

**SHAWNEE HIGH SCHOOL**

(05-2610-060)

Grades Offered: 09-12

2017-2018

**Report Key:**

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

\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

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

**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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



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### School Contact Info

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

Type	Contact Information
County	BURLINGTON
District	LENAPE REGIONAL
Principal Name	MR. CAMPBELL
Address	600 TABERNACLE ROAD MEDFORD, NJ 08055-9701
Phone Number	(609)654-7544
Email Address	<a href="mailto:MCAMPBELL@LRHSD.ORG">MCAMPBELL@LRHSD.ORG</a>
Website	<a href="https://www.lrhdsd.org/Domain/213">https://www.lrhdsd.org/Domain/213</a>
Facebook	<a href="https://www.facebook.com/LRHSDHighlights">https://www.facebook.com/LRHSDHighlights</a>
Twitter	<a href="https://twitter.com/ShawneeHSNJ">https://twitter.com/ShawneeHSNJ</a>



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### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
9	394	379	394
10	407	394	381
11	386	396	391
12	387	387	397
Total	1,574	1,556	1,563

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	47.5%	47.7%	47.3%
Male	52.5%	52.3%	52.7%
Economically Disadvantaged Students	6.2%	6.0%	6.4%
Students with Disabilities	10.4%	9.7%	9.7%
English Learners	0.2%	0.4%	0.6%
Homeless Students		0.1%	0.1%
Students in Foster Care		0.3%	0.1%
Military-Connected Students		0.9%	1.7%
Migrant Students		0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	91.6%	91.5%	88.9%
Hispanic	3.4%	3.3%	4.8%
Black or African American	1.6%	1.9%	2.4%
Asian	3.3%	3.4%	3.7%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%
Two or More Races	0.1%	0.0%	0.1%

### Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	1,574	1,556	1,563
Shared Time Students	0	0	0
Full Time Equivalent	1,574	1,556	1,563

### Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	95.2%
Spanish	2.0%
Other Languages	2.8%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	764	98.5	65.3	56.6	56.7	65.3	50.5	Met Target
White	669	98.2	66.3	57.5	65.6	66.3	50.7	Met Target
Hispanic	32	100.0	43.8	44.2	42.5	43.8	40.5	Met Target
Black or African American	*	*	*	*	37.3	*	N	N
Asian, Native Hawaiian, or Pacific Islander	40	100.0	82.5	*	82.3	82.5	66.7	Met Goal
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	364	98.6	74.5	64.8	64.5	74.5		
Male	400	98.3	57.0	48.6	49.4	57.0		
Economically Disadvantaged Students	49	98.0	46.9	33.2	38.5	46.9	37.4	Met Target
Non-Economically Disadvantaged Students	715	98.5	66.6	59.1	67.5	66.6		
Students with Disabilities	82	94.3	*	*	21.6	*	20.8	Not Met
Students without Disabilities	682	99.0	*	*	63.9	*		
English Learners	*	*	*	*	27.3	*	**	**
Non-English Learners	*	*	*	*	59.4	*		
Homeless Students	N	N	N	20.0	27.7	N		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	16	100.0	68.8	60.0	57.4	68.8		
Migrant Students	N	N	N	N	30.1	N		

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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 9**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	389	761	756	752	4%	9%	17%	54%	16%	70%	55%
White	330	762	757	760	3%	8%	18%	56%	15%	71%	64%
Hispanic	22	752	749	735	*	*	*	*	*	55%	38%
Black or African American	*	*	737	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	24	782	*	782	0%	0%	*	*	*	96%	83%
American Indian or Alaska Native	N	N	*	752	N	N	N	N	N	N	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	188	767	763	759	*	*	15%	57%	19%	77%	63%
Male	201	756	750	744	*	*	19%	51%	13%	64%	46%
Economically Disadvantaged Students	30	740	737	733	*	*	*	*	*	40%	34%
Non-Economically Disadvantaged Students	359	763	759	761	*	*	*	*	*	72%	65%
Students with Disabilities	41	714	720	716	*	*	*	*	*	*	15%
Students without Disabilities	348	767	762	758	*	*	*	*	*	*	62%
English Learners	*	*	698	691	*	*	*	*	*	*	*
Non-English Learners	*	*	757	755	*	*	*	*	*	*	*
Homeless Students	N	N	*	720	N	N	N	N	N	N	22%
Students in Foster Care	N	N	*	719	N	N	N	N	N	N	20%
Military-Connected Students	*	*	760	749	*	*	*	*	*	*	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	371	759	749	749	10%	10%	20%	39%	21%	60%	51%
White	336	760	750	756	9%	10%	20%	41%	21%	62%	58%
Hispanic	*	*	*	733	*	*	*	*	*	*	38%
Black or African American	*	*	*	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	16	768	*	782	*	*	*	*	*	63%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	175	770	759	759	*	*	18%	49%	23%	72%	60%
Male	196	749	741	739	*	*	23%	30%	19%	49%	42%
Economically Disadvantaged Students	18	737	723	730	*	*	*	*	*	50%	34%
Non-Economically Disadvantaged Students	353	760	752	758	*	*	*	*	*	61%	59%
Students with Disabilities	34	706	705	707	*	*	*	*	*	*	15%
Students without Disabilities	337	765	756	756	*	*	*	*	*	*	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	707	N	N	N	N	N	N	21%
Military-Connected Students	*	*	755	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%



