NJ SCHOOL PERFORMANCE REPORT

JAMES MADISON SCHOOL #10
(03-1700-205)
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
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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	JENNIFER ALFONSO
Address	55 LINCOLN PLACE GARFIELD, NJ 07026
Phone Number	(862)306-7190
Email Address	JALFONSO@GBOE.ORG
Website	http://s10.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	0	6	0
KG	56	51	53
1	56	52	53
2	73	58	46
3	63	76	54
4	68	52	69
5	52	66	50
Total	369	362	326

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	45.3%	45.6%	47.2%
Male	54.7%	54.4%	52.8%
Economically Disadvantaged Students	65.9%	62.4%	60.7%
Students with Disabilities	31.4%	29.3%	31.0%
English Learners	8.4%	5.5%	4.3%
Homeless Students		0.8%	1.2%
Students in Foster Care		0.3%	1.2%
Military-Connected Students		0.0%	0.3%
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	45.0%	46.4%	43.3%
Hispanic	46.6%	44.5%	47.2%
Black or African American	7.9%	8.0%	8.3%
Asian	0.3%	0.6%	0.9%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.3%	0.0%

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	0	6	0
KG - Half Day	0	0	0
KG - Full Day	56	51	53

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	71.8%
Spanish	12.9%
Polish	8.9%
Arabic	1.5%
Other Languages	4.9%

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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	75	49	50	Exceeds Standard	82	50	50	Exceeds Standard
White	79	53	50	Exceeds Standard	82	52	51	Exceeds Standard
Hispanic	75	47	49	Exceeds Standard	83.5	50	48	Exceeds Standard
Black or African American	53	41	44	**	80.5	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	75	47	48	Exceeds Standard	82	50	47	Exceeds Standard
Students with Disabilities	44	47	41	Met Standard	88	54	43	Exceeds Standard
English Learners	80	58	54	**	79.5	61.5	51	**

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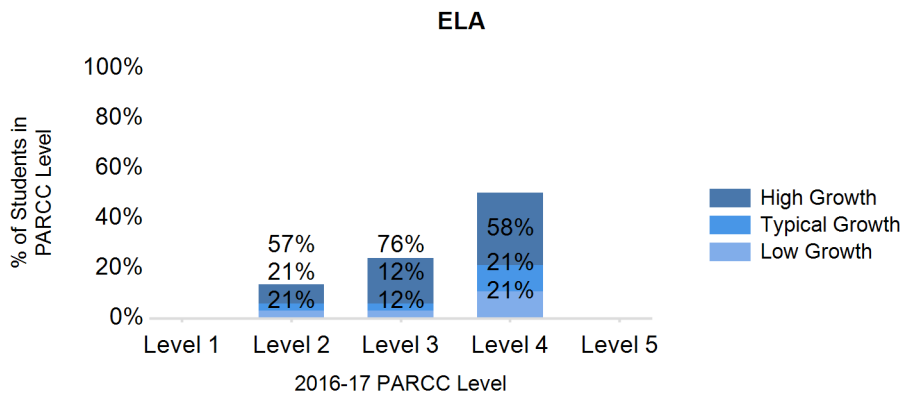
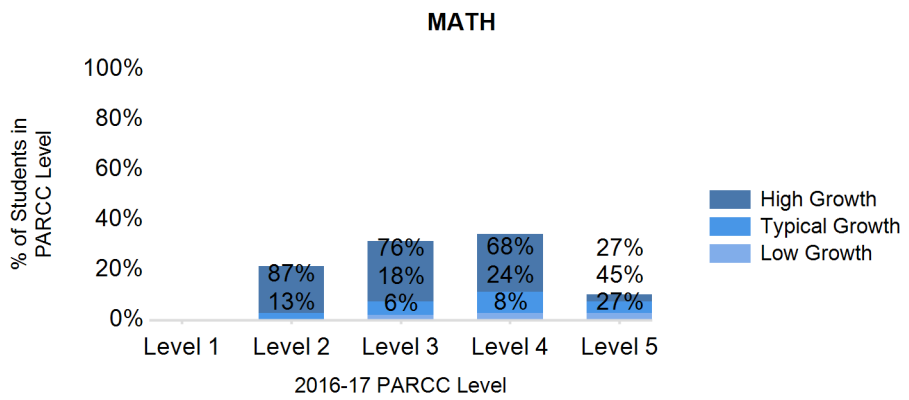
Student Growth by Performance Level

