statewide	67.3%	27.9%	72.1%
Schoolwide	78.7%	31.2%	68.8%
White	83.2%	31.3%	68.7%
Hispanic	*	*	*
Black or African American	61.3%	40.8%	59.2%
Asian, Native Hawaiian, or Pacific Islander	88.3%	7.5%	92.5%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	54.2%	53.1%	46.9%
Students with Disabilities	52.1%	62.2%	37.8%
English Learners	*	*	*

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## Graduation/ Postsecondary

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.

**Important note for 2019-20:** The National Student Clearinghouse has reported that undergraduate enrollment is down nationwide compared to the same time last year. As a result, caution should be used in comparing this year's results to prior or future years.

### Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2020. 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 who 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	% of Enrolled in 2-Year Institution	% of Enrolled in 4-Year Institution	% of Enrolled in Public Institution	% of Enrolled in Private Institution	% of Enrolled in In-State Institution	% of Enrolled in Out-of-State Institution
Statewide	76.3%	30.7%	69.3%	73.3%	26.7%	65.5%	34.5%
Schoolwide	86.6%	27.5%	72.5%	78.2%	21.8%	54.5%	45.5%
White	88.3%	27.7%	72.3%	79.6%	20.4%	51.9%	48.1%
Hispanic	*	*	*	*	*	*	*
Black or African American	78.4%	27.6%	72.4%	77.6%	22.4%	58.6%	41.4%
Asian, Native Hawaiian, or Pacific Islander	96.2%	14.0%	86.0%	70.0%	30.0%	56.0%	44.0%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	76.8%	52.8%	47.2%	83.0%	17.0%	77.4%	22.6%
Students with Disabilities	75.5%	72.5%	27.5%	90.0%	10.0%	85.0%	15.0%
English Learners	*	*	*	*	*	*	*





**Lenape High School**  
(05-2610-050)  
2019-2020

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## Climate and Environment

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.

**Important Note for 2019-20:** Due to the COVID-19 pandemic, NJDOE received a federal waiver which removed the requirement to report on chronic absenteeism and related accountability measures for the 2019-20 school year. As a result, NJDOE will not report on chronic absenteeism and other attendance data for 2019-20. Tables showing 2019-20 attendance data will be hidden in this report.

### 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").

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## Climate and Environment

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. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

**Important note for 2019-20:** Due to school closures as a result of [Executive Order 107](#), discipline data for the 2019-20 school year may not be comparable to prior or future school years and NJDOE recommends caution in making comparisons.

### 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	7
Weapons	0
Vandalism	0
Substances	7
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	14
Incidents Per 100 Students Enrolled	0.73

### 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	0
Substances	4
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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**Important note for 2019-20:** Due to school closures as a result of [Executive Order 107](#), discipline data for the 2019-20 school year may not be comparable to prior or future school years and NJDOE recommends caution in making comparisons.

### 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	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	School Days Missed due to Out-of-School Suspensions
In-School Suspensions	55	2.9%	126
Out-of-School Suspensions	26	1.4%	
Any Suspension	68	3.5%	
Removal to other education program	0	0.0%	
Expulsion	0	0.0%	
Arrest	*	*	

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## Climate and Environment

### 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.

**Important note for 2019-20:** The start and end times in this table may reflect standard hours for in-person instruction. These hours may have been adjusted due to remote or hybrid instruction schedules.

Category	School
Typical Start Time	7:30 AM
Typical End Time	2:27 PM
Length of School Day	6 Hrs. 57 Mins.
Full Time - Instructional Time	5 Hrs. 52 Mins.
Shared Time - Instructional Time	N

### Device Ratios

This table typically includes information collected from the NJTRAx database. The NJDOE established the NJTRAx Digital Learning Readiness database to gauge the technology readiness of New Jersey schools and districts for online testing as well as to provide a tool to assist schools in determining readiness for digital learning. For more information about NJTRAx, [visit the New Jersey Digital Learning and Assessment Portal](#).

**Important Note for 2019-2020:** [Executive Order 107](#) required all schools to close and cease in-person instruction, and schools switched to remote instruction. As a result, the number of devices available in each school was not consistent throughout the 2019-2020 school year as districts worked to meet the technological needs of their students. Therefore, the device ratio is not included in the 2019-2020 School Performance Reports because a single device ratio would not give a full picture of the availability of devices and the changing nature of this information during the 2019-2020 school year. More up-to-date information about [student device and connectivity needs](#) is available on the NJDOE website.

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## Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

**Key terms for staff data:**

**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

**Experience:** Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

**Out-of-Field:** A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, or if the teacher has an expired certificate.

### 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 by the United States Department of Education. The number of out-of-field teachers is the number of teachers who are potentially teaching outside of their area of certification.

