

**LENAPE HIGH SCHOOL**

(05-2610-050)

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 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 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	MR. CATTANI
Address	235 HARTFORD ROAD MEDFORD, NJ 08055
Phone Number	(609)654-5111
Email Address	VCATTANI@LRHSD.ORG
Website	https://www.lrhdsd.org/Domain/119
Facebook	https://www.facebook.com/LRHSDHighlights
Twitter	https://twitter.com/LenapePride



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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	425	486	529
10	441	436	462
11	410	435	429
12	484	421	450
Total	1,760	1,778	1,870

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	50.4%	47.6%	49.4%
Male	49.6%	52.4%	50.6%
Economically Disadvantaged Students	13.9%	14.8%	14.6%
Students with Disabilities	14.1%	14.2%	14.3%
English Learners	0.5%	0.4%	0.4%
Homeless Students		0.2%	0.6%
Students in Foster Care		0.2%	0.1%
Military-Connected Students		0.7%	1.8%
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	66.4%	62.7%	60.7%
Hispanic	5.3%	6.5%	7.6%
Black or African American	17.2%	18.4%	17.8%
Asian	10.6%	11.3%	11.9%
Native Hawaiian or Pacific Islander	0.2%	0.4%	0.5%
American Indian or Alaska Native	0.3%	0.2%	0.1%
Two or More Races	0.0%	0.4%	1.5%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	1,760	1,778	1,870
Shared Time Students	0	0	0
Full Time Equivalent	1,760	1,778	1,870

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	87.2%
Chinese	2.4%
Spanish	1.6%
Gujarati	1.0%
Other Languages	7.9%



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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	952	99.0	55.6	56.6	56.7	55.6	49.2	Met Target
White	564	98.5	57.8	57.5	65.6	57.8	50.1	Met Target
Hispanic	72	100.0	48.6	44.2	42.5	48.6	39.1	Met Target
Black or African American	162	100.0	32.7	*	37.3	32.7	33.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	130	100.0	79.2	*	82.3	79.2	74.5	Met Target
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	N	N
Female	464	99.0	63.1	64.8	64.5	63.1		
Male	488	99.0	48.6	48.6	49.4	48.6		
Economically Disadvantaged Students	110	99.1	30.0	33.2	38.5	30.0	35.9	Met Target†
Non-Economically Disadvantaged Students	842	99.0	59.0	59.1	67.5	59.0		
Students with Disabilities	139	97.3	13.6	*	21.6	13.6	21.2	Not Met
Students without Disabilities	813	99.3	62.9	*	63.9	62.9		
English Learners	*	*	*	*	27.3	*	**	**
Non-English Learners	*	*	*	*	59.4	*		
Homeless Students	*	*	*	20.0	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	18	100.0	66.7	60.0	57.4	66.7		
Migrant Students	N	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	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	506	756	756	752	7%	10%	20%	50%	13%	62%	55%
White	293	757	757	760	5%	11%	20%	55%	10%	65%	64%
Hispanic	33	751	749	735	*	*	*	*	*	55%	38%
Black or African American	91	737	737	734	19%	15%	29%	*	*	37%	34%
Asian, Native Hawaiian, or Pacific Islander	72	776	*	782	*	0%	*	54%	33%	88%	83%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	259	763	763	759	*	*	20%	53%	17%	69%	63%
Male	247	749	750	744	*	*	20%	47%	9%	55%	46%
Economically Disadvantaged Students	63	736	737	733	*	21%	33%	*	*	33%	34%
Non-Economically Disadvantaged Students	443	759	759	761	*	9%	19%	*	*	67%	65%
Students with Disabilities	68	716	720	716	35%	31%	21%	*	*	13%	15%
Students without Disabilities	438	762	762	758	3%	7%	20%	*	*	70%	62%
English Learners	*	*	698	691	*	*	*	*	*	*	*
Non-English Learners	*	*	757	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	719	*	*	*	*	*	*	20%
Military-Connected Students	13	756	760	749	*	0%	*	*	*	69%	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	448	749	749	749	16%	13%	23%	30%	18%	48%	51%
White	272	750	750	756	13%	13%	24%	35%	16%	51%	58%
Hispanic	*	*	*	733	*	*	*	*	*	*	38%
Black or African American	70	726	*	728	26%	23%	27%	*	*	24%	32%
Asian, Native Hawaiian, or Pacific Islander	58	778	*	782	*	*	19%	26%	43%	69%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	208	757	759	759	12%	10%	23%	35%	21%	55%	60%
Male	240	742	741	739	19%	16%	24%	26%	15%	41%	42%
Economically Disadvantaged Students	49	724	723	730	33%	*	27%	*	*	22%	34%
Non-Economically Disadvantaged Students	399	752	752	758	14%	*	23%	*	*	51%	59%
Students with Disabilities	65	699	705	707	*	*	*	*	*	*	15%
Students without Disabilities	383	757	756	756	*	*	*	*	*	*	57%
English Learners	N	N	*	684	N	N	N	N	N	N	*
Non-English Learners	448	749	*	752	16%	13%	23%	30%	18%	48%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	707	*	*	*	*	*	*	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
Schoolwide	278	724	718	736	24%	23%	26%	*	*	27%	39%
White	179	724	717	737	25%	22%	26%	*	*	27%	41%
Hispanic	*	*	717	731	*	*	*	*	*	*	35%
Black or African American	51	722	722	729	25%	24%	31%	20%	0%	20%	31%
Asian, Native Hawaiian, or Pacific Islander	26	730	730	759	*	*	*	*	*	31%	60%
American Indian or Alaska Native	N	N	*	730	N	N	N	N	N	N	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	119	728	723	745	21%	20%	29%	*	*	29%	48%
Male	159	721	714	728	26%	25%	24%	*	*	25%	31%
Economically Disadvantaged Students	61	717	712	730	31%	16%	30%	*	*	23%	33%
Non-Economically Disadvantaged Students	217	726	719	739	22%	24%	25%	*	*	28%	42%
Students with Disabilities	51	707	703	708	45%	24%	*	*	*	16%	13%
Students without Disabilities	227	728	721	742	19%	22%	*	*	*	30%	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	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	*



