NJ SCHOOL PERFORMANCE REPORT

JOHN P. STEVENS HIGH SCHOOL
(23-1290-053)
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	GAIL PAWLIKOWSKI
Address	855 GROVE AVENUE EDISON, NJ 08820
Phone Number	(732)452-2800
Email Address	GAIL.PAWLIKOWSKI@EDISON.K12.NJ.US
Website	https://www.edison.k12.nj.us/domain/9

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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	553	578	690
10	614	569	584
11	557	635	581
12	525	562	636
Total	2,249	2,344	2,491

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	48.0%	47.2%	47.8%
Male	52.0%	52.8%	52.2%
Economically Disadvantaged Students	15.9%	16.1%	14.4%
Students with Disabilities	7.9%	5.4%	5.9%
English Learners	2.0%	2.3%	1.7%
Homeless Students		3.5%	1.8%
Students in Foster Care		0.0%	0.0%
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	16.0%	14.1%	13.2%
Hispanic	3.9%	3.7%	4.0%
Black or African American	7.9%	7.6%	6.9%
Asian	71.6%	73.9%	75.4%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.1%
Two or More Races	0.4%	0.5%	0.3%

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	2,246	2,340	2,490
Shared Time Students	5	5	2
Full Time Equivalent	2,249	2,343	2,491

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	27.1%
Gujarati	14.5%
Hindi	11.4%
Chinese	9.5%
Telugu	7.7%
Other Languages	29.8%

