



LENAPE REGIONAL
(05-2610)
Grades Offered: 09-12
2017-2018

Report Key:

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- ** Accountability calculations require 20 or more students
- N** No Data is available to display
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How to use this report:

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



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District Contact Info

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

Type	Contact Information
County	BURLINGTON
District	LENAPE REGIONAL
Superintendent Name	DR. BIRNBOHM
Address	93 WILLOW GROVE ROAD SHAMONG, NJ 08088
Phone Number	(609)268-2000 Ext. 5546
Email Address	CBIRNBOHM@LRHSD.ORG
Website	https://www.lrhdsd.org
Facebook	https://www.facebook.com/LRHSDHighlights
Twitter	https://twitter.com/LRHSDstatus



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Schools in this District

Click on a school name below to access the detailed school-level report for each school.

School Name	Grades Served
CHEROKEE HIGH SCHOOL	09-12
LENAPE HIGH SCHOOL	09-12
SENECA HIGH SCHOOL	09-12
SHAWNEE HIGH SCHOOL	09-12



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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	1,647	1,687	1,760
10	1,689	1,641	1,638
11	1,694	1,664	1,626
12	1,690	1,721	1,684
Total	6,720	6,713	6,708

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	49.5%	49.0%	49.4%
Male	50.5%	51.0%	50.6%
Economically Disadvantaged Students	10.8%	10.8%	10.5%
Students with Disabilities	13.8%	13.8%	13.4%
English Learners	0.4%	0.4%	0.5%
Homeless Students		0.3%	0.3%
Students in Foster Care		0.2%	0.1%
Military-Connected Students		0.9%	1.9%
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	81.7%	80.5%	78.8%
Hispanic	4.1%	4.3%	5.2%
Black or African American	7.6%	8.2%	8.1%
Asian	6.3%	6.5%	7.0%
Native Hawaiian or Pacific Islander	0.1%	0.2%	0.2%
American Indian or Alaska Native	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.1%	0.6%

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	6,720	6,713	6,708
Shared Time Students	0	0	0
Full Time Equivalent	6,720	6,713	6,708

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	92.2%
Spanish	1.7%
Other Languages	6.1%



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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 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	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
Districtwide	3311	99.1	56.6	56.7	56.6	51.5	Met Target
White	2578	98.8	57.5	65.6	57.5	52.4	Met Target
Hispanic	163	100.0	44.2	42.5	44.2	43	Met Target
Black or African American	269	100.0	*	37.3	34.6	35.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	268	100.0	*	82.3	77.2	66.3	Met Target
American Indian or Alaska Native	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	63.4	*	N	N
Female	1631	99.1	64.8	64.5	64.8		
Male	1680	99.0	48.6	49.4	48.6		
Economically Disadvantaged Students	313	98.5	33.2	38.5	33.2	34.8	Met Target†
Non-Economically Disadvantaged Students	2998	99.1	59.1	67.5	59.1		
Students with Disabilities	455	97.1	*	21.6	14.9	19.3	Not Met
Students without Disabilities	2856	99.4	*	63.9	63.2		
English Learners	15	100.0	*	27.3	*	**	**
Non-English Learners	3296	99.0	*	59.4	*		
Homeless Students	10	90.9	20.0	27.7	59.3		
Students In Foster Care	*	*	*	26.3	*		
Military-Connected Students	70	100.0	60.0	57.4	60.0		
Migrant Students	N	N	N	30.1	N		

† Target was met within a confidence interval.



