NJ SCHOOL PERFORMANCE REPORT

NORTH ARLINGTON MIDDLE SCHOOL
(03-3600-090)
Grades Offered: 06-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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† This indicates a table specific note,see note below table

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	MRS. RUSSO
Address	45 BEECH STREET NORTH ARLINGTON, NJ 07031
Phone Number	(201)991-6800
Email Address	NRUSSO@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
6	137	118	140
7	144	133	128
8	123	155	134
Total	404	406	402

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	53.7%	49.8%	43.3%
Male	46.3%	50.2%	56.7%
Economically Disadvantaged Students	27.0%	20.7%	23.4%
Students with Disabilities	10.6%	12.1%	15.2%
English Learners	4.2%	3.9%	4.7%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	1.2%
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	62.4%	59.6%	55.5%
Hispanic	31.9%	34.7%	38.6%
Black or African American	1.0%	0.7%	0.5%
Asian	4.2%	4.2%	4.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.5%	0.7%	0.7%

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	75.6%
Spanish	12.7%
Arabic	3.2%
Portuguese	2.5%
Other Languages	6.0%

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	49	52	50	Met Standard	52	50	50	Met Standard
White	52.5	54	50	Met Standard	51	50	51	Met Standard
Hispanic	45	49	49	Met Standard	49.5	51	48	Met Standard
Black or African American	*	57.5	44	**	*	49	44	**
Asian, Native Hawaiian, or Pacific Islander	55.5	62	61	**	61.5	60	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	*	49	**	*	*	51	**
Economically Disadvantaged	47	54	48	Met Standard	44	44	47	Met Standard
Students with Disabilities	43	46	41	Met Standard	28	32	43	Not Met
English Learners	52	55.5	54	Met Standard	57	53	51	Met Standard

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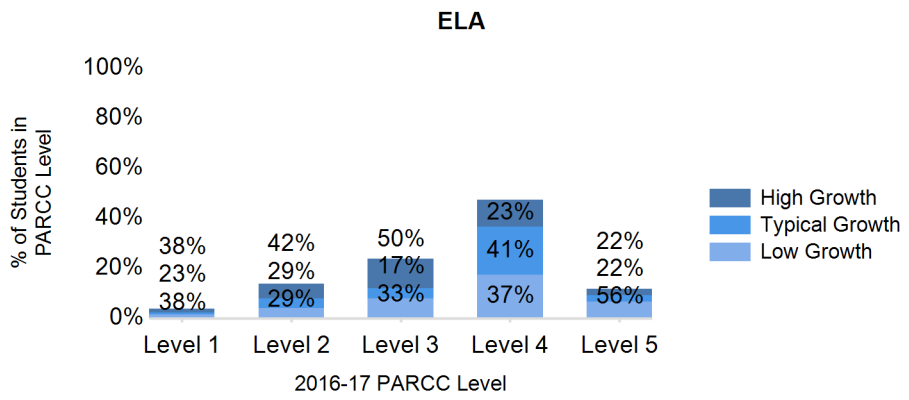
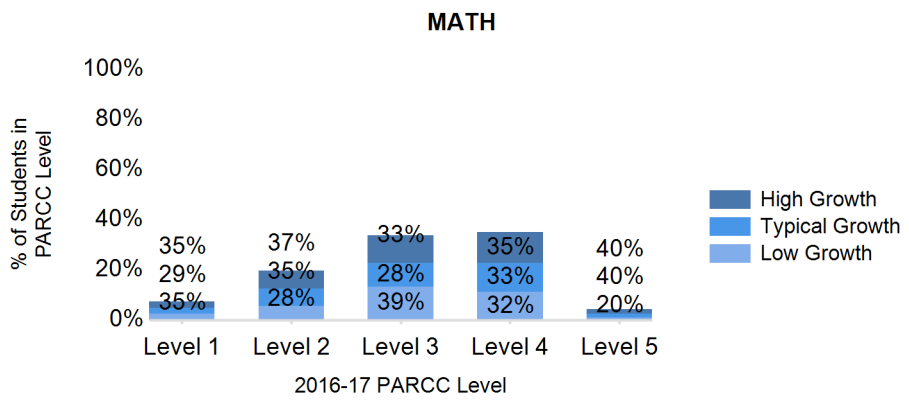
Student Growth by Performance Level

