NJ SCHOOL PERFORMANCE REPORT

ARTHUR P. SCHALICK HIGH SCHOOL
(33-4150-040)
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	SALEM
District	PITTSGROVE TWP
Principal Name	MRS. DUBOIS TREMBLEY
Address	718 CENTERTON ROAD PITTSGROVE, NJ 08318-8901
Phone Number	(856)358-2054
Email Address	YDUBOIS@PITTSGROVE.NET
Website	http://schalick.pittsgrove.net

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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	129	126	131
10	157	132	123
11	138	148	129
12	127	138	151
Total	551	544	534

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	45.0%	45.6%	47.9%
Male	55.0%	54.4%	52.1%
Economically Disadvantaged Students	29.4%	28.8%	28.7%
Students with Disabilities	14.9%	15.3%	17.1%
English Learners	0.0%	0.0%	0.0%
Homeless Students		0.2%	0.5%
Students in Foster Care		0.6%	0.4%
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	73.9%	72.7%	72.3%
Hispanic	11.2%	12.4%	11.4%
Black or African American	9.4%	10.0%	10.2%
Asian	1.4%	1.1%	1.5%
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	4.2%	3.7%	4.6%

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	2015-16	2016-17	2017-18
Full Time Students	525	523	508
Shared Time Students	50	39	49
Full Time Equivalent	550	543	533

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	98.5%
Spanish	1.3%
Other Languages	0.2%

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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	269	98.2	39.0	55.0	56.7	39.0	46.3	Not Met
White	195	99.0	45.1	59.1	65.6	45.1	49.6	Met Target†
Hispanic	34	97.3	23.5	51.1	42.5	23.5	43.8	Not Met
Black or African American	26	93.1	15.4	*	37.3	15.0	27.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	135	99.3	43.7	63.1	64.5	43.7		
Male	134	97.1	34.4	46.6	49.4	34.4		
Economically Disadvantaged Students	84	96.7	22.6	40.5	38.5	22.6	34.8	Not Met
Non-Economically Disadvantaged Students	185	98.9	46.5	61.9	67.5	46.5		
Students with Disabilities	58	98.3	*	*	21.6	*	11.4	Not Met
Students without Disabilities	211	98.2	*	*	63.9	*		
English Learners	N	N	N	N	27.3	N	**	**
Non-English Learners	269	98.2	39.0	55.0	59.4	39.0		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	*	57.4	*		
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	140	744	744	752	14%	13%	29%	36%	8%	44%	55%
White	101	746	746	760	15%	14%	22%	40%	10%	50%	64%
Hispanic	15	739	739	735	*	0%	*	*	*	33%	38%
Black or African American	14	736	736	734	*	*	*	*	*	29%	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	74	754	754	759	*	*	34%	*	*	51%	63%
Male	66	733	733	744	*	*	23%	*	*	36%	46%
Economically Disadvantaged Students	42	730	730	733	*	*	33%	*	*	24%	34%
Non-Economically Disadvantaged Students	98	750	750	761	*	*	27%	*	*	53%	65%
Students with Disabilities	30	703	703	716	*	*	*	*	*	*	15%
Students without Disabilities	110	755	755	758	*	*	*	*	*	*	62%
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	140	744	744	755	14%	13%	29%	36%	8%	44%	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	719	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	131	732	732	749	24%	19%	24%	26%	8%	34%	51%
White	94	740	740	756	17%	17%	24%	*	*	41%	58%
Hispanic	21	712	712	733	*	*	*	*	*	14%	38%
Black or African American	*	*	*	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	782	N	N	N	N	N	N	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	64	738	738	759	19%	*	33%	*	*	34%	60%
Male	67	725	725	739	28%	*	15%	*	*	33%	42%
Economically Disadvantaged Students	45	721	721	730	27%	24%	27%	*	*	22%	34%
Non-Economically Disadvantaged Students	86	737	737	758	22%	16%	22%	*	*	40%	59%
Students with Disabilities	25	695	695	707	*	*	*	*	*	*	15%
Students without Disabilities	106	740	740	756	*	*	*	*	*	*	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	110	718	718	736	35%	25%	18%	*	*	22%	39%
White	74	716	716	737	35%	28%	16%	*	*	20%	41%
Hispanic	15	721	721	731	*	*	*	*	*	27%	35%
Black or African American	13	708	708	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	*	*	*	737	*	*	*	*	*	*	39%
Female	44	727	727	745	27%	23%	23%	*	*	27%	48%
Male	66	712	712	728	39%	27%	15%	*	*	18%	31%
Economically Disadvantaged Students	35	712	712	730	46%	*	*	*	*	17%	33%
Non-Economically Disadvantaged Students	75	721	721	739	29%	*	*	*	*	24%	42%
Students with Disabilities	25	707	707	708	40%	44%	*	*	*	12%	13%
Students without Disabilities	85	721	721	742	33%	20%	*	*	*	25%	44%
English Learners	N	N	N	702	N	N	N	N	N	N	*
Non-English Learners	110	718	718	738	35%	25%	18%	*	*	22%	*
Homeless Students	N	N	N	721	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	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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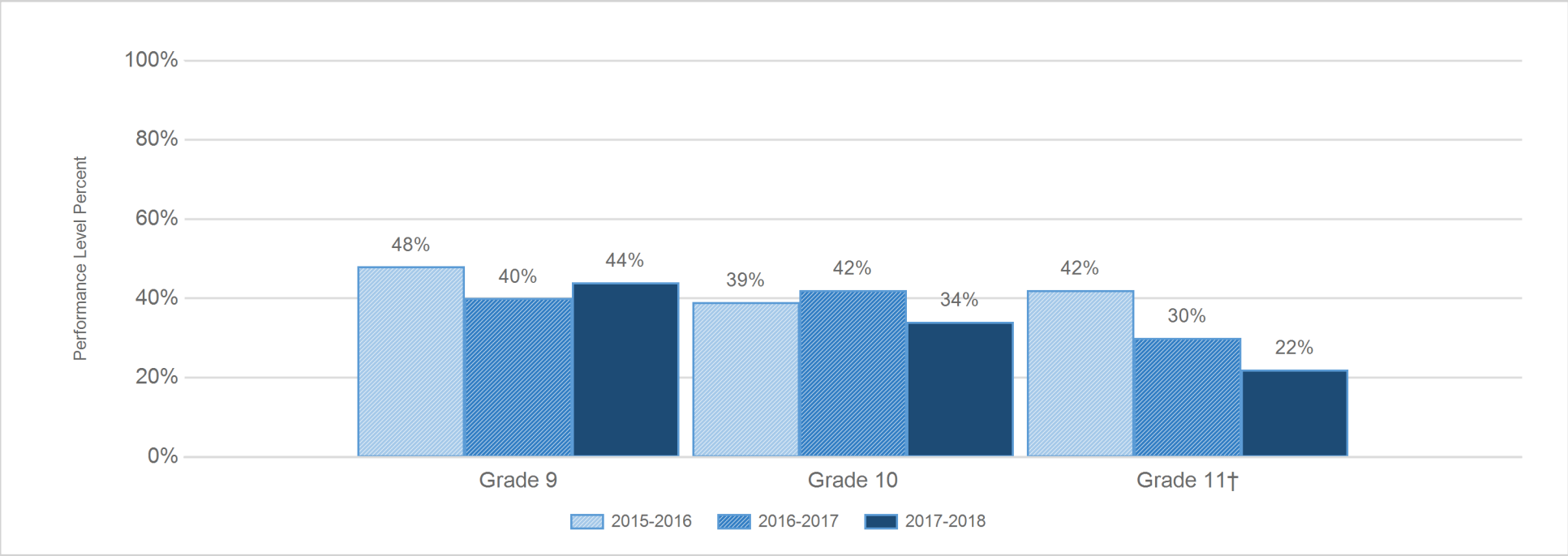
English Language Arts/Literacy Assessment - Performance Trends

