NJ SCHOOL PERFORMANCE REPORT

GARFIELD HIGH SCHOOL
(03-1700-050)
Grades Offered: 09-12
2017-2018

Report Key:
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	BERGEN
District	GARFIELD CITY
Principal Name	MRS. D'AMICO
Address	500 PALISADE AVE GARFIELD, NJ 07026-2637
Phone Number	(973)340-5010
Email Address	DDAMICO@GBOE.ORG
Website	http://ghs.gboe.org/
Twitter	http://Principal_GHS

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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	275	303	318
10	263	227	252
11	221	249	222
12	263	225	259
Total	1,022	1,004	1,051

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	49.0%	48.5%	47.2%
Male	51.0%	51.5%	52.8%
Economically Disadvantaged Students	66.3%	65.5%	63.7%
Students with Disabilities	14.7%	13.6%	12.7%
English Learners	6.9%	5.1%	6.6%
Homeless Students		0.4%	1.1%
Students in Foster Care		0.1%	0.0%
Military-Connected Students		0.1%	0.9%
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	37.4%	37.0%	35.5%
Hispanic	53.8%	54.0%	54.9%
Black or African American	7.7%	8.0%	8.4%
Asian	0.8%	0.8%	1.0%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.1%
Two or More Races	0.2%	0.2%	0.1%

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	1,009	996	1,043
Shared Time Students	24	13	16
Full Time Equivalent	1,021	1,003	1,051

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	80.7%
Spanish	11.8%
Macedonian	2.1%
Albanian	1.9%
Polish	1.4%
Other Languages	2.1%

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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	516	99.6	44.2	*	56.7	44.2	48.5	Not Met
White	199	100.0	51.3	61.5	65.6	51.3	54.3	Met Target†
Hispanic	272	99.3	40.4	*	42.5	40.4	47	Not Met
Black or African American	37	100.0	27.0	40.5	37.3	27.0	31.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	75.0	82.3	*	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	242	99.6	49.6	*	64.5	49.6		
Male	274	99.6	39.4	*	49.4	39.4		
Economically Disadvantaged Students	300	99.4	39.4	*	38.5	39.4	44.9	Not Met
Non-Economically Disadvantaged Students	216	100.0	50.9	59.9	67.5	50.9		
Students with Disabilities	75	97.6	*	19.9	21.6	*	13.4	Not Met
Students without Disabilities	441	100.0	*	60.4	63.9	*		
English Learners	40	100.0	*	31.2	27.3	*	22.6	Not Met
Non-English Learners	476	99.6	*	55.0	59.4	*		
Homeless Students	*	*	*	36.2	27.7	*		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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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	286	741	740	752	12%	19%	27%	36%	6%	42%	55%
White	94	750	750	760	*	16%	22%	*	*	53%	64%
Hispanic	167	736	*	735	14%	20%	29%	*	*	37%	38%
Black or African American	20	728	*	734	*	*	*	*	*	15%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	51%
Two or More Races	N	N	N	760	N	N	N	N	N	N	63%
Female	135	746	*	759	9%	17%	24%	*	*	50%	63%
Male	151	736	*	744	15%	21%	30%	*	*	34%	46%
Economically Disadvantaged Students	166	735	*	733	14%	21%	31%	*	*	34%	34%
Non-Economically Disadvantaged Students	120	749	749	761	10%	16%	22%	*	*	53%	65%
Students with Disabilities	49	707	*	716	*	*	*	*	*	*	15%
Students without Disabilities	237	748	748	758	*	*	*	*	*	*	62%
English Learners	18	695	695	691	*	*	*	*	*	*	*
Non-English Learners	268	744	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	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	245	741	740	749	17%	15%	24%	36%	9%	44%	51%
White	106	747	747	756	12%	13%	25%	38%	11%	49%	58%
Hispanic	117	736	*	733	22%	15%	21%	*	*	42%	38%
Black or African American	19	739	*	728	*	*	*	*	*	37%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	113	743	743	759	16%	18%	19%	*	*	47%	60%
Male	132	739	*	739	18%	12%	27%	*	*	42%	42%
Economically Disadvantaged Students	141	738	*	730	18%	15%	23%	*	*	44%	34%
Non-Economically Disadvantaged Students	104	745	745	758	15%	14%	25%	*	*	45%	59%
Students with Disabilities	28	706	706	707	*	*	*	*	*	*	15%
Students without Disabilities	217	746	*	756	*	*	*	*	*	*	57%
English Learners	18	673	673	684	*	*	*	*	*	*	*
Non-English Learners	227	746	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	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	226	735	735	736	20%	19%	25%	28%	8%	36%	39%
White	79	742	742	737	13%	19%	23%	*	*	46%	41%
Hispanic	122	731	731	731	24%	20%	26%	*	*	30%	35%
Black or African American	*	*	*	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	N	N	N	737	N	N	N	N	N	N	39%
Female	107	745	745	745	14%	15%	21%	*	*	50%	48%
Male	119	726	726	728	25%	24%	29%	*	*	23%	31%
Economically Disadvantaged Students	129	733	733	730	19%	22%	26%	*	*	33%	33%
Non-Economically Disadvantaged Students	97	738	738	739	21%	15%	24%	*	*	40%	42%
Students with Disabilities	26	704	704	708	*	*	*	*	*	*	13%
Students without Disabilities	200	739	739	742	*	*	*	*	*	*	44%
English Learners	24	705	705	702	*	*	*	*	*	*	*
Non-English Learners	202	739	739	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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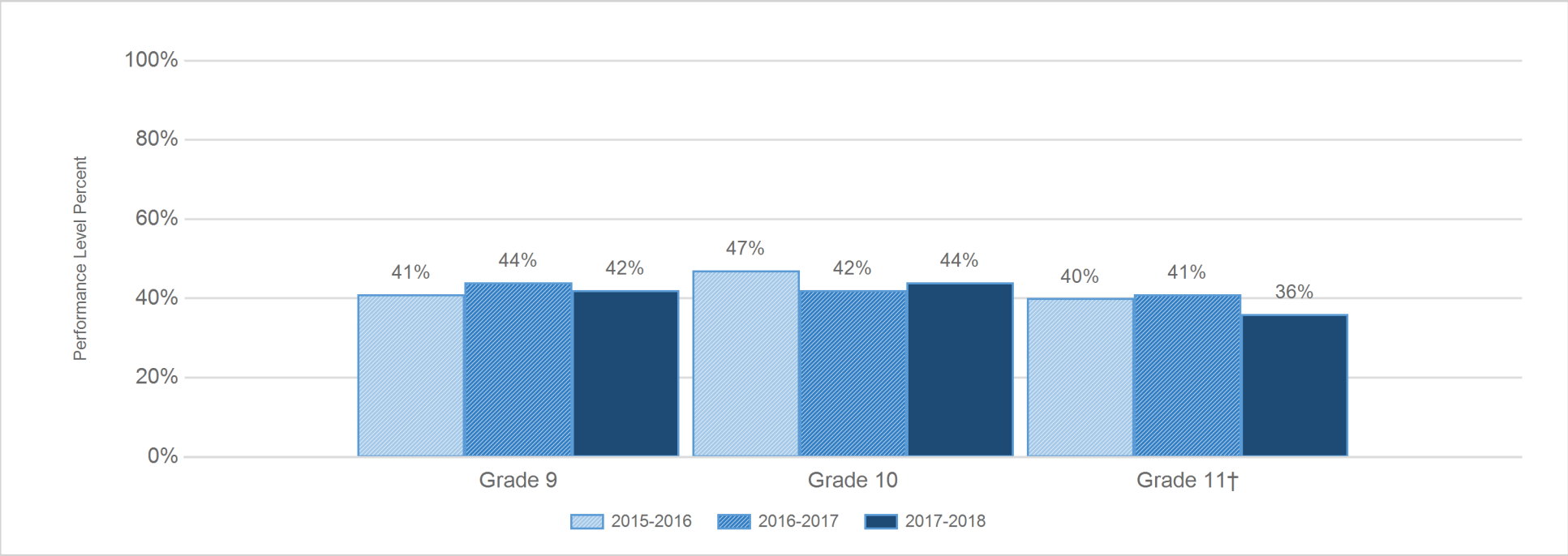
English Language Arts/Literacy Assessment - Performance Trends