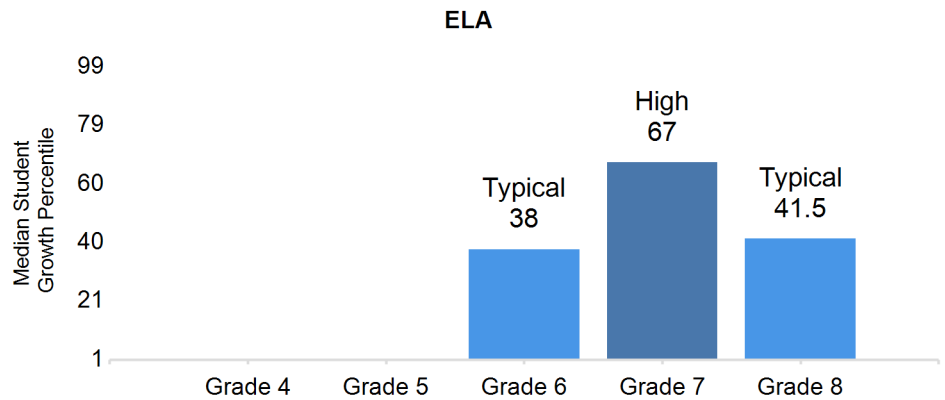
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

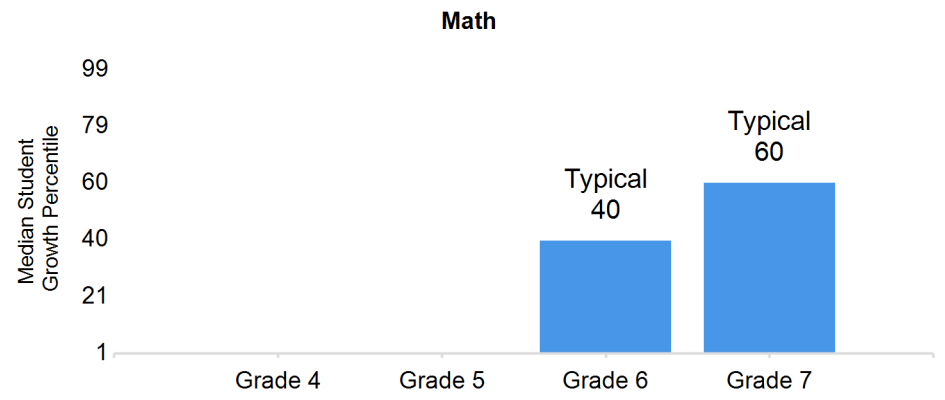




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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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	382	98.8	64.4	62.1	56.7	64.4	56.4	Met Target
White	217	98.7	68.2	64.8	65.6	68.2	57.6	Met Target
Hispanic	142	98.7	54.9	54.7	42.5	54.9	47.9	Met Target
Black or African American	*	*	*	53.4	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	18	100.0	83.3	83.0	82.3	83.3	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	167	98.3	75.5	70.5	64.5	75.5		
Male	215	99.1	55.8	54.6	49.4	55.8		
Economically Disadvantaged Students	84	97.8	63.1	59.5	38.5	63.1	47	Met Target
Non-Economically Disadvantaged Students	298	99.0	64.8	62.9	67.5	64.8		
Students with Disabilities	53	96.7	20.8	18.3	21.6	20.8	18.3	Met Target
Students without Disabilities	329	99.1	71.4	68.3	63.9	71.4		
English Learners	39	100.0	53.9	55.4	27.3	53.9	28	Met Target
Non-English Learners	343	98.6	65.6	62.9	59.4	65.6		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	N	N	N	N	26.3	N		
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 6

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	137	751	751	754	*	15%	23%	*	*	59%	56%
White	70	752	752	761	*	16%	21%	*	*	60%	66%
Hispanic	55	747	747	742	*	*	27%	51%	0%	51%	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	56	760	760	761	*	*	25%	*	*	68%	64%
Male	81	746	746	748	*	*	21%	*	*	53%	48%
Economically Disadvantaged Students	35	748	748	739	*	*	*	*	*	57%	37%
Non-Economically Disadvantaged Students	102	753	753	764	*	*	*	*	*	60%	68%
Students with Disabilities	16	720	720	723	*	*	*	*	*	*	18%
Students without Disabilities	121	756	756	760	*	*	*	*	*	*	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