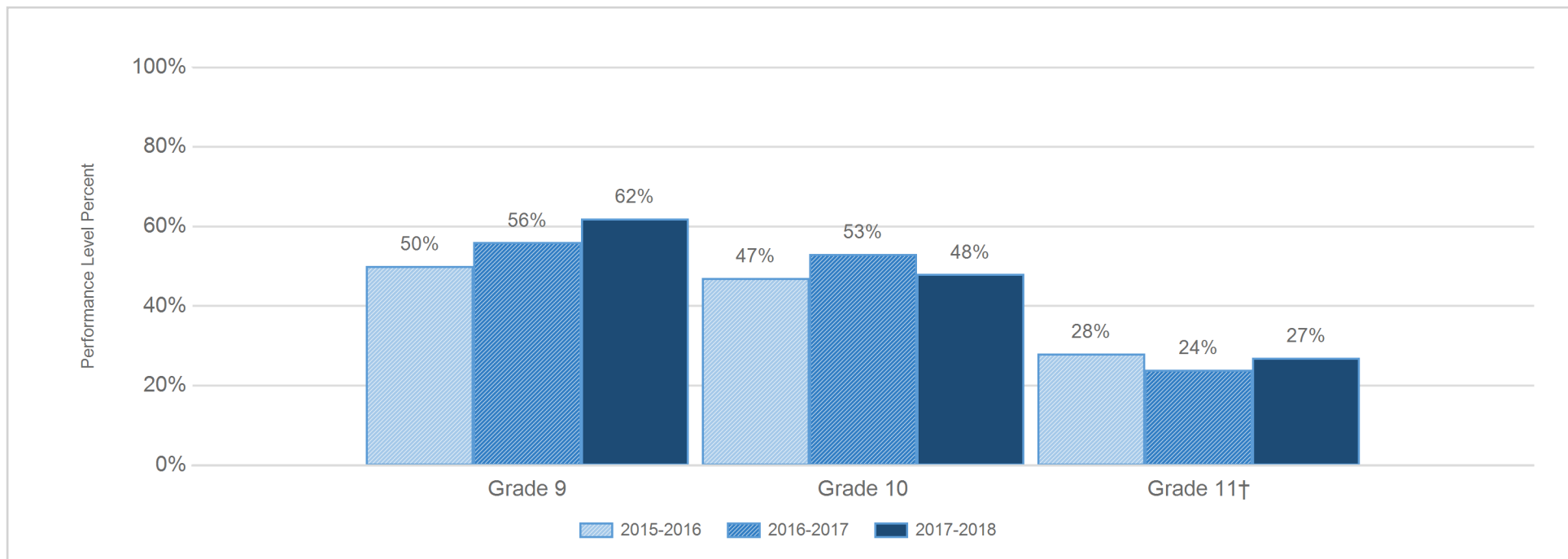
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English Language Arts/Literacy Assessment - Performance Trends