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



† 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	548	99.5	22.4	*	45.0	22.4	27.7	Not Met
White	199	100.0	28.6	49.5	54.1	28.6	35.1	Not Met
Hispanic	297	99.4	19.6	*	29.2	19.6	24.3	Not Met
Black or African American	44	100.0	11.4	25.4	23.4	11.4	16.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	70.4	77.0	*	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	257	99.6	19.8	*	46.0	19.8		
Male	291	99.3	24.8	*	43.9	24.8		
Economically Disadvantaged Students	322	99.4	20.5	*	26.6	20.5	26.9	Not Met
Non-Economically Disadvantaged Students	226	99.6	25.2	*	55.9	25.2		
Students with Disabilities	86	96.8	*	15.3	17.1	*	13.9	Not Met
Students without Disabilities	462	100.0	*	43.6	50.5	*		
English Learners	40	100.0	*	31.4	24.6	*	20.2	Not Met
Non-English Learners	508	99.4	*	38.9	46.9	*		
Homeless Students	*	*	*	25.6	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	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	319	732	737	746	13%	26%	35%	26%	0%	26%	46%
White	91	736	746	755	12%	18%	33%	37%	0%	37%	57%
Hispanic	198	730	*	730	14%	29%	35%	22%	0%	22%	27%
Black or African American	24	730	729	727	*	*	*	*	*	21%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	151	732	*	748	13%	25%	37%	26%	0%	26%	48%
Male	168	731	*	745	13%	27%	33%	27%	0%	27%	44%
Economically Disadvantaged Students	204	732	*	729	13%	27%	34%	26%	0%	26%	25%
Non-Economically Disadvantaged Students	115	731	742	756	13%	24%	36%	27%	0%	27%	57%
Students with Disabilities	56	707	*	716	*	*	*	*	*	*	13%
Students without Disabilities	263	737	*	752	*	*	*	*	*	*	52%
English Learners	39	709	709	710	*	*	*	*	*	*	*
Non-English Learners	280	735	*	749	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	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	226	729	728	735	7%	41%	38%	*	*	15%	30%
White	92	734	734	740	*	32%	45%	*	*	20%	37%
Hispanic	113	726	*	723	11%	44%	32%	*	*	13%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	N	741	N	N	N	N	N	N	39%
Female	107	726	*	736	*	41%	38%	*	*	10%	30%
Male	119	731	*	734	*	40%	37%	*	*	18%	29%
Economically Disadvantaged Students	118	726	*	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	108	731	*	741	*	*	*	*	*	*	38%
Students with Disabilities	35	709	*	713	*	*	*	*	*	*	*
Students without Disabilities	191	732	*	738	*	*	*	*	*	*	*
English Learners	10	717	717	711	*	*	*	*	*	*	*
Non-English Learners	216	729	*	736	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	731	*	*	*	*	*	*	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