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	768	768	760	*	*	14%	46%	31%	77%	63%
White	76	770	770	768	*	*	*	47%	33%	80%	72%
Hispanic	38	759	759	746	*	*	*	*	*	66%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	N	N	N	767	N	N	N	N	N	N	68%
Female	55	778	778	769	*	*	*	47%	40%	87%	72%
Male	66	759	759	752	*	*	*	45%	23%	68%	54%
Economically Disadvantaged Students	27	763	763	742	*	*	*	*	*	70%	44%
Non-Economically Disadvantaged Students	94	769	769	771	*	*	*	*	*	79%	73%
Students with Disabilities	17	725	725	721	*	*	*	*	*	24%	22%
Students without Disabilities	104	775	775	768	*	*	*	*	*	86%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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	132	754	754	759	8%	8%	27%	46%	11%	57%	60%
White	74	755	755	767	*	*	22%	*	*	59%	70%
Hispanic	54	750	750	744	*	*	35%	*	*	52%	45%
Black or African American	N	N	N	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	60	766	766	768	*	*	25%	*	*	70%	69%
Male	72	743	743	751	*	*	29%	*	*	46%	52%
Economically Disadvantaged Students	27	757	757	740	*	*	*	*	*	63%	42%
Non-Economically Disadvantaged Students	105	753	753	769	*	*	*	*	*	55%	71%
Students with Disabilities	19	716	716	719	*	*	*	*	*	16%	19%
Students without Disabilities	113	760	760	766	*	*	*	*	*	64%	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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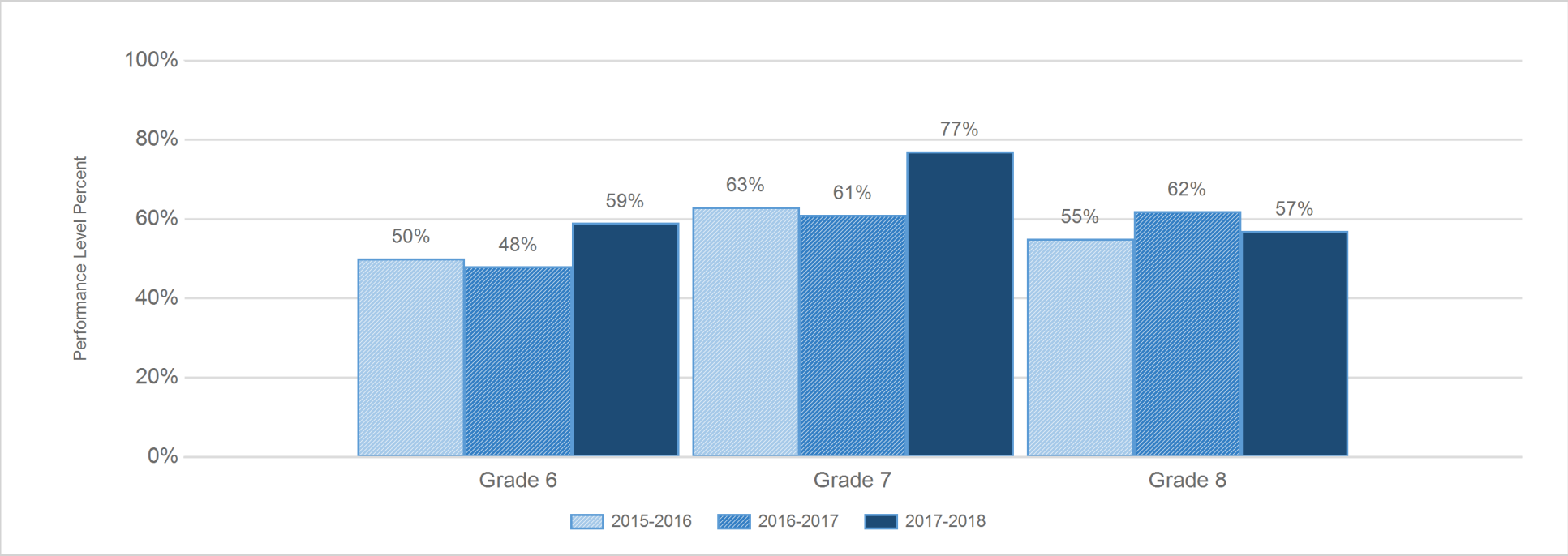
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	385	98.8	43.2	44.4	45.0	43.2	36.2	Met Target
White	217	98.7	47.0	47.5	54.1	47.0	37.8	Met Target
Hispanic	145	98.7	32.4	34.4	29.2	32.4	26.3	Met Target
Black or African American	*	*	*	53.3	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	18	100.0	72.2	78.8	77.0	72.2	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	167	98.3	48.5	44.4	46.0	48.5		
Male	218	99.1	39.0	44.6	43.9	39.0		
Economically Disadvantaged Students	86	97.9	38.4	39.2	26.6	38.4	29.3	Met Target
Non-Economically Disadvantaged Students	299	99.0	44.5	46.2	55.9	44.5		
Students with Disabilities	53	96.7	*	10.3	17.1	*	15.7	Not Met
Students without Disabilities	332	99.1	*	49.4	50.5	*		
English Learners	42	100.0	23.8	39.1	24.6	23.8	31.3	Met Target†
Non-English Learners	343	98.6	45.5	45.2	46.9	45.5		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the Mathematics 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: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level 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	138	739	739	744	9%	22%	30%	*	*	38%	44%
White	70	738	738	751	*	23%	29%	*	*	37%	54%
Hispanic	56	736	736	731	*	25%	36%	*	*	30%	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	56	743	743	745	*	23%	29%	*	*	45%	45%
Male	82	736	736	742	*	22%	32%	*	*	33%	42%
Economically Disadvantaged Students	35	736	736	729	*	*	37%	*	*	29%	24%
Non-Economically Disadvantaged Students	103	740	740	753	*	*	28%	*	*	41%	56%
Students with Disabilities	16	703	703	717	*	*	*	*	*	*	13%
Students without Disabilities	122	744	744	748	*	*	*	*	*	*	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	745	*	*	*	*	*	*	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