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	244	97.6	27.0	42.3	45.0	27.0	33.2	Not Met
White	176	99.4	32.4	46.8	54.1	32.4	34.2	Met Target†
Hispanic	29	90.9	13.8	31.4	29.2	13.2	33.6	Not Met
Black or African American	26	92.9	15.4	*	23.4	15.0	17	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	130	99.3	31.6	46.3	46.0	31.6		
Male	114	95.8	21.9	37.9	43.9	21.9		
Economically Disadvantaged Students	73	96.2	20.5	30.7	26.6	20.5	25.6	Met Target†
Non-Economically Disadvantaged Students	171	98.3	29.8	47.8	55.9	29.8		
Students with Disabilities	32	97.0	*	*	17.1	*	10.6	Met Target†
Students without Disabilities	212	97.7	*	*	50.5	*		
English Learners	N	N	N	N	24.6	N	**	**
Non-English Learners	244	97.6	27.0	42.3	46.9	27.0		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	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	110	737	751	746	*	*	40%	31%	0%	31%	46%
White	70	744	759	755	*	*	37%	41%	0%	41%	57%
Hispanic	15	725	*	730	*	*	*	*	*	20%	27%
Black or African American	16	725	725	727	*	*	*	*	*	13%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	63	740	752	748	*	*	43%	*	*	33%	48%
Male	47	734	749	745	*	*	36%	*	*	28%	44%
Economically Disadvantaged Students	42	731	*	729	*	*	38%	*	*	24%	25%
Non-Economically Disadvantaged Students	68	742	*	756	*	*	41%	*	*	35%	57%
Students with Disabilities	19	714	*	716	*	*	*	*	*	11%	13%
Students without Disabilities	91	742	*	752	*	*	*	*	*	35%	52%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	110	737	751	749	*	*	40%	31%	0%	31%	*
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	106	725	725	735	13%	36%	37%	*	*	14%	30%
White	78	727	727	740	13%	33%	38%	*	*	15%	37%
Hispanic	*	*	*	723	*	*	*	*	*	*	14%
Black or African American	14	718	718	719	*	*	*	*	*	14%	11%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	760	N	N	N	N	N	N	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	45	731	731	736	*	*	*	*	*	*	30%
Male	61	720	720	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	34	722	722	722	*	44%	32%	*	*	15%	13%
Non-Economically Disadvantaged Students	72	726	726	741	*	32%	39%	*	*	14%	38%
Students with Disabilities	20	709	709	713	*	*	*	*	*	*	*
Students without Disabilities	86	728	728	738	*	*	*	*	*	*	*
English Learners	N	N	N	711	N	N	N	N	N	N	*
Non-English Learners	106	725	725	736	13%	36%	37%	*	*	14%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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Report Key:
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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	90	719	719	727	34%	27%	16%	23%	0%	23%	30%
White	70	722	722	733	33%	24%	14%	29%	0%	29%	35%
Hispanic	12	706	706	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	*	*	*	736	*	*	*	*	*	*	37%
Female	40	726	726	728	33%	*	*	*	*	30%	30%
Male	50	713	713	727	36%	*	*	*	*	18%	30%
Economically Disadvantaged Students	25	707	707	709	40%	40%	*	*	*	12%	13%
Non-Economically Disadvantaged Students	65	723	723	736	32%	22%	*	*	*	28%	37%
Students with Disabilities	*	*	*	693	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	732	*	*	*	*	*	*	*
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	90	719	719	729	34%	27%	16%	23%	0%	23%	*
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