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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 11**

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	255	728	718	736	20%	29%	24%	*	*	27%	39%
White	231	727	717	737	20%	28%	25%	*	*	27%	41%
Hispanic	12	723	717	731	*	*	*	*	*	25%	35%
Black or African American	*	*	722	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	730	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	*	730	N	N	N	N	N	N	25%
Two or More Races	N	N	*	737	N	N	N	N	N	N	39%
Female	106	736	723	745	15%	22%	26%	*	*	37%	48%
Male	149	722	714	728	23%	34%	22%	*	*	21%	31%
Economically Disadvantaged Students	13	714	712	730	*	*	*	*	*	15%	33%
Non-Economically Disadvantaged Students	242	729	719	739	*	*	*	*	*	28%	42%
Students with Disabilities	18	707	703	708	*	*	*	*	*	*	13%
Students without Disabilities	237	729	721	742	*	*	*	*	*	*	44%
English Learners	N	N	*	702	N	N	N	N	N	N	*
Non-English Learners	255	728	*	738	20%	29%	24%	*	*	27%	*
Homeless Students	N	N	*	721	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	19%
Military-Connected Students	*	*	725	729	*	*	*	*	*	*	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*



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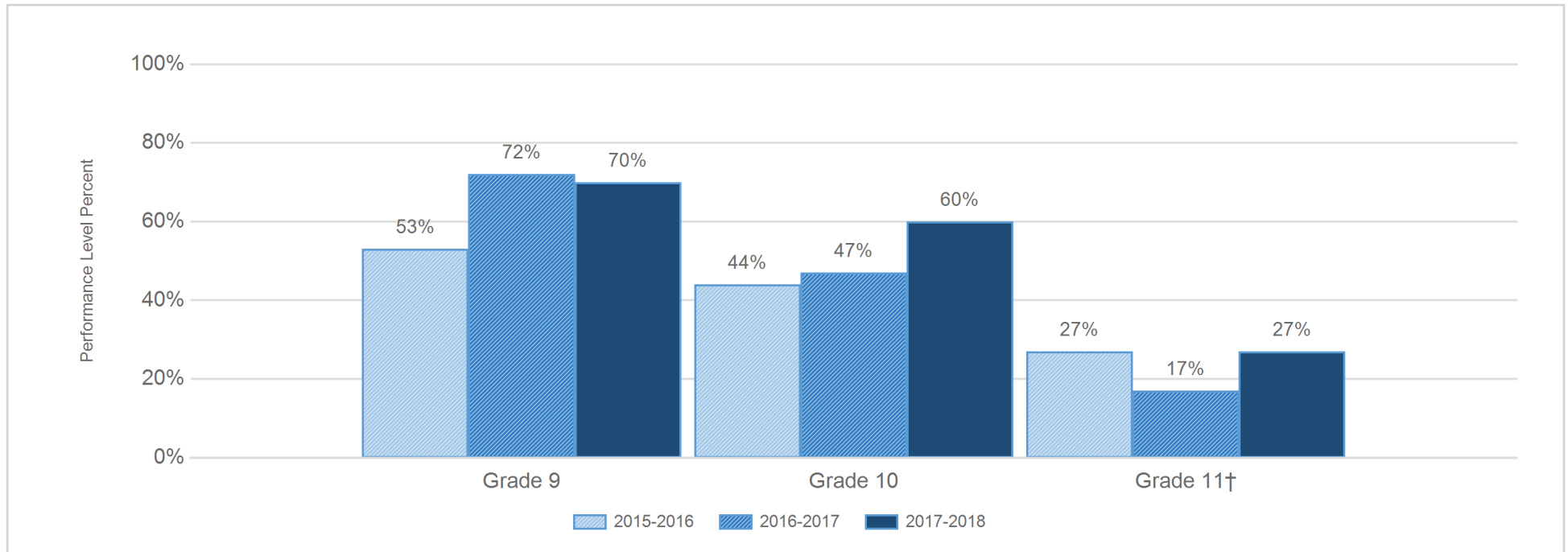
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## English Language Arts/Literacy Assessment - Performance Trends

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



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





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**Mathematics Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	743	98.2	45.5	37.0	45.0	45.5	42.1	Met Target
White	650	97.9	46.0	37.8	54.1	46.0	42.7	Met Target
Hispanic	32	100.0	31.3	23.2	29.2	31.3	32.4	Met Target†
Black or African American	*	*	*	*	23.4	*	N	N
Asian, Native Hawaiian, or Pacific Islander	38	100.0	60.5	*	77.0	60.5	53.3	Met Target
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	355	97.8	44.5	36.4	46.0	44.5		
Male	388	98.5	46.4	37.7	43.9	46.4		
Economically Disadvantaged Students	49	96.2	26.5	18.1	26.6	26.5	23	Met Target
Non-Economically Disadvantaged Students	694	98.3	46.9	39.2	55.9	46.9		
Students with Disabilities	80	93.0	*	*	17.1	*	12.2	Met Target†
Students without Disabilities	663	98.8	*	*	50.5	*		
English Learners	*	*	*	*	24.6	*	**	**
Non-English Learners	*	*	*	*	46.9	*		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	16	100.0	12.6	30.4	45.8	12.6		
Migrant Students	N	N	N	N	23.7	N		

