

**CHEROKEE HIGH SCHOOL**

(05-2610-040)

Grades Offered: 09-12

2017-2018

**Report Key:**

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

† This indicates a table specific note, see note below table

**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

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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	BURLINGTON
District	LENAPE REGIONAL
Principal Name	MRS. CHARLESWORTH
Address	120 TOMLINSON MILL ROAD MARLTON, NJ 08053
Phone Number	(856)983-5140
Email Address	<a href="mailto:DCHARLESWORTH@LRHSD.ORG">DCHARLESWORTH@LRHSD.ORG</a>
Website	<a href="https://lrhsd.org/Domain/376">https://lrhsd.org/Domain/376</a>
Facebook	<a href="https://www.facebook.com/LRHSDHighlights">https://www.facebook.com/LRHSDHighlights</a>
Twitter	<a href="https://twitter.com/Cherokee_HS">https://twitter.com/Cherokee_HS</a>



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### Enrollment 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	529	554	536
10	552	521	525
11	568	549	523
12	531	579	554
Total	2,180	2,203	2,138

### 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	49.9%	49.8%	49.7%
Male	50.1%	50.2%	50.3%
Economically Disadvantaged Students	11.0%	11.2%	9.6%
Students with Disabilities	16.3%	16.4%	15.5%
English Learners	0.7%	0.6%	0.6%
Homeless Students		0.7%	0.3%
Students in Foster Care		0.2%	0.1%
Military-Connected Students		1.0%	1.5%
Migrant Students		0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	82.1%	81.5%	80.7%
Hispanic	3.9%	4.0%	4.3%
Black or African American	6.4%	6.8%	6.4%
Asian	7.3%	7.4%	8.0%
Native Hawaiian or Pacific Islander	0.1%	0.2%	0.1%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	0.1%	0.1%	0.3%

### 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	2,180	2,203	2,138
Shared Time Students	0	0	0
Full Time Equivalent	2,180	2,203	2,138

### 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	91.3%
Spanish	1.9%
Gujarati	1.2%
Other Languages	5.7%



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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	1038	99.2	54.1	56.6	56.7	54.1	54.9	Met Target†
White	836	99.1	54.4	57.5	65.6	54.4	56.5	Met Target†
Hispanic	39	100.0	33.3	44.2	42.5	33.3	50.9	Not Met
Black or African American	68	100.0	36.8	*	37.3	36.8	31.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	90	100.0	73.3	*	82.3	73.3	59.8	Met Target
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	502	99.0	60.5	64.8	64.5	60.5		
Male	536	99.4	48.0	48.6	49.4	48.0		
Economically Disadvantaged Students	99	98.1	29.3	33.2	38.5	29.3	35.4	Met Target†
Non-Economically Disadvantaged Students	939	99.4	56.7	59.1	67.5	56.7		
Students with Disabilities	172	98.3	18.0	*	21.6	18.0	19.4	Met Target†
Students without Disabilities	866	99.4	61.2	*	63.9	61.2		
English Learners	*	*	*	*	27.3	*	**	**
Non-English Learners	*	*	*	*	59.4	*		
Homeless Students	*	*	*	20.0	27.7	*		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	17	100.0	58.9	60.0	57.4	58.9		
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
<b>Schoolwide</b>	520	757	756	752	4%	8%	28%	48%	13%	61%	55%
White	417	757	757	760	3%	7%	28%	50%	12%	62%	64%
Hispanic	18	737	749	735	*	*	*	*	*	33%	38%
Black or African American	30	738	737	734	*	*	*	*	*	37%	34%
Asian, Native Hawaiian, or Pacific Islander	51	769	*	782	*	*	24%	47%	25%	73%	83%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	250	761	763	759	*	*	23%	48%	18%	66%	63%
Male	270	752	750	744	*	*	32%	47%	9%	56%	46%
Economically Disadvantaged Students	50	736	737	733	*	*	38%	*	*	32%	34%
Non-Economically Disadvantaged Students	470	759	759	761	*	*	26%	*	*	64%	65%
Students with Disabilities	78	729	720	716	*	*	37%	*	*	24%	15%
Students without Disabilities	442	761	762	758	*	*	26%	*	*	67%	62%
English Learners	*	*	698	691	*	*	*	*	*	*	*
Non-English Learners	*	*	757	755	*	*	*	*	*	*	*
Homeless Students	N	N	*	720	N	N	N	N	N	N	22%
Students in Foster Care	N	N	*	719	N	N	N	N	N	N	20%
Military-Connected Students	*	*	760	749	*	*	*	*	*	*	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	518	744	749	749	15%	12%	25%	37%	10%	47%	51%
White	419	744	750	756	15%	11%	27%	37%	10%	46%	58%
Hispanic	*	*	*	733	*	*	*	*	*	*	38%
Black or African American	37	730	*	728	*	*	*	*	*	38%	32%
Asian, Native Hawaiian, or Pacific Islander	39	768	*	782	*	*	*	*	*	74%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	253	752	759	759	11%	8%	26%	43%	12%	55%	60%
Male	265	737	741	739	19%	16%	25%	31%	8%	40%	42%
Economically Disadvantaged Students	53	718	723	730	42%	*	23%	*	*	25%	34%
Non-Economically Disadvantaged Students	465	747	752	758	12%	*	26%	*	*	50%	59%
Students with Disabilities	86	707	705	707	45%	24%	19%	*	*	12%	15%
Students without Disabilities	432	752	756	756	9%	9%	27%	*	*	54%	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	*	*	755	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
<b>Schoolwide</b>	394	716	718	736	35%	22%	26%	*	*	17%	39%
White	317	715	717	737	37%	22%	26%	*	*	15%	41%
Hispanic	15	710	717	731	*	*	*	*	*	13%	35%
Black or African American	33	722	722	729	*	*	33%	*	*	21%	31%
Asian, Native Hawaiian, or Pacific Islander	26	729	730	759	*	*	*	38%	0%	38%	60%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	190	722	723	745	30%	19%	33%	*	*	18%	48%
Male	204	711	714	728	40%	25%	20%	*	*	16%	31%
Economically Disadvantaged Students	40	712	712	730	38%	28%	*	*	*	15%	33%
Non-Economically Disadvantaged Students	354	717	719	739	35%	21%	*	*	*	17%	42%
Students with Disabilities	62	702	703	708	*	*	*	*	*	*	13%
Students without Disabilities	332	719	721	742	*	*	*	*	*	*	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	*	721	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	19%
Military-Connected Students	*	*	725	729	*	*	*	*	*	*	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*



