NJ SCHOOL PERFORMANCE REPORT

CHRISTOPHER COLUMBUS SCHOOL #8
(03-1700-060)
Grades Offered: PK-05
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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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	JODI BIANCHI
Address	147 CEDAR STREET GARFIELD, NJ 07026
Phone Number	(973)340-5038
Email Address	JBIANCHI@GBOE.ORG
Website	http://s8.gboe.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
PK	20	14	14
KG	62	67	75
1	65	61	70
2	59	66	63
3	70	65	59
4	77	68	62
5	68	79	68
Total	421	420	411

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	48.7%	48.6%	47.4%
Male	51.3%	51.4%	52.6%
Economically Disadvantaged Students	59.6%	63.1%	61.6%
Students with Disabilities	14.5%	17.4%	21.9%
English Learners	5.2%	4.8%	6.1%
Homeless Students		1.9%	1.5%
Students in Foster Care		1.0%	0.7%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	45.1%	44.3%	42.1%
Hispanic	45.6%	44.5%	47.2%
Black or African American	7.4%	9.8%	9.2%
Asian	1.2%	1.0%	0.7%
Native Hawaiian or Pacific Islander	0.7%	0.2%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.2%	0.5%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2015-16	2016-17	2017-18
PK - Half Day	0	0	0
PK - Full Day	20	14	14
KG - Half Day	0	0	0
KG - Full Day	62	67	75

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	67.6%
Spanish	16.3%
Polish	4.6%
Macedonian	2.4%
Albanian	1.9%
Other Languages	7.1%

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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	47.5	49	50	Met Standard	50.5	50	50	Met Standard
White	44.5	53	50	Met Standard	50	52	51	Met Standard
Hispanic	62.5	47	49	Exceeds Standard	57	50	48	Met Standard
Black or African American	41	41	44	**	24	45	44	**
Asian, Native Hawaiian, or Pacific Islander	*	56	61	**	*	60	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	N	*	49	**	N	*	51	**
Economically Disadvantaged	46	47	48	Met Standard	47	50	47	Met Standard
Students with Disabilities	67	47	41	Exceeds Standard	82	54	43	Exceeds Standard
English Learners	*	58	54	**	*	61.5	51	**

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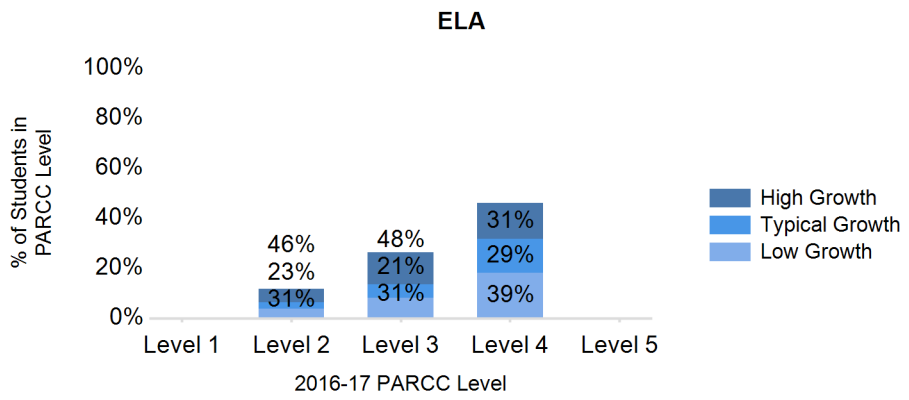
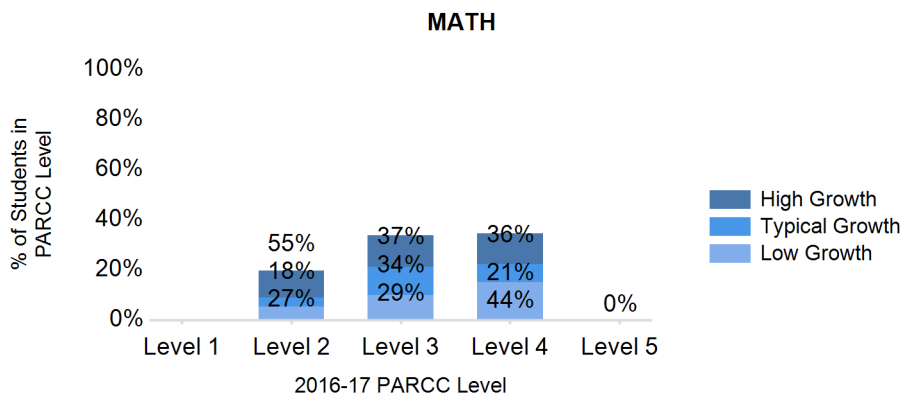
Student Growth by Performance Level

