NJ SCHOOL PERFORMANCE REPORT

EDISON HIGH SCHOOL
(23-1290-050)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MIDDLESEX
District	EDISON TWP
Principal Name	MR. ROSS
Address	50 BOULEVARD OF THE EAGLES EDISON, NJ 08817
Phone Number	(732)650-5200
Email Address	CHARLES.ROSS@EDISON.K12.NJ.US
Website	https://www.edison.k12.nj.us

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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	497	486	523
10	464	499	489
11	502	460	488
12	477	500	474
Total	1,940	1,945	1,974

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	48.9%	48.9%	48.4%
Male	51.1%	51.1%	51.6%
Economically Disadvantaged Students	32.7%	33.8%	30.2%
Students with Disabilities	12.9%	9.4%	11.2%
English Learners	3.2%	3.2%	3.2%
Homeless Students		5.0%	3.6%
Students in Foster Care		0.2%	0.2%
Military-Connected Students		0.0%	0.0%
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	30.0%	29.0%	28.4%
Hispanic	18.9%	19.3%	18.7%
Black or African American	14.4%	14.8%	14.5%
Asian	35.8%	35.8%	37.2%
Native Hawaiian or Pacific Islander	0.4%	0.5%	0.4%
American Indian or Alaska Native	0.2%	0.1%	0.1%
Two or More Races	0.3%	0.6%	0.7%

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	1,938	1,940	1,971
Shared Time Students	3	9	6
Full Time Equivalent	1,940	1,945	1,974

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	48.4%
Spanish	12.4%
Gujarati	6.5%
Urdu	4.2%
Chinese	4.0%
Other Languages	24.6%

