NJ SCHOOL PERFORMANCE REPORT

GLENFIELD MIDDLE SCHOOL
(13-3310-116)
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
N No Data is available to display
† This indicates a table specific note,see note below table

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	ESSEX
District	MONTCLAIR TOWN
Principal Name	MS. HOPPER
Address	25 MAPLE AVE MONTCLAIR, NJ 07042-4513
Phone Number	(973)509-4172
Email Address	chopper@montclair.k12.nj.us
Website	https://glenfield.montclair.k12.nj.us/

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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	194	210	238
7	240	197	207
8	213	237	190
Total	647	644	635

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	55.6%	56.2%	54.6%
Male	44.4%	43.8%	45.4%
Economically Disadvantaged Students	20.9%	19.4%	17.5%
Students with Disabilities	15.8%	17.2%	15.3%
English Learners	0.0%	0.0%	0.0%
Homeless Students		0.8%	0.6%
Students in Foster Care		0.3%	0.3%
Military-Connected Students		0.0%	0.3%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	49.9%	52.6%	53.5%
Hispanic	10.5%	10.7%	10.2%
Black or African American	29.8%	27.8%	24.9%
Asian	5.3%	3.4%	4.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	4.5%	5.4%	6.6%

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	98.9%
Other Languages	1.1%

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	29	43	50	Not Met	44	49	50	Met Standard
White	33	43	50	Not Met	46	51	51	Met Standard
Hispanic	29	43.5	49	Not Met	40	50	48	Met Standard
Black or African American	26	39.5	44	Not Met	39	41	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	33.5	50	61	Not Met	40	54.5	61	Met Standard
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	19.5	39	49	Not Met	43	53	51	Met Standard
Economically Disadvantaged	27	35	48	Not Met	53.5	41	47	Met Standard
Students with Disabilities	30	40	41	Not Met	33	43.5	43	Not Met
English Learners	*	45	54	**	*	56.5	51	**

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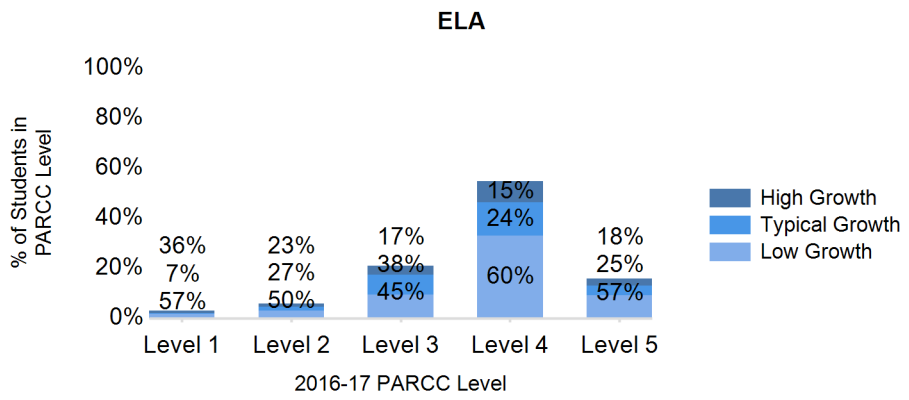
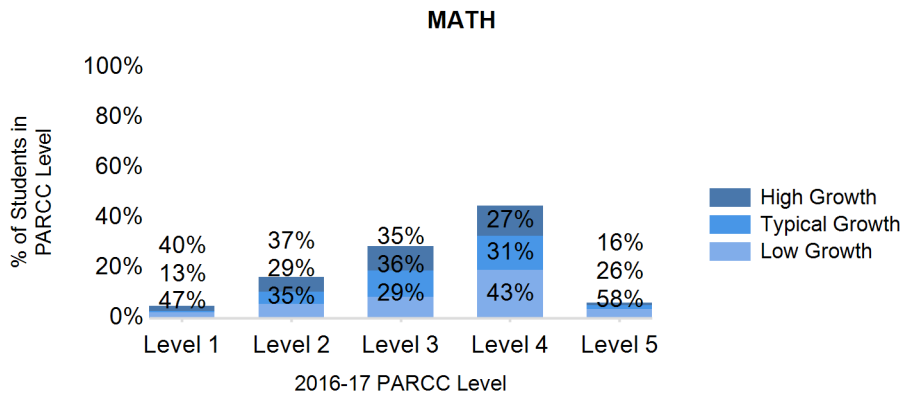
Student Growth by Performance Level

