



State of New Jersey  
2014-15

07-0800-030

OVERVIEW

CAMDEN  
CHERRY HILL TWP

GRADE SPAN 09-12

CHERRY HILL HIGH SCHOOL EAST  
1750 KRESSON RD  
CHERRY HILL, NJ 08003-2598

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

**DEMOGRAPHIC INFORMATION**

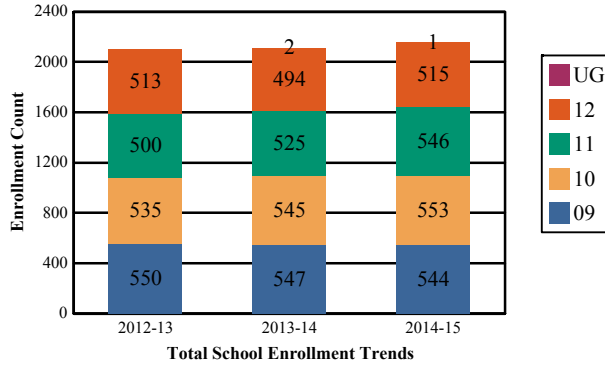
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**Enrollment by Ethnic/Racial Subgroup**

**Enrollment by Grade**

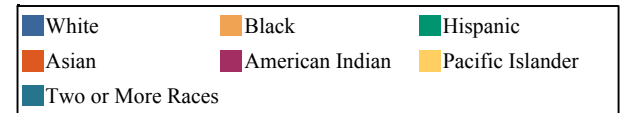
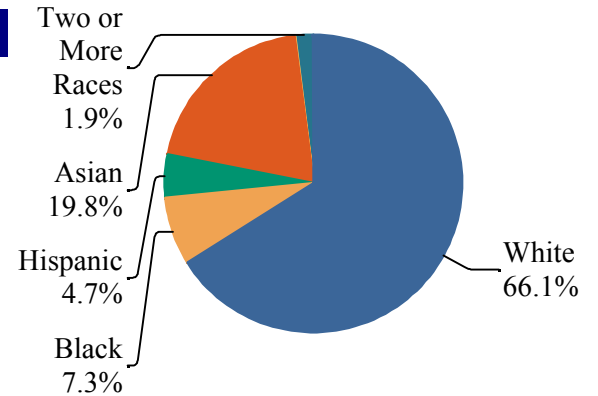
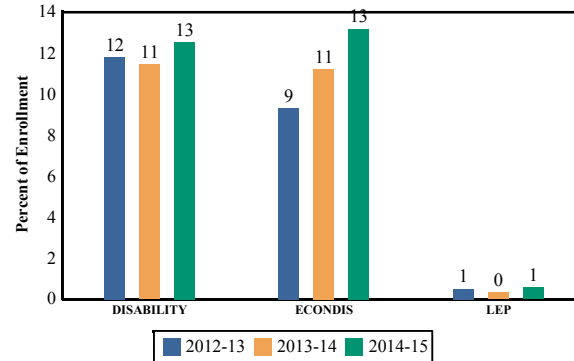
This graph presents the count of students who were 'on roll' by grade in October of each school year.



This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.

**Enrollment Trends by Program Participation**

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.

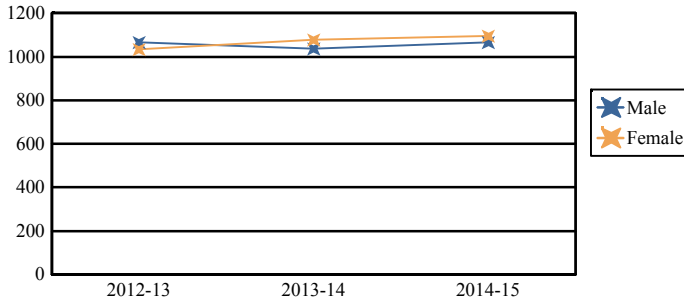


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	2,098
2013-14	2,113
2014-15	2,159

**Enrollment by Gender**

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	1,065	1,033
2013-14	1,036	1,077
2014-15	1,065	1,094

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	270	13%
Economically Disadvantaged Students	285	13.2%
English Language Learners	12	0.6%

