



**John P. Stevens High School**  
(23-1290-053)  
Grades Offered: 09-12  
2018-2019

**Report Key:**

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- \*\* Accountability calculations require 20 or more students
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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 at the top left of the screen to move between pages of the report

**Other Resources:**

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

**Notes from the New Jersey Department of Education:**

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## School Contact Information

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 Township School District
Principal Name	Dr. Anthony Shallop
Address	855 GROVE AVENUE EDISON, NJ 08820
Phone Number	732-452-2800
Email Address	<a href="mailto:anthony.shallop@edison.k12.nj.us">anthony.shallop@edison.k12.nj.us</a>
Website	<a href="https://www.edison.k12.nj.us/domain/9">https://www.edison.k12.nj.us/domain/9</a>
Twitter	<a href="https://twitter.com/jpshawks">https://twitter.com/jpshawks</a>



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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
9	578	690	641
10	569	584	689
11	635	581	604
12	562	636	586
Total	2,344	2,491	2,520

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.2%	47.8%	47.8%
Male	52.8%	52.2%	52.2%
Economically Disadvantaged Students	16.1%	14.4%	15.1%
Students with Disabilities	5.4%	5.9%	5.4%
English Learners	2.3%	1.7%	1.9%
Homeless Students	3.5%	1.8%	1.4%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	14.1%	13.2%	11.0%
Hispanic	3.7%	4.0%	3.9%
Black or African American	7.6%	6.9%	6.3%
Asian	73.9%	75.4%	78.0%
Native Hawaiian or Pacific Islander	0.1%	0.2%	0.1%
American Indian or Alaska Native	0.0%	0.1%	0.1%
Two or More Races	0.5%	0.3%	0.6%

### 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	2016-17	2017-18	2018-19
Full Time Students	2,340	2,490	2,519
Shared Time Students	5	2	2
Full Time Equivalent	2,343	2,491	2,520

### 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	26.2%
Gujarati	14.7%
Hindi	12.1%
Chinese	8.8%
Telugu	8.5%
Other Languages	29.7%



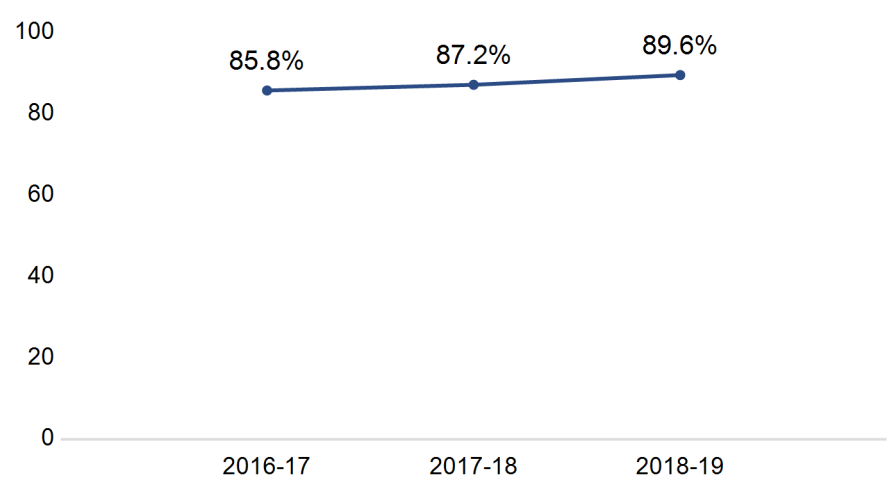
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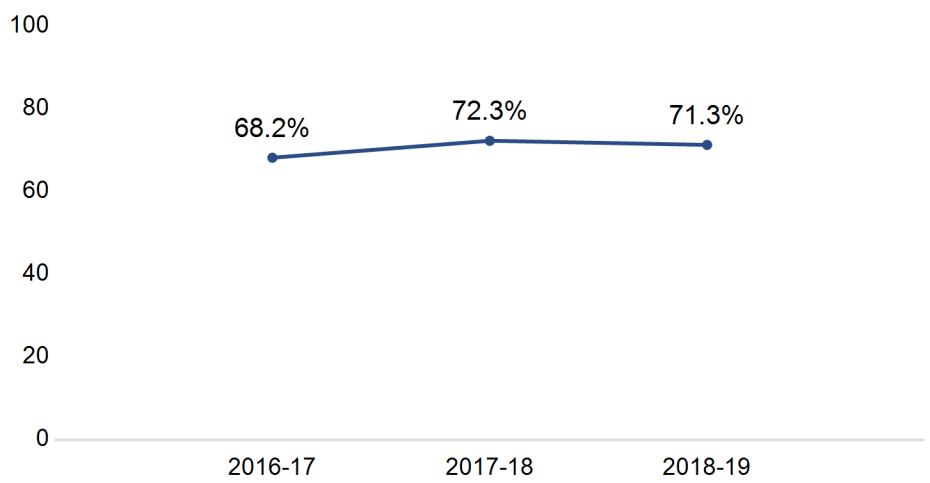
**English Language Arts and Mathematics Performance Trends**

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

**ELA Proficiency Rate for Federal Accountability**



**Math Proficiency Rate for Federal Accountability**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.0%	99.8%	99.4%	99.3%	99.9%	99.4%
Proficiency Rate for Federal Accountability	85.8%	87.2%	89.6%	68.2%	72.3%	71.3%
Annual Target	72.8%	73.2%	73.5%	65.3%	66.0%	66.8%
Met Annual Target?	Met Goal	Met Goal	Met Goal	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#). More information and additional data can also be found on the [NJDOE Academic Achievement page](#).

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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1304	99.4	89.6	77.3	57.9	89.6	73.5	Met Goal
White	127	97.7	85.0	64.0	66.9	85.0	58.1	Met Goal
Hispanic	53	96.4	71.7	*	43.9	71.7	46.4	Met Target
Black or African American	79	98.7	51.9	47.9	38.5	51.9	39.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	1038	99.8	94.0	88.4	82.9	94.0	80	Met Goal
American Indian or Alaska Native	*	*	*	95.3	56.0	*	**	**
Two or More Races	*	*	*	64.1	64.4	*	**	**
Female	633	99.2	92.1	81.8	64.8	92.1		
Male	671	99.6	87.3	73.0	51.3	87.3		
Economically Disadvantaged Students	163	97.6	66.3	49.9	40.0	66.3	50.6	Met Target
Non-Economically Disadvantaged Students	1141	99.7	93.0	83.7	67.9	93.0		
Students with Disabilities	54	94.7	31.5	20.4	22.7	31.4	31.1	Met Target
Students without Disabilities	1250	99.6	92.2	83.0	65.1	92.2		
English Learners	47	97.9	51.1	43.5	29.3	51.1	40.3	Met Target
Non-English Learners	1257	99.4	91.1	79.0	60.6	91.1		
Homeless Students	17	100.0	70.6	46.5	29.1	70.6		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.