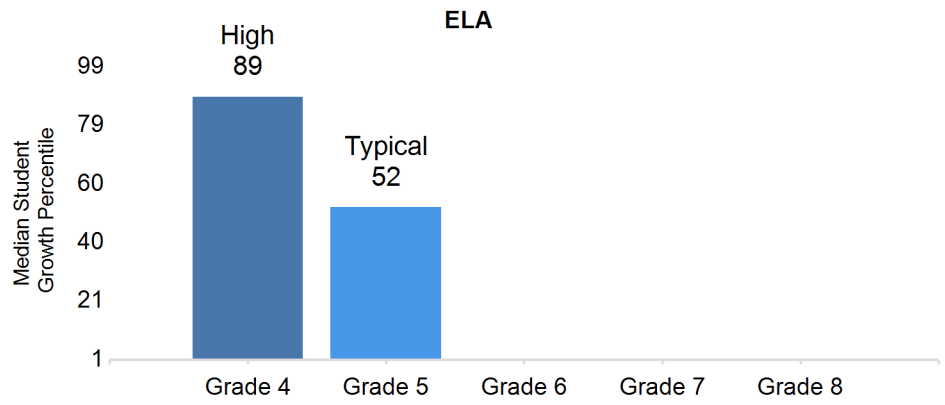
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