**Language Diversity**

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	81.8%
Chinese	3.3%
Korean	2.5%
Spanish	1.4%
Zhuang	1.2%
Vietnamese	1.1%
Other	8.7%

**ACADEMIC ACHIEVEMENT**

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L), Mathematics and Biology as demonstrated in 2014-2015 *Partnership for Assessment of Readiness for College and Careers (PARCC)* assessments and the End-of-Course Biology assessment. The below chart consist of three columns with measures. The first column - Schoolwide Performance - below includes the percentage of students who met or exceeded expectations in ELA/L or Math. The middle column - Peer School Percentile - indicates how the school's outcomes compare to its group of peer schools. The last column - Statewide Percentile - indicates how the school's outcomes compare to schools across the state in ELA/L.

Academic Achievement	Schoolwide Performance	Peer Percentile	State Percentile
HS English Language Arts/Literacy Met or Exceeded Expectation	65%	90	89
Math Met or Exceeded Expectation	46%		

**ESEA Waiver - English Language Arts/Literacy**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	354	64.9%	95%	33.9%	NO
White	192	62%	95%	28.7%	NO
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	110	74.6%	95%	52.9%	NO
Two or More Races	-	-	--	--	--
Students with Disability	42	30.9%	95%	28.6%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	65	49.2%	95%	41.4%	NO

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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**ESEA Waiver - Math**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	331	45.6%	95%	33.9%	NO
White	178	40.4%	95%	28.2%	NO
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	105	61.9%	95%	55.5%	NO
Two or More Races	-	-	--	--	--
Students with Disability	39	20.5%	95%	29.8%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	58	39.6%	95%	39.2%	NO

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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**Proficiency Outcomes - Biology**

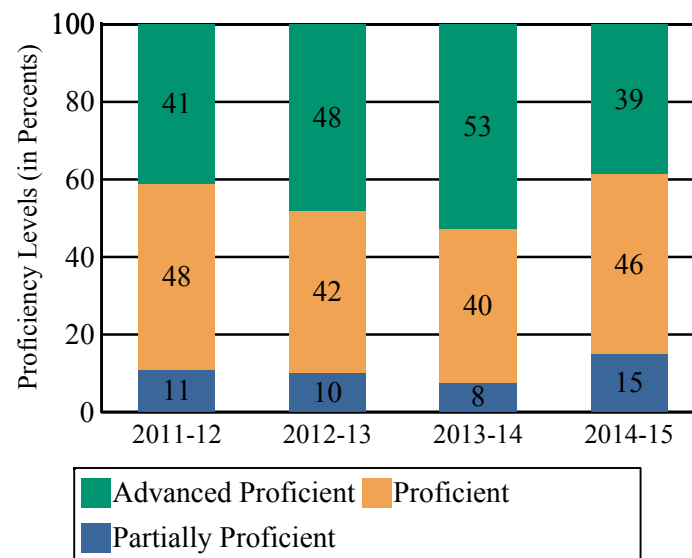
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	39%	46%	15%
White	40%	48%	12%
African American	19%	46%	35%
Hispanic	-	-	-
American Indian	-	-	-
Asian	48%	39%	14%
Two or More Races	-	-	-
Students with Disability	9%	41%	50%
English Language Learners	-	-	-
Economically Disadvantaged Students	25%	47%	28%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**Proficiency Trends - Biology**

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient, and Partially Proficient categories of the Biology Competency Test over the last four years.



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**PARCC Performance Level**

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations ( <i>Min. 650</i> )	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations ( <i>Max. 850</i> )

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**PARCC ELA Performance Distribution - Grade - 09**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	221	760	739	6%	11%	19%	44%	19%	63%	41%
White	112	756	746	4%	13%	25%	41%	16%	57%	47%
African American	13	740	723	23%	15%	15%	38%	8%	46%	23%
Hispanic	11	727	725	36%	18%	0%	27%	18%	45%	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	77	774	765	1%	6%	17%	48%	27%	75%	68%
Two or More Races	-	-	731	-	-	-	-	-	-	36%
Students with Disability	26	735	706	27%	19%	19%	19%	15%	35%	9%
English Language Learners	-	-	693	-	-	-	-	-	-	5%
Economically Disadvantaged Students	43	750	724	16%	14%	16%	40%	14%	53%	24%