GARFIELD HIGH SCHOOL
(03-1700-050)
Grades Offered: 09-12
2017-2018

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	199	705	704	727	48%	27%	14%	11%	0%	11%	30%
White	70	718	718	733	27%	31%	26%	16%	0%	16%	35%
Hispanic	101	698	*	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	N	N	N	736	N	N	N	N	N	N	37%
Female	89	702	702	728	*	*	*	*	*	*	30%
Male	110	706	*	727	*	*	*	*	*	*	30%
Economically Disadvantaged Students	116	703	*	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	83	706	*	736	*	*	*	*	*	*	37%
Students with Disabilities	24	674	674	693	*	*	*	*	*	*	*
Students without Disabilities	175	709	*	732	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	703	*	*	*	*	*	*	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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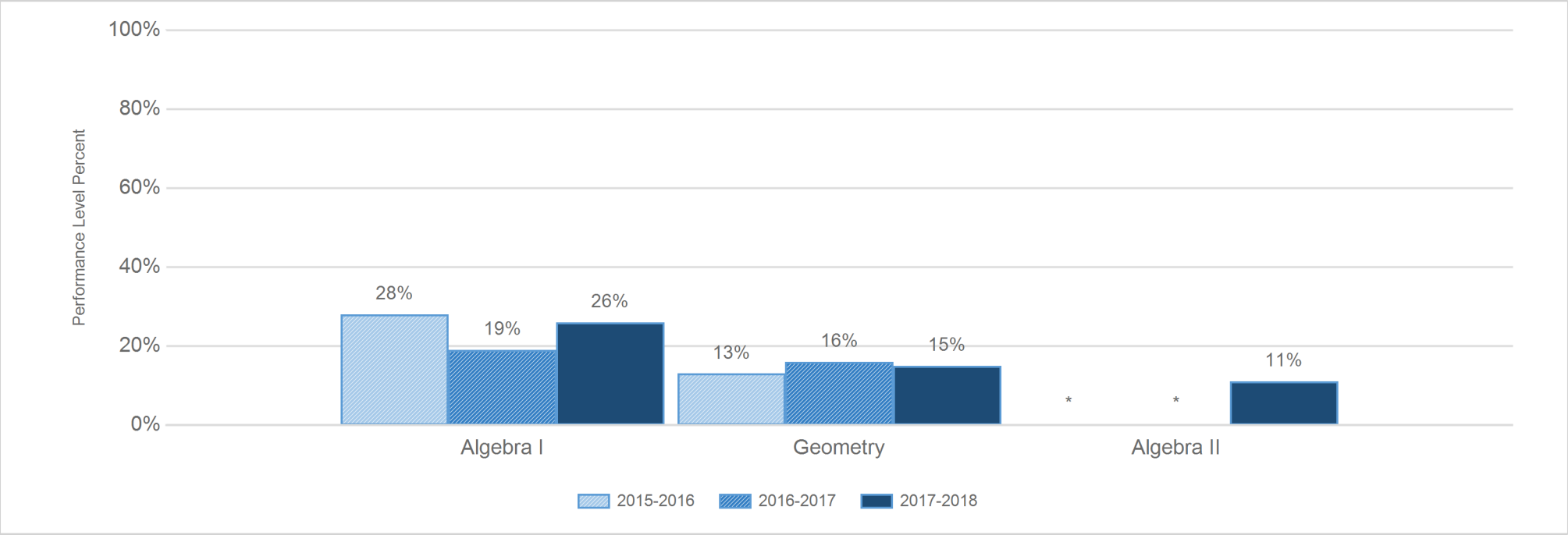
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	40.5%	46.8%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	44	*	*
3-4	16	*	*
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.