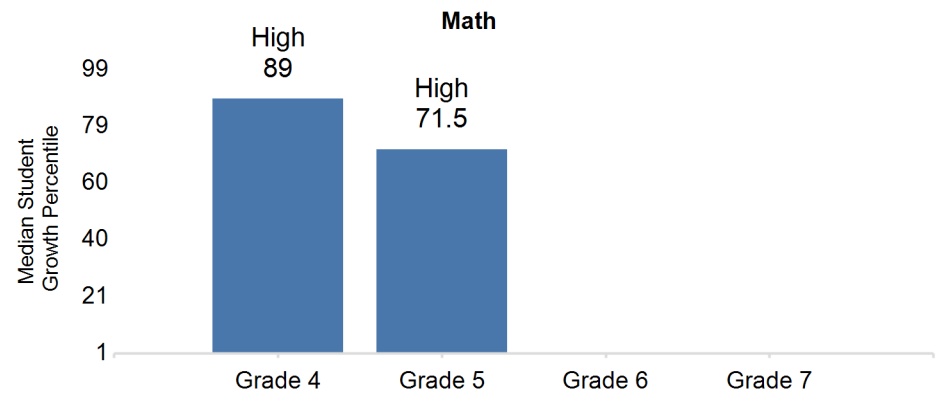




Student Growth by Grade

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	161	96.0	66.5	*	56.7	66.5	46.7	Met Target
White	64	95.6	75.0	61.5	65.6	75.0	56.7	Met Target
Hispanic	78	97.7	60.3	*	42.5	60.3	39.6	Met Target
Black or African American	*	*	*	40.5	37.3	*	**	**
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	78	100.0	83.4	*	64.5	83.4		
Male	83	92.6	50.6	*	49.4	49.1		
Economically Disadvantaged Students	102	96.4	64.7	*	38.5	64.7	38.5	Met Target
Non-Economically Disadvantaged Students	59	95.4	69.5	59.9	67.5	69.5		
Students with Disabilities	45	89.7	17.8	19.9	21.6	16.5	15.7	Met Target
Students without Disabilities	116	99.2	85.4	60.4	63.9	85.4		
English Learners	20	100.0	65.0	31.2	27.3	65.0	55.9	Met Target
Non-English Learners	141	95.5	66.7	55.0	59.4	66.7		
Homeless Students	*	*	*	36.2	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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	44	762	756	750	*	*	*	*	*	64%	52%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	21	745	751	736	*	*	*	*	*	38%	38%
Black or African American	*	*	751	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	777	N	N	N	N	N	N	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	20	774	761	756	*	*	*	*	*	80%	57%
Male	24	752	751	744	*	*	*	*	*	50%	46%
Economically Disadvantaged Students	26	753	*	733	*	*	*	*	*	54%	34%
Non-Economically Disadvantaged Students	18	775	*	762	*	*	*	*	*	78%	64%
Students with Disabilities	10	718	*	719	*	*	*	*	*	30%	24%
Students without Disabilities	34	775	*	756	*	*	*	*	*	74%	57%
English Learners	N	N	723	712	N	N	N	N	N	N	15%
Non-English Learners	44	762	758	753	*	*	*	*	*	64%	55%
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	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	61	780	762	756	0%	*	*	46%	39%	85%	58%
White	21	789	*	764	0%	0%	*	*	*	90%	68%
Hispanic	32	779	760	744	0%	*	*	56%	31%	88%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	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	33	782	767	762	0%	*	*	*	*	94%	63%
Male	28	778	755	751	0%	*	*	*	*	75%	53%
Economically Disadvantaged Students	42	776	758	740	0%	*	*	*	*	86%	40%
Non-Economically Disadvantaged Students	19	788	769	767	0%	*	*	*	*	84%	70%
Students with Disabilities	10	737	731	726	0%	*	*	*	*	30%	25%
Students without Disabilities	51	789	767	762	0%	*	*	*	*	96%	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	48	756	759	755	*	*	29%	*	*	54%	58%
White	*	*	770	763	*	*	*	*	*	*	68%
Hispanic	27	748	752	743	*	*	*	*	*	44%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	780	N	N	N	N	N	N	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	27	765	765	762	*	*	*	*	*	70%	66%
Male	21	745	752	749	*	*	*	*	*	33%	51%
Economically Disadvantaged Students	31	756	755	739	*	*	*	*	*	52%	39%
Non-Economically Disadvantaged Students	17	757	764	766	*	*	*	*	*	59%	71%
Students with Disabilities	15	728	736	724	*	*	*	*	*	*	22%
Students without Disabilities	33	769	764	762	*	*	*	*	*	*	65%
English Learners	*	*	729	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	760	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	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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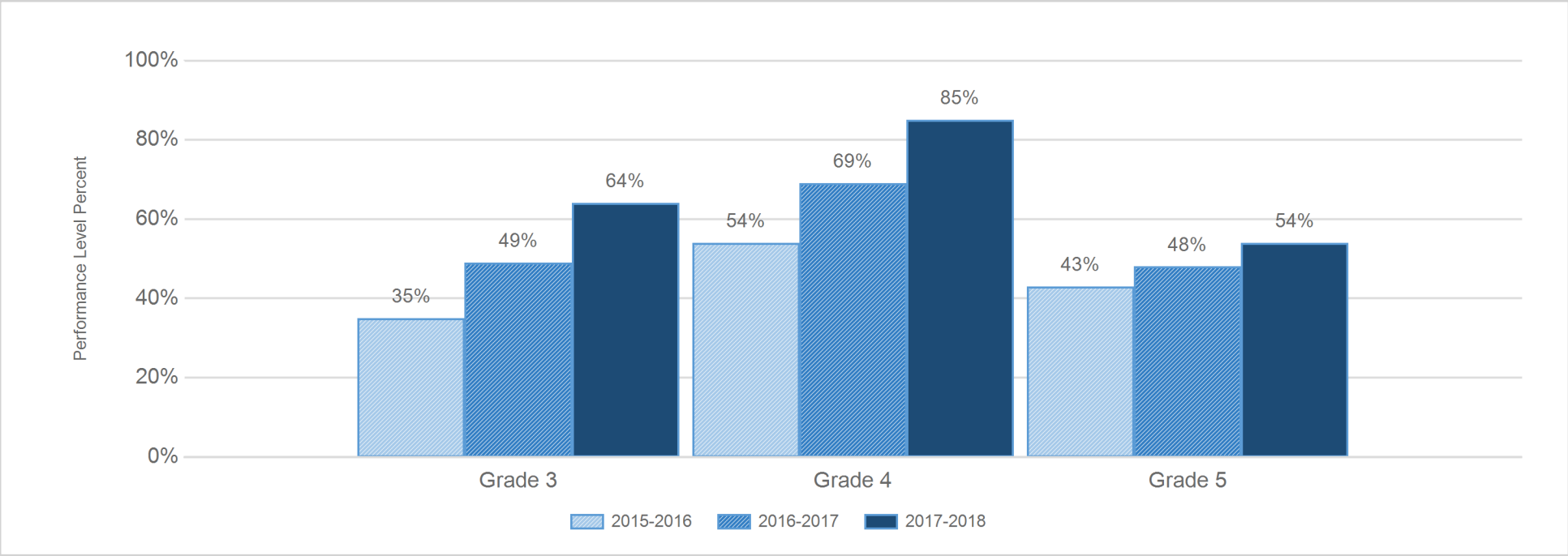
English Language Arts/Literacy Assessment - Performance Trends