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**PARCC ELA Performance Distribution - Grade - 10**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	133	767	735	8%	9%	15%	41%	26%	68%	38%
White	80	771	741	5%	8%	19%	40%	29%	69%	43%
African American	-	-	717	-	-	-	-	-	-	22%
Hispanic	-	-	720	-	-	-	-	-	-	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	33	766	763	9%	12%	6%	48%	24%	73%	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	16	723	698	31%	19%	25%	19%	6%	25%	8%
English Language Learners	-	-	685	-	-	-	-	-	-	4%
Economically Disadvantaged Students	22	740	718	23%	9%	27%	27%	14%	41%	23%



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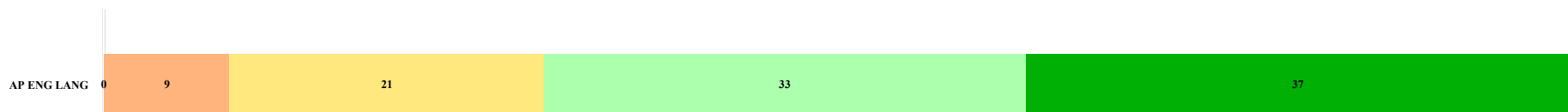
**PARCC ELA Performance Distribution - Grade - 11**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	75	761	741	1%	9%	28%	44%	17%	61%	42%
White	45	763	745	0%	4%	33%	42%	20%	62%	46%
African American	-	-	727	-	-	-	-	-	-	27%
Hispanic	-	-	731	-	-	-	-	-	-	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	16	751	765	6%	19%	25%	38%	13%	50%	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	-	-	712	-	-	-	-	-	-	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	12	754	730	0%	33%	8%	42%	17%	58%	30%

**Advanced Placement/International Baccalaureate English Performance Distribution**

This graph presents the percentage of students in this school scoring in each performance level of the AP/IB English assessment. Students who score AP >= 3 or score IB >= 4 may earn college credit. Shown below the graph is a table that presents the percentage of students who achieved a score that could potentially earn college credit and the average score earned in the school.



Subject	Valid Scores	% Eligible for College Credit	Average Score Earned in the School	Average Score Earned in the State
AP ENGL LANG	70	91.4%	3.99	3.36

- Data is suppressed to protect the confidentiality of the students.

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**PARCC ALGEBRA I - Performance Distribution**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	90	728	740	18%	24%	36%	22%	0%	22%	40%
White	53	732	746	17%	19%	40%	25%	0%	25%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	19	728	769	21%	21%	32%	26%	0%	26%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	20	714	710	35%	30%	20%	15%	0%	15%	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	19	720	725	32%	21%	32%	16%	0%	16%	21%

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**PARCC GEOMETRY - Performance Distribution**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	161	740	728	7%	16%	40%	35%	2%	37%	21%
White	83	735	731	6%	19%	48%	27%	0%	27%	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	-	-	718	-	-	-	-	-	-	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	55	751	751	2%	15%	29%	49%	5%	55%	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	16	720	709	25%	31%	25%	19%	0%	19%	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	32	744	718	6%	16%	31%	47%	0%	47%	8%

**ACADEMIC ACHIEVEMENT**

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**PARCC ALGEBRA II - Performance Distribution**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	109	767	721	6%	6%	16%	61%	11%	72%	24%
White	60	760	725	12%	5%	13%	63%	7%	70%	27%
African American	-	-	701	-	-	-	-	-	-	8%
Hispanic	-	-	706	-	-	-	-	-	-	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	36	781	751	0%	6%	11%	61%	22%	83%	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	11	726	691	36%	27%	9%	18%	9%	27%	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	705	-	-	-	-	-	-	9%

**COLLEGE AND CAREER READINESS**

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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550, the percentage of 11th and 12th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Percent of Students Participating in SAT or ACT	94%	94	69	80%	YES
Percent of Students Participating in PSAT or PLAN	94%	77	66	60%	YES
Percent of Students Scoring Above 1550 on SAT	69%	100	88	40%	YES
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	24%	65	57	35%	NO
Percent of AP Tests >= 3 or IB Test >= 4 in English, Math, Social Studies or Science	91%	97	93	75%	YES
<b>Summary</b>		87	75		80%