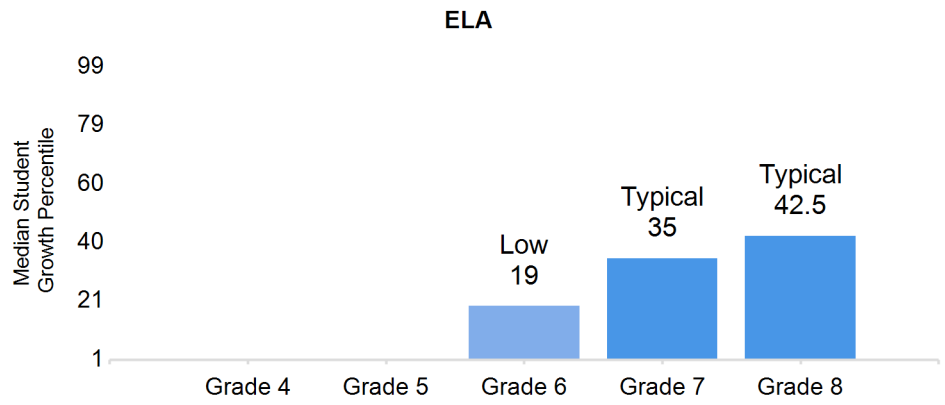
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

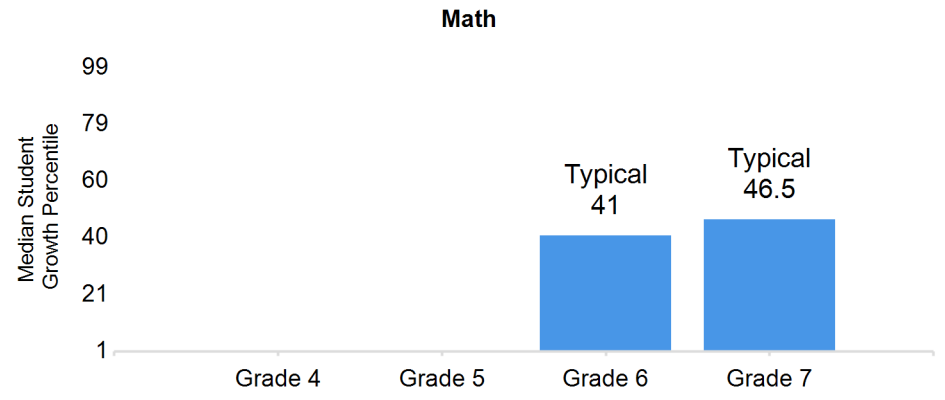




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	537	84.4	62.2	65.6	56.7	55.3	53.1	Met Target
White	302	88.7	70.5	76.7	65.6	65.9	65.1	Met Target
Hispanic	55	84.6	49.1	56.2	42.5	43.7	43.7	Met Target
Black or African American	111	69.8	40.5	41.9	37.3	30.0	32.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	29	96.7	82.8	*	82.3	82.8	59.9	Met Goal
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	40	95.2	62.5	70.6	63.4	62.5	60.3	Met Target
Female	287	82.0	72.5	74.9	64.5	62.7		
Male	250	87.2	50.4	56.7	49.4	46.4		
Economically Disadvantaged Students	78	70.3	29.5	31.2	38.5	*	22.3	Met Target†
Non-Economically Disadvantaged Students	459	87.3	67.7	71.3	67.5	*		
Students with Disabilities	70	69.3	20.0	29.4	21.6	14.7	17.5	Met Target†
Students without Disabilities	467	87.2	68.5	72.9	63.9	62.9		
English Learners	*	*	*	31.8	27.3	*	**	**
Non-English Learners	*	*	*	66.0	59.4	*		
Homeless Students	*	*	*	18.8	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	50.0	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

