



Lenape Regional High School District (05-2610)

2023-2024

County: Burlington

Superintendent: Dr. Carol Birnbohm

District: Lenape Regional High School District

[District Website](#)

93 Willow Grove Road
Shamong, NJ 08088

609-268-2000 x554600



6,456
Total Students



09-12
Grades Offered

Overview & Resources

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

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

Important Note for 2023-24 Reports: The NJDOE recommends caution in comparing data from year to year over the last several years.

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

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

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

Overview & Resources

District Contact Information

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 High School District
Superintendent Name	Dr. Carol Birnbohm
Address	93 Willow Grove Road, Shamong, NJ 08088
Phone Number	609-268-2000 x554600
Email Address	cbirnbohm@lrhsd.org
Website	www.lrhsd.org
Facebook	https://www.facebook.com/LRHSDHighlights
Twitter	https://x.com/LRHSDstatus

Overview & Resources

Schools in this District

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

School Name	Grades Offered
Cherokee High School	09-12
Lenape High School	09-12
Seneca High School	09-12
Shawnee High School	09-12

Demographics

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students who attend programs outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2021-22	2022-23	2023-24
9	1,641	1,675	1,584
10	1,615	1,595	1,647
11	1,611	1,596	1,568
12	1,705	1,668	1,657
Total	6,572	6,534	6,456

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. To protect student and staff privacy, gender percentages may show a range, depending on the overall school population size.

Student Group	2021-22	2022-23	2023-24
Female	50.0%	48.0%	49.0%
Male	50.0%	51.0%	51.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	8.6%	10.5%	12.2%
Students with Disabilities	16.6%	17.1%	16.5%
Multilingual Learners	0.6%	0.7%	0.9%
Students Experiencing Homelessness	0.2%	0.1%	0.3%
Students in Foster Care	0.2%	0.1%	0.2%
Military-Connected Students	2.0%	1.9%	1.9%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial And Ethnic Group	2021-22	2022-23	2023-24
White	73.6%	71.2%	68.9%
Hispanic	8.0%	9.4%	10.5%
Black or African American	6.8%	6.9%	7.4%
Asian	7.4%	7.9%	8.2%
Native Hawaiian or Pacific Islander	0.3%	0.2%	0.1%
American Indian or Alaska Native	0.1%	0.1%	0.2%
Two Or More Races	3.8%	4.3%	4.7%

Demographics

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students who attend programs outside of the district are not included in enrollment counts and percentages.

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.

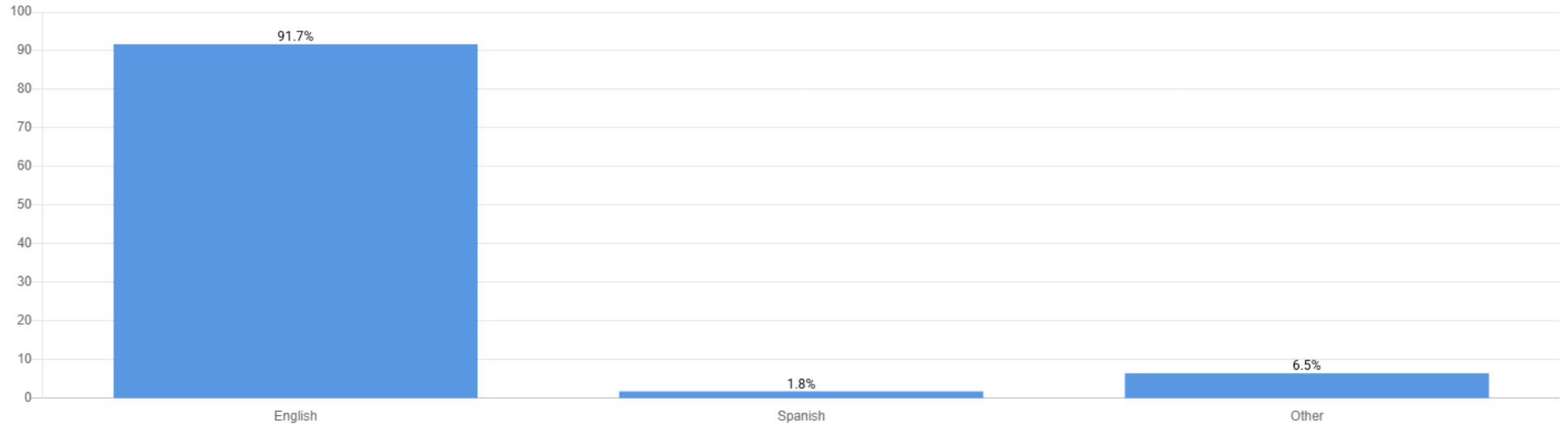
Enrollment Status	2021-22	2022-23	2023-24
Full Time Students	6,572	6,534	6,456
Shared Time Students	0	0	0
Full Time Equivalent	6,572	6,534	6,456

Demographics

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students who attend programs outside of the district are not included in enrollment counts and percentages.

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



Academic Achievement

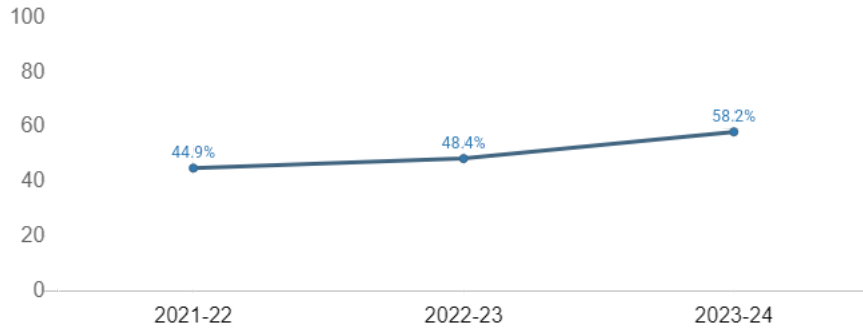
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For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2024 Accountability Data in the School & District Accountability section.

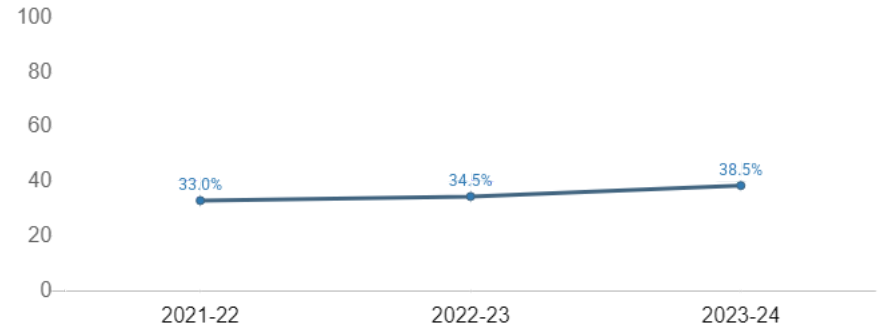
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the New Jersey Student Learning Assessment (NJSLA) and the DLM alternate assessment for English language arts (ELA) and mathematics. The Proficiency Rate for Federal Accountability measures the percentage of students who met or exceeded expectations on the assessments (NJSLA or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. Students who were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	98.4%	98.5%	98.7%	98.4%	98.8%	98.8%
Proficiency Rate for Federal Accountability	44.9%	48.4%	58.2%	33.0%	34.5%	38.5%
Annual Target	54.6%	56.2%	50.1%	42.8%	45.1%	36.7%
Met Annual Target?	Not Met	Not Met	Met Target	Not Met	Not Met	Met Target
Statewide Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

† Target was met within a confidence interval.

Academic Achievement

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English language arts (ELA) both overall and by student group. It includes the results of students taking both the NJSLA and DLM. NJSLA results for ELA include only students in grades 3 through 9. Students who were enrolled for less than half a school year are excluded from performance results. Student are considered to have met or exceeded expectations if they score at Level 4 or 5 on the NJSLA or at Level 3 or 4 on the DLM.

This table shows both the percentage of students who met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows status in meeting annual targets. Annual targets are specific to each student group, school, and district and represent the expected proficiency needed to stay on track to meet long-term goals. Student groups 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 the [NJDOE Accountability page](#). More information and additional data can also be found on the [NJDOE Academic Achievement page](#).

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	Annual Target	Met Annual Target
Districtwide	1,528	98.7%	58.2%	52.2%	58.2%	50.1%	Met Target
White	1,020	98.2%	60.9%	61.8%	60.9%	50.8%	Met Target
Hispanic	167	100%	45.5%	38%	45.5%	34.3%	Met Target
Black or African American	122	100%	29.5%	35.9%	29.5%	32.9%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	140	99.3%	78.6%	79.9%	78.6%	74%	Met Target
American Indian or Alaska Native	*	*	*	51.2%	*	**	**
Two or More Races	*	98.7%	60.5%	59.4%	60.5%	49.5%	Met Target
Female	*	98.3%	65.2%	57.7%	65.2%		
Male	*	99%	51.5%	47%	51.5%		
Non-binary/undesignated gender	*	*	*	69.6%	*		
Economically Disadvantaged Students	189	96.6%	34.9%	34.6%	34.9%	33.4%	Met Target
Non-Economically Disadvantaged Students	1,339	99%	61.5%	62.8%	61.5%		
Students with Disabilities	264	96.1%	21.6%	19.8%	21.6%	18.8%	Met Target
Students without Disabilities	1,264	99.2%	65.9%	59.4%	65.9%		
Multilingual Learners	17	100%	<10%	23.1%	<10%	**	**
Non-Multilingual Learners	1,511	98.7%	58.8%	56.2%	58.8%		
Students Experiencing Homelessness	*	*	*	21.9%	*		
Students in Foster Care	*	*	*	19.3%	*		
Military-Connected Students	32	100%	43.8%	48.2%	43.8%		
Migrant Students	*	*	*	13.3%	*		

† Target was met within a confidence interval.

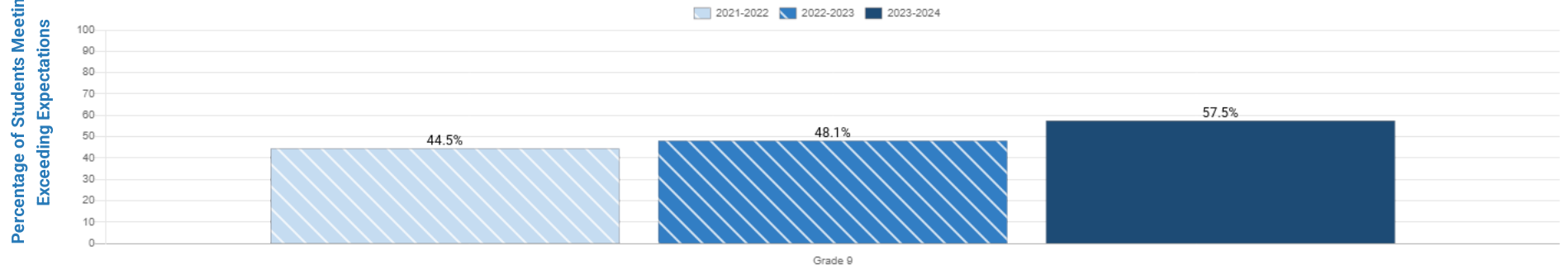
Academic Achievement

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the New Jersey Student Learning Assessment (NJSLA) for English Language Arts (ELA) for the past three years.



Academic Achievement

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English Language Arts Assessment - Performance By Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students who took the NJSLA, which includes students who were enrolled less than half a year.

Student Group	Valid Scores	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 or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	1,531	754	755	9%	14%	20%	40%	18%	57%	58%
White	1,016	756	764	7%	12%	21%	42%	18%	60%	67%
Hispanic	166	741	741	13%	20%	23%	37%	8%	45%	45%
Black or African American	129	729	737	22%	26%	23%	22%	5%	28%	40%
Asian, Native Hawaiian, or Pacific Islander	140	777	789	1%	8%	12%	39%	39%	79%	87%
American Indian or Alaska Native	*	*	757	*	*	*	*	*	*	59%
Two or More Races	*	755	761	12%	13%	16%	42%	18%	60%	64%
Female	*	762	762	5%	10%	20%	42%	23%	65%	64%
Male	*	746	747	12%	17%	20%	38%	13%	51%	51%
Non-binary/undesignated gender	*	*	774	*	*	*	*	*	*	77%
Economically Disadvantaged Students	192	732	738	21%	24%	22%	24%	8%	33%	41%
Non-Economically Disadvantaged Students	1,339	757	764	7%	12%	20%	42%	19%	61%	67%
Students with Disabilities	248	717	717	29%	29%	25%	17%	1%	17%	19%
Students without Disabilities	1,283	761	761	5%	11%	19%	44%	21%	65%	64%
Multilingual Learners	17	722	701	*	*	*	*	*	*	*
Non-Multilingual Learners	1,514	754	758	9%	14%	20%	40%	18%	58%	61%
Students Experiencing Homelessness	*	*	721	*	*	*	*	*	*	25%
Students in Foster Care	*	*	714	*	*	*	*	*	*	20%
Military-Connected Students	32	747	749	6%	9%	44%	25%	16%	41%	51%
Migrant Students	*	*	683	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM. NJSLA results include students taking end-of-grade assessments in grades 3 through 8, as well as end-of-course assessments (Algebra I, Geometry, Algebra II) in middle school and high school. High school mathematics assessment results include all results for Algebra I and Geometry and/or Algebra II results only for students who took Algebra I in middle school and who are enrolled in their first high school mathematics course that corresponds to an end-of-course assessment. Students who were enrolled for less than half a school year are excluded from performance results. Student are considered to have met or exceeded expectations if they score at Level 4 or 5 on the NJSLA or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students who met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows status in meeting annual targets. Annual targets are specific to each student group, school, and district and represent the expected proficiency needed to stay on track to meet long-term goals. Student groups 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 the [NJDOE Accountability page](#). More information and additional data can also be found on the [NJDOE Academic Achievement page](#).