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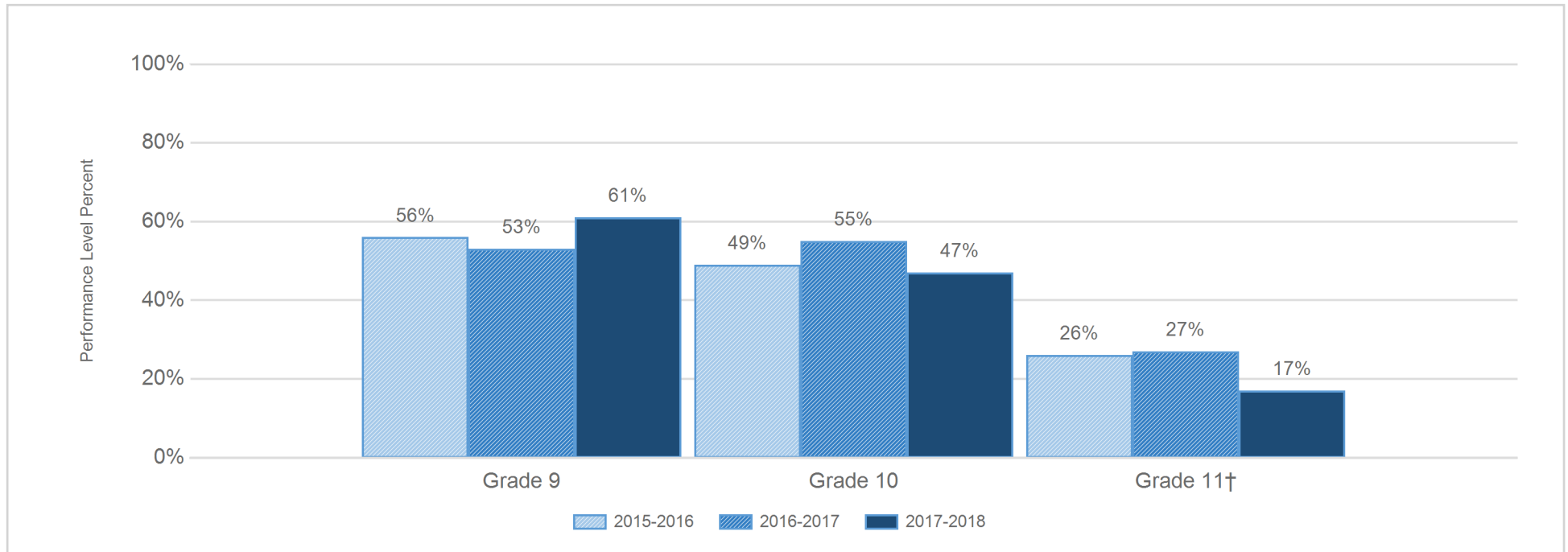
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## English Language Arts/Literacy Assessment - Performance Trends