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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	208	755	758	754	*	11%	25%	*	*	63%	56%
White	115	762	765	761	*	*	22%	59%	13%	72%	66%
Hispanic	17	751	*	742	*	*	*	*	*	53%	42%
Black or African American	44	738	740	737	*	*	32%	39%	0%	39%	35%
Asian, Native Hawaiian, or Pacific Islander	16	770	*	779	0%	*	*	*	*	81%	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	49%
Two or More Races	16	751	*	761	0%	*	*	*	*	50%	64%
Female	112	762	766	761	*	*	22%	*	*	71%	64%
Male	96	748	750	748	*	*	28%	*	*	53%	48%
Economically Disadvantaged Students	32	735	731	739	*	*	47%	*	*	25%	37%
Non-Economically Disadvantaged Students	176	759	762	764	*	*	21%	*	*	69%	68%
Students with Disabilities	28	733	*	723	*	*	39%	*	*	25%	18%
Students without Disabilities	180	759	*	760	*	*	23%	*	*	68%	63%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	208	755	758	755	*	11%	25%	*	*	63%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	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	172	756	763	760	*	*	27%	40%	19%	58%	63%
White	98	761	772	768	*	*	23%	49%	19%	68%	72%
Hispanic	22	756	*	746	0%	*	*	*	*	45%	49%
Black or African American	34	732	744	740	*	*	32%	*	*	29%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	*	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	93	766	775	769	*	*	17%	*	*	74%	72%
Male	79	744	751	752	*	*	38%	*	*	39%	54%
Economically Disadvantaged Students	26	730	*	742	*	*	42%	*	*	23%	44%
Non-Economically Disadvantaged Students	146	761	*	771	*	*	24%	*	*	64%	73%
Students with Disabilities	25	722	*	721	*	*	*	*	*	12%	22%
Students without Disabilities	147	762	*	768	*	*	*	*	*	66%	71%
English Learners	N	N	*	705	N	N	N	N	N	N	11%
Non-English Learners	172	756	*	762	*	*	27%	40%	19%	58%	64%
Homeless Students	N	N	*	729	N	N	N	N	N	N	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	156	763	761	759	*	*	21%	50%	17%	67%	60%
White	90	771	769	767	*	*	19%	49%	24%	73%	70%
Hispanic	16	744	*	744	*	*	*	*	*	50%	45%
Black or African American	31	746	738	739	*	*	*	*	*	52%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	*	759	N	N	N	N	N	N	59%
Two or More Races	*	*	774	766	*	*	*	*	*	*	66%
Female	81	771	769	768	*	*	20%	*	*	74%	69%
Male	75	754	755	751	*	*	23%	*	*	60%	52%
Economically Disadvantaged Students	17	734	*	740	*	*	*	*	*	41%	42%
Non-Economically Disadvantaged Students	139	767	*	769	*	*	*	*	*	71%	71%
Students with Disabilities	13	712	725	719	*	*	*	*	*	15%	19%
Students without Disabilities	143	768	769	766	*	*	*	*	*	72%	68%
English Learners	N	N	*	703	N	N	N	N	N	N	*
Non-English Learners	156	763	*	761	*	*	21%	50%	17%	67%	*
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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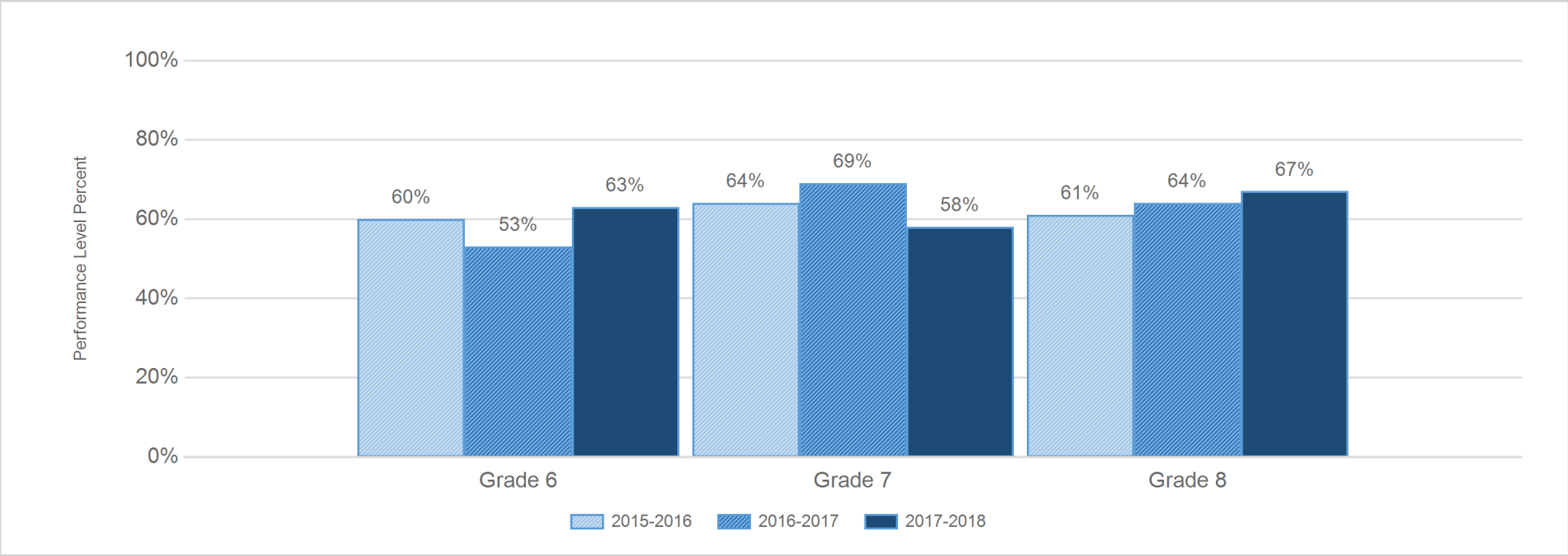
English Language Arts/Literacy Assessment - Performance Trends