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	Annual Target	Met Annual Target
Districtwide	1,548	98.8%	38.5%	40.2%	38.5%	36.7%	Met Target
White	1,026	98.7%	39.5%	51.1%	39.5%	35.9%	Met Target
Hispanic	174	99.4%	27%	24.2%	27%	24.5%	Met Target
Black or African American	127	99.3%	15%	20.1%	15%	18.3%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	142	99.3%	66.9%	74.4%	66.9%	68.2%	Met Target†
American Indian or Alaska Native	*	*	*	42%	*	**	**
Two or More Races	*	97.5%	39.5%	48.9%	39.5%	36%	Met Target
Female	*	98.5%	37.5%	38.4%	37.5%		
Male	*	99.1%	39.4%	42%	39.4%		
Non-binary/undesignated gender	*	*	*	47.3%	*		
Economically Disadvantaged Students	195	95.7%	15.4%	21.7%	15.4%	25.1%	Not Met
Non-Economically Disadvantaged Students	1,353	99.3%	41.8%	51.5%	41.8%		
Students with Disabilities	267	96.5%	13.5%	16.6%	13.5%	12.2%	Met Target
Students without Disabilities	1,281	99.3%	43.7%	45.4%	43.7%		
Multilingual Learners	25	100%	24%	18.7%	24%	N	N
Non-Multilingual Learners	1,523	98.8%	38.7%	43.5%	38.7%		
Students Experiencing Homelessness	*	*	*	12.9%	*		
Students in Foster Care	*	*	*	12.4%	*		
Military-Connected Students	35	100%	22.9%	38.8%	22.9%		
Migrant Students	*	*	*	<10%	*		

† Target was met within a confidence interval.

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

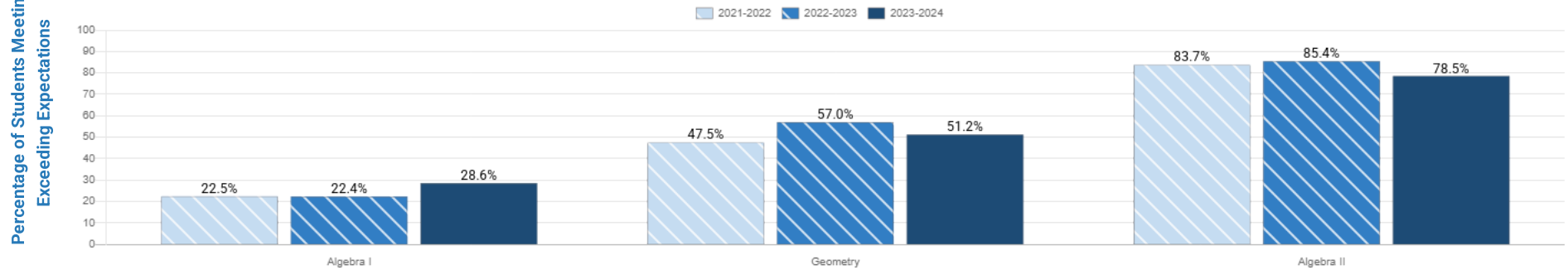
Academic Achievement

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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 New Jersey Student Learning Assessment (NJSLA) for Mathematics 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.

Academic Achievement

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Mathematics Assessment - Performance By Test: Algebra I

This table shows performance on the NJSLA Algebra I end-of-course assessment. The performance results in this table include all students who took the NJSLA, it does not exclude students who were enrolled less than half a year.

This includes any students who were enrolled in an Algebra I course and took the Algebra I assessment in grades 7 through 12. Students in sixth grade who were enrolled in Algebra I course were required to take both the Algebra I and Grade 6 mathematics assessment. The results of their Algebra I assessment are not included in these results but will be reported when the student is in grade 9.

Student Group	Valid Scores	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 or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	1,080	731	738	13%	25%	33%	29%	0%	29%	40%
White	703	734	748	9%	23%	37%	32%	0%	32%	51%
Hispanic	148	723	723	20%	28%	32%	20%	0%	20%	23%
Black or African American	112	712	719	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	58	744	773	12%	14%	19%	55%	0%	55%	77%
American Indian or Alaska Native	*	*	737	*	*	*	*	*	*	38%
Two or More Races	*	733	746	11%	25%	36%	29%	0%	29%	49%
Female	*	731	737	14%	24%	32%	30%	0%	30%	39%
Male	*	731	739	13%	25%	35%	27%	0%	27%	41%
Non-binary/undesignated gender	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	174	716	722	26%	31%	32%	10%	0%	10%	22%
Non-Economically Disadvantaged Students	906	734	747	11%	24%	34%	32%	0%	32%	50%
Students with Disabilities	248	712	710	29%	42%	20%	10%	0%	10%	11%
Students without Disabilities	832	736	743	9%	20%	37%	34%	0%	34%	45%
Multilingual Learners	24	718	705	33%	17%	25%	25%	0%	25%	*
Non-Multilingual Learners	1,056	731	741	13%	25%	34%	29%	0%	29%	43%
Students Experiencing Homelessness	*	*	712	*	*	*	*	*	*	13%
Students in Foster Care	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	28	732	734	4%	21%	57%	18%	0%	18%	31%
Migrant Students	*	*	696	*	*	*	*	*	*	*

Academic Achievement

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Mathematics Assessment - Performance By Test: Geometry

This table shows performance on the NJSLA Geometry end-of-course assessment. The performance results in this table include all students who took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

This includes any students who were enrolled in a Geometry course and took the Geometry assessment in grades 7 through 12. Students in sixth grade who were enrolled in a Geometry course were required to take both the Geometry and Grade 6 mathematics assessment. The results of their Geometry assessment are not included in these results but will be reported when the student is in grade 9.

Student Group	Valid Scores	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 or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	346	749	750	1%	9%	39%	47%	4%	51%	53%
White	255	749	752	1%	9%	41%	46%	3%	49%	57%
Hispanic	19	748	735	0%	21%	21%	53%	5%	58%	29%
Black or African American	15	735	733	20%	13%	33%	27%	7%	33%	26%
Asian, Native Hawaiian, or Pacific Islander	43	756	765	0%	2%	33%	58%	7%	65%	77%
American Indian or Alaska Native	*	*	753	*	*	*	*	*	*	66%
Two or More Races	*	757	756	0%	0%	43%	43%	14%	57%	63%
Female	*	747	748	1%	12%	40%	43%	4%	47%	50%
Male	*	752	752	2%	5%	38%	51%	5%	55%	57%
Non-binary/undesignated gender	*	*	752	*	*	*	*	*	*	60%
Economically Disadvantaged Students	15	746	734	7%	7%	47%	40%	0%	40%	28%
Non-Economically Disadvantaged Students	331	750	754	1%	9%	38%	47%	4%	52%	60%
Students with Disabilities	*	*	727	*	*	*	*	*	*	24%
Students without Disabilities	*	750	751	1%	8%	39%	47%	4%	51%	54%
Multilingual Learners	*	*	716	*	*	*	*	*	*	11%
Non-Multilingual Learners	*	750	751	1%	8%	39%	48%	4%	52%	55%
Students Experiencing Homelessness	*	*	727	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	743	*	*	*	*	*	*	44%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2024 Accountability Data in the School & District Accountability section.

Mathematics Assessment - Performance By Test: Algebra II

This table shows performance on the NJSLA Algebra II end-of-course assessment. The performance results in this table include all students who took the NJSLA, it does not exclude students who were enrolled less than half a year.

Student Group	Valid Scores	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 or exceeded expectations	State: % of testers met or exceeded expectations
Districtwide	130	777	770	2%	4%	16%	60%	18%	78%	73%
White	*	775	771	0%	4%	18%	67%	10%	78%	75%
Hispanic	*	*	736	*	*	*	*	*	*	37%
Black or African American	*	*	736	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	41	786	785	0%	2%	12%	59%	27%	85%	88%
American Indian or Alaska Native	*	*	775	*	*	*	*	*	*	83%
Two or More Races	*	*	773	*	*	*	*	*	*	74%
Female	*	773	765	2%	5%	16%	63%	14%	77%	68%
Male	*	780	776	1%	3%	16%	58%	22%	80%	78%
Non-binary/undesignated gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	733	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	775	777	1%	4%	17%	62%	17%	79%	80%
Students with Disabilities	*	*	752	*	*	*	*	*	*	54%
Students without Disabilities	*	777	771	2%	4%	16%	60%	19%	79%	73%
Multilingual Learners	*	*	706	*	*	*	*	*	*	14%
Non-Multilingual Learners	*	777	772	2%	4%	16%	60%	19%	79%	75%
Students Experiencing Homelessness	*	*	*	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	744	*	*	*	*	*	*	59%
Migrant Students	*	*	*	*	*	*	*	*	*	*

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2024 Accountability Data in the School & District Accountability section.

DLM Alternate Assessment - Participation

This table shows the number and percentage of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with the most significant intellectual disabilities.

Grade	ELA: # Students Tested	ELA: Participation Rate	Math: # Students Tested	Math: Participation Rate
11	21	91.3%	20	90.9%

Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of multilingual learner students taking the ACCESS for ELLs Assessment for English language proficiency and the number and percentage of students tested who 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 Below 4.5	# Students with Overall Score of 4.5 or Above	% Students with Overall Score 4.5 or Above
0-2	41	35	85.4%	6	14.6%
3-4	*	*	*	*	*
5 or more	N	N	N	N	N

English Language Progress to Proficiency

This table shows the percentage of multilingual learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English learners making expected growth to proficiency	Annual Target	Met Target?
Schoolwide/Multilingual Learners	28.1%	22.7%	Met Goal

† Target was met within a confidence interval.

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

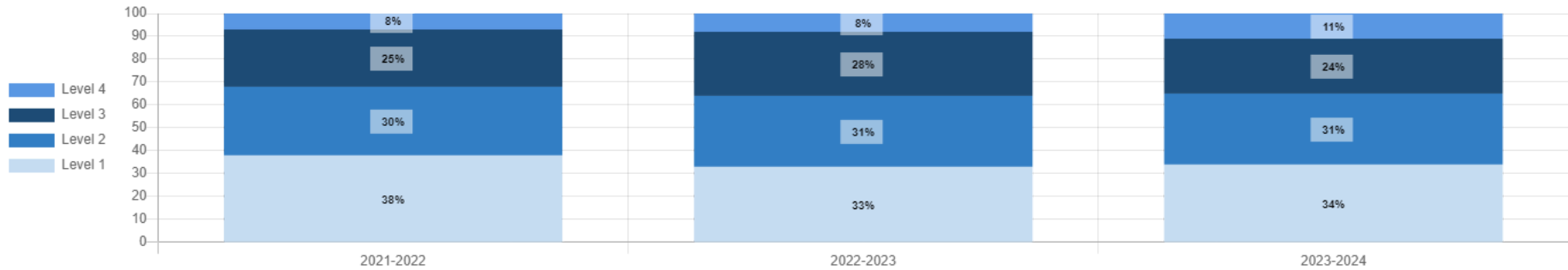
Academic Achievement

The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students who took the Dynamic Learning Maps (DLM) Science assessment. Visit the [assessment reports page](#) for DLM results.

For detailed information showing comparisons of the percentage of students performing at each of the four NJSLA-Science performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2024 Accountability Data in the School & District Accountability section.

NJSLA Science Assessment: Grade 11 Summary

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



Academic Achievement

The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students who took the Dynamic Learning Maps (DLM) Science assessment. Visit the [assessment reports page](#) for DLM results.

