NJ SCHOOL PERFORMANCE REPORT

GALLOWAY TOWNSHIP MIDDLE SCHOOL
(01-1690-016)
Grades Offered: 07-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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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	ATLANTIC
District	GALLOWAY TWP
Principal Name	MRS. JUNKER
Address	100 S REEDS ROAD GALLOWAY, NJ 08205
Phone Number	(609)748-1250
Email Address	JUNKERP@GTPS.K12.NJ.US
Website	http://www.gtps.k12.nj.us/schools/schools.html
Twitter	https://twitter.com/gtms_respect

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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
7	364	378	376
8	390	376	381
Total	754	754	757

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	46.0%	47.6%	47.6%
Male	54.0%	52.4%	52.4%
Economically Disadvantaged Students	54.6%	51.5%	53.9%
Students with Disabilities	19.2%	20.8%	18.5%
English Learners	1.2%	2.4%	1.5%
Homeless Students		1.3%	2.0%
Students in Foster Care		0.1%	0.1%
Military-Connected Students		0.1%	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	44.3%	42.3%	41.3%
Hispanic	21.9%	24.1%	22.7%
Black or African American	17.0%	15.6%	18.0%
Asian	12.9%	11.9%	11.4%
Native Hawaiian or Pacific Islander	0.4%	0.3%	0.3%
American Indian or Alaska Native	0.0%	0.1%	0.1%
Two or More Races	3.6%	5.6%	6.2%

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	77.7%
Spanish	11.8%
Gujarati	3.7%
Vietnamese	1.1%
Creoles and pidgins, French-based	1.1%
Other Languages	4.8%

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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	30	34	50	Not Met	44	51	50	Met Standard
White	32	36	50	Not Met	44	51	51	Met Standard
Hispanic	28	31	49	Not Met	44.5	51	48	Met Standard
Black or African American	26	31	44	Not Met	39	45	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	34	45	61	Not Met	56.5	60	61	Met Standard
American Indian or Alaska Native	*	*	52	**	N	N	53	**
Two or More Races	30	32	49	Not Met	37	46	51	Not Met
Economically Disadvantaged	29	33	48	Not Met	42	49	47	Met Standard
Students with Disabilities	23.5	28	41	Not Met	35	45	43	Not Met
English Learners	23.5	40	54	Not Met	44	59	51	Met Standard

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

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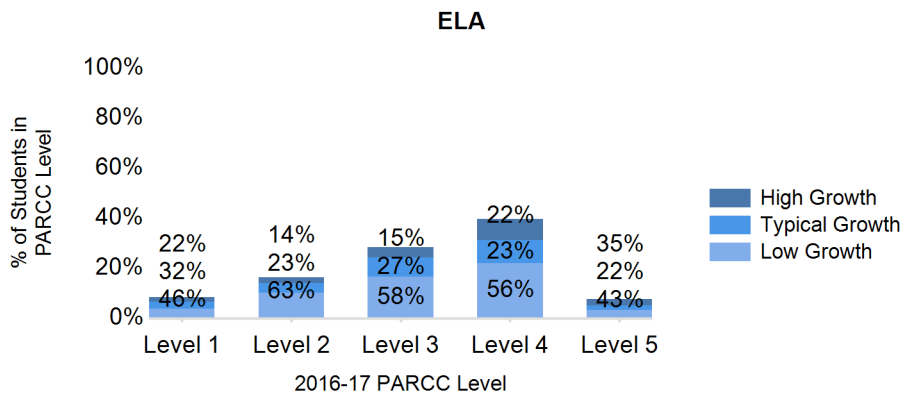
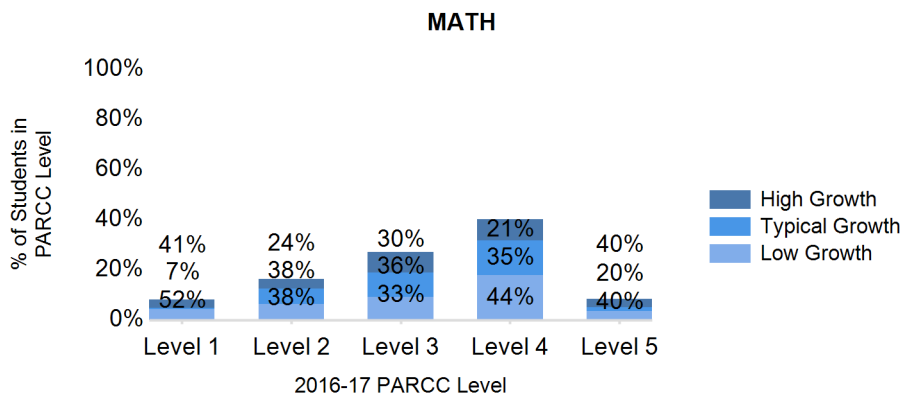
Student Growth by Performance Level