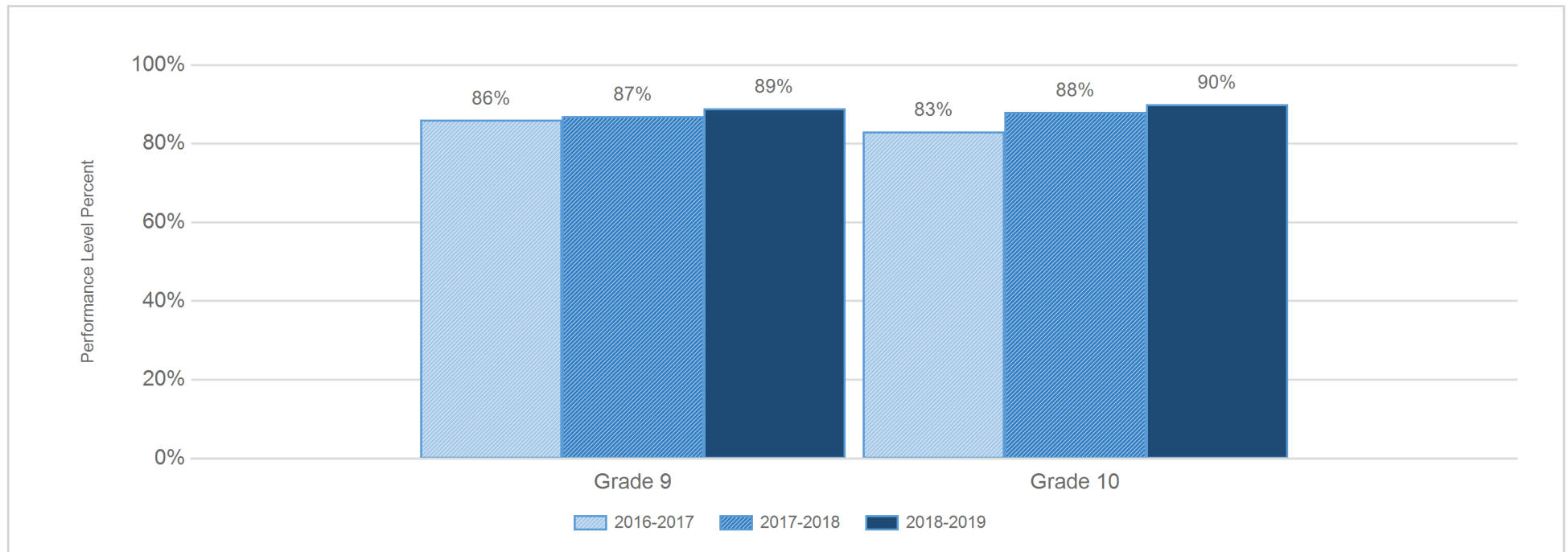
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### English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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### English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	633	794	783	753	2%	2%	7%	30%	59%	89%	56%
White	52	791	774	762	0%	*	*	37%	54%	90%	65%
Hispanic	23	745	745	737	*	*	*	*	*	61%	40%
Black or African American	36	745	749	732	*	*	33%	*	*	44%	33%
Asian, Native Hawaiian, or Pacific Islander	515	800	797	783	*	*	4%	28%	66%	94%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	308	798	790	760	*	*	6%	29%	63%	91%	63%
Male	325	790	776	746	*	*	7%	31%	56%	88%	49%
Economically Disadvantaged Students	73	759	750	734	*	*	21%	42%	21%	63%	36%
Non-Economically Disadvantaged Students	560	799	791	762	*	*	5%	28%	64%	93%	65%
Students with Disabilities	26	737	725	717	*	*	*	*	*	38%	17%
Students without Disabilities	607	797	788	760	*	*	*	*	*	92%	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	*	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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### English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	673	804	792	757	2%	3%	5%	28%	63%	90%	58%
White	75	789	776	767	*	*	*	35%	48%	83%	67%
Hispanic	30	779	758	738	*	*	*	*	*	80%	43%
Black or African American	41	756	754	733	*	*	*	*	*	61%	38%
Asian, Native Hawaiian, or Pacific Islander	527	812	809	792	*	*	4%	25%	69%	94%	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	56%
Two or More Races	N	N	*	766	N	N	N	N	N	N	65%
Female	326	808	798	766	*	*	*	27%	66%	93%	66%
Male	347	801	786	749	*	*	*	28%	60%	88%	51%
Economically Disadvantaged Students	89	765	761	735	*	*	12%	46%	24%	70%	40%
Non-Economically Disadvantaged Students	584	810	800	767	*	*	3%	25%	68%	93%	67%
Students with Disabilities	22	733	713	711	*	*	*	*	*	32%	19%
Students without Disabilities	651	807	798	765	*	*	*	*	*	92%	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	10	761	747	723	0%	*	0%	*	*	80%	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%





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### Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

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Schoolwide	1214	99.4	71.3	64.6	44.5	71.3	66.8	Met Target
White	126	98.4	50.0	42.1	54.1	50.0	42.2	Met Target
Hispanic	51	96.3	37.3	*	28.8	37.3	30.9	Met Target
Black or African American	79	100.0	20.3	20.3	23.0	20.3	19.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	951	99.6	80.1	81.3	76.5	80.1	77.4	Met Goal
American Indian or Alaska Native	*	*	*	83.7	42.7	*	**	**
Two or More Races	*	*	*	52.6	53.3	*	**	**
Female	591	99.2	70.2	64.8	44.9	70.2		
Male	623	99.5	72.2	64.4	44.2	72.2		
Economically Disadvantaged Students	165	98.2	35.2	30.3	26.3	35.2	30.2	Met Target
Non-Economically Disadvantaged Students	1049	99.5	76.9	72.7	54.9	76.9		
Students with Disabilities	54	98.2	18.5	14.8	17.4	18.5	21.9	Met Target†
Students without Disabilities	1160	99.4	73.7	69.5	50.0	73.7		
English Learners	52	98.2	34.6	40.1	25.0	34.6	21.8	Met Target
Non-English Learners	1162	99.4	72.9	65.9	46.5	72.9		
Homeless Students	19	100.0	31.6	28.6	17.1	31.6		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.