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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	980	97.7	59.2	76.7	56.7	59.2	51.1	Met Target
White	290	97.0	51.1	62.3	65.6	51.1	40.3	Met Target
Hispanic	193	97.1	46.2	48.2	42.5	46.2	37.6	Met Target
Black or African American	132	97.1	50.0	49.5	37.3	50.0	35.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	353	98.9	77.3	88.2	82.3	77.3	70.5	Met Target
American Indian or Alaska Native	*	*	*	86.2	52.7	*	**	**
Two or More Races	*	*	*	67.4	63.4	*	**	**
Female	477	98.0	65.6	82.0	64.5	65.6		
Male	503	97.3	53.1	71.7	49.4	53.1		
Economically Disadvantaged Students	284	96.4	47.2	50.4	38.5	47.2	37.4	Met Target
Non-Economically Disadvantaged Students	696	98.2	64.0	82.5	67.5	64.0		
Students with Disabilities	125	94.1	15.2	20.8	21.6	15.2	19.8	Met Target†
Students without Disabilities	855	98.2	65.6	82.3	63.9	65.6		
English Learners	44	100.0	20.5	41.9	27.3	20.5	20.4	Met Target
Non-English Learners	936	97.5	61.0	78.5	59.4	61.0		
Homeless Students	30	100.0	30.0	45.0	27.7	30.0		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	83.4	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
Schoolwide	512	766	779	752	6%	11%	14%	40%	29%	69%	55%
White	150	759	764	760	*	*	19%	43%	19%	62%	64%
Hispanic	103	752	753	735	10%	14%	20%	41%	16%	56%	38%
Black or African American	67	750	749	734	*	18%	*	*	*	61%	34%
Asian, Native Hawaiian, or Pacific Islander	186	785	794	782	*	*	6%	33%	52%	85%	83%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	239	774	786	759	*	*	11%	47%	32%	79%	63%
Male	273	759	773	744	*	*	17%	34%	26%	60%	46%
Economically Disadvantaged Students	141	753	754	733	9%	17%	20%	34%	20%	54%	34%
Non-Economically Disadvantaged Students	371	771	785	761	5%	9%	12%	43%	32%	75%	65%
Students with Disabilities	58	718	721	716	26%	34%	28%	*	*	12%	15%
Students without Disabilities	454	772	784	758	3%	8%	12%	*	*	76%	62%
English Learners	15	698	706	691	*	*	*	*	*	*	*
Non-English Learners	497	768	781	755	*	*	*	*	*	*	*
Homeless Students	20	733	737	720	*	*	*	*	*	25%	22%
Students in Foster Care	*	*	*	719	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	478	746	773	749	19%	12%	21%	33%	16%	49%	51%
White	138	739	752	756	21%	17%	22%	26%	14%	41%	58%
Hispanic	93	729	*	733	29%	14%	24%	*	*	33%	38%
Black or African American	*	*	*	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	172	767	793	782	8%	10%	13%	42%	27%	69%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	*	*	740	753	*	*	*	*	*	*	55%
Female	243	751	778	759	15%	10%	23%	35%	18%	52%	60%
Male	235	740	768	739	23%	14%	18%	31%	14%	45%	42%
Economically Disadvantaged Students	151	734	743	730	24%	13%	25%	31%	8%	39%	34%
Non-Economically Disadvantaged Students	327	751	781	758	17%	12%	19%	33%	20%	53%	59%
Students with Disabilities	60	700	713	707	58%	*	*	*	*	18%	15%
Students without Disabilities	418	752	778	756	13%	*	*	*	*	53%	57%
English Learners	14	700	*	684	*	*	*	*	*	*	*
Non-English Learners	464	747	*	752	*	*	*	*	*	*	*
Homeless Students	16	731	*	718	*	*	*	*	*	31%	23%
Students in Foster Care	*	*	*	707	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	318	735	743	736	26%	15%	21%	26%	11%	37%	39%
White	69	730	731	737	35%	16%	17%	*	*	32%	41%
Hispanic	59	724	725	731	31%	20%	27%	*	*	22%	35%
Black or African American	48	719	722	729	42%	*	21%	*	*	29%	31%
Asian, Native Hawaiian, or Pacific Islander	139	747	755	759	15%	16%	20%	38%	11%	49%	60%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	144	744	749	745	18%	15%	20%	34%	13%	47%	48%
Male	174	727	738	728	33%	16%	22%	20%	10%	29%	31%
Economically Disadvantaged Students	107	720	727	730	36%	18%	22%	*	*	23%	33%
Non-Economically Disadvantaged Students	211	742	749	739	21%	14%	21%	*	*	44%	42%
Students with Disabilities	44	692	699	708	*	*	*	*	*	*	13%
Students without Disabilities	274	741	748	742	*	*	*	*	*	*	44%
English Learners	18	719	716	702	*	*	*	*	*	11%	*
Non-English Learners	300	736	744	738	*	*	*	*	*	39%	*
Homeless Students	13	729	*	721	*	*	*	*	*	38%	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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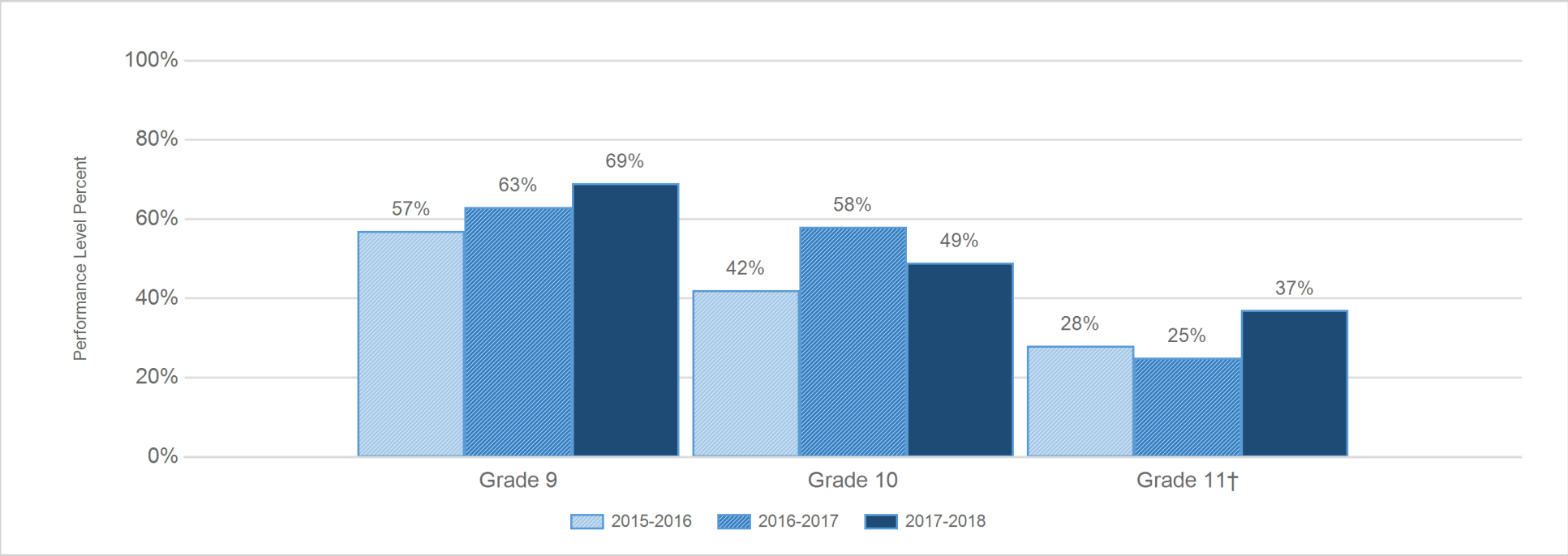
English Language Arts/Literacy Assessment - Performance Trends