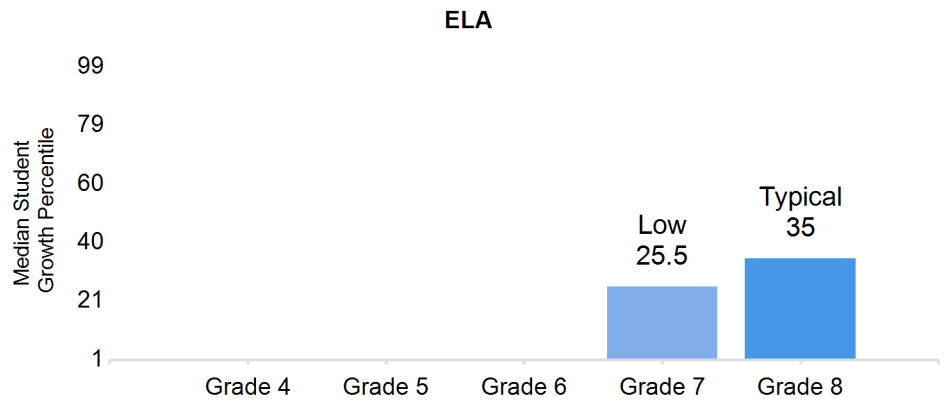
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