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	548	86.2	49.1	53.0	45.0	44.6	44.4	Met Target
White	308	90.4	60.7	65.8	54.1	57.9	55.8	Met Target
Hispanic	57	87.7	29.9	42.2	29.2	27.5	34.4	Met Target†
Black or African American	114	72.3	18.4	26.4	23.4	14.0	23.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	29	96.7	79.3	*	77.0	79.3	56.9	Met Target
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	40	95.2	52.5	60.4	53.0	52.5	60.3	Met Target†
Female	292	83.4	51.3	54.1	46.0	45.2		
Male	256	89.7	46.5	52.0	43.9	43.8		
Economically Disadvantaged Students	79	72.1	11.4	20.9	26.6	*	16.3	Not Met
Non-Economically Disadvantaged Students	469	89.2	55.4	58.5	55.9	*		
Students with Disabilities	73	73.3	13.7	21.7	17.1	10.5	15.7	Met Target†
Students without Disabilities	475	88.7	54.6	59.4	50.5	51.0		
English Learners	*	*	*	32.0	24.6	*	**	**
Non-English Learners	*	*	*	53.3	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	50.0	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

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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	207	748	748	744	*	14%	30%	*	*	52%	44%
White	114	755	756	751	*	*	28%	*	*	62%	54%
Hispanic	17	741	*	731	*	*	*	*	*	35%	27%
Black or African American	44	730	729	726	*	30%	36%	*	*	25%	21%
Asian, Native Hawaiian, or Pacific Islander	16	758	*	771	*	*	*	*	*	81%	78%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	48%
Two or More Races	16	746	*	749	0%	*	*	*	*	38%	52%
Female	112	750	750	745	*	13%	27%	*	*	58%	45%
Male	95	746	746	742	*	16%	35%	*	*	44%	42%
Economically Disadvantaged Students	32	728	724	729	*	38%	34%	*	*	19%	24%
Non-Economically Disadvantaged Students	175	751	752	753	*	10%	30%	*	*	58%	56%
Students with Disabilities	28	721	*	717	*	*	36%	*	*	14%	13%
Students without Disabilities	179	752	*	748	*	*	30%	*	*	58%	49%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	207	748	*	745	*	14%	30%	*	*	52%	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	745	*	*	*	*	*	*	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

GLENFIELD MIDDLE SCHOOL
(13-3310-116)
Grades Offered: 06-08
2017-2018

Report Key:
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N No Data is available to display
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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	157	743	747	743	6%	19%	34%	*	*	41%	43%
White	88	750	755	750	*	14%	30%	*	*	53%	54%
Hispanic	20	735	*	732	*	*	*	*	*	25%	27%
Black or African American	34	725	731	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	89	748	753	745	*	13%	36%	*	*	46%	45%
Male	68	736	742	741	*	26%	31%	*	*	34%	42%
Economically Disadvantaged Students	26	724	*	730	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	131	747	*	751	*	*	*	*	*	*	55%
Students with Disabilities	24	718	*	717	*	46%	*	*	*	13%	12%
Students without Disabilities	133	748	*	748	*	14%	*	*	*	46%	50%
English Learners	N	N	*	716	N	N	N	N	N	N	10%
Non-English Learners	157	743	*	744	6%	19%	34%	*	*	41%	45%
Homeless Students	N	N	*	720	N	N	N	N	N	N	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

GLENFIELD MIDDLE SCHOOL
(13-3310-116)
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	*	*	*	728	*	*	*	*	*	*	28%
White	*	*	*	736	*	*	*	*	*	*	36%
Hispanic	N	N	*	722	N	N	N	N	N	N	22%
Black or African American	N	N	*	715	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	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	*	*	*	731	*	*	*	*	*	*	31%
Male	N	N	*	725	N	N	N	N	N	N	26%
Economically Disadvantaged Students	N	N	N	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	35%
Students with Disabilities	N	N	N	705	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	735	*	*	*	*	*	*	*
English Learners	N	N	*	705	N	N	N	N	N	N	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