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	74.9%	72.2%
12th graders taking ACT in 2017-18 or prior years	*	24.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	438	478	Grade 10: 430 Grade 11: 460	47%	62%
PSAT 10/NMSQT - Math	439	478	Grade 10: 480 Grade 11: 510	23%	42%
SAT - Reading and Writing	498	542	480	63%	72%
SAT - Math	505	543	530	44%	54%
ACT - Reading	*	24	22	*	62%
ACT - English	*	24	18	*	78%
ACT - Math	*	24	22	*	62%
ACT - Science	*	23	23	*	53%

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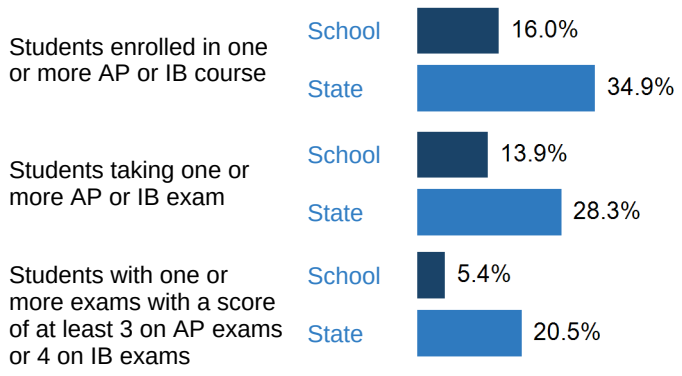
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.

AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	13	7
AP Calculus AB	18	12
AP Calculus BC	0	3
AP Computer Science A	17	15
AP Italian Language and Culture	0	1
AP Spanish Language	10	10
AP U.S. History	39	37
Total Exams taken		85
Exams with scores of at least 3 on AP exams or 4 on IB exams		32

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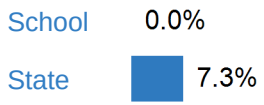
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

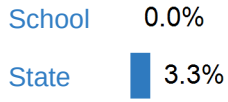


CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

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	*
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
Agriculture, Food & Natural Resources	*		
Arts, AV Technology & Communications	*		
Hospitality & Tourism	*	*	*
Human Services	*		
Information Technology	*		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	15	*	*

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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	286	77	1	0	0	0	16
10	31	195	24	19	0	0	20
11	12	22	127	33	7	0	88
12	4	8	12	57	66	0	106
Total	333	302	164	109	73	0	230
Enrolled in AP/IB Course					18	0	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	77	0	0	241	0	0
10	188	47	12	8	0	0
11	12	143	38	10	10	9
12	37	38	18	4	30	124
Total	314	228	68	263	40	133
Enrolled in AP/IB Course	13	0		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	83

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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	0	42	0	0	1	277
10	0	250	0	4	12	7
11	0	218	0	46	37	14
12	0	40	0	111	81	73
Total	0	550	0	161	131	371
Enrolled in AP/IB Course	0	39	0	0		0
Enrolled in Dual Enrollment Course	0	12	0	0	0	10

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	127	0	98	0	0	0	0
10	164	0	62	0	0	0	0
11	68	0	33	0	0	0	0
12	27	0	17	0	0	0	0
Total	386	0	210	0	0	0	0
Enrolled in AP/IB Course	10	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	8	0	0	0	0
Enrolled in Level 3 or Higher	26	0	25	0	0	0	0

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy
Polish	*
Spanish	10
Total	*

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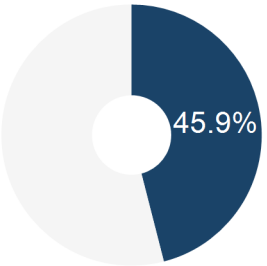
Visual and Performing Arts – Course Participation

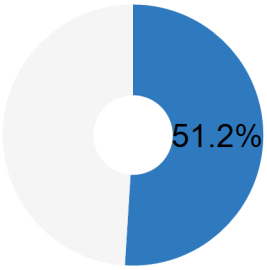
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

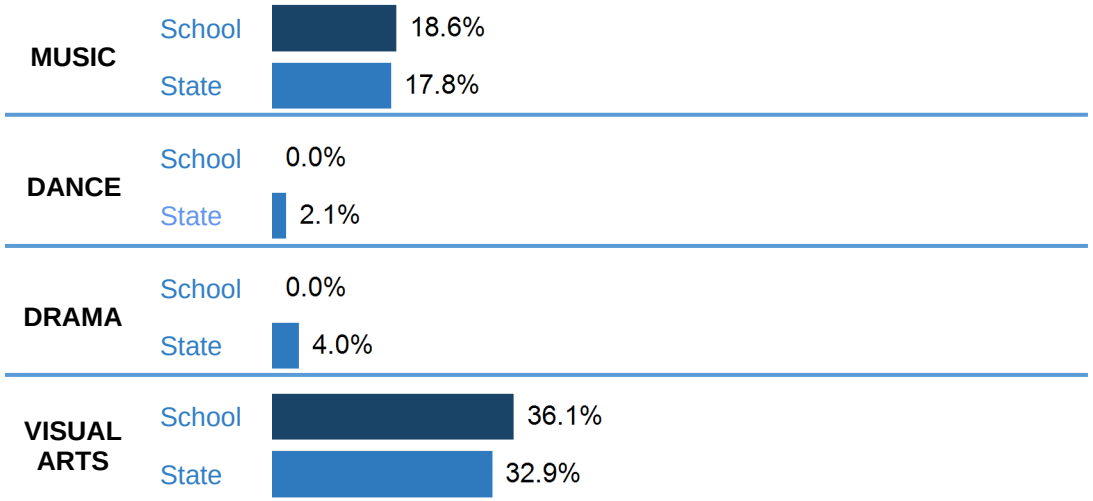


School



State

Students enrolled in one or more classes by discipline:



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

Graduation Rates

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

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	90.4%	90.9%	85.7%	92.4%	81.5%	86.6%	Not Met	90.3%	89.4%	Met Target
White	91.0%	95.0%	84.0%	95.7%	82.1%	87.5%	Not Met	92.4%	91.9%	Met Target
Hispanic	89.4%	84.8%	89.2%	87.3%	84.6%	85.1%	Not Met	90.7%	89.0%	Met Target
Black or African American	*	84.2%	*	86.8%	*	95.0%	Not Met	76.9%	81.6%	Not Met
Asian, Native Hawaiian or Pacific Islander	*	97.0%	*	97.7%	*	**	**	*	**	**
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	N	92.0%	N	93.9%	N	N	N	*	**	**
Economically Disadvantaged Students	92.5%	84.6%	85.9%	87.0%	81.8%	87.4%	Not Met	92.3%	92.3%	Met Target
Students with Disabilities	82.8%	80.1%	77.6%	83.5%	71.0%	78.1%	Not Met	80.3%	80.3%	Met Target
English Learners	81.0%	75.8%	85.0%	81.8%	80.0%	68.2%	Met Target	96.3%	N	Met Goal
Homeless Students	*	72.6%	*	79.1%	*			*		
Students in Foster Care	N	62.6%	N	64.9%						

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

Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	69.7%	52.6%
Substitute Competency Test	18.6%	31.4%
Portfolio Appeals Process	4.4%	7.7%
Alternate Requirements specified in IEP	7.3%	8.4%
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	90.4%	-
2017	81.5%	85.7%
2016	90.3%	90.3%

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	0.5%	1.2%
2016-2017	0.2%	1.1%
2015-2016	0.5%	1.2%

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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	65%	44.9%	55.1%
White	82.8%	39%	61%
Hispanic	53.5%	50.6%	49.4%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	60.1%	43.6%	56.4%
Students with Disabilities	16.1%	60%	40%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	70.6%	57.7%	42.3%	84.5%	15.5%	92.3%	7.7%
White	77.3%	56.9%	43.1%	82.8%	17.2%	94.8%	5.2%
Hispanic	68.2%	60%	40%	85.3%	14.7%	92%	8%
Black or African American	50%	57.1%	42.9%	85.7%	14.3%	71.4%	28.6%
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	70.1%	51.1%	48.9%	83%	17%	94.7%	5.3%
Students with Disabilities	62.5%	80%	20%	86.7%	13.3%	93.3%	6.7%
English Learners	*	*	*	*	*	*	*

NJ SCHOOL PERFORMANCE REPORT

GARFIELD HIGH SCHOOL
(03-1700-050)
Grades Offered: 09-12
2017-2018

Report Key:
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N No Data is available to display
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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.

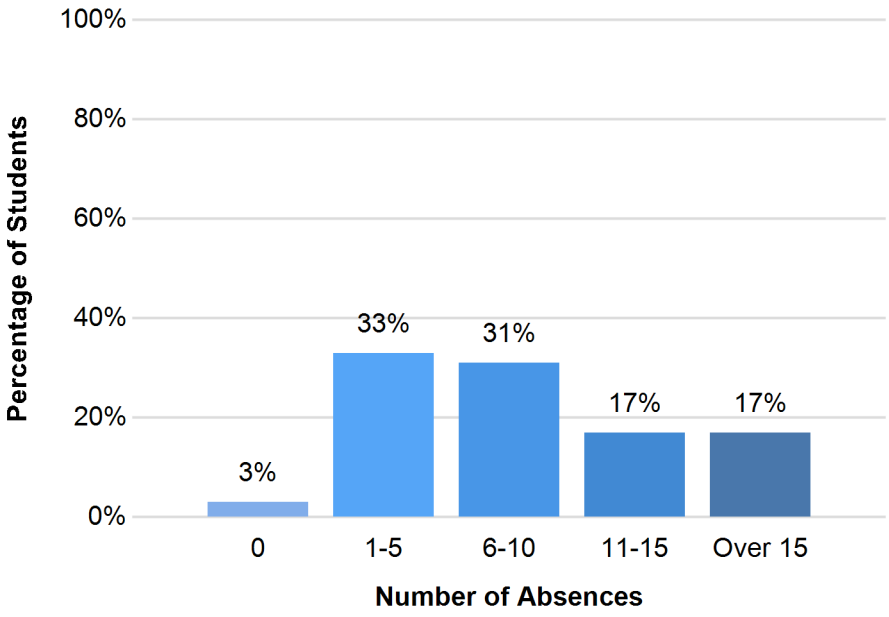
Chronic Absenteeism

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	133	12.4	14.9	Met
White	40	10.4	14.9	Met
Hispanic	69	11.7	14.9	Met
Black or African American	24	26.1	14.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	0	0	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	78	11.6	14.9	Met
Students with Disabilities	50	32.5	14.9	Not Met
English Learners	10	14.9	14.9	Met