Category	Teachers in School	Teachers in State
Total Number of teachers	158	119,170
Average years experience in public schools	15.1	12.3
Average years experience in district	13.3	11.0
Percentage of Teachers with 4 or more years experience in the district	80.4%	75.8%
Number of out-of-field teachers	7	2,276

### 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	9,574
Average years experience in public schools	20.9	16.2
Average years experience in district	17.3	12.3
Percentage of Administrators with 4 or more years experience in the district	92.5%	77.9%

### 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	241:1	168:1
Teachers to Administrators	20:1	15:1
Students to Librarians/Media Specialists		749:1
Students to Nurses		674:1
Students to Counselors		198:1
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. Note that 2019-20 is the first year that data was collected for non-binary/undesignated gender and, as a result, the 2019-20 data may not be a true representation of the student or staff population. Additionally, to protect student privacy, gender percentages for 2019-20 are rounded to the nearest 0.5.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.5%	62.5%	12.5%	48.5%	77.0%	55.5%
Male	51.5%	37.5%	87.5%	51.5%	23.0%	44.5%
Non-Binary/Undesignated Gender	<1%	<1%	<1%	<1%	<1%	<1%
White	59.4%	93.7%	75.0%	41.4%	83.2%	77.0%
Hispanic	7.5%	3.8%	0.0%	30.5%	7.6%	7.4%
Black or African American	15.9%	1.9%	25.0%	15.1%	6.6%	14.1%
Asian	12.9%	0.0%	0.0%	10.2%	2.1%	1.2%
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	3.7%	0.0%	0.0%	2.4%	0.2%	0.2%

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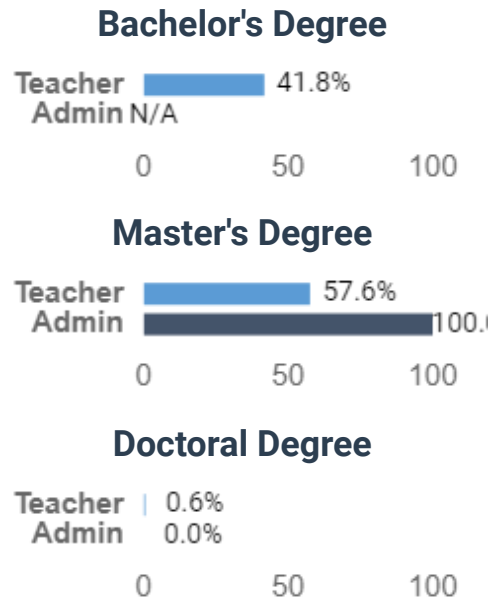
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## Teachers and Administrators - Level of Education

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.



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

This table shows the percentage of teachers and administrators assigned to this district in 2018-19 that were still assigned to this district in 2019-20. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2018-19 Teachers: Same district 2019-20	93.4%	90.7%
2018-19 Administrators: Same district 2019-20	90.0%	87.8%



Lenape High School  
(05-2610-050)  
2019-2020

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## Per-Pupil Expenditures

### 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 2019-20 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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## Accountability

### New Jersey's Every Student Succeeds Act (ESSA) Accountability System

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). Based on New Jersey's [approved ESSA state plan](#), NJDOE will identify schools in the following four federal categories every three years:

- **Comprehensive Support and Improvement (CSI): Overall Low Performing:**
  - Schools with a summative score in the bottom 5% of Title I schools.
- **Comprehensive Support and Improvement (CSI): Low Graduation Rate:**
  - High schools with a four-year graduation rate of 67% or less
- **Additional Targeted Support and Improvement: Low Performing Student Group (ATSI):**
  - Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
- **Comprehensive Support and Improvement (CSI): Chronically Low Performing:**
  - Title I schools identified as Additional Targeted Support and Improvement; Low Performing Student Group (ATSI) that are identified for three or more consecutive years, i.e. ATSI schools that do not meet exit criteria.
  - The NJDOE has not yet identified schools in this category as no ATSI schools have been in status for three or more years.

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

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

For purposes of ESSA accountability, only schools and student groups with data for 20 or more students are included in calculations.

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, how federal accountability status is determined, and [statewide progress toward long-term goals](#), see these [accountability resources](#).

**Important Note for 2019-2020:** Due to the COVID-19 pandemic, New Jersey received a [waiver from the United States Department of Education \(USED\)](#) in March 2020 to waive statewide assessment, accountability, and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year. This removes the requirement to:

- Calculate indicator scores and summative scores for the 2019-2020 school year;
- Measure progress toward long-term goals and measures of interim progress for accountability indicators for the 2019-2020 school year; and
- Identify schools for comprehensive and targeted support and improvement during the 2020-2021 school year (based on 2019-2020 data).