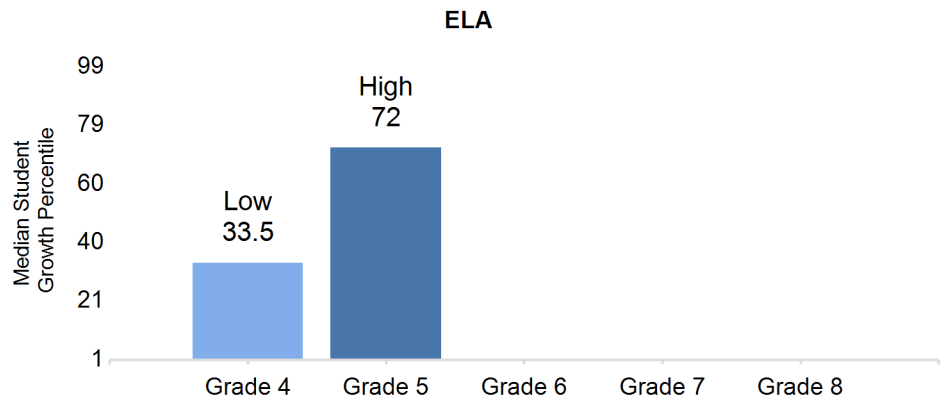
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

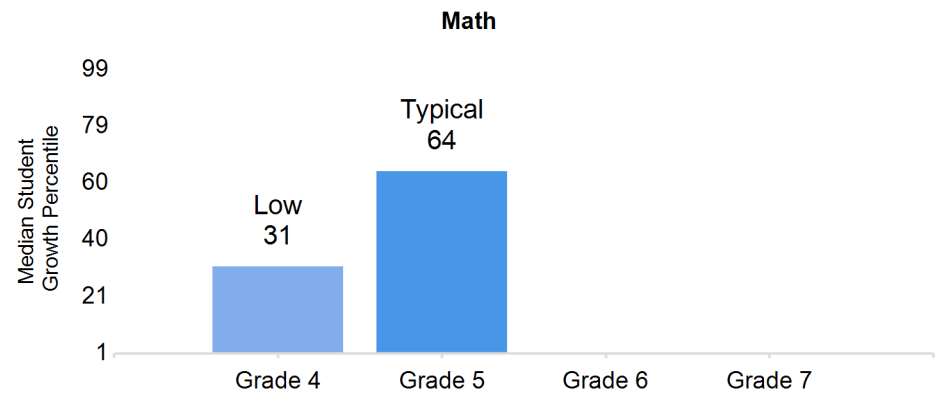




Student Growth by Grade

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	173	94.7	58.4	*	56.7	58.4	59	Met Target†
White	73	97.4	65.8	61.5	65.6	65.8	69.4	Met Target†
Hispanic	80	94.3	57.6	*	42.5	56.9	49	Met Target
Black or African American	*	*	*	40.5	37.3	*	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	75.0	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	79	94.2	62.0	*	64.5	62.0		
Male	94	95.1	55.3	*	49.4	55.3		
Economically Disadvantaged Students	100	92.9	52.0	*	38.5	51.7	52.2	Met Target†
Non-Economically Disadvantaged Students	73	97.4	67.1	59.9	67.5	67.1		
Students with Disabilities	39	82.4	41.1	19.9	21.6	36.6	17.2	Met Target
Students without Disabilities	134	99.3	63.4	60.4	63.9	63.4		
English Learners	12	100.0	25.0	31.2	27.3	25.0	**	**
Non-English Learners	161	94.4	60.9	55.0	59.4	60.9		
Homeless Students	*	*	*	36.2	27.7	*		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	*	57.4	N		
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 3

