NJ SCHOOL PERFORMANCE REPORT

NORTH ARLINGTON HIGH SCHOOL
(03-3600-050)
Grades Offered: 09-12
2017-2018

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

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	BERGEN
District	NORTH ARLINGTON BORO
Principal Name	MR. BOTT
Address	222 RIDGE ROAD NORTH ARLINGTON, NJ 07031
Phone Number	(201)991-6800
Email Address	PBOTT@NAVIKINGS.ORG
Website	https://www.navikings.org

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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	122	118	150
10	116	120	121
11	120	108	124
12	127	116	110
Total	485	462	505

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	47.6%	49.3%	53.6%
Male	52.4%	50.7%	46.4%
Economically Disadvantaged Students	21.3%	21.5%	24.0%
Students with Disabilities	16.1%	14.1%	13.3%
English Learners	2.7%	2.6%	2.6%
Homeless Students		0.0%	0.0%
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	59.8%	61.0%	59.2%
Hispanic	34.9%	33.4%	35.9%
Black or African American	2.1%	2.2%	1.6%
Asian	3.3%	3.5%	3.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.2%

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	484	461	504
Shared Time Students	1	1	1
Full Time Equivalent	485	462	505

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	75.8%
Spanish	13.3%
Portuguese	3.6%
Arabic	2.6%
Polish	1.8%
Other Languages	3.0%

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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	260	99.6	46.2	62.1	56.7	46.2	38.1	Met Target
White	152	100.0	47.4	64.8	65.6	47.4	40.3	Met Target
Hispanic	94	99.0	38.3	54.7	42.5	38.3	34.5	Met Target
Black or African American	*	*	*	53.4	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	10	100.0	90.0	83.0	82.3	90.0	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	144	99.3	54.9	70.5	64.5	54.9		
Male	116	100.0	35.3	54.6	49.4	35.3		
Economically Disadvantaged Students	68	98.6	45.5	59.5	38.5	45.5	31.7	Met Target
Non-Economically Disadvantaged Students	192	100.0	46.3	62.9	67.5	46.3		
Students with Disabilities	29	100.0	*	18.3	21.6	*	20.9	Not Met
Students without Disabilities	231	99.6	*	68.3	63.9	*		
English Learners	25	100.0	16.0	55.4	27.3	16.0	21.9	Met Target†
Non-English Learners	235	99.6	49.4	62.9	59.4	49.4		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	145	754	754	752	7%	14%	22%	48%	10%	57%	55%
White	80	757	757	760	*	*	25%	*	*	60%	64%
Hispanic	55	744	744	735	*	18%	22%	*	*	47%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	84	757	757	759	*	*	25%	*	*	61%	63%
Male	61	749	749	744	*	*	18%	*	*	52%	46%
Economically Disadvantaged Students	36	747	747	733	*	*	*	*	*	58%	34%
Non-Economically Disadvantaged Students	109	756	756	761	*	*	*	*	*	57%	65%
Students with Disabilities	10	707	707	716	*	*	*	*	*	*	15%
Students without Disabilities	135	757	757	758	*	*	*	*	*	*	62%
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	22%
Students in Foster Care	N	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	121	733	733	749	25%	14%	29%	21%	11%	32%	51%
White	73	734	734	756	26%	14%	26%	19%	15%	34%	58%
Hispanic	44	726	726	733	25%	*	34%	*	*	25%	38%
Black or African American	*	*	*	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	66	747	747	759	*	*	27%	*	*	45%	60%
Male	55	715	715	739	*	*	31%	*	*	16%	42%
Economically Disadvantaged Students	32	720	720	730	31%	*	*	*	*	31%	34%
Non-Economically Disadvantaged Students	89	737	737	758	22%	*	*	*	*	33%	59%
Students with Disabilities	17	685	685	707	*	*	*	*	*	*	15%
Students without Disabilities	104	741	741	756	*	*	*	*	*	*	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	23%
Students in Foster Care	N	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	123	750	750	736	15%	*	24%	*	*	54%	39%
White	77	752	752	737	14%	*	27%	*	*	55%	41%
Hispanic	41	746	746	731	*	*	*	*	*	54%	35%
Black or African American	*	*	*	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	N	N	N	737	N	N	N	N	N	N	39%
Female	62	757	757	745	*	*	18%	*	*	66%	48%
Male	61	744	744	728	*	*	31%	*	*	43%	31%
Economically Disadvantaged Students	25	747	747	730	*	*	*	*	*	60%	33%
Non-Economically Disadvantaged Students	98	751	751	739	*	*	*	*	*	53%	42%
Students with Disabilities	13	710	710	708	*	*	*	*	*	*	13%
Students without Disabilities	110	755	755	742	*	*	*	*	*	*	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	721	N	N	N	N	N	N	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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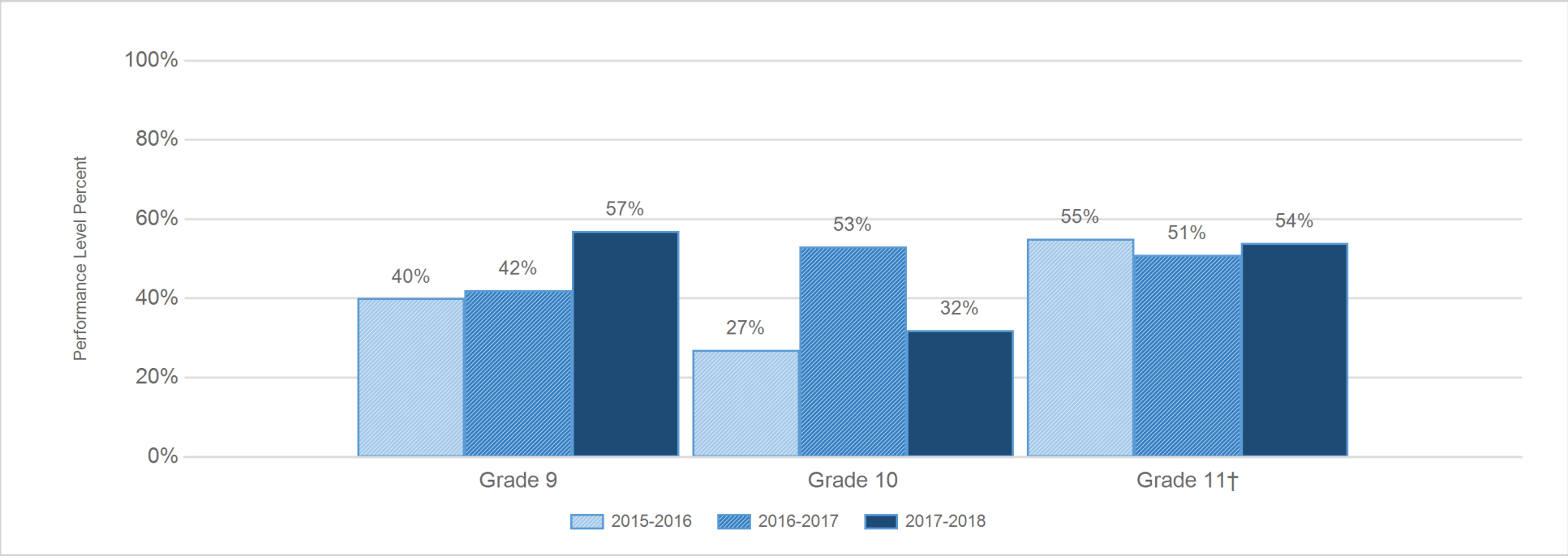
English Language Arts/Literacy Assessment - Performance Trends