ARTHUR P. SCHALICK HIGH SCHOOL
(33-4150-040)
Grades Offered: 09-12
2017-2018

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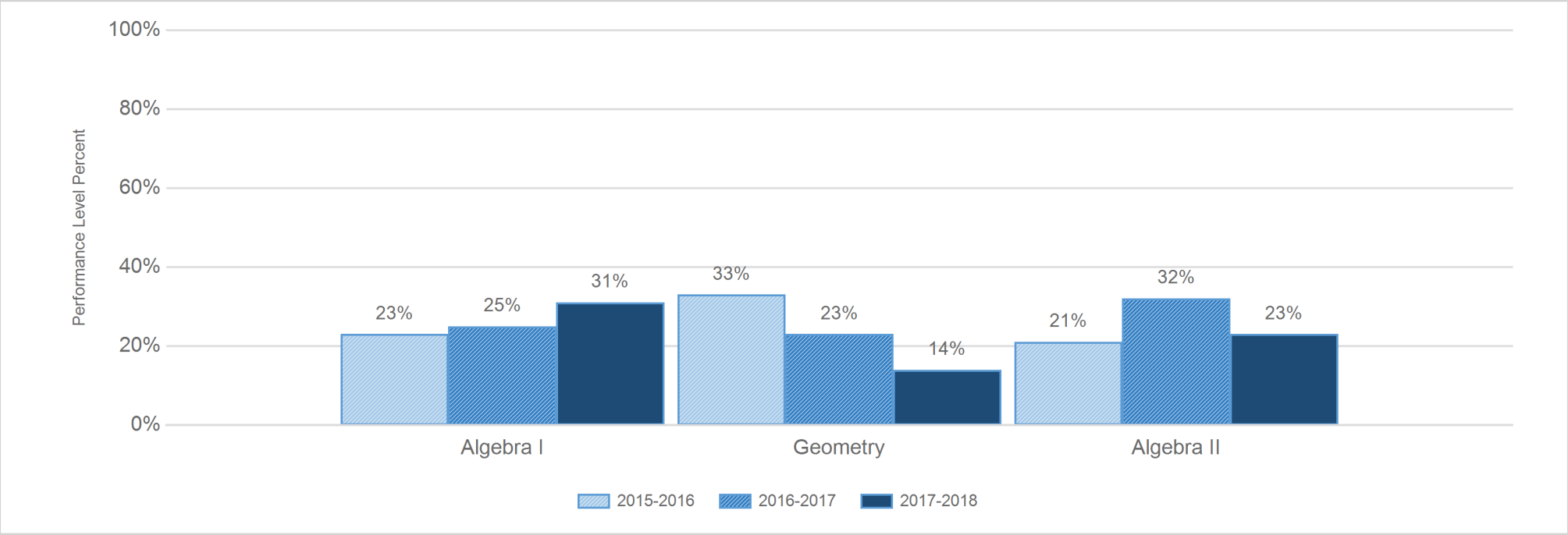
Mathematics Assessment – Performance Trends

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	N	N	N

† 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	N	N	N
3-4	N	N	N
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	100.0%	85.0%
12th graders taking SAT in 2017-18 or prior years	75.1%	72.2%
12th graders taking ACT in 2017-18 or prior years	12.0%	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	467	478	Grade 10: 430 Grade 11: 460	60%	62%
PSAT 10/NMSQT - Math	448	478	Grade 10: 480 Grade 11: 510	29%	42%
SAT - Reading and Writing	552	542	480	83%	72%
SAT - Math	537	543	530	50%	54%
ACT - Reading	24	24	22	72%	62%
ACT - English	23	24	18	83%	78%
ACT - Math	22	24	22	61%	62%
ACT - Science	22	23	23	56%	53%

