



ABRAHAM LINCOLN SCHOOL #6
2016-2017


Grade Span PK-05

03-1700-080
BERGEN
GARFIELD CITY
111 PALISADE AVE
GARFIELD, NJ 07026

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.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. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	45	45	43
KG	65	52	62
1	65	63	50
2	61	57	53
3	64	67	61
4	46	51	64
5	50	48	50
Ungraded	34	32	33
Total	430	415	416

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	2014-15	2015-16	2016-17
Female	51%	51%	51%
Male	49%	49%	50%
Economically Disadvantaged Students	79%	82%	84%
Students with Disabilities	16%	17%	14%
English Learners	6%	8%	10%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Hispanic	72.1%
White	16.6%
Black or African American	9.4%
Asian	1.0%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.2%
<i>Two or More Races</i>	0.5%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	45	45	43
KG - Half Day	0	0	0
KG - Full Day	62	52	62

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. All other students are included in Other Languages.

Home Language	% of Students
English	68.0%
Spanish	26.4%
Polish	1.7%
Albanian	1.0%
<i>Other</i>	2.6%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	162	98.9	42.60	50.40	54.90	42.6	37.6	Met Target
White	27	96.4	48.10	*	63.90	48.1	32.1	Met Target
Hispanic	120	99.2	40.00	*	39.80	40	38.7	Met Target
Black or African American	13	100.0	53.90	41.30	35.20	53.9	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	N	**	**
Female	83	98.9	47.00	*	62.20	47		
Male	79	98.8	38.00	*	48.10	38		
Economically Disadvantaged Students	118	99.2	39.80	*	36.20	39.8	37.4	Met Target
Non-Economically Disadvantaged Students	44	97.9	50.00	*	65.80	50		
Students with Disabilities	32	97.1	*	13.40	20.50	*	16.2	Not Met
Students without Disabilities	130	99.3	*	59.90	61.90	*		
English Learners	14	100.0	28.60	29.10	25.20	28.6	**	**
Non-English Learners	148	98.8	43.90	52.40	57.40	43.9		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	33.30	24.80	N		
Military-Connected Students	N	N	N	66.70	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	58	736	750	749	19%	*	29%	38%	*	38%	50%
White	12	736	754	759	*	*	*	*	0%	42%	61%
Hispanic	41	734	747	734	*	*	32%	34%	0%	34%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	37	740	755	754	*	*	*	*	0%	38%	55%
Male	21	730	744	745	*	*	*	*	0%	38%	46%
Economically Disadvantaged Students	42	734	747	731	*	*	*	*	0%	36%	31%
Non-Economically Disadvantaged Students	16	743	757	762	*	*	*	*	0%	44%	63%
Students with Disabilities	10	696	715	720	*	*	*	*	0%	10%	24%
Students without Disabilities	48	745	756	755	*	*	*	*	0%	44%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	64	746	757	753	*	*	34%	36%	*	44%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	48	745	751	740	*	*	40%	35%	*	40%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	27	756	763	758	*	*	37%	44%	*	52%	61%
Male	37	740	752	749	*	*	32%	30%	*	38%	51%
Economically Disadvantaged Students	46	743	753	737	*	*	*	*	*	41%	36%
Non-Economically Disadvantaged Students	18	755	764	764	*	*	*	*	*	50%	69%
Students with Disabilities	11	712	*	725	*	*	*	*	*	*	25%
Students without Disabilities	53	753	*	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	50	741	751	756	*	*	32%	44%	0%	44%	59%
White	*	*	*	763	*	*	*	*	*	*	69%
Hispanic	38	739	746	743	*	*	26%	45%	0%	45%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	24	744	759	761	*	*	*	*	0%	54%	66%
Male	26	738	742	750	*	*	*	*	0%	35%	53%
Economically Disadvantaged Students	37	737	744	740	*	*	*	*	0%	41%	40%
Non-Economically Disadvantaged Students	13	751	760	765	*	*	*	*	0%	54%	71%
Students with Disabilities	11	722	716	725	*	*	*	*	*	*	22%
Students without Disabilities	39	746	760	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



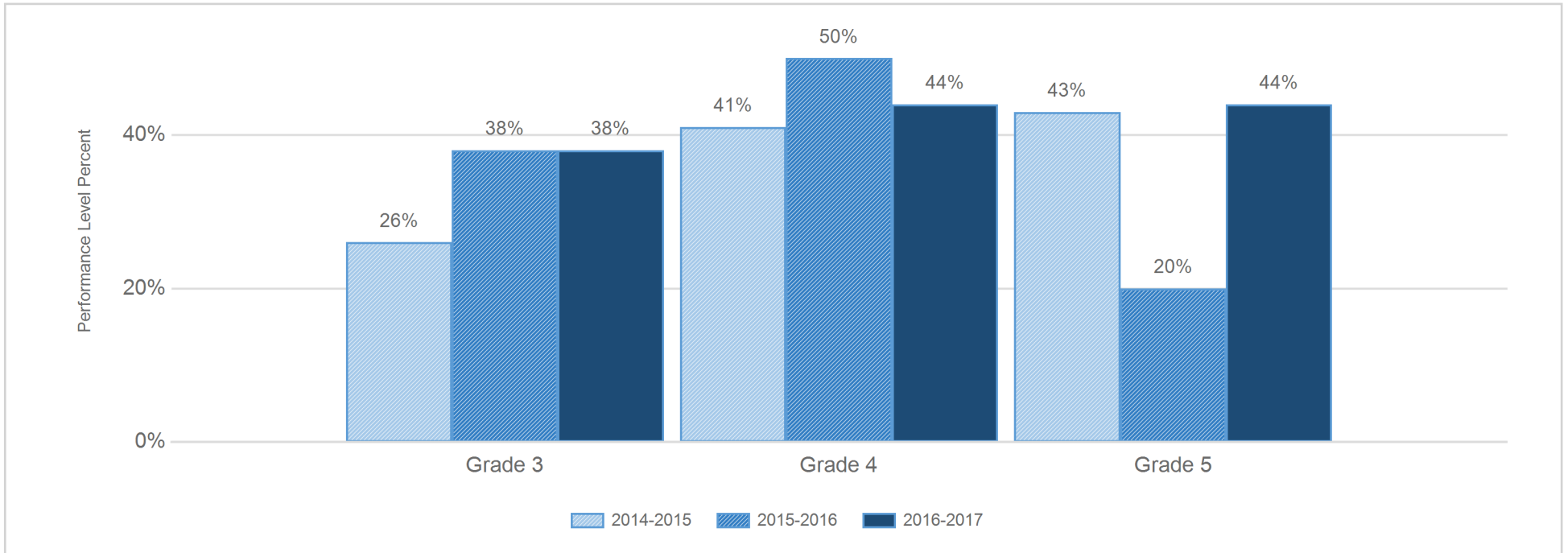
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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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](#).

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Schoolwide	163	98.9	22.70	34.80	43.50	22.7	20.1	Met Target
White	27	96.9	25.90	*	52.40	25.9	11	Met Target
Hispanic	121	99.3	21.50	*	27.60	21.5	22	Met Target†
Black or African American	13	100.0	23.10	20.80	21.70	23.1	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	100.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	N	**	**
Female	84	99.0	22.60	*	44.10	22.6		
Male	79	98.9	22.80	*	42.90	22.8		
Economically Disadvantaged Students	119	99.3	21.80	*	25.10	21.8	20.6	Met Target
Non-Economically Disadvantaged Students	44	98.0	25.00	*	54.30	25		
Students with Disabilities	32	97.1	*	10.90	16.50	*	13.8	Not Met
Students without Disabilities	131	99.4	*	41.00	48.80	*		
English Learners	15	100.0	13.30	24.60	23.30	13.3	N	N
Non-English Learners	148	98.8	23.70	35.90	45.20	23.7		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	25.00	15.10	N		
Military-Connected Students	N	N	N	33.30	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	64	731	747	751	*	23%	41%	23%	*	25%	53%
White	14	736	753	759	*	*	*	*	0%	36%	63%
Hispanic	45	727	743	738	*	24%	42%	*	0%	20%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	41	734	746	751	*	*	*	*	*	29%	52%
Male	23	726	748	751	*	*	*	*	*	17%	53%
Economically Disadvantaged Students	47	729	744	736	*	*	*	*	*	23%	34%
Non-Economically Disadvantaged Students	17	737	752	761	*	*	*	*	*	29%	65%
Students with Disabilities	10	696	729	729	*	*	*	*	*	*	29%
Students without Disabilities	54	737	750	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	70	725	745	747	17%	29%	36%	19%	0%	19%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	53	724	738	734	*	34%	36%	*	0%	17%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	30	726	746	747	*	*	50%	*	0%	13%	47%
Male	40	724	744	747	*	*	25%	*	0%	23%	48%
Economically Disadvantaged Students	52	722	741	732	*	*	*	*	*	17%	27%
Non-Economically Disadvantaged Students	18	733	753	757	*	*	*	*	*	22%	61%
Students with Disabilities	11	701	*	724	*	*	*	*	*	*	22%
Students without Disabilities	59	730	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	52	730	741	747	*	27%	48%	*	0%	17%	46%
White	*	*	*	754	*	*	*	*	*	*	57%
Hispanic	39	729	737	735	*	28%	39%	*	0%	23%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	25	729	745	747	*	*	48%	*	0%	12%	47%
Male	27	730	738	746	*	*	48%	*	0%	22%	46%
Economically Disadvantaged Students	38	728	736	732	*	*	*	*	0%	16%	27%
Non-Economically Disadvantaged Students	14	733	748	756	*	*	*	*	0%	21%	59%
Students with Disabilities	11	725	722	725	*	*	*	*	0%	18%	19%
Students without Disabilities	41	731	747	751	*	*	*	*	0%	17%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

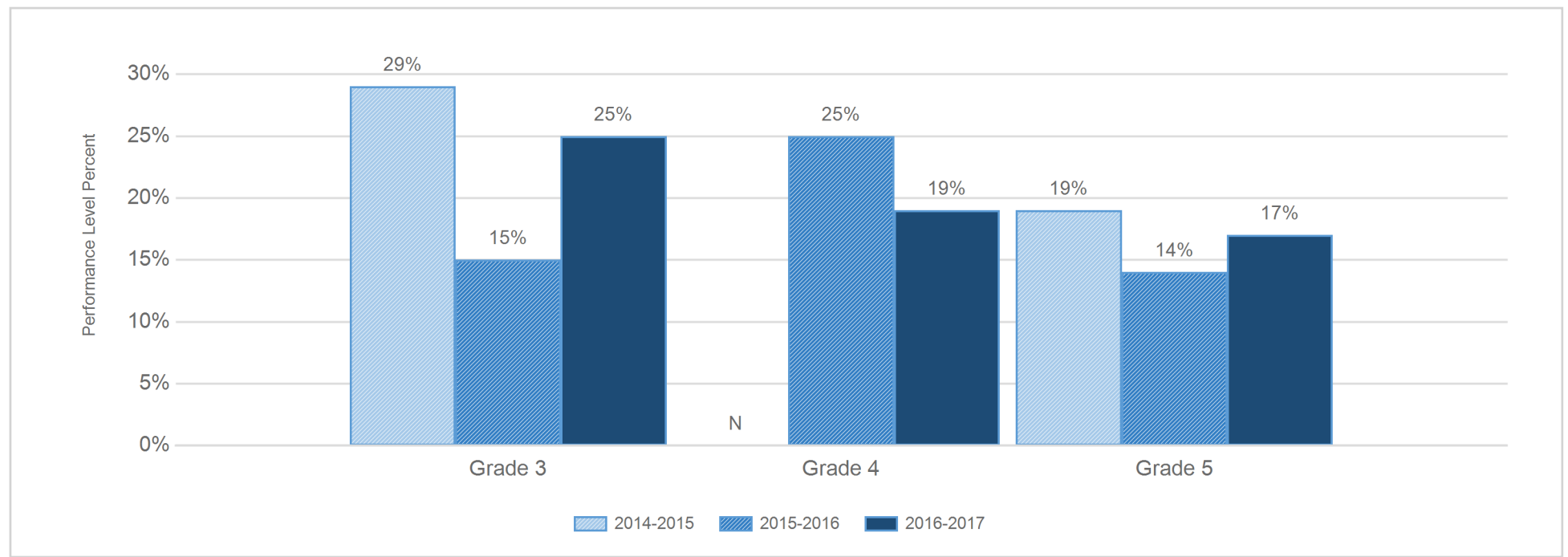


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	*	*
5	N	N

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. The table also shows 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
1	26	*	*
2	10	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

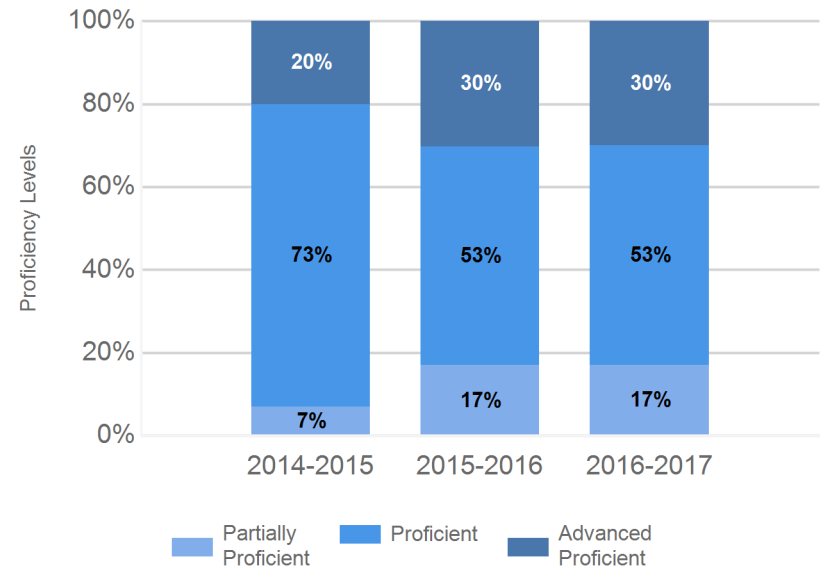
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	30%	53%	17%
White	50%	*	N
Hispanic	28%	54%	18%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	*
Economically Disadvantaged Students	31%	47%	22%
Students with Disabilities	21%	50%	29%
English Learners	*	*	*

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	29	45	50	Not Met	36	43.5	50	Not Met
White	27	49	50	**	53	48	52	**
Hispanic	28	*	49	Not Met	34	*	47	Not Met
Black or African American	*	37.5	45	**	*	32	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	39	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	29.5	44	47	Not Met	36	42	46	Not Met
Students with Disabilities	21.5	*	41	Not Met	25	*	43	Not Met
English Learners	*	63	53	**	*	57.5	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



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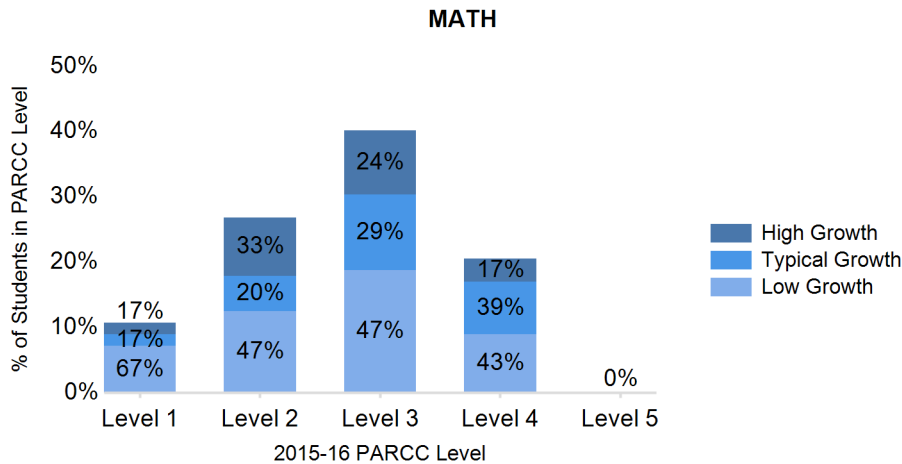
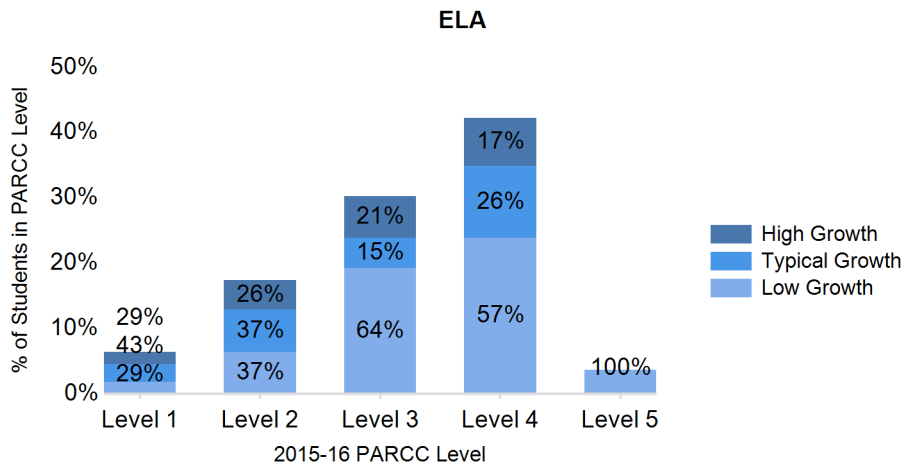
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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

Low Growth: Less than 35 **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

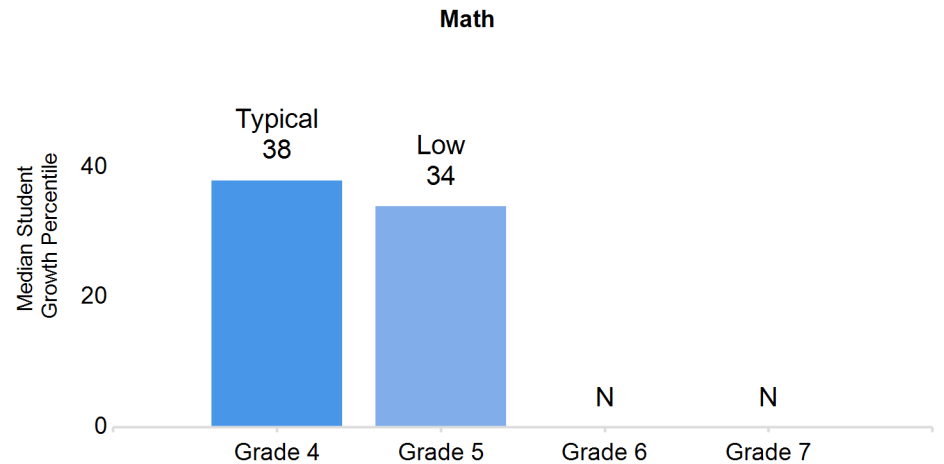
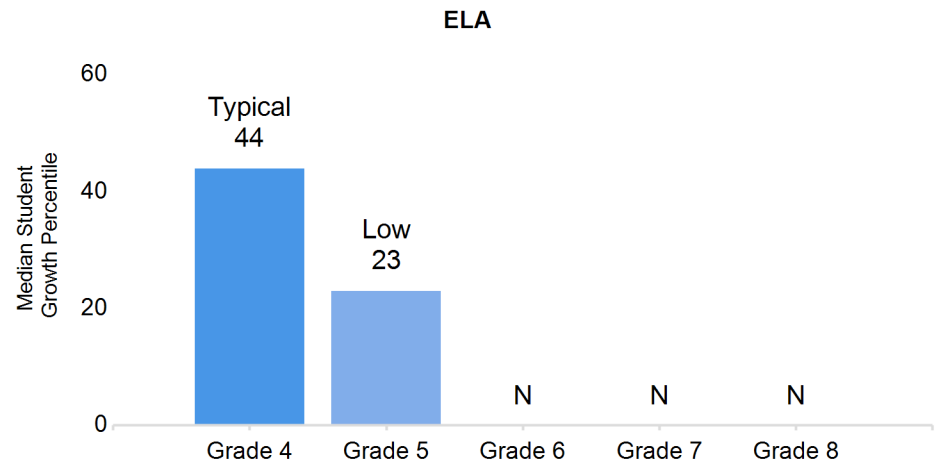
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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



An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

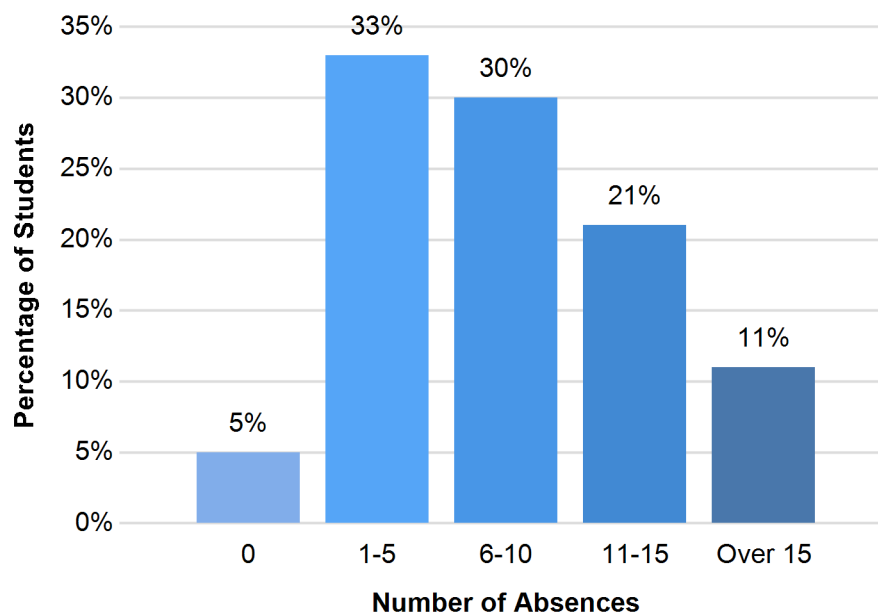
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.70	8.40	Met Target
White	8.20	8.40	Met Target
Hispanic	5.80	8.40	Met Target
Black or African American	21.20	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	9.00	8.40	Not Met
Students with Disabilities	4.90	8.40	Met Target
English Learners	0	8.40	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





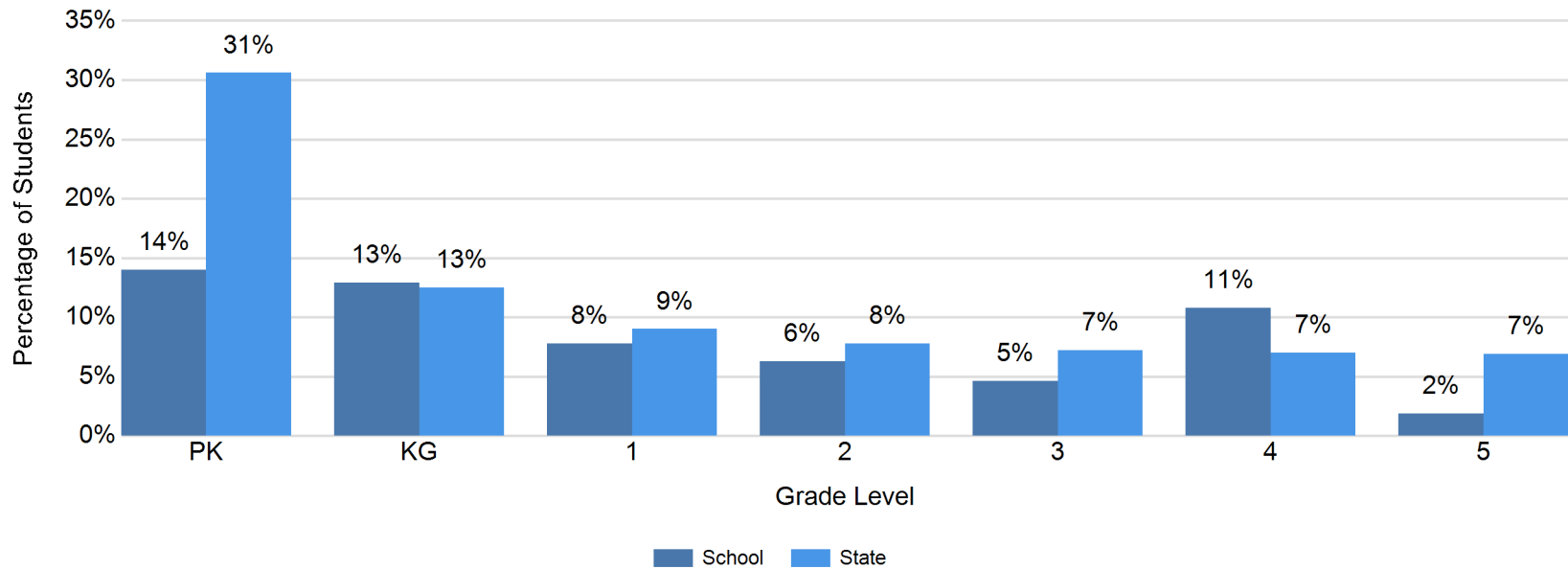
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:35AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs. 28 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	2
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.48

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.5%
Any Suspension	0.5%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.1:1	202.4 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$561	\$16,448	\$17,009



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	39	120,724
Average years experience in public schools	11.1	11.8
Average years experience in district	11.1	10.5
Teachers in district for 4 or more years	72%	74%

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	31	9,506
Average years experience in public schools	20.6	15.9
Average years experience in district	20.6	11.6
Administrators in district for 4 or more years	100%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	11:1
Administrators	416:1	159:1
Librarian/Media Specialists		4941:1
Nurses		618:1
Counselors		380:1
Child Study Team		235:1



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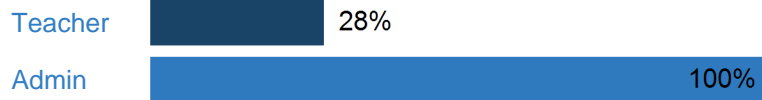
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	94%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	95%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	22.8	17.5%
Mathematics Proficiency	11.3	17.5%
English Language Arts Growth	1.8	25.0%
Mathematics Growth	9.1	25.0%
Chronic Absenteeism	49.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		16.1
Summative Rating: Percentile rank of Summative Score		6.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	16.1	11.9	No	Met Target	Met Target	Met Target	Not Met	Not Met	No
White	**	**	No	Met Target	Met Target	Met Target	**	**	No
Hispanic	25.5	11.9	No	Met Target	Met Target†	Met Target	Not Met	Not Met	No
Black or African American	**	**	No	**	**	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	29.7	11.9	No	Met Target	Met Target	Not Met	Not Met	Not Met	No
Students with Disabilities	20.6	11.9	No	Not Met	Not Met	Met Target	Not Met	Not Met	No
English Learners	**	**	No	**	N	Met Target	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Annibal	Email Address:	cannibal@gboe.org
Address:	111 PALISADE AVE GARFIELD, NJ 07026	Website:	www.gboe.org
Phone:	(973)340-5036		

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Increase in percentage of students in grades 3, 4 & 5 who scored a 4 or 5 on PARCC • Centennial Committee responsible for planning and organizing school events to celebrate our 100th year • School chorus performed at Prudential Center with 8000 other students from across NY/NJ/CT
 <p>Mission, Vision, Theme:</p>	<p>Garfield strives to provide intellectual experiences within the context of a multi-cultural setting. This environment will enable students to achieve their maximum potential. Each school shall seek to assist every student in the development of social skills and moral attitudes to successfully meet the challenges of a complex and ever changing world. Garfield is committed to creating a flexible educational environment addressing the individualities and potentialities the students.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Teacher of the year was recognized by the county and by the board of education, a grant was awarded through Safe Routes to School, Donor's Choose projects were funded by various stakeholders. NJASK Science scores were recorded at 83 % of students Proficient and Advanced Proficient</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>*District Created Curriculum in compliance with NJSLS ELA - *K-2 Wilson Foundations *K-2 Reading Street Series 2014 *Raz Kids/ Reading A to Z (k-5) *3-5 Reading Street Series 2014 *Wilson Program *Study Island - Digital (k-5) Math - *Go Math -2015 (k-5) *Motivation Math - 2015 (gr. 3-5) Science - *A Closer Look - 2009 (k-5) last year of implementation Social Studies - *McMillan McGraw Hill 2009 *Elementary G & T program, challenge kits Homework: Gr. K-2 15-20 min. Gr. 3-5 45-60 min.</p>
 <p>Clubs and Activities:</p>	<p>The school provides the following clubs and activities throughout the year: Yearbook Club, Newspaper, Family Math/ Literacy, Book clubs, Student Council, Extended day programs.</p>
 <p>Before and After School Programs:</p>	<p>After School services are provided by the Recreation Center, Kidz University and the YMCA all serving a K-5 population. After School programs include Parcc enrichment, Book clubs, Unified grant extended day programming in Language Arts and Math.</p>







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 <p>Staff and Professional Learning:</p>	<p>Professional development was provided in the areas of SGO development, Next Generation Science Standards, Reader's workshop, GCN tutorials in various areas, HIB/Antibullying refreshers, school law and special education law, CPR and emergency response team through Janet's Law, Least Restrictive Environment, Technology in the classroom, Wilson, Classroom Management, Mentoring, STEM, Grade Level meetings with Principals and Curriculum Supervisors, Performance Matters Training and Data Analysis.</p>
 <p>Student Supports and Services:</p>	<p>English Language Learners receive ESL and Spanish BiLingual, Students with Disabilities are provided with Speech, OT, PT, and counseling when required through IEP. Students who are struggling are provided tutoring afterschool and interventions through I&RS such as WILSON, Parent Meetings are held to create a cohesive plan to assist students that are at risk for retention,</p>
 <p>Student Health and Wellness:</p>	<p>Breakfast program is offered to all students through school meal provider. Students participate in programs through the Physical Education program and are provided daily recess opportunities.</p>
 <p>Parent and Community Involvement:</p>	<p>Special Education Parent Advisory Group is a District Group. Within the school the PTA supports the programming and staffing of parent run events. Parent Portal sign-in letters are given at Back to School Night and November Conferences. Partnerships with the Local Police department provide programs such as LEAD to the students. District Consortium provide parent programming district wide for all levels.</p>





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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.

 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>School Climate survey is conducted twice a year to a given population of students and to all parents to gauge school climate perceptions. School Safety Team reviews the results for the changes to be addressed.</p>
 <p>Facilities:</p>	<p>Building is 100 years old, mobile classrooms are approximately 16 years old.</p>



ABRAHAM LINCOLN SCHOOL #6
2016-2017

Grade Span PK-05

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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.

School community committee organizes events for school community and families; such as Trunk or Treat, Cookies with Santa, Pancake Breakfast, Centennial Picnic/Carnival. We believe it extremely important to celebrate student achievement and accomplishments; Students of the Month are displayed in main entrance foyer, spelling bee champion competes in regional event, and our school chorus consists of 85 students who rehearse 3 times per week, and performed at the Prudential Center last year with 8000 students from the tri-state area. Our students wear uniforms, and our security plan is one of the finest in the area, with various types of emergency drills in place. School has 5 Chromebook carts (approx 175 chromebooks) for teacher/student use in classroom setting.



Other Information:



CHRISTOPHER COLUMBUS SCHOOL #8
2016-2017


Grade Span PK-05

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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



**CHRISTOPHER COLUMBUS SCHOOL #8
2016-2017**

03-1700-060
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147 CEDAR STREET
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Grade Span PK-05

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

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.

This table shows the percentage of students by racial and ethnic group.

Grade	2014-15	2015-16	2016-17
PK	12	15	14
KG	59	60	65
1	61	60	57
2	65	56	57
3	69	67	56
4	68	71	60
5	51	63	70
Ungraded	28	29	41
Total	413	421	420

Student Group	2014-15	2015-16	2016-17
Female	50%	49%	49%
Male	50%	51%	51%
Economically Disadvantaged Students	70%	60%	63%
Students with Disabilities	14%	15%	17%
English Learners	3%	5%	5%
Homeless Students			2%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
Hispanic	44.5%
White	44.3%
Black or African American	9.8%
Asian	1.0%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
<i>Two or More Races</i>	0.2%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

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. All other students are included in Other Languages.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	12	15	14
KG - Half Day	0	0	0
KG - Full Day	58	60	65

Home Language	% of Students
English	72.6%
Spanish	14.3%
Polish	4.8%
Macedonian	1.9%
Albanian	1.7%
<i>Other</i>	4.6%



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Grade Span PK-05

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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	198	99.1	53.60	50.40	54.90	53.6	57.9	Met Target†
White	83	98.8	63.80	*	63.90	63.8	68.8	Met Target†
Hispanic	92	99.0	52.10	*	39.80	52.1	47.2	Met Target
Black or African American	21	100.0	23.80	41.30	35.20	23.8	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	N	**	**
Female	95	99.0	64.20	*	62.20	64.2		
Male	103	99.1	43.70	*	48.10	43.7		
Economically Disadvantaged Students	119	98.5	45.30	*	36.20	45.3	50.6	Met Target†
Non-Economically Disadvantaged Students	79	100.0	65.80	*	65.80	65.8		
Students with Disabilities	51	98.2	15.70	13.40	20.50	15.7	13.7	Met Target
Students without Disabilities	147	99.4	66.60	59.90	61.90	66.6		
English Learners	13	93.7	23.10	29.10	25.20	23.1	**	**
Non-English Learners	185	99.5	55.70	52.40	57.40	55.7		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	66.70	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



CHRISTOPHER COLUMBUS SCHOOL #8
2016-2017

Grade Span PK-05

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	65	741	750	749	*	15%	32%	39%	*	40%	50%
White	30	751	754	759	0%	*	40%	40%	*	43%	61%
Hispanic	23	739	747	734	*	*	*	44%	0%	44%	35%
Black or African American	11	718	746	731	*	*	*	*	0%	27%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	31	747	755	754	*	*	*	48%	*	52%	55%
Male	34	735	744	745	*	*	*	29%	*	29%	46%
Economically Disadvantaged Students	42	737	747	731	*	*	*	33%	*	33%	31%
Non-Economically Disadvantaged Students	23	747	757	762	*	*	*	48%	*	52%	63%
Students with Disabilities	17	717	715	720	*	*	*	*	*	12%	24%
Students without Disabilities	48	749	756	755	*	*	*	*	*	50%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	66	755	757	753	*	*	24%	46%	*	59%	56%
White	26	766	*	762	0%	*	*	54%	*	73%	67%
Hispanic	36	752	751	740	*	*	*	44%	*	56%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	34	758	763	758	*	*	*	41%	*	68%	61%
Male	32	752	752	749	*	*	*	50%	*	50%	51%
Economically Disadvantaged Students	44	754	753	737	*	*	*	46%	*	57%	36%
Non-Economically Disadvantaged Students	22	759	764	764	*	*	*	46%	*	64%	69%
Students with Disabilities	16	735	*	725	*	*	*	*	*	31%	25%
Students without Disabilities	50	762	*	759	*	*	*	*	*	68%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	66	755	757	755	*	*	24%	46%	*	59%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	76	746	751	756	15%	*	15%	53%	*	59%	59%
White	28	757	*	763	*	*	*	64%	*	75%	69%
Hispanic	39	745	746	743	*	*	*	49%	*	54%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	37	756	759	761	*	*	*	60%	*	70%	66%
Male	39	738	742	750	*	*	*	46%	*	49%	53%
Economically Disadvantaged Students	40	737	744	740	*	*	*	43%	*	48%	40%
Non-Economically Disadvantaged Students	36	757	760	765	*	*	*	64%	*	72%	71%
Students with Disabilities	19	701	716	725	*	*	*	*	*	*	22%
Students without Disabilities	57	761	760	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



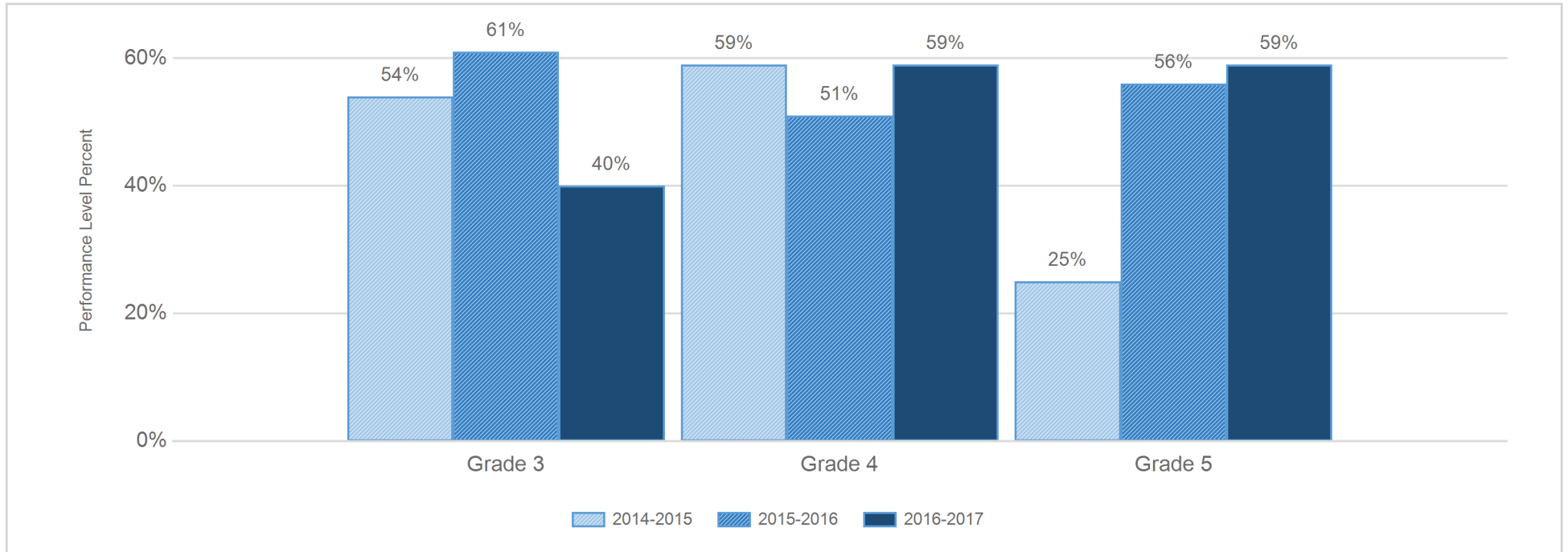
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Grade Span PK-05