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	161	96.0	67.1	*	45.0	67.1	50	Met Target
White	64	95.6	71.9	49.5	54.1	71.9	57.9	Met Target
Hispanic	78	97.7	67.9	*	29.2	67.9	45.4	Met Target
Black or African American	*	*	*	25.4	23.4	*	**	**
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	78	100.0	70.5	*	46.0	70.5		
Male	83	92.6	63.9	*	43.9	62.0		
Economically Disadvantaged Students	102	96.4	59.8	*	26.6	59.8	44.6	Met Target
Non-Economically Disadvantaged Students	59	95.4	79.7	*	55.9	79.7		
Students with Disabilities	45	89.7	37.7	15.3	17.1	35.0	22.2	Met Target
Students without Disabilities	116	99.2	78.4	43.6	50.5	78.4		
English Learners	20	100.0	85.0	31.4	24.6	85.0	44.2	Met Goal
Non-English Learners	141	95.5	64.5	38.9	46.9	64.5		
Homeless Students	*	*	*	25.6	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
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	44	776	754	752	0%	*	*	41%	30%	70%	53%
White	*	*	*	760	*	*	*	*	*	*	64%
Hispanic	21	754	747	739	0%	*	*	*	*	52%	38%
Black or African American	*	*	751	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	780	N	N	N	N	N	N	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	20	781	753	752	0%	*	*	*	*	70%	53%
Male	24	771	756	751	0%	*	*	*	*	71%	53%
Economically Disadvantaged Students	26	762	*	736	0%	*	*	*	*	62%	35%
Non-Economically Disadvantaged Students	18	795	*	762	0%	*	*	*	*	83%	66%
Students with Disabilities	10	748	*	730	0%	*	*	*	*	40%	29%
Students without Disabilities	34	784	*	756	0%	*	*	*	*	79%	57%
English Learners	N	N	742	726	N	N	N	N	N	N	23%
Non-English Learners	44	776	755	754	0%	*	*	41%	30%	70%	56%
Homeless Students	N	N	*	723	N	N	N	N	N	N	20%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	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

JAMES MADISON SCHOOL #10
(03-1700-205)
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	61	768	751	748	0%	0%	23%	*	*	77%	49%
White	21	772	*	755	0%	0%	*	*	*	81%	60%
Hispanic	32	767	747	737	0%	0%	*	*	*	78%	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	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	33	766	751	748	0%	0%	*	*	*	73%	50%
Male	28	770	751	748	0%	0%	*	*	*	82%	49%
Economically Disadvantaged Students	42	764	747	733	0%	0%	*	*	*	71%	30%
Non-Economically Disadvantaged Students	19	777	756	758	0%	0%	*	*	*	89%	62%
Students with Disabilities	10	753	737	725	0%	0%	*	*	*	50%	22%
Students without Disabilities	51	771	753	753	0%	0%	*	*	*	82%	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