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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	1253	99.8	87.2	76.7	56.7	87.2	73.2	Met Goal
White	142	100.0	78.2	62.3	65.6	78.2	56.8	Met Target
Hispanic	*	*	*	48.2	42.5	*	44.4	Met Target
Black or African American	75	100.0	54.7	49.5	37.3	54.7	37	Met Target
Asian, Native Hawaiian, or Pacific Islander	985	99.8	92.0	88.2	82.3	92.0	80	Met Goal
American Indian or Alaska Native	N	N	N	86.2	52.7	N	**	**
Two or More Races	*	*	*	67.4	63.4	*	**	**
Female	594	99.8	91.1	82.0	64.5	91.1		
Male	659	99.8	83.8	71.7	49.4	83.8		
Economically Disadvantaged Students	163	99.4	61.3	50.4	38.5	61.3	48.9	Met Target
Non-Economically Disadvantaged Students	1090	99.9	91.1	82.5	67.5	91.1		
Students with Disabilities	62	98.4	40.3	20.8	21.6	40.3	28.2	Met Target
Students without Disabilities	1191	99.9	89.7	82.3	63.9	89.7		
English Learners	48	100.0	39.6	41.9	27.3	39.6	38	Met Target
Non-English Learners	1205	99.8	89.1	78.5	59.4	89.1		
Homeless Students	16	100.0	37.5	45.0	27.7	37.5		
Students In Foster Care	N	N	N	*	26.3	N		
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	680	790	779	752	2%	4%	7%	34%	53%	87%	55%
White	74	775	764	760	*	*	*	45%	34%	78%	64%
Hispanic	32	759	753	735	*	*	*	*	*	69%	38%
Black or African American	46	749	749	734	*	*	22%	*	*	52%	34%
Asian, Native Hawaiian, or Pacific Islander	528	797	794	782	*	*	5%	31%	61%	92%	83%
American Indian or Alaska Native	N	N	*	752	N	N	N	N	N	N	51%
Two or More Races	N	N	*	760	N	N	N	N	N	N	63%
Female	327	794	786	759	*	*	6%	33%	58%	91%	63%
Male	353	785	773	744	*	*	8%	35%	48%	83%	46%
Economically Disadvantaged Students	86	755	754	733	*	*	15%	43%	19%	62%	34%
Non-Economically Disadvantaged Students	594	795	785	761	*	*	6%	33%	58%	91%	65%
Students with Disabilities	28	728	721	716	*	*	*	*	*	32%	15%
Students without Disabilities	652	792	784	758	*	*	*	*	*	89%	62%
English Learners	11	717	706	691	*	*	*	*	*	18%	*
Non-English Learners	669	791	781	755	*	*	*	*	*	88%	*
Homeless Students	10	746	737	720	*	*	*	*	*	40%	22%
Students in Foster Care	N	N	*	719	N	N	N	N	N	N	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	578	795	773	749	3%	2%	7%	32%	56%	88%	51%
White	69	779	752	756	*	0%	*	43%	36%	80%	58%
Hispanic	*	*	*	733	*	*	*	*	*	*	38%
Black or African American	32	744	*	728	*	*	*	*	*	53%	32%
Asian, Native Hawaiian, or Pacific Islander	457	803	793	782	*	*	5%	29%	64%	93%	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	270	802	778	759	*	*	6%	30%	61%	91%	60%
Male	308	790	768	739	*	*	8%	34%	51%	85%	42%
Economically Disadvantaged Students	80	758	743	730	*	*	19%	39%	21%	60%	34%
Non-Economically Disadvantaged Students	498	801	781	758	*	*	5%	31%	61%	92%	59%
Students with Disabilities	27	742	713	707	*	*	*	*	*	52%	15%
Students without Disabilities	551	798	778	756	*	*	*	*	*	90%	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	707	N	N	N	N	N	N	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	387	750	743	736	14%	15%	18%	33%	20%	53%	39%
White	63	733	731	737	27%	17%	*	*	*	41%	41%
Hispanic	30	727	725	731	*	*	33%	*	*	23%	35%
Black or African American	38	727	722	729	29%	*	26%	*	*	29%	31%
Asian, Native Hawaiian, or Pacific Islander	253	760	755	759	8%	14%	16%	38%	25%	63%	60%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	175	754	749	745	13%	13%	17%	37%	21%	58%	48%
Male	212	747	738	728	16%	17%	19%	30%	19%	49%	31%
Economically Disadvantaged Students	86	735	727	730	21%	16%	26%	*	*	37%	33%
Non-Economically Disadvantaged Students	301	754	749	739	13%	14%	16%	*	*	57%	42%
Students with Disabilities	33	709	699	708	45%	*	*	*	*	18%	13%
Students without Disabilities	354	754	748	742	12%	*	*	*	*	56%	44%
English Learners	10	712	716	702	*	*	*	*	*	*	*
Non-English Learners	377	751	744	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	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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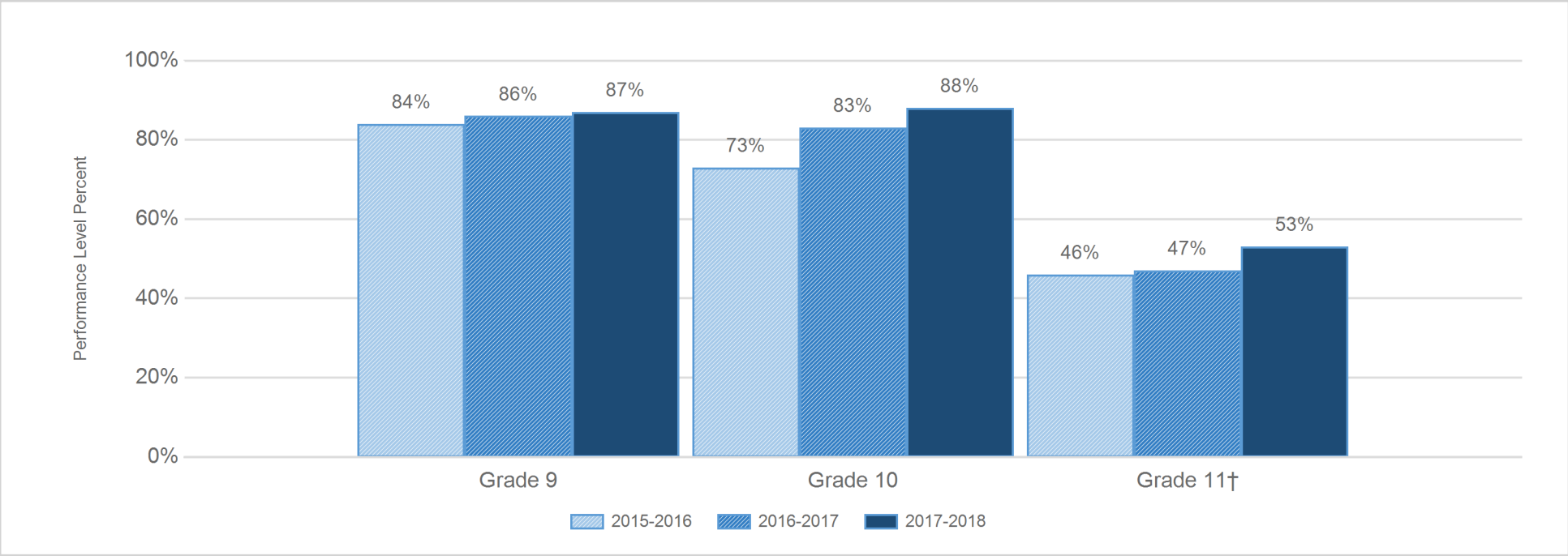
English Language Arts/Literacy Assessment - Performance Trends