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	875	98.5	35.5	37.0	45.0	35.5	39.4	Not Met
White	512	97.9	39.1	37.8	54.1	39.1	41.7	Met Target†
Hispanic	73	97.4	21.9	23.2	29.2	21.9	24.7	Met Target†
Black or African American	166	100.0	11.4	*	23.4	11.4	20.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	100	100.0	64.0	*	77.0	64.0	73.3	Not Met
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	N	N
Female	441	98.3	35.6	36.4	46.0	35.6		
Male	434	98.7	35.3	37.7	43.9	35.3		
Economically Disadvantaged Students	117	97.6	15.4	18.1	26.6	15.4	24	Not Met
Non-Economically Disadvantaged Students	758	98.6	38.5	39.2	55.9	38.5		
Students with Disabilities	140	97.4	*	*	17.1	*	16.4	Not Met
Students without Disabilities	735	98.7	*	*	50.5	*		
English Learners	*	*	*	*	24.6	*	**	**
Non-English Learners	*	*	*	*	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	17	100.0	41.2	30.4	45.8	41.2		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	433	730	737	746	14%	27%	31%	28%	0%	28%	46%
White	256	734	739	755	11%	20%	36%	32%	0%	32%	57%
Hispanic	33	724	729	730	*	33%	39%	*	*	12%	27%
Black or African American	100	716	718	727	25%	41%	23%	11%	0%	11%	23%
Asian, Native Hawaiian, or Pacific Islander	32	754	*	779	0%	*	*	59%	0%	59%	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	12	737	*	755	0%	*	*	*	*	42%	54%
Female	213	729	738	748	13%	28%	35%	24%	0%	24%	48%
Male	220	731	736	745	15%	26%	28%	32%	0%	32%	44%
Economically Disadvantaged Students	79	716	720	729	29%	34%	24%	13%	0%	13%	25%
Non-Economically Disadvantaged Students	354	734	740	756	10%	25%	33%	32%	0%	32%	57%
Students with Disabilities	97	709	709	716	*	*	*	*	*	*	13%
Students without Disabilities	336	737	744	752	*	*	*	*	*	*	52%
English Learners	*	*	720	710	*	*	*	*	*	*	*
Non-English Learners	*	*	737	749	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	11	745	741	752	0%	*	*	*	*	45%	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	319	728	729	735	9%	36%	35%	19%	0%	19%	30%
White	183	732	730	740	7%	31%	35%	27%	0%	27%	37%
Hispanic	42	724	*	723	*	40%	31%	*	*	17%	14%
Black or African American	70	718	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	159	730	731	736	8%	31%	39%	21%	0%	21%	30%
Male	160	725	727	734	11%	40%	32%	18%	0%	18%	29%
Economically Disadvantaged Students	49	715	718	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	270	730	730	741	*	*	*	*	*	*	38%
Students with Disabilities	66	710	712	713	*	*	*	*	*	*	*
Students without Disabilities	253	732	733	738	*	*	*	*	*	*	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	732	731	*	*	*	*	*	*	24%
Migrant Students	N	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	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	325	743	735	727	16%	17%	22%	42%	4%	45%	30%
White	211	738	732	733	17%	19%	23%	*	*	41%	35%
Hispanic	12	733	*	710	*	*	*	*	*	42%	14%
Black or African American	40	722	722	705	25%	*	38%	*	*	18%	11%
Asian, Native Hawaiian, or Pacific Islander	56	773	*	766	*	*	*	*	*	79%	66%
American Indian or Alaska Native	*	*	*	729	*	*	*	*	*	*	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	164	747	733	728	11%	16%	23%	*	*	50%	30%
Male	161	739	736	727	20%	18%	21%	*	*	40%	30%
Economically Disadvantaged Students	38	718	*	709	37%	*	29%	*	*	21%	13%
Non-Economically Disadvantaged Students	287	746	*	736	13%	*	21%	*	*	48%	37%
Students with Disabilities	13	685	*	693	*	*	*	*	*	*	*
Students without Disabilities	312	745	*	732	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	703	*	*	*	*	*	*	10%
Students in Foster Care	*	*	*	693	*	*	*	*	*	*	*
Military-Connected Students	*	*	722	717	*	*	*	*	*	*	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