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Grade Span PK-05

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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	202	99.1	37.20	34.80	43.50	37.2	48.2	Not Met
White	85	98.9	51.70	*	52.40	51.7	58.7	Met Target†
Hispanic	94	99.0	29.80	*	27.60	29.8	40.7	Not Met
Black or African American	21	100.0	14.30	20.80	21.70	14.3	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	100.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	N	**	**
Female	97	99.0	37.10	*	44.10	37.1		
Male	105	99.1	37.10	*	42.90	37.1		
Economically Disadvantaged Students	121	98.5	31.40	*	25.10	31.4	36.2	Met Target†
Non-Economically Disadvantaged Students	81	100.0	45.60	*	54.30	45.6		
Students with Disabilities	51	98.2	15.70	10.90	16.50	15.7	16.9	Met Target†
Students without Disabilities	151	99.4	44.30	41.00	48.80	44.3		
English Learners	17	95.2	23.50	24.60	23.30	23.5	N	N
Non-English Learners	185	99.5	38.40	35.90	45.20	38.4		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	33.30	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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2016-2017

Grade Span PK-05

03-1700-060
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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	67	740	747	751	*	21%	30%	27%	*	37%	53%
White	30	747	753	759	*	*	*	*	*	47%	63%
Hispanic	25	738	743	738	*	*	*	*	*	36%	37%
Black or African American	11	725	738	733	*	*	*	*	0%	18%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	32	737	746	751	*	*	*	*	*	34%	52%
Male	35	742	748	751	*	*	*	*	*	40%	53%
Economically Disadvantaged Students	43	739	744	736	*	*	*	*	*	40%	34%
Non-Economically Disadvantaged Students	24	741	752	761	*	*	*	*	*	33%	65%
Students with Disabilities	17	725	729	729	*	*	*	*	*	29%	29%
Students without Disabilities	50	745	750	755	*	*	*	*	*	40%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	66	742	745	747	*	17%	38%	36%	*	38%	47%
White	26	754	*	755	*	0%	39%	54%	*	58%	59%
Hispanic	36	736	738	734	*	*	39%	28%	0%	28%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	34	742	746	747	*	*	29%	38%	*	41%	47%
Male	32	741	744	747	*	*	47%	34%	*	34%	48%
Economically Disadvantaged Students	44	738	741	732	*	*	*	30%	*	30%	27%
Non-Economically Disadvantaged Students	22	748	753	757	*	*	*	50%	*	55%	61%
Students with Disabilities	16	723	*	724	*	*	*	*	*	13%	22%
Students without Disabilities	50	748	*	751	*	*	*	*	*	46%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	66	742	747	749	*	17%	38%	36%	*	38%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Grade Span PK-05

Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	79	736	741	747	*	24%	30%	33%	*	35%	46%
White	31	744	*	754	*	*	*	45%	*	48%	57%
Hispanic	39	732	737	735	*	28%	33%	26%	*	28%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	38	736	745	747	*	*	34%	37%	*	37%	47%
Male	41	735	738	746	*	*	27%	29%	*	34%	46%
Economically Disadvantaged Students	41	730	736	732	*	*	29%	*	*	27%	27%
Non-Economically Disadvantaged Students	38	742	748	756	*	*	32%	*	*	45%	59%
Students with Disabilities	19	711	722	725	*	*	*	*	*	*	19%
Students without Disabilities	60	743	747	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



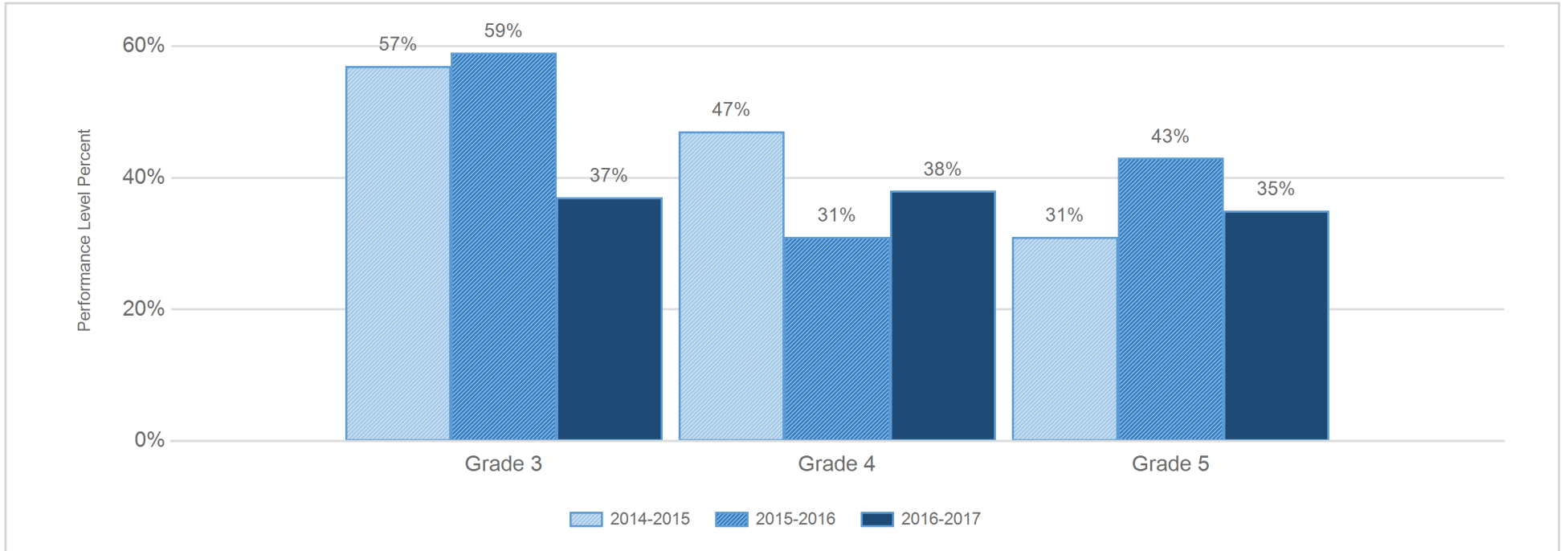
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	N	N

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. The table also shows 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
1	11	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

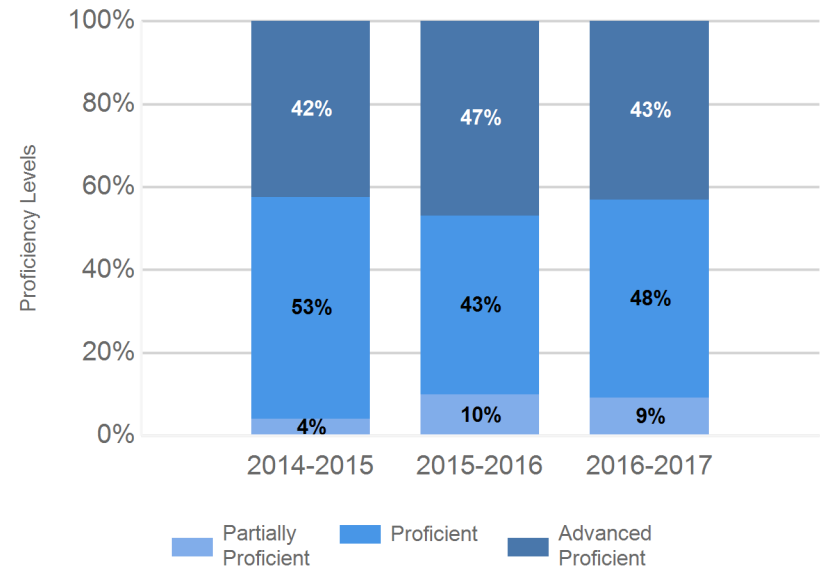
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	43%	48%	9%
White	58%	35%	*
Hispanic	33%	58%	9%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	43%	45%	12%
Students with Disabilities	42%	50%	8%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	36	45	50	Not Met	36	43.5	50	Not Met
White	43	49	50	Met Target	42.5	48	52	Met Target
Hispanic	37	*	49	Not Met	30	*	47	Not Met
Black or African American	*	37.5	45	**	*	32	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	39	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	34	44	47	Not Met	34	42	46	Not Met
Students with Disabilities	28	*	41	Not Met	40	*	43	Met Target
English Learners	*	63	53	**	*	57.5	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



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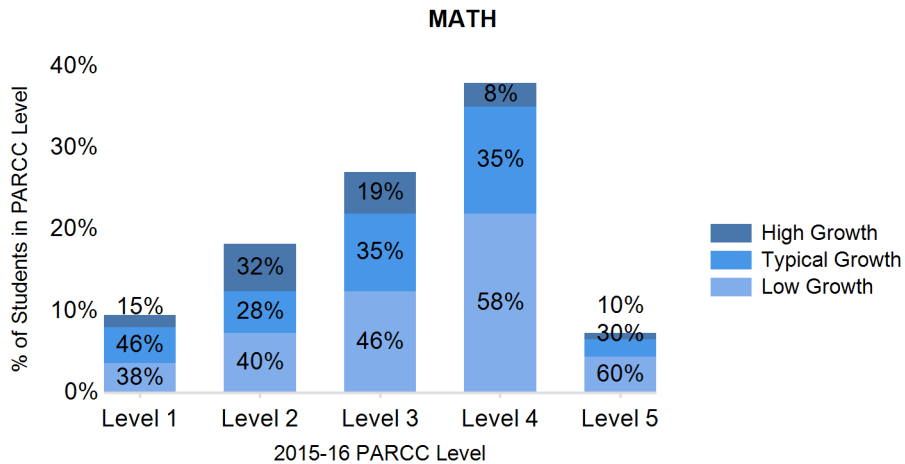
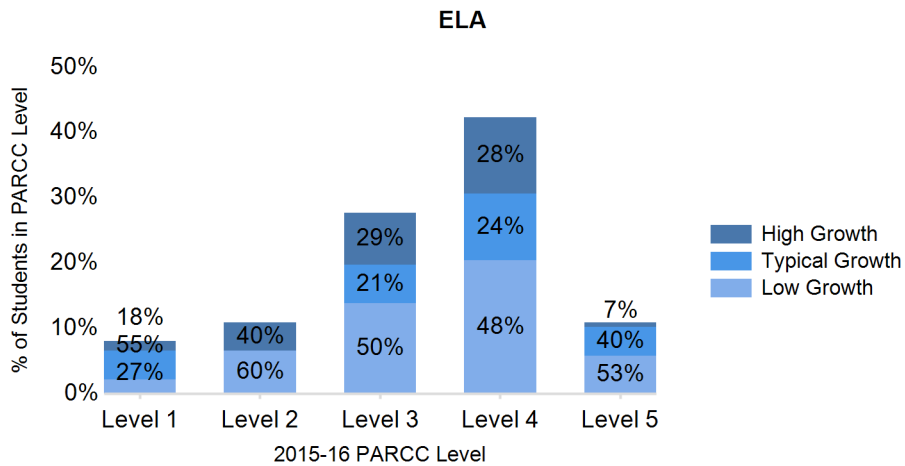
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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**

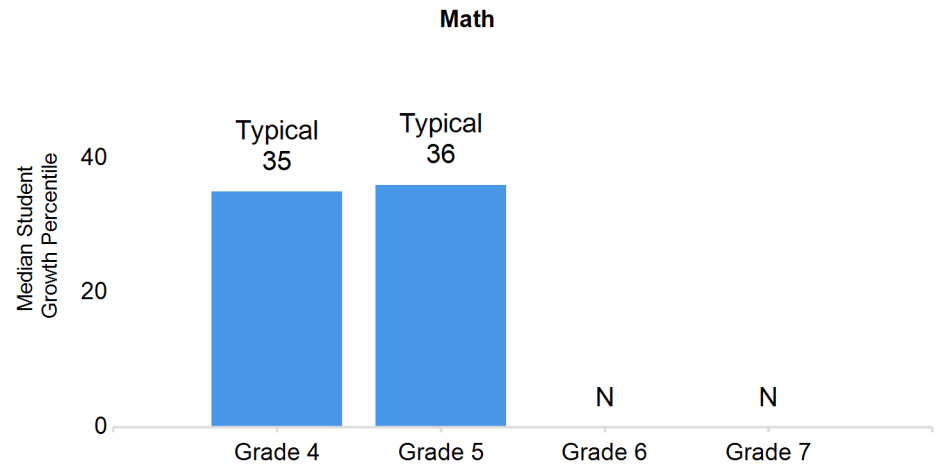
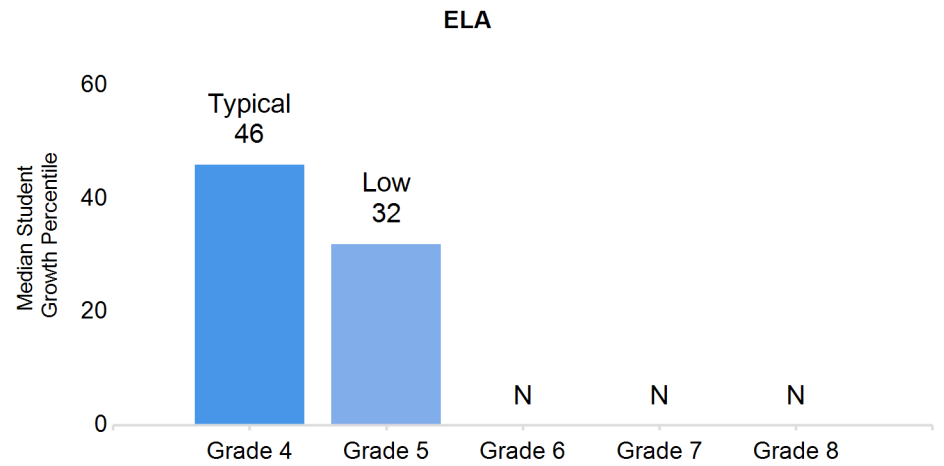
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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



An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

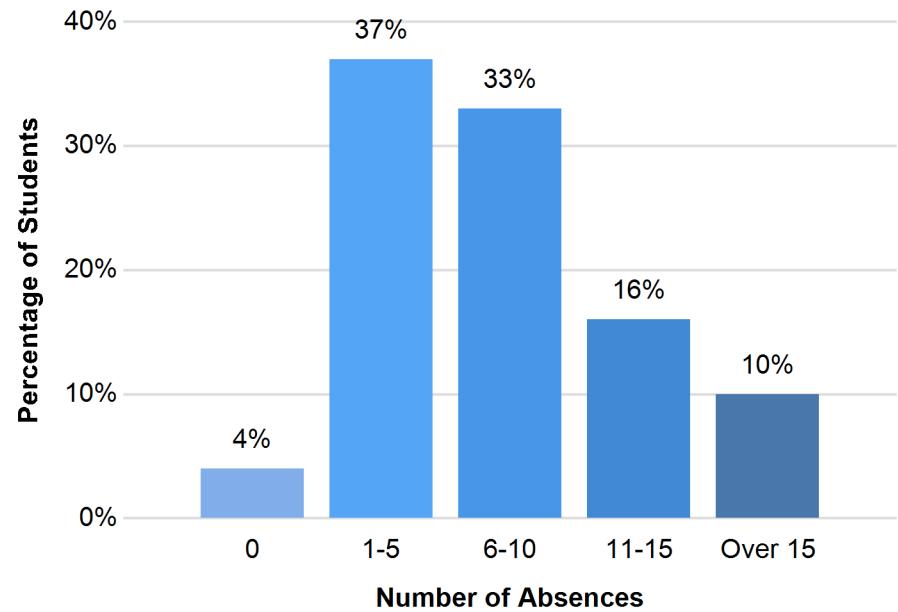
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.10	8.40	Not Met
White	7.80	8.40	Met Target
Hispanic	8.70	8.40	Not Met
Black or African American	17.50	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	12.80	8.40	Not Met
Students with Disabilities	22.70	8.40	Not Met
English Learners	0	8.40	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





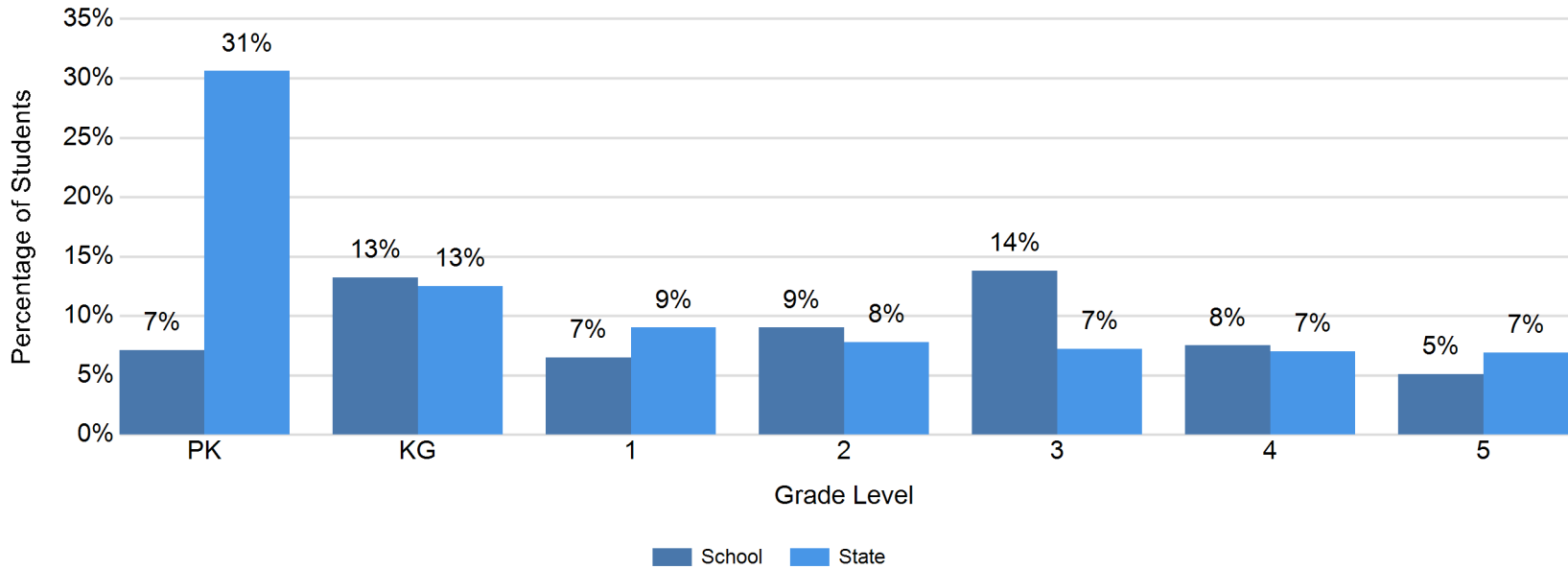
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:35AM
Typical End Time	2:35PM
Length of School Day	6 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs. 28 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	1
Vandalism	1
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.95

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.5%
Out-of-School Suspensions	4.3%
Any Suspension	4.8%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.0:1	202.4 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$561	\$16,448	\$17,009



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	38	120,724
Average years experience in public schools	11.3	11.8
Average years experience in district	11.3	10.5
Teachers in district for 4 or more years	82%	74%

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	31	9,506
Average years experience in public schools	20.6	15.9
Average years experience in district	20.6	11.6
Administrators in district for 4 or more years	100%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	11:1
Administrators	210:1	159:1
Librarian/Media Specialists		4941:1
Nurses		618:1
Counselors		380:1
Child Study Team		235:1



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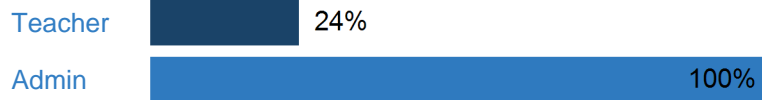
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	94%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	95%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	42.3	17.5%
Mathematics Proficiency	33.7	17.5%
English Language Arts Growth	8.1	25.0%
Mathematics Growth	11.5	25.0%
Chronic Absenteeism	32.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		23.0
Summative Rating: Percentile rank of Summative Score		12.3
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	23.0	11.9	No	Met Target†	Not Met	Not Met	Not Met	Not Met	No
White	29.4	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Hispanic	32.5	11.9	No	Met Target	Not Met	Not Met	Not Met	Not Met	No
Black or African American	**	**	No	N	N	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	35.1	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Not Met	No
Students with Disabilities	29.8	11.9	No	Met Target	Met Target†	Not Met	Not Met	Met Target	No
English Learners	**	**	No	**	N	Met Target	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Taylor	Email Address:	ataylor@gboe.org
Address:	147 CEDAR STREET GARFIELD, NJ 07026	Website:	www.gboe.org
Phone:	(973)340-5038		

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Math Parcc scores for our school were higher than District, State and Cross State numbers in all 3 grade levels • Reading Coaches supported our initial introduction of Reader's Workshop for grade 3-5 • Our school was awarded the BCUA Environmental Awareness Challenge Grant
 <p>Mission, Vision, Theme:</p>	<p>Garfield strives to provide intellectual experiences within the context of a multi-cultural setting. This environment will enable students to achieve their maximum potential. Each school shall seek to assist every student in the development of social skills and moral attitudes to successfully meet the challenges of a complex and ever changing world. Garfield is committed to creating a flexible educational environment addressing the individualities and potentialities the students.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Teacher of the year was recognized by the county and by the board of education, a grant was awarded through Safe Routes to School, and an Environmental Grant was awarded. Donor's Choose projects were funded by various stakeholders. NJASK Science scores were recorded at <u>90.8</u>% of students Proficient and Advanced Proficient</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>*District Created Curriculum in compliance with NJSLS ELA - *K-2 Wilson Foundations *K-2 Reading Street Series 2014 *Raz Kids/ Reading A to Z (k-5) *3-5 Reading Street Series 2014 *Wilson Program *Study Island - Digital (k-5) Math - *Go Math -2015 (k-5) *Motivation Math - 2015 (gr. 3-5) Science - *A Closer Look - 2009 (k-5) last year of implementation Social Studies - *McMillan McGraw Hill 2009 *Elementary G & T program, challenge kits Homework: Gr. K-2 15-20 min. Gr. 3-5 45-60 min.</p>
 <p>Clubs and Activities:</p>	<p>The school provides the following clubs and activities throughout the year: Yearbook Club, Newspaper, Family Math/ Literacy, Book clubs, Student Council, Extended day programs.</p>
 <p>Before and After School Programs:</p>	<p>After School services are provided by the Recreation Center, Kidz University and the YMCA all serving a K-5 population. After School programs include Parcc enrichment, Book clubs, STEAMI and a Unified grant extended day programming in Language Arts and Math.</p>







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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.

 <p>Staff and Professional Learning:</p>	<p>Professional development was provided in the areas of SGO development, Next Generation Science Standards, Reader's workshop, GCN tutorials in various areas, HIB/Antibullying refreshers, school law and special education law, CPR and emergency response team through Janet's Law, Least Restrictive Environment, Technology in the classroom, Wilson, Classroom Management, Mentoring, STEM, Grade Level meetings with Principals and Curriculum Supervisors, Performance Matters Training and Data Analysis.</p>
 <p>Student Supports and Services:</p>	<p>English Language Learners receive ESL and Spanish BiLingual, Students with Disabilities are provided with Speech, OT, PT, and counseling when required through IEP. Students who are struggling are provided tutoring afterschool and interventions through I&RS such as WILSON, Parent Meetings are held to create a cohesive plan to assist students that are at risk for retention,</p>
 <p>Student Health and Wellness:</p>	<p>Breakfast program is offered to all students through school meal provider. Students participate in programs through the Physical Education program and are provided daily recess opportunities.</p>
 <p>Parent and Community Involvement:</p>	<p>Special Education Parent Advisory Group is a District Group. Within the school the PTA supports the programming and staffing of parent run events. Parent Portal sign-in letters are given at Back to School Night and November Conferences. Partnerships with the Local Police department provide programs such as LEAD to the students. District Consortium provide parent programming district wide for all levels.</p>





**CHRISTOPHER COLUMBUS SCHOOL #8
2016-2017**

Grade Span PK-05

03-1700-060
BERGEN
GARFIELD CITY
147 CEDAR STREET
GARFIELD, NJ 07026

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.

 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>School Climate survey is conducted twice a year to a given population of students and to all parents to gauge school climate perceptions. School Safety Team reviews the results for the changes to be addressed.</p>
 <p>Facilities:</p>	<p>The school building was built in 1920s. We have a large gymnasium, 2 large trailers housing 4 classes and a large computer lab. There are 2 cafeteria rooms for students' lunch.</p>



CHRISTOPHER COLUMBUS SCHOOL #8
2016-2017

Grade Span PK-05

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School Narrative

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This building houses our BD Program as well as K-5 self contained classrooms. The students are provided inclusion opportunities with the general education population of students during various specials and academic courses. The Home and School does an wonderful job of providing family programs and events to our school community. The students follow the uniform policy of the school district. In addition to working on our curriculum growth, the school dedicates a lot of time to the social and emotional growth of the population. Our school provides a continuous growth and development with a prek through 5th grade experience.



Other Information:



GARFIELD AUXILIARY MS/HS
2016-2017


Grade Span 06-12

03-1700-301
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



**GARFIELD AUXILIARY MS/HS
2016-2017**

Grade Span 06-12

03-1700-301
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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
6	0	0	0
7	0	0	0
8	0	0	0
9	0	11	13
10	0	5	8
11	0	3	7
12	0	18	18
Ungraded	0	23	18
Total	0	60	64

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	2014-15	2015-16	2016-17
Female	0%	33%	36%
Male	0%	67%	64%
Economically Disadvantaged Students	0%	90%	80%
Students with Disabilities	0%	58%	48%
English Learners	0%	0%	3%
Homeless Students			3%
Students in Foster Care			3%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Hispanic	45.3%
White	26.6%
Black or African American	25.0%
American Indian or Alaska Native	0.0%
Asian	0.0%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	3.1%

Enrollment Trends by Full and Shared Time

This table shows the number of full and shared time students. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17
Full Time Students	64
Shared Time Students	0
Full Time Equivalent	64

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. All other students are included in Other Languages.

Home Language	% of Students
English	90.6%
Spanish	9.4%



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Grade Span 06-12

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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	11	100.0	*	50.40	54.90	*	**	**
White	*	*	*	*	63.90	*	**	**
Hispanic	*	*	*	*	39.80	*	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	65.40	80.70	N	**	**
American Indian or Alaska Native	N	N	N	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	*	*	*	*	62.20	*		
Male	*	*	*	*	48.10	*		
Economically Disadvantaged Students	11	100.0	*	*	36.20	*	**	**
Non-Economically Disadvantaged Students	N	N	*	*	65.80	*		
Students with Disabilities	*	*	*	*	20.50	*	**	**
Students without Disabilities	*	*	*	*	61.90	*		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	17.20	26.40	N		
Students In Foster Care	N	N	N	33.30	24.80	N		
Military-Connected Students	N	N	N	66.70	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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Grade Span 06-12

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	*	*	*	752	*	*	*	*	*	*	54%
White	*	*	*	758	*	*	*	*	*	*	63%
Hispanic	N	N	N	740	N	N	N	N	N	N	38%
Black or African American	N	N	N	736	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	N	N	N	758	N	N	N	N	N	N	61%
Male	*	*	*	746	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	N	N	N	761	N	N	N	N	N	N	65%
Students with Disabilities	*	*	*	722	*	*	*	*	*	*	17%
Students without Disabilities	N	N	N	758	N	N	N	N	N	N	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



**GARFIELD AUXILIARY MS/HS
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Grade Span 06-12

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	N	N	N	756	N	N	N	N	N	N	59%
White	N	N	N	764	N	N	N	N	N	N	69%
Hispanic	N	N	N	742	N	N	N	N	N	N	44%
Black or African American	N	N	N	737	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	784	N	N	N	N	N	N	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	N	N	N	764	N	N	N	N	N	N	68%
Male	N	N	N	749	N	N	N	N	N	N	51%
Economically Disadvantaged Students	N	N	N	739	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	N	N	N	766	N	N	N	N	N	N	70%
Students with Disabilities	N	N	N	719	N	N	N	N	N	N	19%
Students without Disabilities	N	N	N	763	N	N	N	N	N	N	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	N	N	N	758	N	N	N	N	N	N	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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Grade Span 06-12

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	*	*	*	757	*	*	*	*	*	*	59%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	N	N	N	742	N	N	N	N	N	N	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	786	N	N	N	N	N	N	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	N	N	N	758	N	N	N	N	N	N	60%
Female	*	*	*	766	*	*	*	*	*	*	68%
Male	*	*	*	749	*	*	*	*	*	*	50%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	N	N	N	766	N	N	N	N	N	N	69%
Students with Disabilities	*	*	*	718	*	*	*	*	*	*	18%
Students without Disabilities	N	N	N	764	N	N	N	N	N	N	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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Grade Span 06-12

English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	*	*	*	749	*	*	*	*	*	*	52%
White	N	N	N	757	N	N	N	N	N	N	62%
Hispanic	*	*	*	733	*	*	*	*	*	*	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	*	*	*	756	*	*	*	*	*	*	60%
Male	*	*	*	741	*	*	*	*	*	*	43%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*

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Grade Span 06-12

English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	*	*	*	743	*	*	*	*	*	*	46%
White	N	N	N	749	N	N	N	N	N	N	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	N	N	N	737	N	N	N	N	N	N	42%
Female	*	*	*	752	*	*	*	*	*	*	54%
Male	*	*	*	734	*	*	*	*	*	*	39%
Economically Disadvantaged Students	*	*	*	726	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	N	N	N	751	N	N	N	N	N	N	54%
Students with Disabilities	*	*	*	704	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	749	*	*	*	*	*	*	52%
English Learners	*	*	*	681	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11**

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	*	*	*	736	*	*	*	*	*	*	38%
White	*	*	*	738	*	*	*	*	*	*	40%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	N	N	N	728	N	N	N	N	N	N	30%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	756	N	N	N	N	N	N	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	*	*	*	744	*	*	*	*	*	*	46%
Male	*	*	*	729	*	*	*	*	*	*	31%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	42%
Students with Disabilities	*	*	*	709	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	43%
English Learners	N	N	N	699	N	N	N	N	N	N	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.

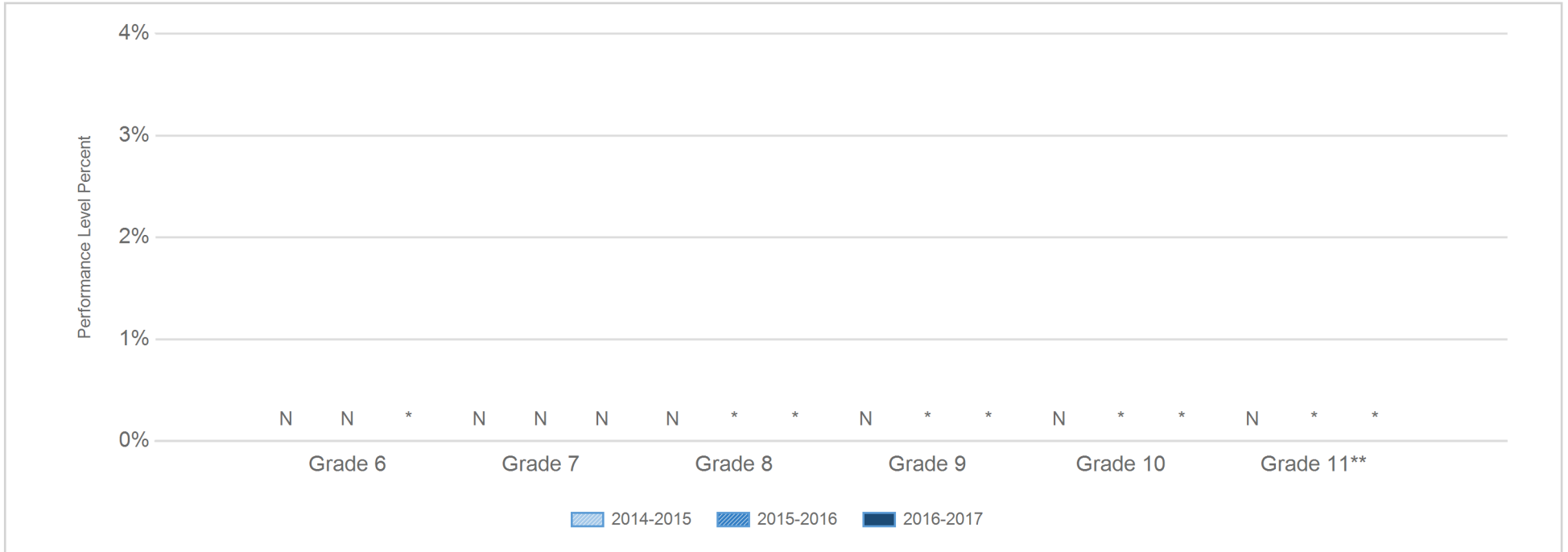


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



** Grade 11 students who take AP/IB English are exempt from taking the PARCC/CELS exam and their performance may not be reflected in the results.



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	20	100.0	*	34.80	43.50	*	N	N
White	*	*	*	*	52.40	*	**	**
Hispanic	*	*	*	*	27.60	*	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	57.70	75.60	N	**	**
American Indian or Alaska Native	N	N	N	100.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	*	*	*	*	44.10	*		
Male	*	*	*	*	42.90	*		
Economically Disadvantaged Students	*	*	*	*	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	*	*	*	*	16.50	*	**	**
Students without Disabilities	*	*	*	*	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	25.00	15.10	N		
Military-Connected Students	N	N	N	33.30	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† 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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	*	*	*	743	*	*	*	*	*	*	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	N	N	N	731	N	N	N	N	N	N	27%
Black or African American	N	N	N	724	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	N	N	N	745	N	N	N	N	N	N	45%
Male	*	*	*	742	*	*	*	*	*	*	43%
Economically Disadvantaged Students	*	*	*	728	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	N	N	N	752	N	N	N	N	N	N	56%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	13%
Students without Disabilities	N	N	N	748	N	N	N	N	N	N	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	N	N	N	741	N	N	N	N	N	N	40%
White	N	N	N	748	N	N	N	N	N	N	49%
Hispanic	N	N	N	730	N	N	N	N	N	N	23%
Black or African American	N	N	N	726	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	764	N	N	N	N	N	N	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	N	N	N	740	N	N	N	N	N	N	39%
Female	N	N	N	743	N	N	N	N	N	N	41%
Male	N	N	N	740	N	N	N	N	N	N	38%
Economically Disadvantaged Students	N	N	N	729	N	N	N	N	N	N	22%
Non-Economically Disadvantaged Students	N	N	N	749	N	N	N	N	N	N	50%
Students with Disabilities	N	N	N	716	N	N	N	N	N	N	11%
Students without Disabilities	N	N	N	746	N	N	N	N	N	N	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	N	N	N	742	N	N	N	N	N	N	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	*	*	*	*	*	*	35%
Hispanic	N	N	N	721	N	N	N	N	N	N	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	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	728	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	*	*	*	730	*	*	*	*	*	*	30%
Male	*	*	*	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	N	N	N	734	N	N	N	N	N	N	34%
Students with Disabilities	*	*	*	705	*	*	*	*	*	*	*
Students without Disabilities	N	N	N	734	N	N	N	N	N	N	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	*	*	*	743	*	*	*	*	*	*	42%
White	N	N	N	751	N	N	N	N	N	N	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	*	*	*	744	*	*	*	*	*	*	43%
Male	*	*	*	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	*	*	*	734	*	*	*	*	*	*	30%
White	*	*	*	740	*	*	*	*	*	*	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	758	N	N	N	N	N	N	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	*	*	*	735	*	*	*	*	*	*	31%
Male	*	*	*	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	*	*	*	711	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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Mathematics Assessment - Performance by Test: Algebra II

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	*	*	*	725	*	*	*	*	*	*	28%
White	N	N	N	731	N	N	N	N	N	N	33%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	N	N	N	703	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	761	N	N	N	N	N	N	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	*	*	*	725	*	*	*	*	*	*	27%
Male	*	*	*	725	*	*	*	*	*	*	29%
Economically Disadvantaged Students	*	*	*	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	35%
Students with Disabilities	*	*	*	692	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	N	N	N	692	N	N	N	N	N	N	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display

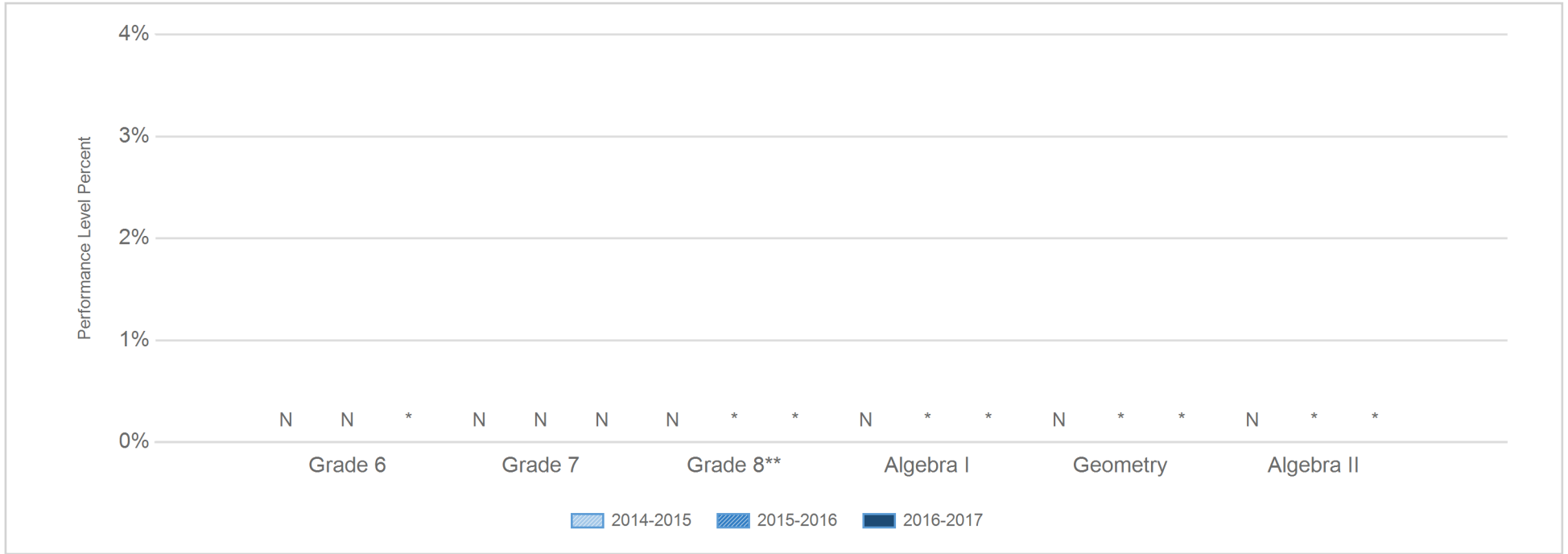


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Alternate Assessments - Participation

English Language Proficiency Test - Participation and Performance

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.