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



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





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**Mathematics Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	1000	99.4	36.3	37.0	45.0	36.3	37.6	Met Target†
White	808	99.3	35.5	37.8	54.1	35.5	37.3	Met Target†
Hispanic	39	100.0	15.4	23.2	29.2	15.4	35.9	Not Met
Black or African American	68	100.0	22.1	*	23.4	22.1	20.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	80	100.0	65.1	*	77.0	65.1	56	Met Target
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	484	99.4	33.7	36.4	46.0	33.7		
Male	516	99.4	38.8	37.7	43.9	38.8		
Economically Disadvantaged Students	98	99.0	20.4	18.1	26.6	20.4	27.3	Not Met
Non-Economically Disadvantaged Students	902	99.5	38.0	39.2	55.9	38.0		
Students with Disabilities	175	99.4	*	*	17.1	*	14.4	Not Met
Students without Disabilities	825	99.4	*	*	50.5	*		
English Learners	*	*	*	*	24.6	*	**	**
Non-English Learners	*	*	*	*	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	17	100.0	35.3	30.4	45.8	35.3		
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
<b>Schoolwide</b>	537	736	737	746	15%	19%	31%	*	*	35%	46%
White	431	736	739	755	14%	18%	32%	*	*	36%	57%
Hispanic	23	729	729	730	*	*	*	*	*	22%	27%
Black or African American	44	719	718	727	25%	34%	23%	*	*	18%	23%
Asian, Native Hawaiian, or Pacific Islander	35	750	*	779	*	*	*	51%	0%	51%	79%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	265	737	738	748	10%	21%	37%	*	*	33%	48%
Male	272	734	736	745	20%	18%	26%	*	*	37%	44%
Economically Disadvantaged Students	68	722	720	729	31%	21%	26%	*	*	22%	25%
Non-Economically Disadvantaged Students	469	738	740	756	13%	19%	32%	*	*	37%	57%
Students with Disabilities	127	710	709	716	*	*	*	*	*	*	13%
Students without Disabilities	410	744	744	752	*	*	*	*	*	*	52%
English Learners	*	*	720	710	*	*	*	*	*	*	*
Non-English Learners	*	*	737	749	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	*	*	741	752	*	*	*	*	*	*	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%



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### Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	384	726	729	735	11%	33%	41%	15%	0%	15%	30%
White	319	727	730	740	10%	33%	41%	15%	0%	15%	37%
Hispanic	16	719	*	723	*	*	*	*	*	*	14%
Black or African American	36	725	*	719	*	33%	39%	*	*	17%	11%
Asian, Native Hawaiian, or Pacific Islander	13	730	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	*	741	N	N	N	N	N	N	39%
Female	182	728	731	736	9%	31%	43%	16%	0%	16%	30%
Male	202	725	727	734	12%	35%	40%	13%	0%	13%	29%
Economically Disadvantaged Students	51	719	718	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	333	728	730	741	*	*	*	*	*	*	38%
Students with Disabilities	84	714	712	713	*	*	*	*	*	*	*
Students without Disabilities	300	730	733	738	*	*	*	*	*	*	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	N	N	*	711	N	N	N	N	N	N	*
Military-Connected Students	*	*	732	731	*	*	*	*	*	*	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%



**CHEROKEE HIGH SCHOOL**  
 (05-2610-040)  
 Grades Offered: 09-12  
 2017-2018

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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	368	734	735	727	21%	21%	21%	*	*	37%	30%
White	301	730	732	733	22%	23%	22%	*	*	33%	35%
Hispanic	12	708	*	710	*	*	*	*	*	*	14%
Black or African American	13	721	722	705	*	*	*	*	*	23%	11%
Asian, Native Hawaiian, or Pacific Islander	40	771	*	766	*	*	*	*	*	83%	66%
American Indian or Alaska Native	*	*	*	729	*	*	*	*	*	*	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	191	727	733	728	23%	24%	24%	*	*	29%	30%
Male	177	740	736	727	19%	18%	18%	*	*	46%	30%
Economically Disadvantaged Students	14	722	*	709	*	0%	*	*	*	21%	13%
Non-Economically Disadvantaged Students	354	734	*	736	*	22%	*	*	*	38%	37%
Students with Disabilities	17	711	*	693	*	*	*	*	*	12%	*
Students without Disabilities	351	735	*	732	*	*	*	*	*	38%	*
English Learners	N	N	*	691	N	N	N	N	N	N	*
Non-English Learners	368	734	*	729	21%	21%	21%	*	*	37%	*
Homeless Students	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	*	*	722	717	*	*	*	*	*	*	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