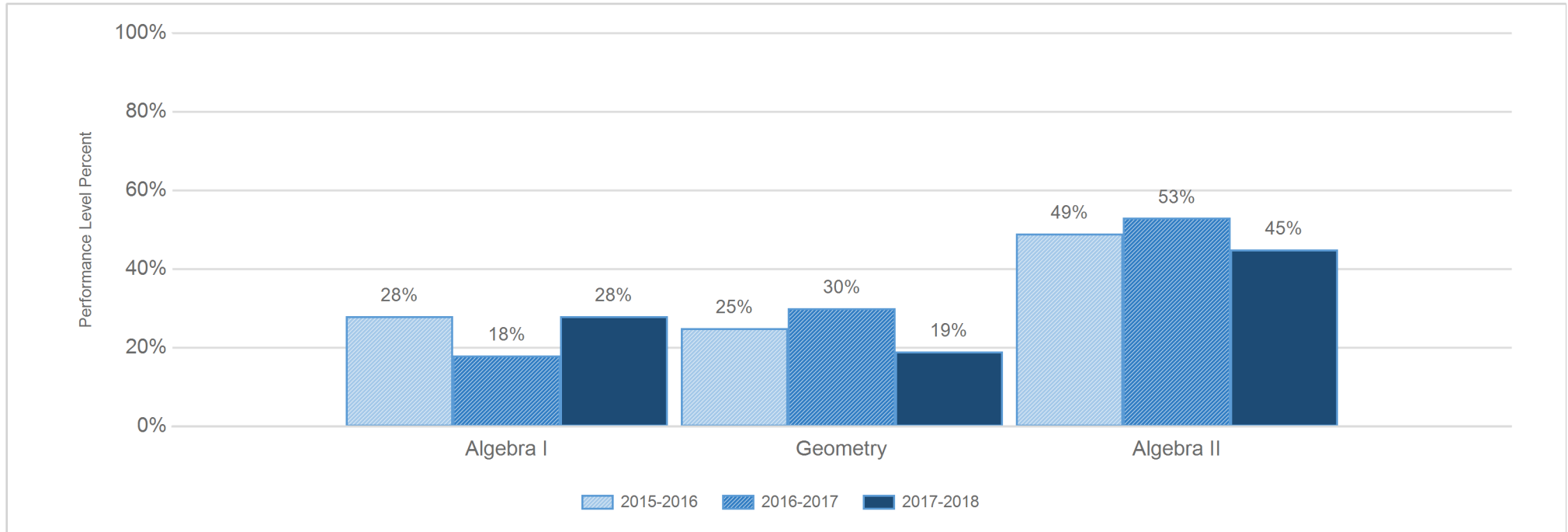
LENAPE HIGH SCHOOL
(05-2610-050)
Grades Offered: 09-12
2017-2018

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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
11	13	14

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	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
5 or more	N	N	N

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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.



LENAPE 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	93.6%	85.0%
12th graders taking SAT in 2017-18 or prior years	73.3%	72.2%
12th graders taking ACT in 2017-18 or prior years	22.4%	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	502	478	Grade 10: 430 Grade 11: 460	72%	62%
PSAT 10/NMSQT - Math	506	478	Grade 10: 480 Grade 11: 510	52%	42%
SAT - Reading and Writing	573	542	480	86%	72%
SAT - Math	581	543	530	72%	54%
ACT - Reading	25	24	22	66%	62%
ACT - English	25	24	18	89%	78%
ACT - Math	26	24	22	72%	62%
ACT - Science	24	23	23	62%	53%



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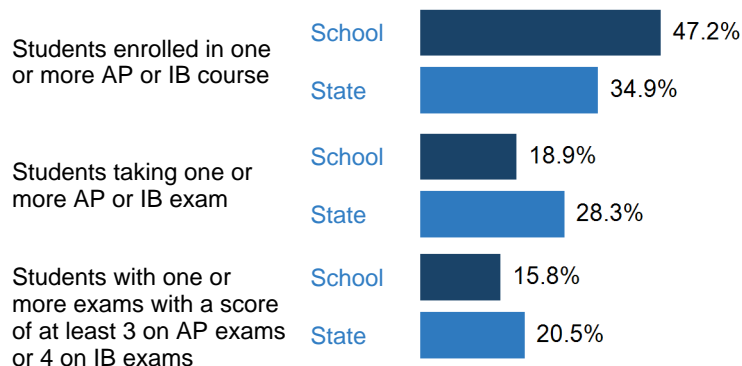
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (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	36	30
AP Calculus AB	96	48
AP Calculus BC	45	19
AP Chemistry	33	22
AP Chinese Language and Culture	0	1
AP Computer Science A	0	17
AP English Language and Composition	126	78
AP English Literature and Composition	47	8
AP European History	44	3
AP German Language and Culture	0	1
AP Italian Language and Culture	14	8
AP Latin (Virgil, Catullus and Horace)	23	0
AP Macroeconomics	0	7
AP Microeconomics	0	3
AP Music Theory	8	4
AP Physics 1	94	9