GLENFIELD MIDDLE SCHOOL
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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	172	754	748	746	*	15%	32%	*	*	50%	46%
White	97	761	760	755	*	*	27%	*	*	62%	57%
Hispanic	19	746	*	730	*	*	*	*	*	26%	27%
Black or African American	35	731	728	727	*	34%	40%	*	*	17%	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	*	*	753	755	*	*	*	*	*	*	54%
Female	85	752	747	748	*	15%	34%	*	*	47%	48%
Male	87	756	750	745	*	14%	30%	*	*	53%	44%
Economically Disadvantaged Students	19	719	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	153	758	*	756	*	*	*	*	*	*	57%
Students with Disabilities	18	728	725	716	*	*	*	*	*	11%	13%
Students without Disabilities	154	757	754	752	*	*	*	*	*	55%	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	172	754	*	749	*	15%	32%	*	*	50%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	11	793	740	735	0%	0%	0%	*	*	100%	30%
White	*	*	750	740	*	*	*	*	*	*	37%
Hispanic	*	*	732	723	*	*	*	*	*	*	14%
Black or African American	N	N	*	719	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	760	N	N	N	N	N	N	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	757	741	*	*	*	*	*	*	39%
Female	*	*	741	736	*	*	*	*	*	*	30%
Male	*	*	739	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	N	N	718	722	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	11	793	*	741	0%	0%	0%	*	*	100%	38%
Students with Disabilities	N	N	712	713	N	N	N	N	N	N	*
Students without Disabilities	11	793	*	738	0%	0%	0%	*	*	100%	*
English Learners	N	N	*	711	N	N	N	N	N	N	*
Non-English Learners	11	793	*	736	0%	0%	0%	*	*	100%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	*	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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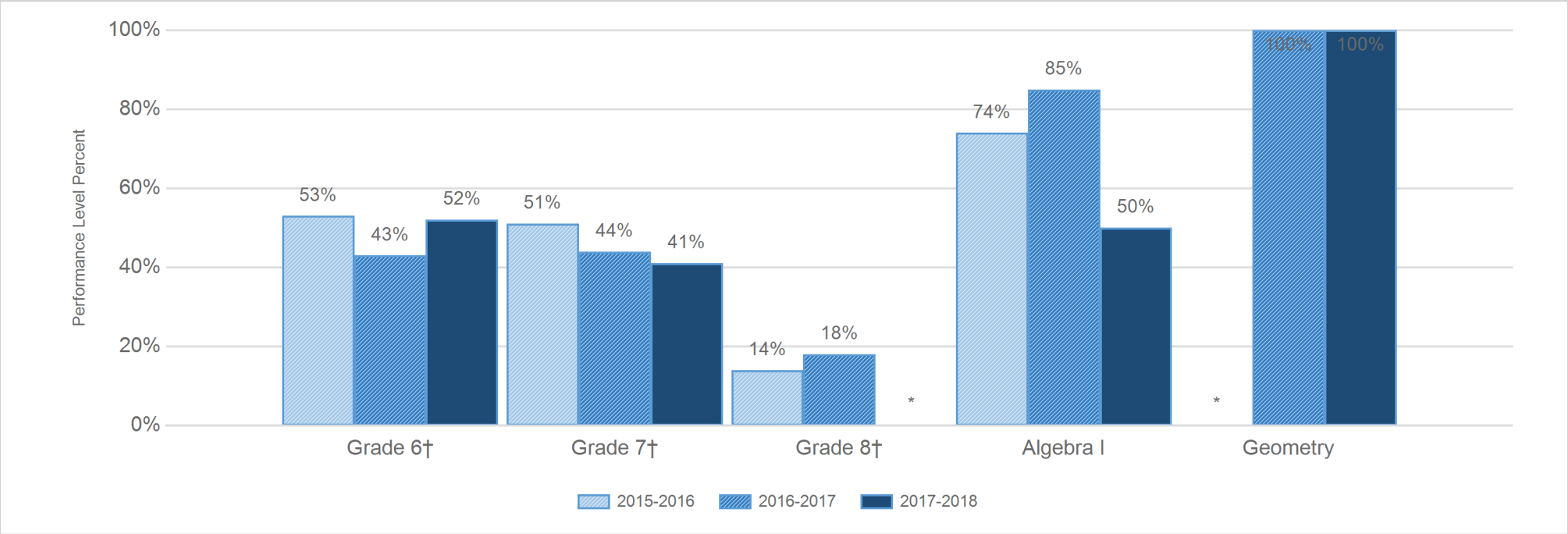
Mathematics Assessment – Performance Trends

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	N	N
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	N	N	N

† 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	N	N	N
3-4	N	N	N
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
6	39	0	208
7	212	0	24
8	186	32	21
Total	437	32	253

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	127	50	0	0	0	39	14
7	105	47	0	0	0	20	7
8	105	34	0	0	0	17	16
Total	337	131	0	0	0	76	37

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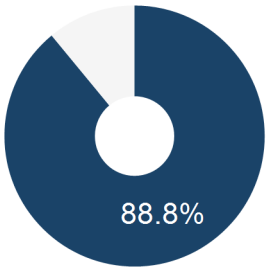
Visual and Performing Arts – Course Participation

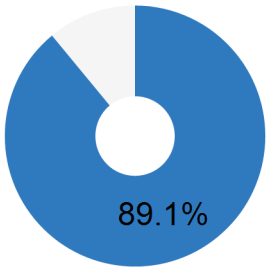
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