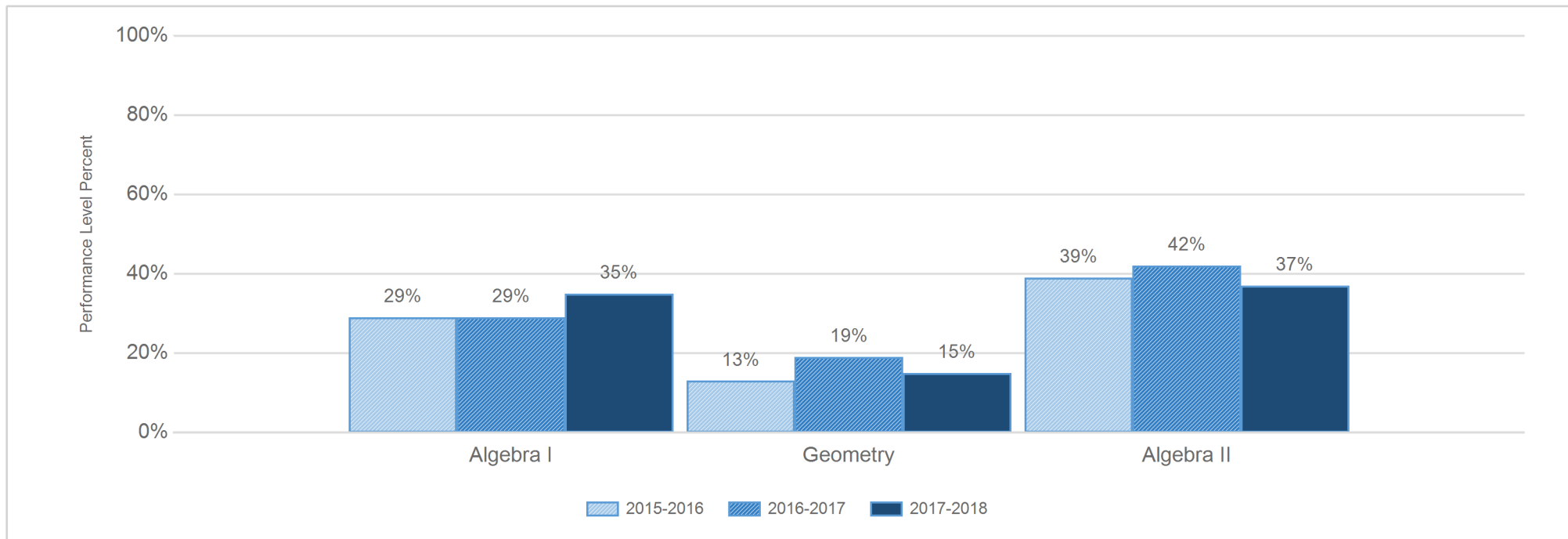
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**Mathematics Assessment – Performance Trends**

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	80.0%	**	**

† 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	10	60.0%	40.0%
3-4	*	*	*
5 or more	N	N	N



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2017-2018

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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.



## CHEROKEE HIGH SCHOOL

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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	97.5%	85.0%
12th graders taking SAT in 2017-18 or prior years	79.6%	72.2%
12th graders taking ACT in 2017-18 or prior years	15.9%	24.6%

### PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	496	478	Grade 10: 430 Grade 11: 460	72%	62%
PSAT 10/NMSQT - Math	489	478	Grade 10: 480 Grade 11: 510	45%	42%
SAT - Reading and Writing	566	542	480	85%	72%
SAT - Math	571	543	530	64%	54%
ACT - Reading	24	24	22	64%	62%
ACT - English	25	24	18	93%	78%
ACT - Math	25	24	22	70%	62%
ACT - Science	24	23	23	58%	53%





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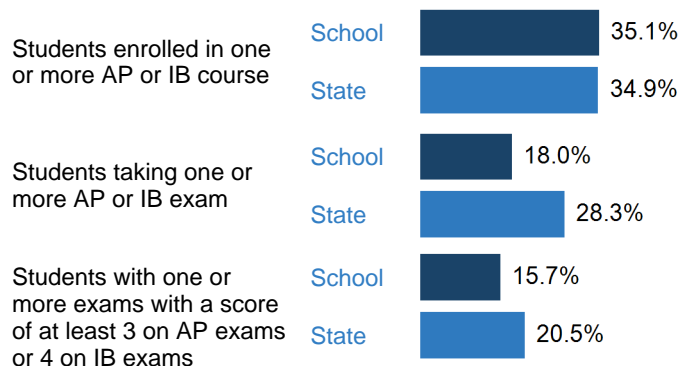
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

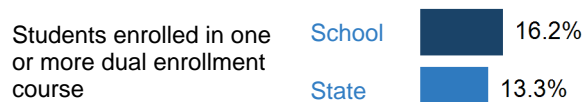
### AP/IB Coursework – Participation and Performance

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



### Dual Enrollment Coursework - Participation

This graph shows the percentage 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	57	17
AP Calculus AB	103	52
AP Calculus BC	45	31
AP Chemistry	32	2
AP Computer Science A	0	8
AP English Language and Composition	108	76
AP English Literature and Composition	34	7
AP European History	7	2
AP French Language and Culture	2	0
AP Italian Language and Culture	9	7
AP Latin (Virgil, Catullus and Horace)	14	11
AP Macroeconomics	0	2
AP Microeconomics	0	25
AP Music Theory	11	1
AP Physics 1	77	23
AP Physics C: Electricity and Magnetism	0	4