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



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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	926	97.7	34.8	65.7	45.0	34.8	33.7	Met Target
White	274	97.2	29.5	41.3	54.1	29.5	25.7	Met Target
Hispanic	189	97.5	19.6	27.7	29.2	19.6	18.3	Met Target
Black or African American	127	96.3	16.5	24.6	23.4	16.5	18.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	325	98.8	56.0	83.1	77.0	56.0	51.7	Met Target
American Indian or Alaska Native	*	*	*	82.2	42.5	*	**	**
Two or More Races	*	*	*	49.3	53.0	*	**	**
Female	460	97.7	34.8	66.7	46.0	34.8		
Male	466	97.7	34.9	64.7	43.9	34.9		
Economically Disadvantaged Students	272	97.2	21.7	31.8	26.6	21.7	20.4	Met Target
Non-Economically Disadvantaged Students	654	97.9	40.4	73.2	55.9	40.4		
Students with Disabilities	97	95.1	*	14.3	17.1	*	12	Met Target†
Students without Disabilities	829	98.0	*	70.7	50.5	*		
English Learners	43	100.0	32.6	42.7	24.6	32.6	26.6	Met Target
Non-English Learners	883	97.6	35.0	66.9	46.9	35.0		
Homeless Students	28	100.0	14.3	33.7	17.3	14.3		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	58.4	23.7	N		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	337	737	772	746	10%	20%	39%	*	*	31%	46%
White	107	739	*	755	10%	19%	36%	*	*	36%	57%
Hispanic	90	731	737	730	12%	24%	43%	*	*	20%	27%
Black or African American	*	*	736	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	78	750	789	779	*	*	36%	47%	0%	47%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	769	755	*	*	*	*	*	*	54%
Female	163	740	772	748	6%	20%	40%	*	*	34%	48%
Male	174	735	772	745	13%	21%	37%	*	*	28%	44%
Economically Disadvantaged Students	114	729	741	729	14%	25%	40%	*	*	20%	25%
Non-Economically Disadvantaged Students	223	741	779	756	8%	18%	38%	*	*	36%	57%
Students with Disabilities	47	715	723	716	36%	32%	21%	*	*	11%	13%
Students without Disabilities	290	741	775	752	6%	19%	42%	*	*	34%	52%
English Learners	19	716	721	710	*	53%	*	*	*	11%	*
Non-English Learners	318	738	774	749	*	19%	*	*	*	32%	*
Homeless Students	22	730	737	718	*	*	*	*	*	18%	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	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	452	734	755	735	8%	31%	34%	25%	3%	28%	30%
White	128	731	738	740	8%	33%	41%	*	*	19%	37%
Hispanic	97	727	729	723	10%	45%	28%	*	*	16%	14%
Black or African American	71	724	*	719	*	42%	31%	*	*	15%	11%
Asian, Native Hawaiian, or Pacific Islander	148	748	768	760	*	14%	33%	*	*	49%	65%
American Indian or Alaska Native	*	*	*	734	*	*	*	*	*	*	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	227	733	*	736	7%	32%	35%	*	*	26%	30%
Male	225	735	*	734	8%	30%	32%	*	*	29%	29%
Economically Disadvantaged Students	157	728	732	722	10%	39%	33%	*	*	18%	13%
Non-Economically Disadvantaged Students	295	738	761	741	6%	26%	34%	*	*	33%	38%
Students with Disabilities	48	713	*	713	*	*	*	*	*	*	*
Students without Disabilities	404	737	*	738	*	*	*	*	*	*	*
English Learners	16	729	726	711	*	*	*	*	*	31%	*
Non-English Learners	436	735	756	736	*	*	*	*	*	28%	*
Homeless Students	18	730	*	718	*	*	*	*	*	17%	*
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