NORTH ARLINGTON MIDDLE SCHOOL
(03-3600-090)
Grades Offered: 06-08
2017-2018

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the Mathematics 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: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level 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	122	744	744	743	*	23%	28%	*	*	45%	43%
White	76	746	746	750	*	17%	30%	*	*	49%	54%
Hispanic	39	734	734	732	*	38%	*	31%	0%	31%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	N	N	N	748	N	N	N	N	N	N	51%
Female	55	747	747	745	*	25%	27%	*	*	47%	45%
Male	67	741	741	741	*	21%	28%	*	*	43%	42%
Economically Disadvantaged Students	28	739	739	730	*	*	*	*	*	36%	24%
Non-Economically Disadvantaged Students	94	745	745	751	*	*	*	*	*	48%	55%
Students with Disabilities	17	708	708	717	*	*	*	*	*	*	12%
Students without Disabilities	105	749	749	748	*	*	*	*	*	*	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

NORTH ARLINGTON MIDDLE SCHOOL
(03-3600-090)
Grades Offered: 06-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the Mathematics 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: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level 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	85	720	720	728	28%	27%	26%	19%	0%	19%	28%
White	42	718	718	736	29%	33%	*	*	*	21%	36%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	N	N	N	715	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	N	729	N	N	N	N	N	N	28%
Female	35	723	723	731	*	*	*	*	*	14%	31%
Male	50	718	718	725	*	*	*	*	*	22%	26%
Economically Disadvantaged Students	16	718	718	719	*	*	*	*	*	13%	20%
Non-Economically Disadvantaged Students	69	721	721	735	*	*	*	*	*	20%	35%
Students with Disabilities	19	692	692	705	*	*	*	*	*	*	*
Students without Disabilities	66	728	728	735	*	*	*	*	*	*	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	734	*	*	*	*	*	*	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