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AP/IB Course	Students Enrolled	Students Tested
AP Physics C: Mechanics	28	7
AP Psychology	122	52
AP Spanish Language	10	3
AP Statistics	33	9
AP Studio Art—Drawing Portfolio	0	7
AP Studio Art—Two-Dimensional	12	4
AP U.S. History	108	55
AP World History	13	1
Total Exams taken		406
Exams with scores of at least 3 on AP exams or 4 on IB exams		335



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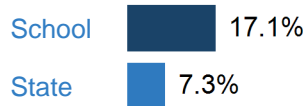
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

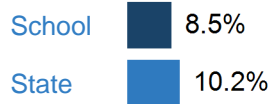
**CTE Participants**

(completed only one course in an approved CTE program)



**CTE Concentrators**

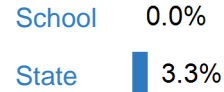
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



**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
Arts, AV Technology & Communications	193		
Finance	355		
<b>Total (All Clusters)</b>	<b>548</b>	<b>0</b>	<b>0</b>



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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	439	61	69	0	0	0	68
10	8	411	119	48	0	1	32
11	1	9	197	120	57	7	196
12	1	2	61	92	136	130	71
Total	449	483	446	260	193	138	367
Enrolled in AP/IB Course					148	33	0
Enrolled in Dual Enrollment Course	0	0	0	61	37	23	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	363	1	0	171	9	33
10	352	185	0	5	6	3
11	48	342	0	1	130	38
12	101	44	0	2	137	75
Total	864	572	0	179	282	149
Enrolled in AP/IB Course	57	32		0	105	0
Enrolled in Dual Enrollment Course	5	1	0	0	12	6



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### Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	22	4	0	0	74
10	1	542	18	16	1	3
11	0	524	85	148	8	11
12	12	18	79	192	78	525
Total	13	1106	186	356	87	613
Enrolled in AP/IB Course	13	108	0	122		7
Enrolled in Dual Enrollment Course	4	38	14	25	0	1

### World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	309	61	35	90	29	0	11
10	345	37	38	69	30	0	10
11	118	20	25	56	15	0	8
12	46	15	20	21	16	0	9
Total	818	133	118	236	90	0	38
Enrolled in AP/IB Course	10	2	9	14	0	0	0
Enrolled in Dual Enrollment Course	70	12	13	28	8	0	12
Enrolled in Level 3 or Higher	177	26	49	50	38	0	13



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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
Italian	*
Latin	10
Russian	*
Spanish	*
Total	24



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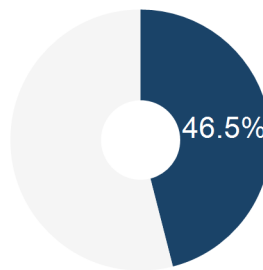
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Visual and Performing Arts – Course Participation

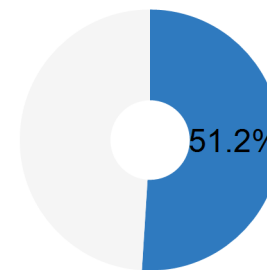
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

**Grades 9-12:**

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

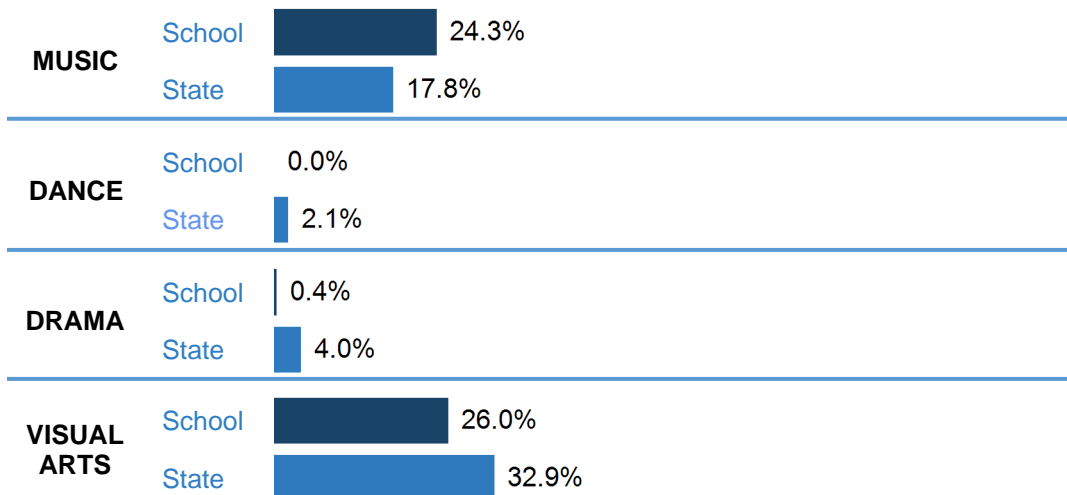


School



State

Students enrolled in one or more classes by discipline:







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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	95.9%	90.9%	95.9%	92.4%	95.7%	N	Met Goal	97.0%	N	Met Goal
White	96.5%	95.0%	96.7%	95.7%	96.5%	N	Met Goal	96.9%	N	Met Goal
Hispanic	*	84.8%	*	87.3%	*	**	**	*	N	Met Goal
Black or African American	92.3%	84.2%	87.8%	86.8%	87.5%	95.0%	Not Met	91.7%	95.5%	Not Met
Asian, Native Hawaiian or Pacific Islander	97.5%	97.0%	100.0%	97.7%	100.0%	N	Met Goal	100.0%	N	Met Goal
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	*	**	**
Two or More Races	*	92.0%	*	93.9%	*	**	**	N	N	N
Economically Disadvantaged Students	94.5%	84.6%	90.8%	87.0%	89.2%	95.0%	Not Met	92.5%	96.0%	Not Met
Students with Disabilities	84.8%	80.1%	87.0%	83.5%	87.6%	92.1%	Not Met	92.7%	94.7%	Not Met
English Learners	*	75.8%	N	81.8%	N	N	N	*	**	**
Homeless Students	*	72.6%	*	79.1%	*			*		
Students in Foster Care	*	62.6%	N	64.9%						



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### Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	66.7%	70.4%
Substitute Competency Test	27.7%	23.5%
Portfolio Appeals Process	0.4%	0.6%
Alternate Requirements specified in IEP	3.9%	4.3%
Unknown	1.3%	1.3%

### 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	95.9%	-
2017	95.7%	95.9%
2016	96.1%	97.0%

### 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	0.3%	1.2%
2016-2017	0.5%	1.1%
2015-2016	0.4%	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	83.7%	26.6%	73.4%
White	86.2%	28%	72%
Hispanic	*	*	*
Black or African American	60%	14.3%	85.7%
Asian, Native Hawaiian, or Pacific Islander	85%	8.8%	91.2%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	53.1%	46.2%	53.8%
Students with Disabilities	57.1%	63.9%	36.1%
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	86.4%	29.4%	70.6%	77.6%	22.4%	58%	42%
White	87.4%	30.7%	69.3%	79.5%	20.5%	57.3%	42.7%
Hispanic	50%	37.5%	62.5%	87.5%	12.5%	87.5%	12.5%
Black or African American	91.7%	27.3%	72.7%	72.7%	27.3%	66.7%	33.3%
Asian, Native Hawaiian, or Pacific Islander	84.2%	12.5%	87.5%	56.3%	43.8%	50%	50%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	78.7%	43.8%	56.3%	87.5%	12.5%	77.1%	22.9%
Students with Disabilities	73.4%	62.1%	37.9%	82.8%	17.2%	70.7%	29.3%
English Learners	*	*	*	*	*	*	*



## CHEROKEE HIGH SCHOOL

(05-2610-040)

Grades Offered: 09-12

2017-2018

### Report Key:

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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.

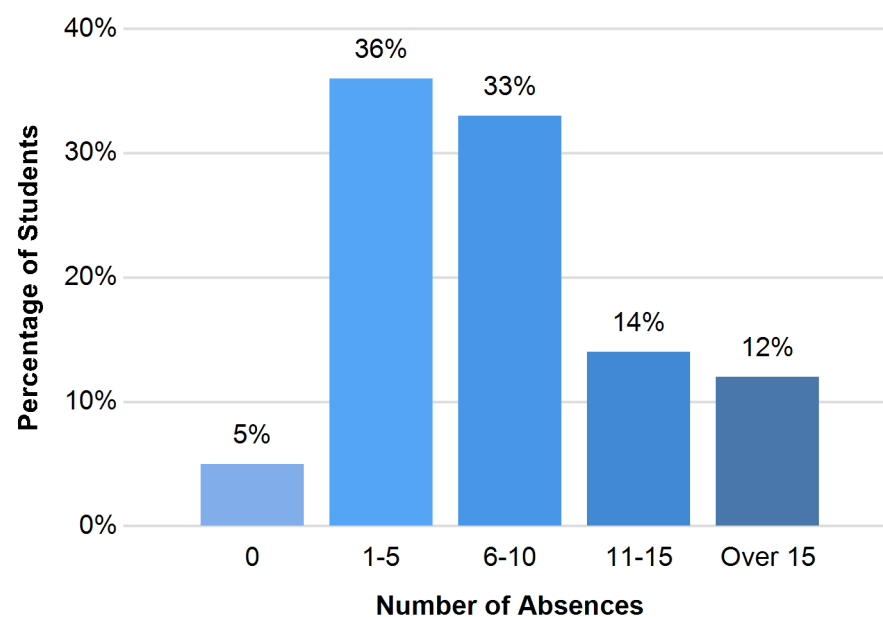
### Chronic Absenteeism

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	191	8.8	14.9	Met
White	163	9.3	14.9	Met
Hispanic	6	6.5	14.9	Met
Black or African American	15	10.5	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	7	4.0	14.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	38	18.0	14.9	Not Met
Students with Disabilities	60	16.7	14.9	Not Met
English Learners	1	7.7	**	**

