NJ SCHOOL PERFORMANCE REPORT

GARFIELD MIDDLE SCHOOL
(03-1700-070)
Grades Offered: 06-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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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	RICHARD RIGOGLIOSO
Address	175 LANZA AVE GARFIELD, NJ 07026
Phone Number	(973)272-7020
Email Address	RRIGOGLIOSO@GBOE.ORG
Website	http://gms.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
6	310	317	362
7	338	314	319
8	302	325	292
Total	950	956	973

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	48.6%	50.6%	50.3%
Male	51.4%	49.4%	49.7%
Economically Disadvantaged Students	68.0%	66.6%	62.1%
Students with Disabilities	21.3%	21.4%	19.9%
English Learners	6.6%	5.5%	6.0%
Homeless Students		1.5%	1.3%
Students in Foster Care		0.6%	0.2%
Military-Connected Students		0.2%	0.1%
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	38.1%	36.1%	37.9%
Hispanic	51.8%	52.7%	50.9%
Black or African American	8.2%	9.0%	10.1%
Asian	1.4%	1.7%	0.7%
Native Hawaiian or Pacific Islander	0.2%	0.3%	0.3%
American Indian or Alaska Native	0.1%	0.1%	0.0%
Two or More Races	0.2%	0.1%	0.1%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	80.4%
Spanish	12.3%
Albanian	1.6%
Polish	1.1%
Arabic	1.0%
Other Languages	3.5%

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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	45	49	50	Met Standard	43	50	50	Met Standard
White	49	53	50	Met Standard	44	52	51	Met Standard
Hispanic	43	47	49	Met Standard	43	50	48	Met Standard
Black or African American	37	41	44	Not Met	35	45	44	Not Met
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	*	*	49	**	*	*	51	**
Economically Disadvantaged	42	47	48	Met Standard	44	50	47	Met Standard
Students with Disabilities	44.5	47	41	Met Standard	37.5	54	43	Not Met
English Learners	51	58	54	Met Standard	57	61.5	51	Met Standard

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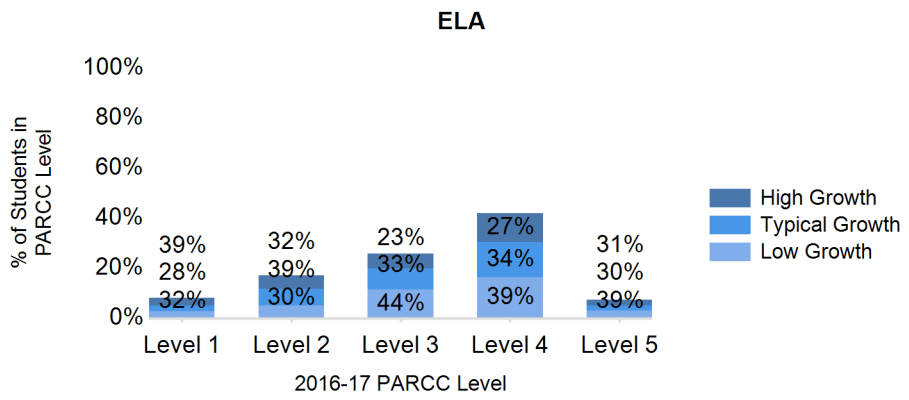
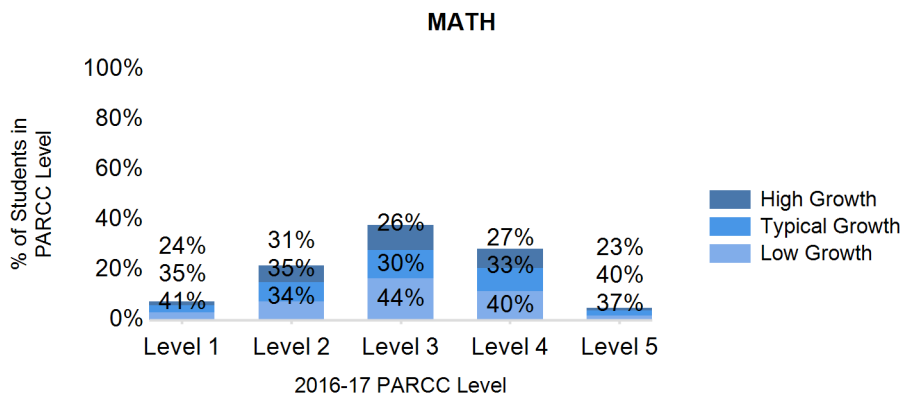
Student Growth by Performance Level