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**Mathematics Assessment - Performance by Test: Algebra I**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	362	750	737	746	6%	15%	28%	48%	4%	51%	46%
White	313	753	739	755	4%	13%	29%	49%	4%	53%	57%
Hispanic	22	728	729	730	*	*	*	*	*	27%	27%
Black or African American	*	*	718	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	14	759	*	779	0%	*	*	*	*	64%	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	177	749	738	748	*	14%	32%	*	*	49%	48%
Male	185	752	736	745	*	15%	24%	*	*	54%	44%
Economically Disadvantaged Students	31	724	720	729	*	39%	*	*	*	26%	25%
Non-Economically Disadvantaged Students	331	753	740	756	*	12%	*	*	*	54%	57%
Students with Disabilities	52	716	709	716	19%	46%	25%	*	*	10%	13%
Students without Disabilities	310	756	744	752	4%	9%	29%	*	*	58%	52%
English Learners	*	*	720	710	*	*	*	*	*	*	*
Non-English Learners	*	*	737	749	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	*	*	741	752	*	*	*	*	*	*	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%



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**Mathematics Assessment - Performance by Test: Geometry**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	217	731	729	735	9%	30%	38%	*	*	23%	30%
White	191	732	730	740	8%	29%	39%	*	*	23%	37%
Hispanic	10	722	*	723	*	*	*	*	*	20%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	88	733	731	736	*	30%	42%	*	*	24%	30%
Male	129	730	727	734	*	31%	35%	*	*	22%	29%
Economically Disadvantaged Students	16	721	718	722	*	*	*	*	*	13%	13%
Non-Economically Disadvantaged Students	201	732	730	741	*	*	*	*	*	24%	38%
Students with Disabilities	33	709	712	713	*	*	*	*	*	*	*
Students without Disabilities	184	735	733	738	*	*	*	*	*	*	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	*	711	N	N	N	N	N	N	*
Military-Connected Students	*	*	732	731	*	*	*	*	*	*	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%



**SHAWNEE HIGH SCHOOL**  
 (05-2610-060)  
 Grades Offered: 09-12  
 2017-2018

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**Mathematics Assessment - Performance by Test: Algebra II**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	303	737	735	727	18%	18%	29%	*	*	34%	30%
White	271	736	732	733	17%	19%	30%	*	*	34%	35%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	*	*	722	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	18	767	*	766	*	*	*	*	*	61%	66%
American Indian or Alaska Native	N	N	*	729	N	N	N	N	N	N	28%
Two or More Races	N	N	*	736	N	N	N	N	N	N	37%
Female	154	736	733	728	18%	18%	30%	*	*	34%	30%
Male	149	737	736	727	18%	19%	29%	*	*	34%	30%
Economically Disadvantaged Students	*	*	*	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	37%
Students with Disabilities	*	*	*	693	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	732	*	*	*	*	*	*	*
English Learners	N	N	*	691	N	N	N	N	N	N	*
Non-English Learners	303	737	*	729	18%	18%	29%	*	*	34%	*
Homeless Students	N	N	*	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	*	693	N	N	N	N	N	N	*
Military-Connected Students	*	*	722	717	*	*	*	*	*	*	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



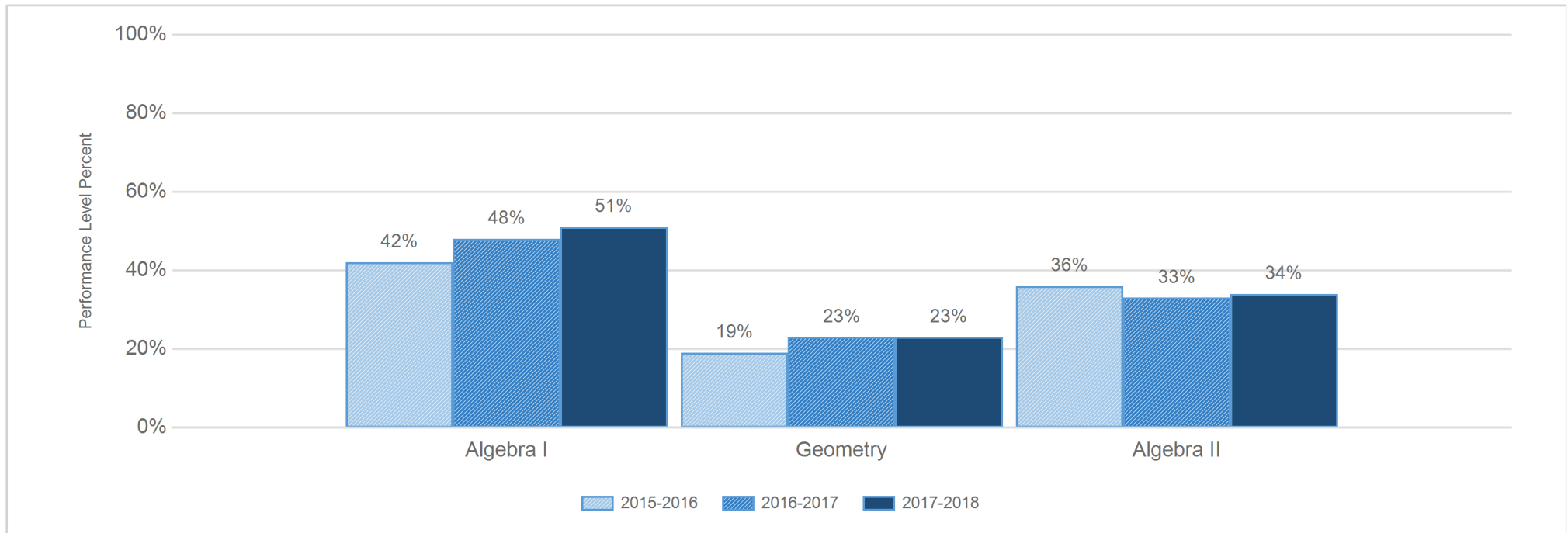
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### Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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## DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