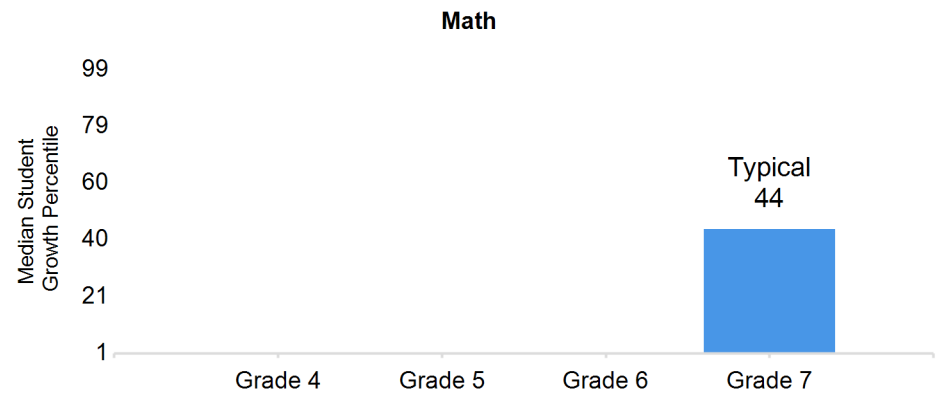




Student Growth by Grade

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	735	97.7	46.3	43.8	56.7	46.3	54.4	Not Met
White	306	97.2	55.6	49.8	65.6	55.6	57.5	Met Target†
Hispanic	167	98.3	37.1	37.3	42.5	37.1	52.6	Not Met
Black or African American	129	96.4	24.1	26.7	37.3	24.1	35.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	85	100.0	64.7	63.8	82.3	64.7	66.8	Met Target†
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	63.3	Not Met
Female	348	97.0	56.0	51.1	64.5	56.0		
Male	387	98.3	37.4	36.7	49.4	37.4		
Economically Disadvantaged Students	391	97.1	36.1	35.0	38.5	36.1	47.9	Not Met
Non-Economically Disadvantaged Students	344	98.3	57.9	53.1	67.5	57.9		
Students with Disabilities	149	95.6	10.7	14.1	21.6	10.7	20.7	Not Met
Students without Disabilities	586	98.2	55.3	51.2	63.9	55.3		
English Learners	45	98.0	17.7	28.2	27.3	17.7	19.4	Met Target†
Non-English Learners	690	97.6	48.1	45.1	59.4	48.1		
Homeless Students	14	100.0	35.7	22.2	27.7	35.7		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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	369	743	743	760	14%	14%	24%	34%	13%	47%	63%
White	152	750	750	768	11%	9%	24%	40%	16%	57%	72%
Hispanic	79	740	740	746	14%	18%	24%	*	*	44%	49%
Black or African American	69	721	721	740	30%	26%	22%	*	*	22%	42%
Asian, Native Hawaiian, or Pacific Islander	45	757	757	790	*	*	*	38%	22%	60%	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	24	747	747	767	*	*	42%	*	*	46%	68%
Female	182	752	752	769	8%	13%	24%	34%	20%	54%	72%
Male	187	735	735	752	20%	15%	25%	34%	6%	40%	54%
Economically Disadvantaged Students	205	734	734	742	*	*	23%	28%	10%	38%	44%
Non-Economically Disadvantaged Students	164	755	755	771	*	*	26%	41%	18%	59%	73%
Students with Disabilities	67	707	707	721	48%	24%	16%	*	*	12%	22%
Students without Disabilities	302	751	751	768	7%	12%	26%	*	*	55%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	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	371	744	744	759	14%	16%	25%	36%	9%	44%	60%
White	155	752	752	767	10%	12%	25%	39%	14%	54%	70%
Hispanic	87	733	733	744	21%	22%	28%	*	*	30%	45%
Black or African American	63	731	731	739	17%	24%	35%	*	*	24%	39%
Asian, Native Hawaiian, or Pacific Islander	42	762	762	789	*	*	*	*	*	71%	86%
American Indian or Alaska Native	*	*	*	759	*	*	*	*	*	*	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	167	756	756	768	7%	9%	28%	46%	11%	57%	69%
Male	204	735	735	751	20%	22%	24%	27%	7%	34%	52%
Economically Disadvantaged Students	188	735	735	740	18%	22%	27%	*	*	33%	42%
Non-Economically Disadvantaged Students	183	754	754	769	10%	10%	23%	*	*	56%	71%
Students with Disabilities	76	704	704	719	*	*	*	*	*	*	19%
Students without Disabilities	295	755	755	766	*	*	*	*	*	*	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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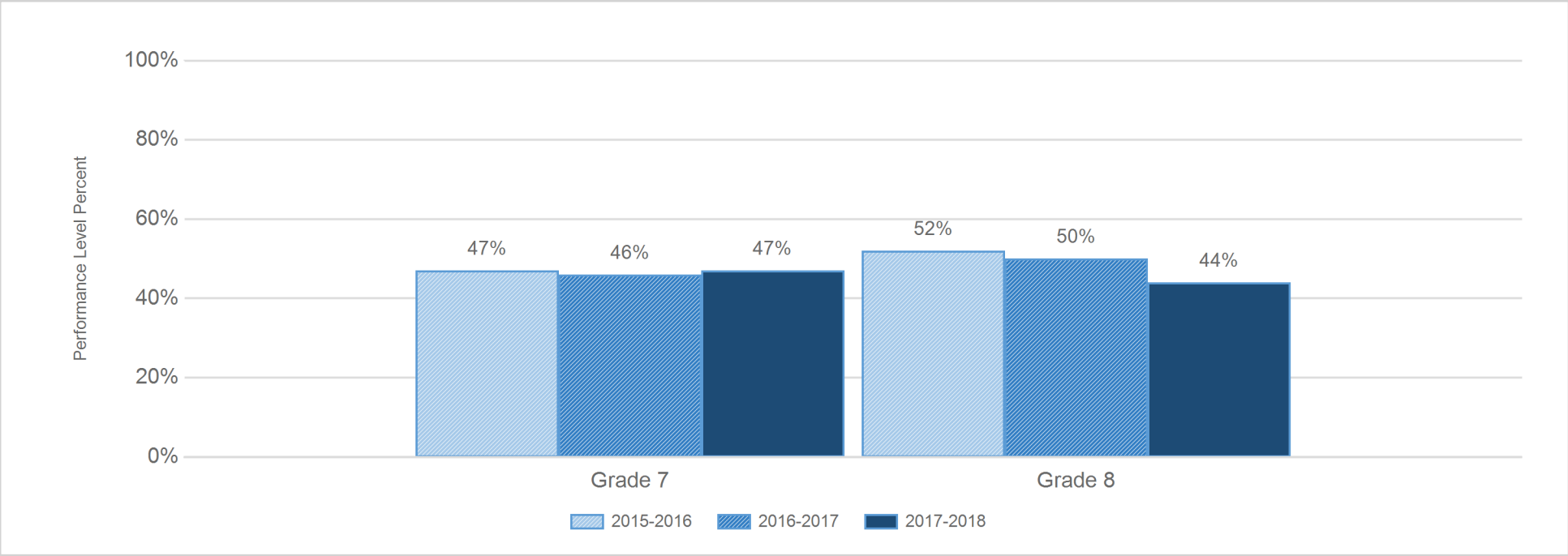
English Language Arts/Literacy Assessment - Performance Trends