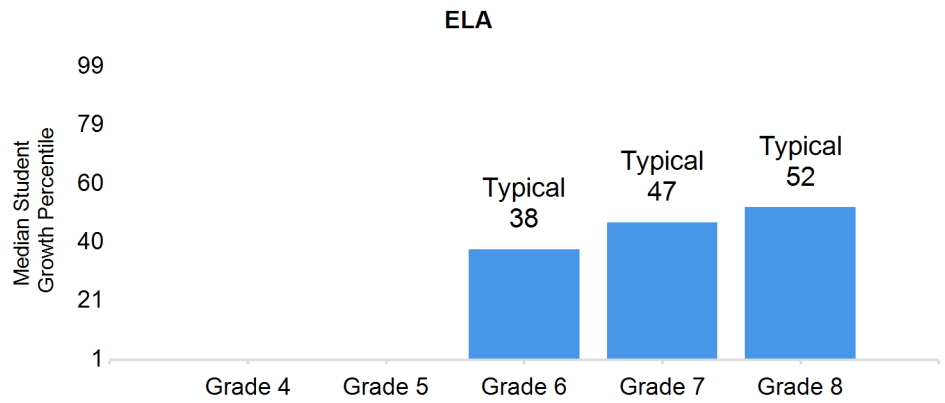
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