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

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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	1191	99.9	72.3	65.7	45.0	72.3	66	Met Target
White	141	100.0	53.1	41.3	54.1	53.1	39.9	Met Target
Hispanic	*	*	*	27.7	29.2	*	28	Met Target
Black or African American	74	100.0	23.0	24.6	23.4	23.0	16.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	925	99.9	81.0	83.1	77.0	81.0	77.3	Met Goal
American Indian or Alaska Native	N	N	N	82.2	42.5	N	**	**
Two or More Races	*	*	*	49.3	53.0	*	**	**
Female	575	100.0	72.0	66.7	46.0	72.0		
Male	616	99.8	72.5	64.7	43.9	72.5		
Economically Disadvantaged Students	161	100.0	40.9	31.8	26.6	40.9	27.3	Met Target
Non-Economically Disadvantaged Students	1030	99.9	77.2	73.2	55.9	77.2		
Students with Disabilities	62	100.0	19.4	14.3	17.1	19.4	18.5	Met Target
Students without Disabilities	1129	99.9	75.2	70.7	50.5	75.2		
English Learners	48	100.0	37.5	42.7	24.6	37.5	18.3	Met Target
Non-English Learners	1143	99.9	73.7	66.9	46.9	73.7		
Homeless Students	16	100.0	31.3	33.7	17.3	31.3		
Students In Foster Care	N	N	N	*	16.2	N		
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	258	744	772	746	6%	18%	32%	*	*	44%	46%
White	49	743	*	755	*	*	37%	43%	0%	43%	57%
Hispanic	25	732	737	730	*	*	*	*	*	32%	27%
Black or African American	43	728	736	727	*	33%	33%	*	*	21%	23%
Asian, Native Hawaiian, or Pacific Islander	141	751	789	779	*	11%	32%	*	*	54%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	769	755	N	N	N	N	N	N	54%
Female	123	744	772	748	*	*	28%	*	*	47%	48%
Male	135	744	772	745	*	*	36%	*	*	41%	44%
Economically Disadvantaged Students	76	733	741	729	*	*	30%	*	*	29%	25%
Non-Economically Disadvantaged Students	182	748	779	756	*	*	33%	*	*	51%	57%
Students with Disabilities	28	725	723	716	*	43%	*	*	*	18%	13%
Students without Disabilities	230	746	775	752	*	15%	*	*	*	47%	52%
English Learners	17	714	721	710	*	*	*	*	*	*	*
Non-English Learners	241	746	774	749	*	*	*	*	*	*	*
Homeless Students	13	727	737	718	*	*	*	*	*	31%	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	557	760	755	735	2%	9%	20%	52%	17%	69%	30%
White	54	749	738	740	0%	20%	28%	*	*	52%	37%
Hispanic	25	736	729	723	*	*	*	*	*	24%	14%
Black or African American	36	729	*	719	*	*	44%	*	*	19%	11%
Asian, Native Hawaiian, or Pacific Islander	439	766	768	760	*	*	16%	57%	21%	79%	65%
American Indian or Alaska Native	*	*	*	734	*	*	*	*	*	*	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	276	759	*	736	*	*	20%	59%	12%	71%	30%
Male	281	761	*	734	*	*	20%	45%	23%	68%	29%
Economically Disadvantaged Students	77	737	732	722	*	*	32%	*	*	34%	13%
Non-Economically Disadvantaged Students	480	764	761	741	*	*	18%	*	*	75%	38%
Students with Disabilities	32	725	*	713	*	*	34%	*	*	16%	*
Students without Disabilities	525	762	*	738	*	*	19%	*	*	73%	*
English Learners	10	721	726	711	*	*	*	*	*	10%	*
Non-English Learners	547	761	756	736	*	*	*	*	*	71%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	N	N	*	711	N	N	N	N	N	N	*
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