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AP/IB Course	Students Enrolled	Students Tested
AP Physics C: Electricity and Magnetism	41	7
AP Physics C: Mechanics	0	16
AP Psychology	155	37
AP Spanish Language	13	3
AP Statistics	56	25
AP Studio Art—Two-Dimensional	10	0
AP U.S. History	159	65
AP World History	14	0
Total Exams taken		411
Exams with scores of at least 3 on AP exams or 4 on IB exams		322



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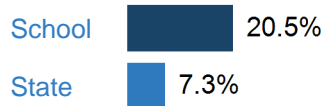
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

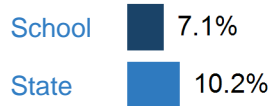
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

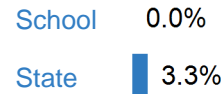
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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	383		
Finance	133		
Total (All Clusters)	516	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	377	120	76	0	0	0	87
10	6	242	118	93	2	2	41
11	0	14	188	92	60	18	127
12	1	1	64	75	126	134	53
Total	384	377	446	260	188	154	308
Enrolled in AP/IB Course					141	56	0
Enrolled in Dual Enrollment Course	0	0	0	91	70	50	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	310	1	0	229	4	10
10	267	215	0	7	5	3
11	40	247	0	7	161	19
12	33	22	0	12	162	61
Total	650	485	0	255	332	93
Enrolled in AP/IB Course	36	33		0	134	0
Enrolled in Dual Enrollment Course	15	13	0	0	41	3



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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	23	13	0	0	49
10	0	455	32	1	0	6
11	4	431	42	141	5	14
12	10	16	18	100	37	425
Total	14	925	105	242	42	494
Enrolled in AP/IB Course	14	159	0	155		44
Enrolled in Dual Enrollment Course	3	176	2	73	0	19

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	322	46	40	95	31	0	0
10	271	43	38	85	21	0	0
11	155	22	30	59	17	0	0
12	53	8	20	34	18	0	0
Total	801	119	128	273	87	0	0
Enrolled in AP/IB Course	13	0	14	23	0	0	0
Enrolled in Dual Enrollment Course	136	38	25	73	24	0	0
Enrolled in Level 3 or Higher	234	25	56	52	33	0	0

**LENAPE HIGH SCHOOL**

(05-2610-050)

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
French	*
German	*
Italian	10
Latin	14
Spanish	15
Total	48

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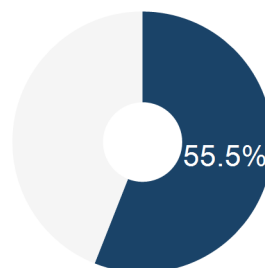
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Visual and Performing Arts – Course Participation

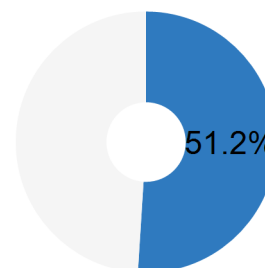
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