## English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

## English Language Proficiency Test - Participation and Performance

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

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



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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

### NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

### Biology Assessment Information

New Jersey transitioned from the Biology Assessment to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.



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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

### PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2017-18. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	97.2%	85.0%
12th graders taking SAT in 2017-18 or prior years	86.4%	72.2%
12th graders taking ACT in 2017-18 or prior years	22.2%	24.6%

### PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	526	478	Grade 10: 430 Grade 11: 460	83%	62%
PSAT 10/NMSQT - Math	511	478	Grade 10: 480 Grade 11: 510	57%	42%
SAT - Reading and Writing	581	542	480	89%	72%
SAT - Math	576	543	530	69%	54%
ACT - Reading	23	24	22	58%	62%
ACT - English	23	24	18	89%	78%
ACT - Math	23	24	22	65%	62%
ACT - Science	22	23	23	51%	53%





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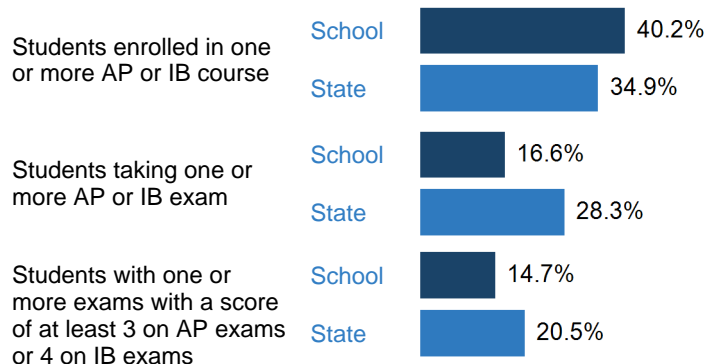
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

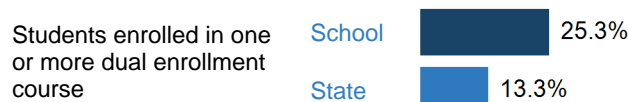
### AP/IB Coursework – Participation and Performance

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



### Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



### AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	50	22
AP Calculus AB	81	37
AP Calculus BC	20	7
AP Chemistry	36	12
AP Computer Science A	0	3
AP English Language and Composition	121	49
AP English Literature and Composition	83	14
AP Environmental Science	0	1
AP European History	19	3
AP Italian Language and Culture	25	0
AP Latin (Virgil, Catullus and Horace)	5	0
AP Macroeconomics	0	11
AP Microeconomics	0	11
AP Music Theory	8	7
AP Physics 1	57	22
AP Physics C: Mechanics	33	2

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AP/IB Course	Students Enrolled	Students Tested
AP Psychology	81	43
AP Spanish Language	8	3
AP Statistics	26	6
AP U.S. History	92	24
AP World History	11	2
Total Exams taken		279
Exams with scores of at least 3 on AP exams or 4 on IB exams		241



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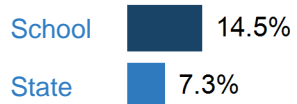
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

**Career and Technical Education Participation**

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

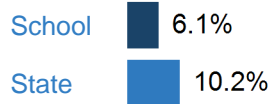
**CTE Participants**

(completed only one course in an approved CTE program)



**CTE Concentrators**

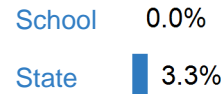
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



**Structured Learning Experiences Participation**

The graph below shows the percentage of students who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

**Structured Learning Experiences**





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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

**Industry-Valued Credentials**

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

**Students Earning Industry-Valued Credentials**

School 0.0%  
 State 0.9%

**Industry-Valued Credentials by Career Cluster**

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Arts, AV Technology & Communications	185		
Finance	138		
<b>Total (All Clusters)</b>	<b>323</b>	<b>0</b>	<b>0</b>