### 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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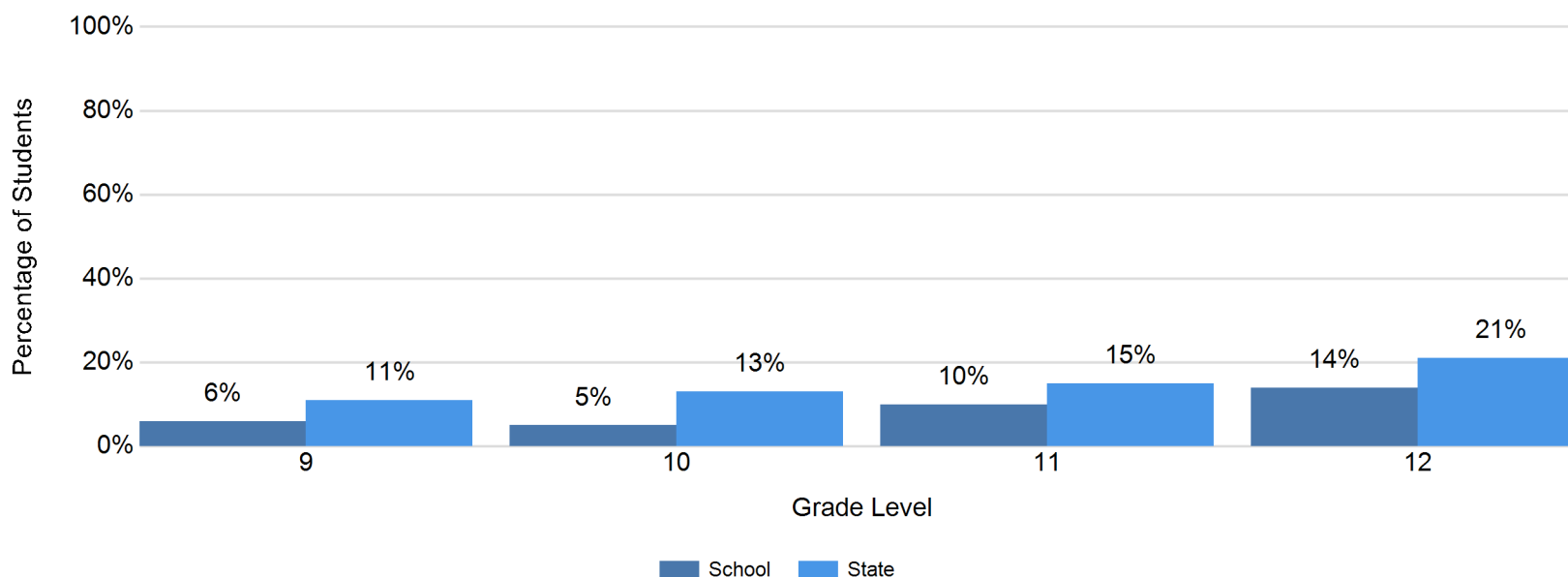
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### Chronic Absenteeism by Grade

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





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**Violence, Vandalism, HIB, and Substance Offenses**

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

Incident Type	Number of Incidents
Violence	16
Weapons	0
Vandalism	2
Substances	9
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	27
Incidents Per 100 Students Enrolled	1.26

**Police Notifications**

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

Incident Type	Incidents Reported to Police
Violence	14
Weapons	0
Vandalism	1
Substances	8
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	11

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

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

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

**Student Disciplinary Removals**

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	121	5.7%
Out-of-School Suspensions	36	1.7%
Any Suspension	125	5.8%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	14	0.7%

School Days Missed due to Out-of-School Suspensions
148



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### School Day

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

Category	School
Typical Start Time	7:30 AM
Typical End Time	2:25 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	5 Hrs 52 Mins
Shared Time - Instructional Time	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	1.3:1

### 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)	\$250	\$17,609	\$17,859



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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	178	117,464
Average years experience in public schools	14.5	12.0
Average years experience in district	13.1	10.7
Teachers in district for 4 or more years	89.3%	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	41	9,374
Average years experience in public schools	20.5	16.0
Average years experience in district	16.7	12.0
Administrators in district for 4 or more years	97.6%	76.2%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	11:1
Students to Administrators	214:1	164:1
Teachers to Administrators	18:1	14:1
Students to Librarians/Media Specialists		671:1
Students to Nurses		610:1
Students to Counselors		197:1
Students to Child Study Team		319:1





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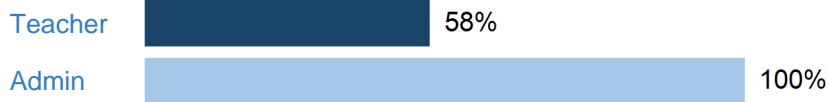
**Teachers and Administrators - Level of Education**

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.