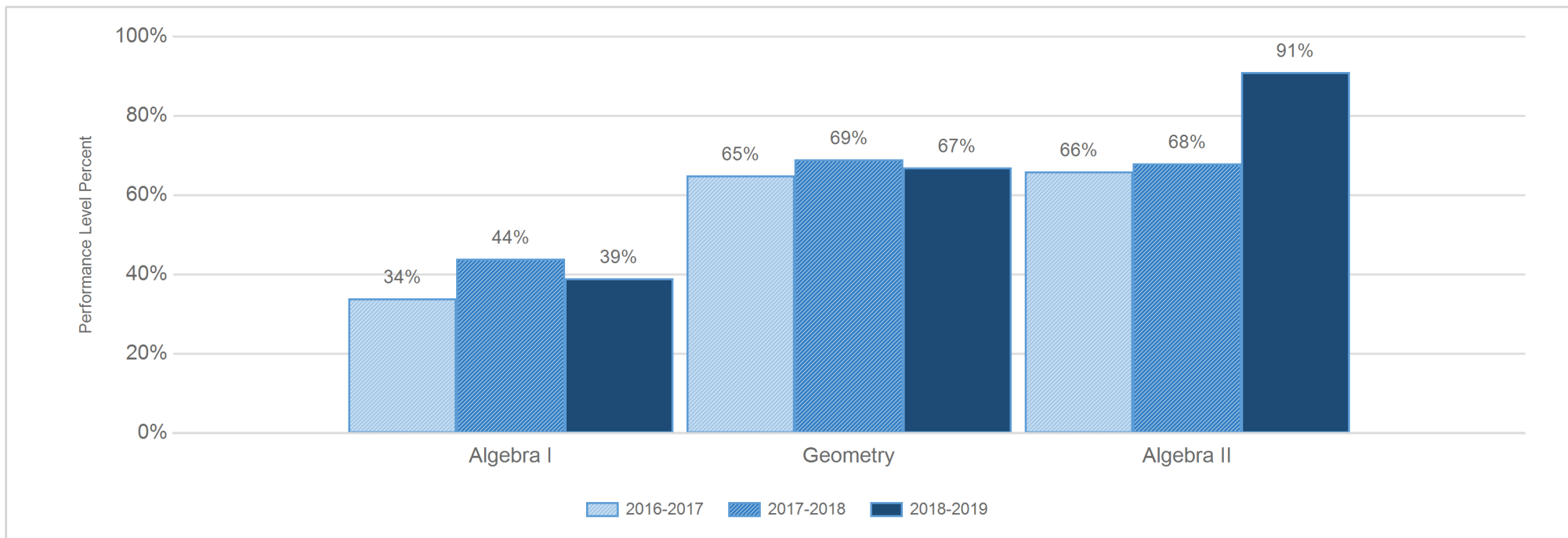
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### Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	182	741	773	744	6%	20%	35%	*	*	39%	42%
White	28	746	*	752	*	*	43%	43%	0%	43%	53%
Hispanic	*	*	737	728	*	*	*	*	*	*	24%
Black or African American	26	726	735	725	*	42%	*	*	*	19%	20%
Asian, Native Hawaiian, or Pacific Islander	106	746	788	775	*	15%	35%	*	*	46%	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	82	739	772	745	*	*	34%	*	*	37%	44%
Male	100	742	774	743	*	*	35%	*	*	41%	41%
Economically Disadvantaged Students	59	726	*	727	*	37%	39%	*	*	15%	23%
Non-Economically Disadvantaged Students	123	748	*	752	*	12%	33%	*	*	50%	52%
Students with Disabilities	22	729	723	717	*	45%	*	*	*	23%	12%
Students without Disabilities	160	743	777	748	*	17%	*	*	*	41%	47%
English Learners	16	714	719	710	*	*	*	*	*	*	*
Non-English Learners	166	744	775	745	*	*	*	*	*	*	*
Homeless Students	*	*	733	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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### Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	586	759	758	737	*	*	25%	50%	17%	67%	35%
White	70	748	743	743	*	14%	41%	*	*	43%	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	42	727	729	720	*	31%	55%	*	*	10%	14%
Asian, Native Hawaiian, or Pacific Islander	448	765	770	762	*	*	19%	57%	21%	78%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	753	745	*	*	*	*	*	*	46%
Female	298	759	757	738	*	*	26%	51%	15%	66%	36%
Male	288	760	758	736	*	*	24%	48%	19%	67%	34%
Economically Disadvantaged Students	86	742	737	722	*	*	42%	*	*	35%	16%
Non-Economically Disadvantaged Students	500	762	762	743	*	*	22%	*	*	72%	43%
Students with Disabilities	24	731	726	712	*	*	46%	*	*	17%	*
Students without Disabilities	562	760	759	741	*	*	24%	*	*	69%	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	10	746	731	717	*	*	*	*	*	50%	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



**John P. Stevens High School**  
(23-1290-053)  
Grades Offered: 09-12  
2018-2019

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

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	450	787	782	755	*	*	8%	66%	24%	91%	58%
White	27	772	762	758	0%	0%	*	*	*	78%	62%
Hispanic	10	768	760	731	0%	0%	*	*	*	90%	34%
Black or African American	*	*	756	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	403	789	786	777	*	*	7%	66%	26%	92%	80%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	55%
Two or More Races	N	N	*	761	N	N	N	N	N	N	65%
Female	212	780	775	752	*	*	*	72%	17%	89%	55%
Male	238	793	787	758	*	*	*	62%	31%	92%	62%
Economically Disadvantaged Students	21	772	763	729	*	*	*	*	*	90%	32%
Non-Economically Disadvantaged Students	429	788	783	761	*	*	*	*	*	91%	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	450	787	782	755	*	*	8%	66%	24%	91%	59%
Homeless Students	*	*	*	717	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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## DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	41.9%	40.9%	Met Target