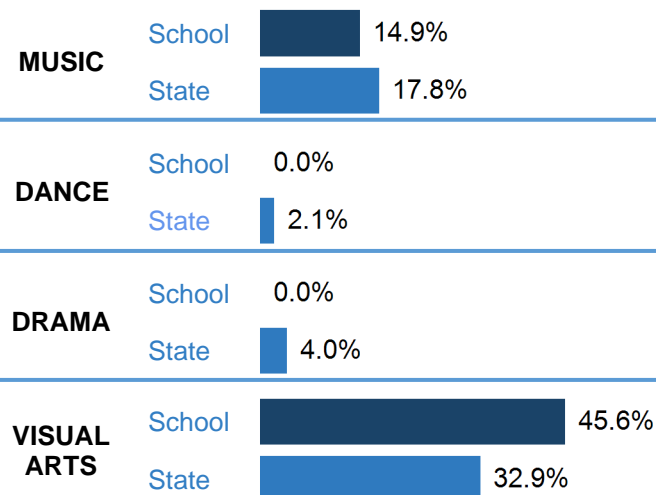


School



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	94.8%	90.9%	95.9%	92.4%	94.3%	93.0%	Met Target	95.0%	N	Met Goal
White	95.1%	95.0%	96.4%	95.7%	95.3%	N	Met Goal	95.1%	N	Met Goal
Hispanic	*	84.8%	*	87.3%	*	**	**	96.0%	N	Met Goal
Black or African American	92.6%	84.2%	93.6%	86.8%	90.4%	92.1%	Not Met	93.4%	96.0%	Not Met
Asian, Native Hawaiian or Pacific Islander	97.8%	97.0%	95.7%	97.7%	95.7%	N	Met Goal	98.0%	N	Met Goal
American Indian or Alaska Native	N	86.5%	*	94.1%	*	**	**	*	**	**
Two or More Races	*	92.0%	N	93.9%	N	N	N	*	**	**
Economically Disadvantaged Students	92.9%	84.6%	100.0%	87.0%	100.0%	N	Met Goal	94.5%	96.0%	Not Met
Students with Disabilities	81.5%	80.1%	84.4%	83.5%	79.7%	79.6%	Met Target	81.0%	90.6%	Not Met
English Learners	N	75.8%	*	81.8%	N	N	N	N	N	N
Homeless Students	*	72.6%	N	79.1%	N			N		
Students in Foster Care	*	62.6%	*	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	57.1%	63.6%
Substitute Competency Test	35.3%	27.4%
Portfolio Appeals Process	1.8%	2.1%
Alternate Requirements specified in IEP	5.1%	6.2%
Unknown	0.7%	0.7%

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	94.8%	-
2017	94.3%	95.9%
2016	94.6%	95.0%

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	0.6%	1.2%
2016-2017	0.3%	1.1%
2015-2016	0.6%	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	82.5%	27.2%	72.8%
White	84.5%	24.6%	75.4%
Hispanic	*	*	*
Black or African American	77.6%	39.4%	60.6%
Asian, Native Hawaiian, or Pacific Islander	95.5%	7.1%	92.9%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	64.5%	34.7%	65.3%
Students with Disabilities	52%	61.5%	38.5%
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%
Schoolwide	90.3%	27.5%	72.5%	73%	27%	55.9%	44.1%
White	93.1%	26.2%	73.8%	72.5%	27.5%	52.5%	47.5%
Hispanic	*	*	*	*	*	*	*
Black or African American	78.5%	37.1%	62.9%	79%	21%	66.1%	33.9%
Asian, Native Hawaiian, or Pacific Islander	100%	15.9%	84.1%	65.9%	34.1%	54.5%	45.5%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	78.2%	44.2%	55.8%	79.1%	20.9%	72.1%	27.9%
Students with Disabilities	76.1%	51.4%	48.6%	82.9%	17.1%	74.3%	25.7%
English Learners	*	*	*	*	*	*	*



LENAPE HIGH SCHOOL
(05-2610-050)
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.