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. The table also shows 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.

Grade	ELA: # Students Tested	Math: # Students Tested
6	N	N
7	N	N
8	N	N
9	N	N
10	N	N
11	N	N

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	N	N	N
2	*	*	*
3	N	N	N
4	N	N	N
5+	N	N	N



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

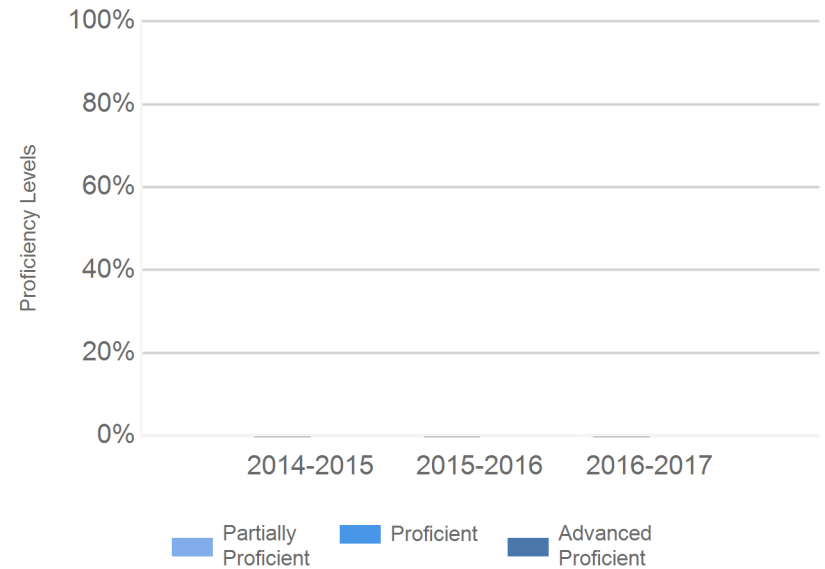
NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

NJASK Science Assessment Performance Trends: Grade 8

This graph shows the percentage of students by proficiency category for the past three school years.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	N	*	*
White	N	*	N
Hispanic	N	N	*
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	N	*	*
Students with Disabilities	N	*	*
English Learners	N	N	N





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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

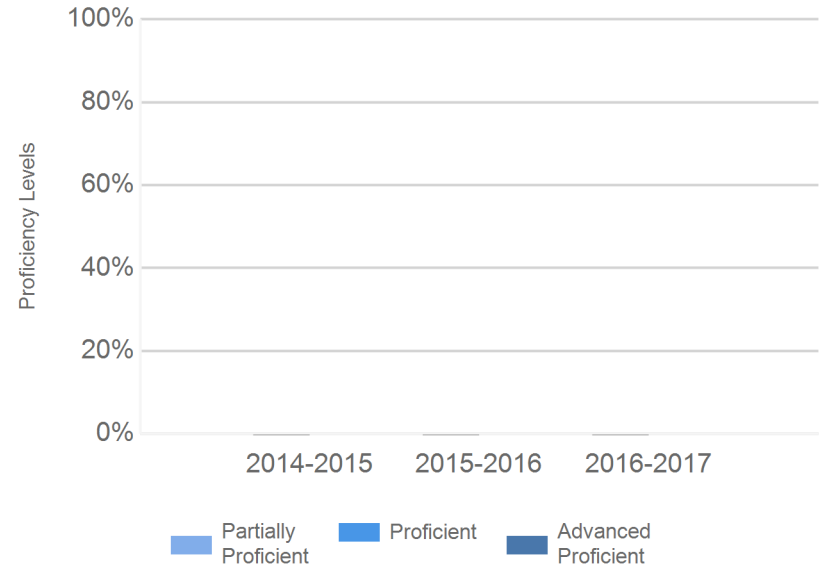
Biology Assessment - Performance

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	N	*	*
White	N	*	*
Hispanic	N	*	*
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	*
Economically Disadvantaged Students	N	*	*
Students with Disabilities	N	N	N
English Learners	N	N	*

Biology Assessment - Proficiency Trends

This graph displays the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	N	N	N	N	N	N	N	N
White	N	N	N	N	N	N	N	N
Hispanic	N	N	N	N	N	N	N	N
Black or African American	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	N	N	N	N	N	N	N	N
Students with Disabilities	N	N	N	N	N	N	N	N
English Learners	N	N	N	N	N	N	N	N

** ESSA accountability targets are only included if data is available for at least 20 students.



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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 the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

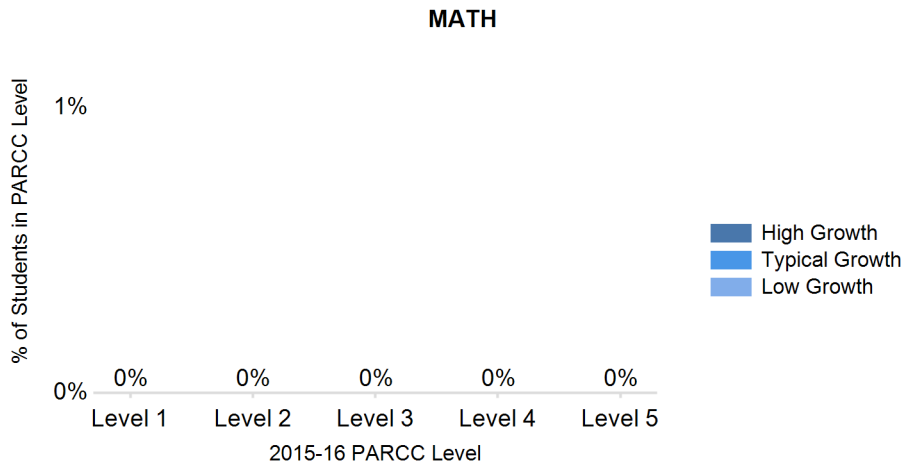
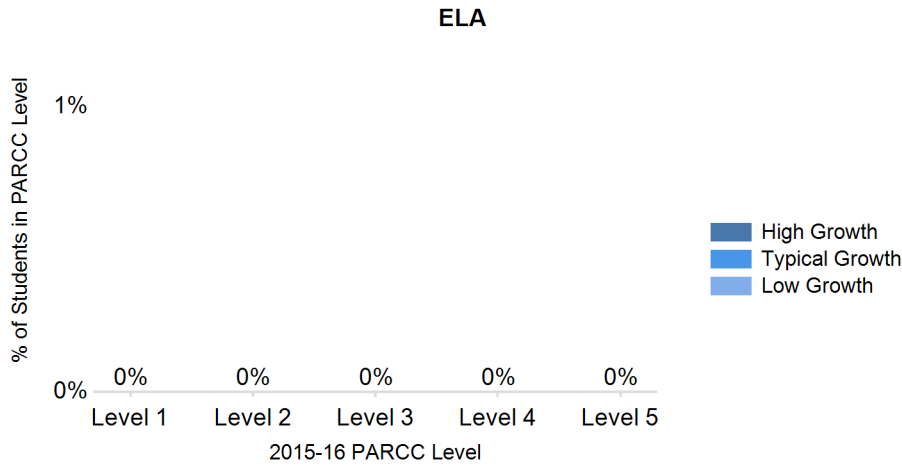
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

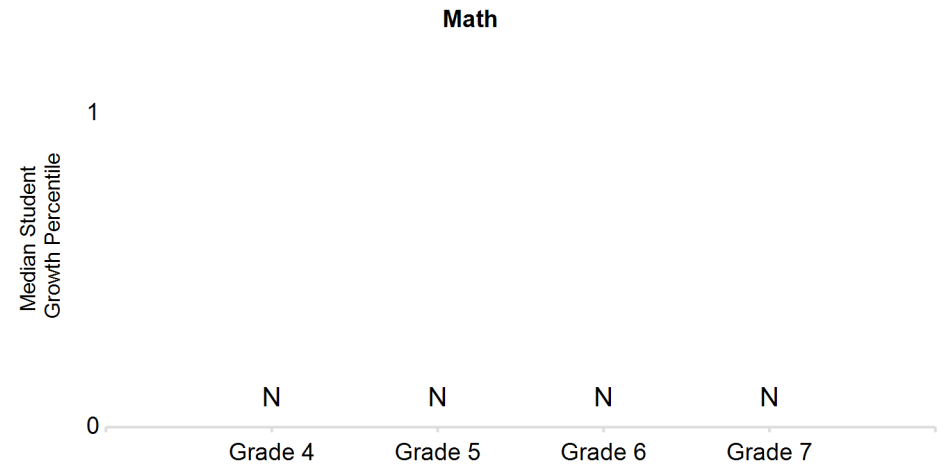
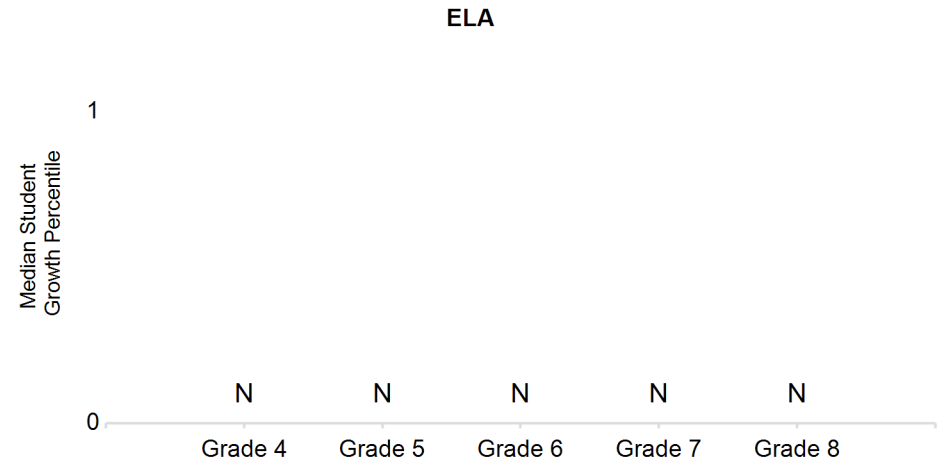
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	N	89.4%
Percentage of students taking the SAT	N	70.0%
Percentage of students taking the ACT	N	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	N	481	N	1%	67%
PSAT - Math	N	483	N	1%	49%
SAT - Reading and Writing	N	551	N	1%	77%
SAT - Math	N	552	N	1%	58%
ACT - Reading	N	24	N	1%	65%
ACT - English	N	24	N	1%	79%
ACT - Math	N	24	N	1%	65%
ACT - Science	N	23	N	1%	54%



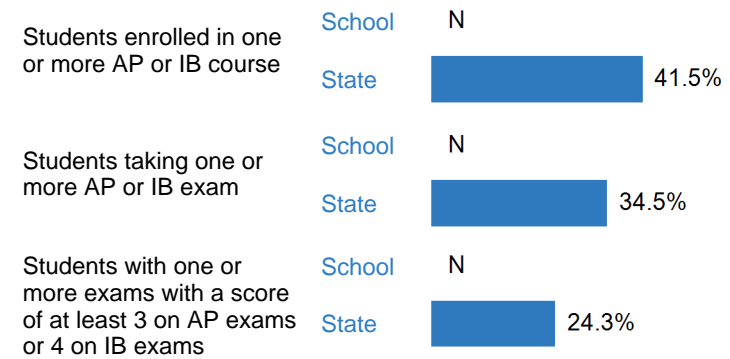
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



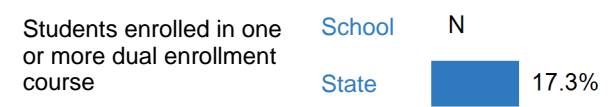
AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
N	0	0

Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **Dual enrollment** courses allow high school students to enroll in college courses for credit prior to their high school graduation.





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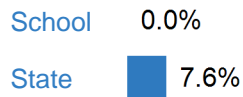
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

The chart below shows the percentage of students within the school and state who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time CTE programs in a county vocational school district are included in both the county vocational school and their sending school.

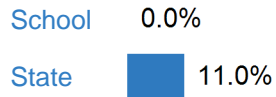
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

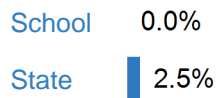
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

**Students may earn credentials in more than one Career Cluster



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
6	0	0	0	0	0	0	4
7	N	N	N	N	N	N	N
8	0	0	0	0	0	0	4
9	6	6	0	0	0	0	0
10	2	2	2	0	0	0	0
11	0	1	6	0	0	0	1
12	2	5	8	0	0	0	1
Schoolwide	10	14	16	0	0	0	10
Enrolled in AP/IB Course					N	N	N

An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	2	0	0	9	0	0
10	1	0	0	4	0	0
11	1	0	0	5	0	0
12	1	0	0	11	0	0
Schoolwide	5	0	0	29	0	0
Enrolled in AP/IB Course	N	N		N	N	N



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	0	0	0	2	6
10	0	0	0	0	0	2
11	0	0	0	0	1	1
12	0	0	0	0	4	2
Schoolwide	0	0	0	0	7	11
Enrolled in AP/IB Course	N	N	N	N	N	N



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World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
9	2	0	4	0	0	0	0
10	1	0	1	0	0	0	0
11	1	0	3	0	0	0	0
12	1	0	4	0	0	0	0
Schoolwide	5	0	12	0	0	0	0
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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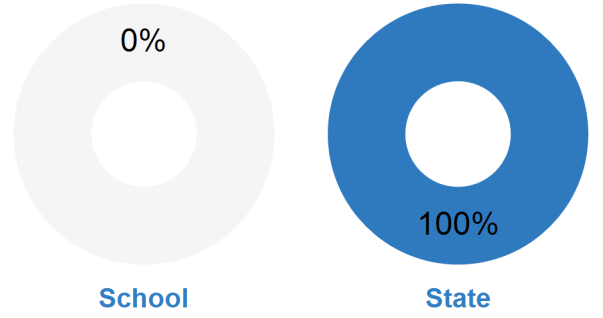
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Visual and Performing Arts – Course Participation

This chart shows the percentages of students in the school and across the state that were enrolled in one or more **Visual and Performing Arts** classes with separate rates for grades 6-8 and grades 9-12. The chart also shows the percentage of students in the school and across the state that were enrolled in one or more courses within each of the four arts disciplines.

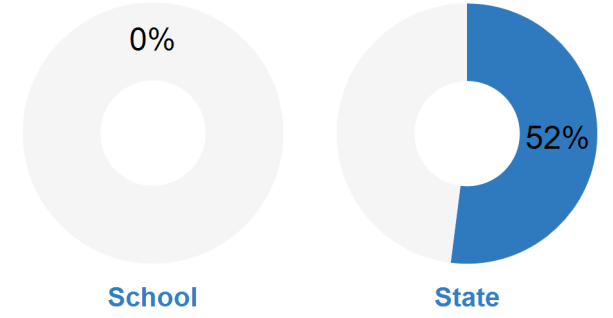
Grades 6-8:

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

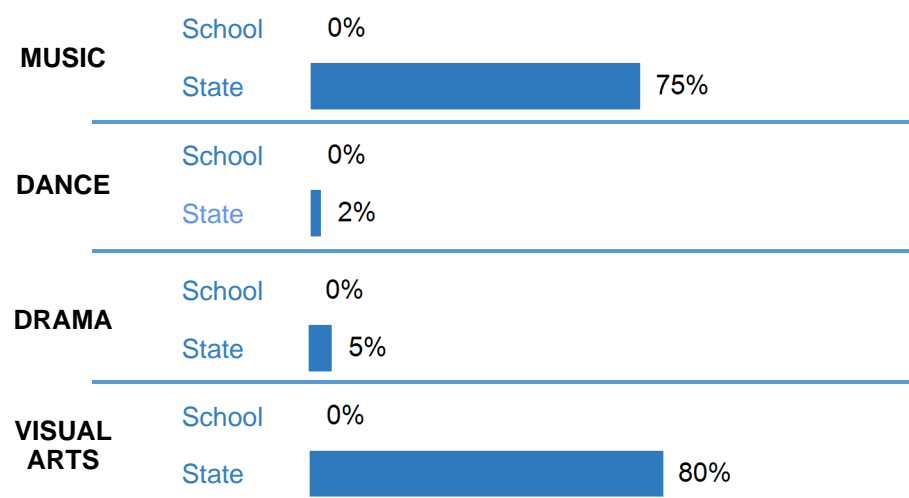


Grades 9-12:

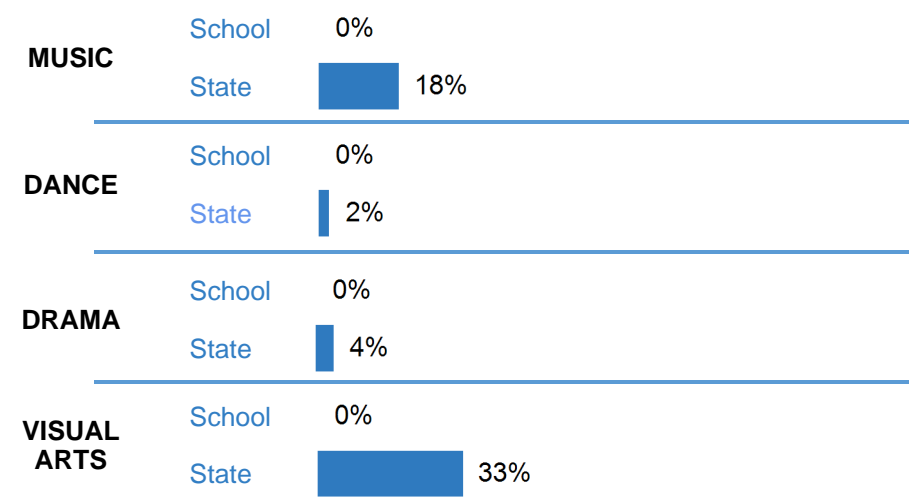
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	N	90.5%	N	91.8%	65.5%	62.6%	Met Target	66.7%	60.9%	Met Target
White	N	94.5%	N	95.1%	*	**	**	60.0%	**	**
Hispanic	N	84.3%	N	86.3%	63.6%	N	N	*	**	**
Black or African American	N	83.4%	N	85.3%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	N	96.6%	N	97.5%	N	N	N	N	N	N
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	N	91.9%	N	93.7%	N	N	N	N	N	N
Economically Disadvantaged Students	N	83.9%	N	85.6%	64.7%	**	**	71.4%	N	N
Students with Disabilities	N	78.8%	N	82.1%	63.6%	**	**	*	**	**
English Learners	N	76.1%	N	79.7%	*	**	**	*	**	**
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2017	N	-
2016	*	N
2015	60.9%	

Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the last three school years for the school and the state.

School Year	School Rate	State Rate
2016-2017	4.4%	1.1%
2015-2016	5.4%	1.1%
2014-2015	9.1%	1.1%

** ESSA accountability targets are only included if data is available for at least 20 students



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	26.7%	100%	0%
White	0%	0%	0%
Hispanic	*	*	0%
Black or African American	*	*	0%
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	27.3%	100%	0%
Students with Disabilities	*	*	0%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	21.1%	100%	0%	100%	0%	100%	0%
White	*	*	*	*	*	*	*
Hispanic	21.4%	100%	0%	100%	0%	100%	0%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	17.7%	100%	0%	100%	0%	100%	0%
Students with Disabilities	*	*	*	*	*	*	*
English Learners	N	N	N	N	N	N	N



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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

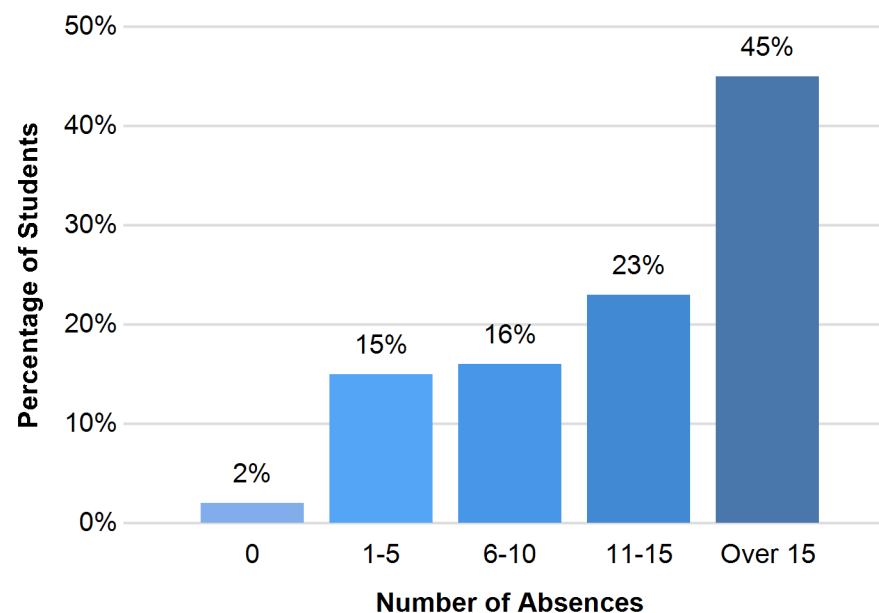
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	38.70	11.90	Not Met
White	N	**	**
Hispanic	44.40	11.90	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	38.80	11.90	Not Met
Students with Disabilities	46.70	11.90	Not Met
English Learners	N	**	**

** *ESSA* accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





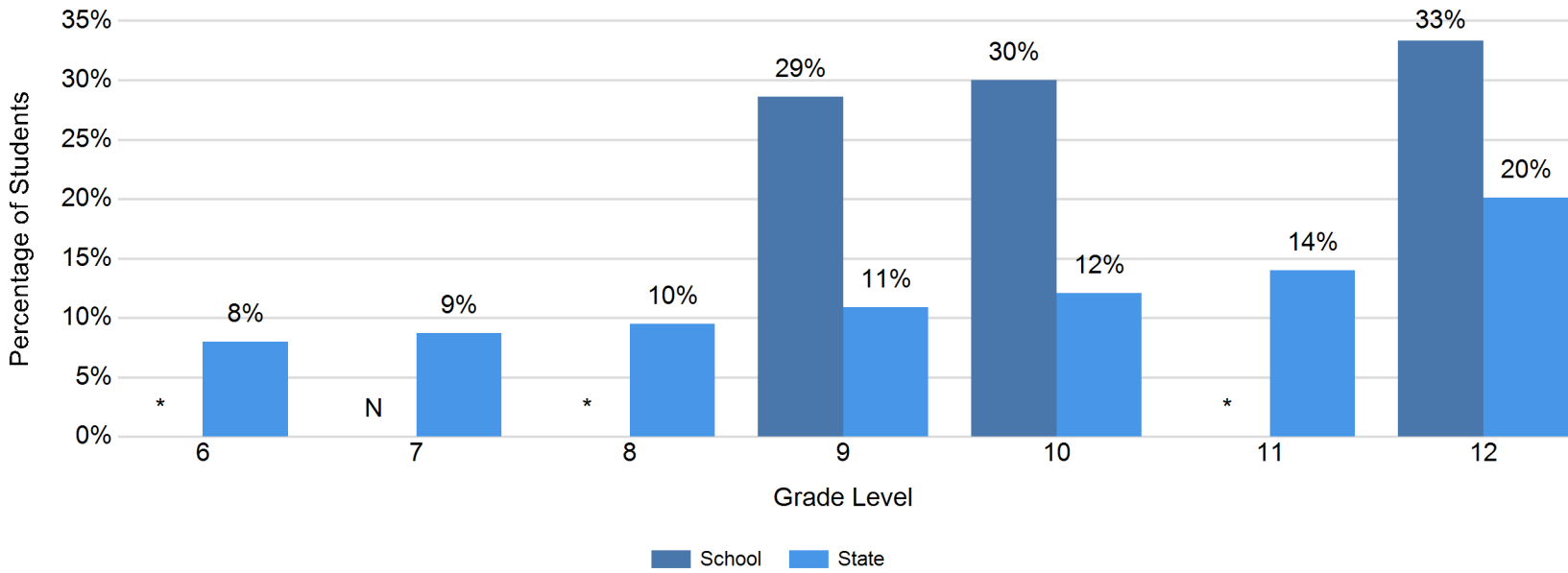
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

Violence, Vandalism, HIB, and Substance Offenses

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.

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Category	School
Typical Start Time	8:45AM
Typical End Time	2:30PM
Length of School Day	5 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs. 0 Mins.
Shared Time - Instructional Time	*

Incident Type	Number of Incidents
Violence	4
Vandalism	4
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	12.50

Student Suspension Rate

Student Expulsions

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	45.3%
Any Suspension	45.3%

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	202.4 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$561	\$16,448	\$17,009



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

- 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
- Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	16	120,724
Average years experience in public schools	6.8	11.8
Average years experience in district	6.8	10.5
Teachers in district for 4 or more years	75%	74%

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	31	9,506
Average years experience in public schools	20.6	15.9
Average years experience in district	20.6	11.6
Administrators in district for 4 or more years	100%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	4:1	11:1
Administrators	64:1	159:1
Librarian/Media Specialists		4941:1
Nurses		618:1
Counselors		380:1
Child Study Team		235:1

An "***" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

- 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
- Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	94%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	94%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	N	N
Mathematics Proficiency	N	N
Graduation - 4-Year	N	N
Graduation - 5-Year	N	N
English Language Arts Growth	N	N
Mathematics Growth	N	N
Chronic Absenteeism	N	N
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights	N	N
Summative Rating: Percentile rank of Summative Score	N	N
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	N	N
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	N	N

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	N	N	N	N	N	N	N	N	N	N	N
White	N	N	N	N	N	N	N	N	N	N	N
Hispanic	N	N	N	N	N	N	N	N	N	N	N
Black or African American	N	N	N	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N	N	N	N
Economically Disadvantaged Students	N	N	N	N	N	N	N	N	N	N	N
Students with Disabilities	N	N	N	N	N	N	N	N	N	N	N
English Learners	N	N	N	N	N	N	N	N	N	N	N

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Ms. VELARDI	Email Address:	dvelardi@gboe.org
Address:	43 CLIFTON AVE CLIFTON, NJ 07011	Website:	www.gboe.org
Phone:	(973)272-7465		

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Our students artwork has been showcased in the Spring Art Show at the public library. • Technology is a crucial part of the school day with each student having a chromebook for use.
 <p>Mission, Vision, Theme:</p>	<p>The Garfield Auxiliary School provides an alternative education program for students in Grades 6-12 that might need a non traditional setting because of behavioral or educational difficulties. Individualized course of study to designed for students to receive their high school diploma through credit recovery and/or teacher driven curricula. Opportunities are always available to return the traditional high school and middle school.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Honor roll is awarded to students that are in high academic standing. A Behavior Incentive Program is in place for students to earn weekly points for outstanding behavior which includes selecting items from the school store to participation in field trips.</p>





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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>Courses are offered in all of the core subjects including electives such as Digital Art, Journalism, Web Design, Music, Basic Painting, Intro to Drawing, Sociology, Creative Writing, Criminal Justice, Economics, and Financial Literacy.</p>
 <p>Sports and Athletics:</p>	<p>Even though sports are not offered at the Auxiliary School, students have the opportunity to participate at the Freshmen, Junior Varsity, and Varsity levels in various sports offered at Garfield High School.</p>








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 <p>Staff and Professional Learning:</p>	<p>All staff is engaged in various professional development throughout the year. Topics in curriculum, teaching strategies, behavior, team building, and conflict resolution are offered.</p>
 <p>Postsecondary Information:</p>	<p>Many of the students have taken advantage of the postsecondary opportunities available to them such as 2 and 4 year colleges, vocational or trade schools, and choosing a career in the military.</p>
 <p>Student Supports and Services:</p>	<p>Garfield Auxiliary School offers many different services to students. Such services include tutoring, credit recovery, a behaviorally disabled program, remedial reading through Wilson Reading, Driver's Education, and English as a Second Language classes. Students have the ability to discuss any private issues or concerns they may have with the school's social worker.</p>
 <p>Student Health and Wellness:</p>	<p>Health and Physical Education are mandated classes. In addition, health related topics are not only part of the curriculum but also reinforced through guest speakers through community organizations. Students are made aware through nutrition and are offered healthy selections for breakfast daily.</p>
 <p>Parent and Community Involvement:</p>	<p>Student progress is available on Parent Portal through parents can access their child's grades through a username and password. Messages are relayed through an automated system that informs families of school related events. The Home and School Association is actively involved in coordinating fundraising events that raise funds for activities such as Field Day and school trips. Parents are encouraged to not only become a member of the Association but to also hold an executive position.</p>



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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers

Staff, teachers, and parents were given the opportunity to participate in a climate survey. This survey is offered annually of which the overwhelming consensus was that students feel safe and accepted within their school.



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School Narrative

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The school day for Auxiliary students is divided into 8-40 minute periods. Breakfast and lunch is served daily with a variety of healthy choices. Students check in with security at the entrance of the school of which their personal items are held for them in a secured office until the end of the school day. Uniforms are worn and enrollment is determined by referral from the High School, Middle School, and Child Study Team.



Other Information:



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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.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. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	321	259	241
KG	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	8	45	58
Total	329	304	299

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	2014-15	2015-16	2016-17
Female	46%	43%	43%
Male	54%	57%	58%
Economically Disadvantaged Students	47%	56%	52%
Students with Disabilities	8%	21%	26%
English Learners	0%	0%	0%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	54.5%
Hispanic	36.1%
Black or African American	6.0%
Asian	1.0%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.0%
<i>Two or More Races</i>	2.0%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	304	259	241
KG - Half Day	0	0	0
KG - Full Day	0	0	0

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. All other students are included in Other Languages.

Home Language	% of Students
English	68.9%
Polish	13.7%
Spanish	7.7%
Albanian	2.3%
Multiple languages	2.3%
<i>Other</i>	4.9%



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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

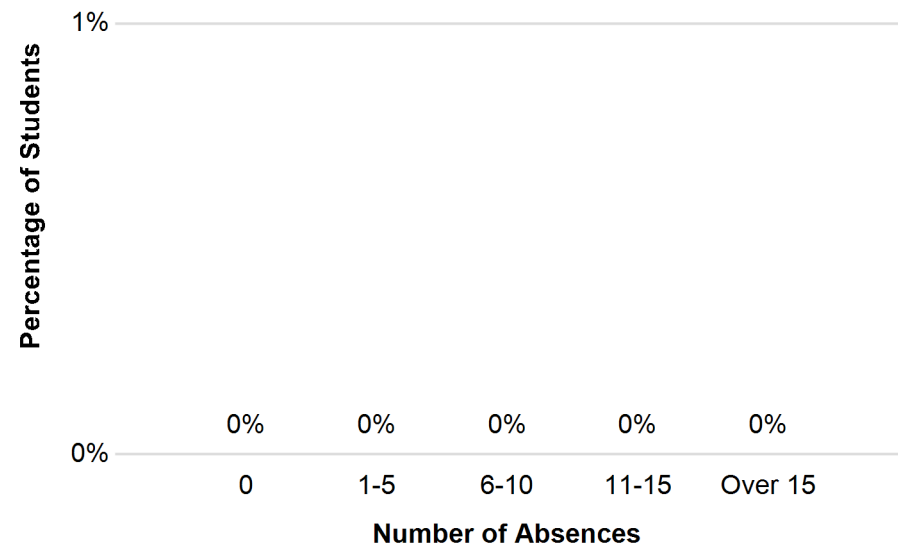
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	N	0	0
White	N	0	0
Hispanic	N	0	0
Black or African American	N	0	0
Asian, Native Hawaiian, or Pacific Islander	N	0	0
American Indian or Alaska Native	N	0	0
Two or More Races	N	0	0
Economically Disadvantaged Students	N	0	0
Students with Disabilities	N	0	0
English Learners	N	0	0

** *ESSA* accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





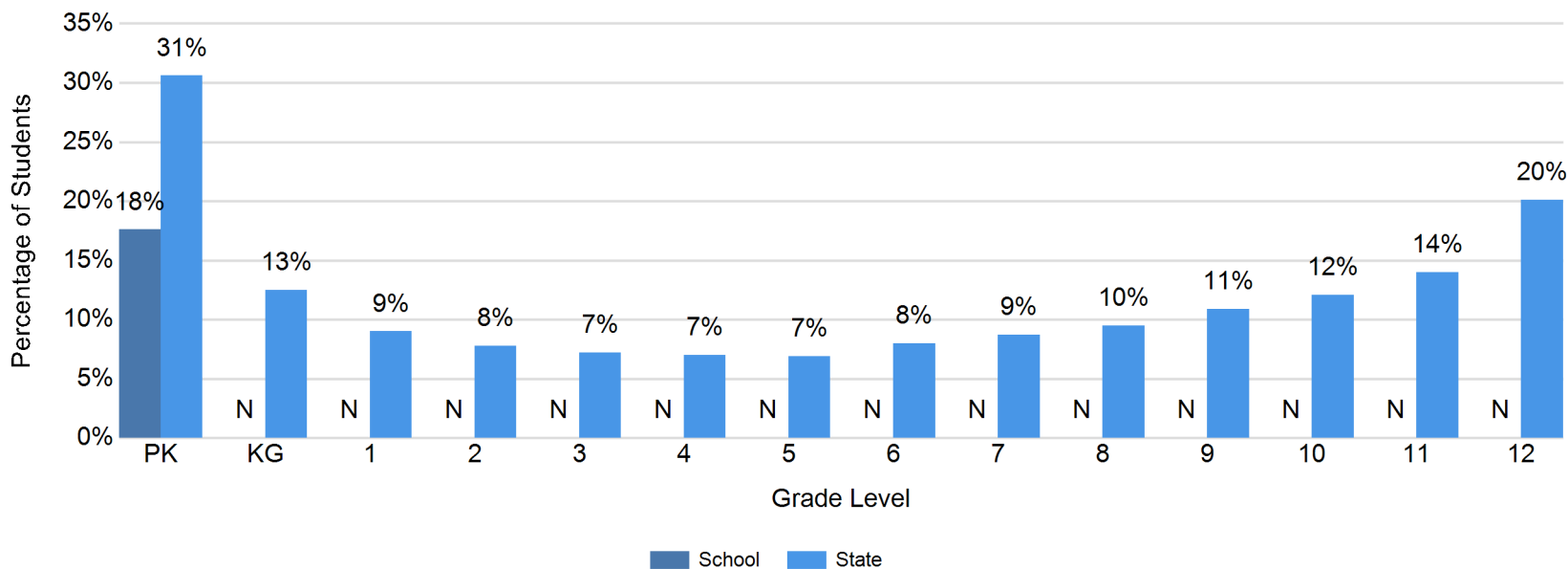
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:05AM
Typical End Time	2:25PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	6 Hrs. 0 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	3
Vandalism	5
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	3.01

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$561	\$16,448	\$17,009



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	31	120,724
Average years experience in public schools	8.0	11.8
Average years experience in district	8.0	10.5
Teachers in district for 4 or more years	68%	74%

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	31	9,506
Average years experience in public schools	20.6	15.9
Average years experience in district	20.6	11.6
Administrators in district for 4 or more years	100%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	11:1
Administrators	299:1	159:1
Librarian/Media Specialists		4941:1
Nurses		618:1
Counselors		380:1
Child Study Team		235:1



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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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	94%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	95%



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School General Info

Principal:	Mr. DAMICO	Email Address:	fdamico@gboe.org
Address:	241 RAY STREET GARFIELD, NJ 07026	Website:	www.gboe.org
Phone:	(973)253-6615		

School Narrative

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Mission, Vision, Theme:

The mission of the Garfield Public Preschool is to develop an environment which fosters the growth of all children in becoming creative thinkers, problem-solvers and responsible members of our community; to instill in them a sense of self-worth; compassion for others and assist them in developing in all educational domains: academic, cognitive, social-emotional and physical.





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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>The Garfield Public Preschool utilizes The Creative Curriculum for Preschool which is a comprehensive, scientifically-based curriculum, aligned to Teaching Strategies Gold assessment system. The Creative Curriculum for Preschool is an approved NJ State Dept. of Education curriculum. Student data is gathered and assessed using the Teaching Strategies Gold online assessment that helps gather important information about each child's learning progressions in each developmental area.</p>
 <p>Before and After School Programs:</p>	<p>The Garfield Early Childhood Learning Center contracts with the ABC Enrichment Program which provides "Wrap-Around" extended-day care for families in need of this service. The ABC Enrichment Program is a NAEYC accredited program that offers before care from 7:30 to 8:00 AM and after care from 2:25 to 6:00 PM daily. The ABC Enrichment Program also offers a summer program when school is not in session.</p>







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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.