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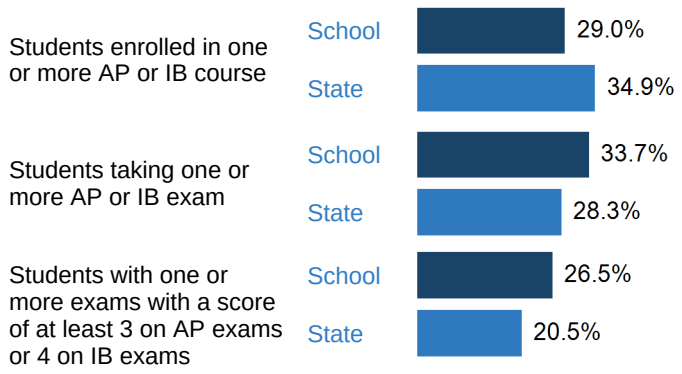
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

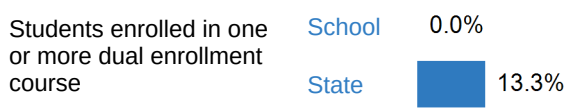
AP/IB Coursework – Participation and Performance

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	25	27
AP Calculus AB	9	10
AP Computer Science A	5	4
AP English Language and Composition	32	36
AP English Literature and Composition	13	11
AP Psychology	17	21
AP Statistics	26	27
AP Studio Art—Drawing Portfolio	0	2
AP Studio Art—Two-Demensional	0	5
AP U.S. History	22	22
Total Exams taken		165
Exams with scores of at least 3 on AP exams or 4 on IB exams		122

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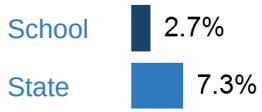
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

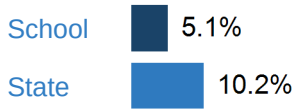
Career and Technical Education Participation

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)



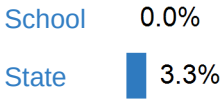
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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
Architecture & Construction	*		
Arts, AV Technology & Communications	24		
Health Science	*		
Hospitality & Tourism	*		
Human Services	*		
Manufacturing	*		
Science, Technology, Engineering & Mathematics	17		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	66	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	103	25	0	0	0	0	1
10	17	47	94	24	0	1	3
11	1	42	16	23	14	27	3
12	1	13	6	5	3	32	36
Total	122	127	116	52	17	60	43
Enrolled in AP/IB Course					9	26	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	15	0	3	0	0	111
10	94	16	6	0	4	5
11	11	44	15	32	35	22
12	26	2	10	9	6	43
Total	146	62	34	41	45	181
Enrolled in AP/IB Course	25	0		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	126	3	0	0	0	16
10	4	115	0	0	0	23
11	6	118	0	16	0	26
12	5	5	0	29	0	32
Total	141	241	0	45	0	97
Enrolled in AP/IB Course	0	22	0	17		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	49	13	0	0	19	0	4
10	77	9	0	0	18	0	3
11	55	1	0	0	16	0	0
12	31	4	0	0	7	0	3
Total	212	27	0	0	60	0	10
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	45	0	0	0	17	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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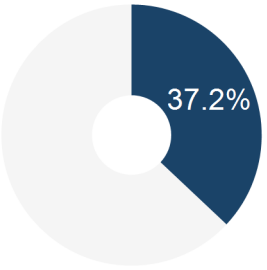
Visual and Performing Arts – Course Participation

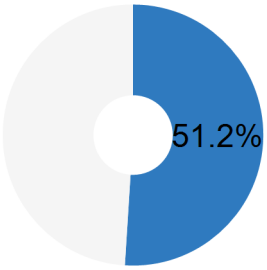
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