JOHN P. STEVENS HIGH SCHOOL
(23-1290-053)
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	589	770	756	727	8%	11%	13%	44%	24%	68%	30%
White	73	739	732	733	21%	18%	22%	*	*	40%	35%
Hispanic	26	717	708	710	*	*	*	*	*	15%	14%
Black or African American	35	712	702	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	451	783	775	766	3%	6%	10%	51%	30%	81%	66%
American Indian or Alaska Native	*	*	*	729	*	*	*	*	*	*	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	274	768	754	728	7%	14%	13%	47%	19%	66%	30%
Male	315	773	757	727	10%	8%	12%	42%	28%	70%	30%
Economically Disadvantaged Students	87	731	719	709	20%	28%	24%	*	*	29%	13%
Non-Economically Disadvantaged Students	502	777	765	736	6%	8%	11%	*	*	75%	37%
Students with Disabilities	28	711	704	693	46%	*	*	*	*	18%	*
Students without Disabilities	561	773	759	732	6%	*	*	*	*	71%	*
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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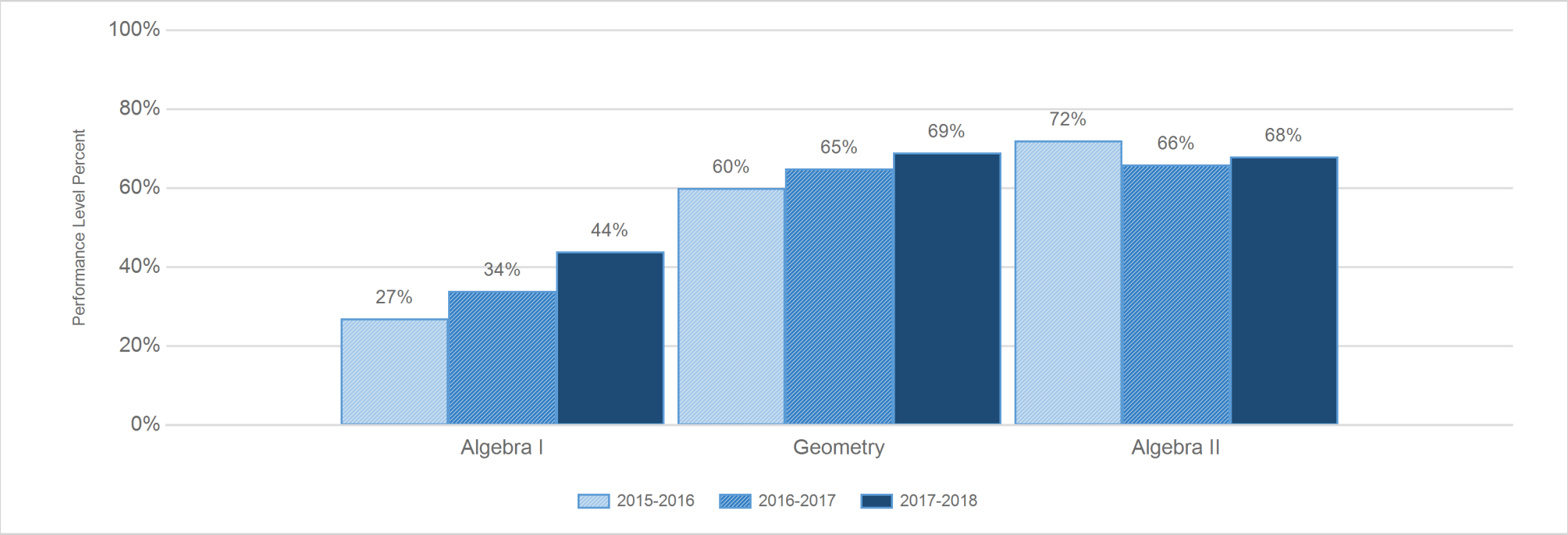
Mathematics Assessment – Performance Trends

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	*	*

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	71.4%	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	33	78.8%	21.2%
3-4	10	80.0%	20.0%
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.

NJ SCHOOL PERFORMANCE REPORT

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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	97.3%	85.0%
12th graders taking SAT in 2017-18 or prior years	89.8%	72.2%
12th graders taking ACT in 2017-18 or prior years	20.3%	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	575	478	Grade 10: 430 Grade 11: 460	88%	62%
PSAT 10/NMSQT - Math	594	478	Grade 10: 480 Grade 11: 510	79%	42%
SAT - Reading and Writing	621	542	480	89%	72%
SAT - Math	657	543	530	83%	54%
ACT - Reading	28	24	22	81%	62%
ACT - English	29	24	18	95%	78%
ACT - Math	29	24	22	88%	62%
ACT - Science	27	23	23	78%	53%

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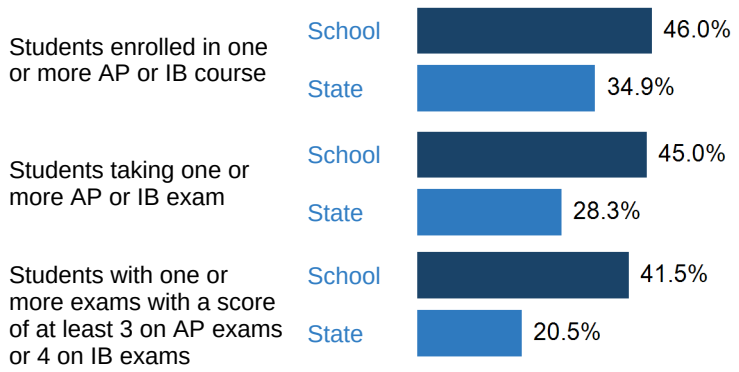
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

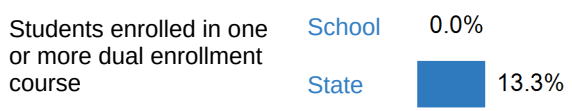
AP/IB Coursework – Participation and Performance

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	121	73
AP Calculus AB	129	66
AP Calculus BC	35	116
AP Chemistry	88	82
AP Chinese Language and Culture	0	14
AP Computer Science A	58	61
AP English Language and Composition	227	248
AP English Literature and Composition	224	161
AP Environmental Science	11	19
AP European History	21	16
AP French Language and Culture	25	14
AP Human Geography	0	1
AP Macroeconomics	0	52
AP Microeconomics	0	43
AP Music Theory	0	1
AP Physics 1	0	88

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AP/IB Course	Students Enrolled	Students Tested
AP Physics 2	0	11
AP Physics B	46	0
AP Physics C: Electricity and Magnetism	0	15
AP Physics C: Mechanics	0	64
AP Psychology	0	71
AP Spanish Language	49	36
AP Statistics	53	50
AP Studio Art—Drawing Portfolio	0	2
AP Studio Art—Two-Demensional	10	3
AP U.S. Government and Politics	151	110
AP U.S. History	201	209
AP World History	207	192
Total Exams taken		1818
Exams with scores of at least 3 on AP exams or 4 on IB exams		1607