 <p>Staff and Professional Learning:</p>	<p>The faculty and staff are offered the opportunity to attend out-of-district professional development. Faculty and staff are provided with embedded professional development and PLC's are offered by the Master Teacher. The Preschool Professor-in-Residence also provides professional development to ensure the delivery of a high-quality program. Teachers are provided with a common preparation period and lunch period to maximize collaboration.</p>
 <p>Student Supports and Services:</p>	<p>The Garfield Early Childhood Learning Center has on staff Preschool Intervention and Referral Team (PIRT) Social Workers to provide support and suggested interventions to teachers for children that are exhibiting difficulty in the classroom. The PIRT Social Workers work collaboratively with the Master Teacher and other CPIS Social Workers to maximize support for students, parents/guardians and staff. When necessary, the PIRT Social Workers will refer students to the district Child Study Team.</p>
 <p>Student Health and Wellness:</p>	<p>The Garfield Early Childhood Learning Center has a School Nurse that reviews student health records, conducts health screenings, administers medication and provides health-related training to staff and students. Maschio's Food Services provides nutritious meals (breakfast and lunch) and snacks essential for the Preschoolers optimal growth and development. Students are provided with approximately 50 minutes of daily gross motor activities on a developmentally-appropriate playground.</p>
 <p>Parent and Community Involvement:</p>	<p>The Garfield Early Childhood Learning Center has on staff Community and Parent Involvement Specialists (CPIS) Social Workers that oversee the Preschool Program family services. They facilitate community needs assessments, organize family involvement plans and activities, and coordinate work with other school district professionals and community agencies to provide support to our families. They offer parent workshops and sponsor parenting groups.</p>





**GARFIELD EARLY CHILDHOOD LEARNING CENTER
2016-2017**

Grade Span PK-PK

03-1700-040
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School Narrative

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents, Teachers</p> <p>School Climate Surveys are conducted on a regular basis in order to build a better school climate and culture for students and adults. The results of staff and parent surveys are shared and reviewed by the School Climate Committee, the School Improvement Panel (SciP), the School Safety Team and the Preschool administration. Professional Development opportunities are offered based on the recommendations of the school climate surveys.</p>
 <p>Facilities:</p>	<p>The James A. Garfield E. C. Learning Center is a two-story, handicap accessible, climate-controlled facility that houses 24 full classroom and 2 small group instruction rooms. Each classroom has an attached toilet, a sink and a water fountain and designed specifically to meet the needs of Preschool children. A developmentally-appropriate playground is available for gross motor activities. In 2016, a Nature Explore Outdoor Classroom was added to facilitate nature-based learning experiences.</p>



**GARFIELD EARLY CHILDHOOD LEARNING CENTER
2016-2017**

Grade Span PK-PK

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School Narrative

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The Garfield Preschool Program follows the following daily schedule: Sign-in/Breakfast; Circle & Story Time; Interest Areas (Center Time) 65 minutes in AM and 65 minutes in PM; Gross Motor Activities 25 minutes in AM and 20 minutes in PM; Small Group Time 15 minutes and Music & Movement 15 minutes; Lunch: 30 minutes and nap time: one hour. Character Education, technology and ELL supports are infused throughout the day. Fire and school safety drills are conducted on a regular basis. Parents/guardians receive daily: "My Day At Preschool" communication flyers and are informed and welcomed to attend upcoming events. Parents/guardians have access to the school's website that is updated monthly by the classroom teachers informing them of current classroom study and classroom activities. All students in the Preschool Program are required to wear the approved Garfield School District uniform.



Other Information:



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2016-2017


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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.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. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
9	287	247	284
10	209	236	207
11	255	199	231
12	231	244	209
Ungraded	57	83	74
Total	1039	1009	1005

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	2014-15	2015-16	2016-17
Female	51%	49%	49%
Male	49%	51%	52%
Economically Disadvantaged Students	73%	66%	65%
Students with Disabilities	15%	15%	14%
English Learners	4%	7%	5%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Hispanic	54.0%
White	37.1%
Black or African American	8.0%
Asian	0.8%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.2%

Enrollment Trends by Full and Shared Time

This table shows the number of full and shared time students. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17
Full Time Students	997
Shared Time Students	13
Full Time Equivalent	1004

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. All other students are included in Other Languages.

Home Language	% of Students
English	84.0%
Spanish	9.6%
Albanian	1.7%
Macedonian	1.5%
Polish	1.2%
Other	2.0%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	460	99.2	43.70	50.40	54.90	43.7	46.8	Met Target†
White	177	98.4	51.40	*	63.90	51.4	52.8	Met Target†
Hispanic	241	100.0	40.30	*	39.80	40.3	45.1	Met Target†
Black or African American	37	97.8	32.40	41.30	35.20	32.4	29	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	218	100.0	48.60	*	62.20	48.6		
Male	242	98.5	39.20	*	48.10	39.2		
Economically Disadvantaged Students	277	99.7	40.10	*	36.20	40.1	42.9	Met Target†
Non-Economically Disadvantaged Students	183	98.6	49.20	*	65.80	49.2		
Students with Disabilities	79	96.6	*	13.40	20.50	*	9.7	Met Target†
Students without Disabilities	381	99.8	*	59.90	61.90	*		
English Learners	43	100.0	14.00	29.10	25.20	14	19.4	Met Target†
Non-English Learners	417	99.1	46.80	52.40	57.40	46.8		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	33.30	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	285	743	742	749	9%	14%	33%	39%	5%	44%	52%
White	115	749	749	757	*	9%	30%	47%	*	53%	62%
Hispanic	143	738	*	733	*	20%	32%	35%	*	38%	35%
Black or African American	23	742	*	730	*	0%	52%	*	*	35%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	136	746	*	756	*	9%	39%	39%	*	45%	60%
Male	149	740	*	741	*	18%	28%	40%	*	43%	43%
Economically Disadvantaged Students	165	741	*	731	*	12%	38%	39%	*	41%	32%
Non-Economically Disadvantaged Students	120	746	*	758	*	17%	28%	39%	*	48%	62%
Students with Disabilities	48	718	*	714	25%	27%	35%	*	*	13%	13%
Students without Disabilities	237	748	*	754	6%	11%	33%	*	*	50%	58%
English Learners	18	705	*	690	*	*	*	*	*	*	*
Non-English Learners	267	746	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*

An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	213	742	741	743	16%	18%	24%	30%	12%	42%	46%
White	71	748	748	749	*	*	25%	34%	*	48%	52%
Hispanic	119	739	*	728	19%	19%	22%	29%	11%	40%	34%
Black or African American	21	737	*	725	*	*	*	*	*	33%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	101	749	*	752	*	12%	26%	32%	*	50%	54%
Male	112	735	*	734	*	24%	23%	29%	*	35%	39%
Economically Disadvantaged Students	125	740	*	726	14%	18%	30%	29%	9%	38%	32%
Non-Economically Disadvantaged Students	88	744	744	751	17%	18%	17%	32%	16%	48%	54%
Students with Disabilities	32	703	*	704	*	*	*	*	*	*	12%
Students without Disabilities	181	749	*	749	*	*	*	*	*	*	52%
English Learners	10	696	*	681	*	*	*	*	*	*	*
Non-English Learners	203	744	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11**

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	247	741	739	736	15%	13%	32%	33%	7%	41%	38%
White	95	746	*	738	11%	12%	33%	35%	11%	45%	40%
Hispanic	135	738	*	731	16%	*	32%	33%	*	38%	34%
Black or African American	14	727	727	728	*	*	*	*	0%	29%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	123	752	*	744	*	*	26%	42%	*	54%	46%
Male	124	731	*	729	*	*	39%	24%	*	27%	31%
Economically Disadvantaged Students	148	738	*	729	16%	*	31%	29%	*	37%	32%
Non-Economically Disadvantaged Students	99	746	*	740	12%	*	34%	39%	*	47%	42%
Students with Disabilities	29	706	*	709	*	*	*	*	*	*	12%
Students without Disabilities	218	746	*	741	*	*	*	*	*	*	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

**Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.

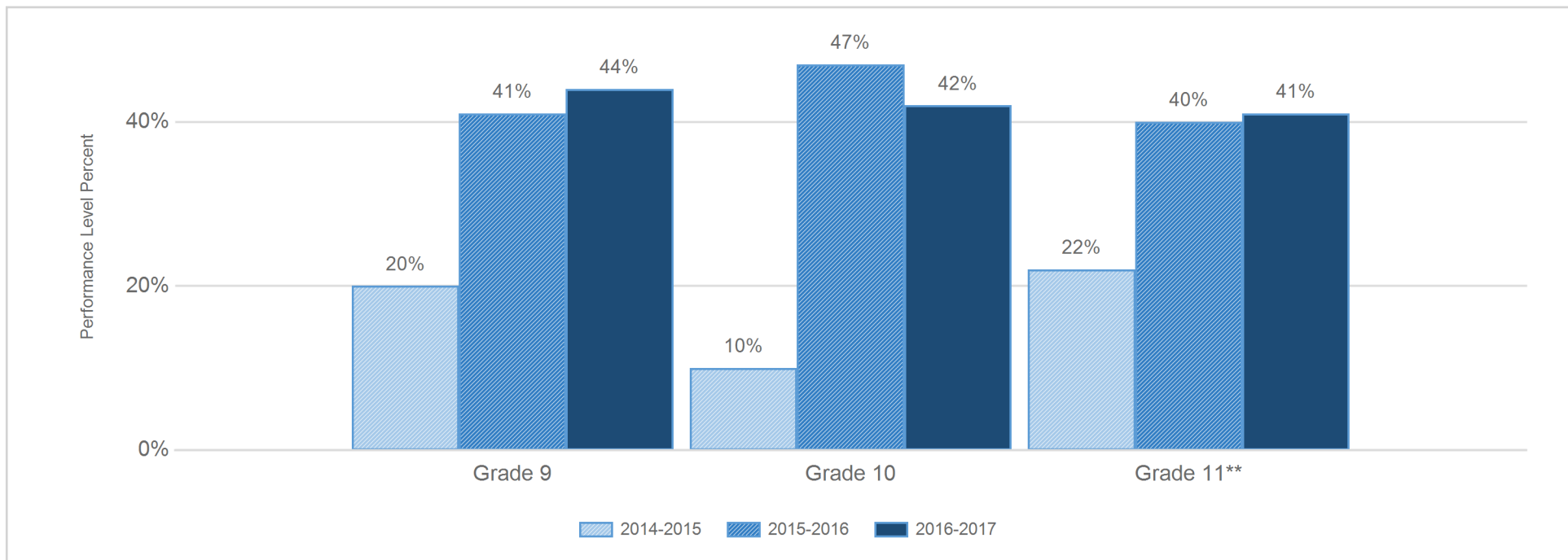


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



** Grade 11 students who take AP/IB English are exempt from taking the PARCC/ELS exam and their performance may not be reflected in the results.



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	483	99.6	19.50	34.80	43.50	19.5	24.8	Not Met
White	182	99.5	30.80	*	52.40	30.8	32.6	Met Target†
Hispanic	255	99.6	12.20	*	27.60	12.2	21.2	Not Met
Black or African American	41	100.0	12.20	20.80	21.70	12.2	13.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	100.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	226	100.0	14.20	*	44.10	14.2		
Male	257	99.3	24.10	*	42.90	24.1		
Economically Disadvantaged Students	299	100.0	18.00	*	25.10	18	24	Not Met
Non-Economically Disadvantaged Students	184	99.1	21.70	*	54.30	21.7		
Students with Disabilities	83	98.9	*	10.90	16.50	*	10.2	Met Target†
Students without Disabilities	400	99.8	*	41.00	48.80	*		
English Learners	47	100.0	12.80	24.60	23.30	12.8	16.8	Met Target†
Non-English Learners	436	99.6	20.20	35.90	45.20	20.2		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	25.00	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	288	728	735	743	15%	30%	36%	19%	0%	19%	42%
White	108	736	746	751	10%	19%	39%	32%	0%	32%	52%
Hispanic	154	723	*	728	18%	36%	34%	12%	0%	12%	24%
Black or African American	23	723	*	724	*	*	*	*	0%	13%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	138	725	*	744	15%	36%	37%	12%	0%	12%	43%
Male	150	731	*	741	15%	24%	35%	25%	0%	25%	40%
Economically Disadvantaged Students	178	728	*	727	16%	28%	36%	20%	0%	20%	23%
Non-Economically Disadvantaged Students	110	728	*	751	13%	33%	36%	18%	0%	18%	52%
Students with Disabilities	52	714	718	714	*	*	*	*	*	*	10%
Students without Disabilities	236	731	738	747	*	*	*	*	*	*	47%
English Learners	27	708	*	708	*	*	*	*	*	*	*
Non-English Learners	261	730	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	205	725	724	734	*	43%	32%	15%	*	16%	30%
White	63	733	*	740	*	33%	38%	27%	*	27%	38%
Hispanic	114	721	*	722	*	*	*	*	*	*	14%
Black or African American	27	719	*	719	*	52%	*	*	0%	15%	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	90	725	*	735	*	46%	32%	14%	*	14%	31%
Male	115	725	*	733	*	41%	31%	16%	*	17%	30%
Economically Disadvantaged Students	125	723	*	721	*	43%	32%	14%	*	14%	13%
Non-Economically Disadvantaged Students	80	727	*	740	*	43%	31%	18%	*	19%	39%
Students with Disabilities	33	708	*	711	*	*	*	*	*	*	*
Students without Disabilities	172	728	*	738	*	*	*	*	*	*	*
English Learners	12	705	705	710	*	*	*	*	*	*	*
Non-English Learners	193	726	*	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

An "***" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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Mathematics Assessment - Performance by Test: Algebra II

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	245	704	704	725	*	*	*	*	*	*	28%
White	91	711	711	731	*	*	*	*	*	*	33%
Hispanic	138	699	*	710	*	*	*	*	*	*	14%
Black or African American	12	700	700	703	*	*	*	*	0%	17%	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	123	704	*	725	*	*	*	*	*	*	27%
Male	122	705	*	725	*	*	*	*	*	*	29%
Economically Disadvantaged Students	141	699	*	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	104	711	*	733	*	*	*	*	*	*	35%
Students with Disabilities	29	680	*	692	*	*	*	*	*	*	*
Students without Disabilities	216	708	*	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	692	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

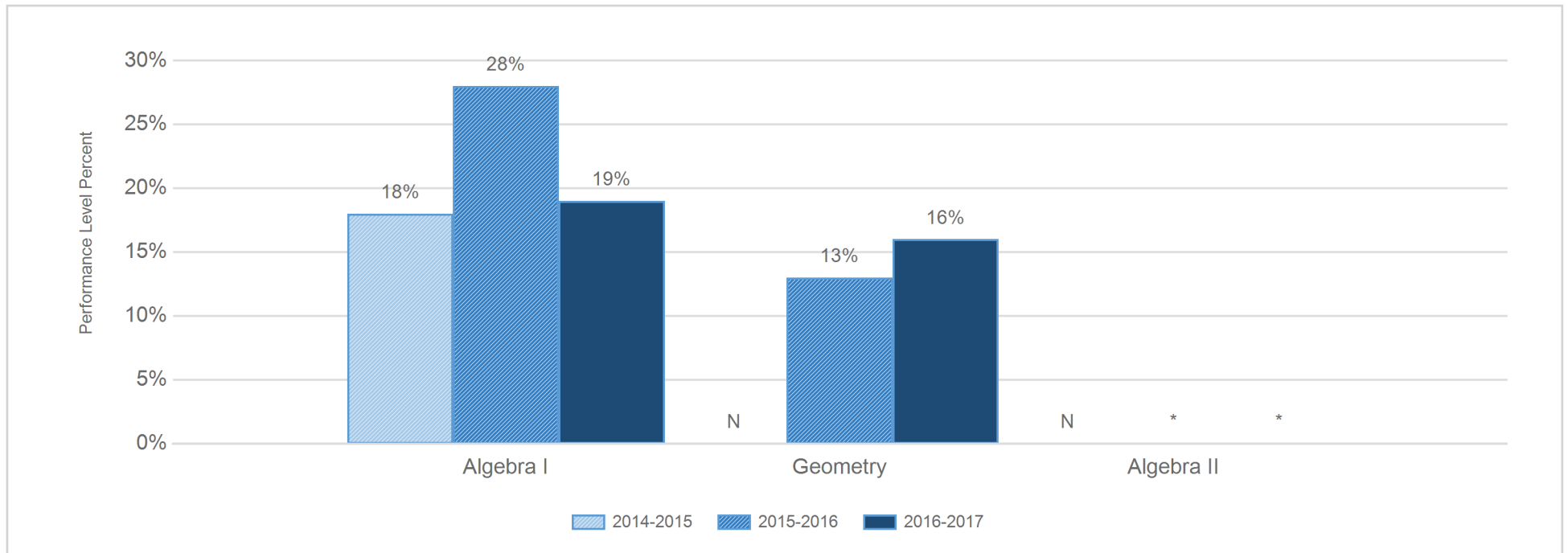


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - 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
9	N	N
10	N	N
11	*	*

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. The table also shows 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
1	15	*	*
2	17	88.2%	11.8%
3	*	*	*
4	*	*	*
5+	*	*	*



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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

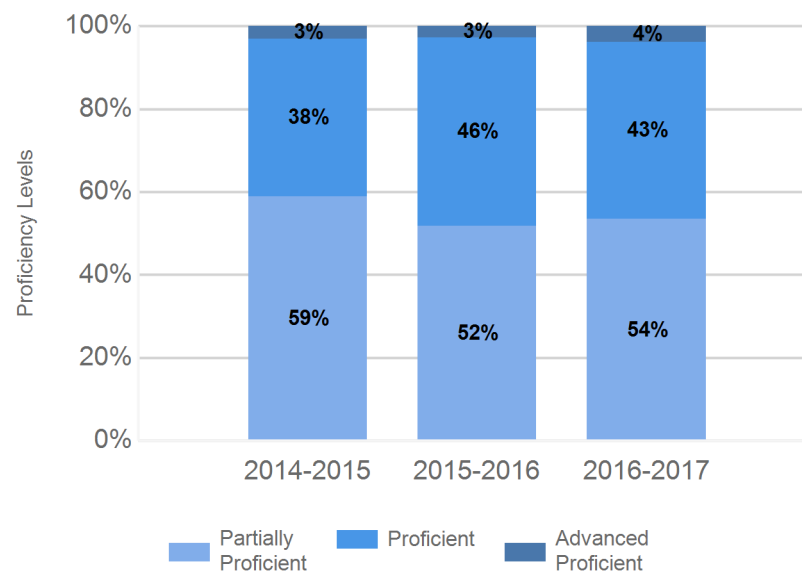
Biology Assessment - Performance

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	4%	43%	54%
White	6%	52%	42%
Hispanic	3%	38%	59%
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	N	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	*
Economically Disadvantaged Students	2%	39%	59%
Students with Disabilities	N	*	*
English Learners	N	N	*

Biology Assessment - Proficiency Trends

This graph displays the percentage of students by proficiency category for the past three school years.





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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	100.0%	89.4%
Percentage of students taking the SAT	96.9%	70.0%
Percentage of students taking the ACT	*	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	455	481	Varies By Grade	59%	67%
PSAT - Math	460	483	Varies By Grade	35%	49%
SAT - Reading and Writing	499	551	480	59%	77%
SAT - Math	511	552	530	47%	58%
ACT - Reading	*	24	22	*	65%
ACT - English	*	24	18	*	79%
ACT - Math	*	24	22	*	65%
ACT - Science	*	23	23	*	54%



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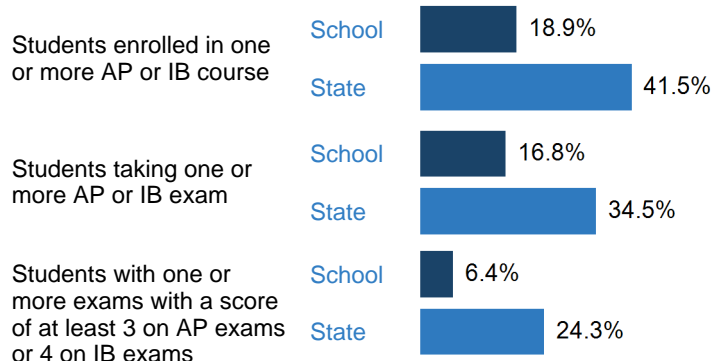
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



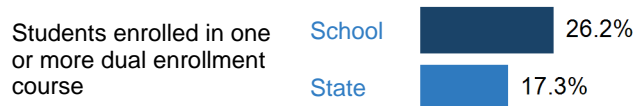
AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	12	8
AP Calculus AB	3	1
AP Calculus BC	0	3
AP Computer Science A	6	6
AP Spanish Language	21	19
AP U.S. History	54	50
Total Exams Taken		87
Exams with scores of at least 3 on AP exams or 4 on IB exams		29

Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **Dual enrollment** courses allow high school students to enroll in college courses for credit prior to their high school graduation.





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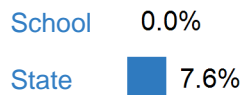
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

The chart below shows the percentage of students within the school and state who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time CTE programs in a county vocational school district are included in both the county vocational school and their sending school.

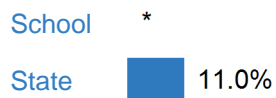
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

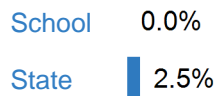
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Law, Public Safety, Corrections & Security	*	*
Total non-duplicated number of students**	*	
Total number of credentials earned in all clusters		*

**Students may earn credentials in more than one Career Cluster



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	259	64	0	0	0	0	29
10	19	168	9	6	0	0	41
11	7	9	164	38	2	0	140
12	2	3	15	65	41	0	94
Schoolwide	287	244	188	109	43	0	304
Enrolled in AP/IB Course					3	0	0

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	61	0	4	237	0	0
10	186	22	9	10	0	1
11	20	143	67	2	16	28
12	23	28	17	1	27	91
Schoolwide	290	193	97	250	43	120
Enrolled in AP/IB Course	12	0		0	0	0



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	25	0	1	0	278
10	0	224	0	7	4	9
11	0	253	0	10	38	11
12	0	68	0	42	74	37
Schoolwide	0	570	0	60	116	335
Enrolled in AP/IB Course	0	54	0	0	0	0

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	182	0	57	0	0	0	0
10	158	0	42	0	0	0	0
11	74	0	29	0	0	0	0
12	33	0	3	0	0	0	0
Schoolwide	447	0	131	0	0	0	0
Enrolled in AP/IB Course	21	0	0	0	0	0	0
Enrolled in Level 3 or Higher	40	0	21	0	0	0	0
Earned Seal of Biliteracy	*	0	0	0	0	0	0



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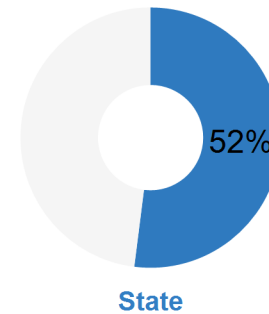
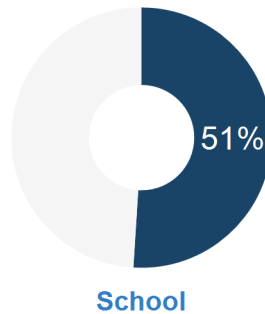
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Visual and Performing Arts – Course Participation

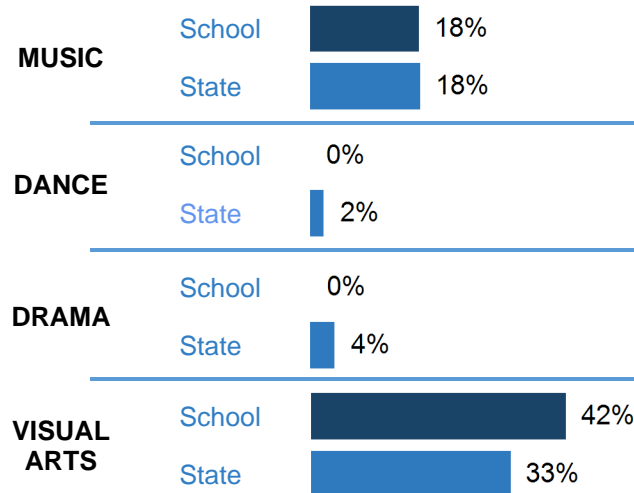
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	81.5%	90.5%	90.3%	91.8%	90.3%	86.2%	Met Target	88.6%	89.1%	Not Met
White	82.1%	94.5%	92.4%	95.1%	93.3%	87.1%	Met Target	89.7%	91.6%	Not Met
Hispanic	84.6%	84.3%	90.7%	86.3%	90.6%	84.5%	Met Target	*	88.6%	Not Met
Black or African American	*	83.4%	76.9%	85.3%	73.1%	95.0%	Not Met	100.0%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	N	91.9%	*	93.7%	*	**	**	N	N	N
Economically Disadvantaged Students	81.8%	83.9%	92.3%	85.6%	92.8%	87.0%	Met Target	89.2%	92.1%	Not Met
Students with Disabilities	71.0%	78.8%	80.3%	82.1%	80.3%	77.1%	Met Target	86.1%	79.4%	Met Target
English Learners	80.0%	76.1%	96.3%	79.7%	96.3%	N	Met Goal	75.0%	90.3%	Not Met
Homeless Students	*	73.2%	*	74.4%	*	*	N	*		

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2017	81.5%	-
2016	90.3%	90.3%
2015	85.7%	88.6%

Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the last three school years for the school and the state.

School Year	School Rate	State Rate
2016-2017	0.2%	1.1%
2015-2016	0.5%	1.1%
2014-2015	0.1%	1.1%

** ESSA accountability targets are only included if data is available for at least 20 students



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	55.2%	50.5%	49.6%
White	65.3%	51%	49%
Hispanic	50%	50.9%	49.1%
Black or African American	42.9%	50%	50%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	55.2%	44.6%	55.4%
Students with Disabilities	41.7%	80%	20%
English Learners	0%	0%	0%

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	69.2%	65.9%	34.1%	87.3%	12.7%	93.1%	6.9%
White	75.7%	57.7%	42.3%	87.2%	12.8%	96.2%	3.9%
Hispanic	65.1%	73.2%	26.8%	87.8%	12.2%	91.5%	8.5%
Black or African American	76.5%	69.2%	30.8%	84.6%	15.4%	84.6%	15.4%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	69.9%	63.3%	36.7%	82.6%	17.4%	93.6%	6.4%
Students with Disabilities	50%	76.5%	23.5%	76.5%	23.5%	88.2%	11.8%
English Learners	40%	100%	0%	100%	0%	100%	0%



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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

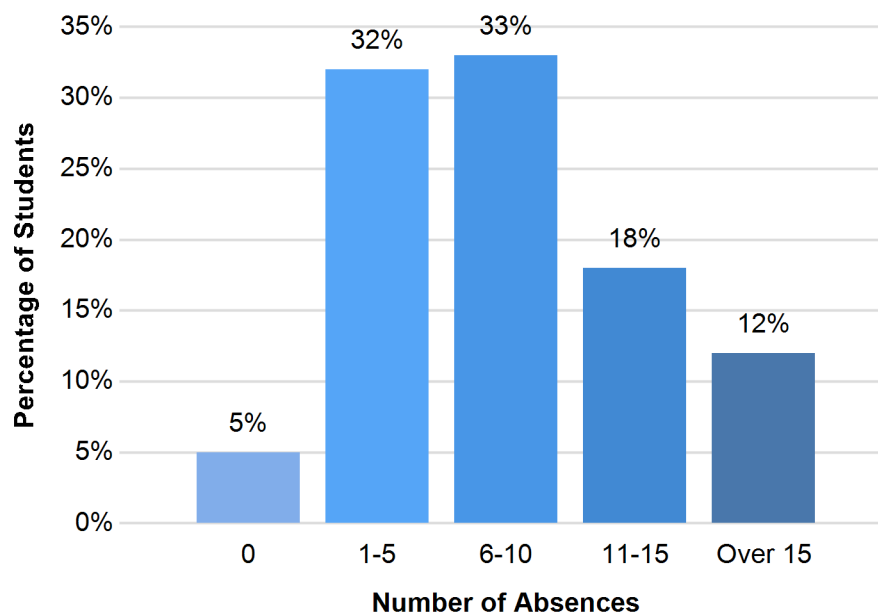
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.80	14.30	Met Target
White	8.30	14.30	Met Target
Hispanic	9.30	14.30	Met Target
Black or African American	19.50	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	10.10	14.30	Met Target
Students with Disabilities	23.60	14.30	Not Met
English Learners	6.30	14.30	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



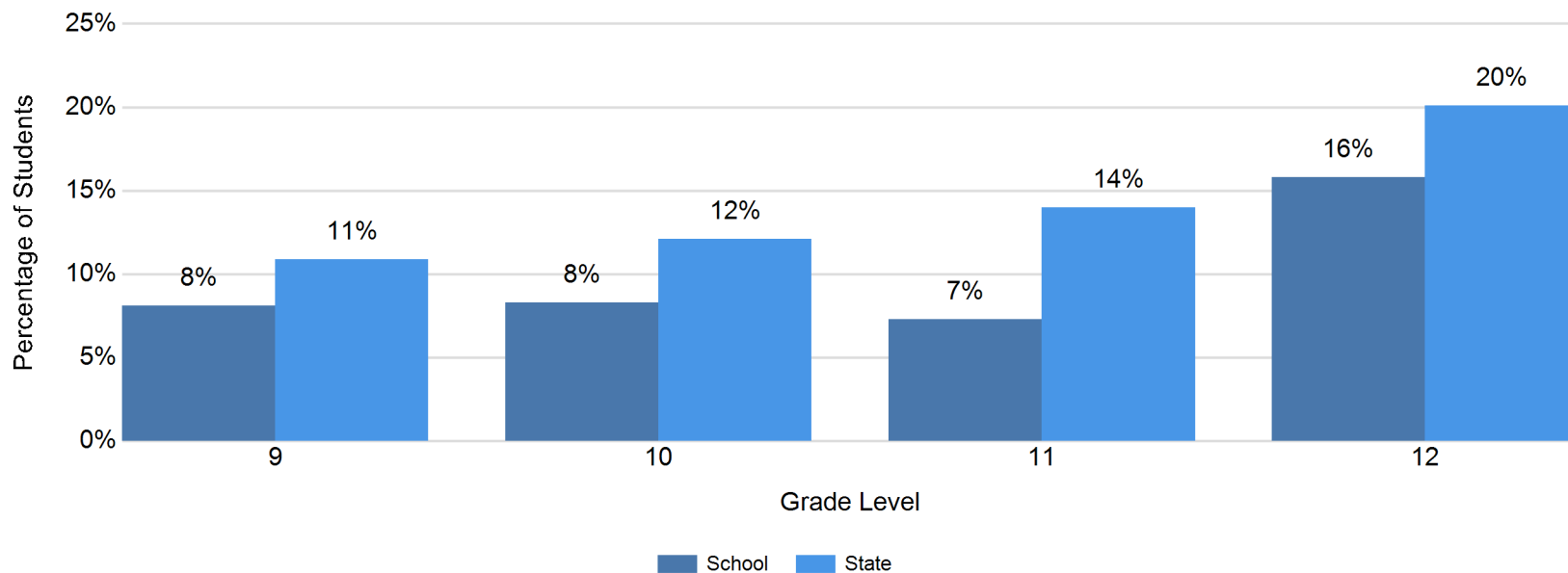


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:30AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 30 Mins.
Shared Time - Instructional Time	3 Hrs. 10 Mins.

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	8
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	0.90

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	5.5%
Out-of-School Suspensions	2.4%
Any Suspension	7.9%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.1:1	202.4 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$561	\$16,448	\$17,009



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	102	120,724
Average years experience in public schools	11.3	11.8
Average years experience in district	11.3	10.5
Teachers in district for 4 or more years	88%	74%

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	31	9,506
Average years experience in public schools	20.6	15.9
Average years experience in district	20.6	11.6
Administrators in district for 4 or more years	100%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	11:1
Administrators	63:1	159:1
Librarian/Media Specialists		4941:1
Nurses		618:1
Counselors		380:1
Child Study Team		235:1



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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

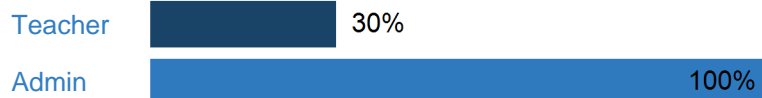
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	94%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	47.3	17.5%
Mathematics Proficiency	39.4	17.5%
Graduation - 4-Year	39.7	25.0%
Graduation - 5-Year	25.7	25.0%
Chronic Absenteeism	63.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		41.0
Summative Rating: Percentile rank of Summative Score		36.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	41.0	6.2	No	Met Target†	Not Met	Met Target	Met Target	Not Met	No
White	36.5	6.2	No	Met Target†	Met Target†	Met Target	Met Target	Not Met	No
Hispanic	52.8	6.2	No	Met Target†	Not Met	Met Target	Met Target	Not Met	No
Black or African American	55.0	6.2	No	Met Target	Met Target†	Not Met	Not Met	Met Goal	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	**	N	No
Economically Disadvantaged Students	68.0	6.2	No	Met Target†	Not Met	Met Target	Met Target	Not Met	No
Students with Disabilities	44.6	6.2	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
English Learners	72.0	6.2	No	Met Target†	Met Target†	Met Target	Met Goal	Not Met	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. D'Amico	Email Address:	ddamico@gboe.org
Address:	500 PALISADE AVE GARFIELD, NJ 07026-2637	Website:	www.gboe.org
Phone:	(973)340-5010	Twitter:	https://twitter.com/@Principal_GHS

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • 12 Dual Enrollment Courses, in different academic areas, totalling 33 college credit potential • 2nd year participation in NJ Special Olympics & 1st time medaling in Special Olympics: World Winter Games • Participated in 2017 NJ Seal of Biliteracy Program
 <p>Mission, Vision, Theme:</p>	<p>We have recently created and adopted our school crest. The symbol includes multiple flames -- We are Boilermakers -- we produce flames that burn brightly. Know that the flames represent success in academics and athletics and the virtues of scholarship, citizenship, character & athleticism. The sledgehammers represent the hard work toward that achievement. Finally, there are championship symbols because we are known as "The City of Champions."</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>These represent an overview of recent awards: National Merit Scholarship Program Student Commendation, Grammy Grant recipient, recognized by U.S. News and World Report as a Bronze School twice in the last three years, student-athlete recognized as National Soccer Association of America Scholar All American. During the past four years, 3 students have received full Questbridge scholarships to attend Ivy League Universities.</p>







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 <p>Courses, Curriculum, Instruction:</p>	<p>There is a current potential for students to receive 33 college credits through dual enrollment with Bergen Community College and Farleigh Dickinson University. We currently offer 5 AP Courses, enrollment is increasing each year. Additional courses in both areas, are being considered for the upcoming school year. Additionally, we officially introduced a new CTE program - Drafting and Design Technology/Technician, during the 2016-2017 school year.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Co-ed), Cross-Country (Boys & Girls), Football (Co-ed), Golf (Co-ed), Soccer (Boys & Girls), Softball (Girls), Swimming (Co-ed), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Co-ed)</p> <p>Boys Soccer -- Bergen Cup Champions; Cheering -- Hackensack Tournament Champions, Spirit Brands Cheering National Champions; Wrestling -- 3 District winners, 1 County Tournament winner; Outdoor Track -- All county long-jumper, Bergen County Champion in long jump and triple jump. Our Garfield Athletic Hall of Fame is very active and each year comes together to acknowledge accomplishments of past teams and raise generous funds for scholarships in the current class.</p>
 <p>Clubs and Activities:</p>	<p>GHS offers over 40 clubs and activities. Many include a community component such as participation in the NY Pulaski Day Parade, Bergen County Teen Arts Festival, County Math Team competitions. Students are encouraged to accrue community service hours. For example, our Helping Hands club includes activities from shoveling snow, helping at grammar school programs, to fundraising for cancer research. Other very active clubs include Student Council, Anime, Women Empowerment, TREND, and Retrospect.</p>
 <p>Before and After School Programs:</p>	<p>The Extended Day Program offers tutoring by GHS teachers for all students in the major subject areas, before and after school. We also have teacher led Extended Year Programs for all ESL students and qualifying students with disabilities. Summer College Prep classes are held for students entering AP and dual enrollment classes; these are also taught by qualified teachers. Our Mentoring Program is for at-risk students who meet regularly with their teacher-mentor.</p>








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 <p>Staff and Professional Learning:</p>	<p>For the past two decades, Garfield has partnered with Saint Peter's University to offer advanced degree programs. As a result, numerous teachers have attained Masters degrees and recently several teachers have entered their Doctoral program. Teachers also earn advanced degrees in their field from universities. Aside from district professional development days, teachers also meet with their academic department or course-level colleagues during daily common planning time or common prep times.</p>
 <p>Postsecondary Information:</p>	<p>GHS offers Financial Aid Night, College Fairs, numerous college campus and representative visits, and access to Career Cruising. All students in grades 9-11 take the PSAT's. Students also take advantage of free SAT prep classes, before, during and after school. Over 70% of graduates are accepted to college. The remaining enter the work force (15%), armed forces (4%) or attend technical schools (8%). Our graduates go on to a variety of in-state and out of state colleges and universities.</p>
 <p>Student Supports and Services:</p>	<p>GHS offers 4 levels of English classes for ELL students, a Port of Entry class, and will also receive additional support in select core classes. The Intervention and Referral Services Team meets regularly to assist students who are experiencing challenges. The Student Youth Development program (SYD) is designed to assist students with behavioral concerns in the classroom. Students with disabilities have access to CST services and varied levels of classes (MD/SC/NS/co-taught).</p>
 <p>Student Health and Wellness:</p>	<p>The school district participates in the national free and reduced breakfast and lunch programs. All students cycle through a variety of physical education programs including but not limited to: basketball, volleyball, badminton, ping pong, archery, aerobics, weight lifting, running, and more. Numerous open-gym nights are held throughout the year and the weight room is open several times per week after school.</p>
 <p>Parent and Community Involvement:</p>	<p>Our parent groups include: District Home & School Consortium, GHS HSA, Project Graduation, Athletic Boosters and Band Parents. A few of our community events include the GHS Blood Drive, library window painting, Passiac River Clean Up, Homecoming Community BBQ, INTERACT/Rotary Thanksgiving Day meal prep for the needy (over 300 meals served), Senior Housing visit, Preschool reading sessions, Boilermaker Nation (community newspaper), partnerships with BCC and FDU, and Adult ESL classes.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>Both students and faculty take a comprehensive online survey once a year. Through this survey it has been shown that a vast majority of faculty respect and embrace diversity. Students are encouraged to think critically, and educational activities are modified to meet student learning needs. Information from each survey is analyzed by our school data team and suggestions are made for school improvement and development of new programs.</p>
 <p>Facilities:</p>	<p>The main building of Garfield High School was constructed in 1955. Two major additions include a wing of classrooms (1960's) and an additional gymnasium (1980). Between 2012-2014 we completed major renovations in all of our science labs, auditorium and cafeteria, as well as halls and lockers.</p>



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Other Information:

At GHS, we strive to offer the highest quality education to our diverse student population. Our programs are designed to meet our students' academic and social needs. This diversity of experience creates a nurturing atmosphere where each student can achieve his/her potential. The goal of all our programs is to develop life-long learners who can make positive contributions to the school, community, and society. The school follows an A/B schedule with four block classes per day, 80 minutes each. This structure permits each class ample time to utilize different types of learning activities within a class period, including labs, group work, and in-depth discussions. All classrooms are equipped with SmartBoards. Teachers also utilize different types of communication tools such as: Remind, Twitter, Edmodo, Socrative, and Realtime Parent Portal. We have four computer labs, and 18 mobile computer carts (COWS) so that many classes can simultaneously and seamlessly integrate technology into daily activities. We are moving toward a 1-1 schoolwide initiative. During this school year we are upgrading our network infrastructure to support this initiative. We do have a district-wide uniform dress code, a school resource officer, as well as school safety officers. Our building Safety Team and Substance Awareness Coordinator plan various programs throughout the year to raise awareness on the topics of substance abuse, anti-bullying campaigns, cyber-safety, and dating violence. Within the past four years, each of our academic curricula has been updated to reflect current student learning standards. The number of dual enrollment courses has grown to 12, with total student enrollment in these classes reaching over 250 and thus providing these students the opportunity to graduate with multiple college credits. We offer AP courses in Biology, Computer Science, Calculus AB & BC, US History and Spanish. We are currently developing more college level courses for the upcoming school year.