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	734	97.4	43.7	45.3	45.0	43.7	45.4	Met Target†
White	306	97.2	55.3	53.4	54.1	55.3	46.5	Met Target
Hispanic	166	97.7	28.3	36.6	29.2	28.3	37.3	Not Met
Black or African American	128	95.7	18.8	24.6	23.4	18.8	30.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	86	100.0	70.9	71.7	77.0	70.9	67.7	Met Target
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	53	Met Target†
Female	347	96.7	48.1	46.8	46.0	48.1		
Male	387	98.0	39.8	43.8	43.9	39.8		
Economically Disadvantaged Students	390	96.6	32.6	34.6	26.6	32.6	40.1	Not Met
Non-Economically Disadvantaged Students	344	98.3	56.4	56.6	55.9	56.4		
Students with Disabilities	147	94.4	10.2	14.7	17.1	10.1	15.4	Not Met
Students without Disabilities	587	98.2	52.1	52.8	50.5	52.1		
English Learners	46	98.0	28.3	38.4	24.6	28.3	22	Met Target
Non-English Learners	688	97.4	44.8	45.9	46.9	44.8		
Homeless Students	14	100.0	21.4	22.2	17.3	21.4		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

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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	369	744	744	743	7%	19%	29%	38%	7%	44%	43%
White	152	750	750	750	*	13%	24%	*	*	57%	54%
Hispanic	79	739	739	732	*	20%	39%	*	*	33%	27%
Black or African American	68	724	724	727	16%	37%	32%	*	*	15%	21%
Asian, Native Hawaiian, or Pacific Islander	46	760	760	767	*	*	*	*	*	67%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	24	746	746	748	*	*	*	*	*	42%	51%
Female	181	747	747	745	*	20%	31%	*	*	45%	45%
Male	188	742	742	741	*	18%	27%	*	*	44%	42%
Economically Disadvantaged Students	205	736	736	730	*	26%	30%	*	*	33%	24%
Non-Economically Disadvantaged Students	164	754	754	751	*	11%	28%	*	*	59%	55%
Students with Disabilities	65	712	712	717	*	40%	*	*	*	14%	12%
Students without Disabilities	304	751	751	748	*	15%	*	*	*	51%	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	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%

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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	284	727	727	728	23%	19%	32%	26%	0%	26%	28%
White	109	734	734	736	18%	16%	33%	33%	0%	33%	36%
Hispanic	77	721	721	722	31%	17%	36%	16%	0%	16%	22%
Black or African American	57	715	715	715	28%	30%	28%	*	*	14%	15%
Asian, Native Hawaiian, or Pacific Islander	21	750	750	747	*	*	*	57%	0%	57%	51%
American Indian or Alaska Native	*	*	*	721	*	*	*	*	*	*	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	123	733	733	731	16%	16%	33%	34%	0%	34%	31%
Male	161	722	722	725	29%	20%	31%	20%	0%	20%	26%
Economically Disadvantaged Students	168	724	724	719	26%	21%	30%	24%	0%	24%	20%
Non-Economically Disadvantaged Students	116	730	730	735	20%	16%	35%	29%	0%	29%	35%
Students with Disabilities	74	700	700	705	*	*	*	*	*	*	*
Students without Disabilities	210	736	736	735	*	*	*	*	*	*	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	734	*	*	*	*	*	*	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

GALLOWAY TOWNSHIP MIDDLE SCHOOL
(01-1690-016)
Grades Offered: 07-08
2017-2018

Report Key:
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N No Data is available to display
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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	87	790	790	746	0%	0%	*	*	*	98%	46%
White	46	791	791	755	0%	0%	0%	67%	33%	100%	57%
Hispanic	10	785	785	730	0%	0%	*	*	*	90%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	21	791	791	779	0%	0%	*	*	*	95%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	44	787	787	748	0%	0%	*	*	*	98%	48%
Male	43	793	793	745	0%	0%	*	*	*	98%	44%
Economically Disadvantaged Students	20	784	784	729	0%	0%	*	*	*	100%	25%
Non-Economically Disadvantaged Students	67	792	792	756	0%	0%	*	*	*	97%	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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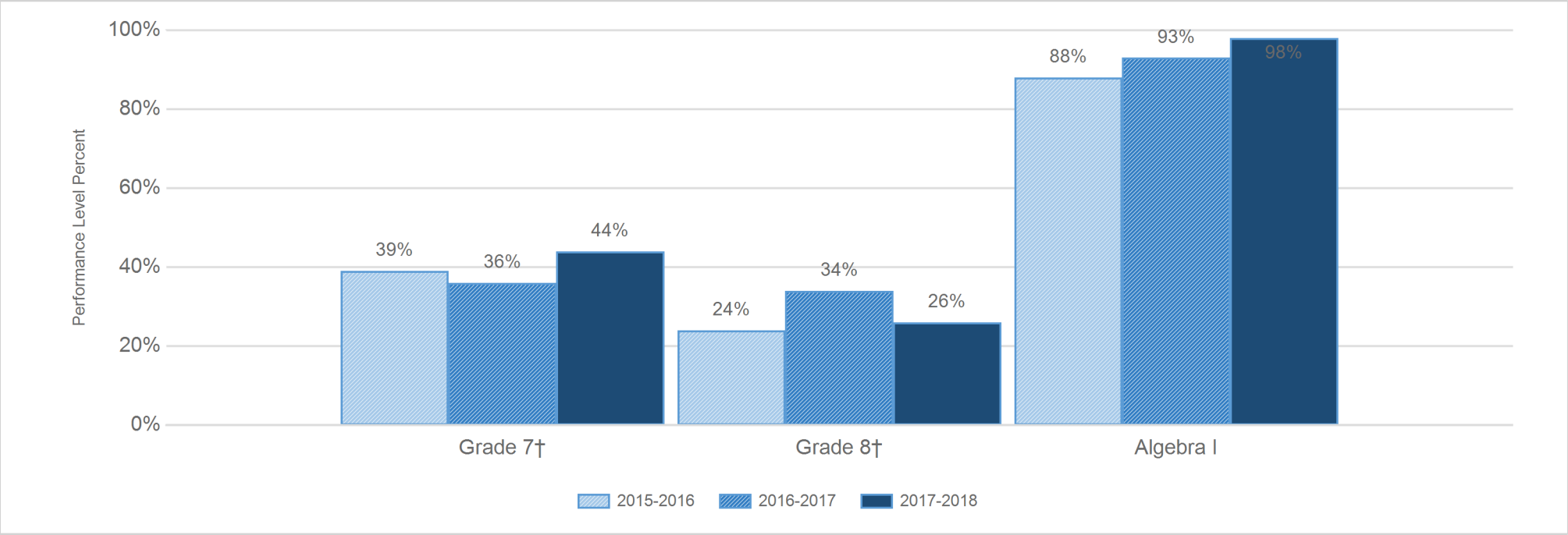
Mathematics Assessment – Performance Trends