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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	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
Districtwide	1712	756	752	5%	10%	23%	49%	13%	62%	55%
White	1311	757	760	5%	9%	23%	52%	12%	64%	64%
Hispanic	86	749	735	*	17%	22%	*	*	50%	38%
Black or African American	137	737	734	16%	19%	28%	30%	7%	37%	34%
Asian, Native Hawaiian, or Pacific Islander	153	*	782	*	*	14%	54%	29%	82%	83%
American Indian or Alaska Native	*	*	752	*	*	*	*	*	*	51%
Two or More Races	*	*	760	*	*	*	*	*	*	63%
Female	863	763	759	3%	7%	20%	52%	17%	70%	63%
Male	849	750	744	8%	12%	25%	46%	9%	55%	46%
Economically Disadvantaged Students	175	737	733	15%	17%	33%	*	*	35%	34%
Non-Economically Disadvantaged Students	1537	759	761	4%	9%	21%	*	*	66%	65%
Students with Disabilities	221	720	716	29%	28%	28%	*	*	15%	15%
Students without Disabilities	1491	762	758	2%	7%	22%	*	*	69%	62%
English Learners	11	698	691	*	*	*	*	*	*	*
Non-English Learners	1701	757	755	*	*	*	*	*	*	*
Homeless Students	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	*	*	719	*	*	*	*	*	*	20%
Military-Connected Students	38	760	749	*	*	*	*	*	71%	54%
Migrant Students	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	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
Districtwide	1599	749	749	14%	13%	24%	35%	15%	50%	51%
White	1266	750	756	12%	12%	24%	37%	14%	51%	58%
Hispanic	*	*	733	*	*	*	*	*	*	38%
Black or African American	130	*	728	24%	22%	24%	22%	9%	31%	32%
Asian, Native Hawaiian, or Pacific Islander	115	*	782	*	*	19%	36%	35%	70%	78%
American Indian or Alaska Native	N	N	744	N	N	N	N	N	N	50%
Two or More Races	*	*	753	*	*	*	*	*	*	55%
Female	771	759	759	9%	9%	23%	42%	18%	59%	60%
Male	828	741	739	18%	17%	24%	29%	13%	41%	42%
Economically Disadvantaged Students	145	723	730	34%	15%	23%	*	*	28%	34%
Non-Economically Disadvantaged Students	1454	752	758	11%	13%	24%	*	*	52%	59%
Students with Disabilities	211	705	707	*	*	*	*	*	*	15%
Students without Disabilities	1388	756	756	*	*	*	*	*	*	57%
English Learners	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	*	*	707	*	*	*	*	*	*	21%
Military-Connected Students	31	755	748	*	*	35%	*	*	48%	48%
Migrant Students	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	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
Districtwide	1110	718	736	32%	24%	24%	19%	2%	20%	39%
White	891	717	737	34%	23%	23%	18%	2%	19%	41%
Hispanic	57	717	731	30%	28%	19%	23%	0%	23%	35%
Black or African American	98	722	729	26%	22%	32%	*	*	20%	31%
Asian, Native Hawaiian, or Pacific Islander	60	730	759	18%	22%	25%	*	*	35%	60%
American Indian or Alaska Native	*	*	730	*	*	*	*	*	*	25%
Two or More Races	*	*	737	*	*	*	*	*	*	39%
Female	498	723	745	28%	20%	29%	*	*	24%	48%
Male	612	714	728	36%	26%	20%	*	*	17%	31%
Economically Disadvantaged Students	140	712	730	36%	24%	22%	*	*	17%	33%
Non-Economically Disadvantaged Students	970	719	739	32%	23%	24%	*	*	21%	42%
Students with Disabilities	174	703	708	*	*	*	*	*	*	13%
Students without Disabilities	936	721	742	*	*	*	*	*	*	44%
English Learners	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	*	*	708	*	*	*	*	*	*	19%
Military-Connected Students	20	725	729	*	*	*	*	*	40%	31%
Migrant Students	N	N	707	N	N	N	N	N	N	*



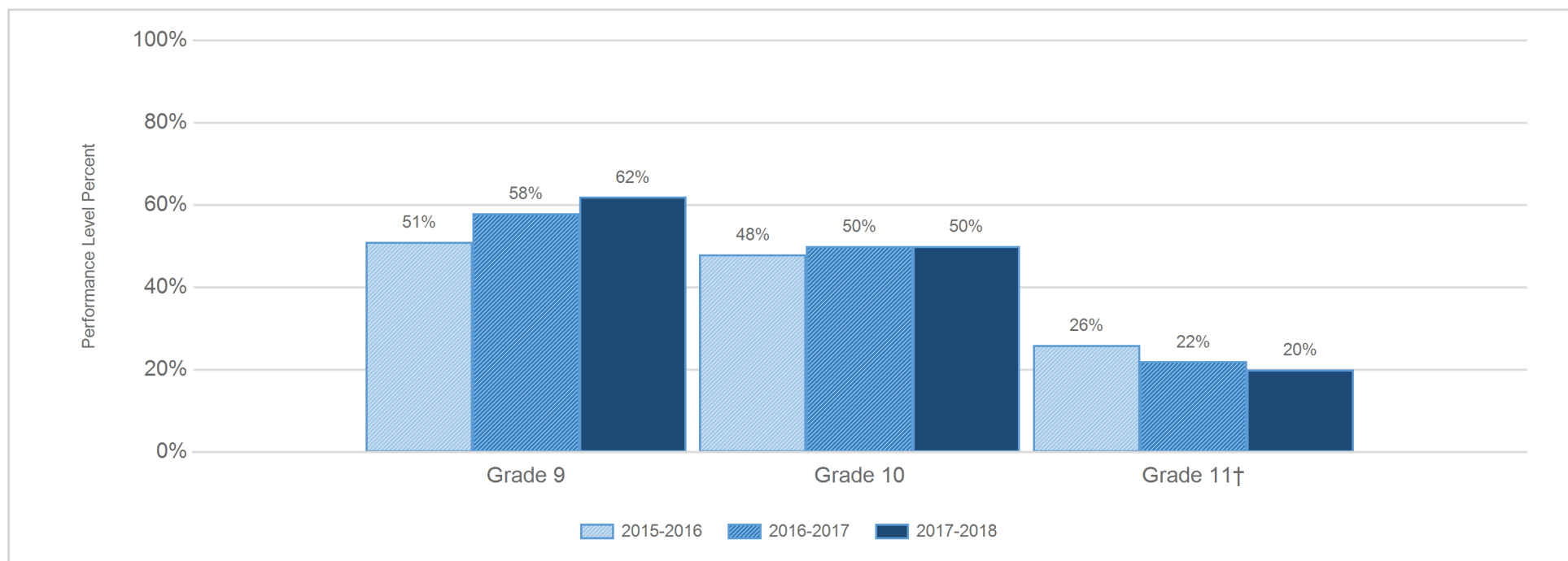
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English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the 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	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
Districtwide	3163	98.8	37.0	45.0	37.0	38.2	Met Target†
White	2468	98.6	37.8	54.1	37.8	38.8	Met Target†
Hispanic	164	98.8	23.2	29.2	23.2	28.8	Not Met
Black or African American	272	100.0	*	23.4	15.4	20.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	226	100.0	*	77.0	62.4	62.5	Met Target†
American Indian or Alaska Native	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	53.0	*	N	N
Female	1576	98.6	36.4	46.0	36.4		
Male	1587	99.0	37.7	43.9	37.7		
Economically Disadvantaged Students	320	97.9	18.1	26.6	18.1	24.1	Not Met
Non-Economically Disadvantaged Students	2843	98.9	39.2	55.9	39.2		
Students with Disabilities	456	97.1	*	17.1	*	13.6	Not Met
Students without Disabilities	2707	99.1	*	50.5	*		
English Learners	16	100.0	*	24.6	*	**	**
Non-English Learners	3147	98.8	*	46.9	*		
Homeless Students	10	90.9	*	17.3	38.8		
Students In Foster Care	*	*	*	16.2	*		
Military-Connected Students	69	100.0	30.4	45.8	30.4		
Migrant Students	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	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
Districtwide	1613	737	746	12%	21%	31%	34%	1%	35%	46%
White	1256	739	755	11%	19%	32%	37%	1%	38%	57%
Hispanic	92	729	730	18%	26%	34%	*	*	22%	27%
Black or African American	163	718	727	24%	39%	23%	15%	0%	15%	23%
Asian, Native Hawaiian, or Pacific Islander	84	*	779	*	17%	25%	*	*	55%	79%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	49%
Two or More Races	*	*	755	*	*	*	*	*	*	54%
Female	793	738	748	9%	21%	35%	*	*	34%	48%
Male	820	736	745	15%	21%	27%	*	*	36%	44%
Economically Disadvantaged Students	224	720	729	27%	31%	24%	*	*	18%	25%
Non-Economically Disadvantaged Students	1389	740	756	10%	19%	32%	*	*	38%	57%
Students with Disabilities	338	709	716	*	*	*	*	*	*	13%
Students without Disabilities	1275	744	752	*	*	*	*	*	*	52%
English Learners	14	720	710	*	*	*	*	*	*	*
Non-English Learners	1599	737	749	*	*	*	*	*	*	*
Homeless Students	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	33	741	752	*	*	48%	30%	0%	30%	49%
Migrant Students	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	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
Districtwide	1153	729	735	9%	32%	41%	*	*	18%	30%
White	907	730	740	8%	30%	42%	*	*	20%	37%
Hispanic	72	*	723	17%	38%	32%	14%	0%	14%	14%
Black or African American	124	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	741	*	*	*	*	*	*	39%
Female	556	731	736	7%	28%	46%	*	*	19%	30%
Male	597	727	734	11%	35%	37%	*	*	17%	29%
Economically Disadvantaged Students	142	718	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	1011	730	741	*	*	*	*	*	*	38%
Students with Disabilities	211	712	713	*	*	*	*	*	*	*
Students without Disabilities	942	733	738	*	*	*	*	*	*	*
English Learners	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	736	*	*	*	*	*	*	*
Homeless Students	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	29	732	731	*	*	48%	*	*	21%	24%
Migrant Students	N	N	709	N	N	N	N	N	N	11%