EDISON HIGH SCHOOL
(23-1290-050)
Grades Offered: 09-12
2017-2018

Report Key:
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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	362	732	756	727	25%	24%	19%	24%	8%	32%	30%
White	83	726	732	733	28%	19%	27%	*	*	27%	35%
Hispanic	58	704	708	710	*	*	*	*	*	*	14%
Black or African American	44	694	702	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	174	754	775	766	10%	17%	22%	37%	14%	51%	66%
American Indian or Alaska Native	*	*	*	729	*	*	*	*	*	*	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	179	732	754	728	21%	28%	19%	26%	7%	32%	30%
Male	183	732	757	727	29%	20%	20%	22%	10%	32%	30%
Economically Disadvantaged Students	105	709	719	709	42%	29%	15%	*	*	14%	13%
Non-Economically Disadvantaged Students	257	741	765	736	18%	22%	21%	*	*	39%	37%
Students with Disabilities	31	698	704	693	*	*	*	*	*	*	*
Students without Disabilities	331	735	759	732	*	*	*	*	*	*	*
English Learners	*	*	715	691	*	*	*	*	*	*	*
Non-English Learners	*	*	756	729	*	*	*	*	*	*	*
Homeless Students	*	*	740	703	*	*	*	*	*	*	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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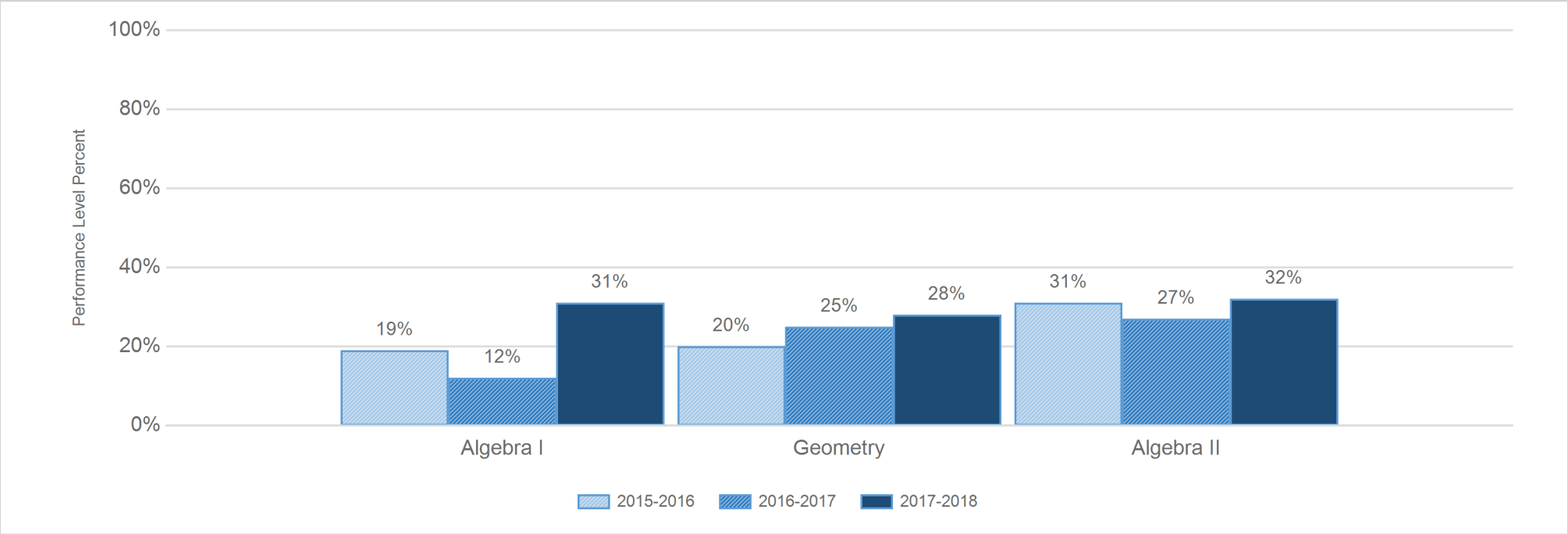
Mathematics Assessment – Performance Trends

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	*	10

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	77.4%	46.8%	Exceeds

† 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	39	64.1%	35.9%
3-4	21	71.4%	28.6%
5 or more	*	*	*

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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	96.2%	85.0%
12th graders taking SAT in 2017-18 or prior years	77.4%	72.2%
12th graders taking ACT in 2017-18 or prior years	13.5%	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	493	478	Grade 10: 430 Grade 11: 460	66%	62%
PSAT 10/NMSQT - Math	487	478	Grade 10: 480 Grade 11: 510	42%	42%
SAT - Reading and Writing	554	542	480	74%	72%
SAT - Math	558	543	530	60%	54%
ACT - Reading	24	24	22	59%	62%
ACT - English	23	24	18	81%	78%
ACT - Math	23	24	22	56%	62%
ACT - Science	23	23	23	45%	53%

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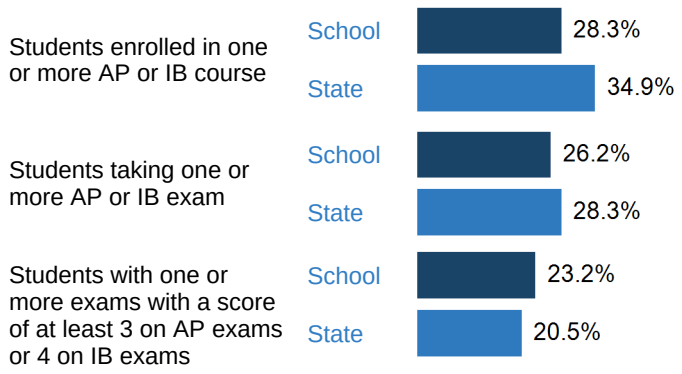
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

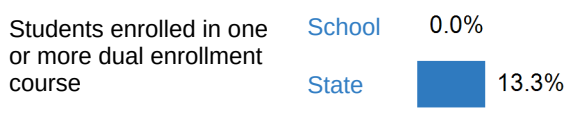
AP/IB Coursework – Participation and Performance

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	32	31
AP Calculus AB	85	80
AP Calculus BC	19	23
AP Chemistry	24	25
AP Chinese Language and Culture	0	8
AP Computer Science A	7	8
AP English Language and Composition	126	122
AP English Literature and Composition	35	16
AP Environmental Science	10	8
AP European History	14	3
AP French Language and Culture	10	6
AP Macroeconomics	0	12
AP Microeconomics	0	13
AP Music Theory	1	1
AP Physics 1	48	27
AP Physics 2	0	10

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AP/IB Course	Students Enrolled	Students Tested
AP Physics B	20	0
AP Physics C: Electricity and Magnetism	0	4
AP Physics C: Mechanics	0	23
AP Psychology	0	10
AP Spanish Language	28	26
AP Statistics	25	26
AP Studio Art—Two-Demensional	7	3
AP U.S. Government and Politics	19	12
AP U.S. History	95	92
AP World History	98	97
Total Exams taken		686
Exams with scores of at least 3 on AP exams or 4 on IB exams		589

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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.