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
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	*	*	*

† 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	*	*	*
5 or more	N	N	N

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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
7	0	0	378
8	89	0	308
Total	89	0	686

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
7	367	0	0	0	0	0	0
8	250	0	0	0	0	0	0
Total	617	0	0	0	0	0	0

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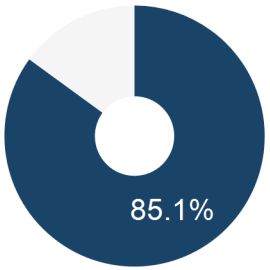
Visual and Performing Arts – Course Participation

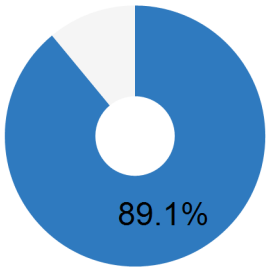
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

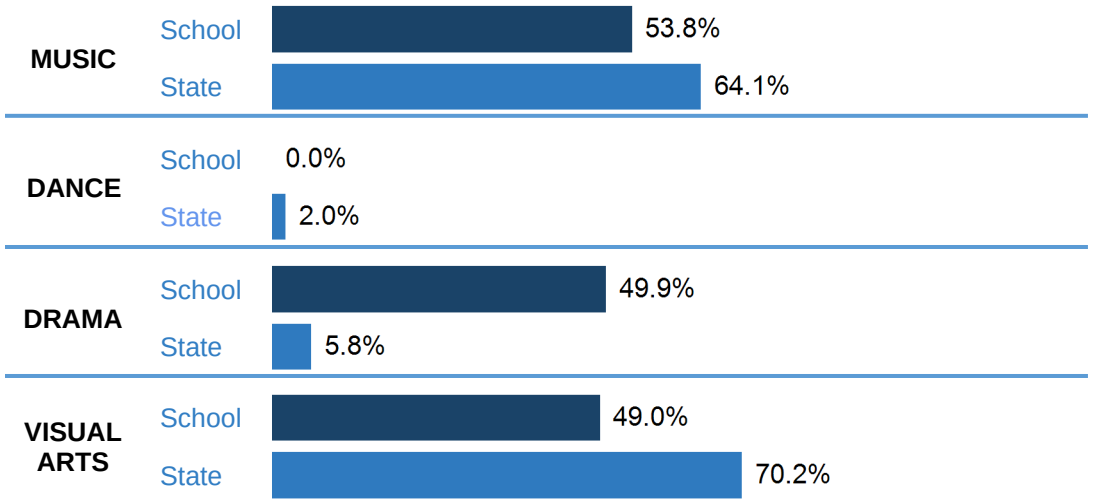


School



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.