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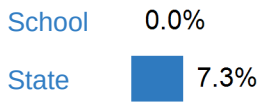
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

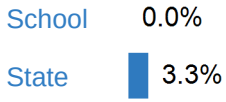


CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

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	*		
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	189	335	94	0	0	0	5
10	7	137	254	61	0	0	6
11	3	9	136	284	81	1	9
12	0	9	18	96	310	134	110
Total	199	490	502	441	391	135	130
Enrolled in AP/IB Course					164	53	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	299	0	0	265	1	0
10	387	190	0	4	0	0
11	11	383	0	2	183	2
12	128	92	0	12	302	88
Total	825	665	0	283	486	90
Enrolled in AP/IB Course	121	88		11	46	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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2017-2018

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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	4	686	0	0	0	0
10	0	582	0	0	18	1
11	520	56	0	64	29	12
12	7	48	0	159	87	193
Total	531	1372	0	223	134	206
Enrolled in AP/IB Course	207	201	0	0		161
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	372	170	0	81	0	14	2
10	309	153	0	32	0	18	24
11	256	120	0	68	0	17	11
12	118	28	0	56	0	4	3
Total	1055	471	0	237	0	53	40
Enrolled in AP/IB Course	49	25	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	795	268	0	122	0	26	21

NJ SCHOOL PERFORMANCE REPORT

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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	15
Spanish	31
Total	*

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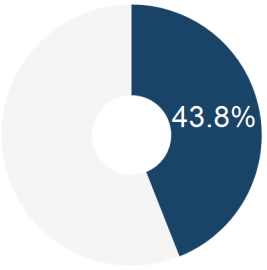
Visual and Performing Arts – Course Participation

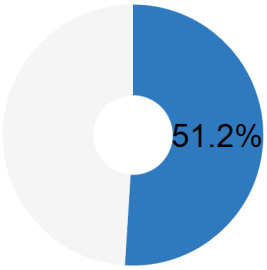
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

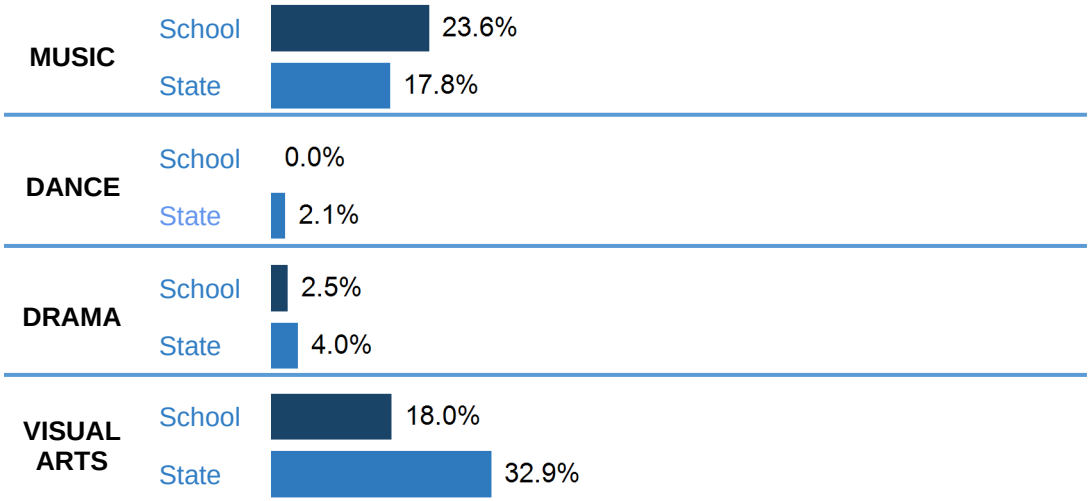


School



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	96.4%	90.9%	96.4%	92.4%	95.8%	N	Met Goal	97.8%	N	Met Goal
White	96.4%	95.0%	92.1%	95.7%	92.1%	95.0%	Not Met	97.1%	N	Met Goal
Hispanic	*	84.8%	*	87.3%	*	N	Met Goal	*	**	**
Black or African American	89.3%	84.2%	93.8%	86.8%	91.7%	95.0%	Not Met	95.0%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	97.8%	97.0%	97.8%	97.7%	97.6%	N	Met Goal	98.9%	N	Met Goal
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	93.8%	84.6%	93.4%	87.0%	91.1%	95.0%	Not Met	92.2%	91.0%	Met Target
Students with Disabilities	70.0%	80.1%	74.1%	83.5%	72.9%	88.2%	Not Met	90.7%	87.7%	Met Target
English Learners	90.5%	75.8%	100.0%	81.8%	100.0%	**	**	100.0%	N	Met Goal
Homeless Students	93.9%	72.6%	100.0%	79.1%	91.7%			100.0%		
Students in Foster Care	N	62.6%	N	64.9%						