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

**Mathematics - Course Participation**

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	330	122	27	0	0	0	38
10	1	251	179	18	1	1	16
11	0	6	148	178	23	9	53
12	0	1	44	102	180	42	35
Total	331	380	398	298	204	52	142
Enrolled in AP/IB Course					100	26	0
Enrolled in Dual Enrollment Course	0	0	0	88	59	15	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	174	0	0	223	0	3
10	262	141	0	3	1	3
11	84	276	0	2	66	19
12	72	29	0	3	142	120
Total	592	446	0	231	209	145
Enrolled in AP/IB Course	50	36		0	90	0
Enrolled in Dual Enrollment Course	15	11	0	0	20	13



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

### Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	0	0	0	0	36
10	0	382	6	12	0	14
11	3	387	55	64	6	25
12	8	5	17	86	20	391
Total	11	774	78	162	26	466
Enrolled in AP/IB Course	11	92	0	81		19
Enrolled in Dual Enrollment Course	5	71	6	22	0	3

### 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	198	22	97	55	25	0	0
10	219	27	70	40	29	0	0
11	98	16	53	43	19	0	0
12	26	9	39	6	8	0	0
Total	541	74	259	144	81	0	0
Enrolled in AP/IB Course	8	0	25	5	0	0	0
Enrolled in Dual Enrollment Course	91	8	48	27	10	0	0
Enrolled in Level 3 or Higher	138	24	103	38	26	0	0

**SHAWNEE HIGH SCHOOL**

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## Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
French	*
German	*
Italian	11
Latin	*
Spanish	*
Total	27



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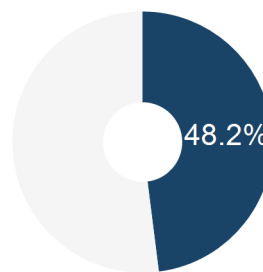
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## Visual and Performing Arts – Course Participation

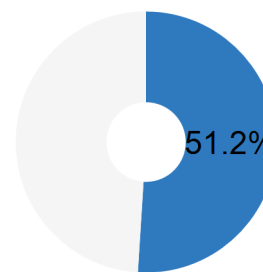
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

### Grades 9-12:

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

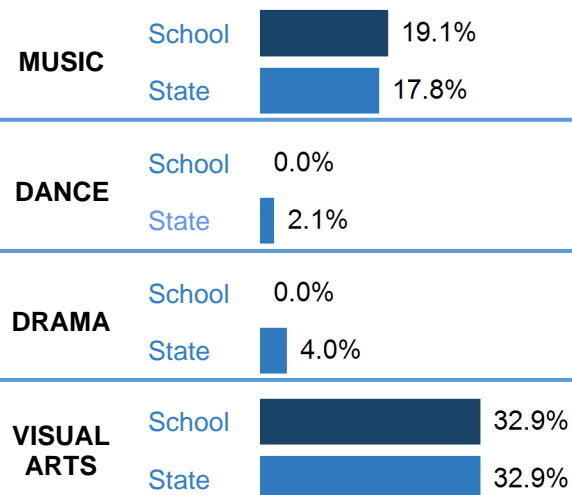


School



State

Students enrolled in one or more classes by discipline:







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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

**Graduation Rates**

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey’s accountability system, see these [accountability resources](#).

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	97.1%	90.9%	98.7%	92.4%	98.5%	N	Met Goal	98.7%	N	Met Goal
White	97.0%	95.0%	98.9%	95.7%	98.6%	N	Met Goal	99.2%	N	Met Goal
Hispanic	100.0%	84.8%	*	87.3%	*	**	**	90.0%	**	**
Black or African American	*	84.2%	*	86.8%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	97.0%	100.0%	97.7%	100.0%	**	**	100.0%	**	**
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	*	**	**
Two or More Races	*	92.0%	N	93.9%	N	N	N	*	**	**
Economically Disadvantaged Students	96.8%	84.6%	93.8%	87.0%	93.8%	**	**	97.3%	N	Met Goal
Students with Disabilities	85.1%	80.1%	92.7%	83.5%	92.7%	91.9%	Met Target	92.6%	91.0%	Met Target
English Learners	N	75.8%	N	81.8%	N	N	N	N	N	N
Homeless Students	N	72.6%	N	79.1%	N			N		
Students in Foster Care	N	62.6%	N	64.9%						



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### Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	63.1%	64.6%
Substitute Competency Test	31.8%	28.8%
Portfolio Appeals Process	0.0%	1.0%
Alternate Requirements specified in IEP	2.8%	3.3%
Unknown	2.3%	2.3%

### Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2018	97.1%	-
2017	98.5%	98.7%
2016	97.7%	98.7%

### Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	N	1.2%
2016-2017	N	1.1%
2015-2016	N	1.2%



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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

### Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	88.1%	25.7%	74.3%
White	89.6%	23.8%	76.2%
Hispanic	65%	53.8%	46.2%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	76.9%	75%	25%
Students with Disabilities	54.5%	66.7%	33.3%
English Learners	*	*	*

### Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	92.3%	20.6%	79.4%	73.1%	26.9%	39.3%	60.7%
White	92.9%	21.3%	78.7%	73.5%	26.5%	39.3%	60.7%
Hispanic	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	100%	0%	100%	56.3%	43.8%	43.8%	56.3%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	63.2%	33.3%	66.7%	66.7%	33.3%	66.7%	33.3%
Students with Disabilities	75%	58.3%	41.7%	83.3%	16.7%	75%	25%
English Learners	*	*	*	*	*	*	*



## SHAWNEE HIGH SCHOOL

(05-2610-060)

Grades Offered: 09-12

2017-2018

### Report Key:

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- N No Data is available to display
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

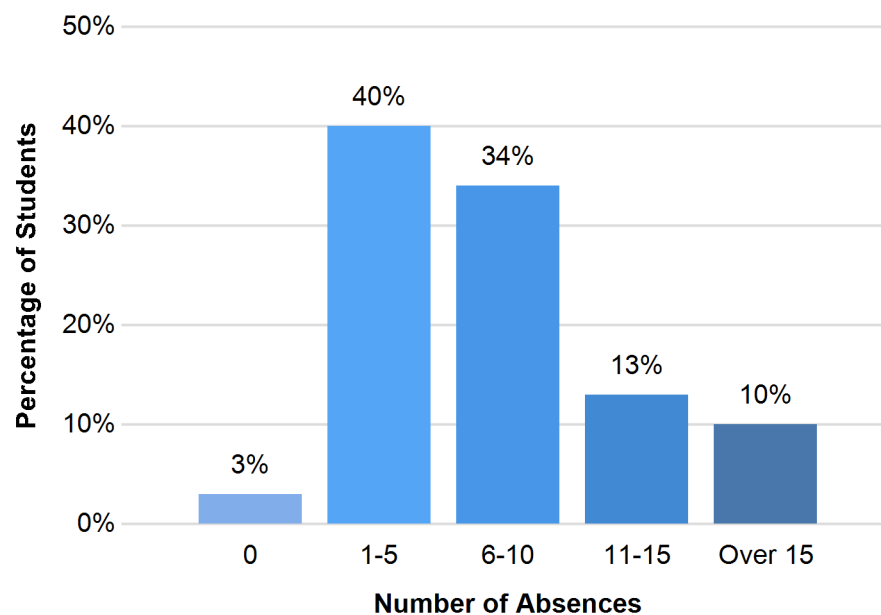
### Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	106	6.7	14.9	Met
White	100	7.1	14.9	Met
Hispanic	4	5.3	14.9	Met
Black or African American	*	*	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	2	3.4	14.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	15	15.0	14.9	Not Met
Students with Disabilities	26	15.6	14.9	Not Met
English Learners	*	*	**	**

### Days Absent

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



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(05-2610-060)

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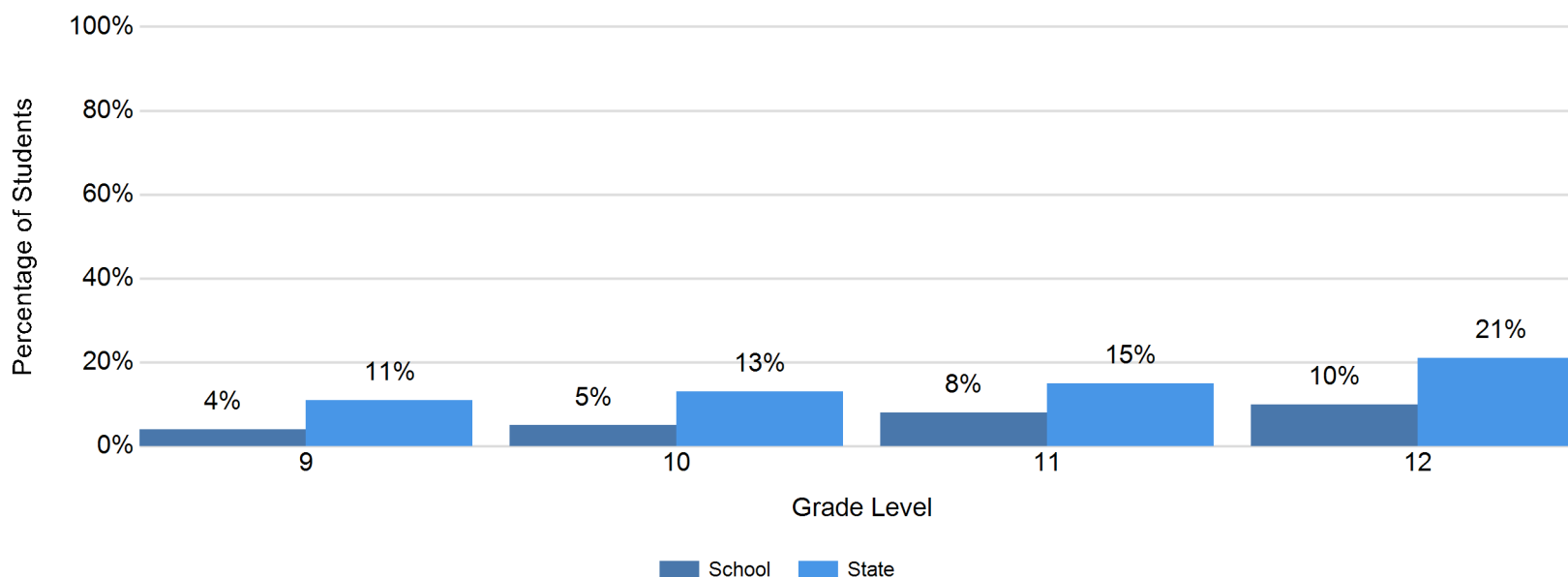
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### Chronic Absenteeism by Grade