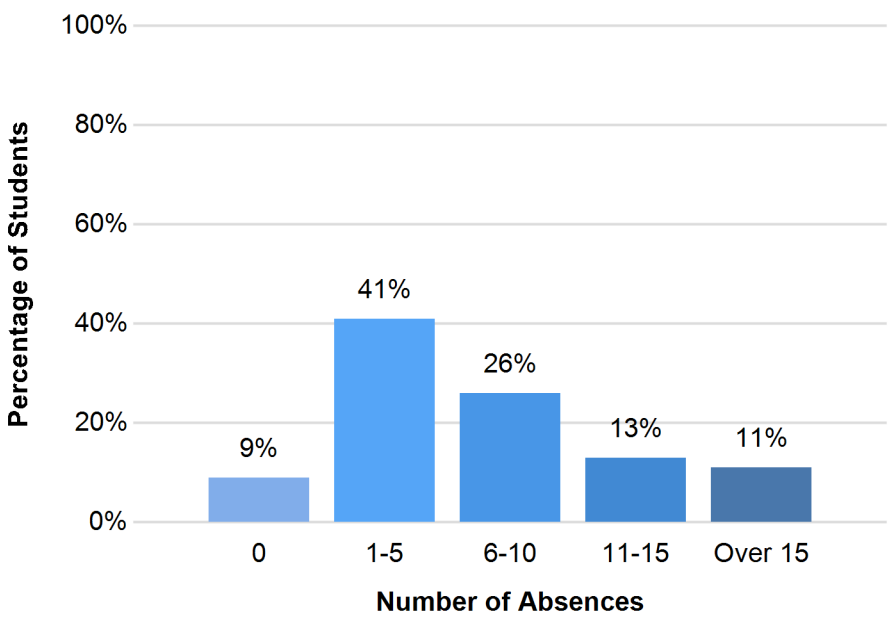
Chronic Absenteeism

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	71	9.3	10.0	Met
White	37	11.6	10.0	Not Met
Hispanic	17	9.8	10.0	Met
Black or African American	10	7.5	10.0	Met
Asian, Native Hawaiian, or Pacific Islander	2	2.2	10.0	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	10.0	Not Met
Economically Disadvantaged Students	49	12.0	10.0	Not Met
Students with Disabilities	22	14.8	10.0	Not Met
English Learners	1	9.1	**	**

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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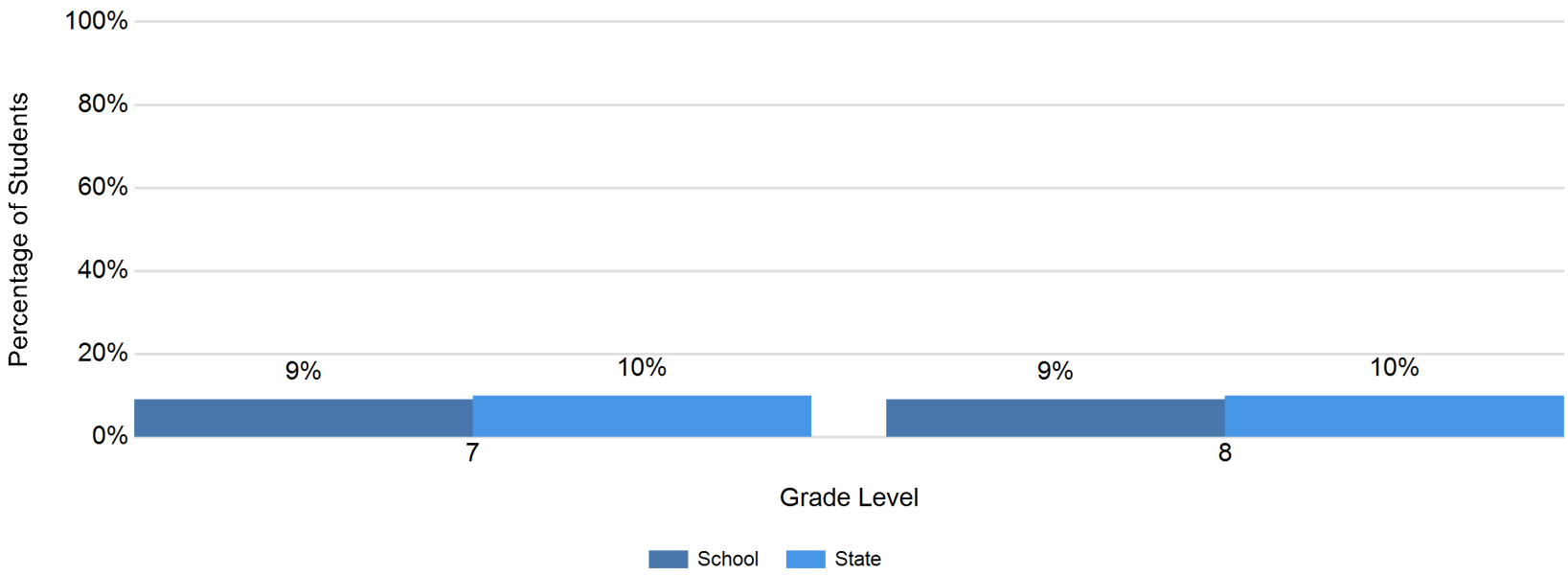
Chronic Absenteeism by Grade