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Grades Offered: 09-12
2017-2018

Report Key:
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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	80.0%	78.2%
Substitute Competency Test	18.8%	20.9%
Portfolio Appeals Process	0.5%	0.0%
Alternate Requirements specified in IEP	0.6%	0.8%
Unknown	0.0%	0.0%

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	96.4%	-
2017	95.8%	96.4%
2016	97.7%	97.8%

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	91.1%	15.3%	84.7%
White	88.8%	26.3%	73.7%
Hispanic	*	*	*
Black or African American	73.5%	38.9%	61.1%
Asian, Native Hawaiian, or Pacific Islander	94.3%	10.1%	89.9%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	82.2%	33.8%	66.2%
Students with Disabilities	74.2%	60.9%	39.1%
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	88.9%	14.1%	85.9%	76.8%	23.2%	71.7%	28.3%
White	89.9%	21.1%	78.9%	71.8%	28.2%	67.6%	32.4%
Hispanic	*	*	*	*	*	*	*
Black or African American	76.7%	21.2%	78.8%	63.6%	36.4%	75.8%	24.2%
Asian, Native Hawaiian, or Pacific Islander	90.5%	10.2%	89.8%	78.8%	21.2%	70.9%	29.1%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	83.2%	32.9%	67.1%	86.1%	13.9%	93.7%	6.3%
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.