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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	48	774	746	746	0%	*	*	*	*	90%	46%
White	32	775	749	755	0%	*	*	*	*	91%	57%
Hispanic	14	770	740	730	0%	*	*	*	*	86%	27%
Black or African American	N	N	*	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	25	777	748	748	0%	*	*	*	*	100%	48%
Male	23	772	743	745	0%	*	*	*	*	78%	44%
Economically Disadvantaged Students	12	778	748	729	0%	*	*	*	*	100%	25%
Non-Economically Disadvantaged Students	36	773	745	756	0%	*	*	*	*	86%	57%
Students with Disabilities	N	N	708	716	N	N	N	N	N	N	13%
Students without Disabilities	48	774	749	752	0%	*	*	*	*	90%	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	48	774	*	749	0%	*	*	*	*	90%	*
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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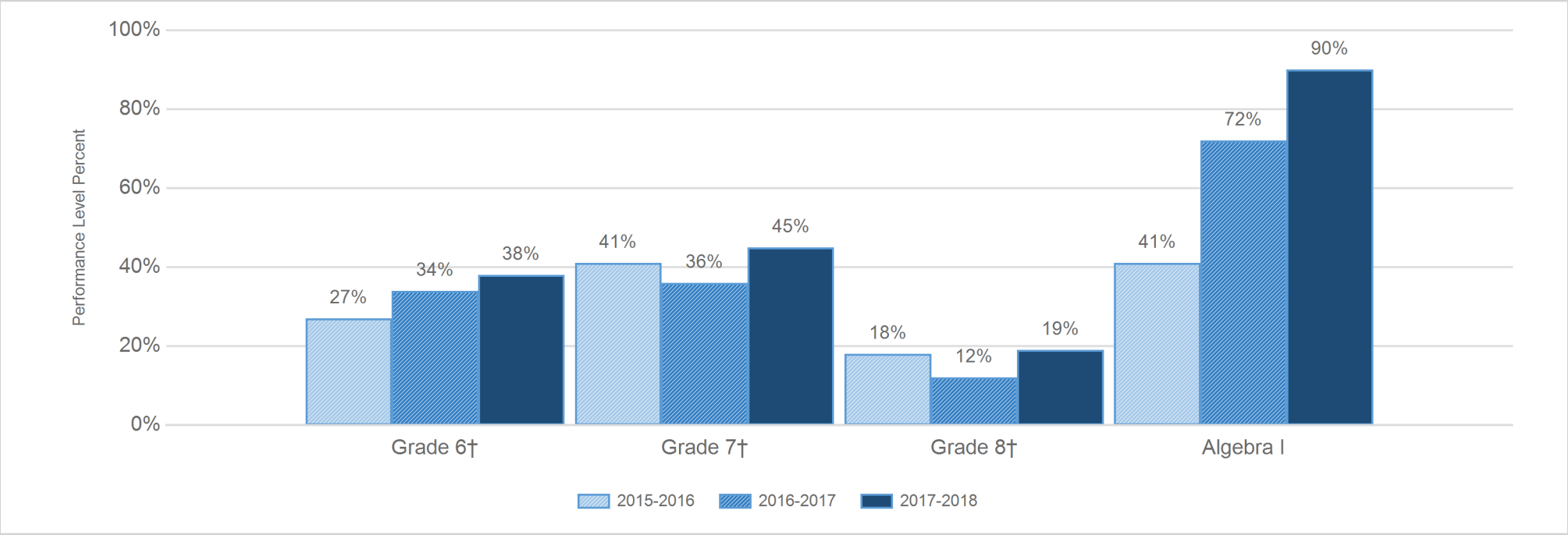
Mathematics Assessment – Performance Trends

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
6	*	*
7	*	*
8	*	*

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	57.1%	**	**

† 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	81.8%	18.2%
3-4	*	*	*
5 or more	*	*	*

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

NJASK Science Assessment Information

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

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

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.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	140
7	0	0	128
8	48	0	86
Total	48	0	354

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.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0

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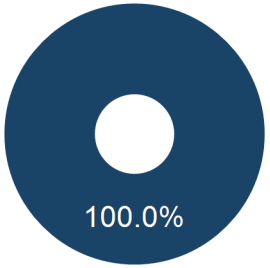
Visual and Performing Arts – Course Participation

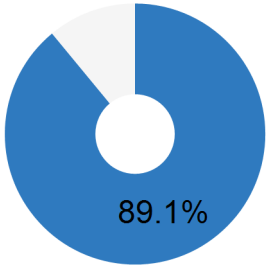
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