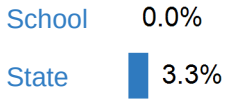
CTE Participants
(completed only one course in an approved CTE program)

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
Hospitality & Tourism	*		
Information Technology	*		
Manufacturing	*		
Marketing	*		
Total (All Clusters)	*	0	0

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	314	118	40	0	0	0	54
10	29	265	139	26	0	0	31
11	6	27	245	131	55	1	27
12	0	8	28	103	144	79	110
Total	349	418	452	260	199	80	222
Enrolled in AP/IB Course					104	25	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	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	132	0	0	390	1	0
10	371	79	0	36	1	0
11	18	369	0	7	94	0
12	23	28	0	17	179	50
Total	544	476	0	450	275	50
Enrolled in AP/IB Course	32	24		10	68	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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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	8	508	0	0	0	0
10	2	485	0	0	10	0
11	413	73	0	0	51	6
12	18	29	0	0	112	54
Total	441	1095	0	0	173	60
Enrolled in AP/IB Course	98	95	0	0		32
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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	237	105	0	11	0	12	1
10	298	88	0	31	0	11	3
11	236	65	0	16	0	10	5
12	55	11	0	10	0	5	0
Total	826	269	0	68	0	38	9
Enrolled in AP/IB Course	28	10	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	592	127	0	21	0	16	6

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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
Chinese	*
French	*
Spanish	25
Total	30

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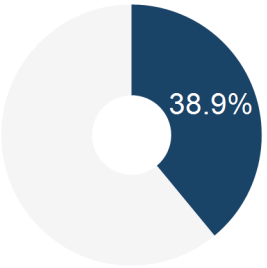
Visual and Performing Arts – Course Participation

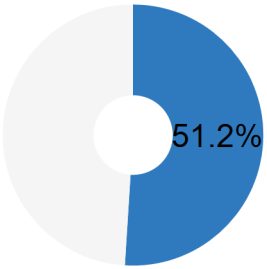
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