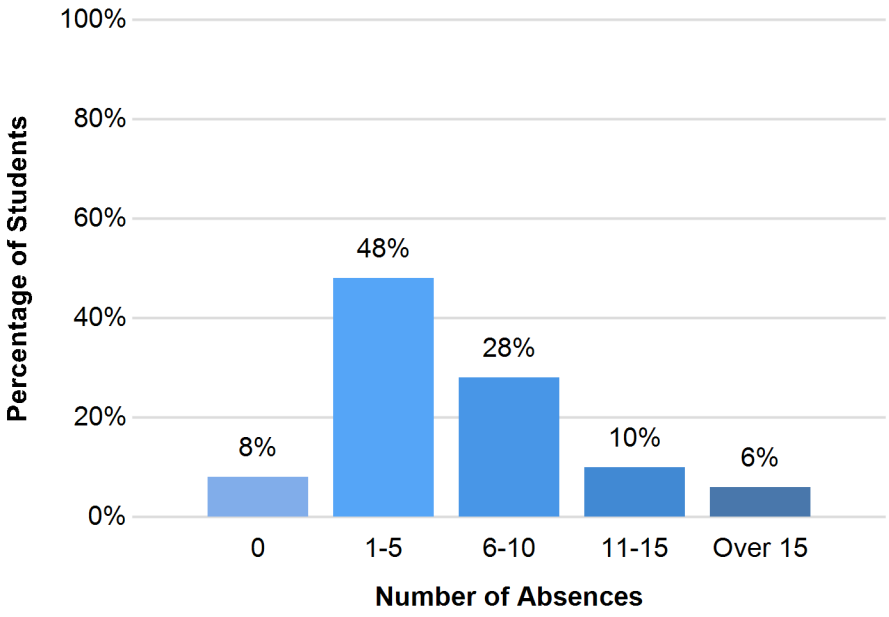
Chronic Absenteeism

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	120	4.8	14.9	Met
White	28	8.3	14.9	Met
Hispanic	19	18.4	14.9	Not Met
Black or African American	20	11.3	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	52	2.8	14.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	34	9.4	14.9	Met
Students with Disabilities	23	13.0	14.9	Met
English Learners	3	7.1	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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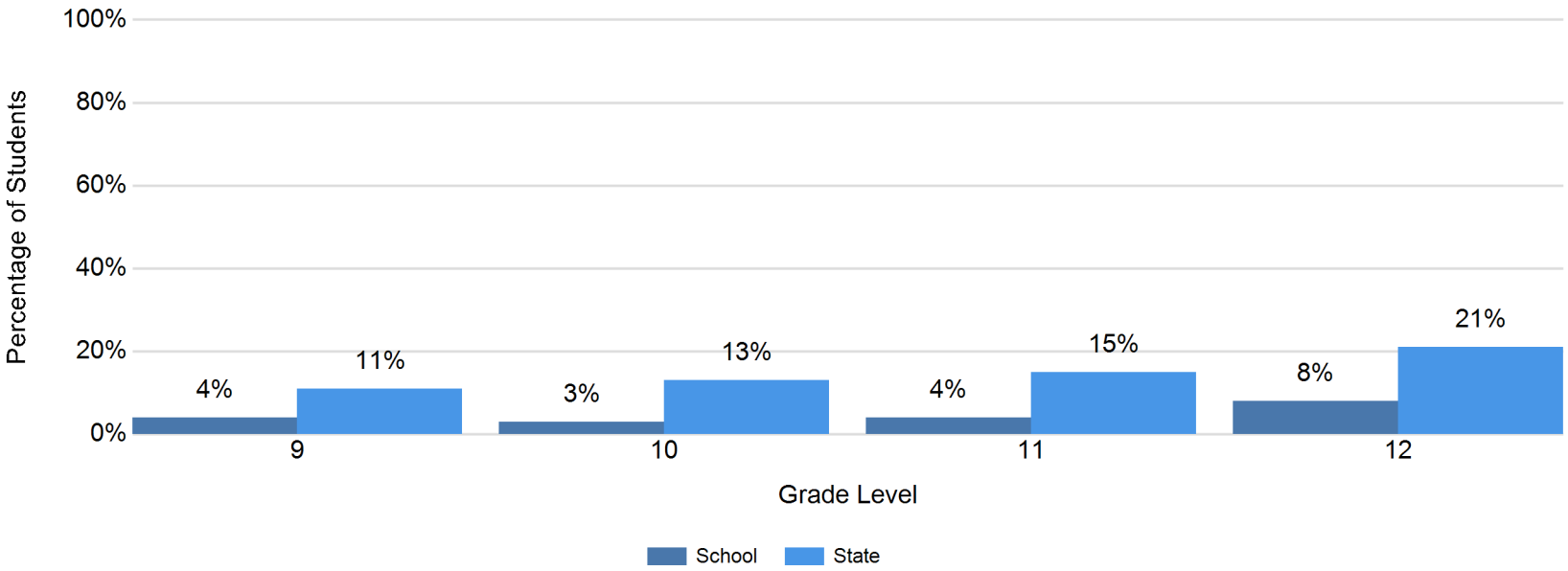
Chronic Absenteeism by Grade

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	21
Weapons	2
Vandalism	3
Substances	2
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	30
Incidents Per 100 Students Enrolled	1.20

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	6
Weapons	2
Vandalism	3
Substances	2
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0

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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	2	0	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	2	2
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	1	2
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	33	1.3%
Any Suspension	38	1.5%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
118

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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 35 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	1.2:1

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	142	117,464
Average years experience in public schools	16.4	12.0
Average years experience in district	15.1	10.7
Teachers in district for 4 or more years	89.4%	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	18:1	16:1
Students to Administrators	311:1	305:1
Teachers to Administrators	18:1	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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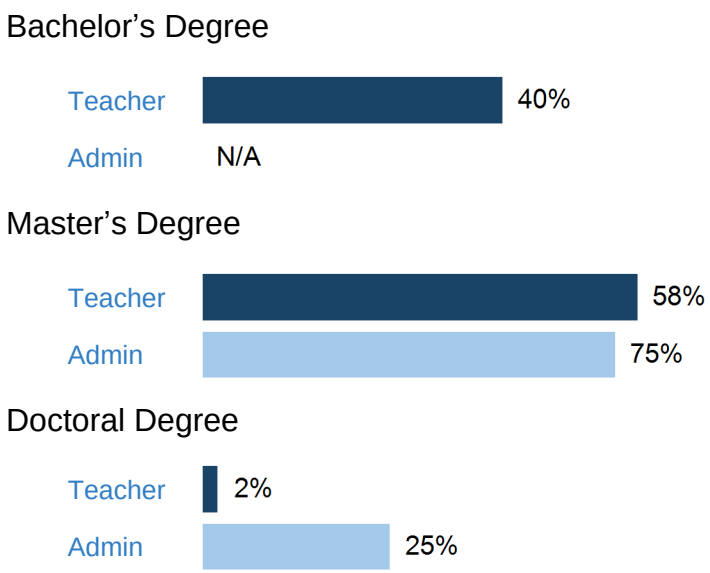
Teachers and Administrators - Level of Education

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	90.9%

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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	59.9%	62.5%
Male	40.1%	37.5%
White	89.4%	100.0%
Hispanic	4.2%	0.0%
Black or African American	0.7%	0.0%
Asian	4.9%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.7%	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	91.69	15.0%
Mathematics Proficiency	90.26	15.0%
Graduation Rate - 4-Year	53.87	20.0%
Graduation Rate - 5-Year	78.74	20.0%
Progress Towards English Language Proficiency	92.73	20.0%
Chronic Absenteeism	77.87	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	80.15	n/a
Summative Rating: Percentile Rank of Summative Score	87.11	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 Goal	Met Target	Met Goal	Met Goal	Exceeds Target	Met	No
White	60.76	8.94	No	Met Target	Met Target	Not Met	Met Goal	n/a	Met	No
Hispanic	80.10	8.94	No	Met Target	Met Target	Met Goal	**	n/a	Not Met	No
Black or African American	77.64	8.94	No	Met Target	Met Target	Not Met	Met Goal	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	65.10	8.94	No	Met Goal	Met Goal	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	N	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	80.18	8.94	No	Met Target	Met Target	Not Met	Met Target	n/a	Met	No
Students with Disabilities	67.46	8.94	No	Met Target	Met Target	Not Met	Met Target	n/a	Met	No
English Learners	97.67	8.94	No	Met Target	Met Target	**	Met Goal	**	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.