JAMES MADISON SCHOOL #10
(03-1700-205)
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	48	758	749	748	*	*	27%	*	*	65%	49%
White	*	*	760	756	*	*	*	*	*	*	60%
Hispanic	27	756	743	736	*	*	*	*	*	67%	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	777	N	N	N	N	N	N	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	27	760	750	749	*	*	*	*	*	70%	50%
Male	21	755	748	747	*	*	*	*	*	57%	48%
Economically Disadvantaged Students	31	754	744	733	*	*	*	*	*	52%	29%
Non-Economically Disadvantaged Students	17	766	758	758	*	*	*	*	*	88%	62%
Students with Disabilities	15	744	736	726	*	*	*	*	*	47%	20%
Students without Disabilities	33	765	752	752	*	*	*	*	*	73%	55%
English Learners	*	*	732	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	750	750	*	*	*	*	*	*	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	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

JAMES MADISON SCHOOL #10
(03-1700-205)
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2017-2018

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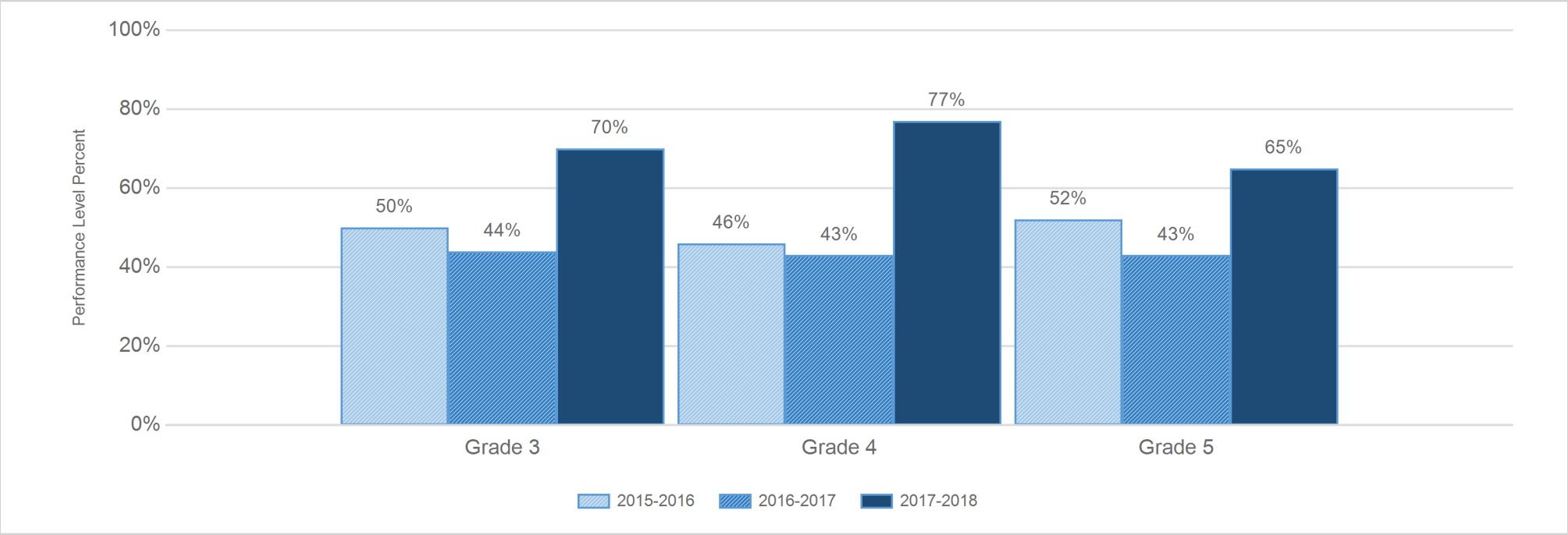
Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

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(03-1700-205)
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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	*	*	*

† 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	*	*	*
3-4	N	N	N
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.