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



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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	4
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	1.45

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	4
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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	0	2
Religion	0	0	0
Ancestry	2	0	2
Gender	0	0	0
Sexual Orientation	1	3	4
Disability	1	1	2
Other	2	3	5
No Identified Nature	0		0

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

School Days Missed due to Out-of-School Suspensions
24

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School Day

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$907	$15,044	$15,951

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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	64	117,464
Average years experience in public schools	14.9	12.0
Average years experience in district	14.0	10.7
Teachers in district for 4 or more years	79.7%	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	17	9,374
Average years experience in public schools	19.8	16.0
Average years experience in district	15.0	12.0
Administrators in district for 4 or more years	70.6%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	11:1
Students to Administrators	379:1	197:1
Teachers to Administrators	32:1	18:1
Students to Librarians/Media Specialists		669:1
Students to Nurses		557:1
Students to Counselors		557:1
Students to Child Study Team		209:1

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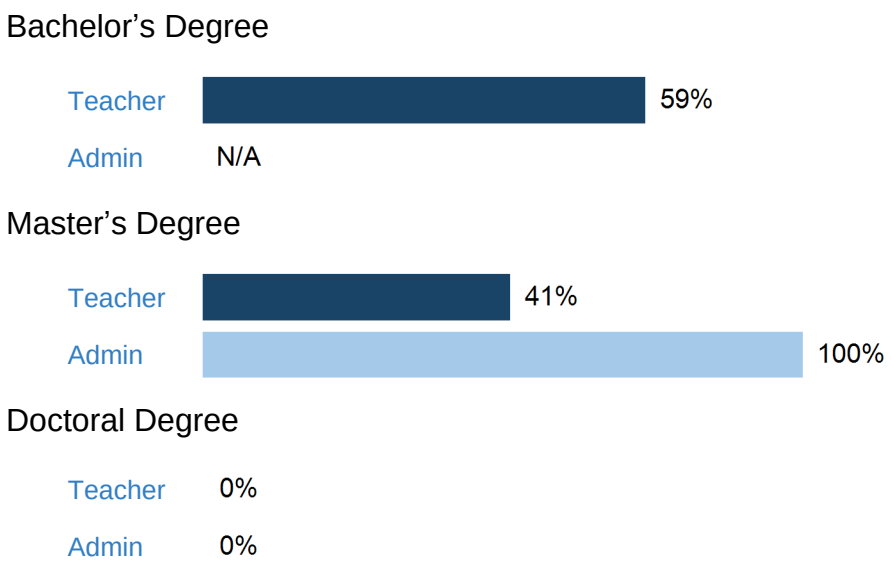
Teachers and Administrators - Level of Education

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	91.2%	90.2%
2016-17 Administrators: Same district 2017-18	83.3%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.6%

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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	68.8%	100.0%
Male	31.3%	0.0%
White	96.9%	50.0%
Hispanic	1.6%	0.0%
Black or African American	1.6%	50.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

NJ SCHOOL PERFORMANCE REPORT

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(01-1690-016)
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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	21.33	17.5%
Mathematics Proficiency	35.84	17.5%
English Language Arts Growth	1.78	25.0%
Mathematics Growth	24.09	25.0%
Progress Towards English Language Proficiency (coming 2018)	**	**
Chronic Absenteeism	35.55	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	21.81	n/a
Summative Rating: Percentile rank of Summative Score	9.89	n/a
Requires Comprehensive Support: Summative Score is in the bottom 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	Not Met	Met Target†	Not Met	Met Standard	**	Met	No
White	20.87	14.08	No	Met Target†	Met Target	Not Met	Met Standard	n/a	Not Met	No
Hispanic	27.96	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Met	No
Black or African American	29.78	14.08	No	Not Met	Not Met	Not Met	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	24.74	14.08	No	Met Target†	Met Target	Not Met	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	16.02	14.08	No	Not Met	Met Target†	Not Met	Not Met	n/a	Not Met	No
Economically Disadvantaged Students	34.30	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	21.30	14.08	No	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	26.38	14.08	No	Met Target†	Met Target	Not Met	Met Standard	Met Standard	**	No

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

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School Narrative

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

Highlights:	• We recognize the importance of academic excellence, the diversity of others and of being a good citizen • Technology resources such as chromebooks, laptops, ipads, smartboards, a computer lab and a Collaborative Learning Lab. • Offering over 27 afterschool clubs and activity opportunities & 11 sports teams
Mission, Vision, Theme:	GTMS is dedicated to providing the most appropriate educational experiences and opportunities necessary for all students to reach their potential. We serve as a bridge between childhood and young adulthood by strengthening and broadening the foundation built in elementary school and preparing students for transition to high school. Our mission is to develop in students a respect for learning and the life skills required to contribute positively in a diverse and technological world.
Awards, Recognition, Accomplishments:	Our staff and students take great pride in our school environment achieving Sustainable Jersey for Schools Silver certification, as well as earning the Sustainability Champion Award as the top point earner at the Middle School level. Our students excel in the arts here at GTMS, particpating in All South Jersey Band, Think Day Competitions, the Jersey Shore Science Fair at Stockton, the Delaware Valley Science Fair and our outstanding muscial productions.