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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	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
Districtwide	1191	735	727	21%	20%	23%	34%	3%	37%	30%
White	957	732	733	22%	21%	24%	32%	2%	33%	35%
Hispanic	44	*	710	36%	30%	*	*	*	16%	14%
Black or African American	64	722	705	27%	19%	36%	19%	0%	19%	11%
Asian, Native Hawaiian, or Pacific Islander	118	*	766	*	*	14%	65%	11%	76%	66%
American Indian or Alaska Native	*	*	729	*	*	*	*	*	*	28%
Two or More Races	*	*	736	*	*	*	*	*	*	37%
Female	621	733	728	21%	20%	24%	33%	2%	35%	30%
Male	570	736	727	21%	19%	22%	34%	4%	38%	30%
Economically Disadvantaged Students	72	*	709	40%	15%	26%	18%	0%	18%	13%
Non-Economically Disadvantaged Students	1119	*	736	20%	20%	23%	35%	3%	38%	37%
Students with Disabilities	47	*	693	60%	21%	*	*	*	11%	*
Students without Disabilities	1144	*	732	19%	20%	*	*	*	38%	*
English Learners	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	703	*	*	*	*	*	*	10%
Students in Foster Care	*	*	693	*	*	*	*	*	*	*
Military-Connected Students	21	722	717	*	*	*	*	*	24%	20%
Migrant Students	N	N	708	N	N	N	N	N	N	15%