For detailed information showing comparisons of the percentage of students performing at each of the four NJSLA-Science performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2024 Accountability Data in the School & District Accountability section.

NJSLA Science Assessment: Grade 11

This table shows how students performed on the NJSLA Science assessment for the school year, both overall and by student group. Students scoring at level 3 or 4 are considered proficient.

Student Group	District % Level 1	District % Level 2	District % Level 3	District % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Districtwide	34%	31%	24%	11%	45%	27%	19%	9%
White	32%	32%	25%	11%	34%	30%	26%	11%
Hispanic	41%	29%	19%	11%	61%	25%	11%	3%
Black or African American	59%	29%	12%	0%	64%	24%	10%	2%
Asian, Native Hawaiian, or Pacific Islander	12%	27%	34%	27%	17%	23%	33%	28%
American Indian or Alaska Native	*	*	*	*	54%	21%	19%	6%
Two or More Races	32%	34%	23%	11%	38%	26%	25%	11%
Female	32%	36%	24%	8%	43%	29%	20%	7%
Male	35%	26%	24%	15%	47%	24%	18%	10%
Non-binary/undesignated gender	*	*	*	*	26%	28%	30%	16%
Economically Disadvantaged Students	51%	29%	14%	6%	63%	24%	11%	2%
Non-Economically Disadvantaged Students	31%	31%	25%	12%	37%	28%	24%	12%
Students with Disabilities	75%	18%	6%	1%	77%	16%	5%	1%
Students without Disabilities	26%	33%	27%	13%	40%	28%	22%	10%
Multilingual Learners	*	*	*	*	88%	10%	1%	0%
Non-Multilingual Learners	33%	31%	24%	11%	42%	28%	21%	9%
Students Experiencing Homelessness	*	*	*	*	72%	19%	8%	1%
Students in Foster Care	*	*	*	*	76%	18%	5%	1%
Military-Connected Students	52%	33%	11%	4%	48%	29%	17%	7%
Migrant Students	*	*	*	*	*	*	*	*

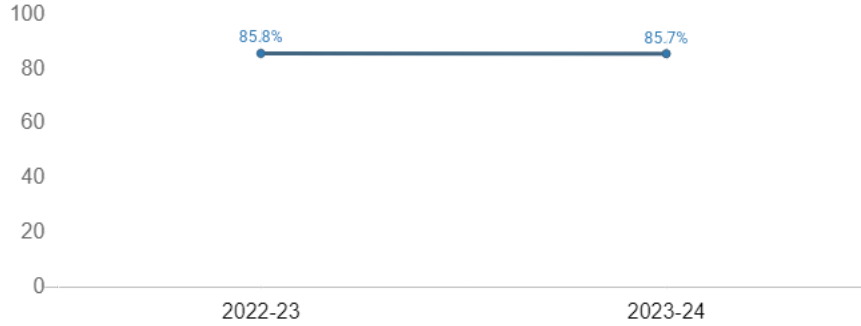
Academic Achievement

Graduation Proficiency Assessment (NJGPA) Trends

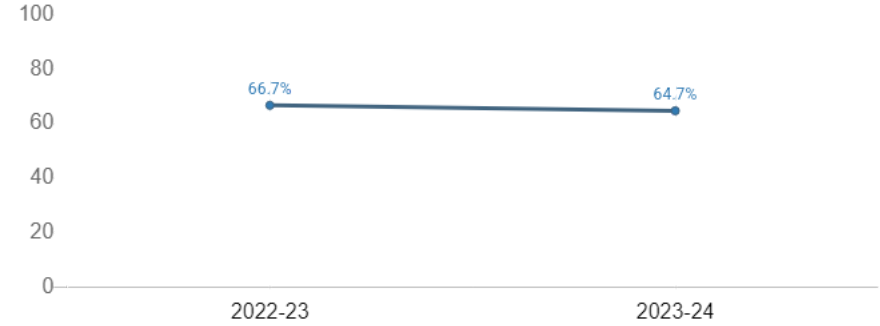
These graphs show trends in performance on the New Jersey Graduation Proficiency Assessment (NJGPA) for the last two years. Students are identified as either Graduation Ready or Not Yet Graduation Ready for both English Language Arts (ELA) and mathematics based on their scores on the assessment. These results only include the performance of 11th graders taking the assessment in the given year.

Important Note for 2023-24: The NJGPA was administered as a field test in 2021-2022, so the results were not reported.

ELA Graduation Ready Rate



Math Graduation Ready Rate



Performance Measure	2022-23 ELA	2023-24 ELA	2022-23 Math	2023-24 Math
Graduation Ready Rate	85.8%	85.7%	66.7%	64.7%
Statewide Graduation Ready Rate	80.5%	82.5%	55.0%	55.6%

Academic Achievement

Graduation Proficiency Assessment (NJGPA) : Grade 11

This table shows how grade 11 students performed on the New Jersey Graduation Proficiency Assessment (NJGPA), both overall and by student group. Students are identified as either Graduation Ready or Not Yet Graduation Ready for both English Language Arts (ELA) and mathematics based on their scores on the assessment.

Student Group	ELA Valid Scores	District % Graduation Ready: ELA	State % Graduation Ready: ELA	Math Valid Scores	District % Graduation Ready: Math	State % Graduation Ready: Math
Districtwide	1,554	85.7%	82.5%	1,554	64.7%	55.6%
White	1,084	86.6%	90%	1,084	66.8%	69.1%
Hispanic	179	79.9%	72.3%	180	55.6%	38%
Black or African American	*	74.8%	73.6%	*	35.1%	33.1%
Asian, Native Hawaiian, or Pacific Islander	111	>90%	>90%	111	>90%	87.9%
American Indian or Alaska Native	*	*	76.2%	*	*	43.8%
Two or More Races	*	83.3%	87.5%	*	61.5%	62%
Female	*	>90%	86.9%	*	64.7%	56.6%
Male	*	80.2%	78.3%	*	64.7%	54.7%
Non-binary/undesignated gender	*	*	87.7%	*	*	69.9%
Economically Disadvantaged Students	181	72.4%	71.7%	181	42%	36%
Non-Economically Disadvantaged Students	1,373	87.5%	87.6%	1,373	67.7%	65.1%
Students with Disabilities	237	49.8%	53.6%	240	15.8%	18.2%
Students without Disabilities	1,317	>90%	87.4%	1,314	73.6%	62%
Multilingual Learners	*	*	24.4%	*	*	12.5%
Non-Multilingual Learners	*	86%	86.5%	*	64.8%	58.8%
Students experiencing homelessness	*	*	58.6%	*	*	23%
Students in Foster Care	*	*	44.3%	*	*	22.6%
Military-Connected Students	26	80.8%	82%	26	50%	48.1%
Migrant Students	*	*	50%	*	*	25.5%

College and Career Readiness

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 in 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 during the reported school year. 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 2023-2024	96.6%	80.7%
12th graders taking SAT in 2023-2024 or prior years	63.4%	62.7%
12th graders taking ACT in 2023-2024 or prior years	5.9%	7.8%

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 who 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	481	459	Grade 10: 430 Grade 11: 460	64%	54%
PSAT 10/NMSQT - Math	469	454	Grade 10: 480 Grade 11: 510	35%	32%
SAT - Reading and Writing	569	530	480	83%	65%
SAT - Math	552	519	530	56%	46%
ACT - Reading	26	24	22	72%	63%
ACT - English	25	24	18	86%	76%
ACT - Math	24	23	22	66%	58%
ACT - Science	25	23	23	63%	55%

College and Career Readiness

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

AP/IB Coursework – Participation and Performance

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

Students enrolled in one or more AP or IB course



Students taking one or more AP or IB exam



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



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



College and Career Readiness

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

AP/IB and Dual Enrollment Participation by Student Group

This table shows the percentage of 11th and 12th graders who were enrolled in one or more AP or IB and dual enrollment courses, with a comparison to the state.

Student Group	% Enrolled in one or more AP or IB course	% Enrolled in one or more Dual Enrollment course	State: % Enrolled in one or more AP or IB course	State: % Enrolled in one or more Dual Enrollment course
Districtwide	47.9%	19.8%	35.9%	26.9%
White	49.6%	22.6%	41.8%	33.0%
Hispanic	35.1%	10.0%	23.2%	20.9%
Black or African American	19.8%	4.2%	20.3%	17.4%
Asian, Native Hawaiian, or Pacific Islander	78.1%	20.7%	70.5%	32.5%
American Indian or Alaska Native	*	*	30.4%	28.6%
Two or More Races	44.7%	13.8%	41.0%	29.0%
Female	55.4%	20.9%	41.4%	30.2%
Male	40.6%	17.9%	30.6%	23.7%
Non-Binary/Undesignated Gender	*	*	42.9%	28.4%
Economically Disadvantaged Students	23.6%	6.7%	22.8%	20.2%
Students with Disabilities	3.3%	2.5%	4.8%	10.9%
Multilingual Learners	4.8%	4.8%	9.8%	8.8%
Students experiencing homelessness	*	*	12.6%	15.1%
Students in Foster Care	*	*	4.5%	10.6%
Military-Connected Students	40.0%	20.0%	30.1%	29.2%
Migrant Students	N	N	0.0%	7.1%

College and Career Readiness

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

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 2-D Art and Design	32	11
AP Biology	213	141
AP Calculus AB	232	165
AP Calculus BC	117	92
AP Chemistry	110	64
AP Chinese Languages: Language and Culture	0	3
AP Computer Science A	59	50
AP Computer Science Principles	64	37
AP Drawing	0	6
AP English Language and Composition	552	347
AP English Literature and Composition	311	74
AP Environmental Science	215	86
AP European History	19	9
AP French Language and Culture	28	2
AP German Language and Culture	6	0
AP Italian Language and Culture	40	6
AP Latin (Virgil, Catullus and Horace)	82	4
AP Macroeconomics	0	47
AP Microeconomics	153	68
AP Music Theory	7	4
AP Physics 1	301	122
AP Physics C: Electricity and Magnetism	96	29

College and Career Readiness

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AP/IB Course	Students Enrolled	Students Tested
AP Physics C: Mechanics	0	37
AP Psychology	423	219
AP Spanish Language and Culture	81	31
AP Statistics	182	83
AP U.S. Government and Politics	96	37
AP U.S. History	520	259
AP World History: Modern	253	61
Total Exams taken		2,094
Exams with scores of at least 3 on AP exams or 4 on IB exams		1,677

College and Career Readiness

Seal of Biliteracy

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. This table shows the number of Seals of Biliteracy earned by language and the percentage of grade 12 students earning a seal in each language. Students may be counted more than once if they earned Seals across more than one language. The table provides the overall number of seals earned and the total unique number of students earning seals. This table also shows the number and percentage of current and former multilingual learners who earned a Seal. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

Language	Students Earning a Seal of Biliteracy	Percentage of 12th Graders
Arabic	*	*
Chinese	*	*
French	*	*
German	*	*
Italian	*	*
Korean	*	*
Latin	*	*
Portuguese	*	*
Russian	*	*
Spanish	66	4.0%
Total Seals Earned	89	
Total Unique Students Earning Seals	86	5.2%
Current and Former Multilingual Learners Earning Seals	*	*†

†This represents the percentage of 12th grade current and former multilingual learners who have earned a seal.

College and Career Readiness

This section contains information about participation in approved Career and Technical Education (CTE) programs, work-based learning, and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, and the Perkins State-Wide Performance Data report, please visit the [NJDOE's Career and Technical Education website](#).

Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

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



College and Career Readiness

This section contains information about participation in approved Career and Technical Education (CTE) programs, work-based learning, and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, and the Perkins State-Wide Performance Data report, please visit the [NJDOE's Career and Technical Education website](#).

Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	District: % CTE Participants	District: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Districtwide	0.0%	0.0%	7.6%	10.4%
White	0.0%	0.0%	6.1%	10.0%
Hispanic	0.1%	0.0%	9.3%	10.8%
Black or African American	0.0%	0.0%	9.5%	10.7%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.5%	10.5%
American Indian or Alaska Native	0.0%	0.0%	8.3%	8.8%
Two or More Races	0.0%	0.0%	7.5%	10.1%
Female	0.0%	0.0%	7.5%	10.9%
Male	0.0%	0.0%	7.7%	9.9%
Non-Binary/Undesignated Gender	*	*	8.9%	15.2%
Economically Disadvantaged Students	0.1%	0.0%	9.8%	10.7%
Students with Disabilities	0.1%	0.0%	6.0%	7.9%
Multilingual Learners	0.0%	0.0%	8.0%	3.5%
Students experiencing homelessness	0.0%	0.0%	7.7%	6.2%
Students in Foster Care	0.0%	0.0%	5.9%	6.7%
Military-Connected Students	0.0%	0.0%	12.6%	15.8%
Migrant Students	*	*	2.3%	0.0%

College and Career Readiness

This section contains information about participation in approved Career and Technical Education (CTE) programs, work-based learning, and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, and the Perkins State-Wide Performance Data report, please visit the [NJDOE's Career and Technical Education website](#).