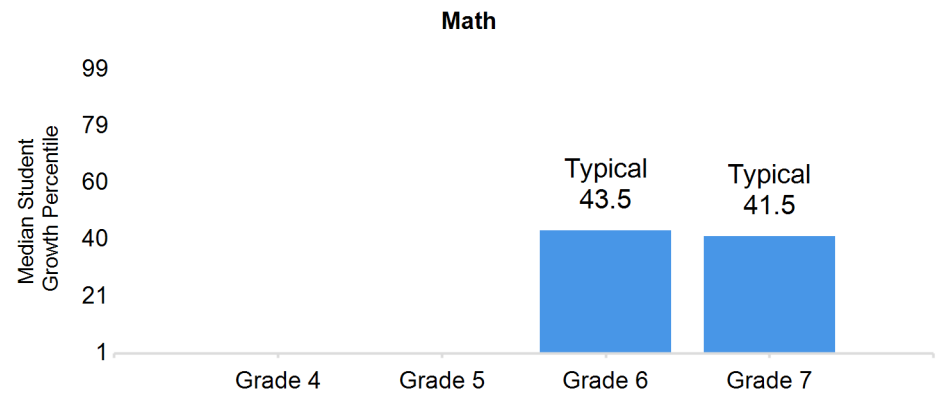




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	935	99.2	47.8	*	56.7	47.8	48.1	Met Target†
White	354	98.9	57.6	61.5	65.6	57.6	57.8	Met Target†
Hispanic	477	99.6	43.2	*	42.5	43.2	43.5	Met Target†
Black or African American	93	98.0	32.2	40.5	37.3	32.2	31.1	Met Target
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	*	*	*	*	63.4	*	**	**
Female	475	99.4	58.8	*	64.5	58.8		
Male	460	99.0	36.5	*	49.4	36.5		
Economically Disadvantaged Students	541	98.9	42.0	*	38.5	42.0	41.4	Met Target
Non-Economically Disadvantaged Students	394	99.5	55.8	59.9	67.5	55.8		
Students with Disabilities	207	98.6	17.9	19.9	21.6	17.9	17.3	Met Target
Students without Disabilities	728	99.3	56.3	60.4	63.9	56.3		
English Learners	58	100.0	13.8	31.2	27.3	13.8	14.1	Met Target†
Non-English Learners	877	99.1	50.0	55.0	59.4	50.0		
Homeless Students	12	100.0	50.0	36.2	27.7	50.0		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	354	746	746	754	6%	18%	32%	37%	7%	44%	56%
White	139	753	753	761	*	12%	30%	*	*	53%	66%
Hispanic	174	743	743	742	*	23%	30%	*	*	41%	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	172	755	755	761	*	*	31%	*	*	56%	64%
Male	182	737	737	748	*	*	32%	*	*	33%	48%
Economically Disadvantaged Students	206	739	739	739	*	*	31%	*	*	36%	37%
Non-Economically Disadvantaged Students	148	756	756	764	*	*	32%	*	*	55%	68%
Students with Disabilities	71	726	726	723	*	25%	31%	*	*	24%	18%
Students without Disabilities	283	751	751	760	*	17%	32%	*	*	49%	63%
English Learners	14	711	711	712	*	*	*	*	*	*	*
Non-English Learners	340	747	747	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	307	751	751	760	8%	16%	25%	33%	19%	51%	63%
White	112	761	761	768	*	*	19%	29%	31%	61%	72%
Hispanic	159	745	745	746	8%	18%	27%	36%	11%	47%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	N	N	N	767	N	N	N	N	N	N	68%
Female	159	759	759	769	*	*	25%	36%	23%	59%	72%
Male	148	742	742	752	*	*	24%	29%	14%	43%	54%
Economically Disadvantaged Students	177	744	744	742	9%	20%	27%	33%	11%	44%	44%
Non-Economically Disadvantaged Students	130	760	760	771	8%	9%	22%	32%	29%	61%	73%
Students with Disabilities	58	721	721	721	24%	33%	21%	22%	0%	22%	22%
Students without Disabilities	249	758	758	768	5%	12%	26%	35%	23%	58%	71%
English Learners	14	697	697	705	*	*	*	*	*	*	11%
Non-English Learners	293	753	753	762	*	*	*	*	*	*	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	286	746	746	759	10%	17%	25%	39%	9%	48%	60%
White	100	756	756	767	*	*	18%	50%	14%	64%	70%
Hispanic	152	741	741	744	10%	20%	30%	33%	8%	41%	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	N	N	N	766	N	N	N	N	N	N	66%
Female	149	757	757	768	*	*	26%	*	*	60%	69%
Male	137	734	734	751	*	*	24%	*	*	35%	52%
Economically Disadvantaged Students	168	740	740	740	*	*	24%	*	*	45%	42%
Non-Economically Disadvantaged Students	118	754	754	769	*	*	26%	*	*	53%	71%
Students with Disabilities	73	714	714	719	25%	38%	27%	*	*	10%	19%
Students without Disabilities	213	757	757	766	5%	9%	24%	*	*	62%	68%
English Learners	14	687	687	703	*	*	*	*	*	*	*
Non-English Learners	272	749	749	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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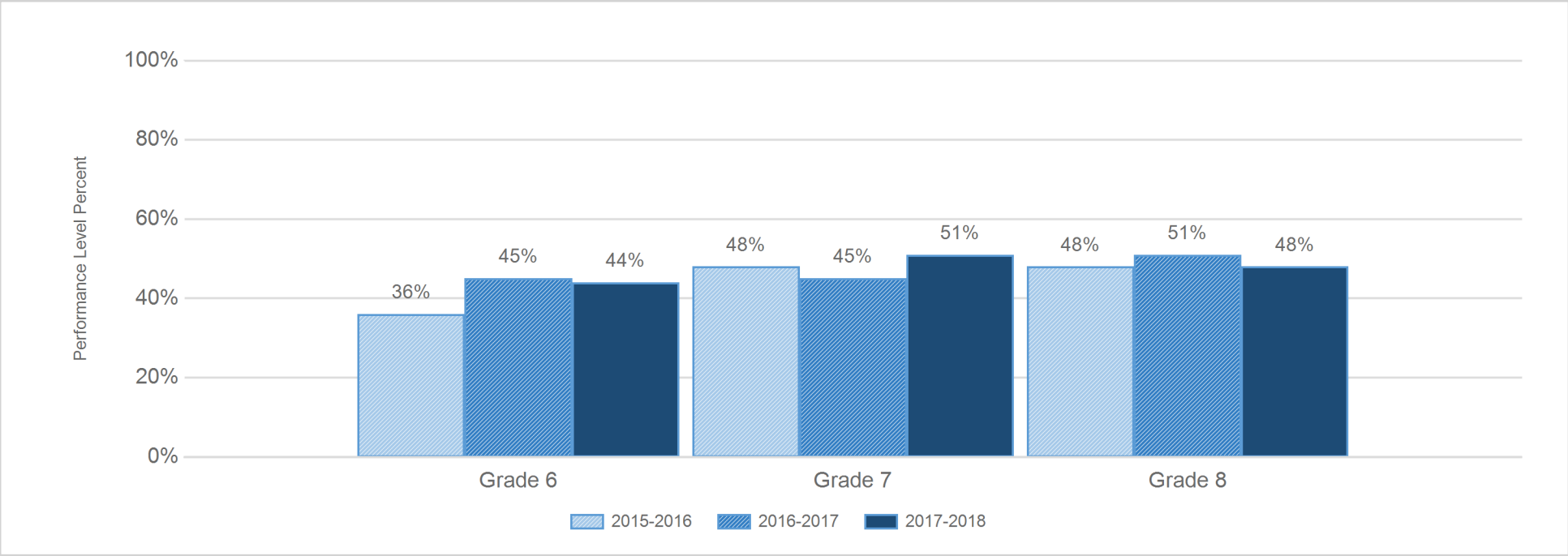
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	945	99.1	32.9	*	45.0	32.9	40.2	Not Met
White	362	99.5	44.7	49.5	54.1	44.7	51.4	Not Met
Hispanic	479	99.0	26.1	*	29.2	26.1	33.6	Not Met
Black or African American	93	98.0	18.3	25.4	23.4	18.3	25.2	Not Met
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	*	*	*	*	53.0	*	**	**
Female	476	99.4	38.0	*	46.0	38.0		
Male	469	98.8	27.7	*	43.9	27.7		
Economically Disadvantaged Students	543	98.8	25.8	*	26.6	25.8	34.8	Not Met
Non-Economically Disadvantaged Students	402	99.5	42.6	*	55.9	42.6		
Students with Disabilities	206	98.1	*	15.3	17.1	*	14.9	Not Met
Students without Disabilities	739	99.3	*	43.6	50.5	*		
English Learners	70	100.0	20.0	31.4	24.6	20.0	20	Met Target
Non-English Learners	875	99.0	33.9	38.9	46.9	33.9		
Homeless Students	14	100.0	21.4	25.6	17.3	21.4		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	*	*	*	*	23.7	*		