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.



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

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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	266	99.3	24.0	44.4	45.0	24.0	26.1	Met Target†
White	155	99.4	24.5	47.5	54.1	24.5	30.8	Not Met
Hispanic	97	99.0	16.5	34.4	29.2	16.5	19.2	Met Target†
Black or African American	*	*	*	53.3	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	10	100.0	90.0	78.8	77.0	90.0	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	149	99.4	23.5	44.4	46.0	23.5		
Male	117	99.2	24.8	44.6	43.9	24.8		
Economically Disadvantaged Students	69	98.6	26.1	39.2	26.6	26.1	21.1	Met Target
Non-Economically Disadvantaged Students	197	99.5	23.3	46.2	55.9	23.3		
Students with Disabilities	34	97.2	*	10.3	17.1	*	15.5	Not Met
Students without Disabilities	232	99.6	*	49.4	50.5	*		
English Learners	27	100.0	14.8	39.1	24.6	14.8	27.8	Not Met
Non-English Learners	239	99.2	25.1	45.2	46.9	25.1		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	122	735	746	746	10%	23%	39%	28%	0%	28%	46%
White	64	736	749	755	*	*	39%	31%	0%	31%	57%
Hispanic	55	732	740	730	*	29%	38%	*	*	24%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	71	737	748	748	*	*	42%	*	*	30%	48%
Male	51	731	743	745	*	*	35%	*	*	25%	44%
Economically Disadvantaged Students	32	736	748	729	*	*	31%	34%	0%	34%	25%
Non-Economically Disadvantaged Students	90	734	745	756	*	*	42%	26%	0%	26%	57%
Students with Disabilities	12	708	708	716	*	*	*	*	*	*	13%
Students without Disabilities	110	737	749	752	*	*	*	*	*	*	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	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	98	727	727	735	13%	42%	24%	*	*	20%	30%
White	56	727	727	740	*	43%	23%	*	*	21%	37%
Hispanic	*	*	*	723	*	*	*	*	*	*	14%
Black or African American	N	N	N	719	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	N	741	N	N	N	N	N	N	39%
Female	48	726	726	736	*	44%	23%	*	*	21%	30%
Male	50	727	727	734	*	40%	26%	*	*	20%	29%
Economically Disadvantaged Students	25	720	720	722	*	48%	*	*	*	12%	13%
Non-Economically Disadvantaged Students	73	729	729	741	*	40%	*	*	*	23%	38%
Students with Disabilities	18	703	703	713	*	*	*	*	*	*	*
Students without Disabilities	80	732	732	738	*	*	*	*	*	*	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	N	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%