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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.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. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
6	318	280	285
7	301	309	289
8	277	284	298
Ungraded	85	77	84
Total	981	950	956

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	2014-15	2015-16	2016-17
Female	47%	49%	51%
Male	53%	51%	49%
Economically Disadvantaged Students	75%	68%	67%
Students with Disabilities	19%	21%	21%
English Learners	4%	7%	6%
Homeless Students			2%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Hispanic	52.7%
White	36.1%
Black or African American	9.0%
Asian	1.7%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.1%
<i>Two or More Races</i>	0.1%

Enrollment by Home Language

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

Home Language	% of Students
English	83.1%
Spanish	11.6%
Albanian	1.0%
<i>Other</i>	4.1%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	867	97.4	47.60	50.40	54.90	47.6	46.4	Met Target
White	327	98.2	55.30	*	63.90	55.3	56.5	Met Target†
Hispanic	450	98.0	42.70	*	39.80	42.7	41.5	Met Target
Black or African American	73	91.1	35.60	41.30	35.20	33.8	28.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	16	94.7	75.00	65.40	80.70	75	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	N	**	**
Female	443	97.5	57.60	*	62.20	57.6		
Male	424	97.2	37.00	*	48.10	37		
Economically Disadvantaged Students	548	96.9	42.30	*	36.20	42.3	39.2	Met Target
Non-Economically Disadvantaged Students	319	98.2	56.40	*	65.80	56.4		
Students with Disabilities	197	95.0	*	13.40	20.50	*	13.8	Not Met
Students without Disabilities	670	98.1	*	59.90	61.90	*		
English Learners	60	98.4	16.70	29.10	25.20	16.7	10.5	Met Target
Non-English Learners	807	97.3	49.90	52.40	57.40	49.9		
Homeless Students	14	100.0	21.40	17.20	26.40	21.4		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	305	745	745	752	7%	18%	30%	38%	8%	45%	54%
White	118	751	*	758	*	13%	29%	41%	*	52%	63%
Hispanic	152	742	742	740	*	21%	33%	35%	*	40%	38%
Black or African American	30	738	738	736	*	*	*	33%	*	40%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	164	751	751	758	*	17%	26%	45%	*	54%	61%
Male	141	740	*	746	*	20%	33%	29%	*	36%	46%
Economically Disadvantaged Students	191	743	*	737	*	19%	33%	36%	*	41%	34%
Non-Economically Disadvantaged Students	114	750	750	761	*	17%	25%	41%	*	52%	65%
Students with Disabilities	65	715	*	722	*	*	*	*	*	*	17%
Students without Disabilities	240	754	754	758	*	*	*	*	*	*	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	298	743	743	756	12%	20%	24%	35%	10%	45%	59%
White	112	751	751	764	10%	14%	22%	40%	13%	54%	69%
Hispanic	153	739	739	742	13%	22%	25%	31%	9%	40%	44%
Black or African American	26	724	724	737	*	*	*	*	0%	31%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	155	753	753	764	*	15%	22%	41%	*	56%	68%
Male	143	732	732	749	*	25%	25%	28%	*	32%	51%
Economically Disadvantaged Students	182	736	736	739	14%	23%	26%	31%	7%	37%	40%
Non-Economically Disadvantaged Students	116	753	753	766	10%	15%	20%	41%	16%	56%	70%
Students with Disabilities	71	707	707	719	*	*	*	*	*	*	19%
Students without Disabilities	227	754	754	763	*	*	*	*	*	*	67%
English Learners	12	711	711	701	*	*	*	*	*	*	*
Non-English Learners	286	744	744	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	309	750	749	757	8%	13%	29%	41%	10%	51%	59%
White	100	759	*	764	*	*	21%	51%	13%	64%	68%
Hispanic	177	745	745	742	10%	14%	32%	36%	9%	45%	44%
Black or African American	24	745	*	738	0%	*	50%	*	*	38%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	145	757	*	766	7%	7%	23%	50%	13%	63%	68%
Male	164	743	*	749	9%	18%	34%	33%	7%	40%	50%
Economically Disadvantaged Students	203	745	*	739	*	*	29%	37%	8%	45%	40%
Non-Economically Disadvantaged Students	106	759	759	766	*	*	28%	47%	14%	61%	69%
Students with Disabilities	62	724	*	718	*	*	29%	*	*	19%	18%
Students without Disabilities	247	756	756	764	*	*	29%	*	*	59%	67%
English Learners	13	703	703	701	*	*	*	*	0%	15%	*
Non-English Learners	296	752	*	759	*	*	*	*	11%	52%	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

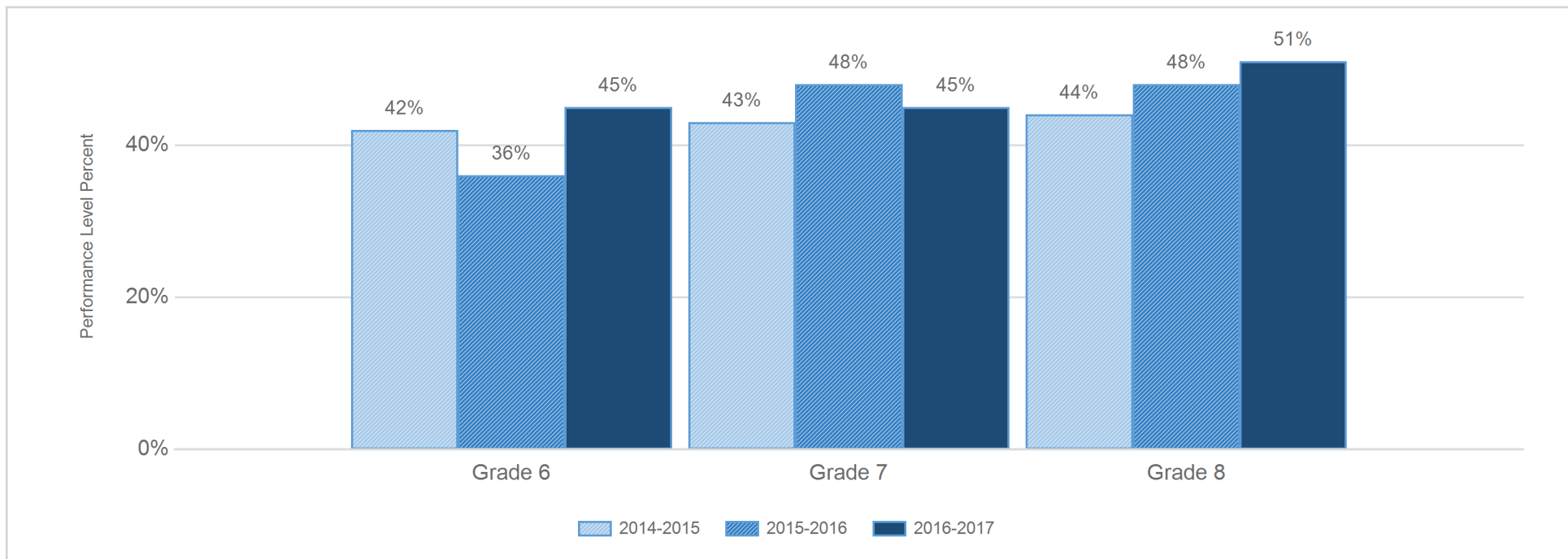


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	873	97.6	34.20	34.80	43.50	34.2	38	Not Met
White	327	98.3	44.30	*	52.40	44.3	49.8	Not Met
Hispanic	455	98.2	29.50	*	27.60	29.5	31	Met Target†
Black or African American	74	92.2	12.20	20.80	21.70	11.7	22.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	16	94.7	56.30	57.70	75.60	56.3	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	N	**	**
Female	446	97.8	34.10	*	44.10	34.1		
Male	427	97.5	34.20	*	42.90	34.2		
Economically Disadvantaged Students	550	97.2	28.20	*	25.10	28.2	32.3	Not Met
Non-Economically Disadvantaged Students	323	98.3	44.30	*	54.30	44.3		
Students with Disabilities	198	95.9	*	10.90	16.50	*	11.3	Not Met
Students without Disabilities	675	98.1	*	41.00	48.80	*		
English Learners	65	98.8	13.80	24.60	23.30	13.8	16.6	Met Target†
Non-English Learners	808	97.5	35.80	35.90	45.20	35.8		
Homeless Students	14	100.0	14.30	*	16.40	14.3		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† 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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	310	736	735	743	10%	26%	37%	22%	6%	28%	44%
White	120	745	*	751	*	18%	40%	27%	*	37%	54%
Hispanic	155	731	731	731	*	28%	36%	21%	*	23%	27%
Black or African American	30	721	721	724	*	50%	*	*	0%	10%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	168	736	736	745	*	32%	38%	19%	*	26%	45%
Male	142	735	*	742	*	19%	35%	26%	*	30%	43%
Economically Disadvantaged Students	194	732	*	728	*	28%	39%	19%	*	22%	24%
Non-Economically Disadvantaged Students	116	742	742	752	*	22%	32%	28%	*	37%	56%
Students with Disabilities	65	712	*	717	*	*	*	*	*	*	13%
Students without Disabilities	245	742	742	748	*	*	*	*	*	*	50%
English Learners	13	706	706	710	*	*	*	*	*	*	*
Non-English Learners	297	737	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	306	733	733	741	*	30%	38%	21%	*	23%	40%
White	114	741	741	748	*	22%	38%	33%	*	35%	49%
Hispanic	159	728	728	730	*	35%	38%	15%	*	16%	23%
Black or African American	26	721	721	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	N	N	N	740	N	N	N	N	N	N	39%
Female	157	736	736	743	*	32%	40%	20%	*	24%	41%
Male	149	730	730	740	*	29%	36%	21%	*	22%	38%
Economically Disadvantaged Students	186	728	728	729	*	34%	39%	15%	*	16%	22%
Non-Economically Disadvantaged Students	120	740	740	749	*	24%	37%	29%	*	33%	50%
Students with Disabilities	71	714	714	716	*	*	*	*	*	*	11%
Students without Disabilities	235	739	739	746	*	*	*	*	*	*	45%
English Learners	20	718	718	712	*	55%	*	*	*	10%	*
Non-English Learners	286	734	734	742	*	29%	*	*	*	24%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Grade Span 06-08

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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	270	739	739	728	*	21%	27%	41%	*	41%	28%
White	80	746	*	736	*	20%	18%	55%	*	55%	35%
Hispanic	159	737	737	721	*	20%	31%	35%	*	35%	21%
Black or African American	25	732	*	715	*	*	*	*	0%	28%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	*	*	*	728	*	*	*	*	*	*	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	127	740	*	730	*	23%	24%	43%	*	43%	30%
Male	143	738	*	725	*	19%	29%	39%	*	39%	26%
Economically Disadvantaged Students	186	736	*	719	*	22%	29%	37%	*	37%	19%
Non-Economically Disadvantaged Students	84	746	746	734	*	18%	23%	50%	*	51%	34%
Students with Disabilities	62	718	*	705	*	34%	26%	*	*	15%	*
Students without Disabilities	208	745	745	734	*	17%	27%	*	*	49%	*
English Learners	17	712	712	703	*	*	*	*	*	*	*
Non-English Learners	253	741	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	45	787	735	743	0%	0%	*	78%	*	98%	42%
White	23	790	746	751	*	*	*	74%	*	100%	52%
Hispanic	20	781	*	728	0%	0%	*	90%	*	95%	24%
Black or African American	N	N	N	724	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	23	783	*	744	*	*	*	91%	*	100%	43%
Male	22	791	*	741	*	*	*	64%	*	96%	40%
Economically Disadvantaged Students	21	786	*	727	*	*	*	81%	*	95%	23%
Non-Economically Disadvantaged Students	24	787	*	751	*	*	*	75%	*	100%	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	45	787	*	745	0%	0%	*	78%	*	98%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

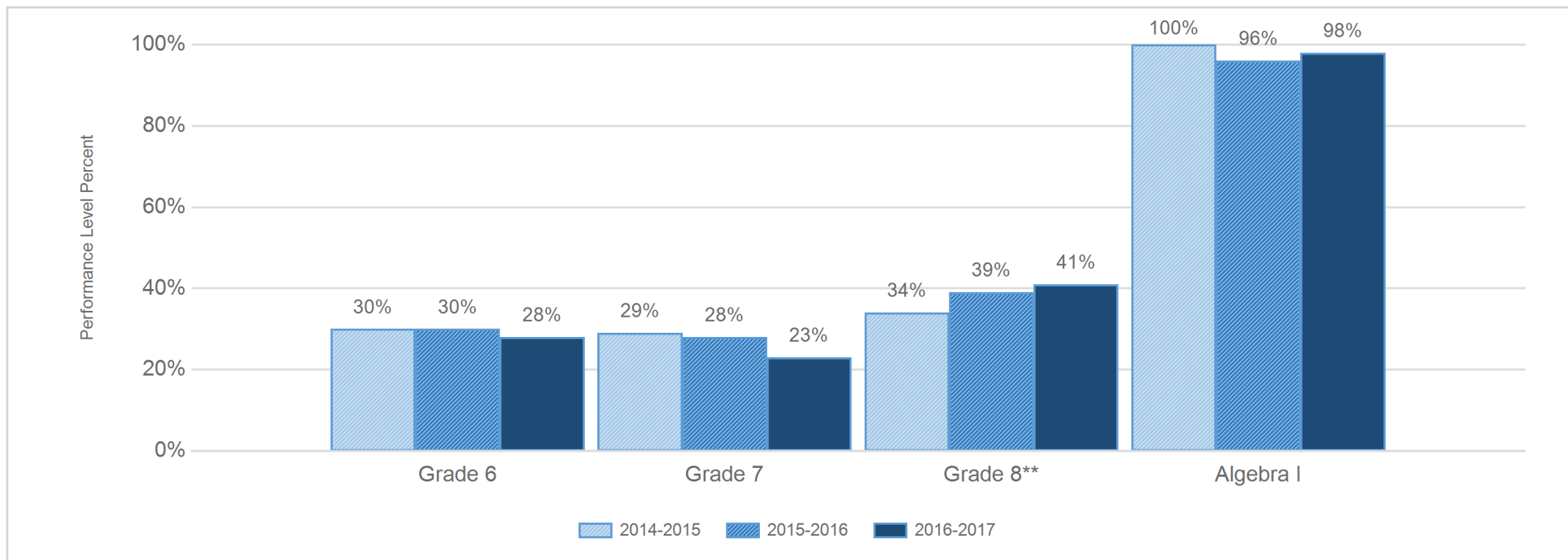


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Alternate Assessments - Participation

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

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

English Language 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. The table also shows 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
1	21	*	*
2	17	*	*
3	*	*	*
4	N	N	N
5+	*	*	*



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

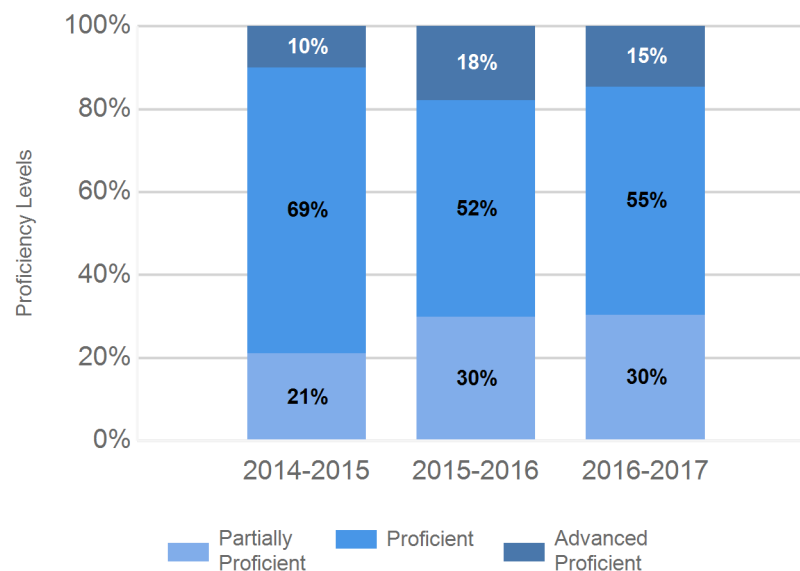
NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	15%	55%	30%
White	23%	60%	18%
Hispanic	11%	54%	35%
Black or African American	*	50%	46%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	*	N
Two or More Races	N	*	*
Economically Disadvantaged Students	13%	54%	33%
Students with Disabilities	7%	42%	51%
English Learners	N	13%	88%

NJASK Science Assessment Performance Trends: Grade 8

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	43	45	50	Met Target	39	43.5	50	Not Met
White	48	49	50	Met Target	42.5	48	52	Met Target
Hispanic	41.5	*	49	Met Target	38	*	47	Not Met
Black or African American	32.5	37.5	45	Not Met	31	32	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	51	39	59	**
American Indian or Alaska Native	*	*	51	**	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	43	44	47	Met Target	38.5	42	46	Not Met
Students with Disabilities	31.5	*	41	Not Met	35	*	43	Not Met
English Learners	63	63	53	Exceeds Target	69.5	57.5	51	Exceeds Target

** ESSA accountability targets are only included if data is available for at least 20 students.



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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

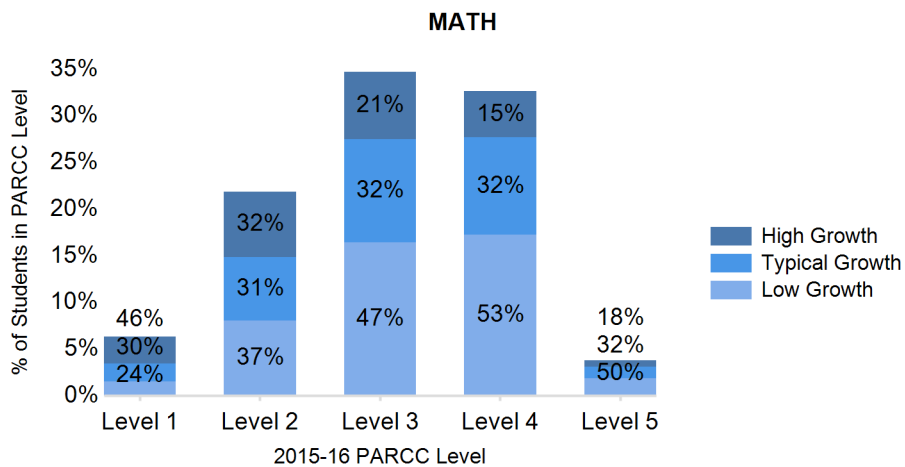
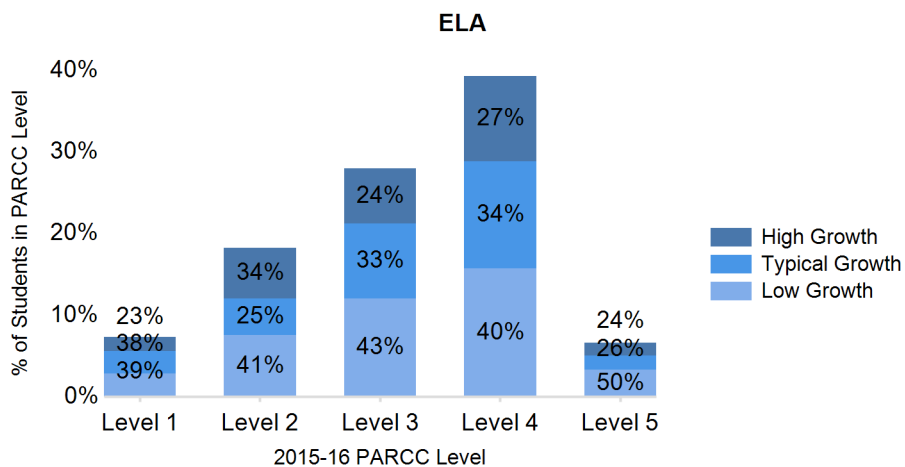
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

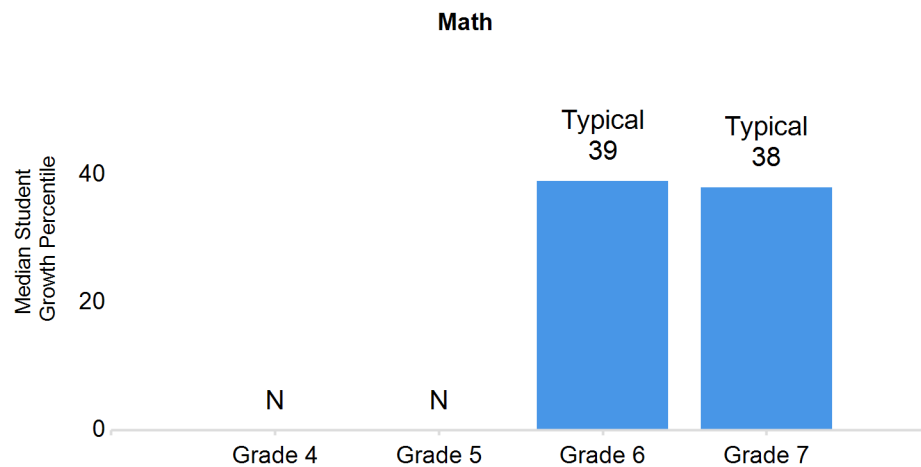
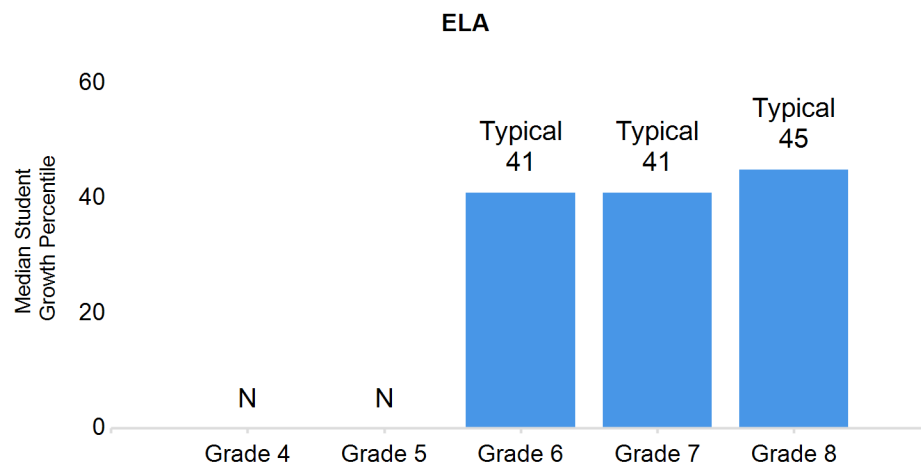
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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



An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	318
7	0	0	314
8	46	0	326
Schoolwide	46	0	958

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	232	0	0	0	0	0	0
7	177	0	0	0	0	0	0
8	213	0	0	0	0	0	0
Schoolwide	622	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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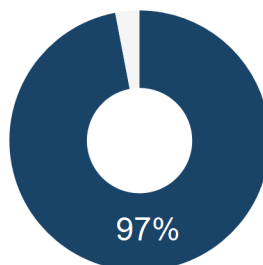
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Visual and Performing Arts – Course Participation

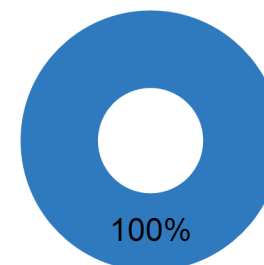
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

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

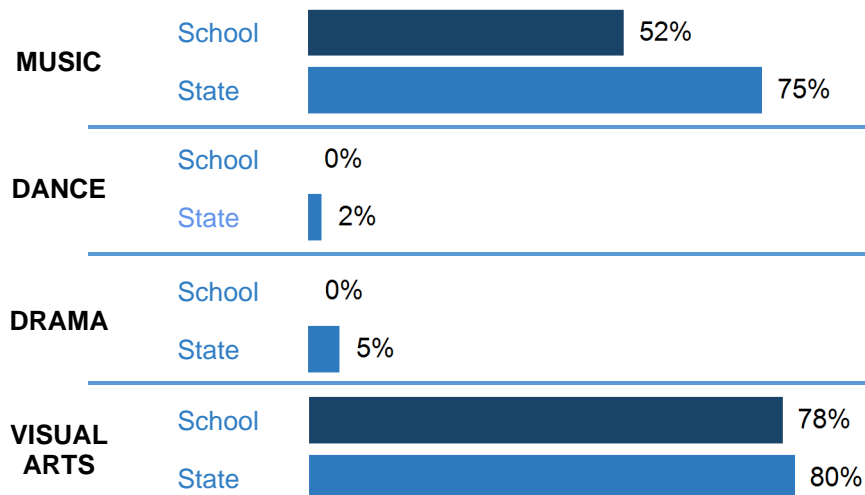


School



State

Students enrolled in one or more classes by discipline:





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

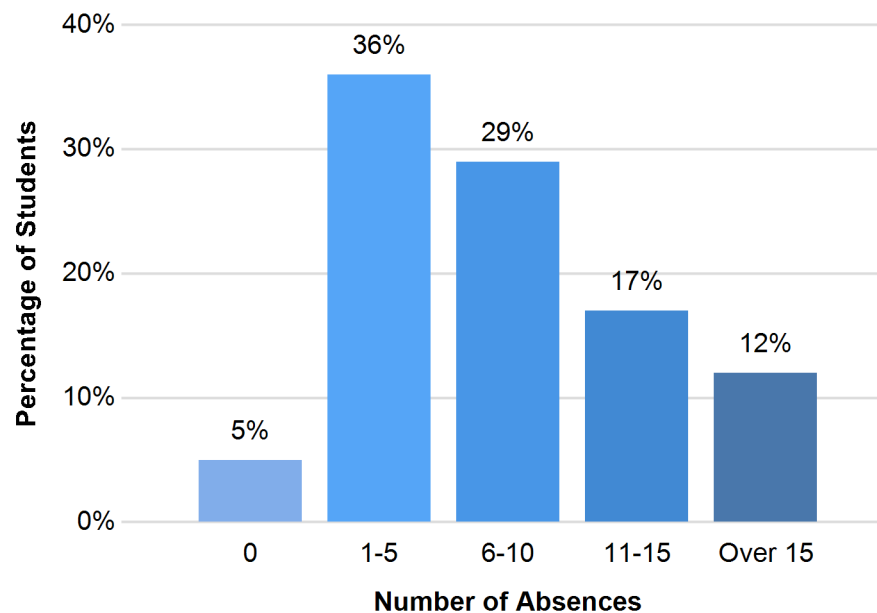
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.40	8.70	Not Met
White	9.20	8.70	Not Met
Hispanic	8.70	8.70	Met Target
Black or African American	17.00	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	10.50	8.70	Not Met
Students with Disabilities	15.70	8.70	Not Met
English Learners	6.00	8.70	Met Target

** *ESSA* accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



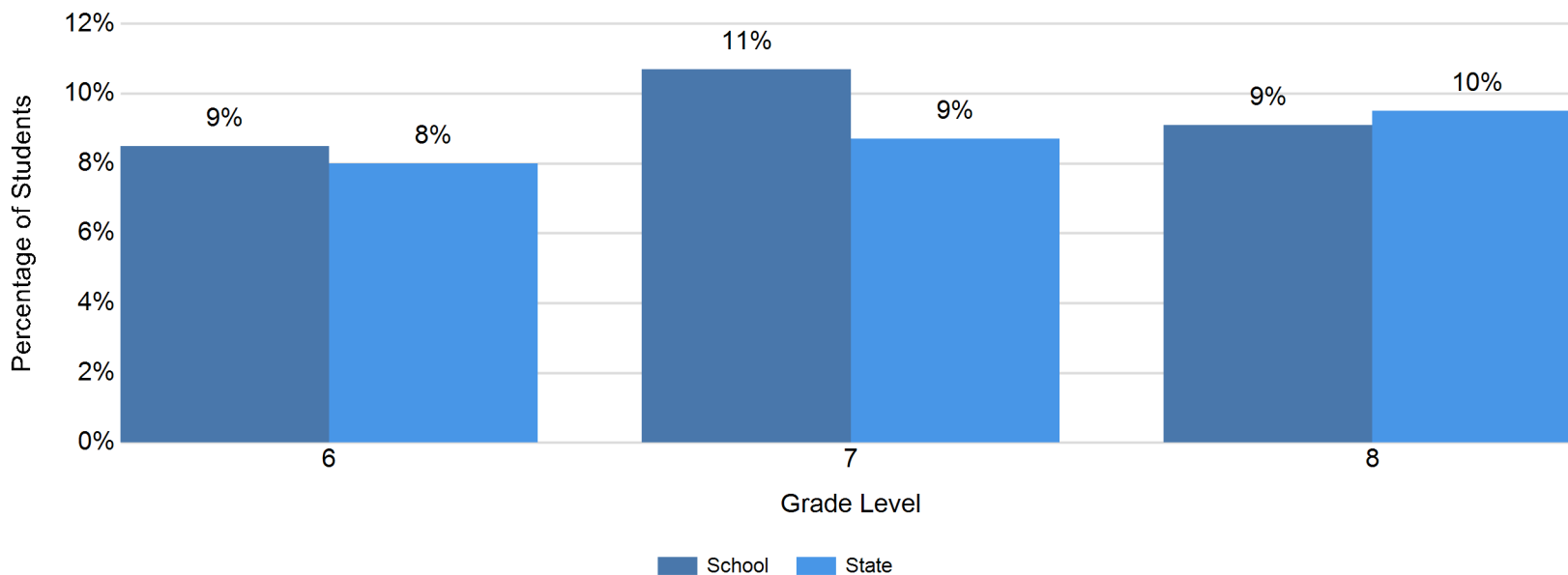


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:30AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 24 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	11
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	1.15

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	3.5%
Out-of-School Suspensions	11.2%
Any Suspension	14.6%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.0:1	202.4 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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).

Per-Pupil Expenditures	Federal	State/Local	Total
District Total	\$561	\$16,448	\$17,009



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	91	120,724
Average years experience in public schools	10.9	11.8
Average years experience in district	10.9	10.5
Teachers in district for 4 or more years	76%	74%

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	31	9,506
Average years experience in public schools	20.6	15.9
Average years experience in district	20.6	11.6
Administrators in district for 4 or more years	100%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	11:1
Administrators	239:1	159:1
Librarian/Media Specialists		4941:1
Nurses		618:1
Counselors		380:1
Child Study Team		235:1



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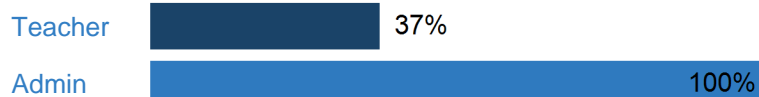
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	94%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	31.1	17.5%
Mathematics Proficiency	24.4	17.5%
English Language Arts Growth	25.5	25.0%
Mathematics Growth	20.5	25.0%
Chronic Absenteeism	30.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		25.8
Summative Rating: Percentile rank of Summative Score		14.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	25.8	11.9	No	Met Target	Not Met	Not Met	Met Target	Not Met	No
White	26.3	11.9	No	Met Target†	Not Met	Not Met	Met Target	Met Target	No
Hispanic	35.1	11.9	No	Met Target	Met Target†	Met Target	Met Target	Not Met	No
Black or African American	22.5	11.9	No	Met Target	Not Met	Not Met	Not Met	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	42.8	11.9	No	Met Target	Not Met	Not Met	Met Target	Not Met	No
Students with Disabilities	22.3	11.9	No	Not Met	Not Met	Not Met	Not Met	Not Met	At Risk
English Learners	62.3	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Exceeds Target	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. SCIACCA	Email Address:	asciacca@gboe.org
Address:	175 LANZA AVE GARFIELD, NJ 07026	Website:	www.gboe.org
Phone:	(973)272-7020		

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Language Arts Curriculum includes Readers and Writers Workshop. • Graphic Design , Honors Art, and Photography are new elective courses. • Technology is integrated into lessons with smartboards and laptops.
 <p>Mission, Vision, Theme:</p>	<p>The GMS vision is to provide each student a quality education in a safe and nurturing learning environment. We seek to bridge the years between childhood and adolescence with programs structured to meet student needs, inspire lifelong learning, and develop independent thinkers by providing a curriculum that is relevant and challenging. Our school culture is built on celebrating diversity and modeling acceptance of all people, regardless of race, religion, or gender.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Student Recognition is an important part of our school culture. Academic recognition includes the Honor Roll ,entry into the GMS Chapter of the National Junior Honor Society, as well as the Presidential Award for Academic Excellence. Awards are also given for citizenship, student of the month, athletics and sportsmanship, art, excellence in math, science, technology and language arts.</p>







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 <p>Courses, Curriculum, Instruction:</p>	<p>Curriculum is based on New Jersey Learning Standards and has been adapted to meet the needs of all learners. Honors classes are scheduled in all content areas. A Gifted and Talented Program is implemented with the focus on STEAM. Inclusion is widespread with Co-teaching classes in all courses.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys & Girls)</p> <p>GMS had 13 different competitive traveling sport teams throughout the 2016/17 school year. Fall sports consist of girls' and boys' volleyball, cross country and soccer. The 2016 boys' soccer team won the league championship. Winter sports consist of boys' and girls' basketball, and co-ed wrestling. The co-ed wrestling team had 4 regional champions. Spring sports comprise of girls' softball, boy's baseball, and boys and girls track. The 2016/2017 Boys baseball team won the league championship .</p>
 <p>Clubs and Activities:</p>	<p>Many diverse clubs are offered to meet student interests, such as Art Club, Gardening Club, Chess Club, Peer to Peer , Student Council, Yearbook, Science and Meteorology , and Book Clubs. The Robotics Club is the newest addition to our club roster and will involve competitions with other districts. Students can volunteer to work at school events such as the Pasta Dinner, Garage Sales, International Food Festival, and Band And Choral Concerts to earn service credit.</p>
 <p>Before and After School Programs:</p>	<p>GMS students have the opportunity to participate in the After School Tutoring Program, which is implemented to promote advancement in Math and LA. The Boys and Girls Club also offers a middle school program with a homework help component as well as many different activities to support instruction and allow for participation in activities that foster the arts and athletics.</p>







GARFIELD MIDDLE SCHOOL
2016-2017
Grade Span 06-08

03-1700-070
 BERGEN
 GARFIELD CITY
 175 LANZA AVE
 GARFIELD, NJ 07026

School Narrative

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 <p>Staff and Professional Learning:</p>	<p>Teachers are organized in teams and have the opportunity to meet twice weekly to share best practices, discuss student progress, plan interdisciplinary lessons, and plan events. LA and Math teachers have been working with coaches who are experts in the content area to explore strategies to increase student achievement. A Literacy committee has been established to promote schoolwide literacy.</p>
 <p>Student Supports and Services:</p>	<p>English Language Learners are supported by leveled classes throughout the learning process. Students with disabilities are scheduled according to individual IEPs with the focus on inclusion. Tutoring services are made available by teachers before and after school as well as through the implementation of the After School Tutoring Program designed to increase skills in math and language.</p>
 <p>Student Health and Wellness:</p>	<p>Health and Physical Education are an important component of our schoolwide curriculum. GMS has partnered with Bergen County's Second Step program to bring in resources to educate students about good mental and physical health, dating, and the dangers of drugs, tobacco, and alcohol. Students have Phys Ed on a daily basis and engage in a full range of activities based on the NJ Learning Standards as well as participate in the Presidential Fitness program.</p>
 <p>Parent and Community Involvement:</p>	<p>GMS has a HSA that consists of parents, staff, and members of the Garfield Community. Bi-monthly meetings are held to offer information to families and to discuss events, school needs, and fundraising efforts. The District Home and School Consortium is another Parent, Teacher organization that addresses district wide issues and offers parent workshops. Parent portal is available through the district website provided parents have a valid email to register.</p>





GARFIELD MIDDLE SCHOOL
2016-2017
Grade Span 06-08

03-1700-070
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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers</p> <p>Student and Staff surveys were used to evaluate school climate. 98% of students responded that their families want them to do well in school and the majority of students believe that teachers care about them, are proud of them when they do well, and are willing to help them. The Anti-Bullying Team and Discipline Committee are in place to explore ways to evaluate school climate and implement a plan that will continue to foster a safe and comfortable environment for all students to learn.</p>
 <p>Facilities:</p>	<p>Our state of the art Middle School is ten years old. The fully air -conditioned building has six science labs, two computer labs, two art rooms, a Media Center, two Music rooms, and a Life Skills Room. The Large Group Instruction Room is used by students and staff for presentations and staff development. The Cafetorium also serves as an Auditorium and is equipped with a large screen and sound system for all types of presentations, plays, and school events.</p>



GARFIELD MIDDLE SCHOOL
2016-2017
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03-1700-070
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The Middle School implements a modified block schedule. There are forty (40) minute periods three days per week and eighty minute blocks two days per week. The eighty minute blocks provide ample time for cooperative learning, projects, and experiments. A uniform policy has been enforced for the last ten years with the emphasis placed on the positive effects that have been noted such as the elimination of dress code violations and inappropriate dress for school. The daily rate of compliance is about 100 % giving indication that parents are instrumental in the success of this policy. The School Safety Committee meets to analyze school data and make recommendations for improvement in school climate with the intent of reducing incidents of bullying both in and out of school. Various assemblies are held for students throughout the school year to put the focus on treating adults and peers with kindness and respect.