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Mathematics Assessment - Performance by Grade: Grade 6

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	359	736	736	744	7%	29%	31%	30%	3%	33%	44%
White	143	744	744	751	*	21%	31%	*	*	43%	54%
Hispanic	175	734	734	731	8%	31%	33%	*	*	28%	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	174	741	741	745	7%	26%	28%	*	*	39%	45%
Male	185	733	733	742	8%	31%	34%	*	*	27%	42%
Economically Disadvantaged Students	208	731	731	729	*	34%	30%	*	*	26%	24%
Non-Economically Disadvantaged Students	151	744	744	753	*	22%	32%	*	*	42%	56%
Students with Disabilities	71	717	717	717	18%	46%	24%	*	*	11%	13%
Students without Disabilities	288	741	741	748	5%	24%	33%	*	*	38%	49%
English Learners	19	727	727	713	*	53%	*	*	*	26%	11%
Non-English Learners	340	737	737	745	*	27%	*	*	*	33%	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

GARFIELD MIDDLE SCHOOL
(03-1700-070)
Grades Offered: 06-08
2017-2018

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

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	311	736	736	743	8%	26%	37%	24%	4%	28%	43%
White	115	745	745	750	*	21%	34%	*	*	42%	54%
Hispanic	160	730	730	732	10%	30%	41%	*	*	19%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	N	N	N	748	N	N	N	N	N	N	51%
Female	159	738	738	745	*	26%	38%	*	*	31%	45%
Male	152	733	733	741	*	27%	36%	*	*	25%	42%
Economically Disadvantaged Students	179	731	731	730	*	27%	40%	*	*	22%	24%
Non-Economically Disadvantaged Students	132	742	742	751	*	25%	33%	*	*	36%	55%
Students with Disabilities	59	714	714	717	*	*	*	*	*	*	12%
Students without Disabilities	252	741	741	748	*	*	*	*	*	*	50%
English Learners	18	715	715	716	*	*	*	*	*	*	10%
Non-English Learners	293	737	737	744	*	*	*	*	*	*	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

GARFIELD MIDDLE SCHOOL
(03-1700-070)
Grades Offered: 06-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	246	729	729	728	17%	24%	33%	*	*	26%	28%
White	75	735	735	736	*	21%	33%	*	*	35%	36%
Hispanic	141	729	729	722	16%	24%	35%	25%	0%	25%	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	N	729	N	N	N	N	N	N	28%
Female	121	732	732	731	14%	24%	32%	*	*	30%	31%
Male	125	727	727	725	20%	23%	34%	*	*	23%	26%
Economically Disadvantaged Students	153	726	726	719	20%	25%	34%	*	*	21%	20%
Non-Economically Disadvantaged Students	93	735	735	735	13%	20%	31%	*	*	35%	35%
Students with Disabilities	71	714	714	705	*	*	*	*	*	*	*
Students without Disabilities	175	736	736	735	*	*	*	*	*	*	*
English Learners	19	709	709	705	*	*	*	*	*	11%	10%
Non-English Learners	227	731	731	729	*	*	*	*	*	28%	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	*	703	*	*	*	*	*	*	10%

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GARFIELD MIDDLE SCHOOL
(03-1700-070)
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2017-2018