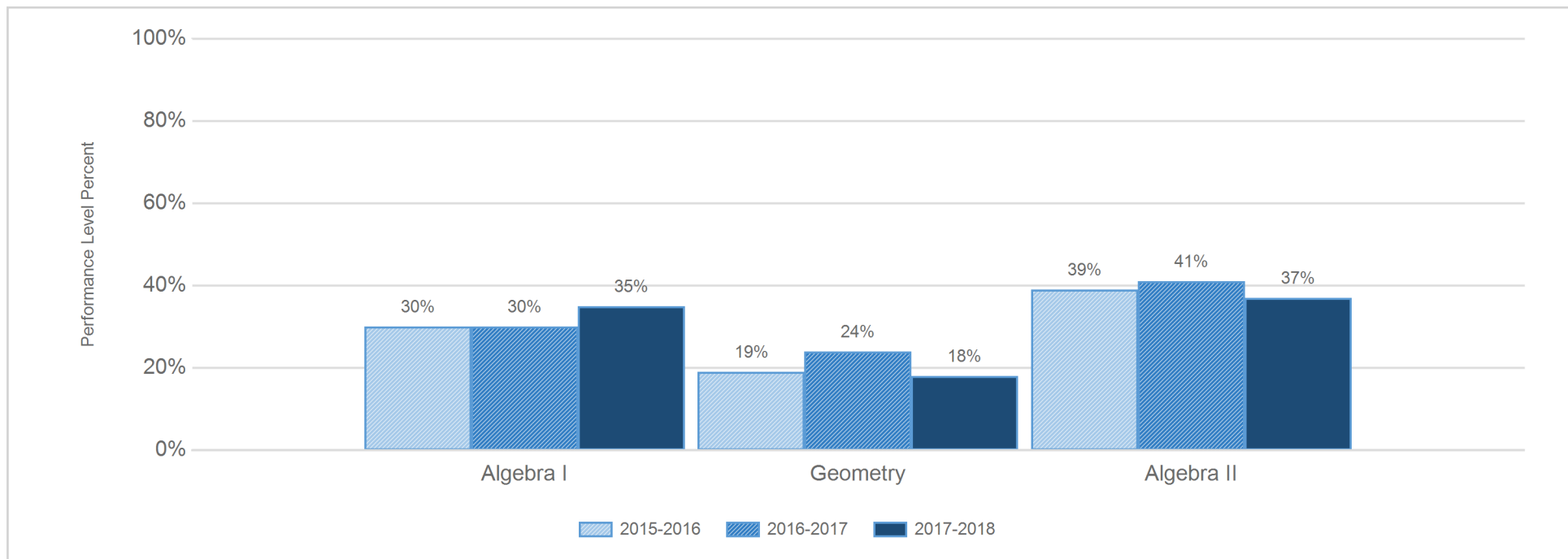
LENAPE REGIONAL
(05-2610)
Grades Offered: 09-12
2017-2018

Report Key:

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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.





LENAPE REGIONAL
(05-2610)
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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
11	31	32

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 district'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	62.5	56.6%	Met Target

† 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	24	75.0%	25.0%
3-4	*	*	*
5 or more	N	N	N

**LENAPE REGIONAL**

(05-2610)

Grades Offered: 09-12

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.



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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	District Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	96.0%	85.0%
12th graders taking SAT in 2017-18 or prior years	78.3%	72.2%
12th graders taking ACT in 2017-18 or prior years	21.3%	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	District Average Score	State Average Score	College Readiness Benchmarks	District - Students scores at or above Benchmark	State - Students scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	503	478	Grade 10: 430 Grade 11: 460	74%	62%
PSAT 10/NMSQT - Math	496	478	Grade 10: 480 Grade 11: 510	48%	42%
SAT - Reading and Writing	572	542	480	87%	72%
SAT - Math	572	543	530	66%	54%
ACT - Reading	24	24	22	64%	62%
ACT - English	24	24	18	89%	78%
ACT - Math	24	24	22	65%	62%
ACT - Science	23	23	23	55%	53%



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2017-2018

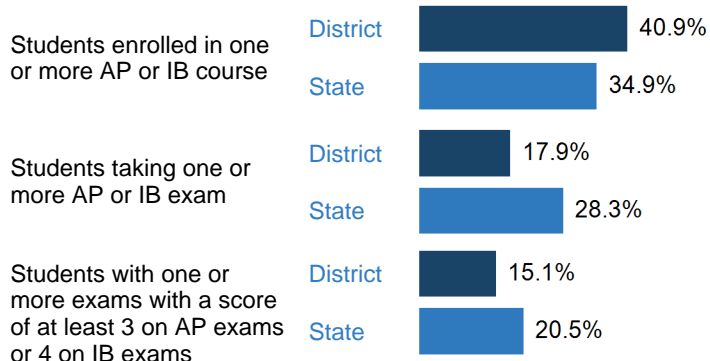
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (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	192	86
AP Calculus AB	300	137
AP Calculus BC	150	86
AP Chemistry	104	37
AP Chinese Language and Culture	0	1
AP Computer Science A	0	28
AP English Language and Composition	431	254
AP English Literature and Composition	249	41
AP Environmental Science	0	2
AP European History	70	8
AP French Language and Culture	2	0
AP German Language and Culture	0	1
AP Italian Language and Culture	54	15
AP Latin (Virgil, Catullus and Horace)	50	14
AP Macroeconomics	0	20
AP Microeconomics	0	39



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AP/IB Course	Students Enrolled	Students Tested
AP Music Theory	27	12
AP Physics 1	272	69
AP Physics C: Electricity and Magnetism	67	17
AP Physics C: Mechanics	61	35
AP Psychology	395	144
AP Spanish Language	43	14
AP Statistics	135	52
AP Studio Art—Drawing Portfolio	0	8
AP Studio Art—Two-Dimensional	32	11
AP U.S. History	468	195
AP World History	43	4
Total Exams taken		1330
Exams with scores of at least 3 on AP exams or 4 on IB exams		1052



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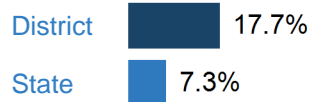
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