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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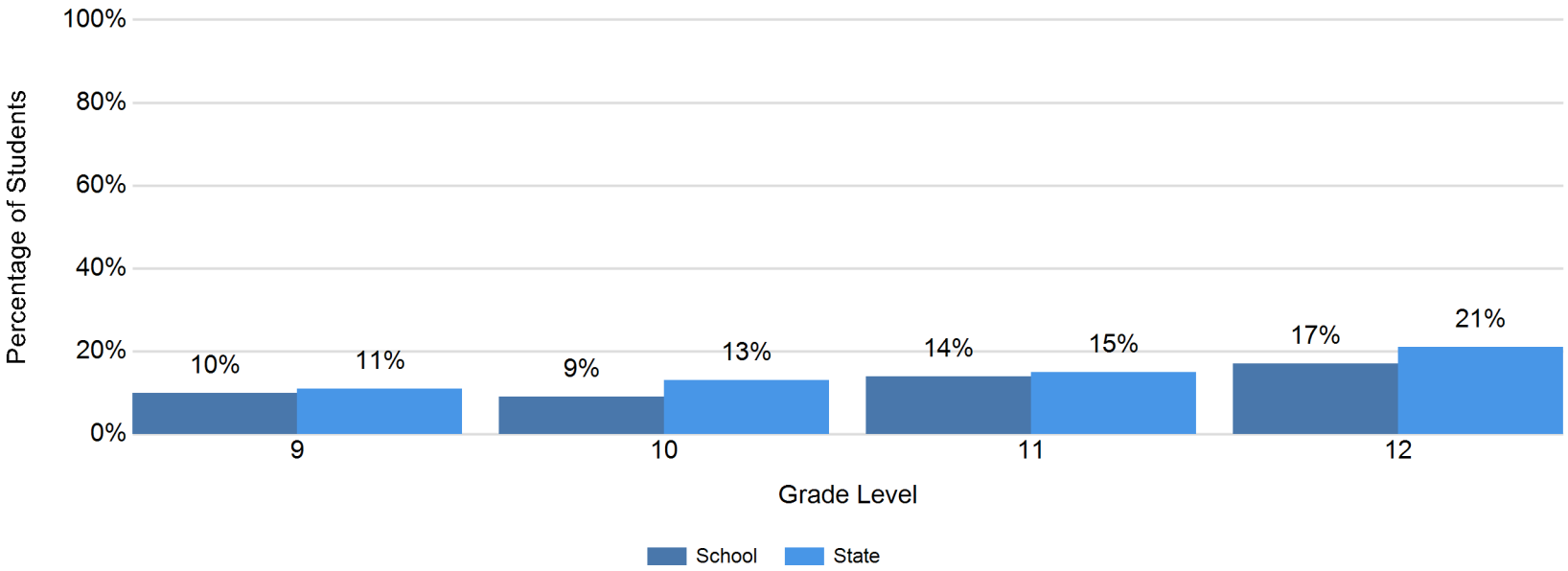
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	8
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	1.05

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	7
Weapons	0
Vandalism	0
Substances	0
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	0	0
Sexual Orientation	0	0	0
Disability	2	0	2
Other	3	3	6
No Identified Nature	2		2

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	0	0.0%
Out-of-School Suspensions	10	1.0%
Any Suspension	10	1.0%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
58

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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	8:30 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 25 Mins
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	4.8:1

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)	$590	$16,798	$17,388

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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	96	117,464
Average years experience in public schools	12.4	12.0
Average years experience in district	12.4	10.7
Teachers in district for 4 or more years	90.5%	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	38	9,374
Average years experience in public schools	20.7	16.0
Average years experience in district	20.7	12.0
Administrators in district for 4 or more years	100.0%	76.2%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	53:1	128:1
Teachers to Administrators	5:1	12:1
Students to Librarians/Media Specialists		4860:1
Students to Nurses		694:1
Students to Counselors		405:1
Students to Child Study Team		221:1