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	780	737	746	0%	0%	*	*	*	95%	46%
White	28	780	746	755	0%	0%	*	*	*	96%	57%
Hispanic	12	781	*	730	0%	0%	*	*	*	92%	27%
Black or African American	*	*	729	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	28	781	*	748	0%	0%	*	*	*	96%	48%
Male	16	777	*	745	0%	0%	*	*	*	94%	44%
Economically Disadvantaged Students	14	776	*	729	0%	0%	*	*	*	100%	25%
Non-Economically Disadvantaged Students	30	781	742	756	0%	0%	*	*	*	93%	57%
Students with Disabilities	N	N	*	716	N	N	N	N	N	N	13%
Students without Disabilities	44	780	*	752	0%	0%	*	*	*	95%	52%
English Learners	N	N	709	710	N	N	N	N	N	N	*
Non-English Learners	44	780	*	749	0%	0%	*	*	*	95%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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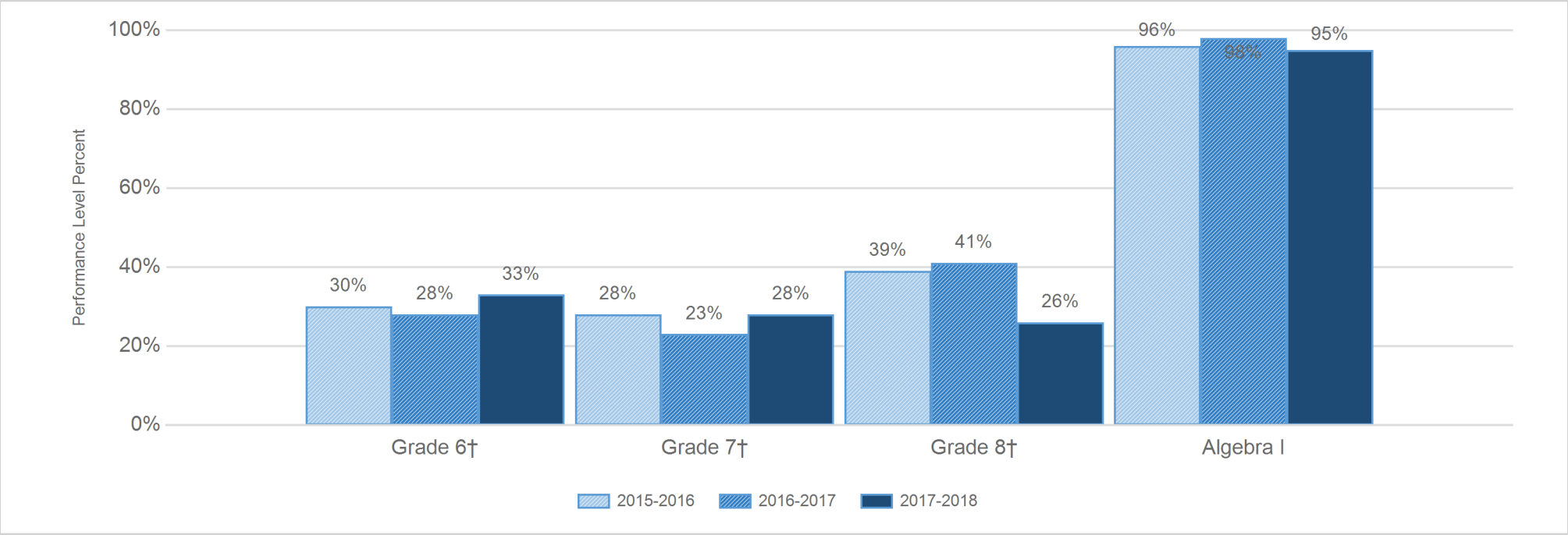
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	58.8%	46.8%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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

NJASK Science Assessment Information

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

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

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	362
7	0	0	321
8	0	0	292
Total	0	0	975

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	320	0	0	0	0	0	0
7	243	0	0	0	0	0	0
8	160	0	0	0	0	0	0
Total	723	0	0	0	0	0	0

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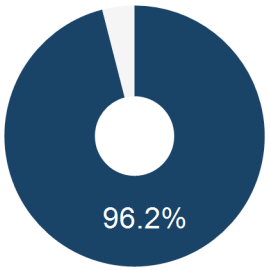
Visual and Performing Arts – Course Participation

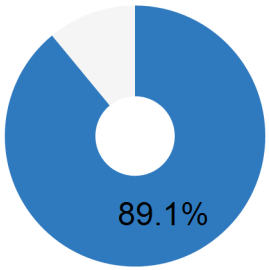
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