Career and Technical Education Participation

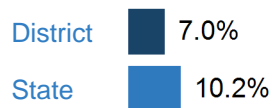
The graphs below show the percentage of students who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county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

District 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	1,013		
Finance	642		
Total (All Clusters)	1,655	0	0



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	1367	390	196	0	0	0	234
10	16	1088	502	169	3	4	109
11	1	42	666	457	147	40	477
12	2	6	205	318	513	360	213
Total	1386	1526	1569	944	663	404	1033
Enrolled in AP/IB Course					442	135	0
Enrolled in Dual Enrollment Course	0	0	0	291	191	113	113

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	1011	2	0	766	14	46
10	1074	625	0	20	12	10
11	190	1068	0	17	417	101
12	237	104	0	32	551	311
Total	2512	1799	0	835	994	468
Enrolled in AP/IB Course	192	104		0	399	0
Enrolled in Dual Enrollment Course	58	27	0	0	0	26



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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	47	31	1	0	191
10	1	1666	64	48	2	26
11	8	1630	209	414	24	91
12	34	49	137	423	143	1624
Total	43	3392	441	886	169	1932
Enrolled in AP/IB Course	43	468	0	395		70
Enrolled in Dual Enrollment Course	15	392	22	138	0	23

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	1033	150	209	268	101	0	11
10	1014	130	173	209	110	0	10
11	448	66	129	166	59	0	8
12	155	39	87	72	54	0	9
Total	2650	385	598	715	324	0	38
Enrolled in AP/IB Course	43	2	54	50	0	0	0
Enrolled in Dual Enrollment Course	396	72	104	139	60	0	12
Enrolled in Level 3 or Higher	668	88	240	148	118	0	13



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(05-2610)
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2017-2018

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
French	*
German	10
Italian	29
Latin	30
Russian	*
Spanish	36
Total	111



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2017-2018

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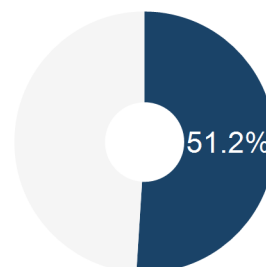
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Visual and Performing Arts – Course Participation

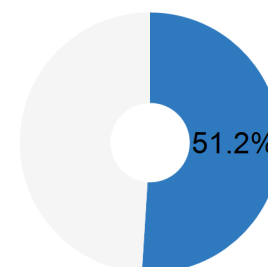
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the district and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the district and across the state.

Grades 9-12:

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

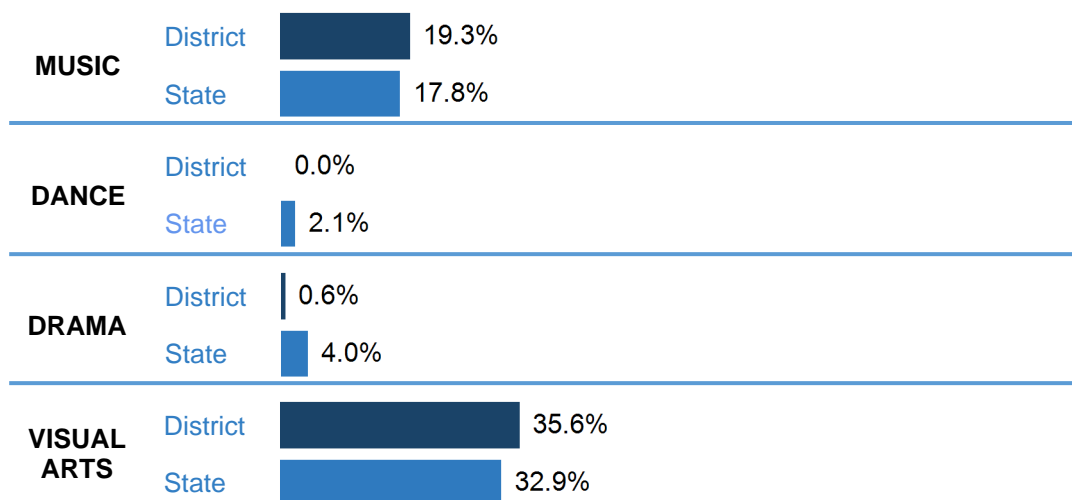


District



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	District - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	District - 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
Districtwide	96.0%	90.9%	96.5%	92.4%	96.0%	N	Met Goal	97.0%	N	Met Goal
White	96.5%	95.0%	97.2%	95.7%	96.9%	N	Met Goal	97.3%	N	Met Goal
Hispanic	92.5%	84.8%	90.7%	87.3%	88.7%	89.5%	Not Met	97.0%	N	Met Goal
Black or African American	92.1%	84.2%	91.3%	86.8%	89.2%	93.8%	Not Met	92.3%	94.8%	Not Met
Asian, Native Hawaiian or Pacific Islander	98.0%	97.0%	98.2%	97.7%	98.2%	N	Met Goal	99.1%	N	Met Goal
American Indian or Alaska Native	*	86.5%	*	94.1%	*	**	**	*	**	**
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	92.6%	84.6%	93.6%	87.0%	93.5%	93.0%	Met Target	94.6%	94.5%	Met Target
Students with Disabilities	85.4%	80.1%	88.0%	83.5%	86.9%	88.2%	Not Met	88.5%	92.5%	Not Met
English Learners	*	75.8%	*	81.8%	N	N	N	*	**	**
Homeless Students	*	72.6%	*	79.1%	*			*		
Students in Foster Care	*	62.6%	*	64.9%						