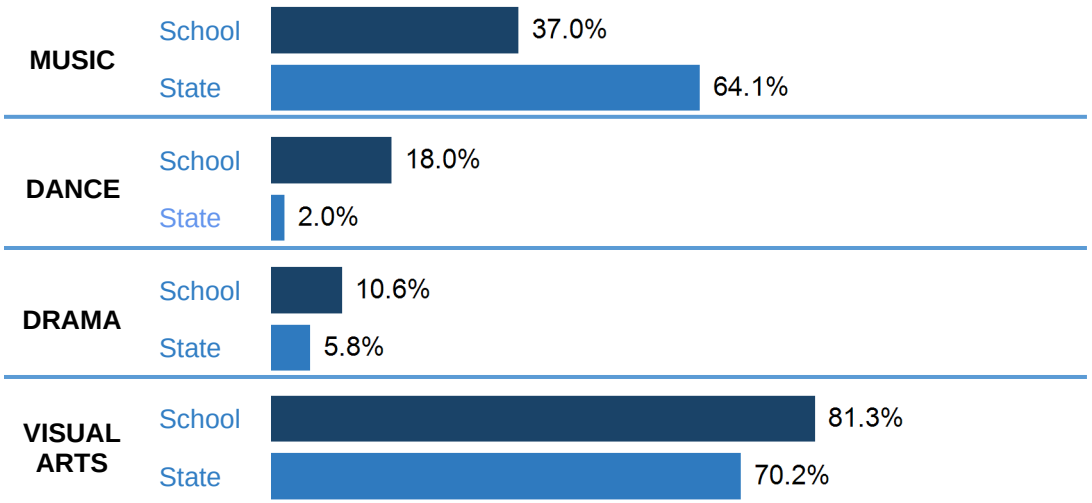


School



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.

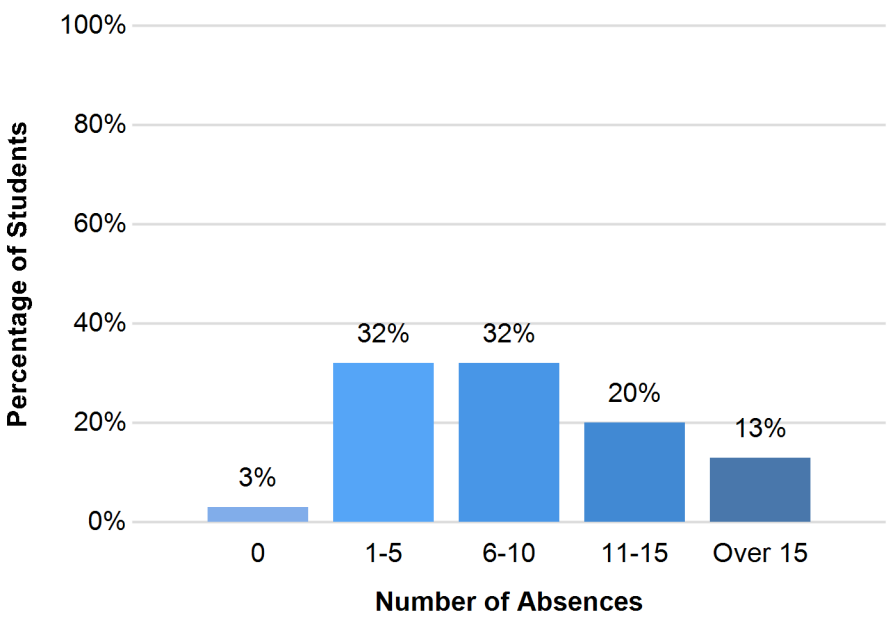
Chronic Absenteeism

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	54	8.4	9.5	Met
White	20	5.8	9.5	Met
Hispanic	9	13.6	9.5	Not Met
Black or African American	23	14.5	9.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	0	0	9.5	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	4.8	9.5	Met
Economically Disadvantaged Students	21	18.9	9.5	Not Met
Students with Disabilities	20	19.4	9.5	Not Met
English Learners	N	N	N	N