Other Information:



Garfield Public Preschool 3 at Headstart
2016-2017


Grade Span PK-PK

03-1700-302
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- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
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**Garfield Public Preschool 3 at Headstart
2016-2017**

Grade Span PK-PK

03-1700-302
BERGEN
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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	0	98	97
KG	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	0	0	0
Total	0	98	97

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	2014-15	2015-16	2016-17
Female	0%	53%	53%
Male	0%	47%	47%
Economically Disadvantaged Students	0%	64%	61%
Students with Disabilities	0%	1%	0%
English Learners	0%	0%	0%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	44.3%
Hispanic	40.2%
Asian	7.2%
Black or African American	7.2%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.0%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	91	98	97
KG - Half Day	0	0	0
KG - Full Day	0	0	0

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. All other students are included in Other Languages.

Home Language	% of Students
English	44.3%
Spanish	16.5%
Polish	12.4%
Albanian	6.2%
Macedonian	3.1%
Other	17.5%



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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

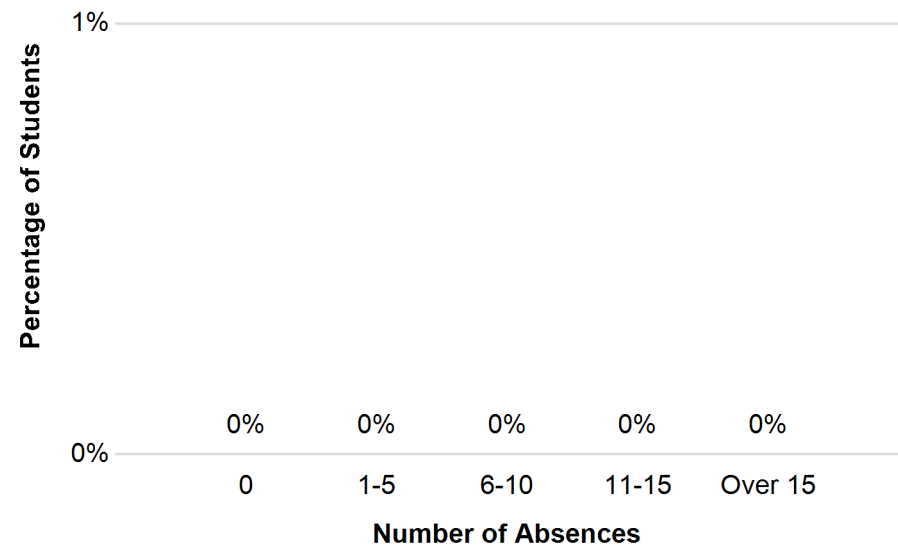
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	N	0	0
White	N	0	0
Hispanic	N	0	0
Black or African American	N	0	0
Asian, Native Hawaiian, or Pacific Islander	N	0	0
American Indian or Alaska Native	N	0	0
Two or More Races	N	0	0
Economically Disadvantaged Students	N	0	0
Students with Disabilities	N	0	0
English Learners	N	0	0

** *ESSA* accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





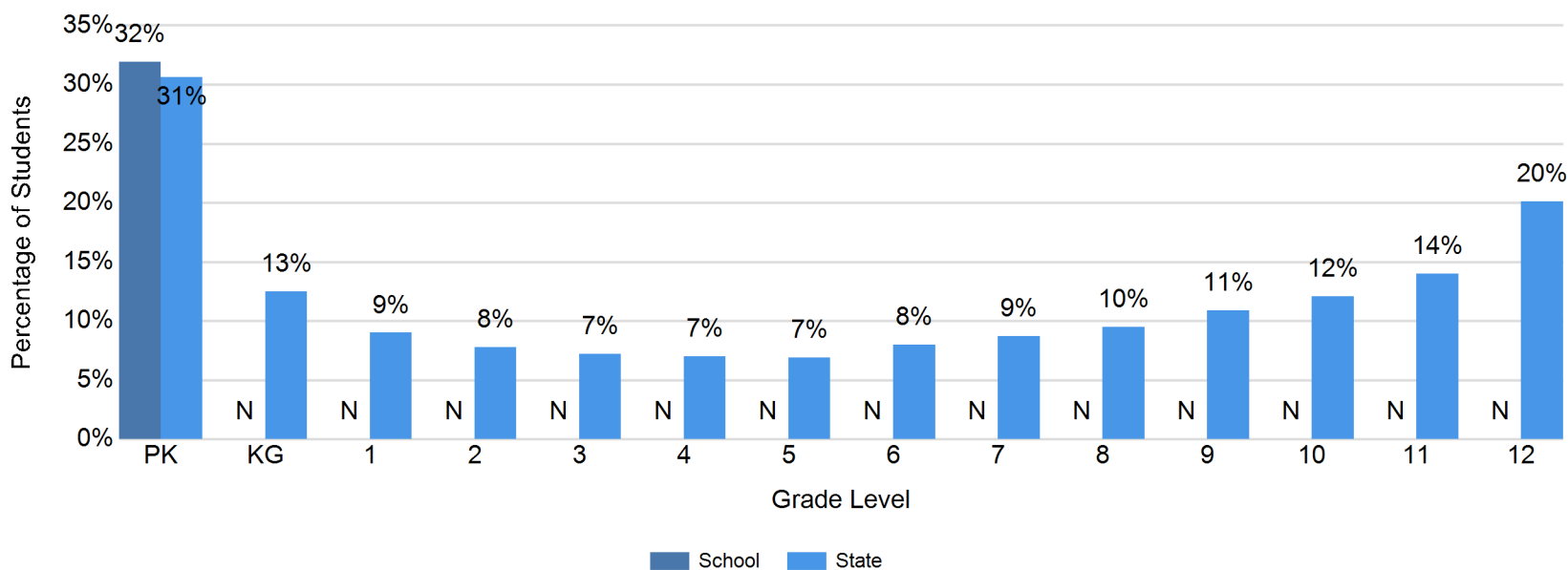
**Garfield Public Preschool 3 at Headstart
2016-2017**

Grade Span PK-PK

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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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Grade Span PK-PK

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.

Category	School
Typical Start Time	8:05AM
Typical End Time	2:25PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

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

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$561	\$16,448	\$17,009



**Garfield Public Preschool 3 at Headstart
2016-2017**

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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	N	120,724
Average years experience in public schools	N	11.8
Average years experience in district	N	10.5
Teachers in district for 4 or more years	N	74%

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	31	9,506
Average years experience in public schools	20.6	15.9
Average years experience in district	20.6	11.6
Administrators in district for 4 or more years	100%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	N	11:1
Administrators	N	159:1
Librarian/Media Specialists		4941:1
Nurses		618:1
Counselors		380:1
Child Study Team		235:1



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2016-2017**

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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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.

Bachelor's Degree

Teacher N

Admin N/A

Master's Degree

Teacher N

Admin N

Doctoral Degree

Teacher N

Admin N

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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	94%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	97%



**Garfield Public Preschool 3 at Headstart
2016-2017**

Grade Span PK-PK

03-1700-302
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GARFIELD CITY
541 MIDLAND AVE
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School General Info

Principal:	Mrs. Stewart	Email Address:	vstewart@gboe.org
Address:	541 MIDLAND AVE GARFIELD, NJ 07026	Website:	http://gboe.org/preschool/GPPA3%20Head%20Start/GPPA3.htm
Phone:	(973)772-0016		

School Narrative

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**Mission, Vision,
Theme:**

The mission of the Garfield Public Preschool is to develop an environment which fosters the growth of all children in becoming creative thinkers, problem-solvers, and responsible members of our community; to instill in them a sense of self-worth; compassion for others, and to assist them in developing in all educational domains-academic, cognitive, social-emotional and physical.



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**Courses, Curriculum,
Instruction:**

The Garfield Preschool utilizes the Creative Curriculum and Teaching Strategies Gold. The Creative Curriculum is a comprehensive, research-based curriculum that helps educators plan and implement a developmentally appropriate preschool program that meets the needs of all learners. Paired with the Teaching Strategies Gold online assessment tool, educators gather and organize meaningful data including online portfolios where children’s work is stored and assessed.







**Garfield Public Preschool 3 at Headstart
2016-2017**

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 <p>Staff and Professional Learning:</p>	<p>Professional development is offered in a variety of ways. Master Teachers offer both individualized professional development that is embedded during classroom visits as well as PLCs based on teacher interest. The Professor in Residence runs program-wide professional development opportunities based on what she sees during classroom walk-throughs. Additional professional development is offered throughout the school year on District-wide professional development days.</p>
 <p>Student Supports and Services:</p>	<p>GPPA 3 has a Preschool Intervention and Referral Team in place to assist preschool staff members in addressing children's persistent challenging behaviors and academic concerns that may otherwise prevent successful participation in the general education classroom. The PIRT team develops and implements an individualized intervention plan rooted in the use of positive behavior supports (PBS). Preschool Social Workers and Master Teachers model all interventions set in place.</p>
 <p>Student Health and Wellness:</p>	<p>The school nurse assists students, families and staff in attaining and maintaining optimal health and healthy attitudes. The nurse provides the following services: conducts health screenings; monitors individual child health records; documents and communicates with staff and parents about allergies or health issues; assists parents in locating appropriate medical and health resources; provides health-related training to staff, parents and children.</p>
 <p>Parent and Community Involvement:</p>	<p>The Community Parent Involvement Social Worker works with families to determine individual needs, provide services and help obtain access to community services. The CPIS Social Workers is also responsible for providing opportunities for parents to learn about child development, nutrition, providing a safe environment and how to support their child's learning. This is done by providing family workshops based on needs and topics identified in the annual parent survey.</p>



**Garfield Public Preschool 3 at Headstart
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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Parents, Teachers

The School Climate survey was conducted in January 2017 for both parents and teachers/paraprofessionals. Parents were provided with the survey and the data was organized and reviewed by the School Safety Team. Teachers and paraprofessionals were also provided with the survey and data was organized and reviewed by the SCiP Team. Data was used to drive professional development opportunities and to identify areas in need of improvement.



GARFIELD PUBLIC PRESCHOOL ANNEX
2016-2017


Grade Span PK-PK

03-1700-086
BERGEN
GARFIELD CITY
464 OUTWATER LANE
GARFIELD, NJ 07026

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**GARFIELD PUBLIC PRESCHOOL ANNEX
2016-2017**

Grade Span PK-PK

03-1700-086
BERGEN
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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	138	146	140
KG	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	0	0	0
Total	138	146	140

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	2014-15	2015-16	2016-17
Female	60%	55%	51%
Male	40%	45%	49%
Economically Disadvantaged Students	55%	58%	58%
Students with Disabilities	1%	9%	11%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Hispanic	45.0%
White	45.0%
Black or African American	5.7%
Asian	2.9%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	1.4%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	131	146	140
KG - Half Day	0	0	0
KG - Full Day	0	0	0

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. All other students are included in Other Languages.

Home Language	% of Students
English	48.6%
Spanish	20.7%
Polish	14.3%
Arabic	3.6%
Macedonian	3.6%
<i>Other</i>	9.1%



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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

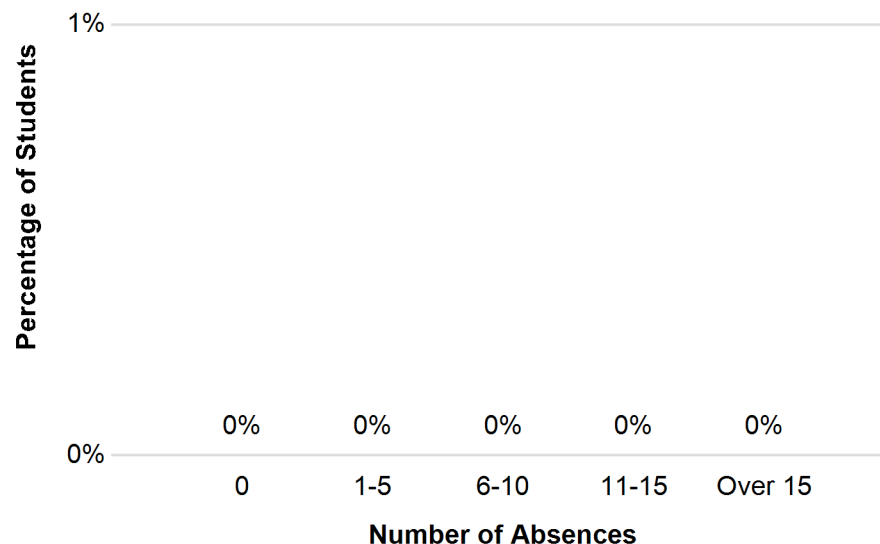
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	N	0	0
White	N	0	0
Hispanic	N	0	0
Black or African American	N	0	0
Asian, Native Hawaiian, or Pacific Islander	N	0	0
American Indian or Alaska Native	N	0	0
Two or More Races	N	0	0
Economically Disadvantaged Students	N	0	0
Students with Disabilities	N	0	0
English Learners	N	0	0

** *ESSA* accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





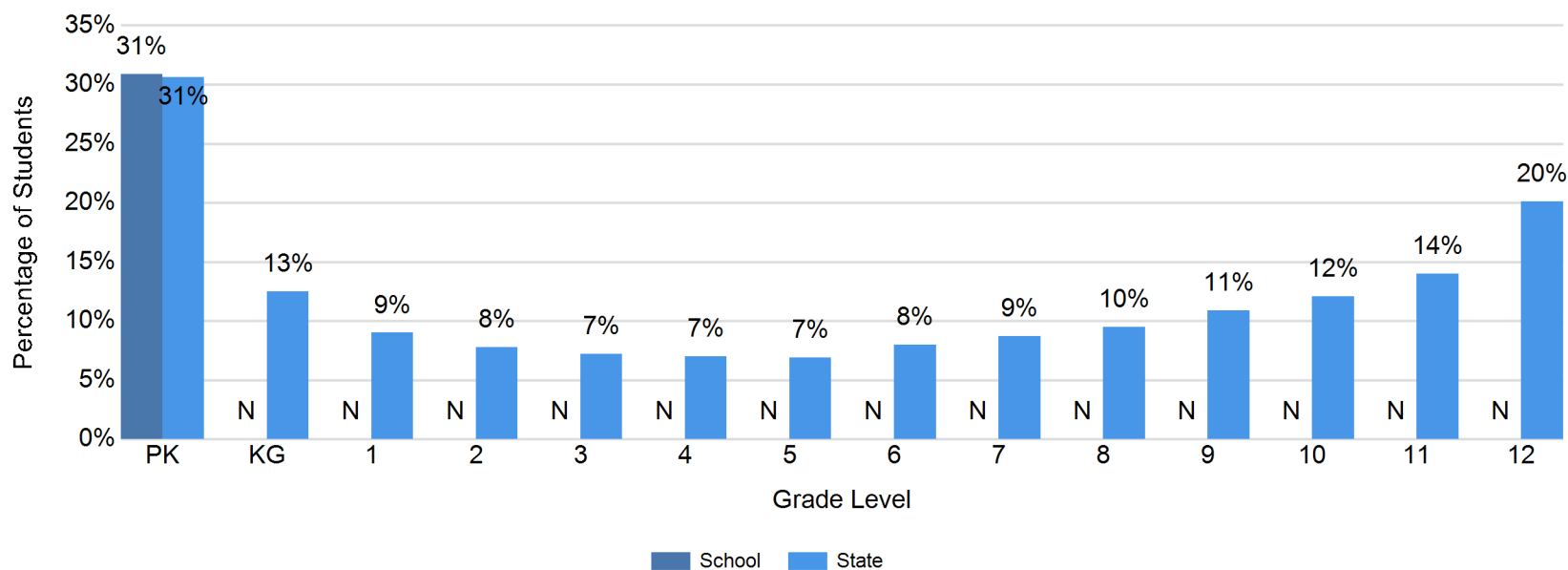
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:05AM
Typical End Time	2:25PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 40 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

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

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$561	\$16,448	\$17,009



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	13	120,724
Average years experience in public schools	5.4	11.8
Average years experience in district	5.4	10.5
Teachers in district for 4 or more years	69%	74%

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	31	9,506
Average years experience in public schools	20.6	15.9
Average years experience in district	20.6	11.6
Administrators in district for 4 or more years	100%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	11:1
Administrators	140:1	159:1
Librarian/Media Specialists		4941:1
Nurses		618:1
Counselors		380:1
Child Study Team		235:1



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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	94%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	97%



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School General Info

Principal:	Mrs. ARJONA-MENDEZ	Email Address:	bmendez@gboe.org
Address:	464 OUTWATER LANE GARFIELD, NJ 07026	Website:	www.gboe.org
Phone:	(973)272-7470		

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.



Mission, Vision, Theme:

The mission of the Garfield Public Preschool is to develop an environment which fosters the growth of all children in becoming creative thinkers, problem-solvers, and responsible members of our community; to instill in them a sense of self-worth; compassion for others and assist them in developing in all educational domains - academic, cognitive, social-emotional and physical.



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School Narrative

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**Courses, Curriculum,
Instruction:**

The Garfield Public Preschool utilizes Creative Curriculum and students are assessed through Teaching Strategies Gold. Creative Curriculum is an approved DOE Curriculum that is research-based. Garfield Public Preschool utilizes developmentally appropriate materials to support and sustain student learning; students data is gathered on Teaching Strategies Gold and this online assessment tool helps with organizing student portfolios and student growth.







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 <p>Staff and Professional Learning:</p>	<p>The Garfield Public Preschool provides Professional Development to its staff through a variety of methods. Staff is provided with embedded professional development and PLC's by the Master Teacher; the Professor in Residence also provides PD based on data, and administrative input. Teachers are provided with a common prep and lunch period to help maximize collaboration amongst staff.</p>
 <p>Student Supports and Services:</p>	<p>GPPA 1 has in place a PIRT worker, which provides support and guidance to the staff. The PIRT worker provides interventions for staff to help support student learning in all domains. The PIRT worker provides modeling when needed to best support the staff to meet the needs of the students. The PIRT worker works closely with the Master Teacher, CPIS to maximize support for students, parents and staff. PIRT worker will refer students if needed to the CST</p>
 <p>Student Health and Wellness:</p>	<p>The Garfield Public Preschool has a school nurse that reviews students health records, and maintains and support students that may have medical needs. The school nurse will provide Professional Development to classroom staff when needed to identify when a student may need additional medical support. Maschios Food Service Program provides our breakfast and lunch for our district. Students are provided with gross motor opportunities twice a day for approximately 50 minutes per day.</p>
 <p>Parent and Community Involvement:</p>	<p>The Garfield Public Preschool has a CPIS (Community Parent Involvement Specialist) worker that collaborates with our Home and School Association. The CPIS orker provides Parent Workshop in the evening; they run parenting groups and work activiely with the community to attain support for our families in need.</p>



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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Parents, Teachers

The School Climate Survey was conducted in December 2016. The parents were provided with a variety of questions, and the results were shared with the teachers, School Safety Team and with Central Office. The School Safety Team reviewed the data, and made recommendations to help the school climate. The teachers survey was shared with SCIP and based on the areas that were suggested Professional Development was offered.



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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

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.

This table shows the percentage of students by racial and ethnic group.

Grade	2014-15	2015-16	2016-17
PK	0	0	0
KG	54	41	36
1	62	42	43
2	42	56	42
3	67	46	62
4	44	54	42
5	43	37	53
Ungraded	81	93	84
Total	393	369	362

Student Group	2014-15	2015-16	2016-17
Female	44%	45%	46%
Male	56%	55%	54%
Economically Disadvantaged Students	69%	66%	62%
Students with Disabilities	28%	31%	29%
English Learners	7%	8%	6%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	46.4%
Hispanic	44.5%
Black or African American	8.0%
Asian	0.6%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.0%
Two or More Races	0.3%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

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. All other students are included in Other Languages.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	52	41	36

Home Language	% of Students
English	72.7%
Spanish	12.7%
Polish	9.1%
Ukrainian	1.1%
Turkish	1.1%
Other	3.4%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	177	97.9	53.10	50.40	54.90	53.1	44.9	Met Target
White	80	98.8	60.10	*	63.90	60.1	55.4	Met Target
Hispanic	80	97.8	46.30	*	39.80	46.3	37.3	Met Target
Black or African American	16	94.4	50.00	41.30	35.20	49.3	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	N	**	**
Female	86	97.9	63.90	*	62.20	63.9		
Male	91	97.9	42.90	*	48.10	42.9		
Economically Disadvantaged Students	113	98.4	43.30	*	36.20	43.3	36.2	Met Target
Non-Economically Disadvantaged Students	64	97.1	70.30	*	65.80	70.3		
Students with Disabilities	45	93.9	13.30	13.40	20.50	13.2	12.2	Met Target
Students without Disabilities	132	99.3	66.70	59.90	61.90	66.7		
English Learners	22	96.0	54.60	29.10	25.20	54.6	N	N
Non-English Learners	155	98.2	53.00	52.40	57.40	53		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	33.30	24.80	N		
Military-Connected Students	N	N	N	66.70	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	66	749	750	749	*	15%	32%	47%	*	49%	50%
White	28	749	754	759	*	*	36%	43%	*	46%	61%
Hispanic	31	750	747	734	*	*	36%	48%	0%	48%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	35	755	755	754	*	*	*	49%	*	49%	55%
Male	31	741	744	745	*	*	*	45%	*	48%	46%
Economically Disadvantaged Students	45	743	747	731	*	*	*	40%	*	40%	31%
Non-Economically Disadvantaged Students	21	761	757	762	*	*	*	62%	*	67%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	49	760	757	753	*	*	*	55%	*	69%	56%
White	18	775	*	762	0%	*	*	61%	*	83%	67%
Hispanic	25	747	751	740	*	*	*	48%	*	56%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	27	768	763	758	*	*	*	56%	*	78%	61%
Male	22	751	752	749	*	*	*	55%	*	59%	51%
Economically Disadvantaged Students	31	758	753	737	*	*	*	52%	*	65%	36%
Non-Economically Disadvantaged Students	18	764	764	764	*	*	*	61%	*	78%	69%
Students with Disabilities	13	719	*	725	*	*	*	*	*	15%	25%
Students without Disabilities	36	775	*	759	*	*	*	*	*	89%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	64	748	751	756	*	*	30%	42%	*	48%	59%
White	31	758	*	763	*	*	*	55%	*	61%	69%
Hispanic	28	739	746	743	*	*	36%	36%	*	39%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	32	759	759	761	*	*	*	53%	*	66%	66%
Male	32	737	742	750	*	*	*	31%	*	31%	53%
Economically Disadvantaged Students	36	739	744	740	*	*	*	31%	*	33%	40%
Non-Economically Disadvantaged Students	28	760	760	765	*	*	*	57%	*	68%	71%
Students with Disabilities	18	714	716	725	*	*	*	*	*	11%	22%
Students without Disabilities	46	762	760	762	*	*	*	*	*	63%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



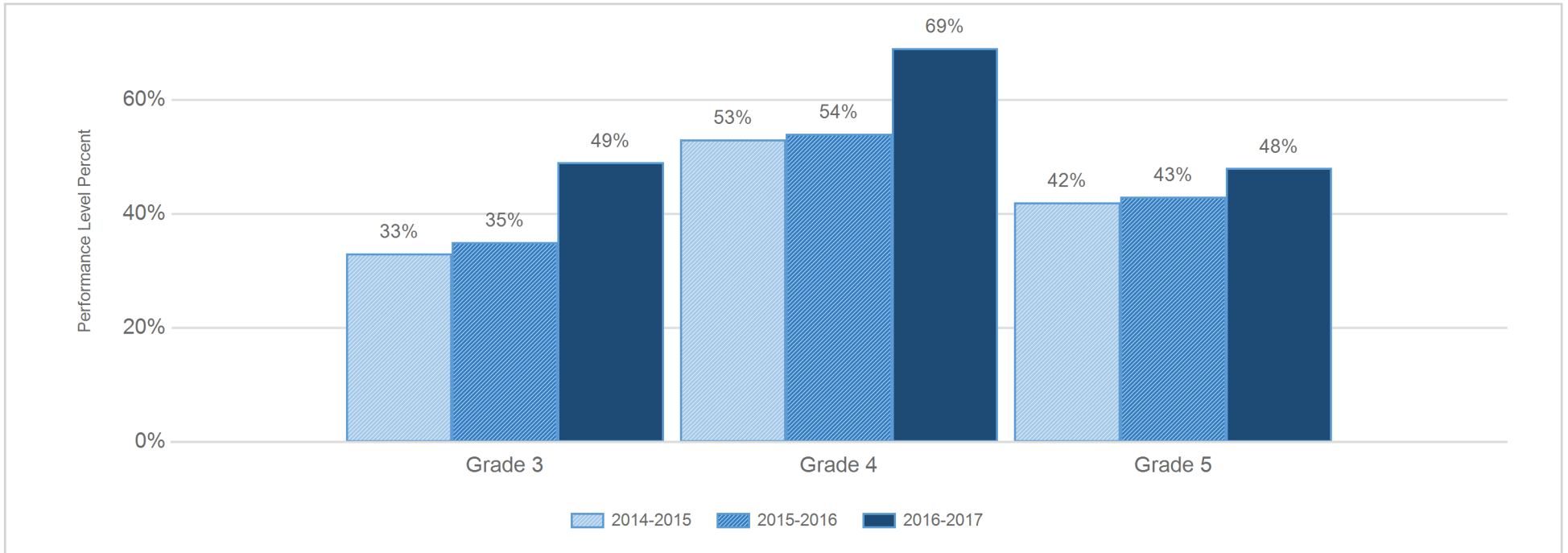
JAMES MADISON SCHOOL #10
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Grade Span PK-05

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Grade Span PK-05

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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	181	98.0	43.00	34.80	43.50	43	48.4	Met Target†
White	82	98.8	45.10	*	52.40	45.1	56.6	Not Met
Hispanic	82	97.8	42.70	*	27.60	42.7	43.5	Met Target†
Black or African American	16	94.4	31.30	20.80	21.70	30.9	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	100.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	N	**	**
Female	86	97.9	46.50	*	44.10	46.5		
Male	95	98.0	40.00	*	42.90	40		
Economically Disadvantaged Students	115	98.4	37.40	*	25.10	37.4	42.7	Met Target†
Non-Economically Disadvantaged Students	66	97.2	53.00	*	54.30	53		
Students with Disabilities	45	93.9	13.30	10.90	16.50	13.2	19	Met Target†
Students without Disabilities	136	99.3	52.90	41.00	48.80	52.9		
English Learners	26	96.7	42.30	24.60	23.30	42.3	N	N
Non-English Learners	155	98.2	43.20	35.90	45.20	43.2		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	25.00	15.10	N		
Military-Connected Students	N	N	N	33.30	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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Grade Span PK-05

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	68	753	747	751	*	18%	37%	31%	*	44%	53%
White	28	756	753	759	*	*	43%	36%	*	46%	63%
Hispanic	33	754	743	738	0%	*	36%	30%	*	46%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	35	749	746	751	*	*	40%	31%	*	40%	52%
Male	33	757	748	751	*	*	33%	30%	*	49%	53%
Economically Disadvantaged Students	47	746	744	736	*	*	*	*	*	36%	34%
Non-Economically Disadvantaged Students	21	767	752	761	*	*	*	*	*	62%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	51	749	745	747	*	22%	29%	33%	*	43%	47%
White	19	763	*	755	0%	*	*	*	*	47%	59%
Hispanic	26	739	738	734	*	*	*	*	*	42%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	27	754	746	747	*	*	*	*	*	52%	47%
Male	24	743	744	747	*	*	*	*	*	33%	48%
Economically Disadvantaged Students	32	747	741	732	*	*	*	*	*	47%	27%
Non-Economically Disadvantaged Students	19	751	753	757	*	*	*	*	*	37%	61%
Students with Disabilities	13	718	*	724	*	*	*	*	*	*	22%
Students without Disabilities	38	759	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	65	747	741	747	*	*	37%	32%	*	43%	46%
White	32	749	*	754	*	*	41%	31%	*	44%	57%
Hispanic	28	746	737	735	*	*	*	*	*	43%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	32	750	745	747	*	*	31%	31%	*	47%	47%
Male	33	745	738	746	*	*	42%	33%	*	39%	46%
Economically Disadvantaged Students	36	737	736	732	*	*	36%	*	*	33%	27%
Non-Economically Disadvantaged Students	29	760	748	756	*	*	38%	*	*	55%	59%
Students with Disabilities	18	727	722	725	*	*	*	*	*	17%	19%
Students without Disabilities	47	755	747	751	*	*	*	*	*	53%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



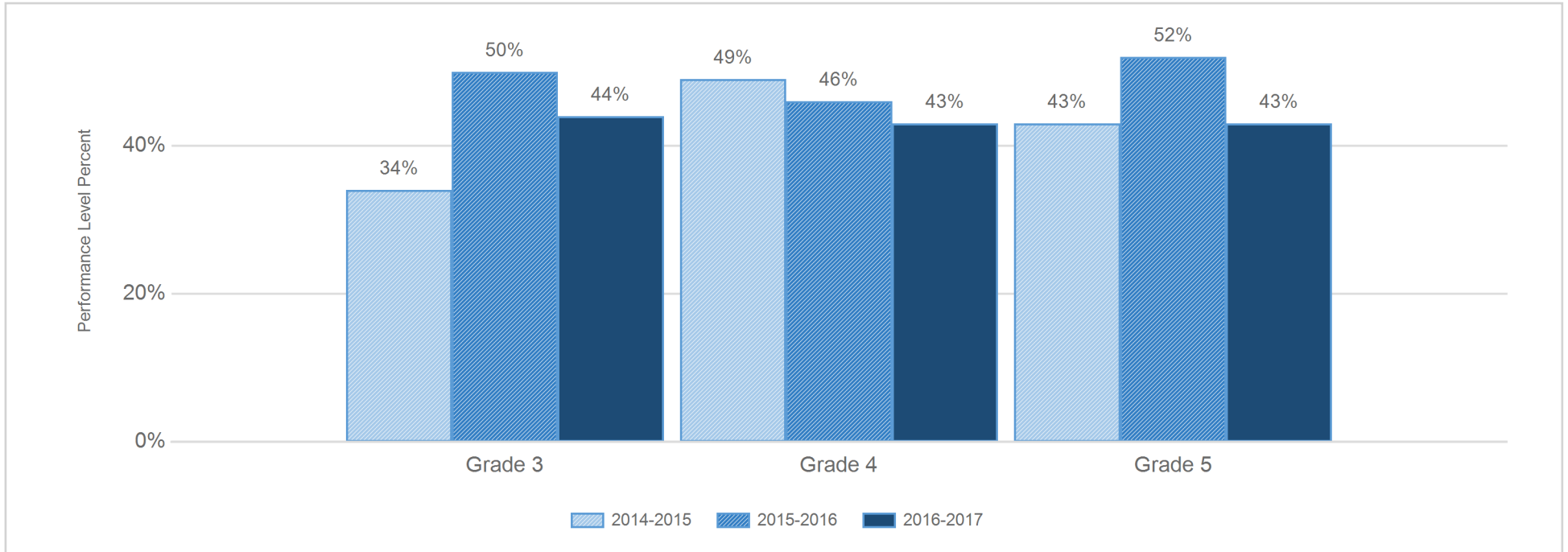
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	N	N

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. The table also shows 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
1	12	75%	25%
2	*	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

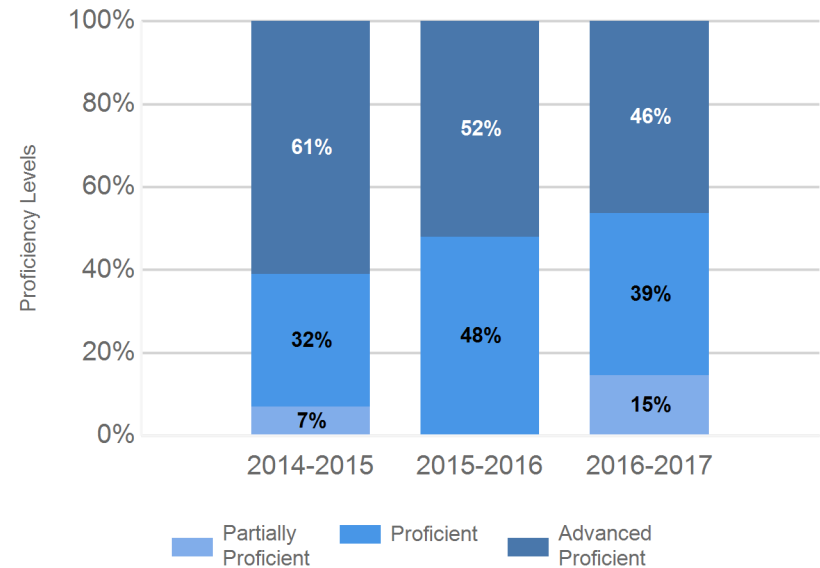
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	46%	39%	15%
White	61%	33%	6%
Hispanic	*	*	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	54%	27%	19%
Students with Disabilities	N	*	*
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here: <http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	61.5	45	50	Exceeds Target	56	43.5	50	Met Target
White	68.5	49	50	Exceeds Target	58	48	52	Met Target
Hispanic	56	*	49	Met Target	56	*	47	Met Target
Black or African American	57	37.5	45	**	28.5	32	43	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	63	44	47	Exceeds Target	56	42	46	Met Target
Students with Disabilities	41	*	41	Met Target	37	*	43	Not Met
English Learners	67	63	53	**	62	57.5	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



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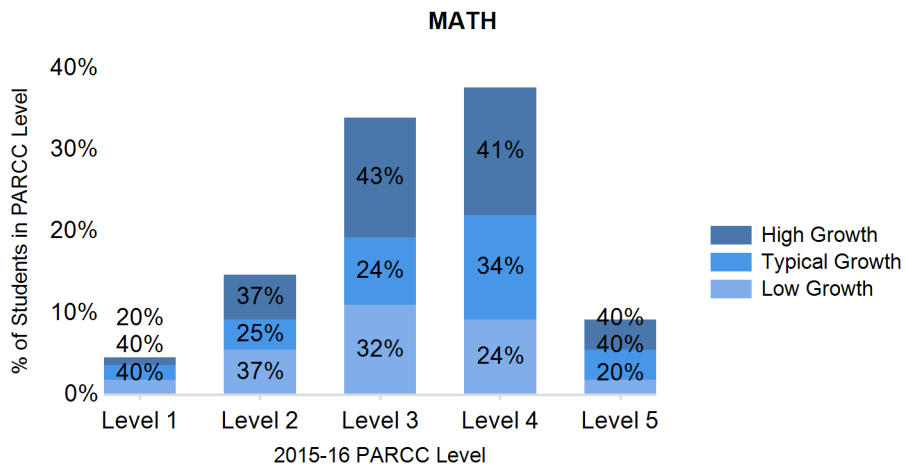
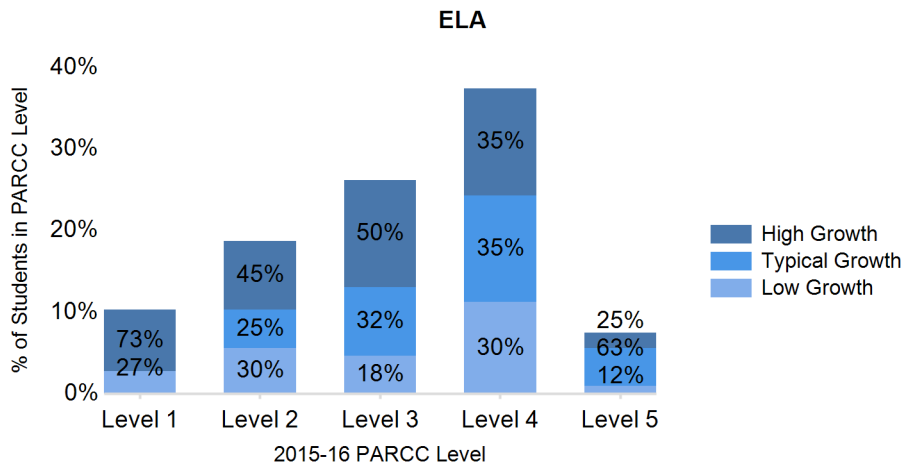
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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**

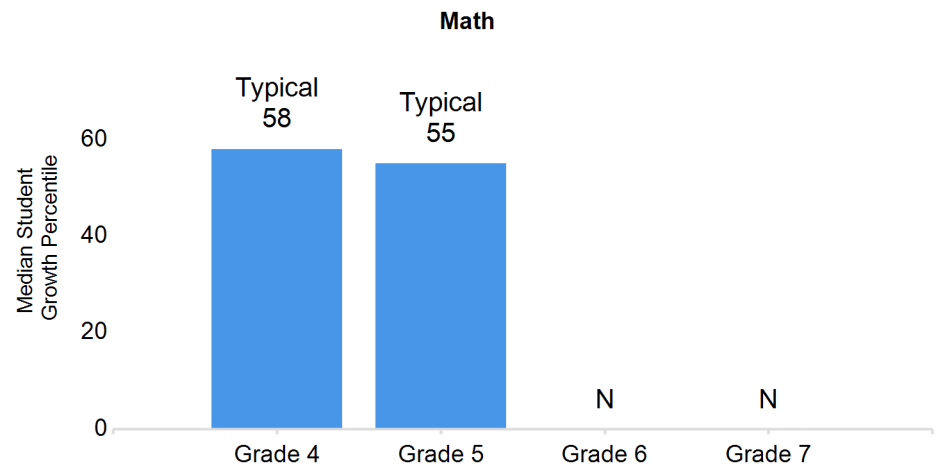
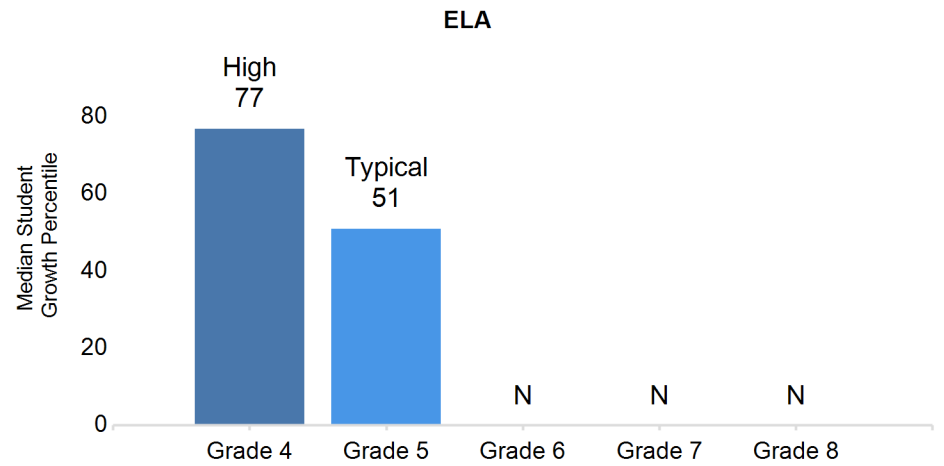
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