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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 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	62.5%	67.2%
Substitute Competency Test	31.1%	25.3%
Portfolio Appeals Process	0.8%	1.3%
Alternate Requirements specified in IEP	4.1%	4.6%
Unknown	1.5%	1.5%

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	96.0%	-
2017	96.0%	96.5%
2016	96.2%	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	District Rate	State Rate
2017-2018	0.3%	1.2%
2016-2017	0.3%	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%
Districtwide	83.4%	27.6%	72.4%
White	85.1%	27.1%	72.9%
Hispanic	66.7%	51.8%	48.2%
Black or African American	73.5%	34%	66%
Asian, Native Hawaiian, or Pacific Islander	88.9%	11.4%	88.6%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	63.3%	49.1%	50.9%
Students with Disabilities	54.9%	63.5%	36.5%
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%
Districtwide	88.8%	28%	72%	75.3%	24.7%	53.8%	46.2%
White	89.9%	28.2%	71.8%	76.1%	23.9%	52.3%	47.7%
Hispanic	*	*	*	*	*	*	*
Black or African American	80.3%	34.3%	65.7%	77.5%	22.5%	66.7%	33.3%
Asian, Native Hawaiian, or Pacific Islander	93.6%	14.7%	85.3%	62.7%	37.3%	54.9%	45.1%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	74.8%	45.9%	54.1%	82%	18%	76.2%	23.8%
Students with Disabilities	74.6%	59%	41%	84%	16%	74.3%	25.7%
English Learners	*	*	*	*	*	*	*



LENAPE REGIONAL
(05-2610)
Grades Offered: 09-12
2017-2018

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

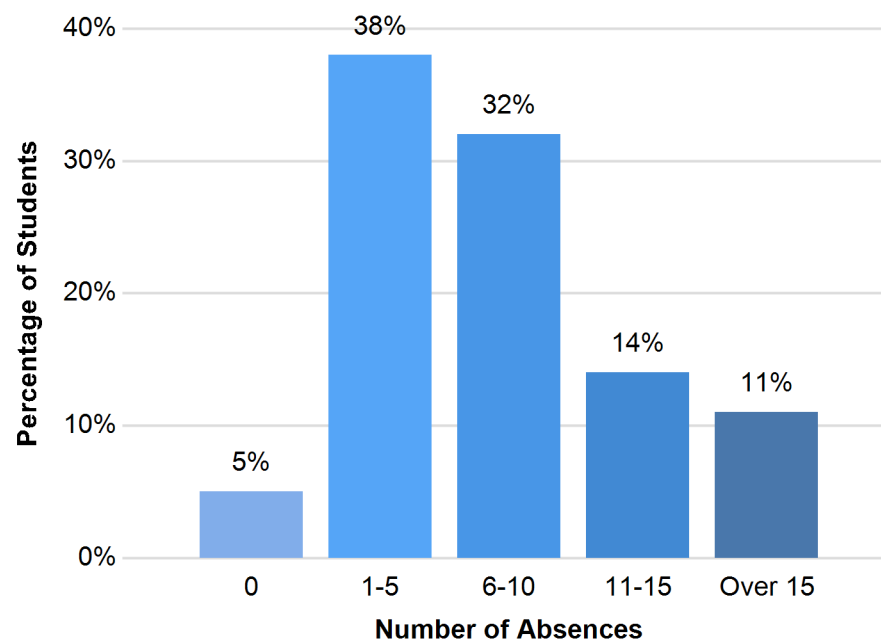
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Districtwide	597	8.8	14.9	Met
White	473	8.8	14.9	Met
Hispanic	40	11.4	14.9	Met
Black or African American	58	10.2	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	21	4.3	14.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.9	Met
Economically Disadvantaged Students	138	19.2	14.9	Not Met
Students with Disabilities	164	16.5	14.9	Not Met
English Learners	7	21.9	14.9	Not Met