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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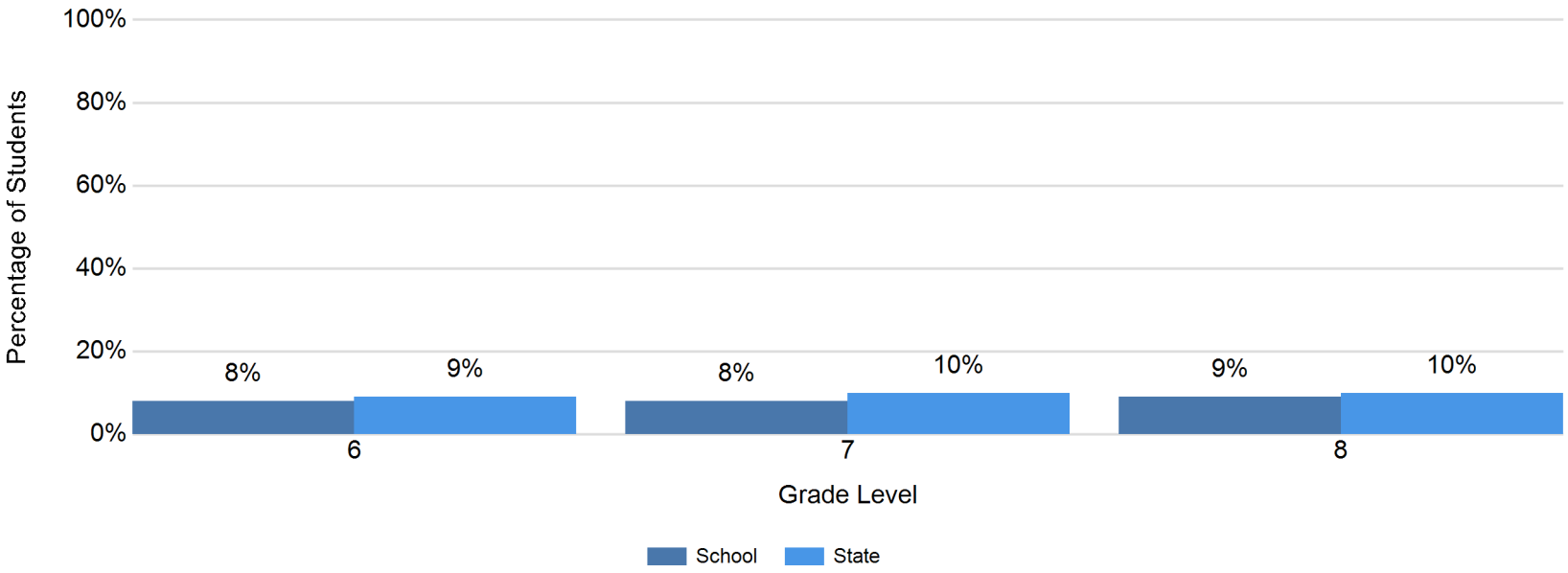
Chronic Absenteeism by Grade

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	9
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	17
Total Unique Incidents	27
Incidents Per 100 Students Enrolled	4.25

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	2	2
Gender	0	2	2
Sexual Orientation	1	3	4
Disability	0	1	1
Other	0	9	9
No Identified Nature	4		4

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	10	1.6%
Out-of-School Suspensions	10	1.6%
Any Suspension	18	2.8%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
30

NJ SCHOOL PERFORMANCE REPORT

GLENFIELD MIDDLE SCHOOL
(13-3310-116)
Grades Offered: 06-08
2017-2018

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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	7:50 AM
Typical End Time	2:10 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 25 Mins
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$384	$16,086	$16,470

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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	66	117,464
Average years experience in public schools	21.3	12.0
Average years experience in district	14.3	10.7
Teachers in district for 4 or more years	87.7%	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	32	9,374
Average years experience in public schools	15.2	16.0
Average years experience in district	10.1	12.0
Administrators in district for 4 or more years	65.6%	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	10:1	12:1
Students to Administrators	318:1	208:1
Teachers to Administrators	33:1	18:1
Students to Librarians/Media Specialists		1668:1
Students to Nurses		513:1
Students to Counselors		556:1
Students to Child Study Team		155:1

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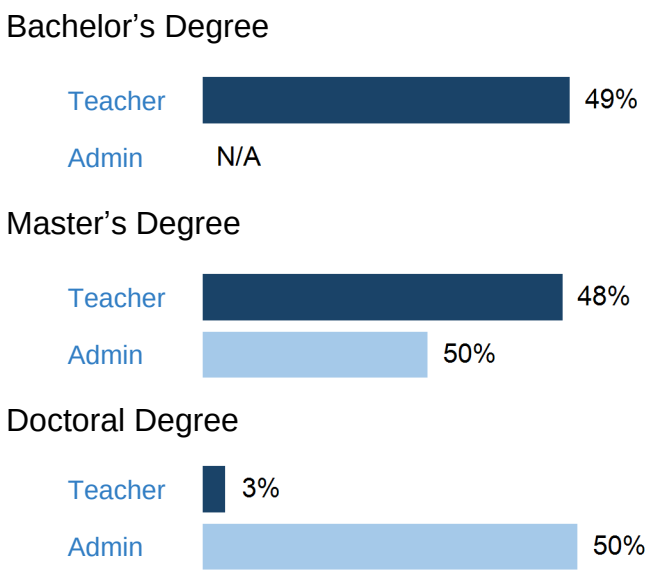
Teachers and Administrators - Level of Education

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	91.3%	90.2%
2016-17 Administrators: Same district 2017-18	81.3%	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	97.4%