† 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	28	*	*
3-4	17	76.5%	23.5%
5 or more	*	*	*



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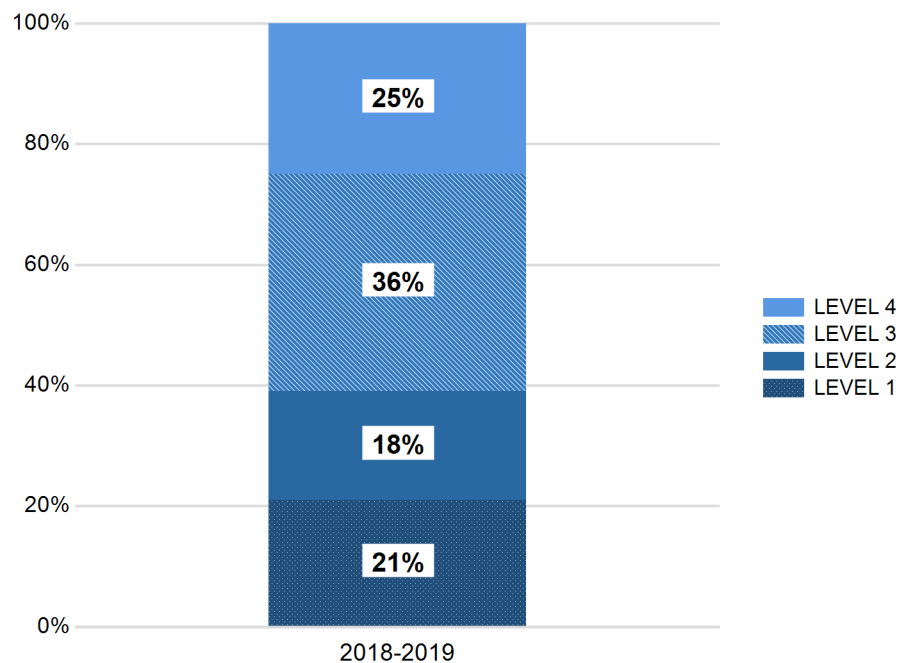
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

### NJSLA Science Assessment: Grade 11 Summary

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



### NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	21	18	36	25
White	27	30	31	11
Hispanic	*	*	*	*
Black or African American	71	21	9	0
Asian, Native Hawaiian, or Pacific Islander	15	16	39	30
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	19	20	38	22
Male	23	16	33	28
Economically Disadvantaged Students	45	22	26	7
Non-Economically Disadvantaged Students	17	17	38	28
Students with Disabilities	67	17	13	3
Students without Disabilities	19	18	37	26
English Learners	81	19	0	0
Non-English Learners	20	18	37	26
Homeless Students	56	25	19	0
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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 2018-19. 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 2018-19	98.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	90.4%	72.1%
12th graders taking ACT in 2018-19 or prior years	18.6%	19.6%

### 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	578	476	Grade 10: 430 Grade 11: 460	90%	61%
PSAT 10/NMSQT - Math	593	477	Grade 10: 480 Grade 11: 510	80%	43%
SAT - Reading and Writing	630	539	480	91%	70%
SAT - Math	666	541	530	85%	53%
ACT - Reading	28	25	22	83%	66%
ACT - English	29	24	18	94%	81%
ACT - Math	29	24	22	89%	65%
ACT - Science	27	24	23	77%	57%





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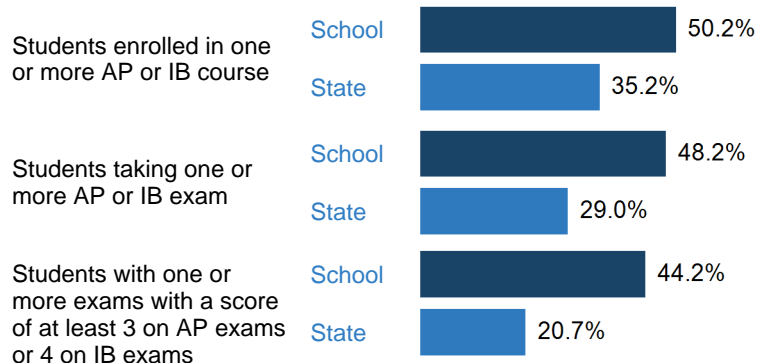
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

### AP/IB Coursework – Participation and Performance

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



### Dual Enrollment Coursework - Participation

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



### 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	124	94
AP Calculus AB	81	40
AP Calculus BC	57	113
AP Chemistry	79	67
AP Chinese Language and Culture	1	11
AP Computer Science A	57	70
AP Computer Science Principles	0	1
AP English Language and Composition	219	238
AP English Literature and Composition	187	112
AP Environmental Science	0	21
AP European History	26	16
AP French Language and Culture	36	4
AP Macroeconomics	24	59
AP Microeconomics	0	47
AP Music Theory	0	3
AP Physics 1	0	81

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AP/IB Course	Students Enrolled	Students Tested
AP Physics 2	0	12
AP Physics B	47	0
AP Physics C: Electricity and Magnetism	0	21
AP Physics C: Mechanics	0	50
AP Psychology	0	100
AP Spanish Language	64	34
AP Statistics	79	80
AP Studio Art—Two-Dimensional	7	2
AP U.S. Government and Politics	144	92
AP U.S. History	258	254
AP World History	266	230
Total Exams taken		1852
Exams with scores of at least 3 on AP exams or 4 on IB exams		1655



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

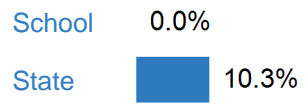
**CTE Participants**

(completed only one course in an approved CTE program)



**CTE Concentrators**

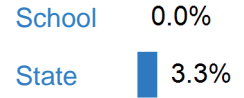
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



**Structured Learning Experiences Participation**

The graph below shows the percentage of students in grades 9 through 12 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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### Career and Technical Education Participation by Student Group