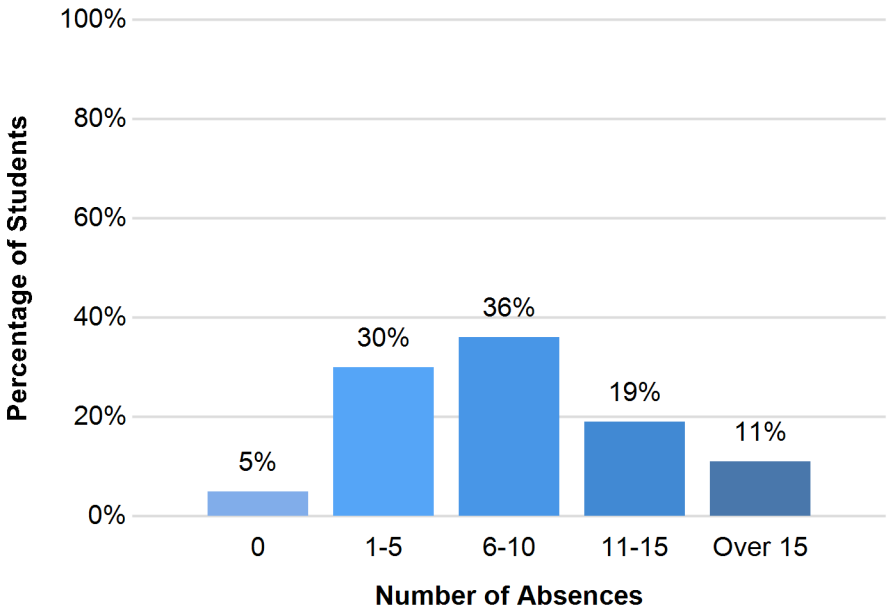
Chronic Absenteeism

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	28	8.6	8.9	Met
White	11	7.9	8.9	Met
Hispanic	13	8.4	8.9	Met
Black or African American	*	*	8.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	17	8.6	8.9	Met
Students with Disabilities	14	13.9	8.9	Not Met
English Learners	0	0	**	**

Days Absent

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



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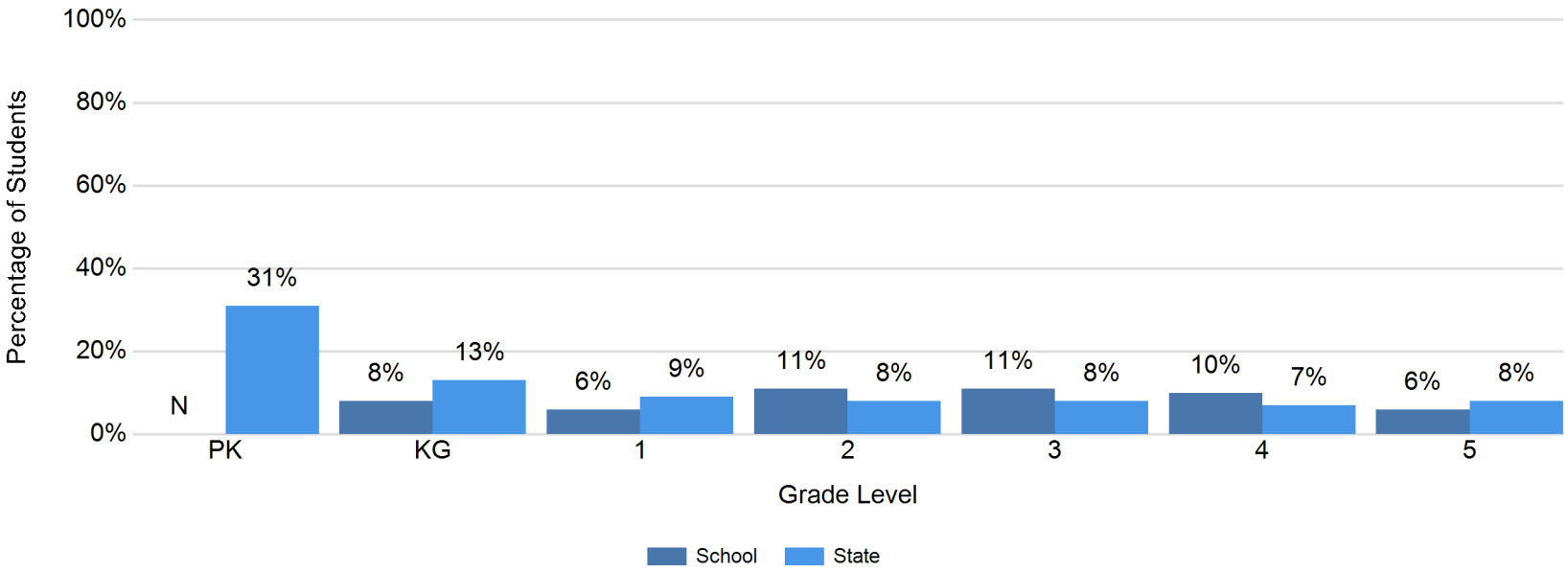
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