As a result of the March 2020 waiver, any school that was identified for comprehensive or targeted support and improvement during the 2019-2020 school year for support during the 2020-2021 school year will retain the same status for the 2021-2022 school year and continue to receive support and interventions from the NJDOE.

For the categories that are identified every three years, the last identification occurred in the 2018-2019 school year (based on 2017-2018 data) and the next identification was scheduled for the 2021-2022 school year (based on 2020-2021 data). Due to the COVID-19 pandemic and associated federal waivers, New Jersey has submitted a proposed addendum to New Jersey's consolidated state plan to delay the next identification until the 2022-2023 school year (based on 2021-2022 data) and also delay the exit of all currently identified schools to align with the next identification.

For the annual identification of schools for Targeted Support and Improvement: Consistently Underperforming Student Group, no schools will be identified during the 2020-2021 school year as a result of the March 2020 waiver. New Jersey has submitted a request to USED to waive the next identification in the 2021-2022 school year due to the lack of two consecutive years of data.

Because these requests to adjust exit dates are dependent on approval by USED, exit dates are not included in the 2019-2020 reports. Updated exit dates will be shared directly with districts when they are finalized. Check the [accountability resources](#) page for current information.

The 2019-2020 Accountability Indicator Scores and Summative Ratings and Accountability Summary by Student Group tables will not be included in the report for 2019-2020 as these tables include indicator scores, summative scores, and progress toward long-term goals and those measures were waived under the March 2020 waiver.

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## Accountability

### ESSA Accountability Status

The table below provides the school's federal school status for the 2021-22 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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support and improvement](#) with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

Status for 2021-22 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, Pacific Islander, Native Hawaiian	
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.

### 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	2017-18	2018-19	2019-20
ELA Proficiency	55.6%	62.5%	
Math Proficiency	35.5%	34.5%	
ELA Growth	N	N	
Math Growth	N	N	
4-Year Graduation Rate†	94.8%	92.3%	95.8%
5-Year Graduation Rate†	95.9%	95.4%	93.4%
Progress toward English Language Proficiency	*	*	
Chronic Absenteeism	9.7%	8.7%	

† This table shows the most recent graduation rate for reference, but accountability calculations for a given year use the prior year's graduation rate.

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## 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 Field Hockey team won the Group 4 Central 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 8th 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.

## Narrative

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### **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 2019-20 school year, Lenape students posted over 30 “800” SAT section scores. 235 Lenape students took 493 Advanced Placement exams, and 90% of them scored 3 or higher. Lenape consistently has National Merit Scholars recognized annually.



### **Courses, Curriculum, Instruction:**

Through more than 241 course offerings, 24 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 2019-20 school year, 1355 students district-wide applied for RU and RCBC dual credit; on average, each student earned 7.31 college credits. <https://www.lrhds.org/Page/679>

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### 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)

Lenape High School is proud of the achievements of student-athletes. During the 2019-20 school year, its teams won several tournaments, divisional, and one sectional title. 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.



### Clubs and Activities:

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 6th consecutive state championship.

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### Before and After School Programs:

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.



### Staff and Professional Learning:

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. Lenape teachers have conducted 1000+ peer observations in the past two years, and 50+ Collegiality Cafés of teachers sharing best practices to their peers.

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### Postsecondary Information:

During the 2019-20 school year, 1355 students earned 9948 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 97.4% graduation rate, its SAT scores consistently above state and national averages, and its 80.4% of graduates attending over 256 colleges and universities.



### Student Supports and Services:

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.

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### **Student Health and Wellness:**

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. Lenape has a student Mental Health Club that is assisting in the design of our 2020 Lenape Wellness Center. Lenape school nurses conduct a health screening for any student that does not have a physical on record.



### **Parent and Community Involvement:**

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, Instagram, Blackboard Messenger, and Naviance to connect with families.



**Report Key:**

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

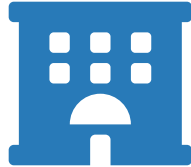
## Narrative

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### Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers. School climate surveys have been used through the Middle States Accreditation process.



### Facilities:

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.

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### **School Safety:**

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 and a new phone system were 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. New classroom and office locks were installed to expedite the lockdown process and intruder film was added to all exterior doors.



### **Technology and STEM:**

The LRHSD has a variety of technology and STEM opportunities for students. A wide-range of technology courses offered include a 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. Also offered is 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.

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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.