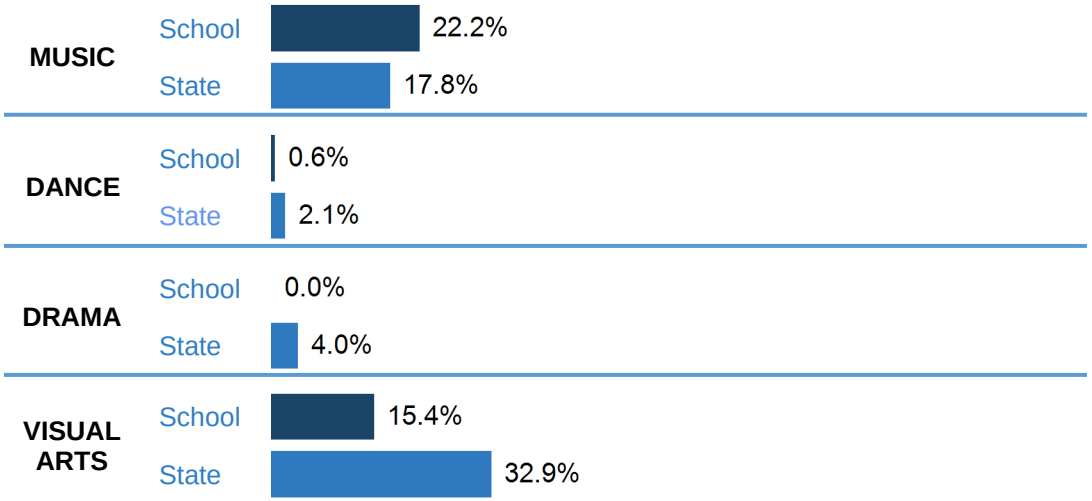


School



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	93.9%	90.9%	96.6%	92.4%	94.6%	94.3%	Met Target	93.3%	87.2%	Met Target
White	94.3%	95.0%	95.3%	95.7%	94.4%	93.9%	Met Target	94.5%	86.5%	Met Target
Hispanic	92.3%	84.8%	100.0%	87.3%	100.0%	N	Met Goal	88.2%	**	**
Black or African American	88.9%	84.2%	100.0%	86.8%	84.6%	**	**	92.9%	**	**
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	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	88.7%	84.6%	94.1%	87.0%	92.2%	91.0%	Met Target	85.0%	75.0%	Met Target
Students with Disabilities	84.6%	80.1%	89.5%	83.5%	89.5%	**	**	92.0%	N	N
English Learners	N	75.8%	N	81.8%	N	N	N	N	N	N
Homeless Students	*	72.6%	*	79.1%	*			N		
Students in Foster Care	N	62.6%	N	64.9%						

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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	64.3%	44.8%
Substitute Competency Test	20.1%	40.3%
Portfolio Appeals Process	1.9%	1.3%
Alternate Requirements specified in IEP	13.6%	13.6%
Unknown	0.0%	0.0%

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2018	93.9%	-
2017	94.6%	96.6%
2016	90.6%	93.3%

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	1.1%	1.2%
2016-2017	1.4%	1.1%
2015-2016	1.4%	1.2%

NJ SCHOOL PERFORMANCE REPORT

ARTHUR P. SCHALICK HIGH SCHOOL
(33-4150-040)
Grades Offered: 09-12
2017-2018

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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	64.5%	48.3%	51.7%
White	65.7%	49.3%	50.7%
Hispanic	60%	66.7%	33.3%
Black or African American	53.3%	37.5%	62.5%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	57.7%	53.3%	46.7%
Students with Disabilities	38.1%	100%	0%
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	67.9%	46.1%	53.9%	83.1%	16.9%	69.7%	30.3%
White	67%	46%	54%	85.7%	14.3%	74.6%	25.4%
Hispanic	70%	57.1%	42.9%	85.7%	14.3%	64.3%	35.7%
Black or African American	63.6%	42.9%	57.1%	71.4%	28.6%	57.1%	42.9%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	59%	56.5%	43.5%	95.7%	4.3%	82.6%	17.4%
Students with Disabilities	20%	66.7%	33.3%	100%	0%	66.7%	33.3%
English Learners	N	N	N	N	N	N	N

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2017-2018

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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.