**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

This table shows the percentage of teachers and administrators assigned to this district in 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	94.8%	90.2%
2016-17 Administrators: Same district 2017-18	95.0%	86.2%

**Faculty Attendance**

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

School Year	% Days Present
2017-18	97.2%



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**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

### 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	55.6%	30.0%
Male	44.4%	70.0%
White	95.5%	90.0%
Hispanic	1.7%	0.0%
Black or African American	2.2%	0.0%
Asian	0.0%	10.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.6%	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	48.71	17.5%
Mathematics Proficiency	56.16	17.5%
Graduation Rate - 4-Year	67.34	25.0%
Graduation Rate - 5-Year	71.84	25.0%
Progress Towards English Language Proficiency (coming 2018)	**	**
Chronic Absenteeism	65.80	15.0%
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights	63.02	n/a
<b>Summative Rating:</b> Percentile rank of Summative Score	66.76	n/a
<b>Requires Comprehensive Support:</b> Summative Score is in the bottom 5th percentile	No	n/a
<b>Requires Comprehensive Support:</b> 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†	Met Goal	Met Goal	**	Met	No
White	54.88	8.94	No	Met Target†	Met Target†	Met Goal	Met Goal	n/a	Met	No
Hispanic	65.58	8.94	No	Not Met	Not Met	**	Met Goal	n/a	Met	No
Black or African American	63.67	8.94	No	Met Target	Met Target	Not Met	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	72.84	8.94	No	Met Target	Met Target	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	N	n/a	**	No
Economically Disadvantaged Students	57.84	8.94	No	Met Target†	Not Met	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	69.71	8.94	No	Met Target†	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	No	**	**	N	**	**	**	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:

- Cherokee offers 22 Advanced Placements courses.
- Cherokee's chapter of DECA had 100 regional qualifiers out of our 103 members. 37 students advanced to the NJ State competition with 4 earning a spot as a NJ Top Finalists.
- Twelve Cherokee students were honored by the National Merit Scholar Program.



### Mission, Vision, Theme:

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



### Awards, Recognition, Accomplishments:

Cherokee was proud to be designated a No Place for Hate school for the 6th consecutive years by the Anti-Defamation League. The Cherokee marching band was included in the Group IVA State Champions last year. 18 students earned medals at the Russian Olympiad. Cherokee students have also been chosen to complete internships with the Rowan School of Osteopathic Medicine and participate in the Boys and Girls State Delegates.



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### Courses, Curriculum, Instruction:

Through more than 241 course offerings, 24 AP courses and 66 College Acceleration Program courses, 61 at Rowan College at Burlington County (RCBC) and 5 at Rowan University (RU), complemented by summer enrichment programs, the Lenape District offers academic tracks to meet every student's needs. In the 2017-18 school year, 1373 students district-wide applied for RU and RCBC dual credit; on average, each student earned 7.47 college credits.  
<https://www.lrhdsd.org/Page/679>



### Sports and Athletics:

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

Cherokee boasts of 129 Varsity athletes who have achieved a 3.65 GPA or higher. On the athletic fields and courts, Cherokee has won nine conference championships and one SJ sectional championship. In addition, the Cherokee Marching Band earned back-to-back Group IVA State Championships in 2016 and 2017.



### Clubs and Activities:

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



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### Before and After School Programs:

Cherokee High School offers tutoring (A.I.M) afterschool and during lunch. A.I.M tutors are National Honor Society students who assist struggling students in a variety of subjects. Cherokee also offers access to the weight room after school to promote and sponsor students' health and wellbeing.



### Staff and Professional Learning:

All of the LRHSD teachers are trained by the in-house Research for Better Teaching (RBT) trainers. RBT offers professional development, which takes place during a teacher's first three years at Cherokee, with refreshers offered at various intervals. Cherokee teachers are also trained in Understanding by Design (UbD). Cherokee provides its teachers with an uninterrupted common planning time, which allows for greater collaboration and collegiality.



### Postsecondary Information:

During the 2017-18 school year, 1,373 students earned 10,061 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 96.1% graduation rate, its SAT scores consistently above state and national averages, and its 91% of graduates attending over 280 colleges and universities.





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## School Narrative

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### Student Supports and Services:

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



### Student Health and Wellness:

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



### Parent and Community Involvement:

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



## CHEROKEE HIGH SCHOOL

(05-2610-040)

Grades Offered: 09-12

2017-2018

### Report Key:

\* Data is not displayed in order to protect student privacy




\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

† This indicates a table specific note, see note below table

## 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.

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



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#### Technology and STEM:

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



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#### Other Information:

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