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

NJ SCHOOL PERFORMANCE REPORT

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Grades Offered: PK-05
2017-2018

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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	0	0
Other	1	0	1
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	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0

NJ SCHOOL PERFORMANCE REPORT

JAMES MADISON SCHOOL #10
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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	36	117,464
Average years experience in public schools	8.9	12.0
Average years experience in district	8.9	10.7
Teachers in district for 4 or more years	71.4%	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	9:1	11:1
Students to Administrators	163:1	128:1
Teachers to Administrators	18:1	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

JAMES MADISON SCHOOL #10
(03-1700-205)
Grades Offered: PK-05
2017-2018

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Teachers: All classroom teachers
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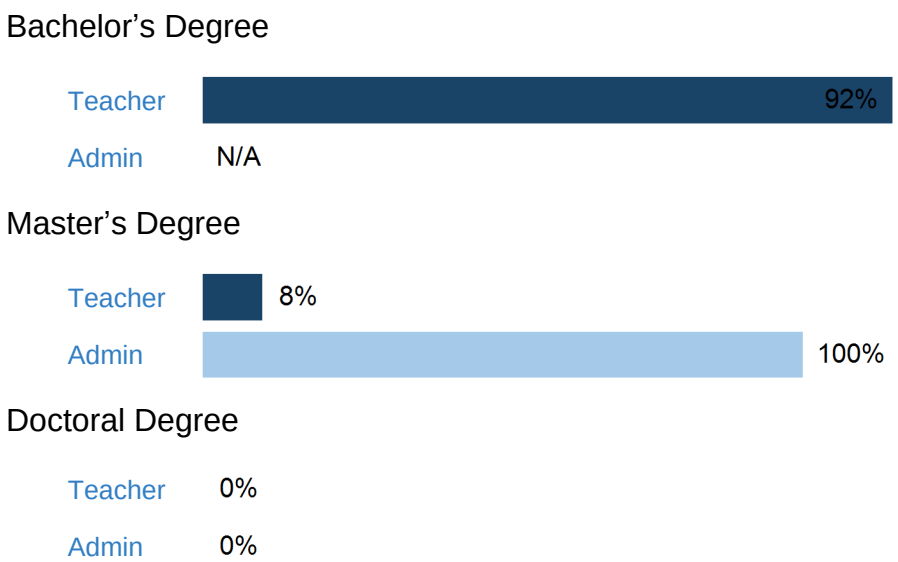
Teachers and Administrators - Level of Education

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	95.3%

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	94.4%	100.0%
Male	5.6%	0.0%
White	91.7%	100.0%
Hispanic	5.6%	0.0%
Black or African American	0.0%	0.0%
Asian	2.8%	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		

NJ SCHOOL PERFORMANCE REPORT

JAMES MADISON SCHOOL #10
(03-1700-205)
Grades Offered: PK-05
2017-2018

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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	70.85	17.5%
Mathematics Proficiency	91.94	17.5%
English Language Arts Growth	98.46	25.0%
Mathematics Growth	100.00	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	41.43	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	84.32	n/a
Summative Rating: Percentile Rank of Summative Score	94.31	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	Exceeds Standard	Exceeds Standard	**	Met	No
White	81.60	14.08	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Met	No
Hispanic	89.01	14.08	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	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	94.38	14.08	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Met	No
Students with Disabilities	68.64	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Not Met	No
English Learners	**	**	No	Met Target	Met Goal	**	**	**	**	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:	• The avg Parcc score of the school is higher than state and cross state in all categories. The avg Parcc score of the school is higher than the district score in all areas but Grade 5 ELA by 3 points. • Grade 3-5 students are 2-1 with technology. • Our Social and Emotional educations promotes positive interactions with staff and students throughout the building.
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 Safe Routes to School, Donor's Choose projects were funded by various stakeholders. NJASK Science scores were recorded at 85.3% of students Proficient and Advanced Proficient. Parcc Math scores were recorded higher than the District, the State and the Cross State scores in all grades of Math and Grade 4 of ELA.