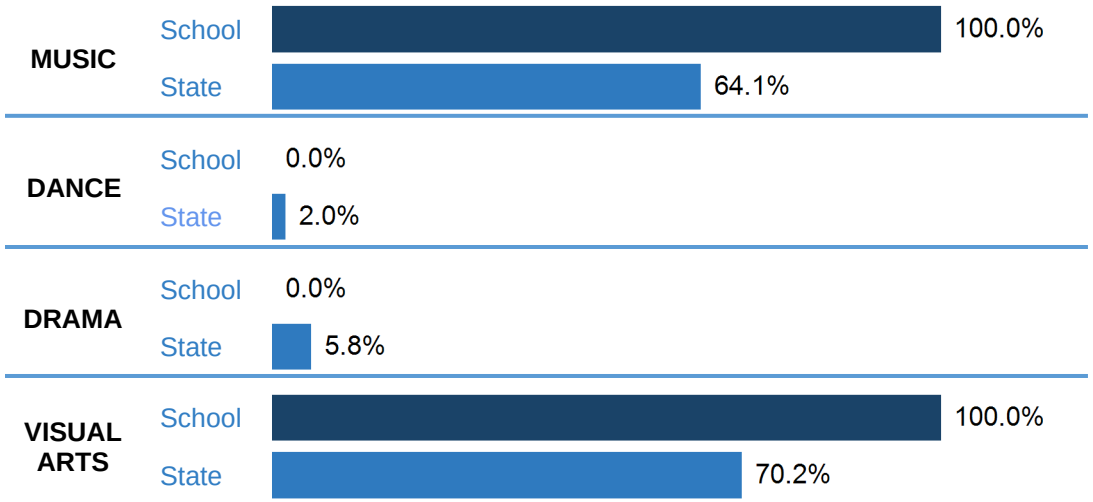


School



State

Students enrolled in one or more classes by discipline:



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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.

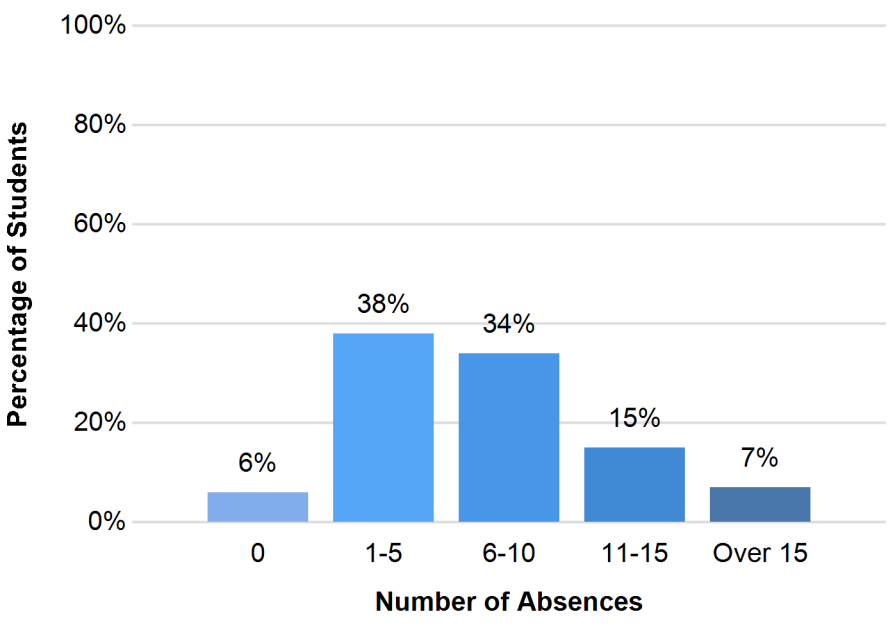
Chronic Absenteeism

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	18	4.5	9.5	Met
White	13	5.8	9.5	Met
Hispanic	5	3.3	9.5	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	8	8.6	9.5	Met
Students with Disabilities	7	11.5	9.5	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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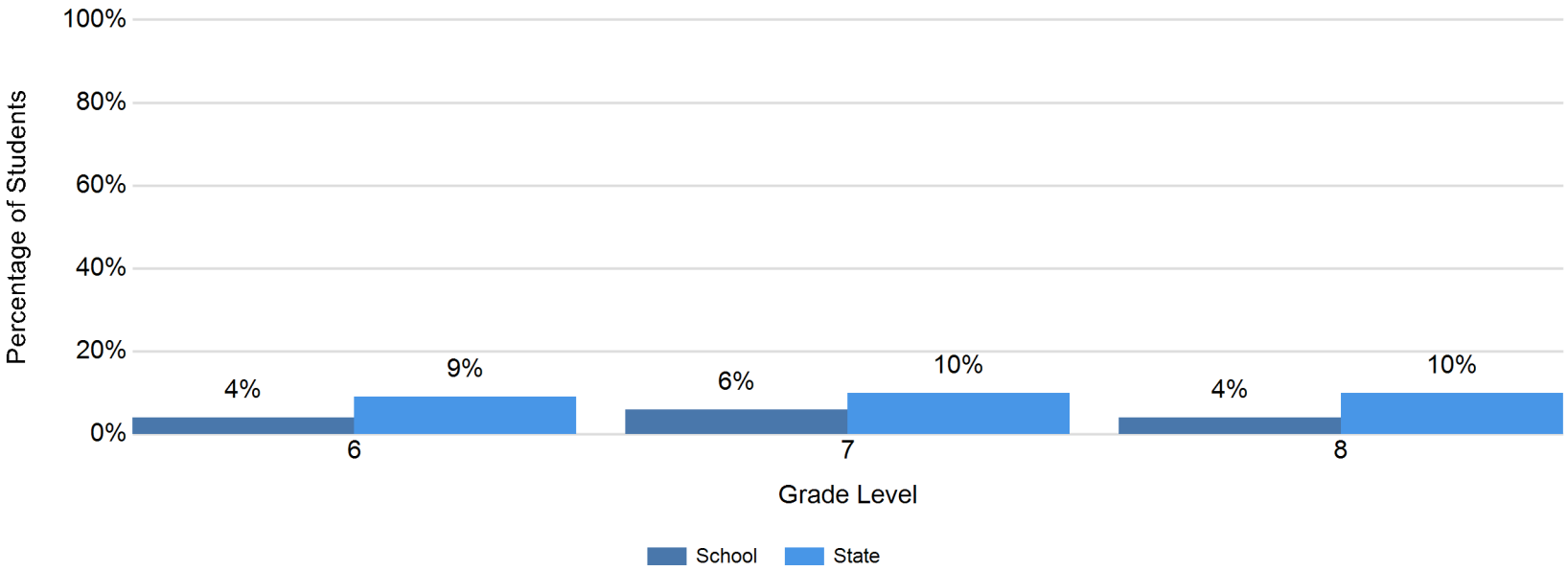
Chronic Absenteeism by Grade