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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	72.7%	50.0%
Male	27.3%	50.0%
White	74.2%	50.0%
Hispanic	7.6%	0.0%
Black or African American	15.2%	50.0%
Asian	3.0%	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
Yes	Yes	No

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	Yes	Yes	No
White	No		
Hispanic	Yes		
Black or African American	Yes		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	Yes		
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	36.73	17.5%
Mathematics Proficiency	33.29	17.5%
English Language Arts Growth	1.66	25.0%
Mathematics Growth	23.15	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	38.49	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	24.23	n/a
Summative Rating: Percentile Rank of Summative Score	12.62	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Not Met	Met Standard	N	Met	No
White	34.23	14.08	No	Met Target	Met Target	Not Met	Met Standard	n/a	Met	No
Hispanic	23.52	14.08	No	Met Target	Met Target†	Not Met	Met Standard	n/a	Not Met	No
Black or African American	23.99	14.08	No	Met Target†	Not Met	Not Met	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	31.55	14.08	No	Met Goal	Met Target	Not Met	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	32.06	14.08	No	Met Target	Met Target†	Not Met	Met Standard	n/a	Met	No
Economically Disadvantaged Students	24.13	14.08	No	Met Target†	Not Met	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	22.62	14.08	No	Met Target†	Met Target†	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	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:	• Visual and Performing Arts Magnet • STEAM Electives • Planetarium on site
Mission, Vision, Theme:	We believe that every student can learn and achieve in a stress-free, safe, and secure environment, which is both nurturing and challenging.
Awards, Recognition, Accomplishments:	In 2015 Glenfield Middle School was the subject of a short film "Ceremony for this Time" (http://www.imdb.com/title/tt3391596/) (https://vimeo.com/123594923). Glenfield Middle School has been featured on NJ Classroom Closeup for connecting arts and academics (http://classroomcloseup.org).

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Courses, Curriculum, Instruction:	Students are assigned teams of 5 teachers who instruct language arts, mathematics, science, social studies and world language. World Language opportunities are in Spanish, French and Mandarin. Through our electives, students create, shape and express themselves through rich artistic experiences in paint, sound, language, body movement, clay, voice and film. STEAM electives provide students experience in all aspects of topics and challenge them to experiment with their own creative genius.
Clubs and Activities:	Glenfield Middle School students participate in a variety of co- and extra-curricular programs. Model Congress, Model United Nations, Science Olympiad, Robotics and Inklings are clubs that students join. Glenfield Middle School (GMS) Extra is a free after school tutoring program that focuses on homework completion, executive functioning and re-teaching.

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Before and After School Programs:	Glenfield Middle School students participate in a variety of co- and extra-curricular programs. Model Congress, Model United Nations, Science Olympiad, Robotics and Inklings are clubs that students join. Glenfield Middle School (GMS) Extra is a free after school tutoring program that focuses on homework completion, executive functioning and re-teaching.
Staff and Professional Learning:	Glenfield Staff participates in on-going professional development provided from the district in various mandated topics like progress monitoring, information systems and curriculum. In-house Glenfield staff offer professional development to each other in a “lunch and learn” format.

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Student Supports and Services:	Glenfield is committed to providing a high quality, developmentally appropriate and individualized educational program for students identified with special needs. Students with special needs are educated in the least restrictive environment to the maximum extent appropriate. Additionally, students are supported prior to referral to the office of special service by the Intervention and Referral Service Team, I&RS and Response to Intervention, RTI personnel.
Student Health and Wellness:	Glenfield Middle School offers a breakfast and lunch program in accordance with our district food policy. Students are encouraged to move throughout the day. While all students take physical education either in the form of team sports, fitness, climbing or dance, we also provide recess or down time daily. All students take a marking period of Health each year.
Parent and Community Involvement:	Glenfield Middle School has an active parent community that participates in both our Parent Teacher Association (PTA) and or School Action Team for partnership (SATp). Our PTA serves to advocate for the school by raising funds and volunteering services to support the school in various areas like school dances, field trips and classroom supplies. Our SATp serves as an advisory committee that can influence curriculum and programing.

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Facilities:	Glenfield Middle School has a rich history inclusive of several renovations, which have added a 600 seat auditorium, planetarium, gymnasium, climbing gym and outdoor lunchtime facility. Connected to our magnet theme Glenfield has 3 visual art rooms, 2 dance studios, culinary arts kitchen and 3D printing studio. Glenfield has 3 technology labs and library utilized for curriculum enhancement.

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Other Information:	Glenfield Middle School is led by a Principal and Assistant Principal. Glenfield fosters a safe and positive school climate through the implementation of positive decision making facilitated by 2 school counselors and 100 staff. The school day structure is a combination of 40 minute basic periods and 80 minute elective block periods that rotate on a 3 day cycle. Hours of operations are 7:40am - 2:09pm. Weekly communications are sent to families to update the community on programing and events.