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	56	753	756	750	*	*	32%	*	*	48%	52%
White	24	757	*	759	*	*	*	*	*	54%	61%
Hispanic	26	746	751	736	*	*	*	*	*	38%	38%
Black or African American	*	*	751	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	*	758	N	N	N	N	N	N	58%
Female	21	751	761	756	*	*	*	*	*	48%	57%
Male	35	754	751	744	*	*	*	*	*	49%	46%
Economically Disadvantaged Students	31	741	*	733	*	*	*	*	*	32%	34%
Non-Economically Disadvantaged Students	25	768	*	762	*	*	*	*	*	68%	64%
Students with Disabilities	11	719	*	719	*	*	*	*	*	18%	24%
Students without Disabilities	45	761	*	756	*	*	*	*	*	56%	57%
English Learners	*	*	723	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	758	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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	57	743	762	756	*	21%	33%	*	*	42%	58%
White	25	753	*	764	0%	*	*	*	*	60%	68%
Hispanic	22	739	760	744	0%	*	*	*	*	36%	44%
Black or African American	10	727	*	739	*	*	*	*	*	10%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	782	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	763	N	N	N	N	N	N	63%
Female	26	746	767	762	*	*	*	*	*	46%	63%
Male	31	740	755	751	*	*	*	*	*	39%	53%
Economically Disadvantaged Students	38	738	758	740	*	*	*	*	*	37%	40%
Non-Economically Disadvantaged Students	19	753	769	767	*	*	*	*	*	53%	70%
Students with Disabilities	14	744	731	726	*	*	*	*	*	50%	25%
Students without Disabilities	43	743	767	762	*	*	*	*	*	40%	64%
English Learners	*	*	738	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	763	759	*	*	*	*	*	*	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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	62	768	759	755	*	*	*	*	*	84%	58%
White	25	772	770	763	*	*	*	*	*	88%	68%
Hispanic	33	767	752	743	0%	*	*	*	*	85%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	N	763	N	N	N	N	N	N	65%
Female	34	772	765	762	*	*	*	*	*	85%	66%
Male	28	763	752	749	*	*	*	*	*	82%	51%
Economically Disadvantaged Students	34	768	755	739	*	*	*	*	*	85%	39%
Non-Economically Disadvantaged Students	28	768	764	766	*	*	*	*	*	82%	71%
Students with Disabilities	13	749	736	724	*	*	*	*	*	54%	22%
Students without Disabilities	49	773	764	762	*	*	*	*	*	92%	65%
English Learners	*	*	729	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	760	757	*	*	*	*	*	*	60%
Homeless Students	N	N	*	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	*	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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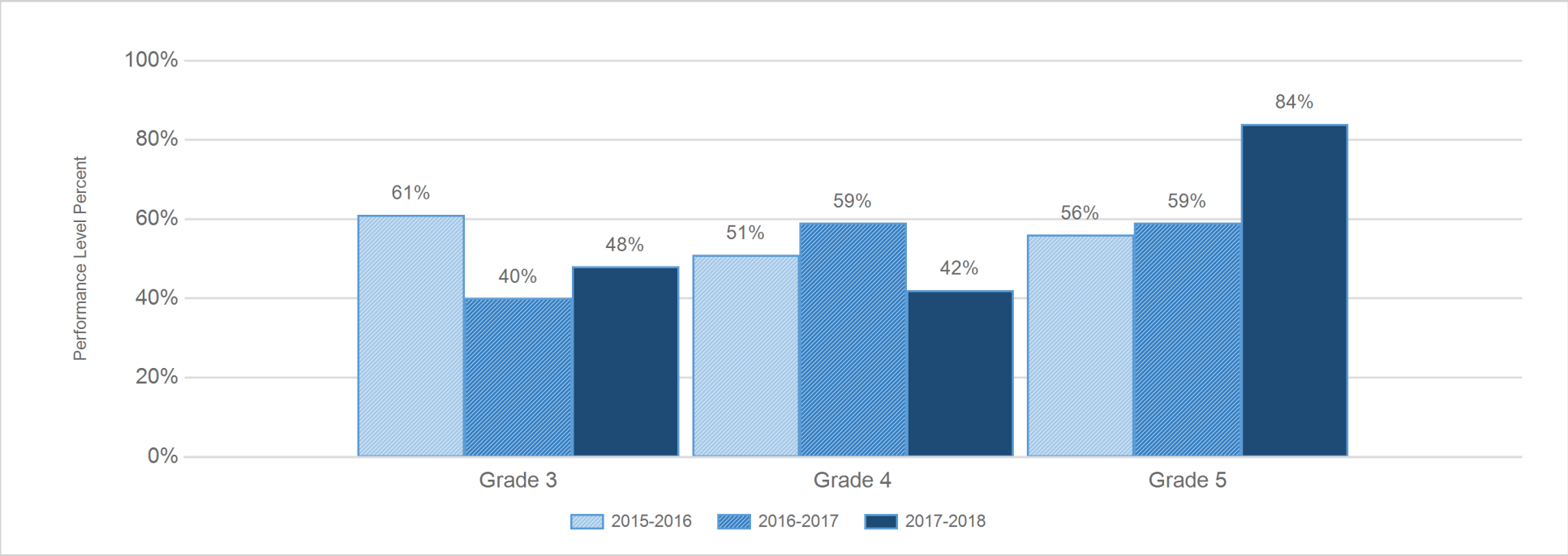
English Language Arts/Literacy Assessment - Performance Trends