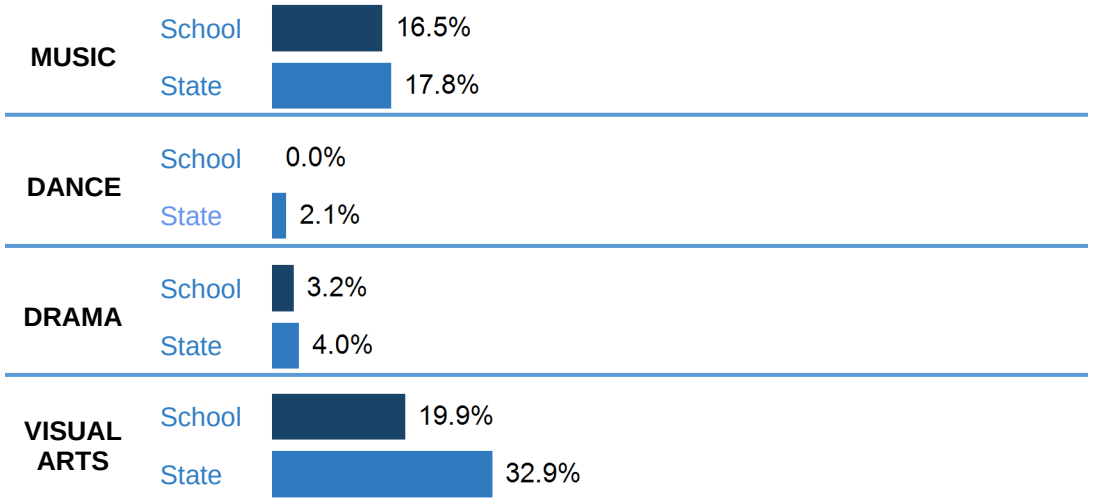


School



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	93.0%	90.9%	95.4%	92.4%	92.8%	90.7%	Met Target	92.7%	93.3%	Not Met
White	89.9%	95.0%	94.3%	95.7%	93.7%	92.0%	Met Target	93.2%	93.3%	Not Met
Hispanic	88.5%	84.8%	94.0%	87.3%	89.7%	79.3%	Met Target	86.3%	93.3%	Not Met
Black or African American	91.0%	84.2%	98.6%	86.8%	97.2%	N	Met Goal	91.3%	89.5%	Met Target
Asian, Native Hawaiian or Pacific Islander	98.3%	97.0%	96.4%	97.7%	92.9%	95.0%	Not Met	96.5%	N	Met Goal
American Indian or Alaska Native	N	86.5%	*	94.1%	*	**	**	*	**	**
Two or More Races	N	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	88.4%	84.6%	92.8%	87.0%	89.4%	80.7%	Met Target	89.3%	89.7%	Not Met
Students with Disabilities	76.3%	80.1%	88.5%	83.5%	87.2%	75.7%	Met Target	82.4%	85.9%	Not Met
English Learners	96.3%	75.8%	88.2%	81.8%	64.7%	**	**	87.5%	**	**
Homeless Students	80.0%	72.6%	95.0%	79.1%	80.0%			100.0%		
Students in Foster Care	N	62.6%	N	64.9%						

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

Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	60.4%	57.3%
Substitute Competency Test	38.2%	42.2%
Portfolio Appeals Process	0.9%	0.0%
Alternate Requirements specified in IEP	0.0%	0.0%
Unknown	0.4%	0.4%

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	93.0%	-
2017	92.8%	95.4%
2016	89.8%	92.7%

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%

NJ SCHOOL PERFORMANCE REPORT

EDISON HIGH SCHOOL
(23-1290-050)
Grades Offered: 09-12
2017-2018

Report Key:
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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	79.5%	38.5%	61.5%
White	73.2%	41.3%	58.7%
Hispanic	74.6%	62%	38%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	88.7%	25.5%	74.5%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	76.3%	50%	50%
Students with Disabilities	65.1%	67.9%	32.1%
English Learners	62.5%	90%	10%

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	81.5%	39.7%	60.3%	83%	17%	85.1%	14.9%
White	78.6%	47.4%	52.6%	79.8%	20.2%	87.7%	12.3%
Hispanic	76.5%	50%	50%	82.1%	17.9%	83.3%	16.7%
Black or African American	77.1%	50%	50%	83.3%	16.7%	83.3%	16.7%
Asian, Native Hawaiian, or Pacific Islander	89.7%	23%	77%	86.3%	12.9%	84.2%	15.8%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	79.1%	54.7%	45.3%	85.5%	14.5%	88%	12%
Students with Disabilities	*	*	*	*	*	*	*
English Learners	*	*	*	*	*	*	*

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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.

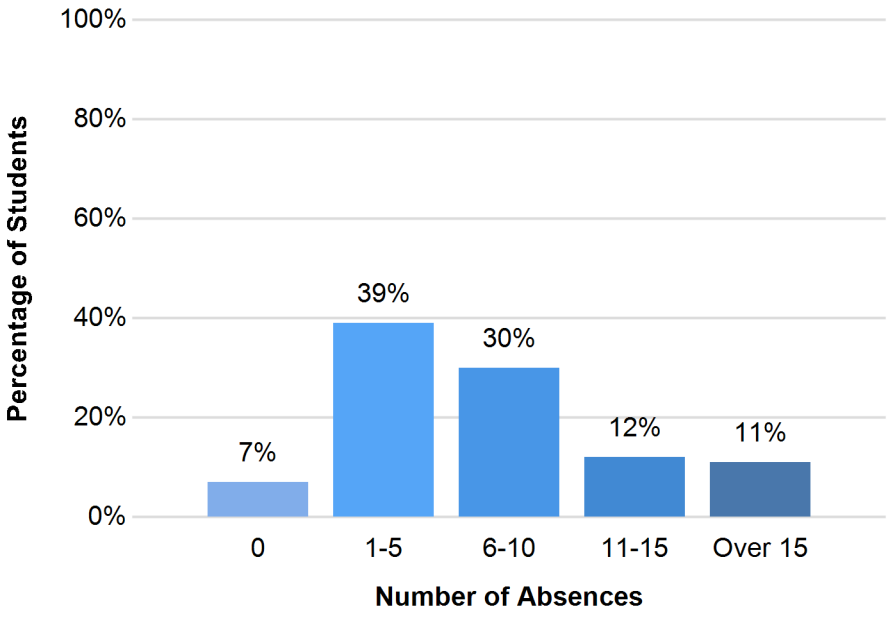
Chronic Absenteeism

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	184	9.1	14.9	Met
White	78	13.4	14.9	Met
Hispanic	44	11.6	14.9	Met
Black or African American	29	10.2	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	29	3.9	14.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	71	11.8	14.9	Met
Students with Disabilities	49	18.1	14.9	Not Met
English Learners	2	3.1	14.9	Met