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





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### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	9
Weapons	0
Vandalism	1
Substances	15
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	25
Incidents Per 100 Students Enrolled	1.60

### Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	7
Weapons	0
Vandalism	0
Substances	10
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	4

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

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	1		1

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	83	5.3%
Out-of-School Suspensions	15	1.0%
Any Suspension	89	5.7%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions

74



## SHAWNEE HIGH SCHOOL

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### School Day

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

Category	School
Typical Start Time	7:20 AM
Typical End Time	2:15 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	5 Hrs 52 Mins
Shared Time - Instructional Time	N

### Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1.4:1

### Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	\$250	\$17,609	\$17,859



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### Key terms for staff data:

**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

**Teachers:** All classroom teachers

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

### Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	125	117,464
Average years experience in public schools	14.1	12.0
Average years experience in district	13.1	10.7
Teachers in district for 4 or more years	81.6%	75.5%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	41	9,374
Average years experience in public schools	20.5	16.0
Average years experience in district	16.7	12.0
Administrators in district for 4 or more years	97.6%	76.2%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	11:1
Students to Administrators	223:1	164:1
Teachers to Administrators	18:1	14:1
Students to Librarians/Media Specialists		671:1
Students to Nurses		610:1
Students to Counselors		197:1
Students to Child Study Team		319:1





**SHAWNEE HIGH SCHOOL**  
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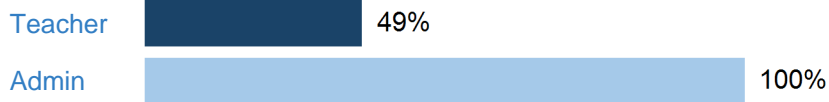
**Teachers and Administrators - Level of Education**

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

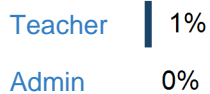
**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	94.8%	90.2%
2016-17 Administrators: Same district 2017-18	95.0%	86.2%

**Faculty Attendance**

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

School Year	% Days Present
2017-18	97.4%



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**Teachers:** All classroom teachers

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

### Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	55.2%	57.1%
Male	44.8%	42.9%
White	100.0%	100.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%



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

**Comprehensive Status**

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

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

**Targeted Status**

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

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



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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	65.04	17.5%
Mathematics Proficiency	68.19	17.5%
Graduation Rate - 4-Year	87.97	25.0%
Graduation Rate - 5-Year	87.93	25.0%
Progress Towards English Language Proficiency (coming 2018)	**	**
Chronic Absenteeism	77.30	15.0%
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights	78.89	n/a
<b>Summative Rating:</b> Percentile rank of Summative Score	85.67	n/a
<b>Requires Comprehensive Support:</b> Summative Score is in the bottom 5th percentile	No	n/a
<b>Requires Comprehensive Support:</b> 4-year Graduation Rate less than or equal to 67%	No	n/a

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



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## Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Support will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Goal	Met Goal	**	Met	No
White	78.69	8.94	No	Met Target	Met Target	Met Goal	Met Goal	n/a	Met	No
Hispanic	**	**	No	Met Target	Met Target†	**	**	n/a	Met	No
Black or African American	**	**	No	N	N	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Goal	Met Target	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	**	n/a	**	No
Two or More Races	**	**	No	**	**	N	**	n/a	**	No
Economically Disadvantaged Students	81.53	8.94	No	Met Target	Met Target	**	Met Goal	n/a	Not Met	No
Students with Disabilities	69.26	8.94	No	Not Met	Met Target†	Met Target	Met Target	n/a	Not Met	No
English Learners	**	**	No	**	**	N	N	**	**	No

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






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### School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• The Boys Basketball Team won the New Jersey State Group IV Championship</li> <li>• Shawnee students continue to excel on the AP exams with 86% of its students receiving a score of 3 or higher.</li> <li>• 91% of the Class of 2018 went on to attend a 2 or 4-year post-secondary program</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>Shawnee’s mission is to recognize that academics, athletics, culture and the arts as well as community service are integral to success in high school and beyond, Shawnee High School offers students a wide range of programs to meet every student’s talents and interests. The high school’s goal is to offer an academic and extra- curricular program that exceeds national standards and develops students into life-long learners.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Shawnee is proud to be designated a No Place for Hate school for the 6th consecutive year by the Anti-Defamation League. Shawnee High School student academic achievement is consistently above state and national averages, which is reflective of the district as a whole. 9 members of the Class of 2018 were recognized for their performance on the PSAT by being named commended scholars. Shawnee students continue to excel on the AP exams with 86% of its students receiving a score of 3 or higher.</p>


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**Courses, Curriculum,  
Instruction:**

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


**Sports and Athletics:**

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

Shawnee student-athletes have received regional and state team awards. In 2017-2018 Shawnee won the NJ State Group IV Championship in Boys Basketball and South Jersey Group IV sectional champions in football and Boys Basketball. The athletic teams excelled winning eight Olympic Conference Championships in other sports. Additionally, 44 members of the Class of 2018 continued their athletic careers at the collegiate level.