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	173	94.7	46.8	*	45.0	46.8	49.8	Met Target†
White	73	97.4	58.9	49.5	54.1	58.9	59.8	Met Target†
Hispanic	80	94.3	37.5	*	29.2	37.2	42.7	Met Target†
Black or African American	*	*	*	25.4	23.4	*	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	70.4	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	79	94.2	44.3	*	46.0	44.3		
Male	94	95.1	48.9	*	43.9	48.9		
Economically Disadvantaged Students	100	92.9	44.0	*	26.6	43.7	38.5	Met Target
Non-Economically Disadvantaged Students	73	97.4	50.7	*	55.9	50.7		
Students with Disabilities	39	82.4	48.7	15.3	17.1	43.5	20.2	Met Target
Students without Disabilities	134	99.3	46.3	43.6	50.5	46.3		
English Learners	12	100.0	25.0	31.4	24.6	25.0	**	**
Non-English Learners	161	94.4	48.5	38.9	46.9	48.5		
Homeless Students	*	*	*	25.6	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	*	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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).

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	56	749	754	752	*	21%	32%	*	*	45%	53%
White	24	760	*	760	0%	*	*	*	*	54%	64%
Hispanic	26	740	747	739	*	*	*	*	*	31%	38%
Black or African American	*	*	751	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	*	757	N	N	N	N	N	N	59%
Female	21	749	753	752	*	*	*	*	*	43%	53%
Male	35	749	756	751	*	*	*	*	*	46%	53%
Economically Disadvantaged Students	31	743	*	736	*	*	*	*	*	39%	35%
Non-Economically Disadvantaged Students	25	757	*	762	*	*	*	*	*	52%	66%
Students with Disabilities	11	744	*	730	*	*	*	*	*	45%	29%
Students without Disabilities	45	751	*	756	*	*	*	*	*	44%	57%
English Learners	*	*	742	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	755	754	*	*	*	*	*	*	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

CHRISTOPHER COLUMBUS SCHOOL #8
(03-1700-060)
Grades Offered: PK-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment - Performance by Grade: Grade 4

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).

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	57	739	751	748	*	25%	30%	*	*	37%	49%
White	25	747	*	755	*	*	*	*	*	52%	60%
Hispanic	22	738	747	737	0%	*	*	*	*	32%	34%
Black or African American	10	724	*	730	*	*	*	*	*	10%	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	774	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	N	752	N	N	N	N	N	N	55%
Female	26	734	751	748	*	*	*	*	*	31%	50%
Male	31	743	751	748	*	*	*	*	*	42%	49%
Economically Disadvantaged Students	38	738	747	733	*	*	*	*	*	34%	30%
Non-Economically Disadvantaged Students	19	741	756	758	*	*	*	*	*	42%	62%
Students with Disabilities	14	749	737	725	*	*	*	*	*	57%	22%
Students without Disabilities	43	736	753	753	*	*	*	*	*	30%	55%
English Learners	*	*	739	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	751	750	*	*	*	*	*	*	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

CHRISTOPHER COLUMBUS SCHOOL #8
(03-1700-060)
Grades Offered: PK-05
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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).