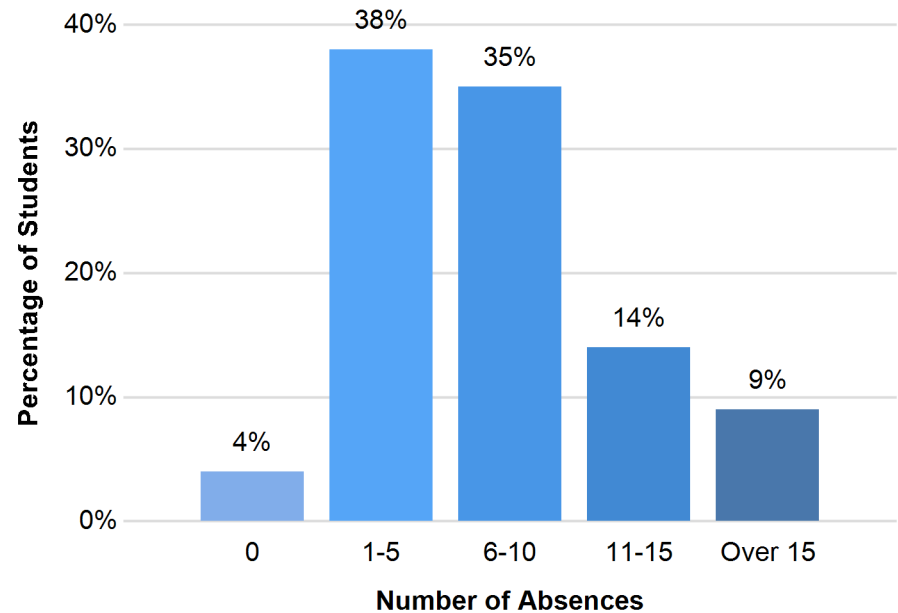
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.80	8.40	Met Target
White	4.30	8.40	Met Target
Hispanic	9.50	8.40	Not Met
Black or African American	6.90	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	7.70	8.40	Met Target
Students with Disabilities	10.40	8.40	Not Met
English Learners	10.00	8.40	Not Met

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





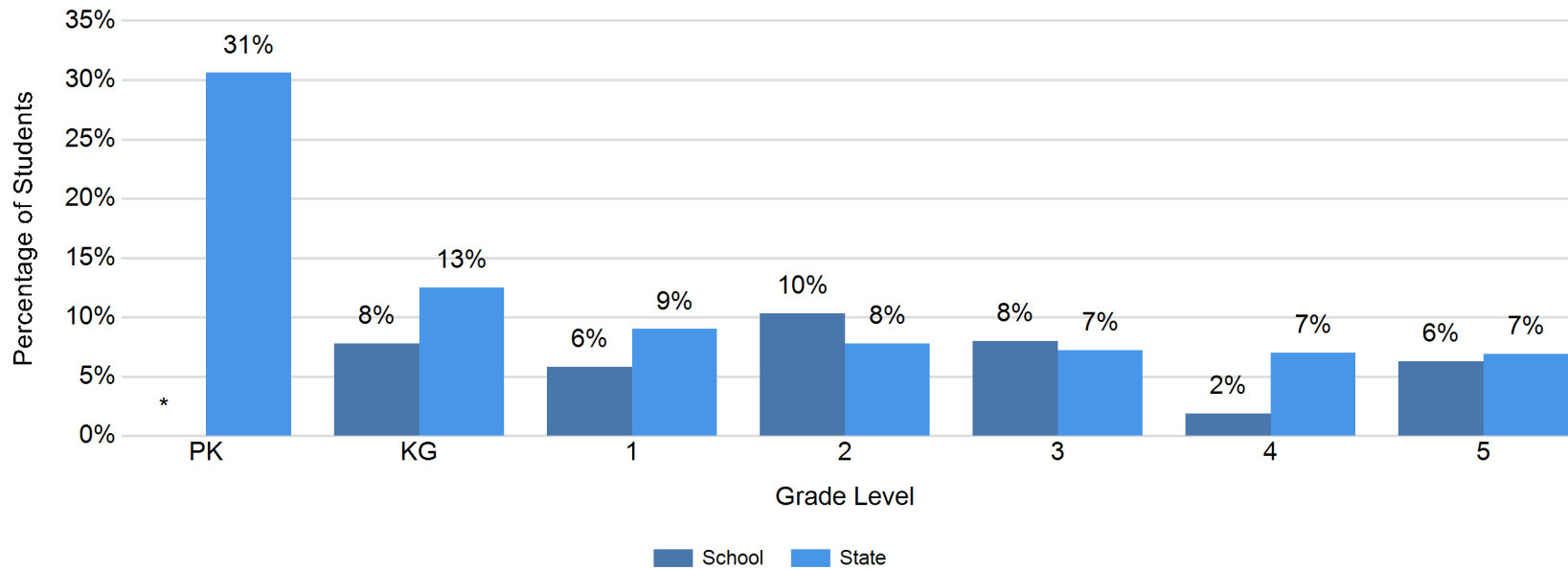
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

Violence, Vandalism, HIB, and Substance Offenses

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.

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Category	School
Typical Start Time	8:35AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs. 28 Mins.
Shared Time - Instructional Time	*

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.28

Student Suspension Rate

Student Expulsions

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.6%
Any Suspension	0.6%

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.3:1	202.4 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$561	\$16,448	\$17,009



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	36	120,724
Average years experience in public schools	7.8	11.8
Average years experience in district	7.8	10.5
Teachers in district for 4 or more years	67%	74%

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	31	9,506
Average years experience in public schools	20.6	15.9
Average years experience in district	20.6	11.6
Administrators in district for 4 or more years	100%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	11:1
Administrators	181:1	159:1
Librarian/Media Specialists		4941:1
Nurses		618:1
Counselors		380:1
Child Study Team		235:1



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	94%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	95%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	46.3	17.5%
Mathematics Proficiency	45.3	17.5%
English Language Arts Growth	85.0	25.0%
Mathematics Growth	67.5	25.0%
Chronic Absenteeism	53.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		62.1
Summative Rating: Percentile rank of Summative Score		69.8
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	62.1	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Met Target	No
White	61.5	11.9	No	Met Target	Not Met	Met Target	Exceeds Target	Met Target	No
Hispanic	67.4	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Black or African American	**	**	No	**	**	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	79.7	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Met Target	No
Students with Disabilities	41.0	11.9	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
English Learners	**	**	No	N	N	Not Met	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. BULGER	Email Address:	sbulger@gboe.org
Address:	62 ALPINE ST GARFIELD, NJ 07026	Website:	www.gboe.org
Phone:	(973)340-5039		

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Math PARCC scores for our school were higher than District, State and Cross State numbers in all 3 grade levels. • Reading Coaches supported our initial introduction of Reader's Workshop for grade 3-5. • K-5 students all participated in a school wide positive behavior plan to promote responsibility and tolerance.
 <p>Mission, Vision, Theme:</p>	<p>Garfield strives to provide intellectual experiences within the context of a multi-cultural setting. This environment will enable students to achieve their maximum potential. Each school shall seek to assist every student in the development of social skills and moral attitudes to successfully meet the challenges of a complex and ever changing world. Garfield is committed to creating a flexible educational environment addressing the individualities and potentialities the students.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Teacher of the year was recognized by the county and by the board of education, a grant was awarded through Safe Routes to School, Donor's Choose projects were funded by various stakeholders. NJASK Science scores were recorded at 85.3% of students Proficient and Advanced Proficient. Parcc Math scores were recorded higher than the District, the State and the Cross State scores in all grades of Math and Grade 4 of ELA.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>*District Created Curriculum in compliance with NJSLS ELA - *K-2 Wilson Foundations *K-2 Reading Street Series 2014 *Raz Kids/ Reading A to Z (k-5) *3-5 Reading Street Series 2014 *Wilson Program *Study Island - Digital (k-5) Math - *Go Math -2015 (k-5) *Motivation Math - 2015 (gr. 3-5) Science - *A Closer Look - 2009 (k-5) last year of implementation Social Studies - *McMillan McGraw Hill 2009 *Elementary G & T program, challenge kits Homework: Gr. K-2 15-20 min. Gr. 3-5 45-60 min.</p>
 <p>Clubs and Activities:</p>	<p>The school provides the following clubs and activities throughout the year: Yearbook Club, Newspaper, Family Math/ Literacy, Book clubs, Student Council, Extended day programs.</p>
 <p>Before and After School Programs:</p>	<p>After School services are provided by the Recreation Center, Kidz University and the YMCA all serving a K-5 population. After School programs include Parcc enrichment, Book clubs, History club, school library, Yearbook club, Newspaper Club, and Unified grant extended day programming in Language Arts and Math.</p>







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 <p>Staff and Professional Learning:</p>	<p>Professional development was provided in the areas of SGO development, Next Generation Science Standards, Reader's workshop, GCN tutorials in various areas, HIB/Antibullying refreshers, school law and special education law, CPR and emergency response team through Janet's Law, Least Restrictive Environment, Technology in the classroom, Wilson, Classroom Management, Mentoring, STEM, Grade Level meetings with Principals and Curriculum Supervisors, Performance Matters Training and Data Analysis.</p>
 <p>Student Supports and Services:</p>	<p>English Language Learners receive ESL and Spanish BiLingual, Students with Disabilities are provided with Speech, OT ,PT, and counseling when required through IEP. Students who are struggling are provided tutoring afterschool and interventions through I&RS such as WILSON, Parent Meetings are held to create a cohesive plan to assist students that are at risk for retention.</p>
 <p>Student Health and Wellness:</p>	<p>Breakfast program is offered to all students through school meal provider. Screenings for Health are conducted by the School Nurse in correlation with State mandates. Students participate in programs through the Physical Education program and are provided daily recess opportunities. Each Friday, the Physical Education Department conducts a one minute drill for the entire building to participate in.</p>
 <p>Parent and Community Involvement:</p>	<p>Special Education Parent Advisory Group is a District Group. Within the school the PTA supports the programming and staffing of parent run events. Parent Portal sign in letters are given at Back to School Night and November Conferences. Partnerships with the Local Police department provide programs such as LEAD to the students. District Consortium provide parent programming district wide for all levels.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>School Climate survey is conducted twice a year to a given population of students and to all parents to gauge school climate perceptions. School Safety Team reviews the results for the changes to be addressed. The building-wide positive behavior system is adapted in response to these surveys.</p>
 <p>Facilities:</p>	<p>The school building was built in 1920s additions for an elevator was completed around 2000. The building only has air conditioning for the classes used for the summer extended school year programs. We have a large gymnasium, 2 large trailers housing 2 classes, a playground structure for students grade K and 1. The students this year have started a Buddy Bench area with a rock garden and a small vegetable garden.</p>



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School Narrative

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This building houses our amazing and ever growing Autism and MD programs. The students from these program run our school store and provide reverse inclusion opportunities for the general population of students. The Home and School does an wonderful job of providing family programs and events to our school community, the programs are evaluated every year and adjusted as needed. The students follow the uniform policy of the school district and celebrate the 10th day of every month to show school pride. In additon to workin on our curriculum growth, the school dedicates a lot of time to the social and emotional growth of the population.



Other Information:




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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

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.

This table shows the percentage of students by racial and ethnic group.

Grade	2014-15	2015-16	2016-17
PK	0	0	0
KG	64	59	62
1	64	61	66
2	67	63	64
3	48	55	65
4	59	49	54
5	48	54	50
Ungraded	10	9	0
Total	360	350	361

Student Group	2014-15	2015-16	2016-17
Female	52%	51%	51%
Male	48%	49%	49%
Economically Disadvantaged Students	75%	69%	68%
Students with Disabilities	11%	12%	12%
English Learners	6%	6%	6%
Homeless Students			1%
Students in Foster Care			2%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
Hispanic	53.2%
White	28.3%
Black or African American	16.1%
Asian	1.1%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	1.4%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

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. All other students are included in Other Languages.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	63	59	62

Home Language	% of Students
English	74.8%
Spanish	15.0%
Albanian	4.2%
Arabic	2.2%
Polish	1.4%
<i>Other</i>	2.6%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	156	98.8	83.40	50.40	54.90	83.4	72.9	Met Goal
White	39	97.7	89.70	*	63.90	89.7	80	Met Goal
Hispanic	94	100.0	78.70	*	39.80	78.7	66.6	Met Target
Black or African American	23	96.3	91.30	41.30	35.20	91.3	73.6	Met Goal
Asian, Native Hawaiian, or Pacific Islander	N	N	N	65.40	80.70	N	**	**
American Indian or Alaska Native	N	N	N	100.00	53.70	N	**	**
Two or More Races	N	N	N	*	54.90	N	**	**
Female	78	100.0	84.60	*	62.20	84.6		
Male	78	97.6	82.10	*	48.10	82.1		
Economically Disadvantaged Students	113	99.2	80.50	*	36.20	80.5	71.6	Met Goal
Non-Economically Disadvantaged Students	43	97.9	90.70	*	65.80	90.7		
Students with Disabilities	28	100.0	78.60	13.40	20.50	78.6	59.7	Met Target
Students without Disabilities	128	98.6	84.40	59.90	61.90	84.4		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	66.70	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	62	773	750	749	0%	*	18%	66%	*	76%	50%
White	14	768	754	759	*	*	*	79%	*	79%	61%
Hispanic	39	774	747	734	0%	*	*	62%	*	74%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	33	769	755	754	0%	*	*	64%	*	73%	55%
Male	29	777	744	745	0%	*	*	69%	*	79%	46%
Economically Disadvantaged Students	48	773	747	731	0%	*	*	63%	*	73%	31%
Non-Economically Disadvantaged Students	14	773	757	762	0%	*	*	79%	*	86%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	62	773	751	752	0%	*	18%	66%	*	76%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	53	772	757	753	*	*	*	62%	26%	89%	56%
White	18	785	*	762	0%	0%	*	*	*	94%	67%
Hispanic	30	766	751	740	0%	0%	*	70%	*	83%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	22	776	763	758	0%	0%	*	50%	*	91%	61%
Male	31	770	752	749	0%	0%	*	71%	*	87%	51%
Economically Disadvantaged Students	37	768	753	737	0%	0%	*	*	*	87%	36%
Non-Economically Disadvantaged Students	16	784	764	764	0%	0%	*	*	*	94%	69%
Students with Disabilities	10	759	*	725	*	*	*	*	0%	80%	25%
Students without Disabilities	43	776	*	759	*	*	*	*	33%	91%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	50	775	751	756	0%	*	*	72%	*	88%	59%
White	10	790	*	763	0%	0%	0%	*	*	100%	69%
Hispanic	28	766	746	743	0%	*	*	75%	*	82%	44%
Black or African American	12	782	749	740	0%	0%	*	*	*	92%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	31	779	759	761	0%	*	*	68%	*	90%	66%
Male	19	768	742	750	0%	*	*	79%	*	84%	53%
Economically Disadvantaged Students	33	769	744	740	0%	*	*	*	*	88%	40%
Non-Economically Disadvantaged Students	17	787	760	765	0%	*	*	*	*	88%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	50	775	751	757	0%	*	*	72%	*	88%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

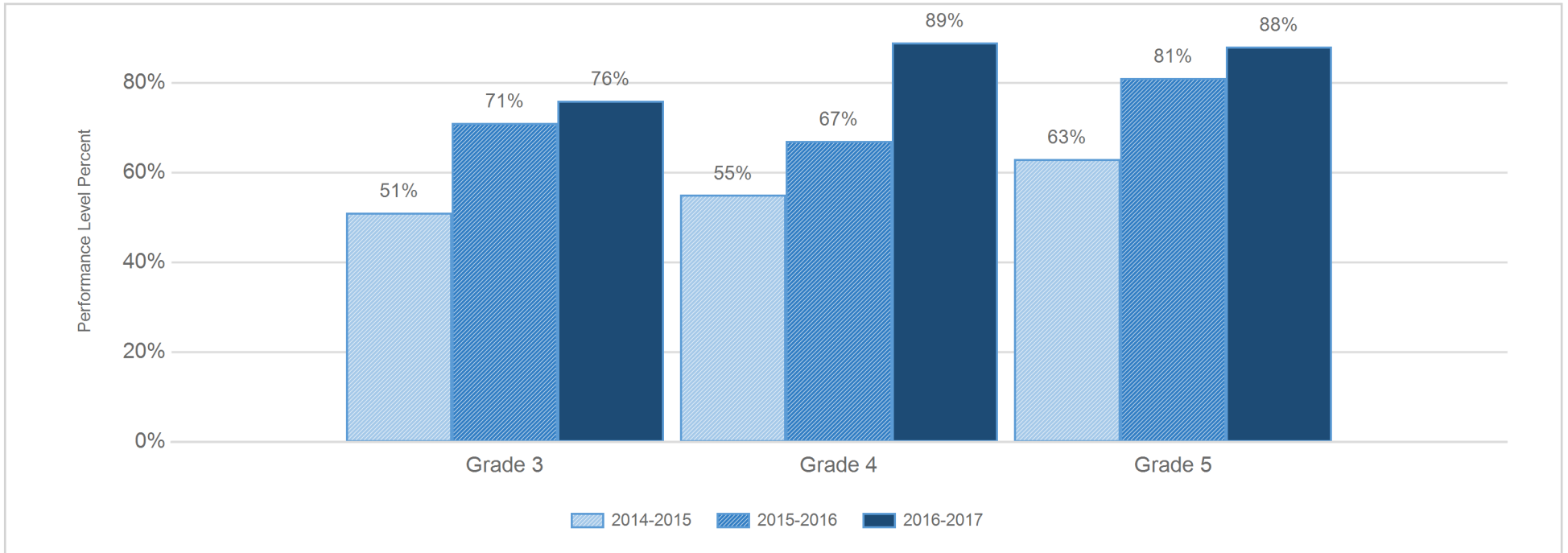


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	156	98.8	57.00	34.80	43.50	57	63.6	Not Met
White	39	97.7	64.10	*	52.40	64.1	74.1	Met Target†
Hispanic	94	100.0	55.30	*	27.60	55.3	60.3	Met Target†
Black or African American	23	96.3	52.20	20.80	21.70	52.2	54.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	N	N	N	57.70	75.60	N	**	**
American Indian or Alaska Native	N	N	N	100.00	42.50	N	**	**
Two or More Races	N	N	N	*	44.90	N	**	**
Female	78	100.0	56.40	*	44.10	56.4		
Male	78	97.6	57.70	*	42.90	57.7		
Economically Disadvantaged Students	113	99.2	57.50	*	25.10	57.5	61.7	Met Target†
Non-Economically Disadvantaged Students	43	97.9	55.90	*	54.30	55.9		
Students with Disabilities	28	100.0	53.60	10.90	16.50	53.6	46.6	Met Target
Students without Disabilities	128	98.6	57.80	41.00	48.80	57.8		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	33.30	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	62	761	747	751	*	*	34%	40%	16%	57%	53%
White	14	766	753	759	0%	*	*	*	*	64%	63%
Hispanic	39	763	743	738	0%	*	36%	41%	*	59%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	33	754	746	751	0%	*	*	39%	*	49%	52%
Male	29	770	748	751	0%	*	*	41%	*	66%	53%
Economically Disadvantaged Students	48	761	744	736	0%	*	*	*	*	56%	34%
Non-Economically Disadvantaged Students	14	763	752	761	0%	*	*	*	*	57%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	62	761	748	753	*	*	34%	40%	16%	57%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	53	752	745	747	0%	*	40%	49%	*	51%	47%
White	18	760	*	755	0%	*	*	61%	*	67%	59%
Hispanic	30	751	738	734	*	*	43%	50%	*	50%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	22	750	746	747	0%	*	*	*	*	41%	47%
Male	31	753	744	747	0%	*	*	*	*	58%	48%
Economically Disadvantaged Students	37	751	741	732	*	*	*	*	*	54%	27%
Non-Economically Disadvantaged Students	16	754	753	757	*	*	*	*	*	44%	61%
Students with Disabilities	10	747	*	724	0%	*	*	*	*	40%	22%
Students without Disabilities	43	753	*	751	0%	*	*	*	*	54%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	50	752	741	747	*	*	32%	62%	*	62%	46%
White	10	753	*	754	0%	*	*	*	0%	70%	57%
Hispanic	28	749	737	735	*	*	39%	54%	*	54%	30%
Black or African American	12	760	739	729	0%	0%	*	*	0%	75%	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	31	755	745	747	0%	*	*	68%	0%	68%	47%
Male	19	748	738	746	0%	*	*	53%	0%	53%	46%
Economically Disadvantaged Students	33	751	736	732	*	*	*	61%	*	61%	27%
Non-Economically Disadvantaged Students	17	754	748	756	*	*	*	65%	*	65%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	50	752	742	748	*	*	32%	62%	*	62%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

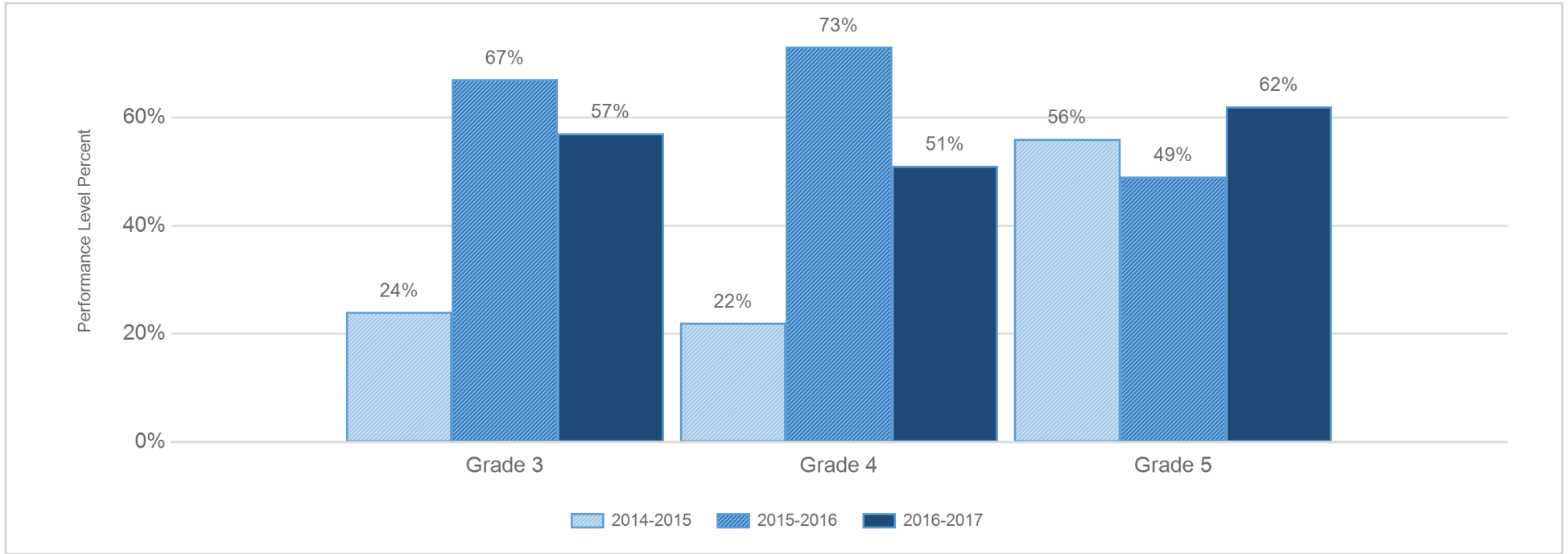


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	N	N

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. The table also shows 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
1	*	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

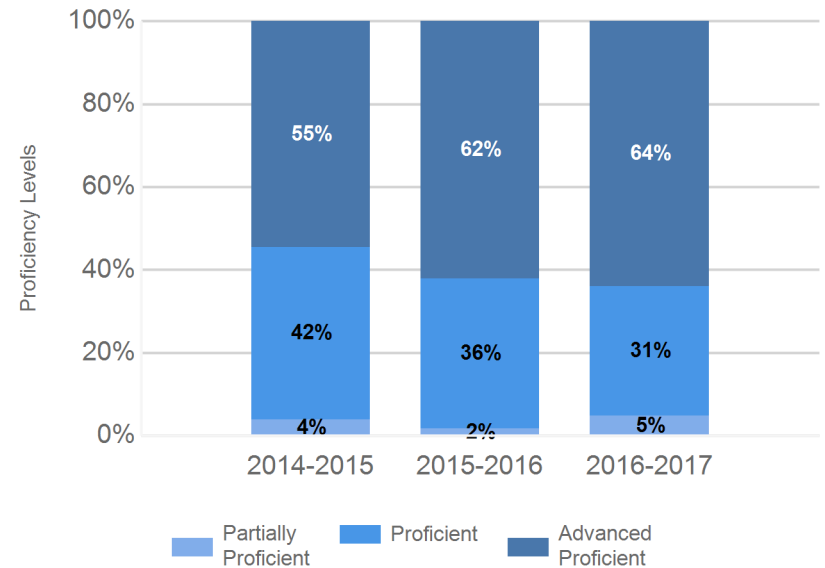
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	64%	31%	5%
White	*	*	5%
Hispanic	58%	37%	5%
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	66%	29%	5%
Students with Disabilities	50%	36%	14%
English Learners	*	*	*

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	65	45	50	Exceeds Target	52.5	43.5	50	Met Target
White	68	49	50	Exceeds Target	49	48	52	Met Target
Hispanic	65	*	49	Exceeds Target	55.5	*	47	Met Target
Black or African American	52	37.5	45	**	47	32	43	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	61.5	44	47	Exceeds Target	54.5	42	46	Met Target
Students with Disabilities	65.5	*	41	**	61	*	43	**
English Learners	*	63	53	**	*	57.5	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



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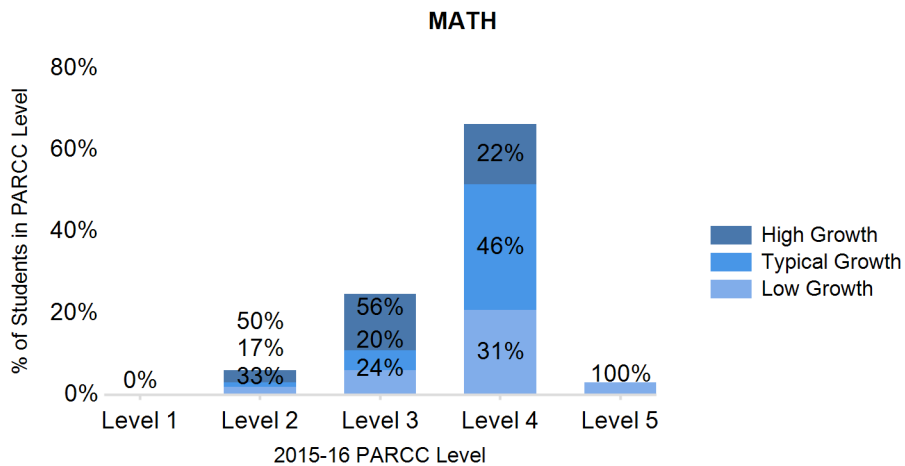
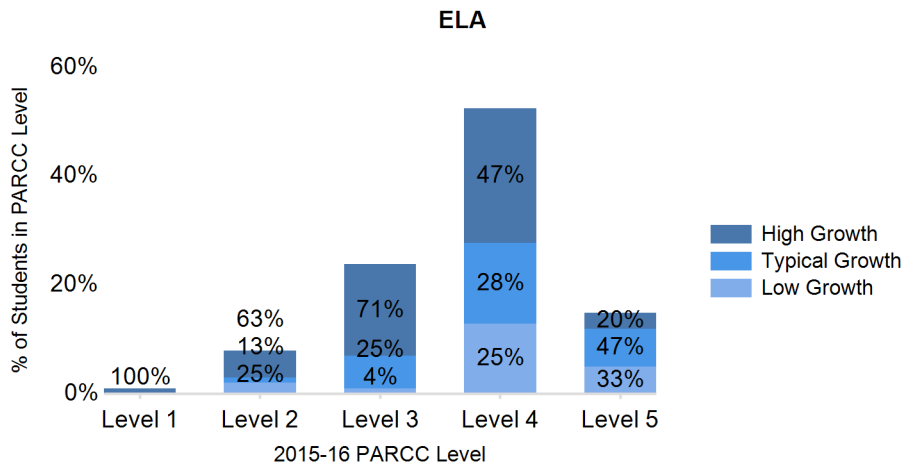
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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**

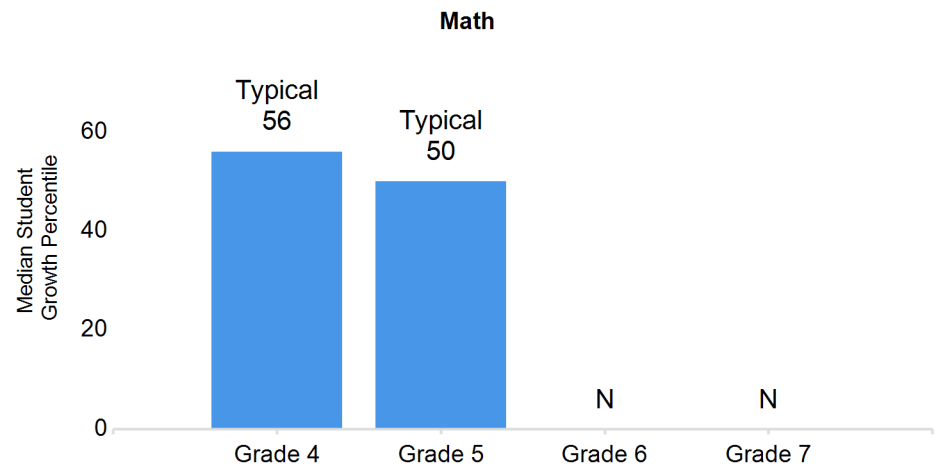
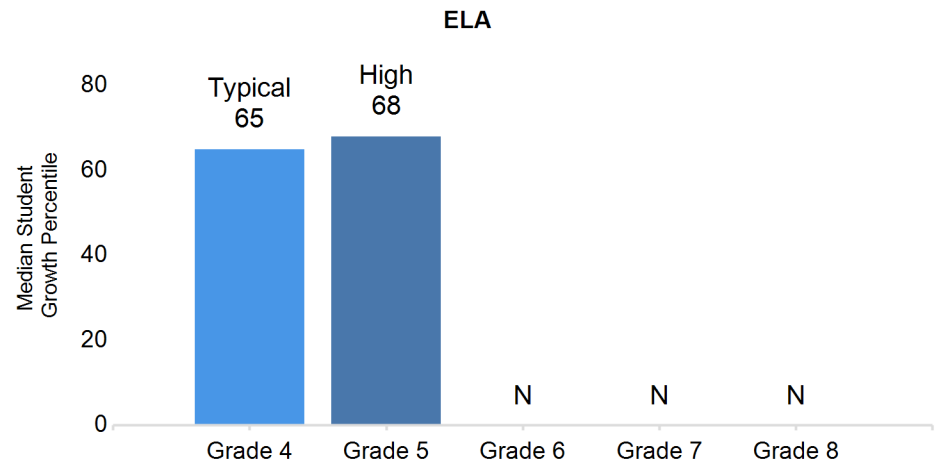
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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



An "***" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

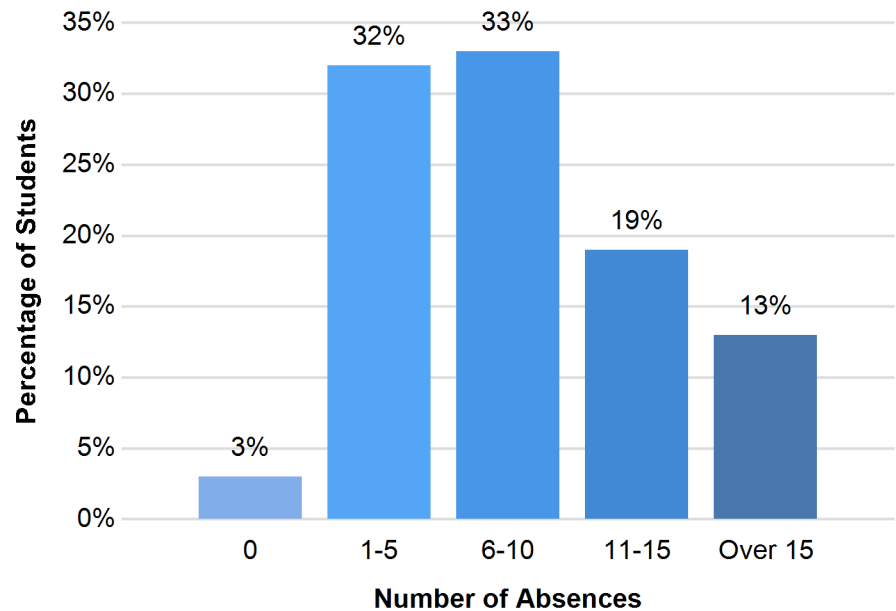
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.40	8.40	Not Met
White	5.90	8.40	Met Target
Hispanic	7.70	8.40	Met Target
Black or African American	22.40	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	11.70	8.40	Not Met
Students with Disabilities	15.20	8.40	Not Met
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



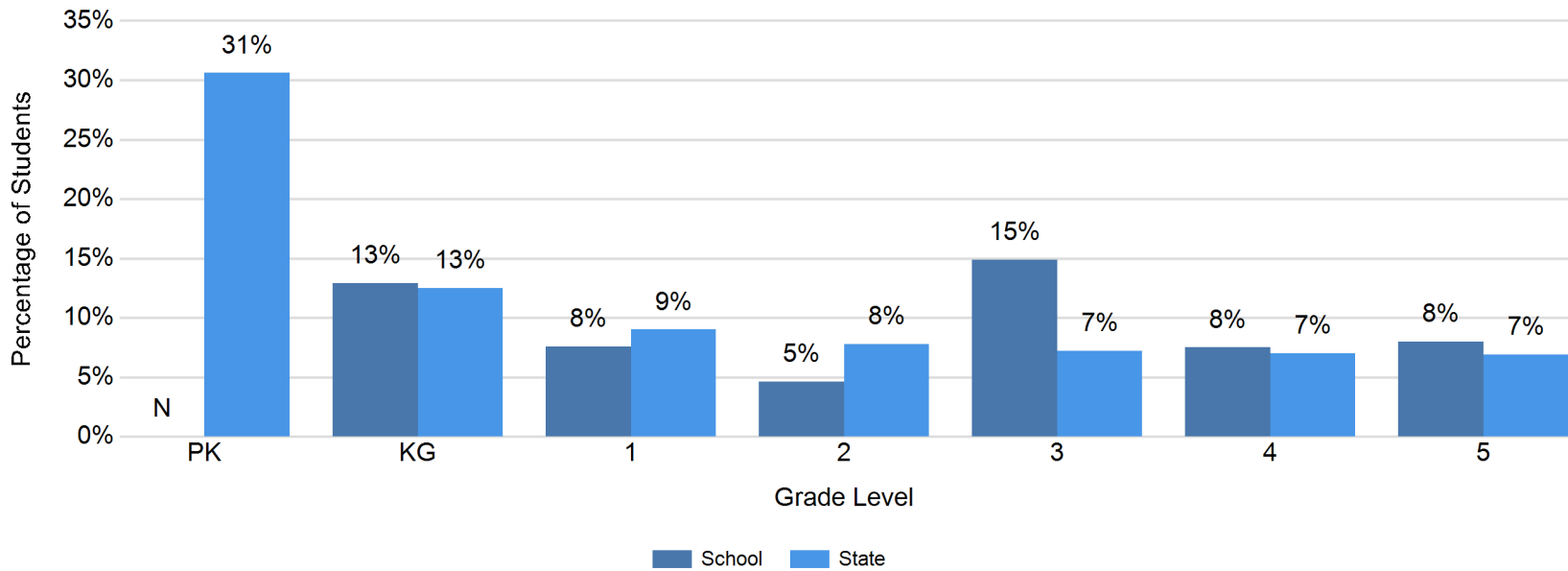


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:35AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs. 28 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

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

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.3%
Any Suspension	0.3%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.2:1	202.4 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$561	\$16,448	\$17,009



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	29	120,724
Average years experience in public schools	11.7	11.8
Average years experience in district	11.7	10.5
Teachers in district for 4 or more years	93%	74%

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	31	9,506
Average years experience in public schools	20.6	15.9
Average years experience in district	20.6	11.6
Administrators in district for 4 or more years	100%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	11:1
Administrators	361:1	159:1
Librarian/Media Specialists		4941:1
Nurses		618:1
Counselors		380:1
Child Study Team		235:1



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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	94%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	99.5	17.5%
Mathematics Proficiency	85.5	17.5%
English Language Arts Growth	92.8	25.0%
Mathematics Growth	60.4	25.0%
Chronic Absenteeism	28.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		75.0
Summative Rating: Percentile rank of Summative Score		85.2
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	75.0	11.9	No	Met Goal	Not Met	Not Met	Exceeds Target	Met Target	No
White	69.4	11.9	No	Met Goal	Met Target†	Met Target	Exceeds Target	Met Target	No
Hispanic	83.7	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Met Target	No
Black or African American	**	**	No	Met Goal	Met Target†	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	83.5	11.9	No	Met Goal	Met Target†	Not Met	Exceeds Target	Met Target	No
Students with Disabilities	**	**	No	Met Target	Met Target	Not Met	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. ALFONSO	Email Address:	jalfonso@gboe.org
Address:	225 LINCOLN PL GARFIELD, NJ 07026	Website:	http://www.gboe.org/school%207/default.html
Phone:	(973)340-5037		

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Technology is a part of the school day, with students using 1: 2 Chromebooks and Smartboards in every classroom. • 95% passing rate on the New Jersey Assessment of Skills and Knowledge (NJ ASK) Science Grade 4. • Hosts a Dr. Seuss Day where 50+ parents and community members come in to Read and do activities with the students.
 <p>Mission, Vision, Theme:</p>	<p>Garfield strives to provide intellectual experiences within the context of a multi-cultural setting. This environment will enable students to achieve their maximum potential. Each school shall seek to assist every student in the development of social skills and moral attitudes to successfully meet the challenges of a complex and ever changing world. Garfield is committed to creating a flexible educational environment addressing the individualities and potentialities the students.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Teacher of the year was recognized by the county and by the board of education, a grant was awarded through Safe Routes to School, Donor's Choose projects were funded by various stakeholders. NJASK Science scores were recorded at 95% of students Proficient and Advanced Proficient. Roosevelt School was awarded for the ReFlex Math Grant and a Brain Pop Grant.</p>






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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>*Study Island - Digital (k-5) Math - *Go Math -2015 (k-5) *Motivation Math - 2015 (gr. 3-5) Science - *A Closer Look - 2009 (k-5) last year of implementation Social Studies - *McMillan McGraw Hill 2009 *Elementary G & T program, challenge kits Homework: Gr. K-2 15-20 min. Gr. 3-5 45-60 min.</p>
 <p>Clubs and Activities:</p>	<p>The school provides the following clubs and activities throughout the year: Yearbook Club, Newspaper, Family Math/ Literacy, Book clubs, Student Council, Extended day programs.</p>
 <p>Before and After School Programs:</p>	<p>After School services are provided by the Recreation Center Boys and Girls Club of Garfield, Kidz University and the YMCA all serving a K-5 population. After School programs include Reading and Phonetic Workshop / Book Club, Photo and Writing Club, Reading Club, The Journalism Club, Parent/Child Hands on Science Program, Parent/Child Hands on Math Program, Meaningful Math After School Enrichment, Writers Workshop, Literacy Night and Parcc Enrichment Program.</p>







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 <p>Staff and Professional Learning:</p>	<p>Professional development was provided in the areas of SGO development, Next Generation Science Standards, Reader's workshop, GCN tutorials in various areas, HIB/Antibullying refreshers, school law and special education law, CPR and emergency response team through Janet's Law, Least Restrictive Environment, Technology in the classroom, Wilson, Classroom Management, Mentoring, STEM, Grade Level meetings with Principals and Curriculum Supervisors, Performance Matters Training and Data Analysis.</p>
 <p>Student Supports and Services:</p>	<p>English Language Learners receive ESL and Spanish Bilingual, Students with Disabilities are provided with Speech, OT ,PT, and counseling when required through IEP or 504. Students who are struggling are provided tutoring afterschool and interventions through I&RS such as WILSON, Parent Meetings are helped to create a cohesive plan to assist students that are at risk for retention,</p>
 <p>Student Health and Wellness:</p>	<p>Breakfast program is offered to all students through school meal provider. Students participate in programs through the Physical Education program and are provided daily recess opportunities such as Hoops for hearts.</p>
 <p>Parent and Community Involvement:</p>	<p>Special Education Parent Advisory Group is a District Group. PTA supports the programming and staffing of parent run events. Parent Portal letters are given at Back to School Night and November Conferences. Partnerships with the Local Police department provide programs such as LEAD Program. District Consortium provide parent programming district wide for all levels. School holds a Science, Math and Literacy Nights.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>School Climate survey is conducted twice a year to a given population of students and to all parents to gauge school climate perceptions. School Safety Team meets monthly and reviews the results for the changes to be addressed.</p>
 <p>Facilities:</p>	<p>Roosevelt School #7 was built in 1920. The school has a computer lab, gymnasium, two cafeterias, and 17 instructional classrooms.</p>



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Other Information:

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




WASHINGTON IRVING SCHOOL #4
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

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.