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	1
Vandalism	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	12
Incidents Per 100 Students Enrolled	2.99

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	1
Weapons	1
Vandalism	1
Substances	1
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	1	1
Religion	1	1	2
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	1	0	1
Disability	1	0	1
Other	2	4	6
No Identified Nature	5		5

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	10	2.5%
Out-of-School Suspensions	16	4.0%
Any Suspension	21	5.2%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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

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School Day

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

Category	School
Typical Start Time	7:50 AM
Typical End Time	2:20 PM
Length of School Day	6 Hrs 30 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	1.1:1

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)	$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	32	117,464
Average years experience in public schools	12.7	12.0
Average years experience in district	11.2	10.7
Teachers in district for 4 or more years	71.9%	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	13:1	13:1
Students to Administrators	201:1	118:1
Teachers to Administrators	16:1	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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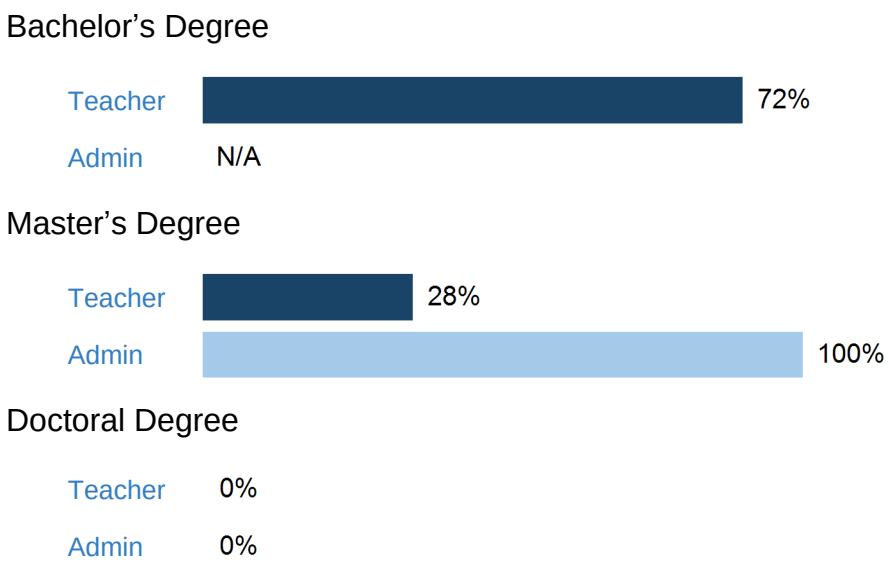
Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers 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	97.8%