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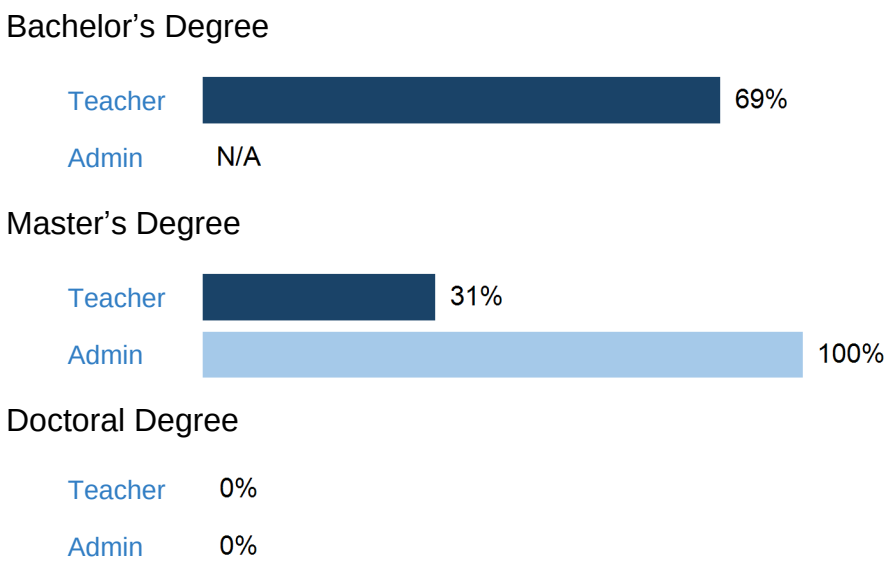
Teachers and Administrators - Level of Education

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	91.5%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	94.9%

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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	59.4%	75.0%
Male	40.6%	25.0%
White	88.5%	100.0%
Hispanic	5.2%	0.0%
Black or African American	2.1%	0.0%
Asian	4.2%	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	32.95	15.0%
Mathematics Proficiency	33.24	15.0%
Graduation Rate - 4-Year	12.03	20.0%
Graduation Rate - 5-Year	28.74	20.0%
Progress Towards English Language Proficiency	47.27	20.0%
Chronic Absenteeism	43.97	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	31.93	n/a
Summative Rating: Percentile Rank of Summative Score	24.07	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	Not Met	Met Target	Met Target†	Met	No
White	24.88	8.94	No	Met Target†	Not Met	Not Met	Met Target	n/a	Met	No
Hispanic	47.98	8.94	No	Not Met	Not Met	Not Met	Met Target	n/a	Met	No
Black or African American	24.10	8.94	No	Met Target†	Met Target†	Not Met	Not Met	n/a	Not 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	**	n/a	**	No
Economically Disadvantaged Students	57.52	8.94	No	Not Met	Not Met	Not Met	Met Target	n/a	Met	No
Students with Disabilities	21.81	8.94	No	Not Met	Not Met	Not Met	Met Target	n/a	Not Met	No
English Learners	56.13	8.94	No	Not Met	Not Met	Met Target	Met Goal	**	Met	No

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

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School Narrative

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

Highlights:	• 12 Dual Enrollment Courses, in various academic areas, totaling 33 college credit potential • 3rd year participation in NJ Special Olympics • Participated in 2018 NJ Seal of Biliteracy Program. 18 seniors earned the Seal in either Spanish or Polish.
Mission, Vision, Theme:	We have recently created and adopted our school crest. The symbol includes multiple flames -- We are Boilermakers ? we produce flames that burn brightly. Know that the flames represent success in academics and athletics and the virtues of scholarship, citizenship, character & athleticism. The sledgehammers represent the hard work toward that achievement. Finally, there are championship symbols because we are known as The City of Champions.
Awards, Recognition, Accomplishments:	These represent an overview of recent awards: National Merit Scholarship Program Student Commendation, Grammy Grant recipient, recognized by U.S. News and World Report as a Bronze School twice in the last four years, student-athlete recognized as National Soccer Association of America Scholar All American. During the past five years, 5 students have received full Questbridge scholarships to attend Ivy League Universities.

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Courses, Curriculum, Instruction:	There is a current potential for students to receive 33 college credits through dual enrollment with Bergen Community College and Farleigh Dickinson University. We currently offer 6 AP Courses, enrollment is increasing each year. Additional courses in both areas, are being considered for the upcoming school year. Additionally, we officially introduced a new CTE program - Drafting and Design Technology/Technician, during the 2016-2017 school year.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cheerleading (Coed), Cross Country (Boys & Girls), Football (Coed), Golf (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Coed) For the 2017-2018 school year: Boys Soccer- NJIC Colonial Champions. Coach of the Year HonorWrestling- Division 1 Champions. Coach of the Year Honor. 4 Holiday Tournament Champions.Our Garfield Athletic Hall of Fame is very active and each year comes together to acknowledge the accomplishments of past teams and alumni.
Clubs and Activities:	GHS offers over 40 clubs and activities. Many include a community component such as participation in the NY Pulaski Day Parade, Bergen County Teen Arts Festival, County Math Team competitions. Students are encouraged to accrue community service hours. For example, our Helping Hands club includes activities from shoveling snow, helping at grammar school programs, to fundraising for cancer research. Other very active clubs include Student Council, Anime, Women Empowerment, TREND, and Retrospect.