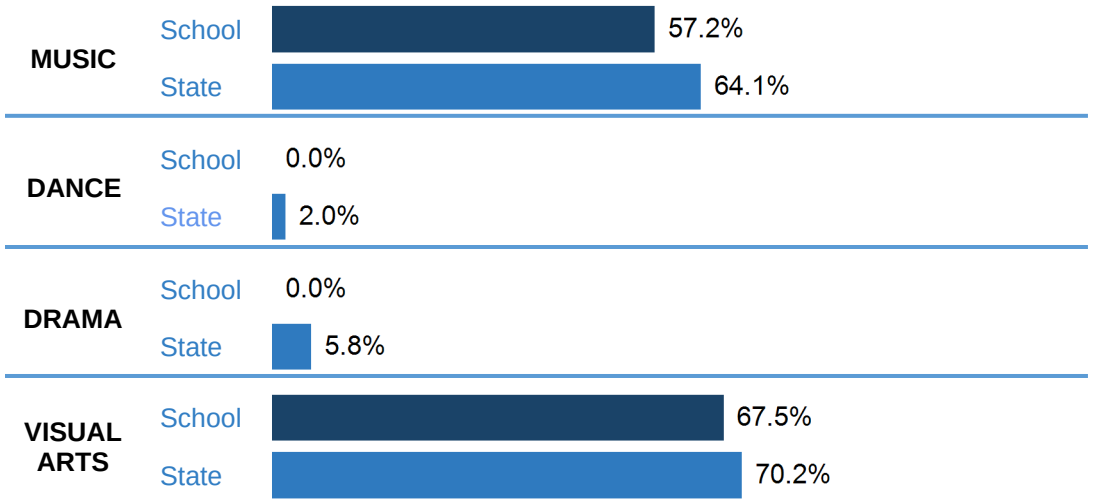


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

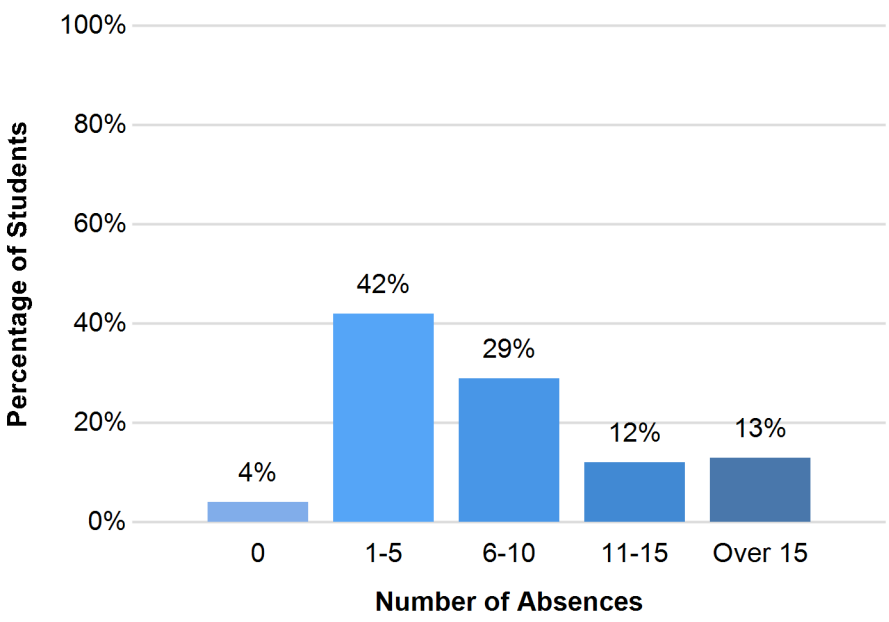
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	104	10.6	9.5	Not Met
White	35	9.5	9.5	Met
Hispanic	55	11.1	9.5	Not Met
Black or African American	14	14.0	9.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	79	13.1	9.5	Not Met
Students with Disabilities	42	20.8	9.5	Not Met
English Learners	3	5.4	9.5	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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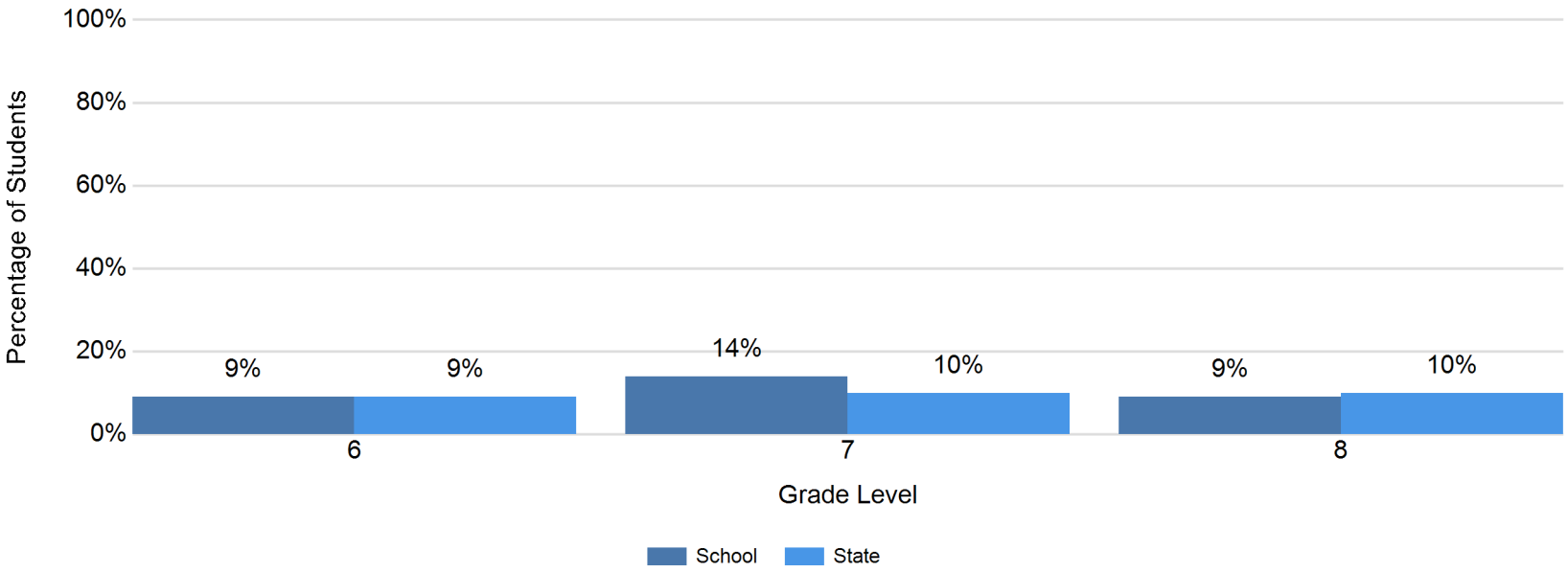
Chronic Absenteeism by Grade