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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	134	711	711	727	*	*	*	*	*	*	30%
White	83	710	710	733	*	*	*	*	*	*	35%
Hispanic	45	709	709	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	N	N	N	736	N	N	N	N	N	N	37%
Female	75	711	711	728	*	*	*	*	*	*	30%
Male	59	711	711	727	*	*	*	*	*	*	30%
Economically Disadvantaged Students	31	711	711	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	103	711	711	736	*	*	*	*	*	*	37%
Students with Disabilities	13	690	690	693	*	*	*	*	*	*	*
Students without Disabilities	121	713	713	732	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	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%

NJ SCHOOL PERFORMANCE REPORT

NORTH ARLINGTON HIGH SCHOOL
(03-3600-050)
Grades Offered: 09-12
2017-2018

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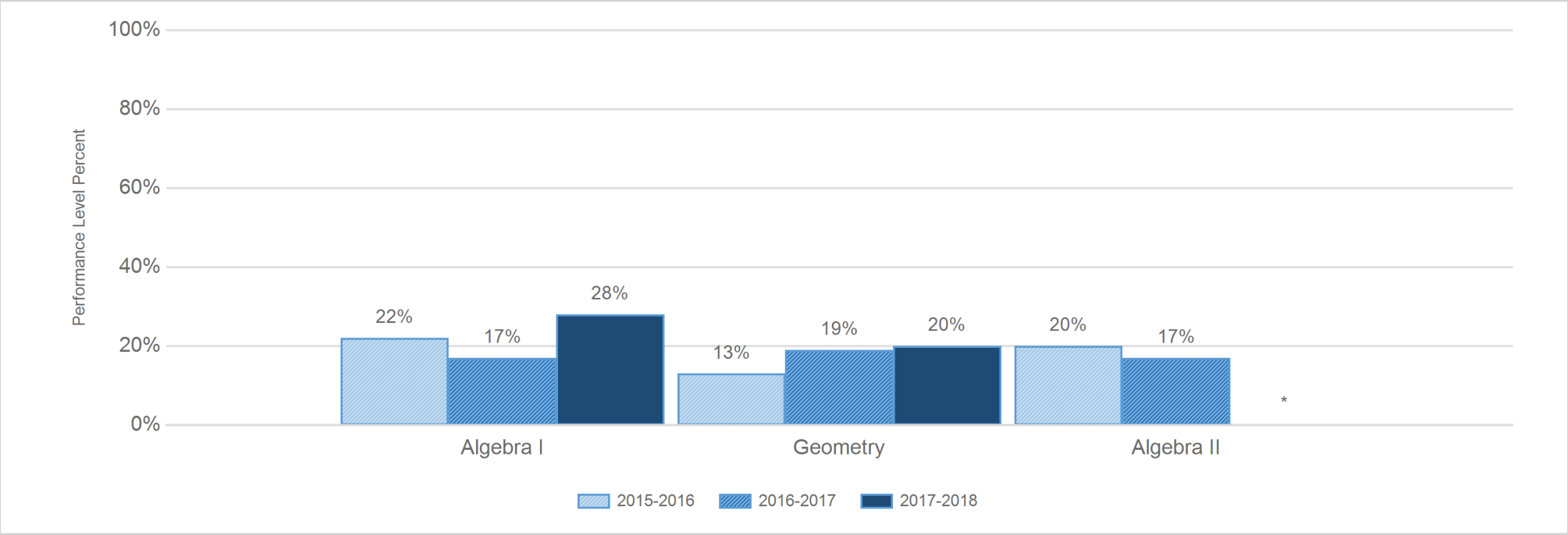
Mathematics Assessment – Performance Trends

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	60.0%	**	**

† 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	11	*	*
3-4	*	*	*
5 or more	N	N	N

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

NJASK Science Assessment Information

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

Biology Assessment Information

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

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

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	95.5%	85.0%
12th graders taking SAT in 2017-18 or prior years	82.2%	72.2%
12th graders taking ACT in 2017-18 or prior years	*	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	465	478	Grade 10: 430 Grade 11: 460	60%	62%
PSAT 10/NMSQT - Math	467	478	Grade 10: 480 Grade 11: 510	36%	42%
SAT - Reading and Writing	523	542	480	70%	72%
SAT - Math	515	543	530	36%	54%
ACT - Reading	*	24	22	*	62%
ACT - English	*	24	18	*	78%
ACT - Math	*	24	22	*	62%
ACT - Science	*	23	23	*	53%