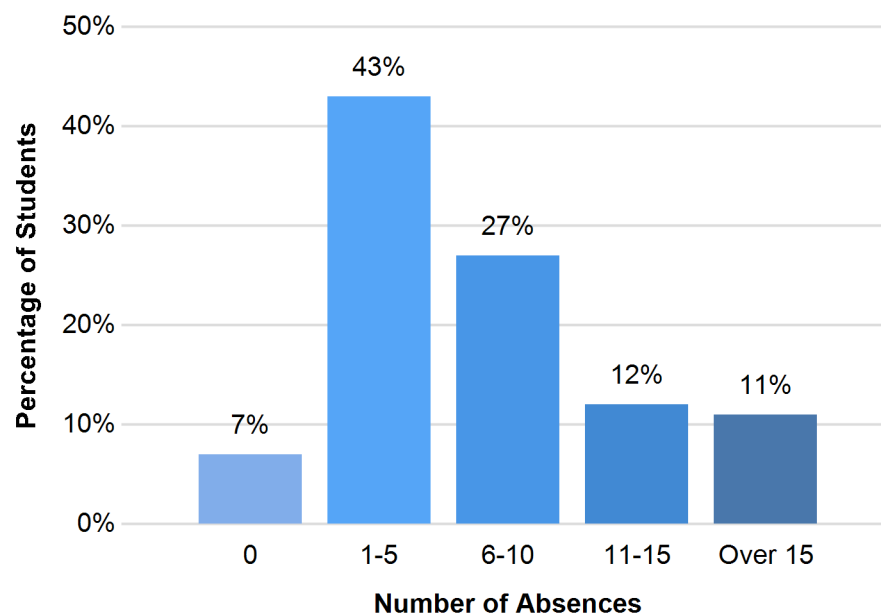
Chronic Absenteeism

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
Schoolwide	185	9.7	14.9	Met
White	106	9.1	14.9	Met
Hispanic	25	17.2	14.9	Not Met
Black or African American	40	11.6	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	9	3.8	14.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.9	Not Met
Economically Disadvantaged Students	57	20.4	14.9	Not Met
Students with Disabilities	46	14.9	14.9	Met
English Learners	*	*	**	**

Days Absent

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



**LENAPE HIGH SCHOOL**

(05-2610-050)

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2017-2018

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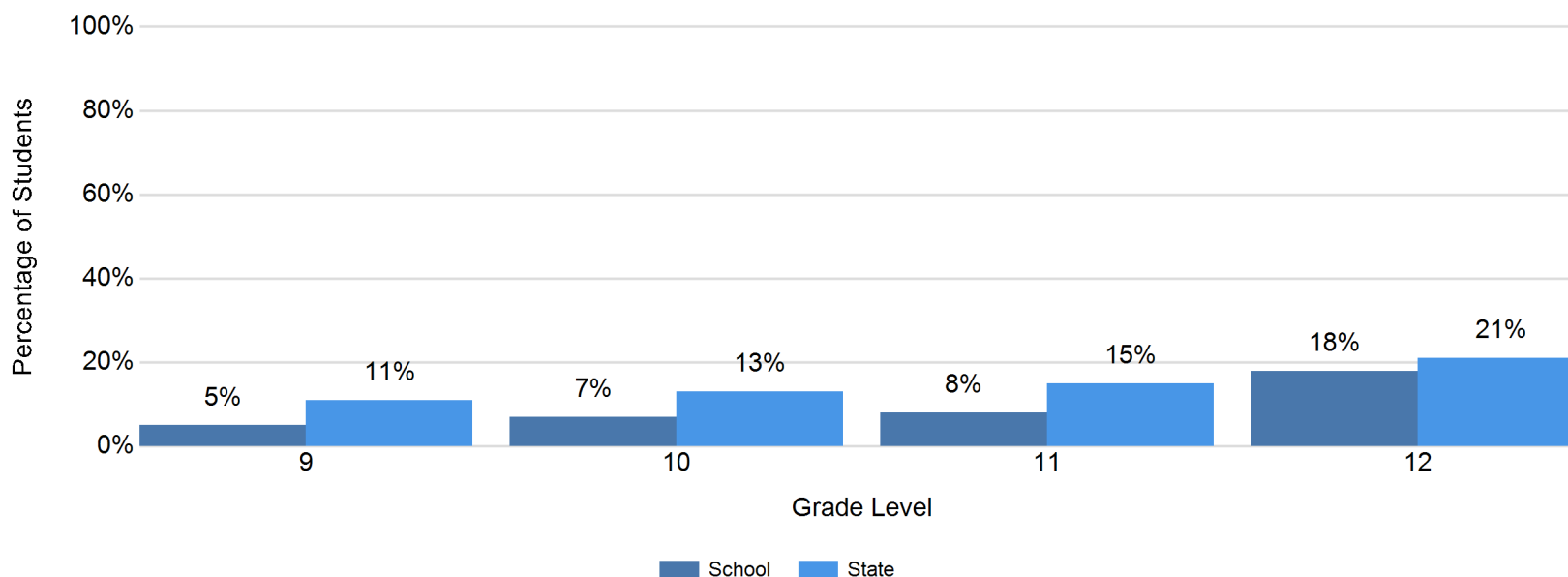
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Chronic Absenteeism by Grade

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	13
Weapons	1
Vandalism	3
Substances	11
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	31
Incidents Per 100 Students Enrolled	1.66

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	9
Weapons	1
Vandalism	1
Substances	5
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	6

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	1	1
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	1	1
No Identified Nature	1		1

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	81	4.3%
Out-of-School Suspensions	21	1.1%
Any Suspension	94	5.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	11	0.6%

School Days Missed due to Out-of-School Suspensions
80



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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	1.4:1