Work-Based Learning Participation by Career Cluster

This table shows the number and percentage of students in an approved CTE program/program of study in grades 9 through 12 who participated in a work-based learning experience during the school year by career cluster. Work-based learning can include career exploration (e.g., community service, job shadowing, school-based enterprise, service learning, or volunteering), career preparation (e.g., cooperative education experience or paid/unpaid internships), or career training (e.g., pre-apprenticeship/apprenticeship registered with the USDOL-OA). This table only includes students enrolled in an approved CTE program/program of study. See the Structured Learning Experiences table for information on all high school students (both CTE and non-CTE).

Career Cluster	Number of Students Participating in Work-Based Learning	Percentage of Students Participating in Work-Based Learning
Agriculture, Food & Natural Resources	*	*
Health Science	*	*
Total	*	*

College and Career Readiness

This section contains information about participation in approved Career and Technical Education (CTE) programs, work-based learning, and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, and the Perkins State-Wide Performance Data report, please visit the [NJDOE's Career and Technical Education website](#).

Industry-Valued Credentials

The graph below shows the percentage of all students in grades 9 through 12 who were enrolled in a approved CTE program and earned one or more Industry-Valued Credentials during the school year.

Students Earning Industry-Valued Credentials

District 0.0%
 State 2.2%

College and Career Readiness

This section contains information about participation in approved Career and Technical Education (CTE) programs, work-based learning, and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, and the Perkins State-Wide Performance Data report, please visit the [NJDOE's Career and Technical Education website](#).

Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students who earned one or more industry-valued credentials, 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
Agriculture, Food & Natural Resources	*	*	*
Health Science	*	*	*
Total	*	*	*

College and Career Readiness

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Grade Level and Other Math
9	1,137	347	191	0	0	0	226
10	16	1,141	410	184	0	7	96
11	3	29	751	346	164	22	553
12	0	6	171	272	344	468	214
Total	1,156	1,523	1,523	802	508	497	1,089
Enrolled in AP/IB Course					349	182	0
Enrolled in Dual Enrollment Course	0	0	0	221	147	135	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	1,577	8	8	13	7	39
10	120	1,516	7	37	17	63
11	128	113	3	928	473	41
12	240	57	5	140	259	211
Total	2,065	1,694	23	1,118	756	354
Enrolled in AP/IB Course	213	110		215	397	0
Enrolled in Dual Enrollment Course	70	24	0	61	119	23

College and Career Readiness

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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	10	47	0	0	0	172
10	0	1,637	9	55	7	30
11	3	1,566	34	279	13	65
12	240	73	110	355	78	1,334
Total	253	3,323	153	689	98	1,601
Enrolled in AP/IB Course	253	520	153	423		110
Enrolled in Dual Enrollment Course	70	373	35	142	0	6

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	945	154	252	207	0	0	0
10	958	158	247	235	2	0	11
11	412	78	113	129	32	0	4
12	168	34	68	98	14	0	4
Total	2,483	424	680	669	48	0	19
Enrolled in AP/IB Course	81	28	40	82	6	0	0
Enrolled in Dual Enrollment Course	141	28	32	55	4	0	2
Enrolled in Level 3 or Higher	550	70	163	124	42	0	6

College and Career Readiness

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

Computer Science – Course Participation

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

Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	61	38	0	0	0	0	0
10	69	63	0	0	0	0	0
11	59	5	0	0	0	0	0
12	108	16	0	0	0	0	0
Total	297	122	0	0	0	0	0
Enrolled in AP/IB Course	59	64		0			0
Enrolled in Dual Enrollment Course	11	0	0	0	0	0	0

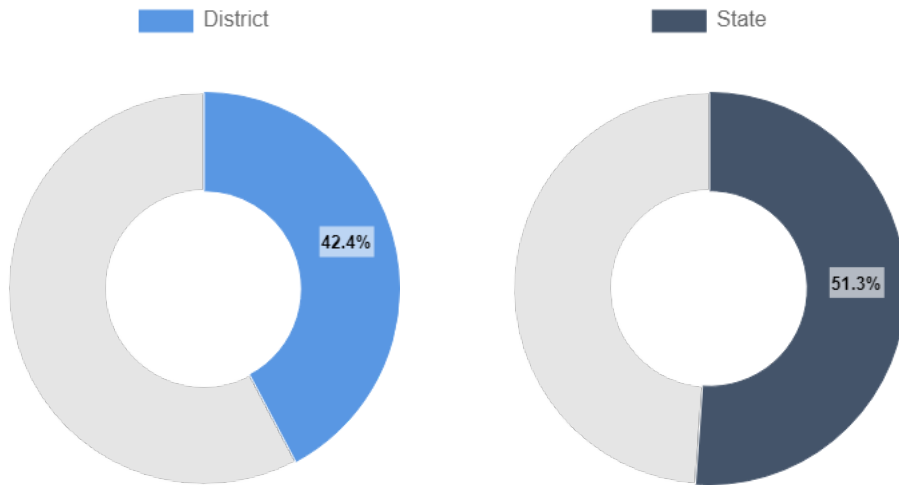
College and Career Readiness

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

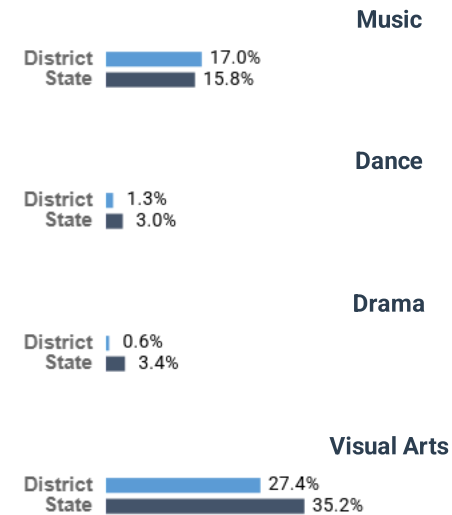
Visual and Performing Arts – Course Participation

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 second set of charts 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



Students enrolled in one or more classes by discipline:



College and Career Readiness

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

Structured Learning Experiences Participation

The graph below shows the percentage of all (CTE and non-CTE) students in grades 11 and 12 who participated in Structured Learning Experiences (SLEs) during the school year. SLEs include work-based learning (WBL) programs. Examples of WBL experiences include job shadowing, school-based enterprise, community service, service learning, volunteering, internships, cooperative education experiences, and apprenticeships. Depending on the type of WBL experience, these may be paid or unpaid.

Important Note for 2023-24: The calculation of this measure for the 2023-24 has been changed to be based on 11th and 12th graders to better reflect the population of students participating in SLEs. In prior years, the calculation was based on all students in grades 9-12, so the 2023-24 percentages should not be compared to prior years.

Structured Learning Experiences

District	0.0%
State	4.6%

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2020-2021 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students with disabilities who did not meet some or all graduation requirements because of a modification or exemption in their Individualized Education Program (IEP) may not be counted as graduates in the calculation of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this was only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

As a result of these changes, the NJDOE began calculating two versions of the adjusted cohort graduation rate starting with 2021 graduation rates. The "federal version" aligns with ESSA requirements and USED guidance and is used for federal reporting and ESSA school accountability only. The "state version" continues to use the same methodology used prior to 2021 and reflects all students who received a state-endorsed diploma.

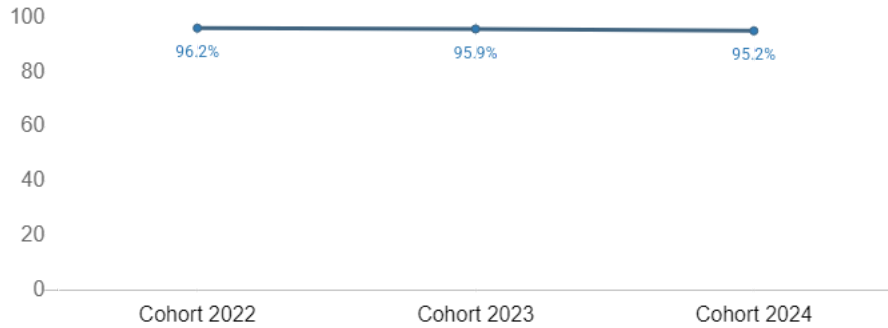
To be included as a graduate in the federal version of the graduation rate, students must have met state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless of their graduation cohort. The graduation assessment requirements for the classes of 2022 through 2024 have differed as a result of executive orders in response to the pandemic and new legislation. As a result, the calculation of the federal version of the graduation rate has also changed.

In this section of the reports, the Graduation Rate Trends and Progress charts and Graduation Cohort Profiles (4-Year, 5-Year, and 6-Year), as well as the graduation rates reported in the Summary Reports, reflect the "state version" of the graduation rate. The Federal Graduation Rates and Accountability Graduation Rates tables reflect the "federal version" of the graduation rate. More information and links to graduation resources can be found on the [NJDOE Graduation Rate page](#).

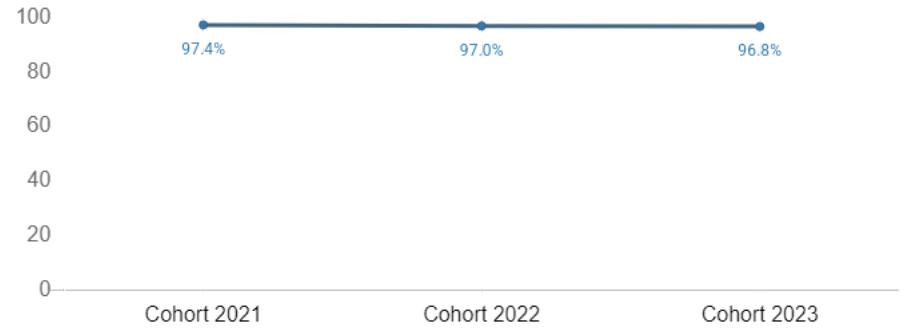
Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. These charts and tables are based on the state graduation rate, which reflects all students who receive a state-endorsed diploma.

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2022 4-Year Rate	Cohort 2023 4-Year Rate	Cohort 2024 4-Year Rate	Cohort 2021 5-Year Rate	Cohort 2022 5-Year Rate	Cohort 2023 5-Year Rate
Graduation Rate	96.2%	95.9%	95.2%	97.4%	97.0%	96.8%
Statewide Graduation Rate	90.9%	91.1%	91.3%	92.5%	92.7%	92.6%

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2020-2021 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students with disabilities who did not meet some or all graduation requirements because of a modifications or exemption in their Individualized Education Program (IEP) may not be counted as graduates in the calculation of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this was only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

As a result of these changes, the NJDOE began calculating two versions of the adjusted cohort graduation rate starting with 2021 graduation rates. The "federal version" aligns with ESSA requirements and USED guidance and is used for federal reporting and ESSA school accountability only. The "state version" continues to use the same methodology used prior to 2021 and reflects all students who received a state-endorsed diploma.

To be included as a graduate in the federal version of the graduation rate, students must have met state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless of their graduation cohort. The graduation assessment requirements for the classes of 2022 through 2024 have differed as a result of executive orders in response to the pandemic and new legislation. As a result, the calculation of the federal version of the graduation rate has also changed.

In this section of the reports, the Graduation Rate Trends and Progress charts and Graduation Cohort Profiles (4-Year, 5-Year, and 6-Year), as well as the graduation rates reported in the Summary Reports, reflect the "state version" of the graduation rate. The Federal Graduation Rates and Accountability Graduation Rates tables reflect the "federal version" of the graduation rate. More information and links to graduation resources can be found on the [NJDOE Graduation Rate page](#).

Cohort 2024 4-Year Graduation Cohort Profile

This table shows the percentage of students in the 2024 cohort who graduated, who are still enrolled ("Continuing Students"), or who dropped out of school or are no longer enrolled ("Non-Continuing Students") within four years of entering high school, both overall and by student group. This table is based on the state version of the graduation rate, which reflects all students who received a state-endorsed diploma.