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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	62.5%	100.0%
Male	37.5%	0.0%
White	96.9%	100.0%
Hispanic	3.1%	0.0%
Black or African American	0.0%	0.0%
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	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	65.05	17.5%
Mathematics Proficiency	36.73	17.5%
English Language Arts Growth	44.73	25.0%
Mathematics Growth	45.40	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	73.44	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	51.36	n/a
Summative Rating: Percentile Rank of Summative Score	51.60	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	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	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	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 Standard	Met Standard	**	Met	No
White	48.67	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	56.29	14.08	No	Met Target	Met Target	Met Standard	Met Standard	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/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	63.56	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	37.58	14.08	No	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
English Learners	62.99	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	Met Standard	**	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:	• Mrs. Leanne Fisher (Teacher of the Year) • Our newly revised schedule allows every student to partake in 80 minutes of ELA and Math daily. • Technology is infused within our daily lessons, using netbooks and labs.
Mission, Vision, Theme:	The North Arlington Middle School recognizes the many unique needs, cultural backgrounds, developmental levels and abilities of children, as well as the need to be partners in education with our community and the world community-at-large. We work to provide a highly varied, challenging and well-rounded program of learning experiences reflective of the New Jersey Student Learning Standards.
Awards, Recognition, Accomplishments:	Mrs. Leanne Fisher was the 2017-18 Teacher of Year recipient for North Arlington Middle School. Mrs. Fisher has been teaching at NAMS since it was established in 1995. She has taught on both the sixth and seventh grade teams. Mrs. Fisher has been the advisor of the Shakespeare Club and Drama Club. She has also been a member of the ScIP, the DEAC and I&RS Committee. Her dedication to her students is noteworthy.

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Courses, Curriculum, Instruction:	Through differentiated lesson plans and small group instruction, we are able to meet the academic needs of our students. We offer advanced courses in mathematics and language arts in grades 6-8 and provide a variety of opportunities for the gifted and talented students. Teachers use Google Classroom as a daily communication with parents and students for homework and tests. The parent portal through Realtime is another means of communication with NAMS parents.
Clubs and Activities:	North Arlington Middle School offers social and academic clubs for the students. These clubs include, but are not limeted to; Student Council, Drama Club, Young Astronauts , Shakespeare, Math League, Volleyball, Basketball, and Soccer Club. Students can also be a member of Book Club, Journalism and Homework Club.

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Before and After School Programs:	Mandatory extra help is scheduled in coordination with the guidance department and classroom teachers. We also have a homework room for students after the extra help period ends. Students are supported during the allocated time slots to address areas of focus to ensure students success.
Staff and Professional Learning:	Teachers are encouraged to pursue professional development opportunities and receive district support. Teachers who participated in professional development shared the information at department meetings and in professional learning communities. Our professional learning communites meet on a monthly basis to anaylysis data and plan data driven instruction.

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Student Supports and Services:	Communication is the key to meeting the needs of our students. Constant communication occurs between the Child Study Team, ESL Department and the I&RS committee. Each plan is reviewed on a regular basis and adjustments are made on an as needed basis. Accommodations for ELLs, special education, at-risk students, and gifted and talented are built into the curriculum.
Student Health and Wellness:	Our physical education program consists of dynamic warms ups followed by units of instructions. These units include skillls and game play. The students also participate in many cardiovascular activities including the pacer test, Play 60, Hoops for Heart and field day. In health class, students are exposed to age-appropriate topics for nutrition, drug and alhohol awareness and human sexuality.
Parent and Community Involvement:	North Arlington Middle School is fortunate to have a strong partnership with the PTO. They provide a variety of programs for our students and volunteer their time throughout the school year. The partnership between our school and our parents is an essential part of every child's successful middle school experience. Parents are also encouraged to become involved with the district-level SEPAC to discuss issues related to special education.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students Students at North Arlington Middle School were given a school climate survey during the school year where responses were generated through Edmodo. The results of the survey were positive, noting that students felt safe during the school day and that conflicts were addressed by staff and administration.
Facilities:	North Arlington Middle School was originally Woodrow Wilson Elementary School. The renovation occurred in 1994 and the first year of the NAMS was 1995. Since 1995, NAMS has educated students in grades six, seven, and eight with departmentalized instruction. We are fortunate to have an air conditioned media center and two computer labs. All classrooms are equipped with Smart Boards. Netbook carts are on each floor of NAMS.

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Other Information:	Our instruction is enhanced by the daily use of technology. The Smart Board is a tool that is used within each classroom. This enables the instruction to come alive for our students and ensures that they are actively engaged in the lesson. Wireless laptops permit students to access online programs on a daily basis and help prepare the students for the PARCC Assessment. It is imperative that we address the social and emotional needs of our students. Peer Mediation is one program that helps our youngsters. Our peer mediators attend a two day training to learn how to successfully assist their peers in conflict resolution. Trained peer mediators assist their peers and help reach an agreement that is impartial and fair. NAMS is proud of our peer mediators and the positive impact they have on our school day.