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	18
Weapons	1
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	27
Incidents Per 100 Students Enrolled	2.77

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	6
Weapons	1
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	5

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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	2	1	3
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	1	0	1
Disability	0	0	0
Other	3	5	8
No Identified Nature	9		9

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	51	5.2%
Any Suspension	53	5.4%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
209

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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	4.5:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$590	$16,798	$17,388

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2017-2018

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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	88	117,464
Average years experience in public schools	11.3	12.0
Average years experience in district	11.3	10.7
Teachers in district for 4 or more years	77.0%	75.5%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	38	9,374
Average years experience in public schools	20.7	16.0
Average years experience in district	20.7	12.0
Administrators in district for 4 or more years	100.0%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	122:1	128:1
Teachers to Administrators	11:1	12:1
Students to Librarians/Media Specialists		4860:1
Students to Nurses		694:1
Students to Counselors		405:1
Students to Child Study Team		221:1

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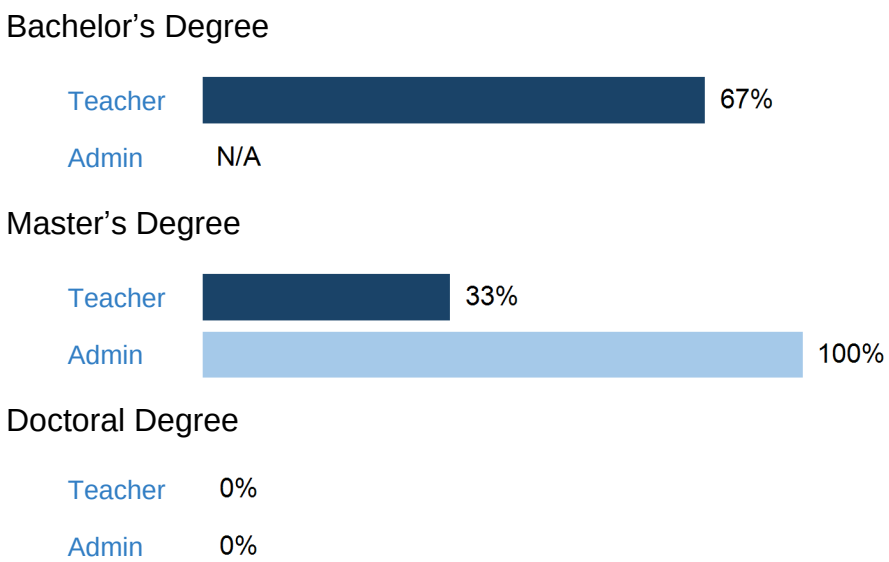
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	91.5%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	94.1%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	69.3%	75.0%
Male	30.7%	25.0%
White	96.6%	100.0%
Hispanic	2.3%	0.0%
Black or African American	0.0%	0.0%
Asian	1.1%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	28.79	15.0%
Mathematics Proficiency	20.68	15.0%
English Language Arts Growth	31.75	20.0%
Mathematics Growth	26.71	20.0%
Progress Towards English Language Proficiency	62.13	20.0%
Chronic Absenteeism	28.54	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	34.39	n/a
Summative Rating: Percentile Rank of Summative Score	25.24	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†	Not Met	Met Standard	Met Standard	Met Target	Not Met	No
White	28.73	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Met	No
Hispanic	33.82	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	30.94	14.08	No	Met Target	Not Met	Not Met	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	40.35	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	36.34	14.08	No	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
English Learners	52.43	14.08	No	Met Target†	Met Target	Met Standard	Met Standard	Met Standard	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:	• Language Arts Curriculum inlcudes Readers and Writers Workshop. • Graphic Design , Honors Art, and Photography are new elective courses. • Technology is integrated into lessons with smartboards and laptops.
Mission, Vision, Theme:	The GMS vision is to provide each student a quality education in a safe and nurturing learning environment. We seekto bridge the years between childhood and adolescence with programs structured to meet student needs, inspirelifelong learning, and develop independent thinkers by providing a curriculum that is relevant and challenging. Ourschool culture is built on celebrating diversity and modeling acceptance of all people, regardless less of race,religion,or gender.
Awards, Recognition, Accomplishments:	Student Recognition is an important part of our school culture. Academic recognition includes the Honor Roll, entry into the GMS Chapter of the National Junior Honor Society, as well as the Presidential Award for Academic Excellence. Awards are also given for citizenship, student of the month, athletics and sportsmanship, art, excellence in math, science, technology, reading and language arts.