**Clubs and Activities:**

Shawnee's athletics, arts and extra-curricular programs encourage students to participate in activities that broaden their horizons beyond the classroom. Ten students from Shawnee's Family, Career and Community Leaders of America won medals at the national competition held in Atlanta. The performing arts program thrived with its rendition Cinderella. The jazz band placed 4th at NJ State Finals.



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### Before and After School Programs:

Shawnee offers various options for students' academic and emotional support through its counseling center. Teachers are available before, during, and after school for extra help. The counseling center runs a variety of support groups designed to address the various need of students.



### Staff and Professional Learning:

Shawnee teachers make the most of their Common Planning Time to further individualize professional development, such as the creation and implementation of progress assessments and grading rubrics. Each of the school's curriculum writers are trained in the Understanding by Design format and all teachers are trained in the Research for Better Teaching model to allow for the most effective instruction.



### Postsecondary Information:

During the 2017-18 school year, 1,373 students earned 10,061 college credits through the dual credit program. LRHSD is proud to offer the PSAT to all students in grades 9, 10, and 11, as the district believes that opportunity better prepares them for the SAT. LRHSD's success as a high-achieving district is exemplified by its 96.1% graduation rate, its SAT scores consistently above state and national averages, and its 91% of graduates attending over 280 colleges and universities.





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## School Narrative

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### Student Supports and Services:

Shawnee has a peer-tutoring program that is run through the National Honor Society to help students with academic struggles. Shawnee also utilizes its Intervention and Referral System (I&RS) and counseling support groups to assist its students. Teachers are available for students to provide extra help during the School's 50 minute Community Lunch and Learn each day. Shawnee's Multiple Disabled and Autism programs are thriving, providing each student with specific supports and services.



### Student Health and Wellness:

Shawnee offers a variety of opportunities for students to engage in activities that promote a healthy lifestyle in the mandated Health and Physical Education program. Shawnee also offers a nutritious breakfast and lunch throughout the school day.



### Parent and Community Involvement:

Shawnee has a very active booster club for its sports and activities. Parents can have access to their child's academic progress via the Genesis Gradebook online information portal. Shawnee helps keep the information about the school's happenings available through the uses of Twitter and Instagram, as well as weekly emails updating the Five Things You Need to Know at Shawnee. Shawnee is also proud to engage parents through its parent group.



## SHAWNEE HIGH SCHOOL

(05-2610-060)

Grades Offered: 09-12

2017-2018

### Report Key:

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




\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

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

## School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>Shawnee implemented a school climate survey during its Middle States Accreditation process.</p>
 <p>Facilities:</p>	<p>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. A construction project in the early 1990s expanded the facilities. In 2009, the district completed a second construction and renovation project, which included the addition of an auditorium, art and band rooms, and science labs. Shawnee is up to date with modern technology needed to support the school curriculum.</p>
 <p>School Safety:</p>	<p>The Safety and Security of all LRHSD students and staff is a top priority which is evidenced by the following security initiatives already in place at all LRHSD schools. Police officers with marked vehicles are assigned to each school reinforcing high visibility police presence. All LRHSD schools have Security Staff (several retired Law Enforcement Officers) assigned to assist with maintaining a safe school environment. All exterior doors are secured and locked during the school day. Main office vestibules were constructed to limit direct entry into the school. All schools are equipped with 24/7 interior and exterior surveillance systems. Lockdown buttons are installed at all schools to initiate and expedite lockdown procedures. Portable radios are assigned to key personnel to expedite communications in the event of an emergency. In 2018 LRHSD was approved for a \$3,438,000 security grant to enhance and develop new safety initiatives for all LRHSD schools.</p>



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#### Technology and STEM:

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



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### Other Information:

Shawnee operates on a 4-day rotating period schedule with periods of 57 minutes in duration. The day is split in two wheels around a 50-minute Community Lunch and Learn Period. This period allows students to develop time management skills as they are given the freedom to use their time on campus as they see fit. Shawnee High School recognizes the importance and need of technology within a school environment. In order to keep students acclimated with the constant advancements of technology Shawnee offers unique technology courses. These courses include Architectural Design, Drafting and Design, Electronics Technology, Engineering Drawing, Technology Today, and many more. Shawnee's Media Center also provides students with all of the technology resources that they need, including, online research databases, quick references, and other professional links. Shawnee clubs that also support education in technology include the Media Tech Club and the Technology Student Association (TSA). Student members of these clubs are given extra time outside of the classroom to express their passions and interests in the field of technology. Shawnee strives to continue to keep co-curricular activities a place where students can apply academic discipline, develop and test career goals, be of service to themselves and others, and, in short, make long strides in maturing into a healthy, well-rounded person. In addition, activities are a great source of social contact and enjoyment for Shawnee students.