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School Narrative

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Courses, Curriculum, Instruction:	Academic excellence is a major tenet of growing toward maturity and success. GTMS offers advanced courses in science, advanced math, algebra, geometry and Spanish. Students who qualify for these programs are challenged each and every day through a variety of teaching strategies and materials. In addition, each of our students has the opportunity to be challenged with real life problem solving strategies in our STEM and Reader's Workshop courses.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Golf (Coed), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Volleyball (Coed), Wrestling (Coed)
Clubs and Activities:	Offers various clubs and activities to meet the divese interests of our students: Art Club, Aspiring Leaders, Band, Builder's Club, Chorus, Diversity, Drama, Drill Squad, Engineering Design, Environmental Club, Flag Football, FUN Club, Garden Club, GMTV, Golf, Indoor Soccer, Life Skills, Math Counts, PLAYHARD, Robotics Club, Sewing Club, Science Club, Science of Cooking, Student Council, Tech Club, Think Day, Yearbook 4

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Staff and Professional Learning:	Through carefully planned professional development trainings, the teachers at GTMS are making instructional adaptations necessary to enable our students to achieve the NJ State Learning Standards. Our teachers work in Professional Learning Communities to work on specific goals and use data to drive and enhance instruction. GTMS is also currently receiving professional development in the areas of Restorative Practices, Mindfulness, Brain Strategies, Reader's Workshop and STEM.

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Student Supports and Services:	Intervention & Referral Services assists teachers with strategies for working with non-disabled students who are experiencing mild learning or behavioral problems. The building principal or assistant principal chairs a committee of staff members who offer structured support and assistance to teachers by providing instructional strategies to promote student success. In adddition, our schol counselors, child student team, and ESL teachers work to support the school community.
Student Health and Wellness:	GTMS offers healthy school meals for all students including offering students the opportunity for breakfast. We also have students and staff members that participate on the district Community Wellness Committee. The primary objective of school health services is to facilitate the educational process by improving and protecting the total health status of children and staff. School Health Services are provided in accordance with school health law and district policies.
Parent and Community Involvement:	The students and staff of GTMS are very community minded and are well supported by our Family School Association. Parents unite with the school during OPEN HOUSE, STEAM Night and Summer Orientation. We have been able to secure grants from our local Education Foundation, Hospital Foundation and Township Municipal Alliance to fund many activities and initiative in the school. Our Student council works to pay it forward by supporting the Foodbank, local churches and families in need.

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Facilities:	GTMS is located in Galloway Township, New Jersey and serves a diverse group of over 754 students in grades seven and eight. GTMS is fortunate to have a solar panel podium where students and community members are able to view statistics on the solar panels that are located on our schools roof and the amount of energy being generated.

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Technology and STEM:	Technology is integrated across the curriculum at Galloway Township Middle School. All classrooms have LCD projectors and document cameras to support whole class instruction. Students use chromebooks as tools to support learning in every curricular area. All core classroom teachers have a dedicated chromebook cart. In addition to classroom technology, all students complete innovative projects in the computer lab with a technology teacher. This year, we added a Virtual Reality cart and 3D printer to our lab. Not only do students learn about Google Apps for Education, they also learn about coding, STEM, video creation, and more. An elective class is available for students in computer programming. After school, students may opt to participate in a coding club. Each year, we host an annual STEM Night to showcase all of the wonderful STEM activities students experience throughout the year.

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Other Information:	The administration of the school also sponsors four programs to improve student citizenship and academics. The Respect the Paw program teaches the values of good citizenship and good character. These values include; respect, responsibility, honesty, effort, unity, attitude and maturity. Respect the Paw, Pawsitive Character, Respect the Bus and our Role Model of the Month programs have been established to recognize our students for their acts of good citizenship and teach our students about the importance of unity, respect and friendship. Technology is evident throughout our building. Classrooms are equipped with overhead projectors, computers and document cameras. Additionally, GTMS has two technology labs, a collaborative learning lab, twenty-three mobile labs and a technology instructor that focuses on the latest programs and modalities for student usage. These technological advances increase student comfort with technology but also keep GTMS on the cutting edge of student learning. Smart Boards are an integral part of our special education classes.