**College Readiness Test Participation**

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

2014-15 Percent of Students	School	Peer Avg.	State Avg.
Participating in SAT	91.5%	79.0%	79.1%
Participating in ACT	19.4%		25.2%
Participating in PSAT or PLAN	94.4%	79.2%	79.6%
Participating in Dual Enrollment	91.4%		14.9%

**AP/IB Participation - 'Unique' Students**

The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e., each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

2014-15 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	51.1%	39.1%	36.3%
One or More Test	33.0%	28.2%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	23.7%	23.5%	25.3%

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

**COLLEGE AND CAREER READINESS**

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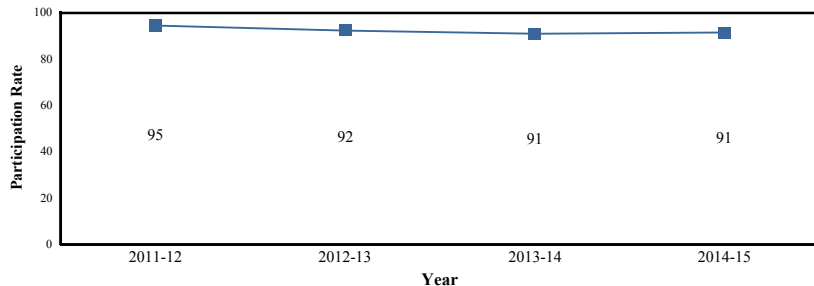
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**Participation Trends - SAT Testing**

**Participation Trends - SAT Testing**

This graph presents the participation rate in the SAT over the last four years.



**Scholastic Assessment Test (SAT) Results**

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

2014-15	School	Peer Avg.	State Avg.
Percent of Students Scoring Above 1550 on SAT	69.3%	49.0%	43.8%

**Composite SAT Score**

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

2014-15	School	Peer Avg.	State Avg.
Composite SAT Score	1,716	1,557	1,508
Critical Reading	565	512	496
Mathematics	583	533	518
Writing	568	512	494

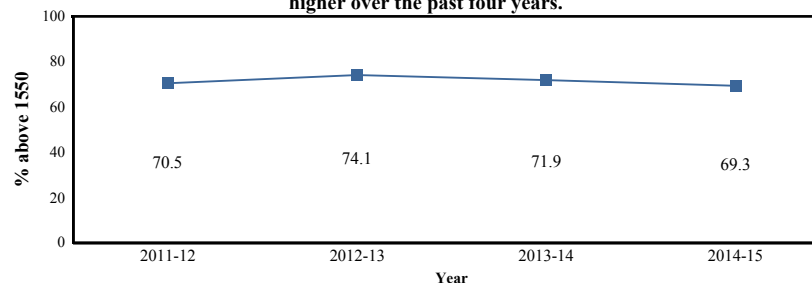
**AP /IB Test Results**

This table presents the percentage of all AP/IB tests taken by students enrolled in the school that were scored AP  $\geq 3$  and scored IB  $\geq 4$ .

2014-15	School	Peer Avg.	State Avg.
Percent of AP Tests $\geq 3$ or IB Test $\geq 4$	90.6%	76.1%	72.4%
Percent of Scores in AP $\geq 3$ or IB $\geq 4$ in English, Math, Social Studies or Science	90.8%	75.6%	69.7%

**SAT Benchmark Trends**

This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.



**Composite SAT Score**

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

2014-15	Critical Reading	Mathematics	Writing
75th Percentile	630	660	650
50th Percentile	560	580	560
25th Percentile	490	500	483

**COLLEGE AND CAREER READINESS**

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CHERRY HILL TWP

GRADE SPAN 09-12

07-0800-030  
CHERRY HILL HIGH SCHOOL EAST  
1750 KRESSON RD  
CHERRY HILL, NJ 08003-2598

**AP/IB Courses Offered**

This table presents the count of students enrolled in each AP/IB course offered in this school in the first column. The second column presents the count of tests taken in each AP/IB course. The numbers may not match as some students do not take the test in the same year as they take the course and some students may take the course without taking the test or vice versa.