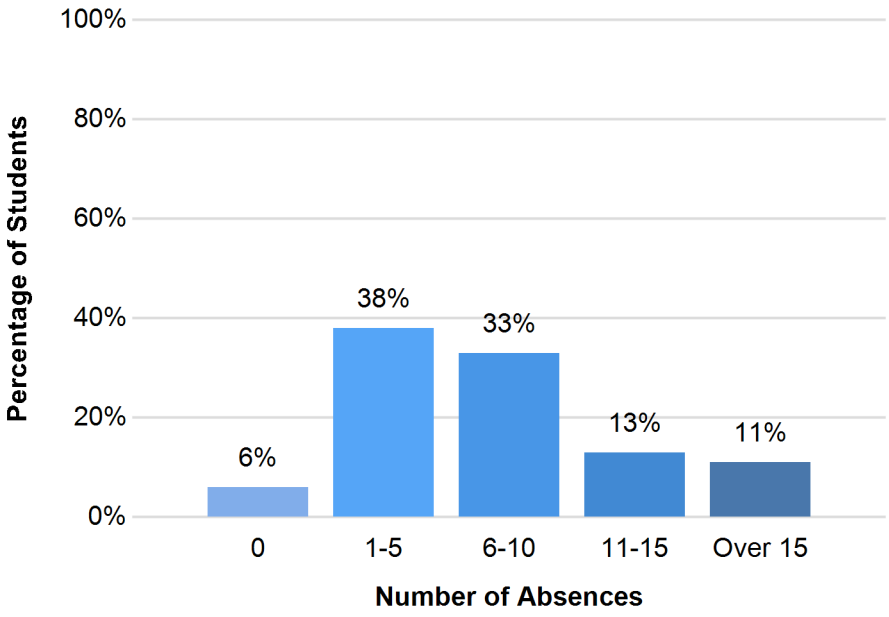
Chronic Absenteeism

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	42	7.4	14.9	Met
White	28	6.7	14.9	Met
Hispanic	7	10.8	14.9	Met
Black or African American	2	3.4	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	14.9	Not Met
Economically Disadvantaged Students	17	10.4	14.9	Met
Students with Disabilities	11	9.8	14.9	Met
English Learners	N	N	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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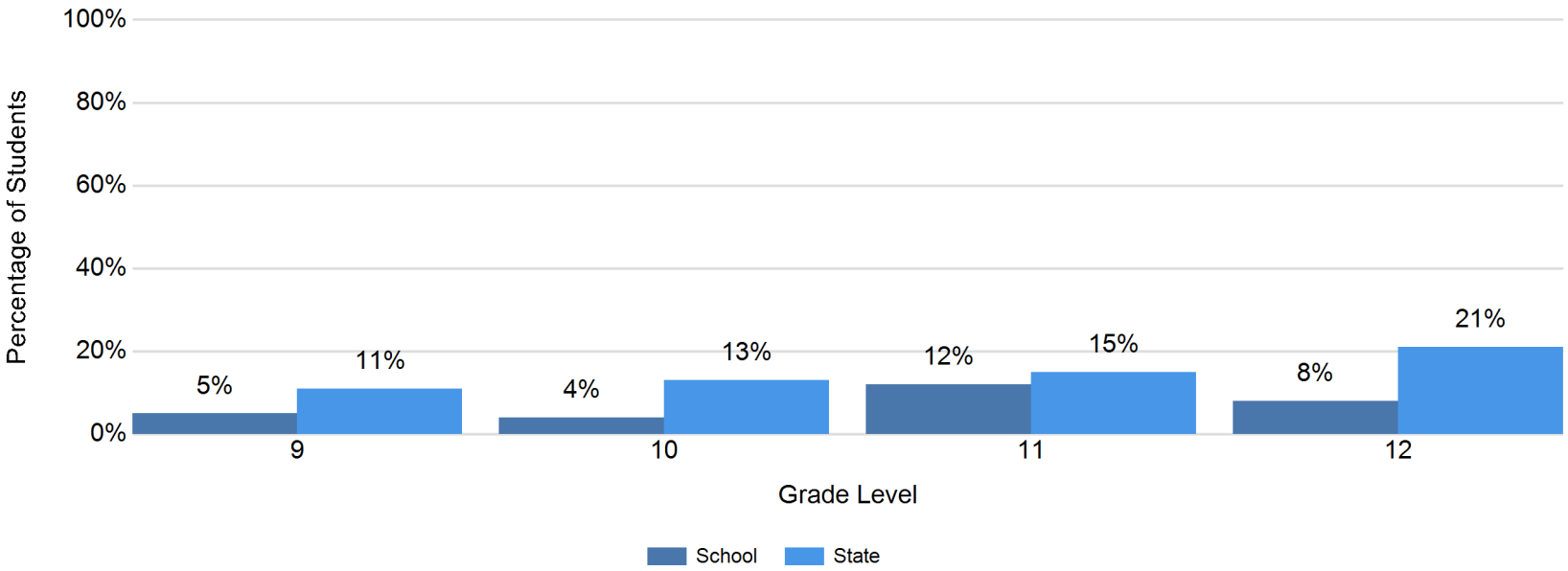
Chronic Absenteeism by Grade

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	10
Weapons	0
Vandalism	1
Substances	5
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	18
Incidents Per 100 Students Enrolled	3.38

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	1	1
Other	1	2	3
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	59	11.1%
Out-of-School Suspensions	29	5.4%
Any Suspension	73	13.7%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
103

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	7:20 AM
Typical End Time	2:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 18 Mins
Shared Time - Instructional Time	3 Hrs. 0 Mins.

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$476	$14,408	$14,884

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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	12.4	12.0
Average years experience in district	11.5	10.7
Teachers in district for 4 or more years	72.3%	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	17	9,374
Average years experience in public schools	19.0	16.0
Average years experience in district	13.1	12.0
Administrators in district for 4 or more years	76.5%	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	12:1
Students to Administrators	133:1	104:1
Teachers to Administrators	12:1	8:1
Students to Librarians/Media Specialists		588:1
Students to Nurses		294:1
Students to Counselors		294:1
Students to Child Study Team		353:1