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	95.2%	3.3%	1.5%	91.3%	3.8%	4.9%
White	95.8%	3.0%	1.3%	95.0%	2.6%	2.5%
Hispanic	94.4%	3.5%	2.1%	86.9%	4.9%	8.3%
Black or African American	89.9%	5.8%	4.3%	86.5%	6.0%	7.5%
Asian, Native Hawaiian, or Pacific Islander	93.7%	5.5%	0.8%	96.7%	2.3%	1.0%
American Indian or Alaska Native	*	*	*	91.7%	3.8%	4.5%
Two or More Races	98.9%	1.1%	0.0%	92.3%	3.5%	4.3%
Female	96.3%	2.4%	1.2%	93.1%	2.8%	4.1%
Male	94.1%	4.2%	1.7%	89.5%	4.7%	5.7%
Non-Binary/Undesignated Gender	N	N	N	86.7%	3.3%	10.0%
Economically Disadvantaged Students	89.2%	6.5%	4.3%	87.1%	5.3%	7.7%
Students with Disabilities	83.5%	14.9%	1.6%	80.7%	12.5%	6.8%
Multilingual Learners	100.0%	0.0%	0.0%	78.9%	7.5%	13.6%
Students experiencing homelessness	90.9%	9.1%	0.0%	74.5%	11.2%	14.3%
Students in Foster Care	*	*	*	61.6%	13.1%	25.3%
Military-Connected Students	88.1%	4.8%	7.1%	94.5%	2.3%	3.1%
Migrant Students	N	N	N	88.2%	3.9%	7.9%

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2020-2021 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students with disabilities who did not meet some or all graduation requirements because of a modifications or exemption in their Individualized Education Program (IEP) may not be counted as graduates in the calculation of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this was only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

As a result of these changes, the NJDOE began calculating two versions of the adjusted cohort graduation rate starting with 2021 graduation rates. The "federal version" aligns with ESSA requirements and USED guidance and is used for federal reporting and ESSA school accountability only. The "state version" continues to use the same methodology used prior to 2021 and reflects all students who received a state-endorsed diploma.

To be included as a graduate in the federal version of the graduation rate, students must have met state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless of their graduation cohort. The graduation assessment requirements for the classes of 2022 through 2024 have differed as a result of executive orders in response to the pandemic and new legislation. As a result, the calculation of the federal version of the graduation rate has also changed.

In this section of the reports, the Graduation Rate Trends and Progress charts and Graduation Cohort Profiles (4-Year, 5-Year, and 6-Year), as well as the graduation rates reported in the Summary Reports, reflect the "state version" of the graduation rate. The Federal Graduation Rates and Accountability Graduation Rates tables reflect the "federal version" of the graduation rate. More information and links to graduation resources can be found on the [NJDOE Graduation Rate page](#).

Cohort 2023 5-Year Graduation Cohort Profile

This table shows the percentage of students in the 2023 cohort who graduated, who are still enrolled ("Continuing Students"), or who dropped out of school or are no longer enrolled ("Non-Continuing Students") within five years of entering high school, both overall and by student group. This table is based on the state version of the graduation rate, which reflects all students who received a state-endorsed diploma.

Student Group	Graduates	Continuing Students	Non-Continuing Students	State: Graduates	State: Continuing Students	State: Non-Continuing Students
Districtwide	96.8%	1.6%	1.6%	92.6%	1.7%	5.6%
White	96.7%	1.7%	1.6%	95.9%	1.5%	2.6%
Hispanic	94.3%	2.8%	2.8%	88.2%	1.9%	9.9%
Black or African American	96.6%	0.8%	2.5%	88.9%	2.5%	8.7%
Asian, Native Hawaiian, or Pacific Islander	98.5%	0.8%	0.8%	97.5%	1.3%	1.2%
American Indian or Alaska Native	*	*	*	92.5%	0.0%	7.5%
Two or More Races	100.0%	0.0%	0.0%	94.7%	1.0%	4.3%
Female	97.8%	0.9%	1.3%	94.4%	1.2%	4.4%
Male	95.8%	2.3%	1.9%	91.0%	2.2%	6.8%
Non-Binary/Undesignated Gender	*	*	*	*	*	*
Economically Disadvantaged Students	90.4%	3.0%	6.7%	88.8%	2.0%	9.2%
Students with Disabilities	89.6%	8.1%	2.3%	84.1%	8.2%	7.7%
Multilingual Learners	94.4%	0.0%	5.6%	78.0%	2.0%	20.0%
Students experiencing homelessness	73.3%	6.7%	20.0%	78.0%	3.9%	18.1%
Students in Foster Care	*	*	*	67.0%	7.5%	25.5%
Military-Connected Students	95.7%	0.0%	4.3%	96.0%	0.8%	3.1%
Migrant Students	N	N	N	66.7%	10.7%	22.6%

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2020-2021 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students with disabilities who did not meet some or all graduation requirements because of a modifications or exemption in their Individualized Education Program (IEP) may not be counted as graduates in the calculation of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this was only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

As a result of these changes, the NJDOE began calculating two versions of the adjusted cohort graduation rate starting with 2021 graduation rates. The "federal version" aligns with ESSA requirements and USED guidance and is used for federal reporting and ESSA school accountability only. The "state version" continues to use the same methodology used prior to 2021 and reflects all students who received a state-endorsed diploma.

To be included as a graduate in the federal version of the graduation rate, students must have met state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless of their graduation cohort. The graduation assessment requirements for the classes of 2022 through 2024 have differed as a result of executive orders in response to the pandemic and new legislation. As a result, the calculation of the federal version of the graduation rate has also changed.

In this section of the reports, the Graduation Rate Trends and Progress charts and Graduation Cohort Profiles (4-Year, 5-Year, and 6-Year), as well as the graduation rates reported in the Summary Reports, reflect the "state version" of the graduation rate. The Federal Graduation Rates and Accountability Graduation Rates tables reflect the "federal version" of the graduation rate. More information and links to graduation resources can be found on the [NJDOE Graduation Rate page](#).

Cohort 2022 6-Year Graduation Cohort Profile

This table shows the percentage of students in the 2022 cohort who graduated, who are still enrolled ("Continuing Students"), or who dropped out of school or are no longer enrolled ("Non-Continuing Students") within six years of entering high school, both overall and by student group. This table is based on the state version of the graduation rate, which reflects all students who received a state-endorsed diploma.

This table also shows a new measure called High School Persistence. This measure represents the percentage of students who have either graduated or remained enrolled after six years of entering high school.

Student Group	Graduates	Continuing	Non-Continuing	High School Persistence (Graduates + Continuing)	State: Graduates	State: Continuing Students	State: Non-Continuing Students	State: High School Persistence (Graduates + Continuing)
Districtwide	97.1%	1.2%	1.7%	98.3%	93.2%	1.0%	5.8%	94.2%
White	97.1%	1.0%	1.9%	98.1%	96.4%	0.9%	2.7%	97.3%
Hispanic	100.0%	0.0%	0.0%	100.0%	88.2%	1.0%	10.8%	89.2%
Black or African American	94.6%	2.7%	2.7%	97.3%	89.6%	1.4%	9.0%	91.0%
Asian, Native Hawaiian, or Pacific Islander	97.7%	1.5%	0.8%	99.2%	98.1%	0.8%	1.0%	99.0%
American Indian or Alaska Native	N	N	N	N	93.6%	0.8%	5.6%	94.4%
Two or More Races	94.1%	5.9%	0.0%	100.0%	92.9%	1.3%	5.9%	94.1%
Female	98.7%	0.2%	1.0%	99.0%	95.0%	0.6%	4.4%	95.6%
Male	95.5%	2.1%	2.4%	97.6%	91.5%	1.4%	7.1%	92.9%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	94.0%	1.4%	4.6%	95.4%	88.8%	1.1%	10.2%	89.8%
Students with Disabilities	90.2%	6.1%	3.7%	96.3%	86.6%	5.4%	8.0%	92.0%
Multilingual Learners	93.3%	0.0%	6.7%	93.3%	77.6%	0.6%	21.9%	78.1%
Students experiencing homelessness	88.9%	0.0%	11.1%	88.9%	76.2%	1.4%	22.4%	77.6%
Students in Foster Care	*	*	*	*	64.1%	3.5%	32.4%	67.6%
Military-Connected Students	98.0%	2.0%	0.0%	100.0%	92.9%	1.7%	5.4%	94.6%
Migrant Students	N	N	N	N	67.1%	2.4%	30.5%	69.5%

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2020-2021 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students with disabilities who did not meet some or all graduation requirements because of a modification or exemption in their Individualized Education Program (IEP) may not be counted as graduates in the calculation of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this was only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

As a result of these changes, the NJDOE began calculating two versions of the adjusted cohort graduation rate starting with 2021 graduation rates. The "federal version" aligns with ESSA requirements and USED guidance and is used for federal reporting and ESSA school accountability only. The "state version" continues to use the same methodology used prior to 2021 and reflects all students who received a state-endorsed diploma.

To be included as a graduate in the federal version of the graduation rate, students must have met state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless of their graduation cohort. The graduation assessment requirements for the classes of 2022 through 2024 have differed as a result of executive orders in response to the pandemic and new legislation. As a result, the calculation of the federal version of the graduation rate has also changed.

In this section of the reports, the Graduation Rate Trends and Progress charts and Graduation Cohort Profiles (4-Year, 5-Year, and 6-Year), as well as the graduation rates reported in the Summary Reports, reflect the "state version" of the graduation rate. The Federal Graduation Rates and Accountability Graduation Rates tables reflect the "federal version" of the graduation rate. More information and links to graduation resources can be found on the [NJDOE Graduation Rate page](#).

Federal Graduation Rates

This table shows the federal version of the Cohort 2024 4-year, Cohort 2023 5-year, and Cohort 2022 6-year graduation rates. To be included as a graduate in the federal version of the graduation rate, students must have met state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they graduated, regardless of their graduation cohort. Any students with disabilities who did not meet requirements because of a modification or exemption in their IEP were not included in the graduates count (the numerator) but were included in the adjusted cohort (the denominator). For accountability purposes, graduation data from the prior school year is used, so these graduation rates will be used when the NJDOE runs the accountability system for the 2024-25 school year (along with 2024-25 assessment, growth, and chronic absenteeism data) and will be included in the accountability profiles in fall 2025.

Student Group	2024 4-Year Federal Graduation	2023 5-Year Federal Graduation	2022 6-Year Federal Graduation	State: 2024 4-Year Federal Graduation	State: 2023 5-Year Federal Graduation	State: 2022 6-Year Federal Graduation
	Rate	Rate	Rate	Rate	Rate	Rate
Districtwide	87.8%	96.2%	86.4%	87.7%	91.8%	87.0%
White	89.7%	96.5%	87.4%	91.5%	95.0%	90.0%
Hispanic	78.5%	93.4%	78.4%	83.3%	87.4%	82.1%
Black or African American	74.6%	95.0%	73.2%	80.9%	87.6%	80.8%
Asian, Native Hawaiian, or Pacific Islander	92.9%	98.5%	93.9%	96.1%	97.3%	96.6%
American Indian or Alaska Native	*	*	N	84.1%	92.5%	86.4%
Two or More Races	90.8%	92.9%	82.4%	89.0%	93.0%	86.2%
Female	91.5%	97.4%	90.0%	90.5%	93.7%	90.6%
Male	84.3%	95.1%	82.7%	85.2%	90.0%	83.7%
Non-Binary/Undesignated Gender	N	*	*	83.3%	*	*
Economically Disadvantaged Students	71.0%	87.8%	72.8%	82.6%	87.8%	81.4%
Students with Disabilities	44.3%	86.6%	33.1%	60.2%	79.2%	51.8%
Multilingual Learners	100.0%	88.9%	80.0%	77.6%	77.6%	75.7%
Students experiencing homelessness	72.7%	66.7%	55.6%	67.0%	76.2%	64.6%
Students in Foster Care	*	*	*	50.4%	61.9%	47.1%
Military-Connected Students	81.0%	95.7%	86.3%	91.4%	94.9%	88.4%
Migrant Students	N	N	N	85.5%	64.3%	64.6%

Graduation/ Postsecondary

Graduation rates are calculated based on the adjusted cohort graduation rate calculation. Beginning in the 2020-2021 school year, the NJDOE was required to make changes to the methodology used to calculate the adjusted cohort graduation rate for federal reporting and accountability purposes. The United States Department of Education (USED) determined that the NJDOE must only include students who receive a diploma that is fully aligned with the state's standards, meaning they have met the state's graduation assessment requirements, course requirements, and local attendance requirements. This means that students with disabilities who did not meet some or all graduation requirements because of a modifications or exemption in their Individualized Education Program (IEP) may not be counted as graduates in the calculation of the adjusted cohort graduation rate used for federal reporting and accountability purposes. It is important to note that this was only a change to how graduation rates are calculated for federal reporting. It does not affect requirements to earn a diploma or the type of diploma that the state awards to students with disabilities.

As a result of these changes, the NJDOE began calculating two versions of the adjusted cohort graduation rate starting with 2021 graduation rates. The "federal version" aligns with ESSA requirements and USED guidance and is used for federal reporting and ESSA school accountability only. The "state version" continues to use the same methodology used prior to 2021 and reflects all students who received a state-endorsed diploma.