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	62	751	749	748	*	*	24%	*	*	63%	49%
White	25	759	760	756	*	0%	*	*	*	76%	60%
Hispanic	33	745	743	736	*	*	30%	*	*	52%	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	N	754	N	N	N	N	N	N	55%
Female	34	752	750	749	*	*	*	*	*	59%	50%
Male	28	750	748	747	*	*	*	*	*	68%	48%
Economically Disadvantaged Students	34	748	744	733	*	*	*	*	*	65%	29%
Non-Economically Disadvantaged Students	28	754	758	758	*	*	*	*	*	61%	62%
Students with Disabilities	13	746	736	726	*	*	*	*	*	62%	20%
Students without Disabilities	49	752	752	752	*	*	*	*	*	63%	55%
English Learners	*	*	732	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	750	750	*	*	*	*	*	*	51%
Homeless Students	N	N	*	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

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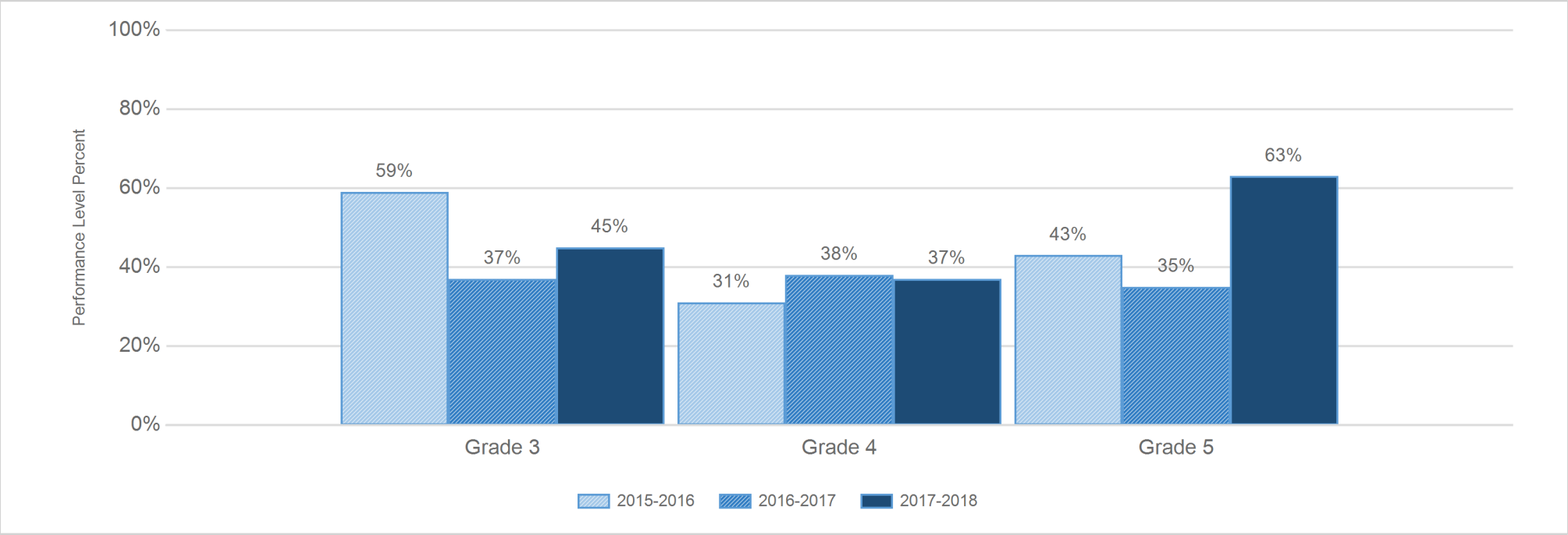
Mathematics Assessment – Performance Trends

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
3	*	*
4	*	*
5	*	*

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	58.3%	**	**

† 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	14	*	*
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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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.