AP/IB Course Name	Students Enrolled	Students Tested
AP U.S. History	183	74
AP Psychology	122	100
AP Macroeconomics	96	41
AP Calculus BC	90	83
AP English Literature and Composition	83	37
AP English Language and Composition	72	77
AP Statistics	63	31
AP Spanish Language	59	31
AP Chemistry	52	52
AP World History	47	17
AP French Language	35	23
AP European History	34	13
AP Physics C	31	
AP U.S. Government and Politics	22	19
AP Biology	20	19
AP Music Theory	20	12
AP Studio Art/Two-Dimensional	17	3
AP Latin (Virgil, Catullus and Horace)	11	3

AP/IB Course Name	Students Enrolled	Students Tested
AP Microeconomics		63
AP Physics 1		21
AP Physics C: Electricity and Magnetism		6
AP Physics C: Mechanics		5
AP German Language		1

**COLLEGE AND CAREER READINESS**

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**Visual and Performing Arts**

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	2.1%
Drama/Theater	4.4%	3.8%
Music	23.4%	17.8%
Visual Arts	29.5%	31.7%
<b>Total: All Visual and Performing Arts</b>	50.1%	49.9%

N/R - Data Not Reported

**Participation in Career Readiness**

The chart below contains percentage of students who were participants in an approved Career and Technical Education Program in this school as well as across the State of New Jersey.

Percent of Students Enrolled	School	State
Participating in CTE	67.2%	18.3%
Structured Learning Experience	0.0%	7.0%

N/R - Data Not Reported



**GRADUATION AND POSTSECONDARY**

CAMDEN

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This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the ESEA Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The dropout rate is the count of students who dropout in an academic year divided by the school's total enrollment.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state.. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's ESEA Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

Graduation & Post Secondary Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Targets	Met Target
Overall Graduation Rate	96%	75	66	78%	YES
Dropout Rate	0.2%	81	67	2%	YES
<b>SUMMARY - Graduation &amp; Post-Secondary</b>		78	67		100%

**Graduation Rate by Subgroup**

This table presents for all NCLB-identified subgroups the "4-year Adjusted Graduation Rate." This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who 'transfer-in' and for students who are verified as 'transfers-out'.

	School	State Target
<b>Schoolwide</b>	96%	78%
White	98%	
African American	85%	
Hispanic	-	
American Indian	-	
Asian	95%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	88%	
English Language Learners	-	
Economically Disadvantaged Students	92%	

**Dropout Rate by Subgroup**

This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

	School	State Target
<b>Schoolwide</b>	.2%	2%
White	.1%	
African American	1.3%	
Hispanic	0%	
American Indian	-	
Asian	0%	
Native Hawaiian	-	
Two or More Races	2.4%	
Students with Disability	0%	
English Language Learners	-	
Economically Disadvantaged Students	.7%	

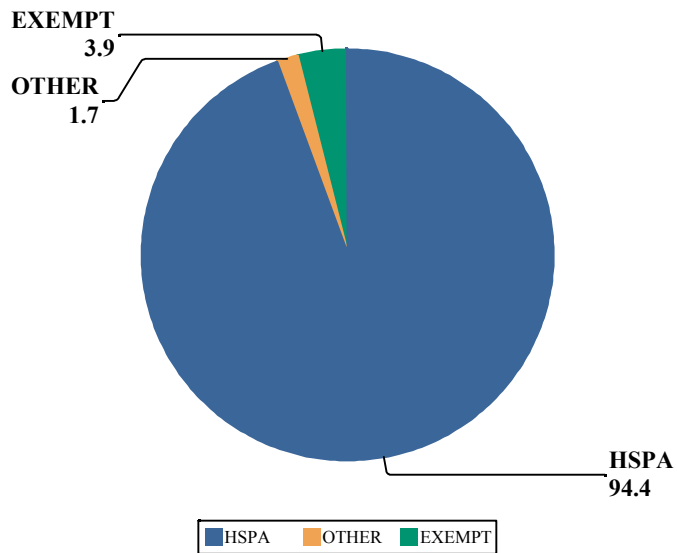
**GRADUATION AND POSTSECONDARY**

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**Graduation Pathway Rates**

This chart presents the percentage of high school graduates who graduated by passing both sections of the HSPA, who were exempt from passing the HSPA, or who demonstrated proficiency through an alternative pathway such as through the Alternative High School Assessment, achievement of the 'Just Proficient Mean' or an appeal process.