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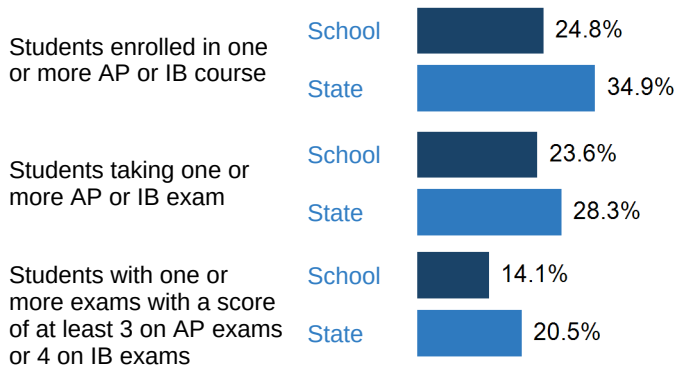
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

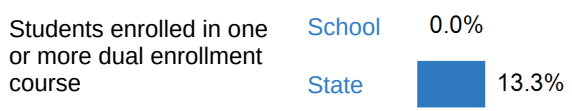
AP/IB Coursework – Participation and Performance

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	11	11
AP Calculus AB	11	11
AP English Language and Composition	0	25
AP English Literature and Composition	17	17
AP Statistics	9	9
AP U.S. History	29	29
Total Exams taken		102
Exams with scores of at least 3 on AP exams or 4 on IB exams		51

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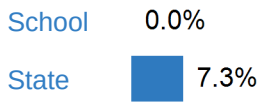
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

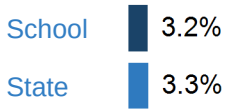


CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

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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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
Human Services	*		
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	115	30	0	0	0	0	5
10	16	68	56	0	0	0	3
11	0	6	68	36	0	7	10
12	0	2	2	12	18	39	45
Total	131	106	126	48	18	46	63
Enrolled in AP/IB Course					11	9	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	1	4	0	6	139	1
10	4	114	0	1	7	51
11	91	12	0	1	1	21
12	14	16	0	9	6	26
Total	110	146	0	17	153	99
Enrolled in AP/IB Course	11	0		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	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.

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	4	0	0	0	146
10	0	116	0	0	0	5
11	0	124	0	0	14	3
12	0	15	0	0	47	15
Total	0	259	0	0	61	169
Enrolled in AP/IB Course	0	29	0	0		0
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	132	0	0	0	0	0	0
10	100	9	0	0	0	0	0
11	44	12	0	0	0	0	0
12	21	3	0	0	0	0	0
Total	297	24	0	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	46	10	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
Total	0

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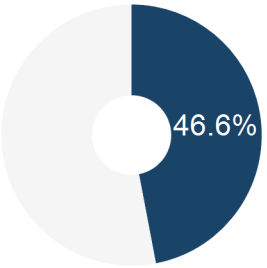
Visual and Performing Arts – Course Participation

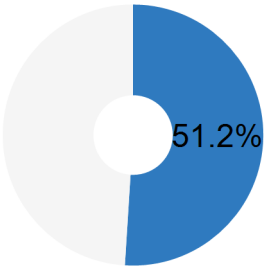
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

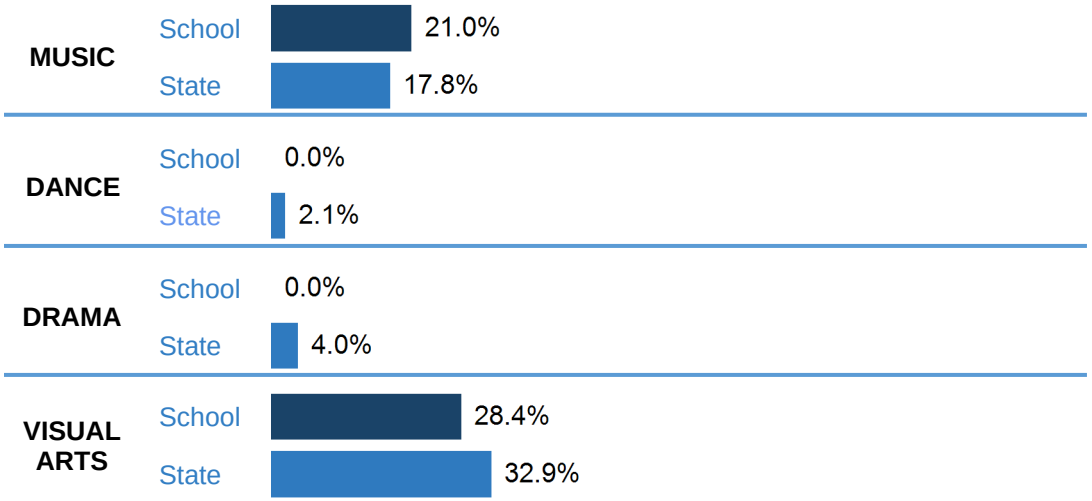


School



State

Students enrolled in one or more classes by discipline:



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

Graduation Rates

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

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	93.3%	90.9%	95.0%	92.4%	95.0%	N	Met Goal	98.5%	N	Met Goal
White	91.8%	95.0%	94.5%	95.7%	94.4%	95.0%	Not Met	98.7%	N	Met Goal
Hispanic	95.0%	84.8%	95.0%	87.3%	95.0%	N	Met Goal	97.8%	N	Met Goal
Black or African American	*	84.2%	*	86.8%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	97.0%	*	97.7%	*	**	**	*	**	**
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	N	92.0%	N	93.9%	N	N	N	N	N	N
Economically Disadvantaged Students	91.2%	84.6%	92.9%	87.0%	89.3%	95.0%	Not Met	100.0%	N	Met Goal
Students with Disabilities	86.4%	80.1%	80.0%	83.5%	84.2%	**	**	100.0%	N	Met Goal
English Learners	*	75.8%	*	81.8%	*	**	**	*	**	**
Homeless Students	N	72.6%	N	79.1%	N			N		
Students in Foster Care	N	62.6%	N	64.9%						

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Graduation 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	78.4%	51.4%
Substitute Competency Test	14.4%	38.7%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	5.4%	8.1%
Unknown	1.8%	1.8%

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2018	93.3%	-
2017	95.0%	95.0%
2016	97.7%	98.5%

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	0.2%	1.2%
2016-2017	0.0%	1.1%
2015-2016	0.0%	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	71.8%	27.8%	72.2%
White	66.7%	25%	75%
Hispanic	76.3%	37.9%	62.1%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	54.2%	30.8%	69.2%
Students with Disabilities	47.4%	77.8%	22.2%
English Learners	N	N	N

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	77%	34.5%	65.5%	80.5%	19.5%	87.4%	12.6%
White	73.1%	32.7%	67.3%	77.6%	22.4%	85.7%	14.3%
Hispanic	84.2%	31.3%	68.8%	84.4%	15.6%	90.6%	9.4%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	81.8%	50%	50%	88.9%	11.1%	88.9%	11.1%
Students with Disabilities	26.7%	50%	50%	75%	25%	75%	25%
English Learners	*	*	*	*	*	*	*

NJ SCHOOL PERFORMANCE REPORT

NORTH ARLINGTON HIGH SCHOOL
(03-3600-050)
Grades Offered: 09-12
2017-2018

Report Key:
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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.

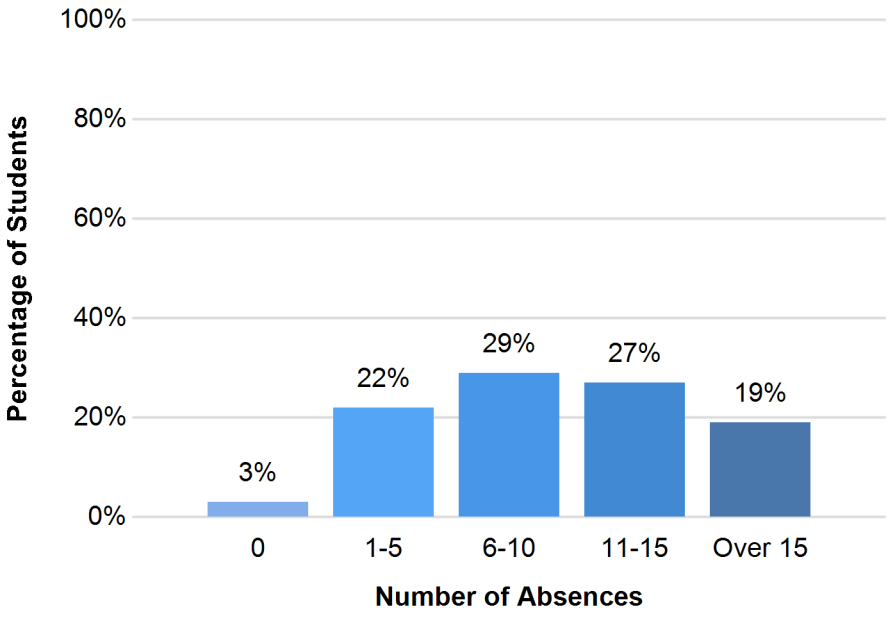
Chronic Absenteeism

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	59	11.3	14.9	Met
White	40	12.8	14.9	Met
Hispanic	18	9.9	14.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	0	0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	15	12.3	14.9	Met
Students with Disabilities	27	33.8	14.9	Not Met
English Learners	0	0	**	**