Days Absent

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





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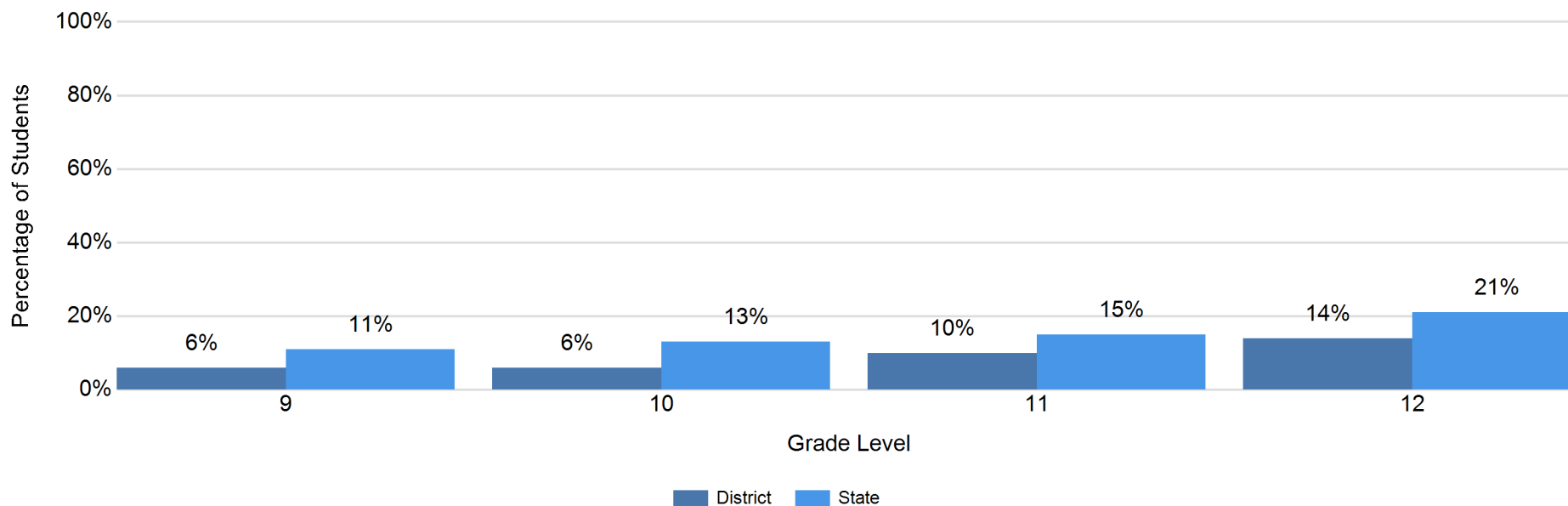
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Chronic Absenteeism by Grade

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	43
Wapons	1
Vandalism	9
Substances	49
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	107
Incidents Per 100 Students Enrolled	1.60

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	34
Weapons	1
Vandalism	5
Substances	36
Harassment, Intimidation, Bullying (HIB)	3
Other Incidents Leading to Removal	33

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	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	2	2
Sexual Orientation	0	2	2
Disability	0	0	0
Other	0	1	1
No Identified Nature	2		2

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	361	5.4%
Out-of-School	102	1.5%
Any Suspension	396	5.9%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	33	0.5%

School Days Missed due to Out-of-School Suspensions
457



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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 district and across the state.

Category	Teachers in District	Teachers in State
Total Number of teachers	586	117,464
Average years experience in public schools	14.4	12.0
Average years experience in district	13.0	10.7
Teachers in district for 4 or more years	85.3%	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 district.

Ratio	District Ratio
Students to Teachers	11:1
Students to Administrators	164:1
Teachers to Administrators	14:1
Students to Librarian/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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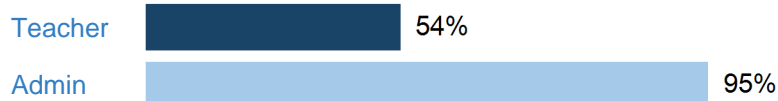
Teachers and Administrators - Level of Education

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	97.3%



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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	56.7%	36.6%
Male	43.3%	63.4%
White	96.4%	90.2%
Hispanic	1.5%	2.4%
Black or African American	1.5%	4.9%
Asian	0.3%	2.4%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.2%	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](#).

Schools Identified as Requiring Comprehensive or Targeted Support - Districtwide

The table below shows the list of schools in the district that are identified as requiring Comprehensive or Targeted Support and Improvement during the 2019-20 school year. 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. Schools where any student group has a summative score that would be in the bottom 5% of schools or where any student group missed annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. If a school requires Targeted Support and Improvement, the last column of the table lists the student groups that were identified. The schools below may have been identified based on either data from the 2016-17 or 2017-18 school year. See school level performance reports for more details.

There are currently no schools in this district identified as requiring comprehensive or targeted support during the 2019-20 school year.



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Accountability Summary by Student Group

This table shows whether the district and each student group met annual ESSA accountability targets for each indicator. Annual targets for proficiency and graduation rate were set based on a district 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 district. For more details on accountability targets, see these [accountability resources](#).

Student Group	ELA Proficiency: Met Target?	Math Proficiency: Met Target?	4-Year Graduation Rate: Met Target?	5-Year Graduation Rate: Met Target?	ELA Student Growth: Met Standard?	Math Student Growth: Met Standard?	Progress Towards English Language Proficiency: Met Annual Target?	Chronic Absenteeism: Met State Average?
Districtwide	Met Target	Met Target†	Met Goal	Met Goal	**	**	Met Target	Met
White	Met Target	Met Target†	Met Goal	Met Goal	**	**	n/a	Met
Hispanic	Met Target	Not Met	Not Met	Met Goal	**	**	n/a	Met
Black or African American	Met Target†	Not Met	Not Met	Not Met	**	**	n/a	Met
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target†	Met Goal	Met Goal	**	**	n/a	Met
American Indian or Alaska Native	**	**	**	**	**	**	n/a	**
Two or More Races	N	N	**	**	**	**	n/a	Met
Economically Disadvantaged Students	Met Target†	Not Met	Met Target	Met Target	**	**	n/a	Not Met
Students with Disabilities	Not Met	Not Met	Not Met	Not Met	**	**	n/a	Not Met
English Learners	**	**	**	**	**	**	Met Target	Not Met

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



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District 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.