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	155	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	78.7%	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	234:1	164:1
Teachers to Administrators	19:1	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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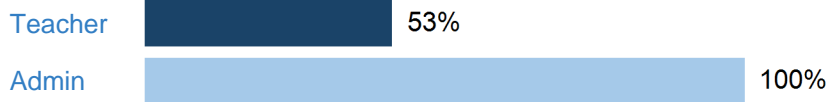
Teachers and Administrators - Level of Education

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	97.6%



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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	58.1%	12.5%
Male	41.9%	87.5%
White	94.2%	75.0%
Hispanic	3.9%	0.0%
Black or African American	1.3%	25.0%
Asian	0.6%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%



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

Comprehensive Status

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

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

Targeted Status

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

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



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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	51.86	17.5%
Mathematics Proficiency	51.00	17.5%
Graduation Rate - 4-Year	53.30	25.0%
Graduation Rate - 5-Year	52.30	25.0%
Progress Towards English Language Proficiency (coming 2018)	**	**
Chronic Absenteeism	54.31	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	52.55	n/a
Summative Rating: Percentile rank of Summative Score	51.29	n/a
Requires Comprehensive Support: Summative Score is in the bottom 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

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



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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Support 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	Not Met	Met Target	Met Goal	**	Met	No
White	48.93	8.94	No	Met Target	Met Target†	Met Goal	Met Goal	n/a	Met	No
Hispanic	66.19	8.94	No	Met Target	Met Target†	**	Met Goal	n/a	Not Met	No
Black or African American	61.73	8.94	No	Met Target†	Not Met	Not Met	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	42.60	8.94	No	Met Target	Not Met	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	N	N	N	**	n/a	Not Met	No
Economically Disadvantaged Students	65.05	8.94	No	Met Target†	Not Met	Met Goal	Not Met	n/a	Not Met	No
Students with Disabilities	45.85	8.94	No	Not Met	Not Met	Met Target	Not Met	n/a	Met	No
English Learners	**	**	No	**	**	**	**	**	**	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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • The Lenape football team won the Group 5 South Jersey Sectional Championship for the first time in school history. • The Lenape Marching Band won the Group II State Championship. • Lenape is proud to be designated a No Place for Hate School for the 6th consecutive year by the Anti-Defamation League.
 <p>Mission, Vision, Theme:</p>	<p>The mission of Lenape High School is to create an inclusive community of lifelong learners who strive to become academically and culturally responsible citizens on a personal path to greatness.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Reflective of LRHSD as a whole, Lenape students excel academically. Beyond its graduation rate of 95%, Lenape consistently exceeds state and national averages on state assessments and college entrance exams. In the 2017-18 school year, Lenape students posted over 30 "800" SAT section scores. Lenape students took over 500 Advanced Placement exams, and 85% of them scored 3 or higher. Lenape consistently has National Merit Scholars recognized annually.</p>



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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)

Lenape High School is proud of the achievements of student-athletes. During the 2017-18 school year, its teams won five division and two sectional championships Boys Tennis and Girls Track and Field. In addition, individual athletes earned many local, regional, and statewide recognitions and multiple coaches achieved coach of the year honors. Lenape is also proud to have piloted a girls golf program. Lenape was awarded the Olympic Conference Sportsmanship Award for the 2017-18 school year.



Clubs and Activities:

With a wide range of academic, community service, cultural, and special interest organizations in which students can get involved, students can choose from a variety of options. In the past year Lenape clubs have volunteered at the AIDS Walk Philadelphia, soup kitchens in Camden and Mount Holly, Give Kids The World in Kissimmee, FL, and at several other locations throughout the region.



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Before and After School Programs:

Lenape offers a variety of academic resources to address clarity or additional assistance for all students. Whether it is after school or during lunch, teachers and National Honor Society students are available to help students. After school, Lenape provides peer tutoring at the tutoring center, individual teacher instruction at the Tutoring Tribe, and NHS tutoring in the media center. Lenape also assigns NHS students to meet with students in need during their study hall.



Staff and Professional Learning:

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



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






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>School climate surveys have been used through the Middle States Accreditation process.</p>
 <p>Facilities:</p>	<p>Lenape High School opened in 1958 on a 53-acre plot of land in Medford, NJ. Since that time, the school has undergone multiple renovations to accommodate the educational needs of the sprawling community. Students attend classes throughout the campus and enjoy the advantages of a large high school and smaller learning communities. The school is up to date with modern technology needed to support the school curriculum.</p>
 <p>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>



LENAPE HIGH SCHOOL

(05-2610-050)

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

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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:

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