Days Absent

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



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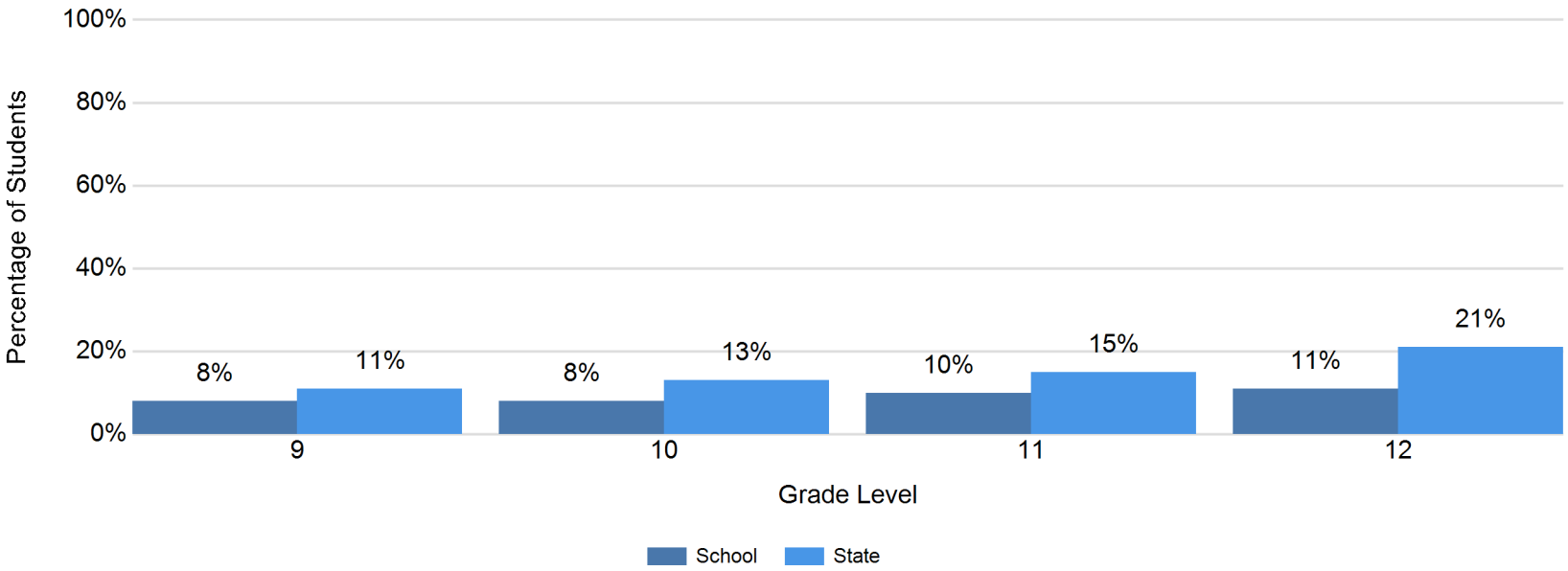
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

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	6
Weapons	0
Vandalism	0
Substances	5
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	14
Incidents Per 100 Students Enrolled	0.71

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	2
Weapons	0
Vandalism	0
Substances	4
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	7

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (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	2	2
Religion	0	0	0
Ancestry	0	1	1
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
No Identified Nature	0		0

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	*	*
Out-of-School Suspensions	25	1.3%
Any Suspension	26	1.3%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
225

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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	7:40 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs 41 Mins
Shared Time - Instructional Time	3 Hrs. 30 Mins.

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	1:1

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)	$358	$12,243	$12,601

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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	145	117,464
Average years experience in public schools	14.4	12.0
Average years experience in district	13.4	10.7
Teachers in district for 4 or more years	85.5%	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	53	9,374
Average years experience in public schools	19.6	16.0
Average years experience in district	13.9	12.0
Administrators in district for 4 or more years	86.8%	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	14:1	16:1
Students to Administrators	179:1	305:1
Teachers to Administrators	13:1	19:1
Students to Librarians/Media Specialists		4042:1
Students to Nurses		1011:1
Students to Counselors		415:1
Students to Child Study Team		490:1

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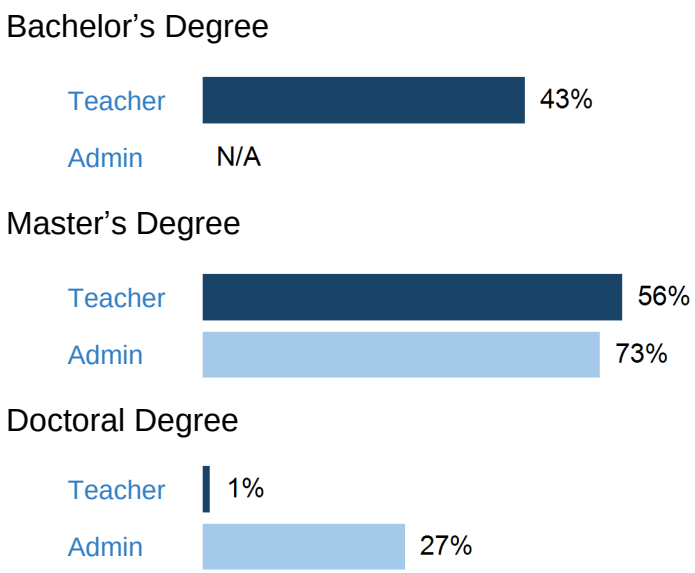
Teachers and Administrators - Level of Education