**Extended Year Graduation Rate**

The chart below presents the 4-year and 5-year graduation rate for the prior school year's cohort in addition to the 4-year graduation rate for last year's cohort.

Class of	4-year Rate	5-year Rate
2012	97%	97%
2013	98%	98%
2014	95%	96%
2015	96%	

**GRADUATION AND POSTSECONDARY**

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**Postsecondary Enrollment Rates**

This chart presents the enrollment rates of this school's high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95% of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

	<b>Percent Enrolled</b>	<b>Percent in 2 Year</b>	<b>Percent in 4 Year</b>
<b>Statewide</b>	<b>78.5%</b>	<b>34.3%</b>	<b>64.7%</b>
<b>Schoolwide</b>	91%	16%	84%
White	90.5%	13.4%	86.6%
African American	91.2%	25.8%	74.2%
Hispanic	90%	51.9%	48.1%
Asian	92.5%	8.1%	91.9%
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	84.9%	40%	60%
English Language Learners	-	-	-
Economically Disadvantaged Students	88.9%	22.5%	77.5%

**WITHIN SCHOOL ACHIEVEMENT GAP**

CAMDEN  
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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap broader than the state gap indicates that the school's range of student outcomes is larger than the state's.

**Grade Level - 09**

**PARCC English Language Arts/Literacy 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	834	850
75th	785	766
50th	762	739
25th	739	710
0th	663	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	56

**PARCC ALG-1 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	789	821
75th	747	762
50th	732	735
25th	706	711
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	51

**WITHIN SCHOOL ACHIEVEMENT GAP**

CAMDEN  
CHERRY HILL TWP

**Grade Level - 10**

**PARCC English Language Arts/Literacy 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	850	850
75th	794	766
50th	768	733
25th	738	699
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	56	67

**Grade Level - 11**

**PARCC English Language Arts/Literacy 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	819	850
75th	782	768
50th	760	740
25th	737	711
0th	668	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	45	57

**PARCC GEO 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	786	793
75th	758	747
50th	744	726
25th	726	710
0th	668	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	37

**PARCC ALG-2 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	838	813
75th	788	748
50th	772	718
25th	745	692
0th	666	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	56

**SCHOOL CLIMATE**

CAMDEN  
CHERRY HILL TWP

**Length of School Day**

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	7 Hrs. 0 Mins.

**Student Suspension Rate**

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	2.4%

**Instructional Time**

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 44 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