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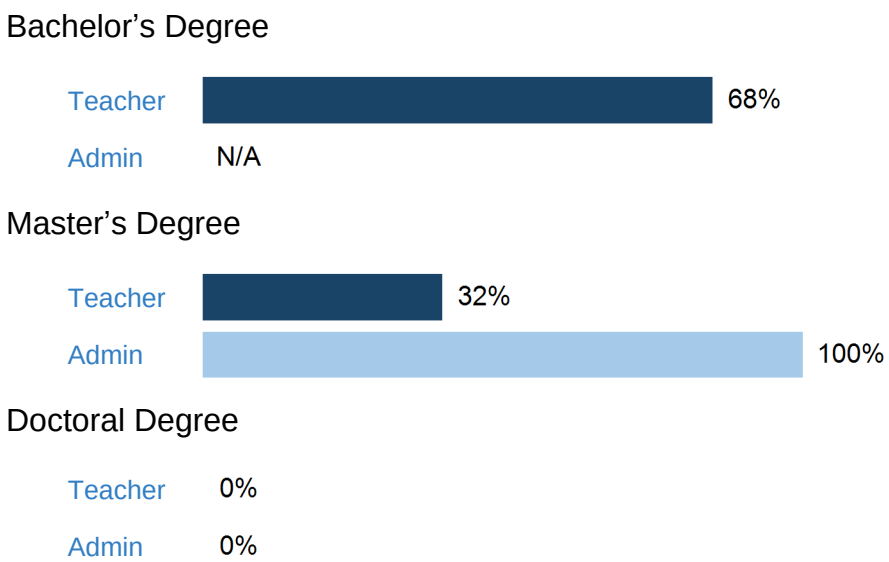
Teachers and Administrators - Level of Education

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	90.5%	90.2%
2016-17 Administrators: Same district 2017-18	93.8%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.2%

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	55.3%	50.0%
Male	44.7%	50.0%
White	95.7%	75.0%
Hispanic	2.1%	0.0%
Black or African American	0.0%	25.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	2.1%	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	20.92	17.5%
Mathematics Proficiency	41.83	17.5%
Graduation Rate - 4-Year	69.63	25.0%
Graduation Rate - 5-Year	39.94	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	73.56	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	49.41	n/a
Summative Rating: Percentile Rank of Summative Score	48.71	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	Not Met	Not Met	Met Target	Met Target	N	Met	No
White	40.97	8.94	No	Met Target†	Met Target†	Met Target	Met Target	n/a	Met	No
Hispanic	57.24	8.94	No	Not Met	Not Met	Met Goal	**	n/a	Met	No
Black or African American	**	**	No	Not Met	Met Target†	**	**	n/a	Met	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/a	Not Met	No
Economically Disadvantaged Students	52.57	8.94	No	Not Met	Met Target†	Met Target	Met Target	n/a	Met	No
Students with Disabilities	57.07	8.94	No	Not Met	Met Target†	**	N	n/a	Met	No
English Learners	**	**	No	**	**	N	N	**	**	No

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

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School Narrative

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

Highlights:	• Named to the College Board's Annual AP District Honor Roll for two consecutive years. • Host-site for the Award-winning Academy of Creative and Performing Arts: Visual Arts, Dance, & Theater. • Football Division Champions. Sectional Champs:Field Hockey, Indoor Track & Field. Girls Swim Team Div Champs.Jazz Band Champions. Girls Track & Field State Champions. Academic League Champions.
Mission, Vision, Theme:	A. P. Schalick High School faculty and staff provide a program designed to meet the changing and diverse needs of our students. It is our belief that the total school faculty must function in a partnership with students, parents, and the community to create and maintain an educational foundation that will prepare students for post-high school success. Our school community will strive for excellence with the expectation that each student demonstrate: Patience, Respect, Integrity, Diligence, Empathy.
Awards, Recognition, Accomplishments:	Arthur P. Schalick High School earned recognition by the College Board in 2016 and 2017 on their Annual AP® District Honor Roll. The Honor Roll recognizes 433 school districts in the U.S. and Canada that have increased access to AP coursework, while maintaining or increasing the percentage of students earning scores of 3 or higher on AP Exams. APSHS earned the Tri-County Conference Sportsmanship Award in 2017-2018, recognizing our student-athletes' positive performances.

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Courses, Curriculum, Instruction:	Academic rigor, high expectations, and a commitment to excellence are embedded in our educational programs. Schalick offers comprehensive curricula that include instruction at advanced levels in English, U.S. and World History, Computer Science, Biology, Statistics, Psychology, Art, and Calculus. Students can study Spanish, French, and German. Our block schedule allows students to explore and excel in various areas, and allows students to take advantage of Option Two. Our partnerships with our local community colleges afford our students the opportunity to accrue college credits while attending high school.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Coed), Cross Country (Coed), Diving (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Coed), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys) Our athletic teams strive to reach the championship level while upholding the highest ambitions of good sportsmanship. Consistently, our teams attain Divisional and Sectional Championships. Our Football team was 2017 Division Champions. Field Hockey won the SJ Group 1 Sectional Championship in 2017. Our Girls Swim Team earned Division Champs. Winter and Spring Track & Field Girls were Sectional Champions in '17-'18. And our Spring Girls Track & Field earned the State Title.
Clubs and Activities:	A majority of our students are active in both co-curricular and extra-curricular programs. Our PEP Band, Concert Band, Chorus and Jazz Band enjoy strong support from the community, and perform on many occasions throughout the year. Shows and performances in the Arts demonstrate the strong pre-professional level of our programs. There are many opportunities for student involvement, including the Academic Team, Mock Trial, and Student Council. Various clubs are offered such as- Electronics Club, MakerSpace, Outdoors Club, Drawing Club, Ski Club, Technology Student Association, Art Club, and many more. Our students' school pride is energizing. Our students participate in Spirit Weeks, Homecoming, Green & Gold Night, Pep Rallies and other school-wide events promoting a positive school culture and our school spirit.