To be included as a graduate in the federal version of the graduation rate, students must have met state course requirements and local attendance requirements for graduation. Additionally, students must meet the graduation assessment requirements in place based on the year they are graduating, regardless of their graduation cohort. The graduation assessment requirements for the classes of 2022 through 2024 have differed as a result of executive orders in response to the pandemic and new legislation. As a result, the calculation of the federal version of the graduation rate has also changed.

In this section of the reports, the Graduation Rate Trends and Progress charts and Graduation Cohort Profiles (4-Year, 5-Year, and 6-Year), as well as the graduation rates reported in the Summary Reports, reflect the "state version" of the graduation rate. The Federal Graduation Rates and Accountability Graduation Rates tables reflect the "federal version" of the graduation rate. More information and links to graduation resources can be found on the [NJDOE Graduation Rate page](#).

Accountability Graduation Rates

This table shows Cohort 2023 4-year and Cohort 2022 5-year graduation rates both overall and by student group. For accountability and annual targets, graduation data from the prior year is used. These graduation rates are the "federal version" of the graduation rate, which means that students with disabilities who did not meet either the state course, local attendance, and/or state graduation assessment requirements are not included as graduates (the numerator), but they are included in the adjusted cohort (the denominator).

Student Group	Cohort 2023: 4-Year Graduation Rate	Cohort 2023: Annual Target	Cohort 2023: Met Target	Cohort 2022: 5-Year Graduation Rate	Cohort 2022: Annual Target	Cohort 2022: Met Target
Districtwide	95.9%	86.1%	Met Goal	86.4%	N	N
White	96.1%	87.3%	Met Goal	87.4%	N	N
Hispanic	93.3%	73.4%	Met Target	78.4%	N	N
Black or African American	94.0%	73.9%	Met Target	73.0%	N	N
Asian, Native Hawaiian, or Pacific Islander	98.5%	94.6%	Met Goal	93.9%	N	N
American Indian or Alaska Native	*	**	**	*	**	**
Two or More Races	92.9%	80.6%	Met Target	82.4%	N	N
Economically Disadvantaged Students	86.7%	72.3%	Met Target	72.4%	N	N
Students with Disabilities	86.2%	34.5%	Met Target	33.2%	N	N
Multilingual Learners	88.2%	**	**	80.0%	**	**

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

Graduation/ Postsecondary

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Graduation Pathways

This table shows the percentage of Cohort 2024 graduates who met the [high school graduation assessment requirements](#) through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	% of Graduates Meeting ELA Requirements by Pathway	% of Graduates Meeting Math Requirements by Pathway
Statewide Assessment	86.4%	68.1%
Substitute Competency Test	6.9%	20.9%
Portfolio Appeals Process	1.1%	3.6%
Alternate Requirements Specified in IEP	5.1%	6.8%
Unknown/Other	0.6%	0.6%

Dropout Rate Trends

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

School Year	District Rate	State Rate
2023-2024	0.0%	1.0%
2022-2023	0.2%	1.2%
2021-2022	0.4%	1.2%

Graduation/ Postsecondary

Information about students enrolling in colleges and universities after graduation is collected from the [National Student Clearinghouse \(NSC\)](#), which collects data from at least 97% of higher education institutions nationwide. New Jersey graduates are matched to postsecondary enrollment data by NSC each year. While most students who enroll in a postsecondary institution each year are able to be matched by NSC, there are some students each year who cannot be matched. Some reasons that students may not be matched are: 1. Postsecondary enrollment cannot be shared with the NJDOE if students request a FERPA block on their postsecondary enrollment records; 2. Students who attend a college or university outside of the United States are not included in NSC data; 3. Certain colleges or universities may not participate in sharing data with NSC or may fail to report data for a certain semester or a certain group of students; and 4. NSC may not be able to match a student's name or date of birth in NJ SMART to the information provided by the postsecondary institution(s) with a high level of confidence.

In 2023, NSC implemented an additional manual review process to reduce the number of students who do not match due to #4 above, which may result in NSC matching additional students to postsecondary records moving forward. As a result, the NJDOE is not including trend data from prior to 2022-2023 in the reports.

Note for 2023-2024: Postsecondary enrollment data for the 2023-2024 school year is not yet available. The NJDOE expects to release the data in the coming months. Please refer to the 2022-2023 reports for the most recently available postsecondary enrollment rates.

Apprenticeship

This table shows, by year of graduation, the number of graduates who were enrolled into United States Department of Labor (USDOL) registered apprenticeship programs as of June 2024. This only includes students who enrolled in an apprenticeship program in New Jersey after high school graduation.

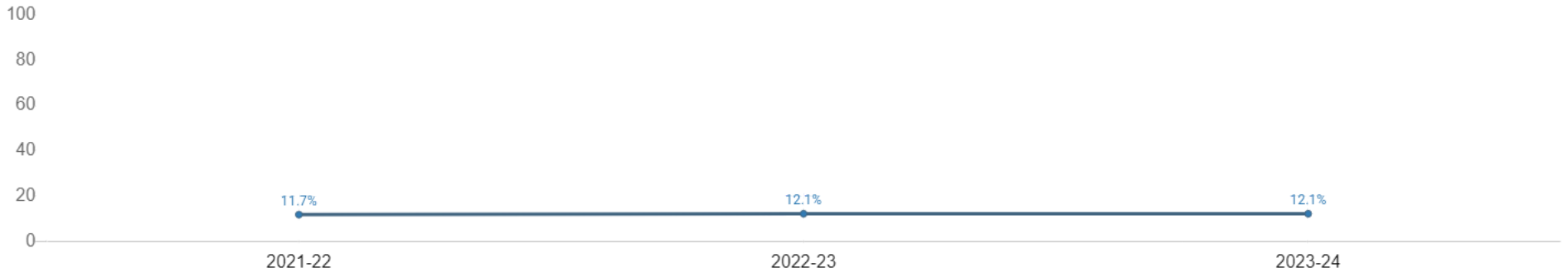
Year of Graduation	Graduates enrolled in apprenticeship programs
2023	*
2022	*
2021	10
2020	16
2019	18
2018	23
2017	14
2016	17

Climate and Environment

Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The NJDOE used input from stakeholders to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism Trends

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 ESSA Target: State Average for Grades Served column is the target used for ESSA accountability purposes. It reflects the statewide average for students in the grades offered by the district. Each student group has the same target based on all students, so the same ESSA Target will appear for all student groups. The last column shows whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").



Performance Measure	2021-22	2022-23	2023-24
Chronic Absenteeism Rate	11.7%	12.1%	12.1%
ESSA Target (State Average for Grades Served)	19.8%	18.1%	17.2%
Met ESSA Target	Met	Met	Met
Statewide Chronic Absenteeism Rate (All Grades)	18.1%	16.6%	14.9%

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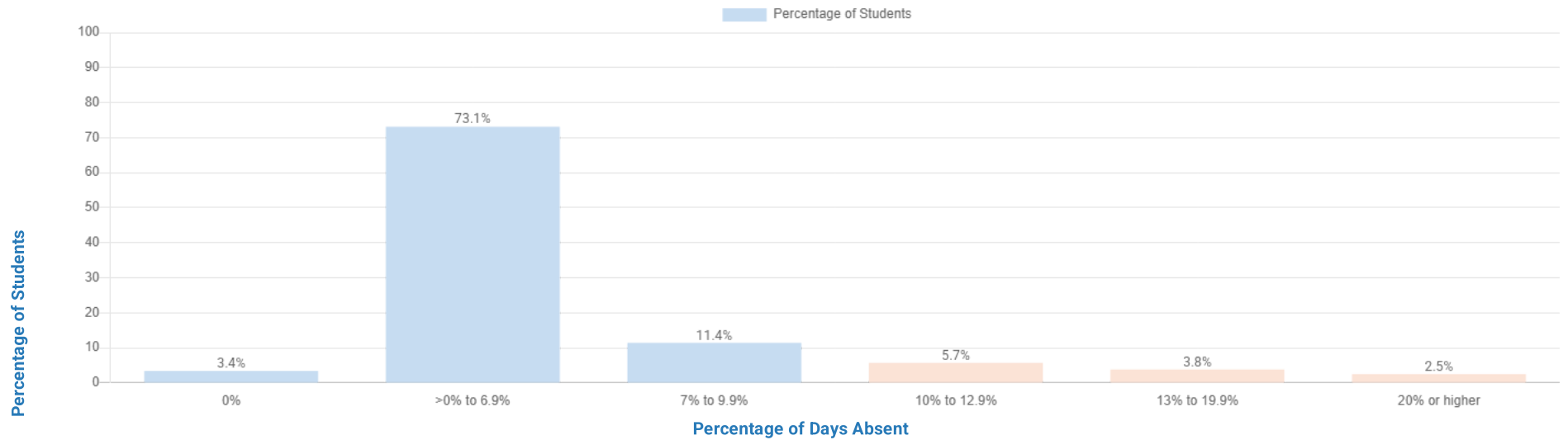
Student Group	# of Students Chronically Absent	% of Students Chronically Absent	ESSA Target: State Average for Grades Served	Met ESSA Target
Districtwide	787	12.1%	17.2%	Met
White	514	11.4%	17.2%	Met
Hispanic	118	17.1%	17.2%	Met
Black or African American	80	16.7%	17.2%	Met
Asian, Native Hawaiian, or Pacific Islander	28	5.1%	17.2%	Met
American Indian or Alaska Native	3	27.3%	**	**
Two or More Races	44	14.5%	17.2%	Met
Female	*	12.7%		
Male	*	11.5%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	186	23.4%	17.2%	Not Met
Students with Disabilities	202	17.7%	17.2%	Not Met
Multilingual Learners	12	21.4%	17.2%	Not Met
Students Experiencing Homelessness	8	40.0%		
Students in Foster Care	2	18.2%		
Military-Connected Students	25	12.5%		
Migrant Students	*	*		

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Percentage of Days Absent

This graph shows the percentage of K-12 students by the percentage of days enrolled that the students were absent during the school year. The last three bars, 10% to 12.9%, 13% to 19.9%, and 20% or higher represent students who were chronically absent.

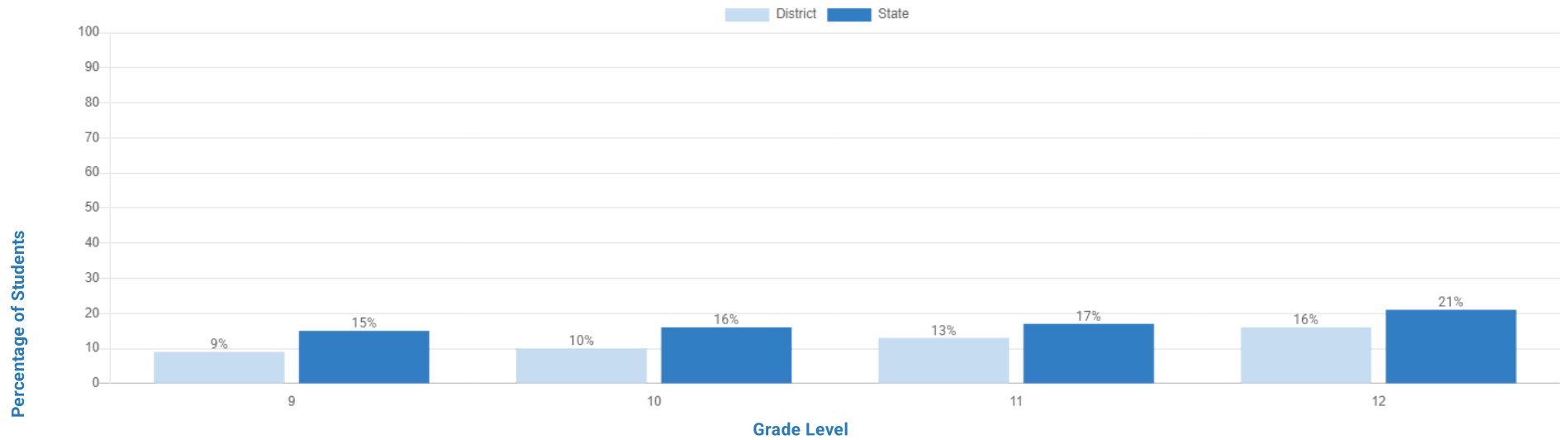


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Chronic Absenteeism by Grade

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



Climate and Environment

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

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	32
Weapons	6
Vandalism	0
Substances	55
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	101
Incidents Per 100 Students Enrolled	1.56

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	27
Weapons	6
Vandalism	0
Substances	52
Harassment, Intimidation, Bullying (HIB)	3
Other Incidents Leading to Removal	0

Climate and Environment

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and 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	0	0
Sexual Orientation	1	3	4
Disability	1	3	4
Other	3	3	6
No Identified Nature	0		0

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Student Disciplinary Removals: By Student Group

This table shows the number and percentage of students who received in-school suspensions, out-of-school suspensions, removals to other educational programs, and expulsions by student group. Information on disciplinary actions is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended district schools are included in the disciplined student counts. The data used to determine student demographic information, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students districtwide received a type of disciplinary action to protect student privacy.