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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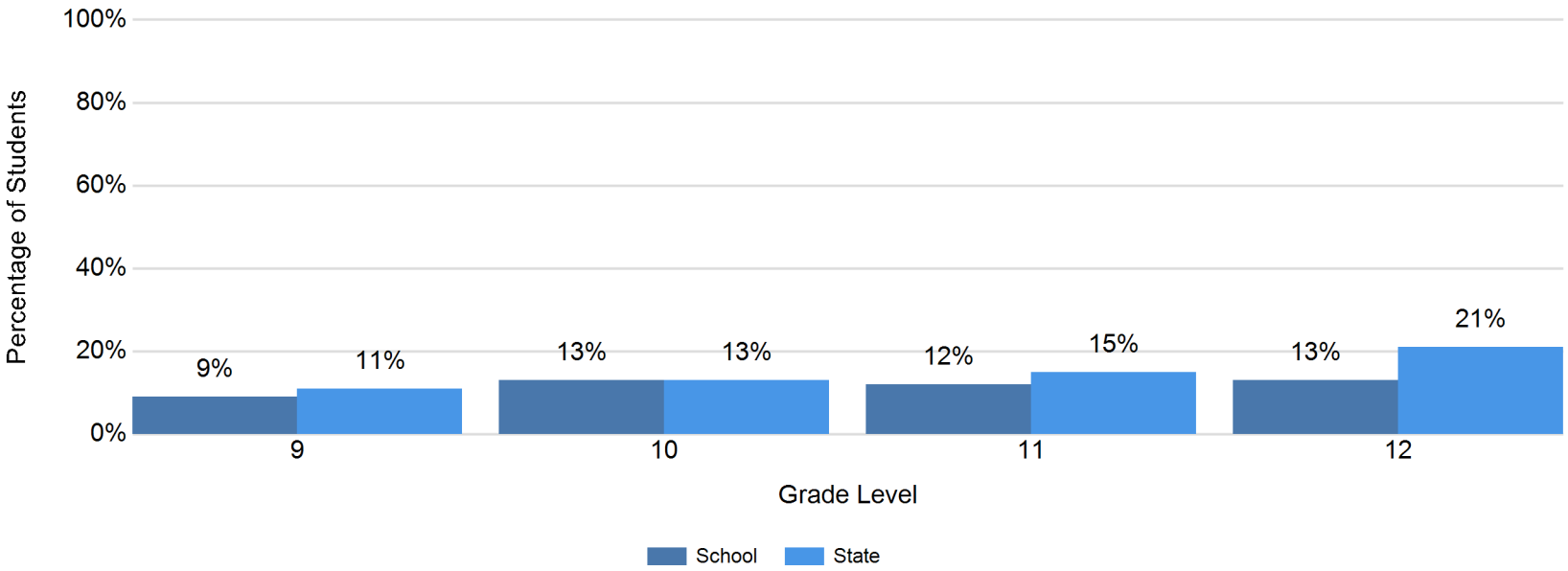
Chronic Absenteeism by Grade

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	3
Weapons	0
Vandalism	3
Substances	1
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	17
Incidents Per 100 Students Enrolled	3.37

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	2
Weapons	0
Vandalism	2
Substances	1
Harassment, Intimidation, Bullying (HIB)	2
Other Incidents Leading to Removal	4

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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	3	3	6
Religion	0	1	1
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	2	2
Disability	1	1	2
Other	17	4	21
No Identified Nature	9		9

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	35	6.9%
Any Suspension	36	7.1%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
238

NJ SCHOOL PERFORMANCE REPORT

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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	7:50 AM
Typical End Time	2:15 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	N
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	1.5:1

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)	$382	$12,072	$12,454

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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	47	117,464
Average years experience in public schools	14.4	12.0
Average years experience in district	11.1	10.7
Teachers in district for 4 or more years	70.2%	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	15	9,374
Average years experience in public schools	16.9	16.0
Average years experience in district	8.3	12.0
Administrators in district for 4 or more years	60.0%	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	11:1	13:1
Students to Administrators	50:1	118:1
Teachers to Administrators	5:1	9:1
Students to Librarians/Media Specialists		1775:1
Students to Nurses		887:1
Students to Counselors		444:1
Students to Child Study Team		296:1