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Courses, Curriculum, Instruction:	Curriculum is based on New Jersey Learning Standards and has been adapted to meet the needs of all learners.Honors classes are scheduled in all content areas. A Gifted and Talented Program in implemented with the focus onSTEAM. Inclusion is widespread with Co-teaching classes in all courses.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys), Cross Country (Boys & Girls), Soccer (Boys & Girls), Track and Field - Spring (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Coed) GMS had 13 different competitive traveling sport teams throughout the 2017/18 school year. Fall sports consist of girls? and boys? volleyball, cross country and soccer. The 2017 boys? soccer team won the league championship. Winter sports consist of boys? and girls? basketball, and co-ed wrestling. The co-ed wrestling team had 4 regional champions. Spring sports comprise of girls? softball, boy?s baseball, and boys and girls track.
Clubs and Activities:	Many diverse clubs are offered to meet student interests, such as Art Club, Gardening Club, Chess Club, Peer to Peer, Student Council, Yearbook, Polish Club,Science and Meteorology, and Book Clubs. The Robotics Clubinvolve competitions with other districts. Students can volunteer to work at school events such as the Pasta Dinner, Garage Sales, International Food Festival, and Band and Chorus Concerts to earn service credit. The PBJ (People Bring Joy) feed the homeless and collect food for the homeless once a month that are delivered to the county food banks

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Before and After School Programs:	GMS students have the opportunity to participate in the After School Tutoring Program, which is implemented topromote advancement in Math and LA.
Staff and Professional Learning:	Teachers are organized in teams and have the opportunity to meet twice weekly to share best practices, discuss student progress, plan interdisciplinary lessons, and plan events. LA and Math teachers have been working with coaches who are experts in the content area to explore strategies to increase student achievement. A Literacy and readers workshop have been established to promote schoolwide literacy.

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Student Supports and Services:	English Language Learners are supported by leveled classes throughout the learning process. Students withdisabilities are scheduled according to individual IEPs with the focus on inclusion. Tutoring services are made availableby teachers before and after school as well as through the implementaiton of the After School Tutoring Programdesigned to increase skills in math and language.
Student Health and Wellness:	Health and Physical Education are an important component of our schoolwide curriculum. GMS has partnered withBergen County's Second Step program to bring in resources to educate students about good mental and physicalhealth , dating ,and the dangers of drugs, tobacco, and alcohol. Students have Phys Ed on a daily basis and engagein a full range of activities based on the NJ Learning Standards as well as participate in the Presidential Fitnessprogram.
Parent and Community Involvement:	GMS has a HSA that consists of parents, staff, and members of the Garfield Community. Bi-monthly meetings are heldto offer information to families and to discuss events, school needs, and fundraising efforts. The District Home andSchool Consortium is another Parent, Teacher organization that addresses district wide issues and offers parentworkshops. Parent portal is available through the district website provided parents have a valid email to register.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Administrators, Teachers Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers Student and Staff surveys were used to evaluate school climate. 98% of students responded that their families want them to do well in school and the majority of students believe that teachers care about them, are proud of them when they do well, and are willing to help them. The Anti-Bullying Team and Discipline and Safety Committee are in place to explore ways to evaluate school climate and implement a plan that will continue to foster a a safe and comfortable environmentfor all students to learn.
Facilities:	Our state-of-the-art Middle School is twelve years old. The fully air -conditioned building has six science labs, two computer labs, two art rooms, a Media Center, two Music rooms, and a Life Skills Room and a Multi Media Journalism Room. The Large Group Instruction Room in used by students and staff for presentations and staff development. The Cafetorium also serves as an Auditorium and is equipped with a large screen and sound system for all types of presentations, plays, and school events.

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Other Information:	The Middle School implements a modified block schedule. There are forty (40) minute periods three days per weekand eighty minute blocks two days per week. The eighty minute blocks provide ample time for cooperative learning,projects, and experiments. A uniform policy has been enforced for the last ten years with the emphasis placed on thepositive effects that have been noted such as the elimination of dress code violations and inappropriate dress forschool. The daily rate of compliance is about 100 % giving indication that parents are instrumental in the success ofthis policy.The School Safety Committee meets to analyze school data and make recommendations for improvementin school climate with the intent of reducing incidents of bullying both in and out of school. Various assemblies areheld for students throughout the school year to put the focus on treating adults and peers with kindness and respect.32