Student Group	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
White	178	4%	53	1%	195	4%	0	0%	0	0%
Hispanic	64	9%	22	3%	71	10%	0	0%	0	0%
Black or African American	41	8%	37	7%	55	11%	0	0%	0	0%
Asian	10	2%	6	1%	14	3%	0	0%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*
Two or more races	21	7%	9	3%	23	8%	0	0%	0	0%
Female	79	2%	45	1%	94	3%	0	0%	0	0%
Male	236	7%	82	2%	265	8%	0	0%	0	0%
Non-Binary/Undesignated Gender	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged Students	91	10%	49	5%	108	12%	0	0%	0	0%
Students with disabilities	120	11%	39	4%	129	12%	0	0%	0	0%

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Student Disciplinary Removals: By Grade Level

This table shows the number and percentage of students who received in-school suspensions, out-of-school suspensions, removals to other educational programs, and expulsions by grade level. Information on disciplinary actions is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended district schools are included in the disciplined student counts. The data used to determine student grade level, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students districtwide received a type of disciplinary action to protect student privacy.

Grade	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
Districtwide	319	5%	128	2%	363	6%	0	0%	0	0%
9	99	6%	48	3%	113	7%	0	0%	0	0%
10	85	5%	30	2%	97	6%	0	0%	0	0%
11	71	4%	30	2%	80	5%	0	0%	0	0%
12	60	4%	19	1%	69	4%	0	0%	0	0%

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Students Involved in Police Notifications: By Student Group

This table shows the number and percentage of students who were involved in at least one incident that led to police notification by student group. Information on police notifications is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended district schools are included in the counts of students involved in incidents leading to police notification. The data used to determine student demographic information, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students districtwide were involved to protect student privacy.

Student Group	# of Students involved in at least one incident	% of Students involved in at least one incident	# of Students involved in at least one violent incident	% of Students involved in at least one violent incident	# of Students involved in at least one vandalism incident	% of Students involved in at least one vandalism incident	# of Students involved in at least one substance related incident	% of Students involved in at least one substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in at least one weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in at least one HIB incident	# of Students involved in at least one other incident type	% of Students involved in at least one other incident type
Districtwide	100	2%	45	1%	0	0%	54	1%	6	0%	4	0%	0	0%
White	42	1%	11	0%	0	0%	28	1%	5	0%	<5	<5.00%	0	0%
Hispanic	27	4%	15	2%	0	0%	13	2%	0	0%	<5	<5.00%	0	0%
Black or African American	22	4%	16	3%	0	0%	6	1%	1	0%	<5	<5.00%	0	0%
Asian	4	1%	1	0%	0	0%	3	1%	0	0%	<5	<5.00%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	5	2%	2	1%	0	0%	4	1%	0	0%	<5	<5.00%	0	0%
Female	31	1%	18	1%	0	0%	15	0%	0	0%	<5	<5.00%	0	0%
Male	69	2%	27	1%	0	0%	39	1%	6	0%	<5	<5.00%	0	0%
Non-Binary/Undesignated Gender	0	0%	0	0%	0	0%	0	0%	0	0%	<5	<5.00%	0	0%
Economically Disadvantaged Students	39	4%	23	3%	0	0%	17	2%	1	0%	<5	<5.00%	0	0%
Students with disabilities	28	3%	9	1%	0	0%	16	1%	3	0%	<5	<5.00%	0	0%

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Grade	# of Students involved in at least one incident	% involved in an incident	# of Students involved in at least one violent incident	% of Students involved in a violent incident	# of Students involved in at least one vandalism incident	% of Students involved in a vandalism incident that led to police notification	# of Students involved in at least one substance related incident	% of Students involved in a substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in a weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in an HIB incident that led to police notification	# of Students involved in at least one other incident type	% of Students involved in an other incident type
Districtwide	100	2%	45	1%	0	0%	54	1%	6	0%	4	0%	0	0%
9	25	2%	13	1%	0	0%	11	1%	1	0%	<5	<5.00%	0	0%
10	28	2%	14	1%	0	0%	14	1%	1	0%	<5	<5.00%	0	0%
11	26	2%	14	1%	0	0%	14	1%	2	0%	<5	<5.00%	0	0%
12	21	1%	4	0%	0	0%	15	1%	2	0%	<5	<5.00%	0	0%

Climate and Environment

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

Students Arrested by Type of Incident Leading to Arrest: By Student Group

This table shows the number and percentage of students in select student groups who were involved in at least one incident that led to their arrest. Information on arrests is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended district schools are included in the arrested student counts. The data used to determine student demographic information, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students districtwide were involved to protect student privacy.

Student Group	# of Students Arrested	% of Students Arrested	# of students involved in at least one violent incident that led to arrest	% of students involved in a violent incident that led to arrest	# of students involved in at least one vandalism incident that led to arrest	% of students involved in a vandalism incident that led to arrest	# of students involved in at least one substance related incident that led to arrest	% of students involved in a substance related incident that led to arrest	# of students involved in at least one weapons related incident that led to arrest	% of students involved in a weapons related incident that led to arrest	# of students involved in at least one HIB incident that led to arrest	% of students involved in an HIB incident that led to arrest	# of students involved in at least one other type of incident that led to arrest	% of students involved in an other type of incident that led to arrest
Districtwide	3	0%	0	0%	0	0%	2	0%	1	0%	0	0%	0	0%
White	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	0	0%
Hispanic	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	0	0%
Black or African American	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	0	0%
Asian	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	0	0%
Female	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	0	0%
Male	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	0	0%
Non- Binary/Undesignated Gender	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	0	0%
Economically Disadvantaged Students	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	0	0%
Students with disabilities	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	0	0%

Climate and Environment

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

Students Arrested by Type of Incident Leading to Arrest: By Grade Level

This table shows the number and percentage of students in each grade level who were involved in at least one incident that led to their arrest. Information on disciplinary actions is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended district schools are included in the arrested student counts. The data used to determine student grade level, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students districtwide were involved to protect student privacy.

Grade	# of Students Arrested	% of Students Arrested	# of Students involved in at least one violent incident that led to arrest	% involved in a violent incident that led to arrest	# of Students involved in at least one vandalism incident that led to arrest	% involved in a vandalism incident that led to arrest	# of Students involved in at least one substance related incident that led to arrest	% involved in a substance related incident that led to arrest	# of Students involved in at least one weapons related incident that led to arrest	% involved in a weapons related incident that led to arrest	# of Students involved in at least one HIB incident that led to arrest	% involved in an HIB incident that led to arrest	# of Students involved in at least one other type incident that led to arrest	% involved in an other type incident that led to arrest
Districtwide	3	0%	0	0%	0	0%	2	0%	1	0%	0	0%	0	0%
9	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	0	0%
10	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	0	0%
11	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	0	0%
12	<5	<5.00%	0	0%	0	0%	<5	<5.00%	<5	<5.00%	0	0%	0	0%

Climate and Environment

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

School Days Missed due to Out-of-School Suspensions

This table shows the total number of days missed due to out-of-school suspension for all students during the school year.

School Days Missed due to Out-of-School Suspensions

585

Climate and Environment

Student Access to Technology and Internet

The NJDOE collects information on student device types, device owners, and internet connectivity. [Reports about student access to technology and internet connectivity](#) can be found on the NJDOE website.

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Teachers – Experience

This table shows information about the experience and professional qualifications of teachers. Out-of-field teachers are teachers who are potentially teaching outside of their area of certification. Teachers with provisional certifications are fully certified novice teachers of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification. The New Jersey Department of Education does not issue emergency instructional certificates for teachers. Additional data on the professional qualifications of teachers and administrators, broken down by schools with high or low economically disadvantaged populations, is available on the [School Performance Staff page](#).

Category	Teachers in District	Teachers in State
Total Number of teachers	559	119,239
Average years experience in public schools	16.6	12.6
Average years experience in district	14.7	11.3
Number of Teachers with 4 or more years experience in the district	497	87,243
Percentage of Teachers with 4 or more years experience in the district	88.9%	73.6%
Number of out-of-field teachers	3	2,931
Percentage of out-of-field teachers	0.5%	2.5%
Number of Teachers with Provisional Credentials	22	9,065
Percentage of Teachers with Provisional Credentials	3.9%	7.6%

Administrators – Experience

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

Category	Admin. in District	Admin. in State
Total Number of administrators	41	10,170
Average years experience in public schools	21.7	16.2
Average years experience in district	18.0	12.5
Number of Administrators with 4 or more years experience in the district	39	7,734
Percentage of Administrators with 4 or more years experience in the district	95.1%	76.8%

Staff Counts

This table shows the number of staff members assigned to the district and state across several staff categories. The staff counts in this table reflect data submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). Additionally, some staff members may be assigned to the district only, but work in multiple schools in the district. In these cases, the table may show 0 staff members assigned to the school, even though there are district staff members working in the school. The School Safety Specialists data is based on data submitted by districts in the CDS system.

Staff Category	District: Total Staff Members	State: Total Staff Members
Teachers	559	119,239
Administrators	41	10,170
Librarians/Media Specialists	5	1,160
Nurses	42	3,025
School Counselors	52	4,673
Child Study Team Members	36	9,654
School Psychologists	20	2,185
School Social Workers	5	2,750
Student Assistance Coordinators	5	400
School Safety Specialists	1	681

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Student and Staff Ratios

This table shows ratios of students and staff members in the district. The ratios are based on data submitted by districts to NJ SMART and are not based on staff full-time equivalent (FTE). The School Safety Specialists data is based on data submitted by districts in the CDS system.

Ratio	District Ratio
Students to Teachers	12:1
Students to Administrators	157:1
Teachers to Administrators	14:1
Students to Librarians/Media Specialists †	1291:1
Students to Nurses †	154:1
Students to Counselors †	124:1
Students to Child Study Team Members †,††	30:1
Students to School Psychologists †	323:1
Students to School Social Workers †	1291:1
Students to Student Assistance Coordinators †	1291:1
Students to School Safety Specialists †	6456:1

† In some districts, staff members in these roles who work in multiple schools may be assigned only to the district and not to individual schools. As a result, a School Ratio may show N, but there may be district assigned staff working in the school

†† Child Study Team members include school psychologists, school social workers, and learning disabilities teacher consultants, also note that the ratio compares Students with Disabilities instead of all students.

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group. To protect student and staff privacy, gender percentages may show a range, depending on the overall school population size.

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	49.0%	56.0%	30-40%	48.0%	77.0%	57.0%
Male	51.0%	44.0%	60-70%	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤10%	≤1%	≤1%	≤1%
White	68.9%	95.0%	90.2%	38.2%	81.8%	74.5%
Hispanic	10.5%	2.1%	2.4%	34.0%	8.6%	8.6%
Black or African American	7.4%	2.0%	4.9%	14.2%	6.4%	14.4%
Asian	8.2%	0.4%	2.4%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.1%	0.2%	0.0%	0.2%	0.4%	0.5%
Two or More Races	4.7%	0.4%	0.0%	3.1%	0.3%	0.4%

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

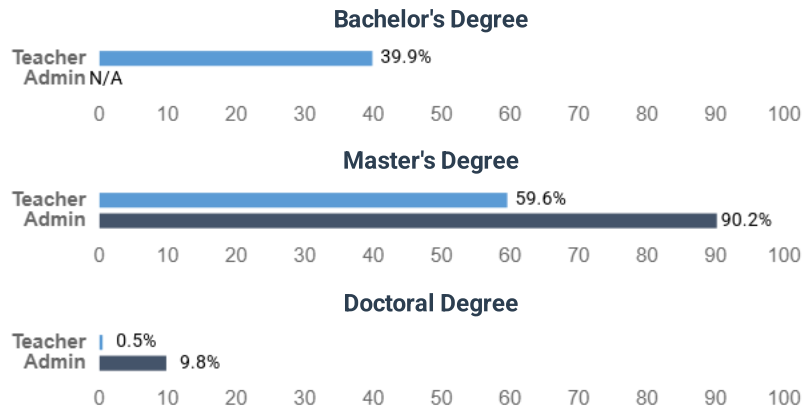
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district.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

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

Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Teachers and Administrators - Level of Education

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



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

This table shows the percentage of teachers and administrators assigned to this district in 2022-23 that were still assigned to this district in 2023-24. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2022-23 Teachers: Same district 2023-24	94.2%	89.5%
2022-23 Administrators: Same district 2023-24	95.0%	87.9%

Staff

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

Key terms for staff data:

Teachers: All classroom teachers

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

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

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

Provisional Teacher: A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

Teachers by Subject Area

This table shows the counts of teachers by subject area with gender breakdown, experience, and level of education. The staff counts in this table reflect staff assignments as submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). Note that some teachers may teach in multiple subject areas and may be counted more than once in this table, or they may only be counted in their primary subject area. Additionally, in many elementary schools, teachers are not assigned to specific subject areas, so they will appear in the Elementary (Not Subject Specific) category and not in the other subject areas, but that does not mean those subjects are not being taught in the school. Special Education and Bilingual teachers are generally assigned to a subject area and also either special education or bilingual, so those teachers will be counted in multiple subject areas.