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Before and After School Programs:	The Extended Day Program offers tutoring by GHS teachers for all students in the major subject areas, before and after school. We also have teacher led Extended Year Programs for all ESL students and qualifying students with disabilities. Summer College Prep classes are held for students entering AP and dual enrollment classes; these are also taught by qualified teachers. Our Mentoring Program is for at-risk students who meet regularly with their teacher-mentor.
Staff and Professional Learning:	For the past two decades, Garfield has partnered with Saint Peter's University to offer advanced degree programs. As a result, numerous teachers have attained Masters degrees and recently several teachers have entered their Doctoral program. Teachers also earn advanced degrees in their field from other universities. Aside from district professional development days, teachers also meet with their academic department or course-level colleagues during daily common planning time or common prep times. The district also utilize GCN online professional learning.
Postsecondary Information:	GHS offers Financial Aid Night, College Fairs, numerous college campus and representative visits, and access to Career Cruising. All students in grades 9-11 take the PSAT?s. Students also take advantage of free SAT prep classes, before, during and after school. Over 70% of graduates are accepted to college. The remaining enter the work force (15%), armed forces (4%) or attend technical schools (8%). Our graduates go on to a variety of in-state and out of state colleges and universities.

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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.

Student Supports and Services:	GHS offers 4 levels of English classes for ELL students, a Port of Entry class, and will also receive additional support in select core classes. The Intervention and Referral Services Team meets regularly to assist students who are experiencing academic challenges. The Student Youth Development program (SYD) is designed to assist students with behavioral concerns in the classroom. The School Safety Team also plans activities throughout the year as well as moderate student mediation sessions. Students with disabilities have access to CST services and varied levels of classes (MD/SC/NS/Co-taught). The High School Guidance Department offers individualized services for students relating to academic, social, health and other concerns.
Student Health and Wellness:	The school district participates in the national free and reduced breakfast and lunch programs. All students cycle through a variety of physical education programs including but not limited to: basketball, volleyball, badminton, ping pong, archery, aerobics, weight lifting, running, and more. Numerous open-gym nights are held throughout the year and the weight room is open to all students several times per week after school.
Parent and Community Involvement:	Our parent groups include: District Home & School Consortium, GHS HSA, Project Graduation, Athletic Boosters and Band Parents. A few of our community events include the GHS Blood Drive, library window painting, Passiac River Clean Up, Homecoming Community BBQ, INTERACT/Rotary Thanksgiving Day meal prep for the needy (over 300 meals served), Senior Housing visit, Preschool reading sessions, Boilermaker Nation (community newspaper), partnerships with BCC and FDU, and Adult ESL classes.

NJ SCHOOL PERFORMANCE REPORT

GARFIELD HIGH SCHOOL
(03-1700-050)
Grades Offered: 09-12
2017-2018

Report Key:
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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Both students and faculty take a comprehensive online survey once a year. Through this survey it has been shown that a vast majority of faculty respect and embrace diversity. Students are encouraged to think critically, and educational activities are modified to meet student learning needs. Information from each survey is analyzed by our school data team and suggestions are made for school improvement and development of new programs.
Facilities:	The main building of Garfield HIgh School was constructed in 1955. Two major additions include a wing of classrooms (1960's) and an additional gymnasium (1980). Between 2012-2014 we completed major renovations in all of our science labs, auditorium and cafeteria, as well as halls and lockers.
School Safety:	GHS has a staff of safety officers who assist with building wide safety and security. In addition, our school routinely practices a variety of drills. Safety procedures and protocols are in place for a wide range of situations. We routinely work together with the Garfield Police Department. Our School Safety Team also regularly meets to plan a variety of activities and discuss any concerns.

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Technology and STEM:	During the 2017-2018 school year, GHS was once again a member of the SBJC STEAM Integration Grant. Within the school, we were able to begin to acquire supplies to begin the growth of a robotics class as well as 3-D printing. We continue to offer coding classes (including AP Computer Science Principles), dual enrollment classes in engineering and design, upper level science and mathematics courses.

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Other Information:	The school follows an A/B schedule with four block classes per day, 80 minutes each. This structure permits each class ample time to utilize different types of learning activities within a class period, including labs, group work, and in-depth discussions. All classrooms are equipped with SmartBoards. Teachers also utilize different types of communication tools such as: Remind, Twitter, Edmodo, Socrative, Realtime Parent Portal as well as the District Events Calendar. We have four computer labs, and 18 mobile computer carts (COWS), so that many classes can simultaneously integrate technology into daily activities. We are moving toward a 1-1 schoolwide initiative. During this school year we are upgrading our network infrastructure to support this initiative. We do have have a district wide uniform dress code, a school resource officer, as well as school safety officers. Our building Safety Team and Substance Awareness Coordinator plan various programs throughout the year to raise awareness on the topics of substance abuse, anti-bullying campaigns, cyber-safety, and dating violence. Within the past four years, all of our academic curricula have been updated to reflect current learning standards. The number of dual enrollment courses have grown to 12, with total student enrollment in these classes reaching over 250 a