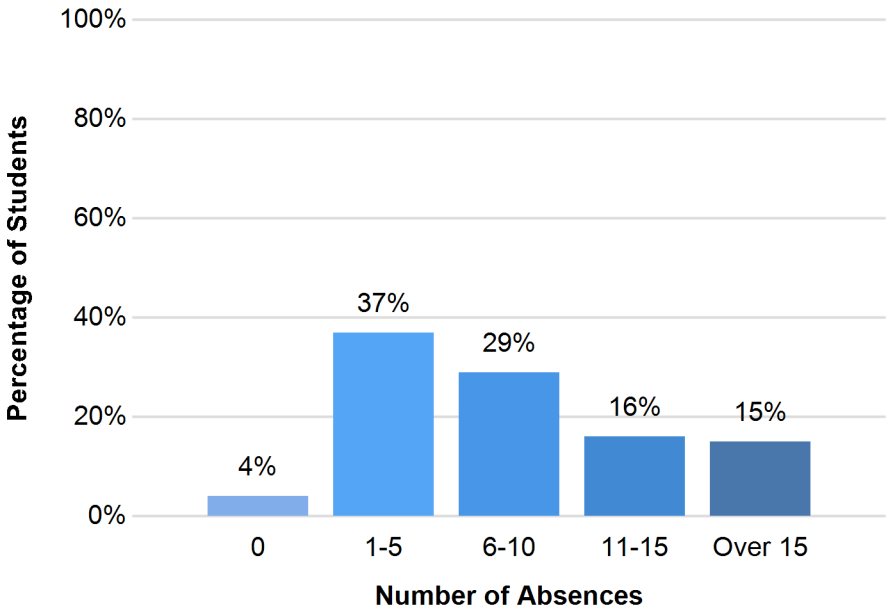
Chronic Absenteeism

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	46	11.8	8.9	Not Met
White	10	6.0	8.9	Met
Hispanic	23	12.8	8.9	Not Met
Black or African American	13	33.3	8.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	37	15.7	8.9	Not Met
Students with Disabilities	23	24.5	8.9	Not Met
English Learners	3	14.3	8.9	Not 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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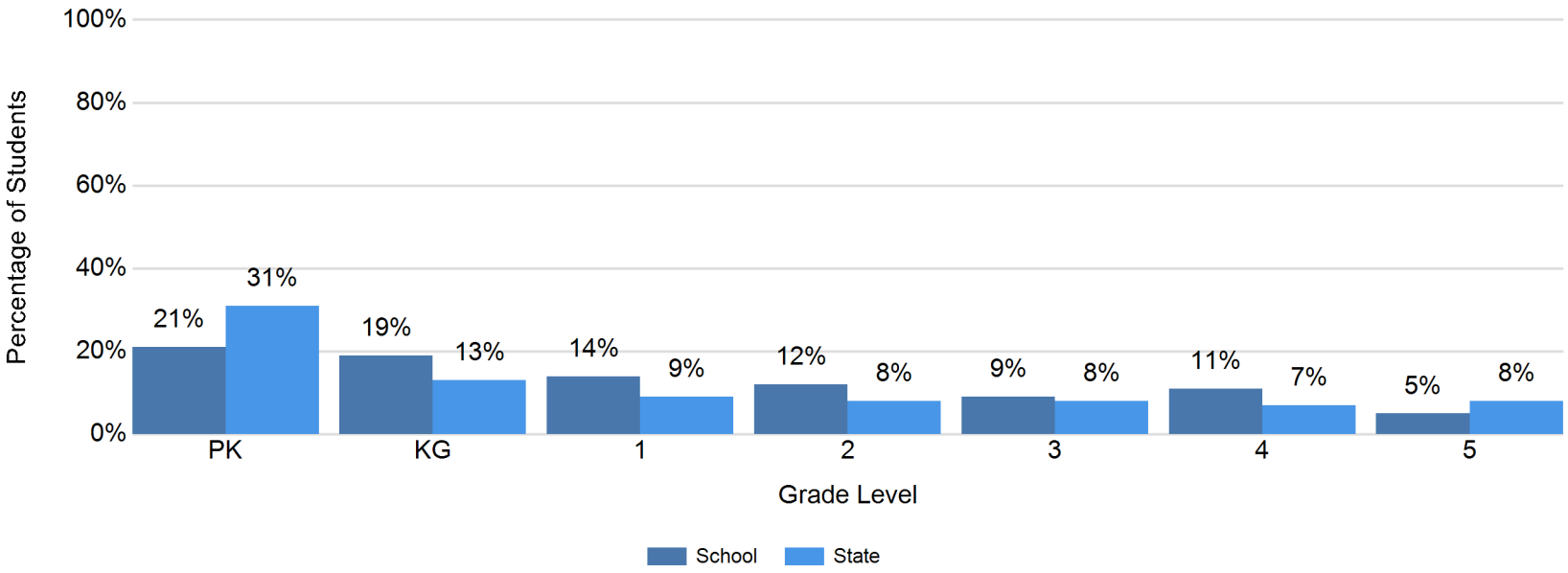
Chronic Absenteeism by Grade