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Courses, Curriculum, Instruction:	*Raz Kids/ Reading A to Z (k-5)*3-5 Reading Street Series 2014 *Wilson Program*Study Island - Digital (k-5)Math -*Go Math -2015 (k-5)*Motivation Math - 2015 (gr. 3-5)Science -*A Closer Look - 2009 (k-5) last year of implementationSocial Studies -*McMillan McGraw Hill 2009 *Elementary G & T program, challenge kitsHomework: Gr. K-2 15-20 min. Gr. 3-5 45-60 min.

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Before and After School Programs:	Before school a breakfast program is open to all students. After School services are provided by the Boys and Girls Club, Recreation Center, Kidz University and the YMCA all serving a K-5 population. After School programs include Parcc enrichment, Book clubs, History club, school library, Yearbook club, Newspaper Club, and Unified grant extended day programming in Language Arts and Math.
Staff and Professional Learning:	Professional development was 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 and Spanish Bilingual, Students with Disabilities are provided with Speech, OT ,PT, and counseling when required through IEP or 504. Students who are struggling are provided tutoring afterschool and interventions through I&RS such as WILSON, Parent Meetings are helped to create a cohesive plan to assist students that are at risk for retention.
Student Health and Wellness:	Breakfast program is offered to all students through school meal provider. Screenings for Health are conducted by the School Nurse in correlation with State mandates. Students participate in programs through the Physical Education program and are provided daily recess opportunities. Each Friday, the Physical Education Department conducts a one minute drill for the entire building to participate in.
Parent and Community Involvement:	Special Education Parent Advisory Group is a District Group. PTA supports the programming and staffing of parent run events. Parent Portal letters are given at Back to School Night and November Conferences. Partnerships with the Local Police department provide programs such as LEAD Program. District Consortium provide parent programming district wide for all levels. School holds a Science, Math and Literacy Nights.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers 87 staff surveys were conducted 97% of Staff agrees that they feel safe in the school , have pride in the school. 98% of the staff finds the students to be respectful towards the staff. 201 responses for students Grade 3-5 find that most students feel listened to and safe in school.
Facilities:	The school building was built in 1920s additions for an elevator was completed around 2000. The building only has air conditioning for the classes used for the summer extended school year programs. We have a large gymnasium, 2 large trailers housing 2 classes, a playground structure for students grade K and 1. The students this year have started a Buddy Bench area with a rock garden and a small vegetable garden.
School Safety:	Using school surveys that are conducted twice a year to a given population of students and to all parents and staff, School Safety Team reviews the results for the changes to be addressed. Monthly meeting are held

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Other Information:	Some further information about the Garfield School District is as followed: The Garfield School District has a parent information online system. The parents receive information for their child?s Parent Portal site. Parents can check as often as they like to see the following: ? Grade Book ? Report Cards ? Interims ? Food Services ? Important Documents ? Schedules ? Discipline ? Letters Fire drills/Emergency drills are conducted regularly throughout the school year to insure the safety of the students and the school personnel. Every school works with the Security Department monthly. Every school has a Security Guard to assist with drills and emergencies that arise in the buildings. Each school has an Anti-Bullying Specialist that is listed on each School?s homepage. The Garfield School District has a District Anti-Bullying Coordinator that has monthly meeting with the building Anti-Bullying Specialist and is always ready to assist them. Parents are made aware of the Harassment, Intimidation & Bullying policy which is located on the district website. This site has many resources and links for parents, students and staff. All elementary schools in our district have School wide Title I Programs. Basic Skills Improvement Program teachers, provide collaborative instruction in Reading/Language Arts and Mathematics in the classrooms. Additionally, all BSIP teachers are certified in Wilson Reading System Level I and are certified to provide Wilson Reading Remediation as indicated by the I&RS team's recommendation. The Garfield District has a uniform policy to that was created by a ?Dress Code Committee? consisting of students, teachers, administrators, and Board Members. The students are asked to wear a polo shirt in a certain color depending on the grade level and khaki pants. PE days were taken into consideration and dress code for that class has been modified.