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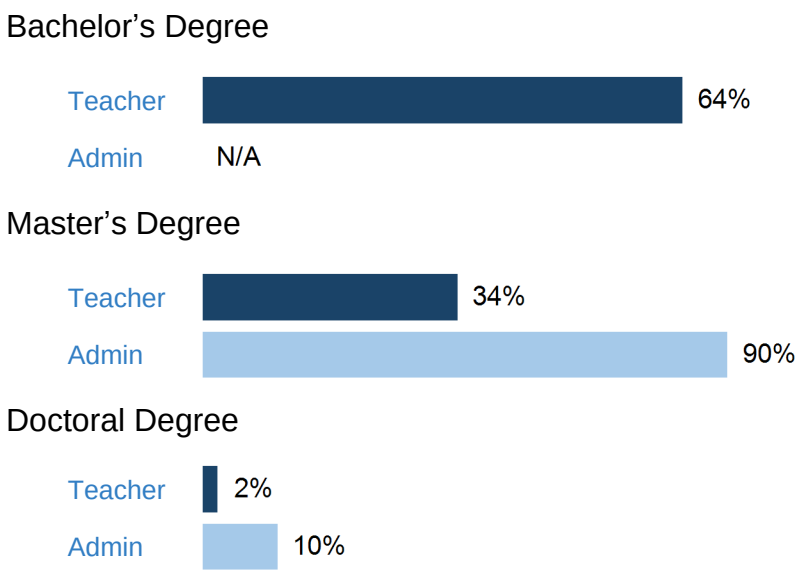
Teachers and Administrators - Level of Education

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	87.3%	90.2%
2016-17 Administrators: Same district 2017-18	73.3%	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	96.6%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	72.3%	50.0%
Male	27.7%	50.0%
White	87.2%	80.0%
Hispanic	8.5%	10.0%
Black or African American	0.0%	10.0%
Asian	4.3%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	37.82	17.5%
Mathematics Proficiency	38.11	17.5%
Graduation Rate - 4-Year	59.31	25.0%
Graduation Rate - 5-Year	92.53	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	47.99	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	58.45	n/a
Summative Rating: Percentile Rank of Summative Score	59.89	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target†	Met Goal	Met Goal	**	Met	No
White	45.62	8.94	No	Met Target	Not Met	Not Met	Met Goal	n/a	Met	No
Hispanic	68.45	8.94	No	Met Target	Met Target†	Met Goal	Met Goal	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	N	N	n/a	**	No
Two or More Races	**	**	No	**	**	N	N	n/a	**	No
Economically Disadvantaged Students	78.69	8.94	No	Met Target	Met Target	Not Met	Met Goal	n/a	Met	No
Students with Disabilities	41.34	8.94	No	Not Met	Not Met	**	Met Goal	n/a	Not Met	No
English Learners	**	**	No	Met Target†	Not 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:	• Academics- CP, SLE, CBI, AP, Honors, and Dual Enrollment Courses, Early College and Early Career programs through Bergen Community College and New Jersey City University. • Athletics-25 varsity athletic teams that include the 2018 Group 1 North 1A State Sectional Bowling Champs, NJIC Meadowlands Division Bowling Champs and Small Group Bergen County Bowling Champs • Arts- Students participating in drawing, painting, music and theater excelled in regional and state competitions
Mission, Vision, Theme:	North Arlington High School is committed to educational excellence. To this end we encourage a personal approach to student - teacher - parent -administrator interactions. Our school is safe and supportive, providing every child with the opportunity to develop academically, physically, emotionally and socially. We strive to prepare you to be responsible citizens and critical decision-makers in our ever-changing global world.
Awards, Recognition, Accomplishments:	NAHS Business Teacher Patricia Tomko was recognized at the Bergen County Teacher Recognition Program. Our Athletic Director, Dave Hutchinson, was named the NJIC-Meadowlands "Athletic Director of the Year." The NAHS Competition Cheerleading Squad placed first at the “Paramus Catholic High School “All Levels” Cheer Competition . Paul Marcatuono Head Varsity Baseball Coach was named NJIC Meadowlands Coach of the Year, along with Dan Farinola Head Bowling Coach was also named NJIC Meadowlands Coach of the Year. The Varsity Bowling team was named Bergen County Group 1&2 Team of the Year. The spring track team had a Boys North 2 Group 1 State Sectional Champion in the 1600m and 3200m events.