Highlights:	• Offer 22 AP courses; 89% of students earned passing score of 3 or higher; 33% earning a score of 5. 97% college acceptance rate. Twenty-four National Merit Semi-Finalists. • Positive diverse school climate-54 clubs, 25 varsity sports, 13 honor societies, Award Winning Choir, Band, and Orchestra programs. • Varsity athletic teams are very competitive. Many teams are recognized for their sportsmanship. Strong elective programs including Robotics, Engineering, Forensics, Dance, Guitar, and Woodshop.
Mission, Vision, Theme:	The Six Pillars of Character Education--caring, citizenship, fairness, respect, responsibility, trustworthiness--are themes practiced throughout the year--in the classroom, on the playing field, during and after school. JPS takes pride in graduating well-rounded, productive citizens. JPS students...2500+... continue to be inspired learners who are challenged to think critically and creatively while developing positive character traits, always preparing for success in the 21st Century.
Awards, Recognition, Accomplishments:	John P. Stevens High School continues to be recognized by NJ Monthly Magazine as a member of the top 100 high schools in the state. At the 2018 Jostens Yearbook Workshop, Regalis, our yearbook, was awarded Best in Show for the 6th year in a row. Band, Choir and Orchestra continue to earn state, regional and national recognition.

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Courses, Curriculum, Instruction:	JPS offers a total of twenty-one AP courses. Last year, 782 students took 1751 AP exams, and 90% earned a passing score of three or higher. Thirty-four percent of the students earned a top score of five. Our students continue to take advantage of the countless opportunities at the school including , 22 AP courses, our one to one MacBook initiative, 2 dedicated college counselors, and a fully computerized college application/career awareness program. We also have strong elective programs including Intro to Engineering, Forensics, Anatomy & Physiology, Economics, Dance, Electronics & Wood Shop, and 6 different world languages.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross Country (Boys & Girls), Football (Boys), Golf (Boys & Girls), Gymnastics (Girls), Ice Hockey (Coed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Coed) JPS athletes compete in one of the most challenging conferences in the state. Our 25 Varsity Sports in the Greater Middlesex Conference build young men and women of character and have seen championships in several sports, particularly in tennis. Both the girls and the boys tennis teams continue to be ranked at the county and state levels. In addition, many teams received sportsmanship recognition.
Clubs and Activities:	JPS offers more than sixty after school activities including student government. Family, Career and Community Leaders of America is one of the most active organizations. Currently three JPS students hold state executive positions. Other clubs include Model United Nations, Future Business Leaders of America, and Odyssey of the Mind. The Math and Science Leagues compete regularly. The JPS Theatre Company produces a musical and a play each year. All club members perform community service.

NJ SCHOOL PERFORMANCE REPORT

JOHN P. STEVENS HIGH SCHOOL
(23-1290-053)
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

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Staff and Professional Learning:	Teachers engage in professional development weekly in faculty and department meetings and in Professional Learning Communities. In addition, they attend local and district workshops focused on improving their craft. All teachers are provided professional development opportunities during in-service days.
Postsecondary Information:	JPS succeeds in sending 97% of its graduates to college, many being accepted to Ivy League Colleges and prestigious universities. The Counseling Department hosts a College Fair and offers many workshops on college applications and financial aid. The College and Career counselors run workshops on college essay writing, resume writing and interview skills for all eleventh graders.

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Student Supports and Services:	The JPS Transition program aims to support 9th graders throughout the year with Teacher Coaches, student mentors, and tutors. Counselors meet with students regularly, and Rutgers provides two mental health counselors. Struggling students are supported and monitored through I & RS. The Child Study Team ensures that the needs of all special education students are met. ELL students are supported by specialized staff and a parent-teacher panel. Honor Society members provide tutoring.
Student Health and Wellness:	Students are offered a nutritional breakfast every morning. Every student is required to take a Physical Education and Health class. In addition, the school offers a Healthy Living Workshop to all students and provides a weekly Healthy Living tip. Mindfulness is promoted throughout the school community.
Parent and Community Involvement:	Parents are very involved in the JPS community. Almost every athletic team, musical group and club has an active parent group. In addition, the PTSO holds informative workshops for parents and students while raising money to organize and offer all seniors Project Graduation, an all-night lock-in party after Graduation. Parent Portal keeps parents informed of student progress, and the school website informs them of all the school community activities.

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Climate Surveys:	Is a Climate Survey Used: No
Facilities:	JPS opened in 1964. In the last few years, a new wing including four state-of-the-art science labs and five classrooms was added. The Library has been renovated to be more student-friendly. Three years ago, a Fitness Center filled with treadmills, exercise bikes, lifting equipment and workout gear was added. A Dance Studio was created last year. JPS has a beautiful turf field and many other sports fields. In addition, JPS has a 60 foot greenhouse and a farm stand.
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.