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



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	89.4%	90.2%
2016-17 Administrators: Same district 2017-18	79.0%	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	90.5%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	63.4%	63.6%
Male	36.6%	36.4%
White	90.3%	100.0%
Hispanic	3.4%	0.0%
Black or African American	3.4%	0.0%
Asian	2.8%	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	61.60	15.0%
Mathematics Proficiency	57.59	15.0%
Graduation Rate - 4-Year	43.55	20.0%
Graduation Rate - 5-Year	33.33	20.0%
Progress Towards English Language Proficiency	94.55	20.0%
Chronic Absenteeism	66.67	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	58.83	n/a
Summative Rating: Percentile Rank of Summative Score	60.46	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport 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 Target	Not Met	Exceeds Target	Met	No
White	30.81	8.94	No	Met Target	Met Target	Met Target	Not Met	n/a	Met	No
Hispanic	50.32	8.94	No	Met Target	Met Target	Met Target	Not Met	n/a	Met	No
Black or African American	74.21	8.94	No	Met Target	Met Target†	Met Goal	Met Target	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	29.25	8.94	No	Met Target	Met Target	Not Met	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	65.44	8.94	No	Met Target	Met Target	Met Target	Not Met	n/a	Met	No
Students with Disabilities	56.50	8.94	No	Met Target†	Met Target†	Met Target	Not Met	n/a	Not Met	No
English Learners	**	**	No	Met Target	Met Target	**	**	**	Met	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.

Mission, Vision, Theme:	The mission of the Public Schools of Edison Township is to ensure that all students achieve at the highest level of academic success. The district, in partnership with the community provides a safe, supportive learning environent which promotes sefl-worth and encourages productive contributions to a diverse and constantly evolving global society.
Awards, Recognition, Accomplishments:	At the elementary level, we are proud of our Odyssey of the Mind teams that have placed at the regional and state level. Students at our four middle schools and two high schools are selected to participate in state and regional choirs. Recently, more than twenty-five seniors were recongized as National Merit Scholarship semi-finalists.

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Courses, Curriculum, Instruction:	Technology is integrated across the curriculum through a one to one initiative. In grades K & 1 students use iPads. In grades 2-8, students are given Chromebooks to facilitate learning, and at the high school level, students use Macbooks. Edison students make connections to the larger world by using 21st century skills to engage in student centered learning experiences.
Sports and Athletics:	Students have the opportunity to play on interscholastic teams beginning in the middle school. Edison athletes are recognized for their sportsmanship and championships.
Clubs and Activities:	Clubs at the elementary level vary from school to school but incorporate extrcurricular activities that include community service, academic pursuits, sports/physical activity, crafts and music. Additional opportunities exist at the middle schools and high schools, including competitve, service and career focused clubs.

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Staff and Professional Learning:	Edison is committed to the continued learning of our teachers and staff. This commitment to professional learning is realized through a robust Professional Development Institute, where teachers have choice over courses that they can teach and engage in. These are coordinated by our team of Staff Developers who also facilitate coaching, and tailor workshops to the needs of teachers on an individual, building by building and district basis.

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****** 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.

Student Supports and Services:	The mission of the Edison Public Schools is to ensure that all students achieve at the highest level of academic success. In pursuit of this mission we provide a variety of supports in the form of an ESL and Bilingual program, Gifted and Talented program, Response to Intervention, Intervention and Referral Services, before and after school academies to help struggling students grow, and a variety of specialized programs for students with disabilities.
Student Health and Wellness:	In Edison, we believe strongly that academic success is tied to the social and emotional well being of our students. Our students are supported by counselors in every building. Counselors provide support for parents and students through one on one meeting time, class lessons, and social skills groups. Beyond our school based counselors, we also have a partnership with Rutgers University Behavioral Health Care which provide a vast continuum of services.
Parent and Community Involvement:	Parents are involved at every level Pre-K through Grade 12. They are engaged via our parent portal which allows them to view grades and district forms. Additionally, learning platforms allow parents to see what students are engaged in within the classrooms. At every school, PTOs are instrumental in organizing events to engage the school and larger community.

NJ SCHOOL PERFORMANCE REPORT

EDISON HIGH SCHOOL
(23-1290-050)
Grades Offered: 09-12
2017-2018

Report Key:
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School Narrative

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers In the 2017-2018 school year, Edison will embark on a district wide school climate survey, that will include data from students, parents and staff.
Facilities:	Edison Public Schools has spent over $20 million dollars in renovations to update our 18 school buildings. These renovations include major additions and improvements to grounds. We are especially proud of our brand new, state of the art dance studios and fitness centers at both JP Stevens High School and Edison High School. In addition, every school media center has been renovated and outfitted with technology, to provide a modernized place for students to work and research
School Safety:	Each school in the Edison Township Public School System has video survillance, security personnel, a district director and follows all local, state & federal laws in regards to ensuring student safety.