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Courses, Curriculum, Instruction:	The program of studies features a range of academic courses targeted to meet each student's individual needs and goals. The school offers College Prep, Honors, and Advanced Placement courses with an average class size of 25. Honors level courses and electives are available in a myriad of academic areas, in addition to art, music, business, and family and consumer science.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cheerleading (Coed), Cross Country (Boys & Girls), Football (Coed), Golf (Coed), Ice Hockey (Coed), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Coed) At NAHS, we offer fall, winter, spring Varsity and Sub-Varsity athletics. In the fall our sports offered are Football, Boys and Girls Cross Country, Boys and Girls Soccer, Girls Volleyball, Co-Ed Football Cheer Team, and a Color Guard/Marching team. In the winter we offer Boys and Girls Basketball, Boys and Girls Indoor Track, Basketball Cheerleading Team, Competition Cheerleading Team, Boys and Girls Bowling Co-Op (Lyndhurrst) co-ed Wrestling, Co-Op (Lyndhurst) Boys and Girls swimming, and Tri-Op (Kearny/Secaucus) Sub Varsity Ice Hockey Team. In the spring our sports offered are Baseball, Softball, Boys and Girls Outdoor Track, and co-ed Golf. NAHS also has a Crew Team for boys and girls that competes in the spring season as a member of the US Rowing Association.
Clubs and Activities:	Astronomy Club, Athletic Council, Band, Color Guard, Chess Club, Choral, Culinary Club, Drama Club, French Honor Society, GRADE 9 Executive Board, GRADE 10 Executive Board, GRADE 11 Executive Board, GRADE 12 Executive Board, National Honor Society, Interact Club, Freshman Mentor Program, Multicultural Advocacy Club, Robotics Club, SADD, Spanish Honor Society, Student Council, TRI-M, Viking Saga (School Newspaper), Yearbook Club

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Before and After School Programs:	Before and after-school support periods are available to raise students' achievement levels by focusing on reinforcement, assignment clarification, make-up and academic review . The academic support program is available to all students four days a week in which content certified staff members provide the academic support. These periods are organized by the Guidance Department and School Administration.
Staff and Professional Learning:	There is a high emphasis on professional development among the NAHS team members. School-wide professional learning communities meet to deepen their understanding of topics such as examining data, sharing best practices, looking at students' work, and examining content-based benchmarks. As a school, we encourage and support our staff to seek professional development given by the district and/or outside educational organizations.
Postsecondary Information:	Class of 2018 Graduates: 109 Graduates, 4-year college 62%, 2-year college 19%, Technical/Trade 6%, Employment 7%, Military 5%

NJ SCHOOL PERFORMANCE REPORT

NORTH ARLINGTON HIGH SCHOOL
(03-3600-050)
Grades Offered: 09-12
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

School Narrative

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

Student Supports and Services:	NAHS is a place where teachers, counselors and administrators work together to offer opportunities for academic success by developing strong relationships with students and their families as we provide support from grades nine through twelve. NAHS offers co-teaching classroom settings utilizing an inclusion model of instruction as well as pull-out, small-group settings. We have an ESL-certified instructor to work with our English Language Learners in a small-group setting. Our Intervention & Referral Services use a committee of educators to support struggling learners throughout the school year and beyond.
Student Health and Wellness:	Comprehensive wellness is pivotal in the design of NAHS wellness and mindfulness programming. Health, Physical Education and Mental/Emotional Wellness instructional practices are combined to foster an integrated approach to student well-being that is both beneficial and sustainable. We are proud members of the Stigma-Free Bergen County Initiative and continuously employ best practices in regard to student health and wellness. In NAHS, we strongly believe in the empowerment of our students, as learners, unique individuals and global citizens. All curricula is designed to strengthen students' responsibilities for their own academic journeys and their overall well-being, whilst providing supportive learning environment.
Parent and Community Involvement:	All stakeholders are deeply valued in the NAHS Learning Community. Administrators, students, teachers, parents, and key community members consistently collaborate to foster deep civic morals and meaningful relationships. The long-standing success of our numerous initiatives, including but not limited to, clothing drives, food drives, volunteered time with senior citizens, scholarship programs, community clean-ups, and awareness campaigns is rooted in these relationships. Parental associations such as the PTO, Booster Club, and Music Parents Association solidify a strong bond between our students and their community.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers NAHS utilizes the school climate survey that is designed by the NJDOE to improve teaching, learning and the school's overall climate. The 2017-2018 results indicated a high percentage of students and parents believe the school has clear rules and consequences, teachers will provide extra help, students are not often bullied, and most students feel safe.
Facilities:	NAHS has multiple labs with over 130 desktop computers ready for student use. Our Media Center has over 30 laptops that are accessible throughout the school day and after school for students to utilize. Our gymnasium and cafeteria are air conditioned to provide a comfortable environment year-round. Newly renovated with a turf surface and rubberized track, "RIP" Collins Field provides a state-of-the-art athletic facility for the school and the entire community.
School Safety:	NAHS has recently upgraded its camera system and added to the coverage of the building. These cameras are also livestreamed to the NAPD in order to better coordinate emergency response protocols.

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Other Information:	North Arlington High School, home of the Vikings, is a comprehensive public high school serving approximately 500 students in grades 9 through 12. Our program of studies features a range of academic courses targeted to meet each student's individual needs and goals. Advanced Placement and Honors level courses and electives are available in a variety of academic areas including art, music, business, and family/consumer science. Students may earn college credit though participation in the Early College Program and attend Bergen Community College as a cohort beginning in 11th grade and concluding with an Associate's Degree earned concurrently with a traditional High School Diploma. Students with vocational interests are offered career training through our Early Career Program also run through BCC.