NJ SCHOOL PERFORMANCE REPORT

ARTHUR P. SCHALICK HIGH SCHOOL
(33-4150-040)
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.

Staff and Professional Learning:	The faculty members at Schalick High School are dedicated to professional growth and committed to student achievement. Professional Learning Communities and job-embedded professional development are used to collaborate; participate in team-based and job-embedded professional learning; analyze data; review current research; examine student work, and continually reflect upon best practices. Faculty members have the opportunity to attend in-district and out-of-district professional development opportunities.
Postsecondary Information:	A.P. Schalick High School offers comprehensive programs for grades 9-12. Courses are selected on an individual basis incorporating preparation for post-high school study. In 2018, of 152 graduates, 54% enrolled in a 4-year college or university; 31% in a 2-year college; 4% in the workforce or trade, and 7% enlisted in the military. Our students are accepted to a wide range of competitive colleges and universities from coast to coast.

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Student Supports and Services:	The Guidance Department offers counseling, peer mentoring, and small group sessions. Character Education provides students with the tools and knowledge to become model citizens. The staff offers opportunities for students to grow academically, socially, and emotionally. The Intervention and Referral Service Team offers additional support for students in need of academic, behavioral, or health-related assistance. ICR classes are available for core subjects in all grade levels. All Freshmen are enrolled in a Freshmen Seminar course designed to bridge the transition from middle school to high school and addresses social-emotional, academic and career orientation issues.
Student Health and Wellness:	Nutritional breakfasts and lunches are provided daily. Students' mental health needs are supported via our Guidance Department, Child Study Team and School Nurse. Our School Health and Wellness Committee reviews our Wellness Policy annually, and plans opportunities for our students for health and wellness education and activities. APSHS has been the recipient of two Health & Wellness Grants supporting improvements to our Student Fitness Center and supporting the addition of hydration stations throughout our facility.
Parent and Community Involvement:	Schalick High School is considered the heart of our community. We have a strong partnership with Salem Community College, thus providing our students with opportunities to earn college credits with our dual-credit program, and by taking college courses on our school campus. Articulation Agreements are held with Rowan University in the areas of Theater and Engineering. Our PTO and various Booster Clubs sponsor fundraisers and events to help support our programs.

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School Safety:	The safety and security of our school continues to be a top priority. Lessons learned from school emergencies across the country highlight the importance of preparation. By taking a proactive approach and having plans in place to keep students and staff safe, we have preventative and protective measures to stop an emergency from occurring or reduce the impact of an incident. School Security Specialists provide security monitoring throughout our school day and after-school activities. Our district is equipped with state-of-the-art security surveillance and communications systems. Drills are conducted as required, and additional efforts are planned and practiced to respond to emergencies, if ever needed. School safety is a shared responsibility – staff, students, parents, and the entire community. Students and staff are trained to report any safety issues or concerns.

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Technology and STEM:	Schalick recognizes the role technology plays in our students' lives, therefore, we are committed to providing advanced integration of technology into our programs. Apple computers, laptops, iPads, and Chromebooks are available throughout the building and smart boards in every classroom. Our labs offer cutting-edge equipment for broadcasting and producing our Sunrise broadcast. Wireless Internet access is provided throughout the District. PowerSchool enables students and parents to access student attendance and grades. Students utilize Naviance through our Guidance Department. Our Project Lead the Way Engineering Program completed its second year of implementation in the 2017-2018 school year. Electives are offered in Computer Science (incl. AP Computer Science), Allied Health, Sports Medicine, Mathematics and the sciences. Our media center hosts a state-of-the-art MakerSpace with 3D printers, CAD software, programming software, arts and crafts, video production equipment and more!

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Other Information:	Unique to Schalick High School is the Salem County Arts Academy. The Arts Academy, a pre-professional high school program for students who exhibit an aptitude in a specific discipline, combines advanced instruction in the arts, alongside excellent academic instruction. The Academy is a joint venture with the Salem County Vocational Technical School District, and is housed at Schalick High School. Each year many students from the surrounding areas, as well as Schalick students, are accepted into the Academy Program. Our state-of-the-art facilities afford students the creative environment necessary for them to excel in Visual Arts, Dance, or Theater. Schalick's broad offerings in its curricula, athletic programs, and emphasis on the arts foster a family atmosphere and promote unity. The Schalick school community shares a commitment to quality education and to providing our students with a successful high school experience. We are committed to instilling in our students the characteristics of P.R.I.D.E. (Patience, Respect, Integrity, Diligence, and Empathy). What is difficult to represent in statistics and reports is the quality and character of our students. Our students carry themselves, "The Cougar Way."