Subject Area	Total Number of Teachers	% Female	% Male	% Non-binary or Undesignated Gender	% White	% Hispanic	% Black or African American	% Asian	% Native Hawaiian, Pacific Islander	% American Indian or Native American	% Two or More Races	% 4 or more years experience in the district	% Bachelor's Degree(Highest Degree)	% Master's Degree(Highest Degree)	% Doctoral Degree(Highest Degree)
Elementary (Not Subject Specific)	20	60-80%	20-40%	≤20%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	15.0%	85.0%	0.0%
English/Language Arts/Literacy	62	60-65%	35-40%	≤5%	95.2%	3.2%	0.0%	0.0%	0.0%	0.0%	1.6%	93.5%	37.1%	61.3%	1.6%
English to Speakers of Other Languages	4	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	25.0%	75.0%	0.0%
Mathematics	71	55-60%	40-45%	≤5%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	91.5%	39.4%	60.6%	0.0%
Science	67	55-60%	40-45%	≤5%	94.0%	3.0%	3.0%	0.0%	0.0%	0.0%	0.0%	83.6%	38.8%	59.7%	1.5%
Social Studies/History	54	20-30%	70-80%	≤10%	98.1%	0.0%	1.9%	0.0%	0.0%	0.0%	0.0%	94.4%	37.0%	63.0%	0.0%
World Language	40	70-80%	20-30%	≤10%	77.5%	17.5%	2.5%	0.0%	2.5%	0.0%	0.0%	85.0%	37.5%	62.5%	0.0%
Visual and Performing Arts	29	20-40%	60-80%	≤20%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	89.7%	48.3%	51.7%	0.0%
Health/Physical Education	51	40-50%	50-60%	≤10%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	98.0%	49.0%	51.0%	0.0%
Family & Consumer Sciences	16	>80%	≤20%	≤20%	93.8%	0.0%	6.3%	0.0%	0.0%	0.0%	0.0%	81.3%	62.5%	37.5%	0.0%
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	31	70-80%	20-30%	≤10%	90.3%	0.0%	6.5%	3.2%	0.0%	0.0%	0.0%	83.9%	45.2%	51.6%	3.2%
Computer Science/IT	3	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Industrial Arts	25	20-40%	60-80%	≤20%	96.0%	0.0%	4.0%	0.0%	0.0%	0.0%	0.0%	68.0%	48.0%	52.0%	0.0%
Career and Technical Education	6	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	66.7%	50.0%	50.0%	0.0%
Special Education	110	65-70%	30-35%	≤5%	94.5%	0.9%	2.7%	0.9%	0.0%	0.0%	0.9%	90.9%	31.8%	68.2%	0.0%
Bilingual	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%

Per-Pupil Expenditures

Per-Pupil Expenditures by Source

The table below summarizes the most recently available expenses for regular and special education students taught at schools in the district. The amounts include both actual personnel and actual non-personnel expenditures and include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities. An overall cost per pupil for a given school can be calculated by adding the Central Expenditures and the Expenditures Not Assigned to a School to the School Level Expenditures reported for that school. The Average Daily Enrollment (ADE**) comes from the 2023-24 School Registry Summary (SRS).

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Annual Comprehensive Financial Report \(ACFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2023-24 School-Level Per Pupil Expenditures by Source](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

Lenape Regional	Federal	State & Local	Total	ADE**
District Level Total Expenditures	\$597	\$20,535	\$21,132	6,474.6
District Level Central Expenditures		\$660	\$660	6,474.6
Cherokee High School	\$547	\$19,158	\$19,705	2,102.5
Lenape High School	\$666	\$19,204	\$19,870	1,920.7
Shawnee High School	\$550	\$19,410	\$19,960	1,415.6
Seneca High School	\$632	\$23,210	\$23,842	1,035.9

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

Accountability

New Jersey's Every Student Succeeds Act (ESSA) Accountability System New Jersey's school accountability system identifies schools in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). Based on New Jersey's [approved ESSA state plan](#), NJDOE will identify schools in the following four federal categories every three years:

- **Comprehensive Support and Improvement (CSI): Overall Low Performing:**
 - Title I schools with a summative score in the bottom 5% of Title I schools.
- **Comprehensive Support and Improvement (CSI): Low Graduation Rate:**
 - All high schools with a four-year graduation rate of 67% or less
- **Additional Targeted Support and Improvement: Low Performing Student Group (ATSI):**
 - All schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
- **Comprehensive Support and Improvement (CSI): Chronically Low Performing:**
 - Title I schools identified as Additional Targeted Support and Improvement; Low Performing Student Group (ATSI) that are identified for three or more consecutive years, i.e., ATSI schools that do not meet exit criteria.

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

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

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

The NJDOE identified schools for CSI and ATSI status in fall 2023 based on data from the 2022-2023 school year, so the NJDOE did not identify schools for CSI or ATSI status based on 2023-2024 school year data. The NJDOE only identified schools for TSI status based on data from the 2023-2024 school year.

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, how federal accountability status is determined, and additional data, see the [NJDOE accountability page](#).

Accountability

Schools Identified as Requiring Comprehensive or Targeted Support – Districtwide

The table below provides the list of schools in the district that have been identified for either comprehensive or targeted support for the 2025-26 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

There are currently no schools identified as requiring comprehensive or targeted support during the 2025-26 school year.

Accountability

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. **ELA and Math Proficiency:** Percentage of students who met or exceeded expectations on statewide assessments (NJSLA or DLM) **ELA and Math Growth:** For 2022-23 and 2023-24, this data reflects median student growth percentiles (mSGPs). For 2021-22, this data shows the Relative School Improvement Measure (RSIM), which was based on aggregate scale score improvement on the statewide assessments in ELA and mathematics (NJSLA), when comparing prior year performance to 2021-22 performance. **Four- and five-year graduation rates:** The federal adjusted cohort graduation rate. Prior year graduation rates are used for ESSA Accountability, so the graduation rates shown for 2023-2024 represent the Cohort 2023 4-year and Cohort 2022 5-year rates. **Progress toward English Language Proficiency:** The percentage of multilingual learners who demonstrated the expected amount of growth on the ACCESS for ELLs Assessment for English language proficiency. **Chronic absenteeism:** The percentage of K-12 students who were absent for 10% or more of the days enrolled during the school year.

Important Note for 2023-24: The growth measure used for 2021-22 was an alternate measure used because median student growth percentiles were not available for 2021-22. The NJDOE resumed using mSGPs in 2022-2023, so 2021-22 growth data should not be compared to other years.

ESSA Accountability Indicator	2021-22	2022-23	2023-24
ELA Proficiency	44.9%	48.4%	58.2%
Math Proficiency	33.0%	34.5%	38.5%
ELA Growth†	N	N	N
Math Growth†	N	N	N
4-Year Graduation Rate (Prior Year)††	95.2%	85.7%	95.9%
5-Year Graduation Rate (Prior Year)††	97.7%	95.5%	86.4%
Progress toward English Language Proficiency	20.0%	24.0%	28.1%
Chronic Absenteeism	11.7%	12.1%	12.1%

†An alternate measure of growth was used for the 2021-2022 school year because median student growth percentiles were not available.

††The graduation rates in this table reflect the rates used for the accountability process for the given year, which are the rates from the prior school year.

Accountability

Accountability Summary by Student Group - 2023-24 School Year

This table shows whether the district and each student group met annual ESSA accountability targets for each indicator.

For more information about accountability determinations, indicators, and annual targets, see the [NJDOE Accountability page](#).

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

†Target was met within a confidence interval.

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. Please note that the narrative is optional, so only categories in which the district chose to share information will be displayed. If there are questions about the information provided in the narrative section, please contact the school or district directly.



Mission, Vision, Theme:

The Lenape Regional High School District (LRHSD) serves 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.



Awards, Recognition, Accomplishments:

All schools were designated a No Place for Hate by the Anti-Defamation League of South Jersey and Philadelphia for the 12th consecutive year. The program helps schools to challenge anti-Semitism, racism, homophobia and all forms of bigotry. LRHSD has the distinction of being the first 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.



Courses, Curriculum, Instruction:

Through more than 236 course offerings, 26 AP courses and 68 College Acceleration Program courses, 43 at Rowan College at Burlington County (RCBC) and 25 at Rowan University (RU), complemented by summer enrichment programs, the Lenape District offers academic tracks to meet every student's needs. In the 2023-24 school year, 942 students district-wide applied for RU and RCBC dual credit; on average, each student earned 7.9 college credits.

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Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (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 (Boys & Girls), Wrestling (Boys & Girls)
LRHSD offers over 25 Athletic Programs; 140 State Championships won by LRHSD teams.



Clubs and Activities:

During the 2023-24 school year LRHSD students participated in a variety of clubs and activities as each school offers over 60 clubs that appeal to a wide range of student talent and interest. LRHSD students earned awards and recognition at County, State and National Levels. Some highlights include a Band State Championship, Band selections and the selection of dozens of students competing at the state and national levels in competitive clubs such as DECA, FBLA, and FCCLA.



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 for all students 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.

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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 2023-24 school year, 942 students earned 7283 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 96.2% graduation rate, its SAT scores consistently above state and national averages, and its 75.5% of graduates attending over 236 colleges and universities.



Student Supports and Services:

LRHSD has programs to meet the specific needs of special needs students and to develop life-long job skills including: morning cafes, in which students develop hands-on experience making, selling, and serving cafe 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, through High School innovative Transitions to Adulthood program

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Student Health and Wellness:

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. Each school has created a wellness room that students can visit during the day.



Parent and Community Involvement:

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.



Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers.

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Facilities:

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 21 years old and located in the Pine Barrens National Preserve. The District also has the Sequoia Alternative Program and Transitions to Adulthood Program, both are located in Evesham Township.



School Safety:

The Safety and Security of all LRHSD students and staff is a top priority which is evidenced by the following security initiatives already in place at all LRHSD schools. SRO's with marked vehicles are assigned to each school reinforcing a highly visible police presence. All schools have Security staff assigned to assist with maintaining a safe school environment. Exterior doors are secured and locked during the school day. Main office vestibules limit direct entry into the school. All schools are equipped with 24/7 interior and exterior surveillance systems. Lockdown buttons and a phone system are installed at all schools to initiate and expedite lockdown procedures. Portable radios are assigned to key personnel. Interior door locks were installed to expedite the lockdown process and exterior doors have intruder film. In conjunction with the NJDOE guidance, each school implemented Threat Assessment teams to investigate reports and provide appropriate interventions and supports.



Technology and STEM:

Through a referendum the LRHSD was able to create three new programs: Metalwork, welding and fabrication, Automotive with an ASE certification and Construction, Building and Carpentry. These career pathways will allow students to gain hands on experience in a possible career of their choosing. The LRHSD has also partnered with Project Lead the Way a nationally recognized STEM program to offer a pre-engineering pathway where students work collaboratively in a cohort to take an engineering elective each year of their high school experience. This will expose them to different facets of a STEM related career. The LRHSD has two district Robotics teams which compete locally and nationally. Members of the LRHSD Robotics teams report that the project based problem solving design of each challenge deepens their understanding of the concepts behind the designs necessary to compete.

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Consistent school attendance is one of the key components of student achievement. Prolonged or repeated absences excused or unexcused, from school or from class, deprive students of the educational and classroom experiences deemed essential to learning. The LRHSD fosters high student attendance by forging strong partnerships with students and families. The LRHSD routinely monitors student attendance and implements supports and interventions when appropriate to enhance student attendance.

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

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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. Each high school celebrated students' college acceptances in a variety of ways as a strategy for raising expectations. The school community takes great pride that students are Prepared to Succeed. <https://www.lrhsd.org/our-district/strategic-planning/state-of-the-district-presentation/prepared-to-succeed-video> Active community involvement is a hallmark of the Lenape District. LRHSD also appreciates the consistent and generous support it receives from its communities. Through its award winning television program, LDTV, the district provides high quality community-oriented programming from athletics to performing arts.