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	6
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	2.43

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	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1

NJ SCHOOL PERFORMANCE REPORT

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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	0	1	1
Other	1	4	5
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	*	*
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
20

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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	8:35 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 10 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	N

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	34	117,464
Average years experience in public schools	13.6	12.0
Average years experience in district	13.6	10.7
Teachers in district for 4 or more years	94.1%	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	12:1	11:1
Students to Administrators	206:1	128:1
Teachers to Administrators	17:1	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

NJ SCHOOL PERFORMANCE REPORT

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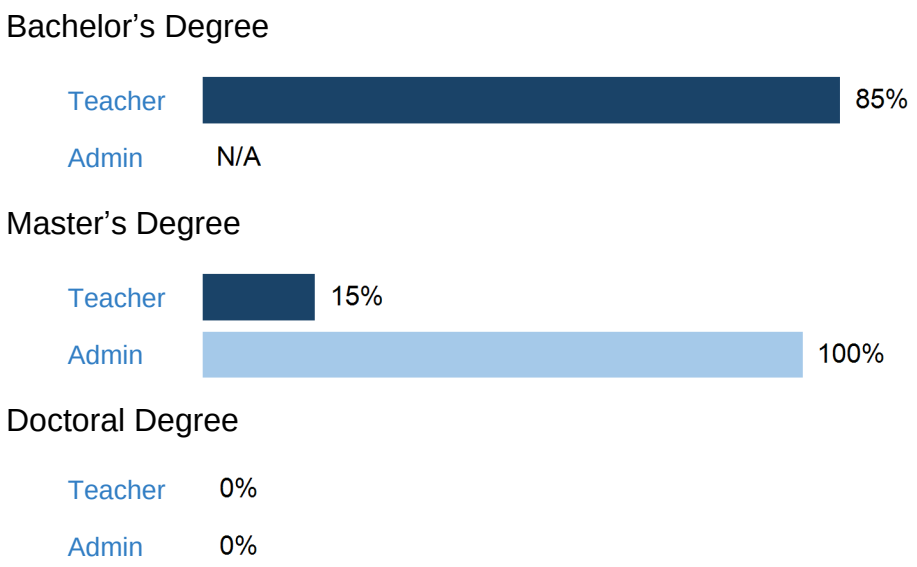
Teachers and Administrators - Level of Education

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	94.4%

NJ SCHOOL PERFORMANCE REPORT

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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 – Demographics

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

Category	Teachers	Administrators
Female	91.2%	100.0%
Male	8.8%	0.0%
White	100.0%	100.0%
Hispanic	0.0%	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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(03-1700-060)
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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	53.85	17.5%
Mathematics Proficiency	59.48	17.5%
English Language Arts Growth	57.05	25.0%
Mathematics Growth	67.60	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	16.19	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	53.42	n/a
Summative Rating: Percentile Rank of Summative Score	54.80	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	**	Not Met	No
White	43.59	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	69.27	14.08	No	Met Target	Met Target†	Exceeds Standard	Met Standard	n/a	Not Met	No
Black or African American	**	**	No	N	N	**	**	n/a	Not Met	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	57.80	14.08	No	Met Target†	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	81.78	14.08	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	Not Met	No