Mission, Vision,
Theme:

The Lenape Regional High School District (LRHSD) serves the eight municipalities. Encompassing an area of 350 square miles, the Lenape District is the largest school district in Burlington County. The mission of the Lenape Regional High School District, a leader in progressive education, is to develop physically and emotionally healthy students who excel in an ever-changing world. <https://www.lrhdsd.org/Domain/802>



Awards, Recognition,
Accomplishments:

All schools were designated a No Place for Hate by the Anti-Defamation League of South Jersey and Philadelphia for the 6th consecutive year. The program helps schools to challenge anti-Semitism, racism, homophobia and all forms of bigotry. LRHSD has the distinction of being the only complete No Place for Hate school district in New Jersey. LRHSD is proud that it had multiple National Merit Commended Scholars and Semifinalists who have applied for finalist status.



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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)

LRHSD offers over 25 Athletic Programs. In 2016-2017 LRHSD became the first school district in the Olympic Conference to pilot Girls Golf. The pilot was successful as there was interest at each school. The district continued the pilot program in 2017-18 and plans to add Girls Golf as an official varsity sport in 2018-19 as it continues to strive to provide more students with more opportunities.



Clubs and Activities:

Each high school offers over 60 clubs that appeal to a wide range of student talents and interests. Here are some of the awards LRHSD students earned this past year: All-South Jersey Symphonic Band, All-State Orchestra, Olympic Conference Honors Band, All-South Jersey Jazz Band, All-South Jersey Band, All-South Jersey Choir, All-State Jazz Band, NJ State Teen Arts Festival, NJ Honors Jazz Choir, and 2 Marching Band State Championships.



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Before and After School Programs:

As a district with a wide breadth of special education offerings, LRHSD has worked to develop innovative programs to meet the specific needs of special needs students and to develop life-long job skills. The district is also proud to offer additional learning opportunities in the form of the Extended School program and summer classes to help students prepare for the SATs, college and their math classes. The district also offers various forms of after school tutoring.



Staff and Professional Learning:

The LRHSD faculty takes part in professional development through Research for Better Teaching (RBT), Understanding by Design (UbD), and Common Planning Time. These programs are dedicated to improving and building upon classroom instruction. Common Planning Time has been developed in a teacher's schedule to maximize collegial opportunities such as analyzing data, discussing pedagogy, and designing assessments while focusing on the results.



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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 <p>Student Supports and Services:</p>	<p>LRHSD has programs to meet the specific needs of special needs students and to develop life-long job skills including: morning cafés, in which students develop hands-on experience making, selling, and serving café patrons; Wii Tournaments between each of the schools; special holiday events and the Annual Special Needs Prom. Additionally, LRHSD Special Education program successfully placed dozens of students in nearly 55 different work sites, providing students with job development opportunities.</p>
 <p>Student Health and Wellness:</p>	<p>The LRHSD believes that a safe and caring environment is vital to an individual's optimal growth and well-being. Programs are offered to encourage students to live healthy lives through physical activity, make responsible life decisions, and self-assess their personal decisions to improve their wellness. These programs include: the Defy the Issue campaign, No Place for Hate initiative, Heads Up-Eyes Forward, Step Up & ID HIB and comprehensive Health and Physical Education Curricula.</p>
 <p>Parent and Community Involvement:</p>	<p>LRHSD fulfills its mission through the cooperation among a host of stakeholders including administrators, teachers, parents, municipal officials, and community members from the sending townships' K-8 school districts. All schools utilize email, Genesis Gradebook, a mobile app, Twitter, Facebook and Instagram to connect with families. Each school also has parent volunteer groups that are links from school to community. Several booster clubs also support and promote athletics and activities</p>






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p>
 <p>Facilities:</p>	<p>Lenape High School opened in 1958 on a 53-acre plot of land in Medford, NJ.. Situated on a parcel of land in the southeastern end of Medford Township, in the heart of the Pinelands, Shawnee High School was dedicated in 1971. Cherokee High School was opened on a 71-acre site in Evesham Township in September 1975. The Seneca High School building is 15 years old and located in the Pine Barrens National Preserve. The District also has the Sequoia Alternative Program which is located in Evesham Township.</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:

LRHSD has a wonderful partnership with local law enforcement agencies. LRHSD has a School Resource Officer (SRO) assigned to each school. All of the SROs play a vital role in the daily safety and security of all students, staff and visitors at each school. LRHSD has a 4-Day Rotating Schedule. Measurable outcomes include increased instructional time, improved average daily attendance, an increase in average daily punctuality and a decrease of discipline incidents and suspensions. The District's high expectations for its students is one of the ingredients to its success. During the 2017-2018 school year each high school celebrated students' college acceptances in a variety of ways as a strategy for raising expectations. We are proud that our students are Prepared to Succeed. <https://www.lrhdsd.org/Domain/802> Active community involvement is a hallmark of the Lenape District. In 2017-2018 approximately 1600 12th graders participated in the District's 7th Annual Senior Day of Service. Over 90 different locations across the eight townships the Lenape District serves, opened up their doors in order for LRHSD students to volunteer their services. <https://www.lrhdsd.org/page/17> In addition, to encourage community involvement among students through the Senior Day of Service, an overwhelming percentage of LRHSD students voluntarily participated in community service activities and clubs including inner city outreach, food banks, blood drives, autism awareness and senior citizen programs. LRHSD also appreciates the consistent and generous support it receives from its communities. In 2017-2018 alone, LRHSD received donations totaling \$199,549 towards enhancements for educational programming. Through its award winning television program, LDTV, the district provides high quality community-oriented programming from athletics to performing arts.