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

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	*	0.0%	7.7%	10.3%
White	*	0.0%	6.1%	9.6%
Hispanic	0.0%	0.0%	10.3%	11.3%
Black or African American	*	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	0.0%	0.0%	6.8%	12.1%
Female	*	0.0%	7.3%	10.6%
Male	*	0.0%	8.0%	10.1%
Economically Disadvantaged Students	*	0.0%	10.4%	11.8%
Students with Disabilities	*	0.0%	6.6%	9.2%
English Learners	0.0%	0.0%	8.7%	3.2%
Homeless Students	0.0%	0.0%	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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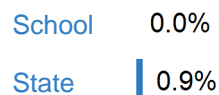
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### Industry-Valued Credentials

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



### 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
Health Science	*		
Information Technology	*		
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	177	355	111	0	0	0	30
10	13	245	341	94	0	0	8
11	11	11	217	303	61	0	34
12	1	4	18	97	268	144	116
Total	202	615	687	494	329	144	188
Enrolled in AP/IB Course					138	79	0
Enrolled in Dual Enrollment Course	0	0	0	494	302	144	71

### 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	318	0	0	331	0	0
10	388	296	0	14	0	0
11	15	396	0	11	195	8
12	129	86	0	2	279	52
Total	850	778	0	358	474	60
Enrolled in AP/IB Course	124	79		0	47	0
Enrolled in Dual Enrollment Course	124	79	0	0	223	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	7	642	0	0	0	0
10	2	697	0	1	19	0
11	540	75	5	67	24	7
12	12	24	19	136	67	172
Total	561	1438	24	204	110	179
Enrolled in AP/IB Course	266	258	24	0		155
Enrolled in Dual Enrollment Course	0	0	0	204	110	144

### 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	341	173	28	67	0	16	0
10	391	175	16	83	0	12	3
11	278	147	27	30	0	15	7
12	145	54	0	43	0	7	2
Total	1155	549	71	223	0	50	12
Enrolled in AP/IB Course	64	36	0	0	0	1	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	835	325	25	67	0	22	12



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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.

### Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	99	0	0	0	0	0
10	158	0	0	0	0	0
11	89	0	0	0	0	0
12	87	0	0	0	0	0
Total	433	0	0	0	0	0
Enrolled in AP/IB Course	57		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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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	*
Polish	*
Spanish	39
Total	51



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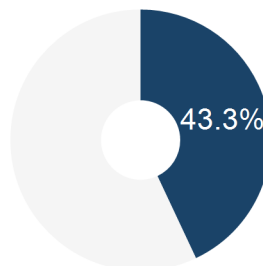
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Visual and Performing Arts – Course Participation

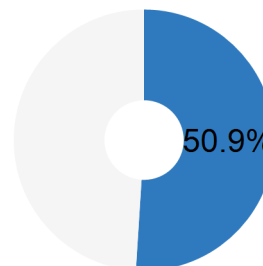
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

**Grades 9-12:**

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

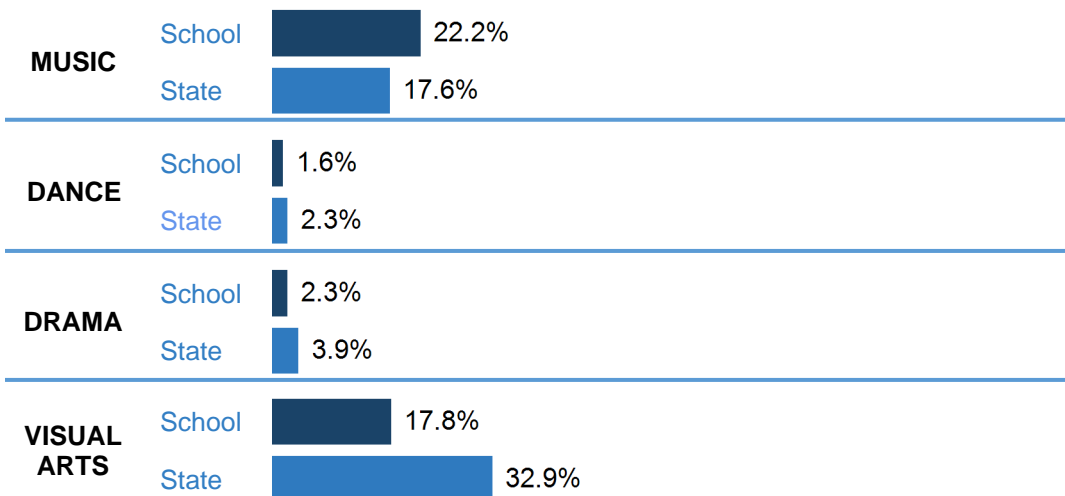


School



State

Students enrolled in one or more classes by discipline:





**John P. Stevens High School**  
(23-1290-053)  
Grades Offered: 09-12  
2018-2019

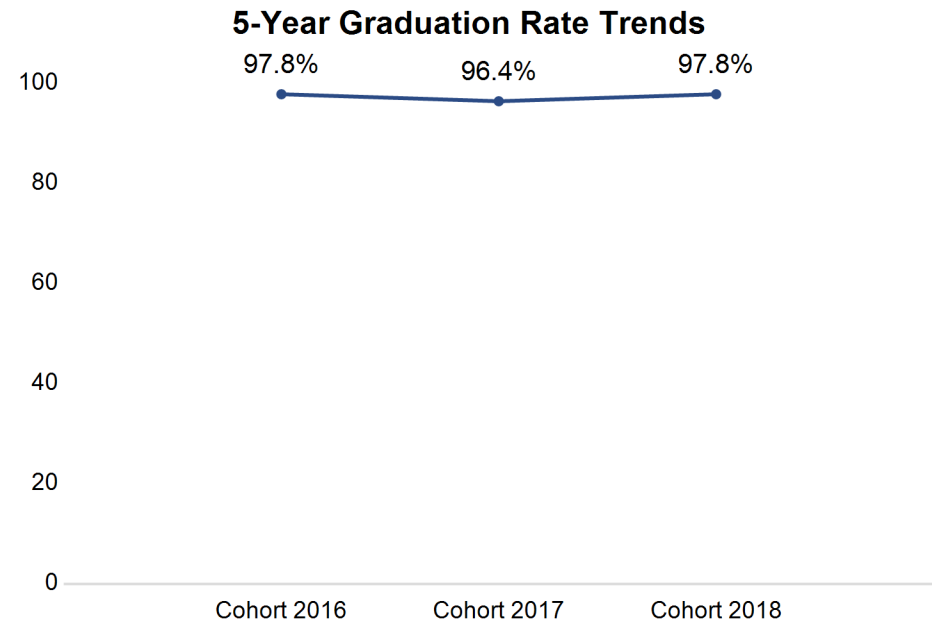
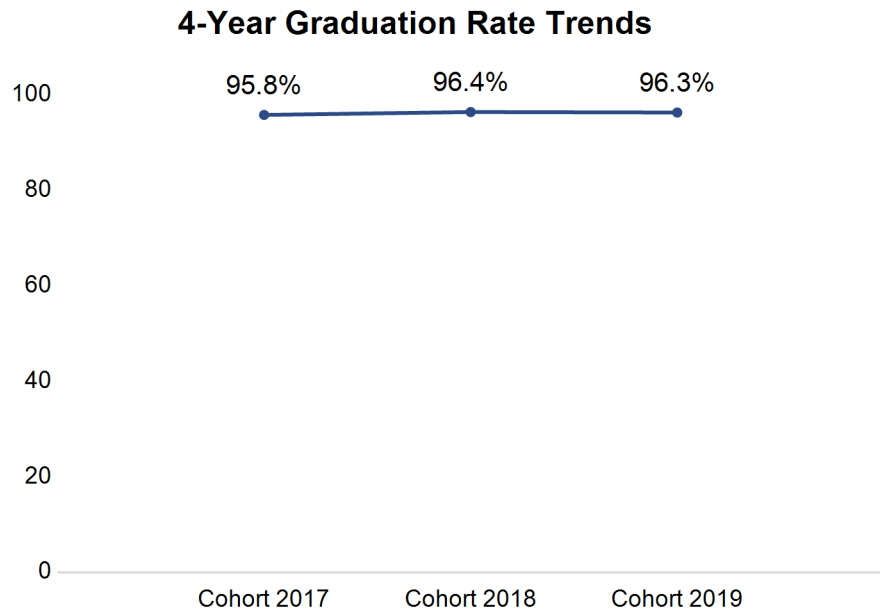
**Report Key:**

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

## Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	95.8%	96.4%	96.3%	97.8%	96.4%	97.8%
Annual Target	N	N		N	N	
Met Annual Target?	Met Goal	Met Goal		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information and additional data can be found on the 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 2018 4-year rate and the Class of 2017 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 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	96.3%	90.6%	97.8%	92.5%	96.4%	N	Met Goal	96.4%	N	Met Goal
White	91.8%	94.9%	98.1%	95.9%	96.4%	N	Met Goal	92.1%	96.0%	Not Met
Hispanic	90.3%	84.5%	*	87.3%	*	95.0%	Not Met	*	N	Met Goal
Black or African American	91.7%	83.3%	91.2%	87.1%	89.3%	95.0%	Not Met	93.8%	94.4%	Not Met
Asian, Native Hawaiian or Pacific Islander	97.9%	96.9%	98.7%	97.8%	97.8%	N	Met Goal	97.8%	N	Met Goal
American Indian or Alaska Native	*	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	97.2%	92.8%	98.7%	94.4%	97.4%			96.6%		
Male	95.5%	88.5%	97.0%	90.8%	95.4%			96.1%		
Economically Disadvantaged Students	91.2%	84.0%	95.6%	87.3%	93.8%	95.0%	Not Met	93.4%	91.2%	Met Target
Students with Disabilities	78.6%	79.2%	82.6%	83.8%	70.0%	88.6%	Not Met	74.1%	88.2%	Not Met
English Learners	71.4%	75.4%	100.0%	80.1%	90.5%	95.0%	Not Met	100.0%	**	**
Homeless Students	94.1%	74.6%	100.0%	78.3%	93.9%			100.0%		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

**John P. Stevens High School**

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Grades Offered: 09-12

2018-2019

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## Graduation Pathways

This table shows the percentage of Cohort 2019 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
Statewide Assessment	88.6%	85.4%
Substitute Competency Test	8.5%	12.1%
Portfolio Appeals Process	0.5%	0.0%
Alternate Requirements specified in IEP	2.5%	2.5%
Unknown	0.0%	0.0%

## Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	N	1.2%
2017-2018	N	1.2%
2016-2017	N	1.1%



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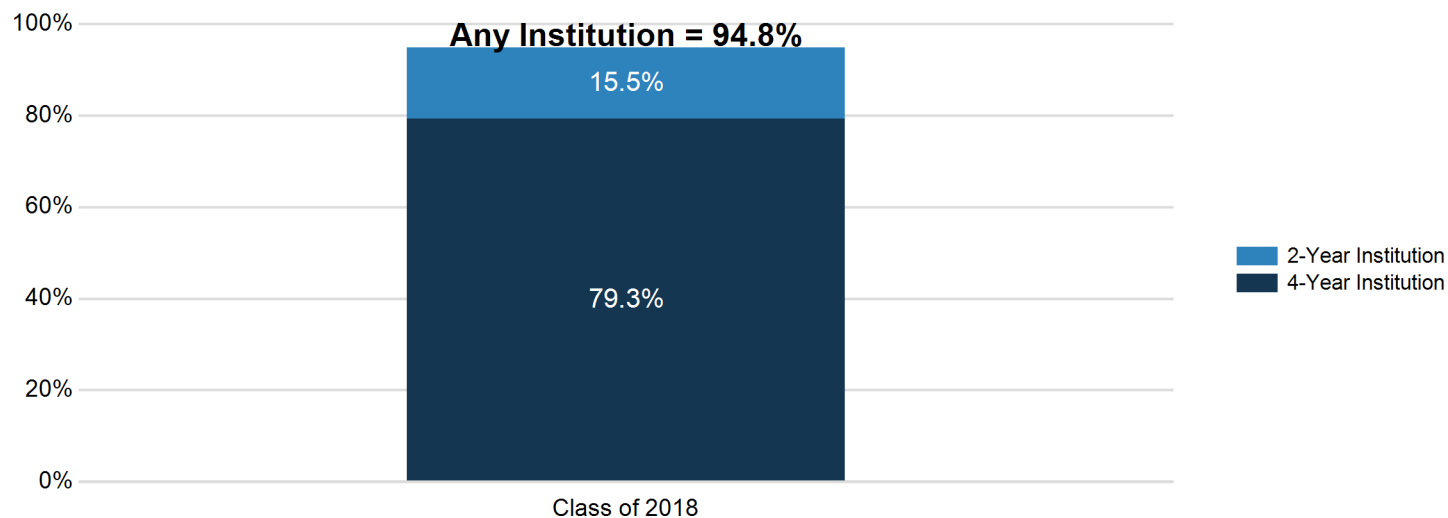
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

### Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

#### Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	15.5%
% Enrolled in 4-Year Institution	79.3%
% Enrolled in Any Postsecondary Institution	94.8%



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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 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled 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%	28.7%	71.3%
Schoolwide	88.8%	10.6%	89.4%
White	94.1%	15.6%	84.4%
Hispanic	62.1%	44.4%	55.6%
Black or African American	68.2%	33.3%	66.7%
Asian, Native Hawaiian, or Pacific Islander	92.1%	6.1%	93.9%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	76%	27.6%	72.4%
Students with Disabilities	56.8%	57.1%	42.9%
English Learners	*	*	*

### Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. 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 that were enrolled 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	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	94.8%	16.4%	83.6%	78.4%	21.6%	70.4%	29.6%
White	91.6%	29.6%	70.4%	83.7%	16.3%	75.5%	24.5%
Hispanic	*	*	*	*	*	*	*
Black or African American	80%	40%	60%	67.5%	32.5%	82.5%	17.5%
Asian, Native Hawaiian, or Pacific Islander	97.7%	10.2%	89.8%	77.5%	22.5%	66.9%	33.1%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	88%	34.6%	65.4%	85.2%	14.8%	86.4%	13.6%
Students with Disabilities	80.6%	60%	40%	84%	16%	88%	12%
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. Students with fewer than 45 days in membership are excluded from attendance calculations.

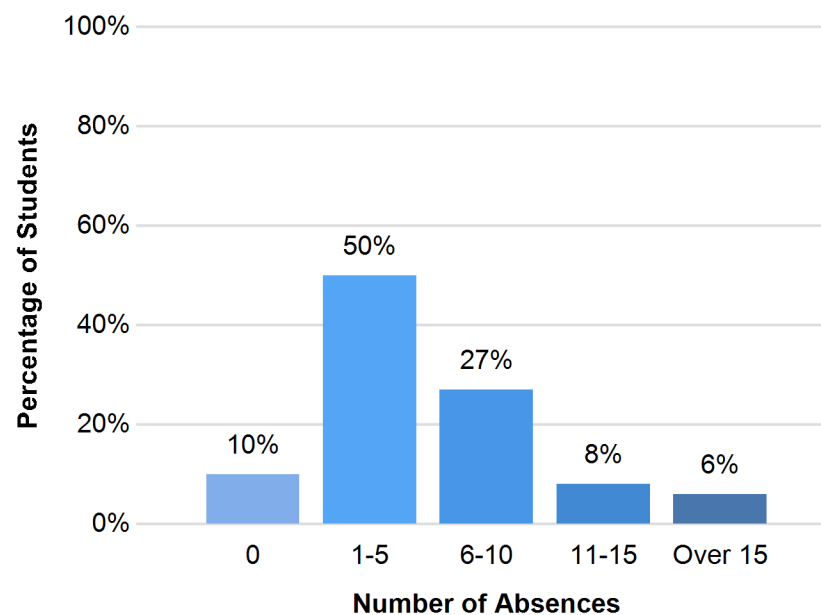
### Chronic Absenteeism

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	110	4.3	14.2	Met
White	17	5.9	14.2	Met
Hispanic	11	10.8	14.2	Met
Black or African American	21	12.7	14.2	Met
Asian, Native Hawaiian, or Pacific	60	3.0	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	56	4.6		
Male	54	4.0		
Economically Disadvantaged Students	34	8.8	14.2	Met
Students with Disabilities	23	13.4	14.2	Met
English Learners	5	10.6	14.2	Met
Homeless Students	2	5.4		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

### 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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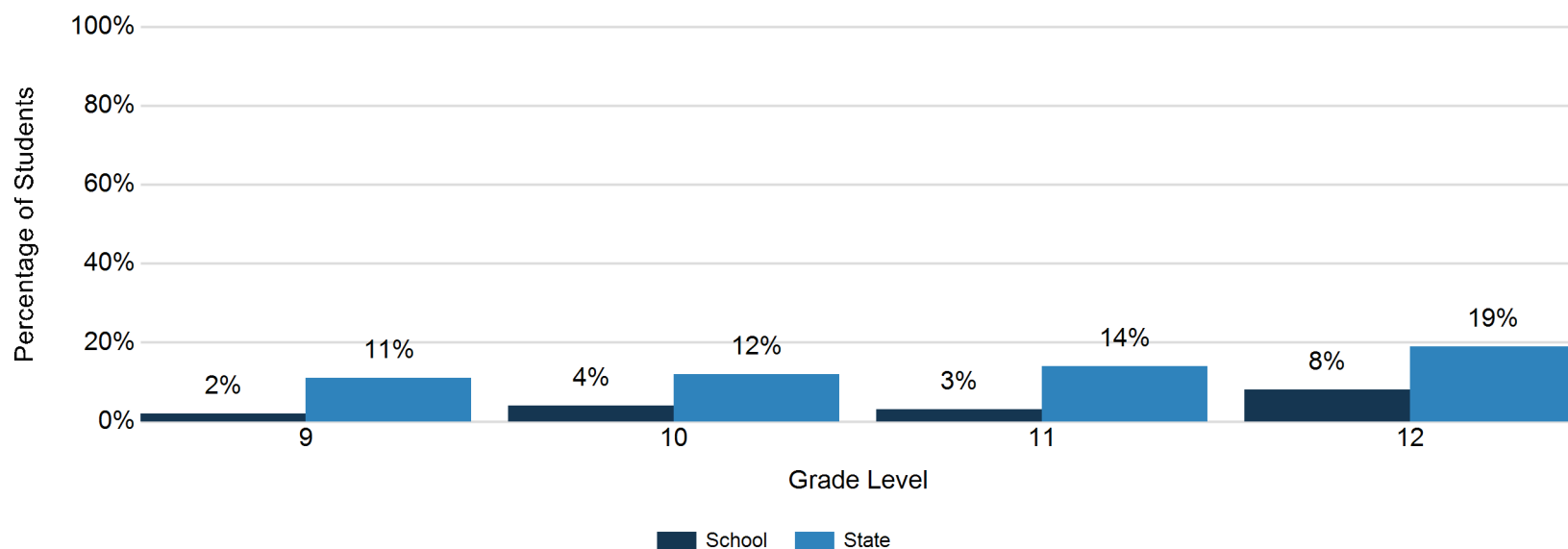
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### Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

**Violence, Vandalism, HIB, and Substance Offenses**

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

Incident Type	Number of Incidents
Violence	24
Weapons	0
Vandalism	1
Substances	12
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	37
Incidents Per 100 Students Enrolled	1.47

**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	5
Weapons	0
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	6	0	6
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	42	1.7%
Any Suspension	44	1.7%
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
159



### John P. Stevens High School

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#### School Day

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

Category	School
Typical Start Time	7:40 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	5 Hrs. 35 Mins.

#### Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	169	118,214
Average years experience in public schools	15.0	12.1
Average years experience in district	13.5	10.8
Percentage of Teachers with 4 or more years experience in the district	79.3%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	65	9,530
Average years experience in public schools	19.2	16.0
Average years experience in district	12.9	12.0
Percentage of Administrators with 4 or more years experience in the district	82.8%	76.9%

### 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	15:1	14:1
Students to Administrators	210:1	251:1
Teachers to Administrators	14:1	18:1
Students to Librarians/Media Specialists		2724:1
Students to Nurses		962:1
Students to Counselors		380:1
Students to Child Study Team Members		454:1



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## Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.8%	59.2%	58.3%	48.4%	77.1%	54.9%
Male	52.2%	40.8%	41.7%	51.6%	22.9%	45.1%
White	11.0%	84.0%	91.7%	42.4%	83.6%	77.4%
Hispanic	3.9%	7.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	6.3%	2.4%	0.0%	15.0%	6.6%	13.9%
Asian	78.0%	5.9%	8.3%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.6%	0.6%	0.0%	2.1%	0.2%	0.2%



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**Teachers and Administrators - Level of Education**

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

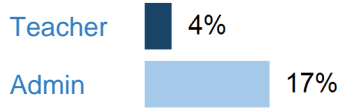
**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.8%	90.5%
2017-18 Administrators: Same district 2018-19	84.9%	87.9%

**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
2018-19	91.6%



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## Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

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

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

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

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



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

- Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.
- Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less
- Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

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

- Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, how federal accountability status is determined, and [Statewide Progress toward Long-Term goals](#), see these [accountability resources](#).

### ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.





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(23-1290-053)  
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2018-2019

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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

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

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, how federal accountability status is determined, and [Statewide Progress toward Long-Term goals](#), see these [accountability resources](#).

### ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	85.8%	87.2%	89.6%
Math Proficiency	68.2%	72.3%	71.3%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	95.8%	96.4%	96.3%
5-Year Graduation Rate†	97.8%	96.4%	97.8%
Progress toward English Language Proficiency		71.4%	41.9%
Chronic Absenteeism	3.3%	4.8%	4.3%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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## Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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### Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Goal	Met Target	Met Goal	Met Goal	Met Target	Met	No
White	Met Goal	Met Target	Met Goal	Not Met	n/a	Met	No
Hispanic	Met Target	Met Target	Not Met	Met Goal	n/a	Met	No
Black or African American	Met Target	Met Target	Not Met	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target	Not Met	Met Target	n/a	Met	No
Students with Disabilities	Met Target	Met Target†	Not Met	Not Met	n/a	Met	No
English Learners	Met Target	Met Target	Not Met	**	**	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 the school or district 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. The Girls Tennis Team has been the GMC Champions six times. JPS also boasts a variety of strong elective programs.



### Mission, Vision, Theme:

**BELIEF:** All children can learn. **MISSION:** We will ensure all students actively engage in: • building their future on a strong educational foundation • a responsibility for active citizenship • a respect for cultural values and beliefs. **MOTTO:** If Not Me... Then Who? 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...2600+... 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. Band, Choir and Orchestra continue to earn state, regional and national recognition.






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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>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 &amp; Physiology, Economics, Dance, Electronics &amp; Wood Shop, and 6 different world languages.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Boys &amp; Girls), Cheerleading (Boys &amp; Girls), Cross Country (Boys &amp; Girls), Football (Boys), Golf (Boys &amp; Girls), Gymnastics (Girls), Ice Hockey (Coed), Lacrosse (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Boys &amp; Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Volleyball (Boys &amp; Girls), Wrestling (Coed)</p> <p>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, as does the girls volleyball team. In addition, many teams received sportsmanship recognition.</p>
 <p><b>Clubs and Activities:</b></p>	<p>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.</p>






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 <p><b>Before and After School Programs:</b></p>	<p>JPS has a wealth of co-curricular and athletic programs available for students to be involved in after school. The school library is available for students to attend every day after school. Tutoring is offered to students after school. Late buses are offered three days per week to allow students a way home an hour and a half after school ends.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>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.</p>
 <p><b>Postsecondary Information:</b></p>	<p>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.</p>



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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. Our counseling department offers targeted mental health seminars to our different grade levels. 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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 <p>Climate Surveys:</p>	<p>Who is surveyed: Students, Parents, Administrators, Teachers</p>
 <p>Facilities:</p>	<p>JPS opened in 1964. A newer wing includes four state-of-the-art science labs and five classrooms. The Library has been renovated to be more student-friendly. Four years ago, a Fitness Center filled with treadmills, exercise bikes, lifting equipment and workout gear was added. A Dance Studio was added two years ago to create to expand opportunities for our students. JPS has a beautiful turf field and many other sports fields. In addition, JPS has a 60 foot greenhouse and a farm stand.</p>
 <p>School Safety:</p>	<p>Each school in the Edison Township Public School System has video surveillance, security personnel, a district director and follows all local, state &amp; federal laws in regards to ensuring student safety. We have active student and staff safety teams to discuss and address school wide safety concerns.</p>







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 <p>Technology and STEM:</p>	<p>Even though JPS is a comprehensive high school, it ranks among the top 10% of STEM high schools in the nation. This is due to the strong STEM education we offer our students through our curricular and co-curricular programming.</p>
 <p>Early Childhood Education:</p>	<p>JPS offers early childhood education to our students through their involvement in a pre-school program maintained at JPS.</p>