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

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School Narrative

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

Highlights:	• Eighty percent of fifth graders met or exceeded PARCC expectations in both ELA and Math • Reading Coaches continue to support our Reader's Writers Workshop as it progresses into grades 1-2. We now have a full time Reading Specialist as well as a Reading coach who visits every other month • Our school was awarded the BCUA Environmental Awareness Challenge Grant
Mission, Vision, Theme:	Garfield strives to provide intellectual experiences within the context of a multi-cultural setting. This environment will enable students to achieve their maximum potential. Each school shall seek to assist every student in the development of social skills and moral attitudes to successfully meet the challenges of a complex and ever changing world. Garfield is committed to creating a flexible educational environment addressing the individualities and potentialities the students.
Awards, Recognition, Accomplishments:	Teacher of the year was recognized by the county and by the board of education. A grant was awarded through the Bergen County Environmental Club. Several Donor's Choose projects were funded by various stakeholders.

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Courses, Curriculum, Instruction:	*District Created Curriculum in compliance with NJSLSWilson Program*Study Island - Digital (k-5)Math -*Go Math -2015 (k-5)Science -FOSSSocial Studies -**Elementary G & T program,Homework: Gr. K-2 15-20 min. Gr. 3-5 45-60 min.
Clubs and Activities:	The school provides the following clubs and activities throughout the year: There is a Yearbook Club, Student Council, Family Math/ Literacy programs, and various Extended day programs.

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Before and After School Programs:	After School services are provided by the Recreation Center, Kidz University and the YMCA all serving a K-5 population. After School programs include Parcc Enrichment, Reading Fundations, Science, Environment, and ESL .
Staff and Professional Learning:	Professional developmentwas provided in the areas of SGO development, Next Generation Science Standards, Reader's workshop, GCN tutorials in various areas, HIB/Antibullying refreshers, school law and special education law, CPR and emergency response team through Janet's Law, Least Restrictive Environment, Technology in the classroom, Wilson, Classroom Management, Mentoring, STEM, Grade Level meetings with Principals and Curriculum Supervisors, Performance Matters Training and Data Analysis.

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Student Supports and Services:	English Language Learners receive ESL. Students with Disabilities are provided with Speech, OT ,PT, and counseling when required through their IEPs. Students who are struggling are provided tutoring afterschool and interventions through I&RS such as WILSON, Parent Meetings are held to create a cohesive plan to assist students that are at risk for retention,
Student Health and Wellness:	The Breakfast program is offered to all students through our school meal provider. Students participate in activities in Physical Education classes and are provided daily recess opportunities.
Parent and Community Involvement:	Special Education Parent Advisory Group is a District Group. Within the school, the PTA supports the programming and staffing of parent/teacher run events. Parent Portal sign in letters are given at Back to School Night and November Conferences. Partnerships with the Local Police department provide programs such as LEAD to the students. DIstrict Consortium provide parent programming district wide for all levels.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers School Climate survey is conducted twice a year to a given population of students and to all parents to gauge school climate perceptions. The School Safety Team reviews the results for the changes to be addressed.
Facilities:	The school building was built in the early 1900s. We have a large gymnasium, 2 large trailers housing 4 classes and a large computer lab. There are 2 cafeteria rooms for students' lunches. We have 19 classrooms in the building.
School Safety:	We have 2 security officers in our building. We follow district guidelines to ensure all students and staff are safe. Our safety department performs 2 different drills a month including a fire drill, lockdown, shelter in place and/or bomb threat.

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Technology and STEM:	A district STEM program is instituted in district. The STEM teacher visits each school every 5 -6 weeks spending 5 days in the building teaching students a variety of stem activities. Teachers provide many STEM opportunities in the classroom based on the new science curriculum.
Early Childhood Education:	We have 2 preschool classrooms housed in our trailers which provide a full day schedule and follow all early childhood guidelines required by state.

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Other Information:	Our building has a BD Program as well as a K-1 and a 4-5 self contained classrooms. The students are provided inclusion opportunities with the general education population of students during various specials and academic courses. The Home and School does an wonderful job of providing family programs and events to our school community The students follow the uniform policy of the school district. In addition to working on our curriculum growth, the school dedicates time to the social and emotional growth of the population. Our school counselor provides opportunities for students to participate in lunch/bunch groups where students socialize and enjoy lunch together. Our school provides continuous growth and development with a prek through 5th grade experiences.