**Student to Staff Ratio**

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	16
Administrators	360

**SCHOOL PEER GROUP**

CAMDEN  
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This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADESPAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNER</u>	<u>SPECIAL EDUCATION</u>
BERGEN	MAHWAH TWP	MAHWAH HIGH SCHOOL	03-2900-050	09-12	10.7%	0.7%	14.2%
BURLINGTON	CINNAMINSON TWP	CINNAMINSON HIGH SCHOOL	05-0840-030	09-12	14.2%	0.3%	15.7%
BURLINGTON	LENAPE REGIONAL	CHEROKEE HIGH SCHOOL	05-2610-040	09-12	11.9%	0.6%	17.8%
BURLINGTON	LENAPE REGIONAL	LENAPE HIGH SCHOOL	05-2610-050	09-12	15.4%	0.4%	14.2%
BURLINGTON	LENAPE REGIONAL	SENECA HIGH SCHOOL	05-2610-070	09-12	12.9%	0.2%	12.9%
BURLINGTON	NORTHERN BURLINGTON REG	NORTHERN BURLINGTON COUNTY REGIONAL HIGH SCHOOL	05-3690-050	09-12	14.1%	0.5%	16.2%
<b>CAMDEN</b>	<b>CHERRY HILL TWP</b>	<b>CHERRY HILL HIGH SCHOOL EAST</b>	<b>07-0800-030</b>	<b>09-12</b>	<b>13.2%</b>	<b>0.6%</b>	<b>12.3%</b>
CAMDEN	EASTERN CAMDEN COUNTY REG	EASTERN REGIONAL HIGH SCHOOL	07-1255-050	09-12	10.8%	0.8%	11.6%
CAMDEN	HADDON HEIGHTS BORO	HADDON HEIGHTS JR-SR HS	07-1880-050	07-12	19%	0.1%	12.2%
CAPE MAY	OCEAN CITY	OCEAN CITY HIGH SCHOOL	09-3780-050	09-12	18.1%	0.1%	11%
ESSEX	MONTCLAIR TOWN	MONTCLAIR HIGH SCHOOL	13-3310-050	09-12	18.8%	0.2%	16.6%
GLOUCESTER	CLEARVIEW REGIONAL	CLEARVIEW REGIONAL HIGH SCHOOL	15-0870-020	09-12	12.4%	0.4%	11.1%
GLOUCESTER	KINGSWAY REGIONAL	KINGSWAY REGIONAL HIGH SCHOOL	15-2440-050	09-12	12.8%	0.2%	14.6%
GLOUCESTER	PITMAN BORO	PITMAN HIGH SCHOOL	15-4140-050	09-12	15.5%	0%	16%
GLOUCESTER	WASHINGTON TWP	WASHINGTON TOWNSHIP HIGH SCHOOL	15-5500-010	09-12	17.1%	0%	14.5%
MERCER	HAMILTON TWP	HAMILTON EAST - STEINERT	21-1950-050	09-12	12.7%	0.5%	12.8%
MIDDLESEX	MONROE TWP	MONROE TOWNSHIP HIGH SCHOOL	23-3290-005	09-12	11.6%	0.6%	16.2%
MIDDLESEX	SOUTH BRUNSWICK TWP	SOUTH BRUNSWICK HIGH SCHOOL	23-4860-050	09-12	10.8%	0.5%	10.2%
MONMOUTH	FREEHOLD REGIONAL	FREEHOLD BOROUGH HIGH SCHOOL	25-1650-050	09-12	19.3%	0%	17.6%
MONMOUTH	HAZLET TWP	RARITAN HIGH SCHOOL	25-2105-050	09-12	15%	0.4%	15.3%
MONMOUTH	MIDDLETOWN TWP	MIDDLETOWN HIGH SCHOOL NORTH	25-3160-050	09-12	15.9%	0.5%	14.1%
MORRIS	JEFFERSON TWP	JEFFERSON TOWNSHIP HIGH SCHOOL	27-2380-020	09-12	11.8%	0.3%	14.6%



State of New Jersey  
2014-15

07-0800-030

**SCHOOL PEER GROUP**

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MORRIS	MOUNT OLIVE TWP	<b>MOUNT OLIVE HIGH SCHOOL</b>	27-3450-010	09-12	11.9%	0.5%	16.5%
MORRIS	ROXBURY TWP	<b>ROXBURY HIGH SCHOOL DISTRICT</b>	27-4560-050	09-12	12.9%	0.6%	13.9%
OCEAN	POINT PLEASANT BEACH BORO	<b>POINT PLEASANT BEACH HIGH SCHOOL</b>	29-4220-050	09-12	12.1%	0.4%	11.9%
OCEAN	TOMS RIVER REGIONAL	<b>TOMS RIVER HIGH SCHOOL EAST</b>	29-5190-030	09-12	22.1%	0.3%	11.5%
PASSAIC	WEST MILFORD TWP	<b>WEST MILFORD HIGH SCHOOL</b>	31-5650-040	09-12	12.4%	0.1%	20.8%
SUSSEX	HIGH POINT REGIONAL	<b>HIGH POINT REGIONAL HIGH SCHOOL</b>	37-2165-030	09-12	13.9%	0.5%	16%
SUSSEX	VERNON TWP	<b>VERNON TOWNSHIP HIGH SCHOOL</b>	37-5360-020	09-12	14.7%	0.1%	14.7%
SUSSEX	WALLKILL VALLEY REGIONAL	<b>WALLKILL VALLEY REGIONAL HIGH SCHOOL DISTRICT</b>	37-5435-060	09-12	17.9%	0%	20.3%
WARREN	BELVIDERE TOWN	<b>BELVIDERE HIGH SCHOOL</b>	41-0280-020	09-12	14.4%	0%	13.7%