This table shows the percentage of students by racial and ethnic group.

Grade	2014-15	2015-16	2016-17
PK	0	0	15
KG	72	78	63
1	87	62	62
2	60	75	58
3	67	65	71
4	56	68	62
5	47	51	69
Ungraded	33	29	37
Total	422	428	437

Student Group	2014-15	2015-16	2016-17
Female	46%	46%	45%
Male	54%	54%	55%
Economically Disadvantaged Students	67%	62%	61%
Students with Disabilities	15%	17%	17%
English Learners	7%	9%	8%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	53.5%
Hispanic	38.2%
Black or African American	6.9%
Asian	0.7%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.7%

PreK and K - Full Day and Half Day

Enrollment by Home Language

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	15
KG - Half Day	0	0	0
KG - Full Day	74	78	63

Home Language	% of Students
English	70.0%
Polish	9.4%
Spanish	7.3%
Albanian	3.7%
Macedonian	3.0%
Other	6.5%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	204	100.0	48.50	50.40	54.90	48.5	45.2	Met Target
White	104	100.0	61.50	*	63.90	61.5	53	Met Target
Hispanic	78	100.0	35.90	*	39.80	35.9	39.6	Met Target†
Black or African American	21	100.0	28.60	41.30	35.20	28.6	24.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	N	**	**
Female	97	100.0	59.80	*	62.20	59.8		
Male	107	100.0	38.30	*	48.10	38.3		
Economically Disadvantaged Students	115	100.0	37.40	*	36.20	37.4	36.6	Met Target
Non-Economically Disadvantaged Students	89	100.0	62.90	*	65.80	62.9		
Students with Disabilities	38	100.0	*	13.40	20.50	*	N	N
Students without Disabilities	166	100.0	*	59.90	61.90	*		
English Learners	23	100.0	47.80	29.10	25.20	47.8	N	N
Non-English Learners	181	100.0	48.60	52.40	57.40	48.6		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	66.70	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	76	742	750	749	*	17%	28%	38%	*	42%	50%
White	45	751	754	759	*	*	*	51%	*	56%	61%
Hispanic	27	722	747	734	*	*	41%	*	*	15%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	35	760	755	754	*	*	29%	*	*	63%	55%
Male	41	728	744	745	*	*	27%	*	*	24%	46%
Economically Disadvantaged Students	46	734	747	731	*	*	*	26%	*	28%	31%
Non-Economically Disadvantaged Students	30	756	757	762	*	*	*	57%	*	63%	63%
Students with Disabilities	13	694	715	720	*	*	*	*	*	*	24%
Students without Disabilities	63	752	756	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	63	756	757	753	*	*	24%	43%	16%	59%	56%
White	26	770	*	762	0%	*	*	39%	*	69%	67%
Hispanic	28	747	751	740	*	*	*	50%	*	57%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	28	763	763	758	*	*	*	43%	*	64%	61%
Male	35	750	752	749	*	*	*	43%	*	54%	51%
Economically Disadvantaged Students	36	747	753	737	*	*	*	36%	*	44%	36%
Non-Economically Disadvantaged Students	27	768	764	764	*	*	*	52%	*	78%	69%
Students with Disabilities	11	715	*	725	*	*	*	*	*	*	25%
Students without Disabilities	52	765	*	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	76	741	751	756	*	17%	30%	43%	*	43%	59%
White	40	746	*	763	*	*	*	55%	0%	55%	69%
Hispanic	27	736	746	743	*	*	37%	37%	0%	37%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	37	746	759	761	*	*	27%	51%	0%	51%	66%
Male	39	737	742	750	*	*	33%	36%	0%	36%	53%
Economically Disadvantaged Students	42	736	744	740	*	*	31%	38%	0%	38%	40%
Non-Economically Disadvantaged Students	34	748	760	765	*	*	29%	50%	0%	50%	71%
Students with Disabilities	16	710	716	725	*	*	*	*	*	*	22%
Students without Disabilities	60	749	760	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	76	741	751	757	*	17%	30%	43%	*	43%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

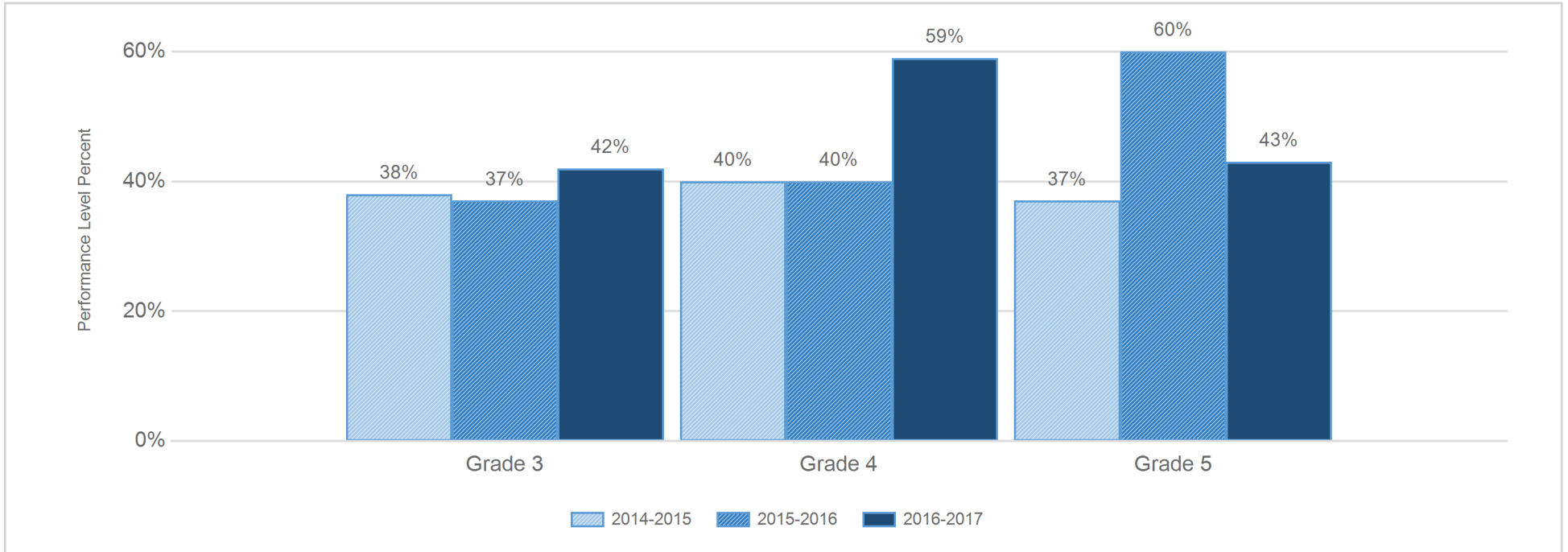


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	205	100.0	48.30	34.80	43.50	48.3	48.9	Met Target†
White	105	100.0	67.60	*	52.40	67.6	61.2	Met Target
Hispanic	78	100.0	27.00	*	27.60	27	38.1	Not Met
Black or African American	21	100.0	28.60	20.80	21.70	28.6	24.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	100.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	N	**	**
Female	98	100.0	55.10	*	44.10	55.1		
Male	107	100.0	42.10	*	42.90	42.1		
Economically Disadvantaged Students	115	100.0	39.10	*	25.10	39.1	38.4	Met Target
Non-Economically Disadvantaged Students	90	100.0	60.00	*	54.30	60		
Students with Disabilities	38	100.0	*	10.90	16.50	*	10.7	Met Target†
Students without Disabilities	167	100.0	*	41.00	48.80	*		
English Learners	24	100.0	54.10	24.60	23.30	54.1	N	N
Non-English Learners	181	100.0	47.50	35.90	45.20	47.5		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	33.30	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	77	747	747	751	*	17%	30%	43%	*	49%	53%
White	46	755	753	759	0%	*	22%	57%	*	65%	63%
Hispanic	27	732	743	738	*	*	48%	*	0%	19%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	36	756	746	751	*	*	28%	50%	*	61%	52%
Male	41	740	748	751	*	*	32%	37%	*	39%	53%
Economically Disadvantaged Students	46	743	744	736	*	*	*	39%	*	41%	34%
Non-Economically Disadvantaged Students	31	754	752	761	*	*	*	48%	*	61%	65%
Students with Disabilities	13	713	729	729	*	*	*	*	*	*	29%
Students without Disabilities	64	754	750	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	64	755	745	747	*	*	23%	45%	*	58%	47%
White	27	772	*	755	0%	*	*	59%	*	82%	59%
Hispanic	28	743	738	734	*	*	*	36%	*	43%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	29	756	746	747	*	*	*	48%	*	59%	47%
Male	35	754	744	747	*	*	*	43%	*	57%	48%
Economically Disadvantaged Students	36	746	741	732	*	*	*	36%	*	42%	27%
Non-Economically Disadvantaged Students	28	768	753	757	*	*	*	57%	*	79%	61%
Students with Disabilities	11	710	*	724	*	*	*	*	*	*	22%
Students without Disabilities	53	765	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	79	738	741	747	*	15%	35%	37%	*	38%	46%
White	42	745	*	754	*	*	26%	52%	*	55%	57%
Hispanic	28	731	737	735	*	*	50%	*	0%	21%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	39	743	745	747	*	*	33%	41%	*	44%	47%
Male	40	733	738	746	*	*	38%	33%	*	33%	46%
Economically Disadvantaged Students	44	733	736	732	*	*	36%	32%	*	32%	27%
Non-Economically Disadvantaged Students	35	744	748	756	*	*	34%	43%	*	46%	59%
Students with Disabilities	16	707	722	725	*	*	*	*	*	*	19%
Students without Disabilities	63	745	747	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



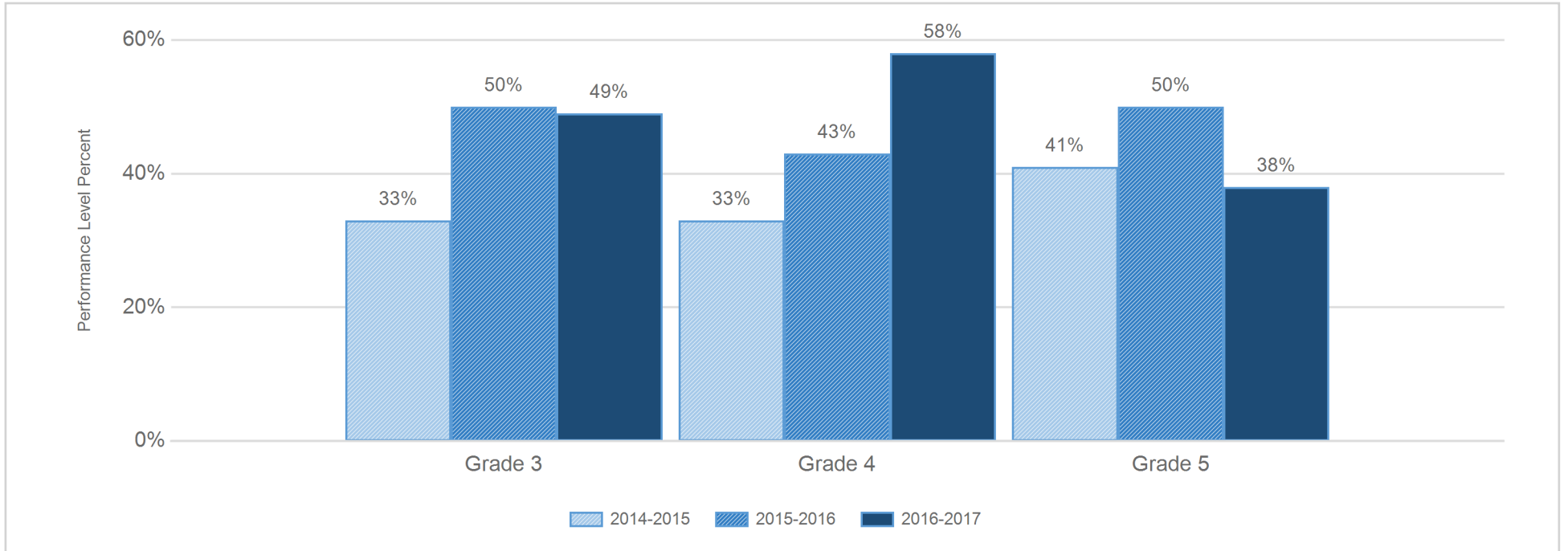
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	*	*
5	N	N

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. The table also shows 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
1	17	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

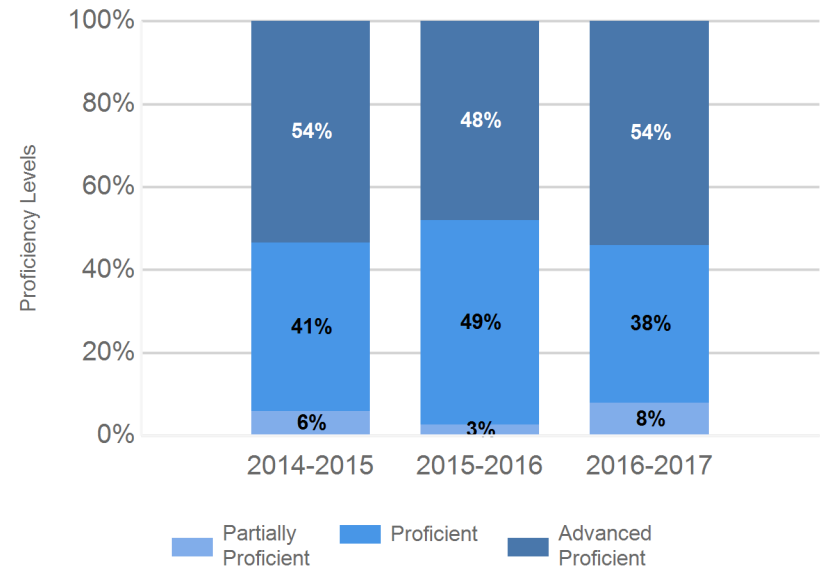
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	54%	38%	8%
White	74%	*	*
Hispanic	37%	*	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	34%	54%	11%
Students with Disabilities	10%	50%	40%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	46	45	50	Met Target	57.5	43.5	50	Met Target
White	45	49	50	Met Target	61.5	48	52	Exceeds Target
Hispanic	52	*	49	Met Target	42	*	47	Met Target
Black or African American	35	37.5	45	**	51	32	43	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	44	44	47	Met Target	51.5	42	46	Met Target
Students with Disabilities	23.5	*	41	Not Met	23	*	43	Not Met
English Learners	66.5	63	53	**	63.5	57.5	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



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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 the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

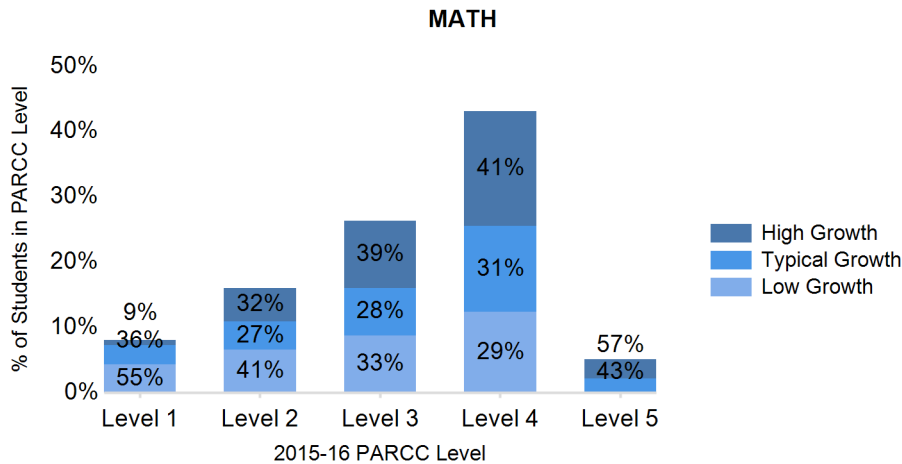
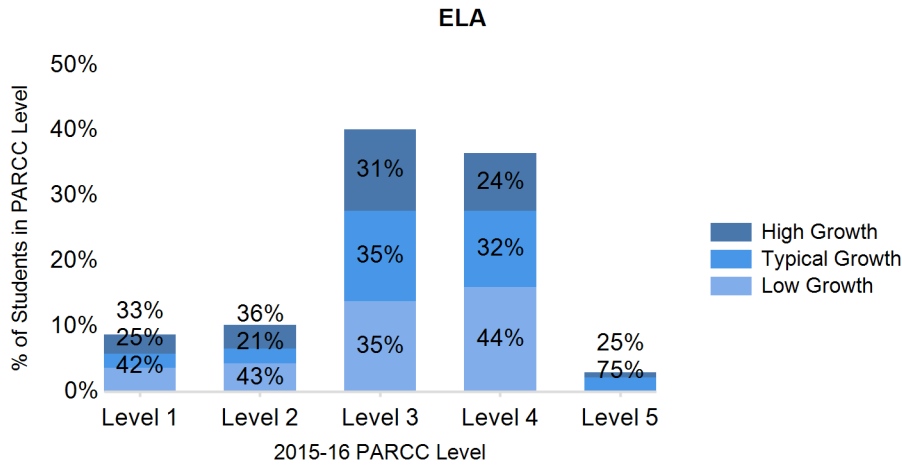
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

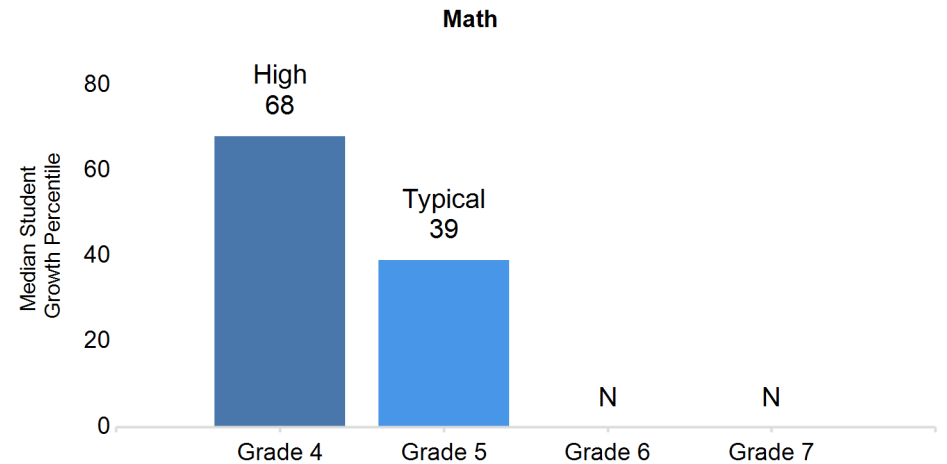
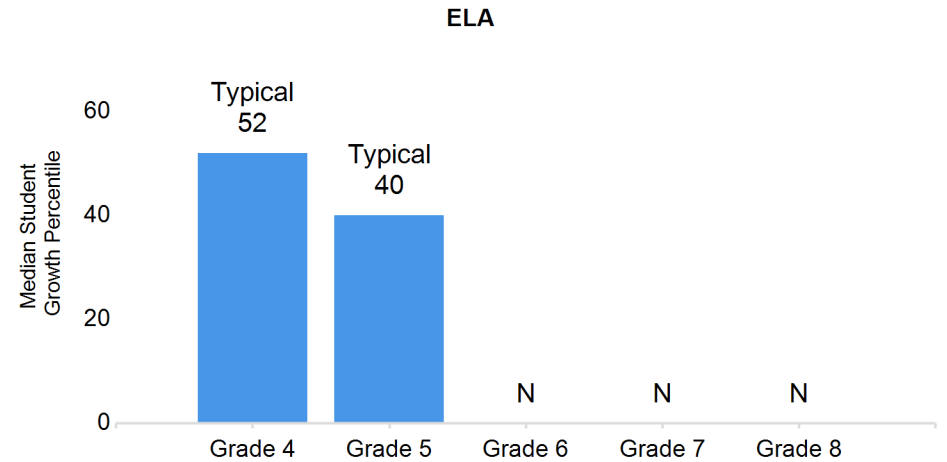
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

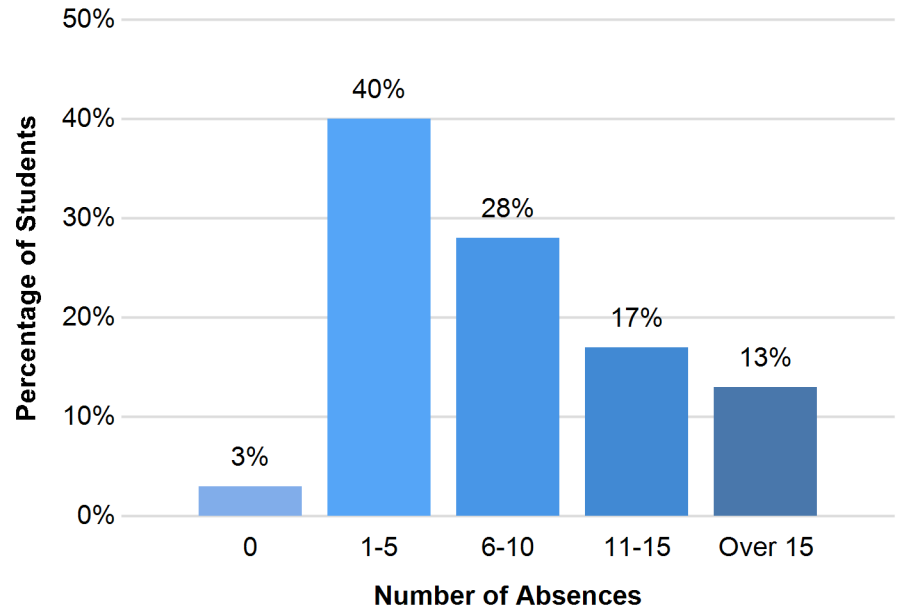
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.20	8.40	Not Met
White	10.00	8.40	Not Met
Hispanic	8.20	8.40	Met Target
Black or African American	6.90	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	7.00	8.40	Met Target
Students with Disabilities	15.60	8.40	Not Met
English Learners	18.80	8.40	Not Met

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



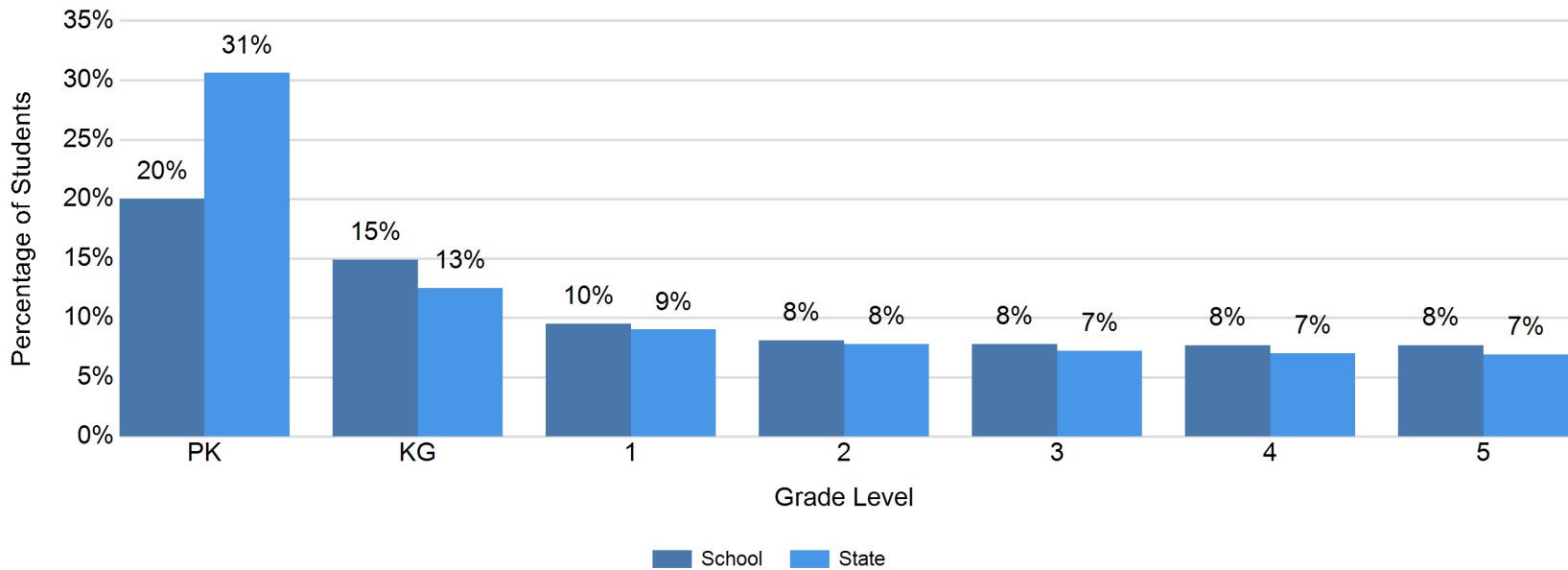


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:35AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs. 28 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	1
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.46

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.7%
Out-of-School Suspensions	2.1%
Any Suspension	2.7%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.6:1	202.4 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$561	\$16,448	\$17,009



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	40	120,724
Average years experience in public schools	10.2	11.8
Average years experience in district	10.2	10.5
Teachers in district for 4 or more years	73%	74%

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	31	9,506
Average years experience in public schools	20.6	15.9
Average years experience in district	20.6	11.6
Administrators in district for 4 or more years	100%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	11:1
Administrators	437:1	159:1
Librarian/Media Specialists		4941:1
Nurses		618:1
Counselors		380:1
Child Study Team		235:1



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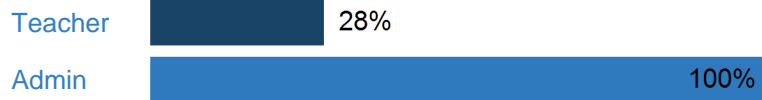
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	94%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	33.5	17.5%
Mathematics Proficiency	53.3	17.5%
English Language Arts Growth	27.4	25.0%
Mathematics Growth	57.5	25.0%
Chronic Absenteeism	29.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		40.8
Summative Rating: Percentile rank of Summative Score		34.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	40.8	11.9	Targeted	Met Target	Met Target†	Not Met	Met Target	Met Target	No
White	49.8	11.9	No	Met Target	Met Target	Not Met	Met Target	Exceeds Target	No
Hispanic	43.5	11.9	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No
Black or African American	**	**	No	Met Target	Met Target	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	60.2	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Students with Disabilities	9.7	11.9	Targeted	N	Met Target†	Not Met	Not Met	Not Met	No
English Learners	**	**	No	N	N	Not Met	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Wilson	Email Address:	jwilson@gboe.org
Address:	12 MADONNA PLACE GARFIELD, NJ 07026	Website:	www.gboe.org/school%204/default.htm
Phone:	(973)340-5034		

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Curriculum includes Go Math, Balanced Literacy, and Foundations • Small group instruction, centers, a fully stocked library, and technology in every classroom • Teachers trained on-site with a Professor in Residence, as well as many other professional development opportunities.
 <p>Mission, Vision, Theme:</p>	<p>Garfield strives to provide intellectual experiences within the context of a multi-cultural setting. This environment will enable students to achieve their maximum potential. Each school shall seek to assist every student in the development of social skills and moral attitudes to successfully meet the challenges of a complex and ever changing world. Garfield is committed to creating a flexible educational environment addressing the individualities and potentialities the students.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Teacher of the year was recognized by the county and by the board of education, a grant was awarded through Safe Routes to School, Donor's Choose projects were funded by various stakeholders. NJASK Science scores were recorded at 92.1% of students Proficient and Advanced Proficient</p>






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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>*Wilson Program *Study Island - Digital (k-5) Math - *Go Math -2015 (k-5) *Motivation Math - 2015 (gr. 3-5) Science - *A Closer Look - 2009 (k-5) last year of implementation Social Studies - *McMillan McGraw Hill 2009 *Elementary G & T program, challenge kits Homework: Gr. K-2 15-20 min. Gr. 3-5 45-60 min.</p>
 <p>Clubs and Activities:</p>	<p>The school provides the following clubs and activities throughout the year: Yearbook Club, Newspaper, Family Math/Literacy, Book clubs, Student Council, Extended day programs.</p>
 <p>Before and After School Programs:</p>	<p>After School services are provided by the Recreation Center, Kidz University and the YMCA all serving a K-5 population. After School programs include Parcc enrichment, Book clubs, Unified grant extended day programming in Language Arts and Math.</p>







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 <p>Staff and Professional Learning:</p>	<p>Professional development was provided in the areas of SGO development, Next Generation Science Standards, Reader's workshop, GCN tutorials in various areas, HIB/Antibullying refreshers, school law and special education law, CPR and emergency response team through Janet's Law, Least Restrictive Environment, Technology in the classroom, Wilson, Classroom Management, Mentoring, STEM, Grade Level meetings with Principals and Curriculum Supervisors, Performance Matters Training and Data Analysis.</p>
 <p>Student Supports and Services:</p>	<p>English Language Learners receive ESL and Spanish BiLingual, Students with Disabilities are provided with Speech, OT, PT, and counseling when required through IEP. Students who are struggling are provided tutoring afterschool and interventions through I&RS such as WILSON, Parent Meetings are held to create a cohesive plan to assist students that are at risk for retention,</p>
 <p>Student Health and Wellness:</p>	<p>Breakfast program is offered to all students through school meal provider. Students participate in programs through the Physical Education program and are provided daily recess opportunities.</p>
 <p>Parent and Community Involvement:</p>	<p>Special Education Parent Advisory Group is a District Group. Within the school the PTA supports the programming and staffing of parent run events. Parent Portal sign-in letters are given at Back to School Night and November Conferences. Partnerships with the Local Police department provide programs such as LEAD to the students. District Consortium provide parent programming district wide for all levels.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>School Climate survey is conducted twice a year to a given population of students and to all parents to gauge school climate perceptions. School Safety Team reviews the results for the changes to be addressed.</p>
 <p>Facilities:</p>	<p>Washington Irving School #4 was originally built in 1914, making it 103 years old. You can still see remnants of times past with beautiful moulding, windows above the classroom doors, and high tin ceilings. There is a fully functioning computer lab, a gymnasium with a stage, and a guidance department. The building does not have AC, but the four classroom trailers do.</p>



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*The school day is organized into eight periods, including lunch and a Special period each day. Our security plan is one of the best and most organized in the state. We have recently purchased many Chromebooks, which allows the students to have access to technology every day. Each classroom is equipped with a library, reading area, and a Smart Board. Our students all wear Garfield School uniforms, which consist of chinos and a blue collared shirt with logo. We are working towards having a playground built on school grounds. Our mascot, the Eagle, is a central part of our school climate system which encourages strong academics, giving respect, learning how to be a leader, being responsible, and having excellent attendance.



Other Information:




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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.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. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	0	0	15
KG	54	53	57
1	59	65	43
2	54	54	60
3	46	45	46
4	41	47	43
5	46	37	45
Ungraded	10	7	4
Total	310	308	313

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	2014-15	2015-16	2016-17
Female	54%	52%	52%
Male	46%	48%	48%
Economically Disadvantaged Students	67%	58%	60%
Students with Disabilities	11%	8%	2%
English Learners	10%	12%	11%
Homeless Students			2%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	57.2%
Hispanic	36.1%
Black or African American	5.8%
Asian	0.6%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	0.3%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	15
KG - Half Day	0	0	0
KG - Full Day	51	53	57

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. All other students are included in Other Languages.

Home Language	% of Students
English	66.5%
Polish	10.2%
Spanish	9.3%
Macedonian	4.5%
Ukrainian	3.2%
<i>Other</i>	6.4%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	128	97.8	62.50	50.40	54.90	62.5	51.9	Met Target
White	74	98.7	66.20	*	63.90	66.2	54.6	Met Target
Hispanic	47	96.2	57.50	*	39.80	57.5	48.5	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	100.00	53.70	N	**	**
Two or More Races	N	N	N	*	54.90	N	**	**
Female	74	97.5	69.00	*	62.20	69		
Male	54	98.3	53.70	*	48.10	53.7		
Economically Disadvantaged Students	70	98.7	55.70	*	36.20	55.7	44.4	Met Target
Non-Economically Disadvantaged Students	58	96.8	70.70	*	65.80	70.7		
Students with Disabilities	*	*	*	*	20.50	*	**	**
Students without Disabilities	*	*	*	*	61.90	*		
English Learners	13	82.4	38.50	29.10	25.20	32.9	**	**
Non-English Learners	115	100.0	65.20	52.40	57.40	65.2		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	33.30	24.80	N		
Military-Connected Students	N	N	N	66.70	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	46	764	750	749	0%	*	22%	59%	*	67%	50%
White	26	768	754	759	0%	*	*	58%	*	69%	61%
Hispanic	18	757	747	734	0%	*	*	56%	*	61%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	32	760	755	754	0%	*	*	53%	*	59%	55%
Male	14	773	744	745	0%	*	*	71%	*	86%	46%
Economically Disadvantaged Students	28	763	747	731	0%	*	*	57%	*	64%	31%
Non-Economically Disadvantaged Students	18	766	757	762	0%	*	*	61%	*	72%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	43	752	757	753	*	*	33%	40%	*	51%	56%
White	24	757	*	762	*	*	*	*	*	54%	67%
Hispanic	17	748	751	740	0%	*	*	*	0%	47%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	18	759	763	758	*	*	*	*	*	61%	61%
Male	25	748	752	749	*	*	*	*	*	44%	51%
Economically Disadvantaged Students	23	748	753	737	*	*	*	*	*	39%	36%
Non-Economically Disadvantaged Students	20	758	764	764	*	*	*	*	*	65%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	43	752	757	755	*	*	33%	40%	*	51%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	45	762	751	756	*	*	24%	53%	*	64%	59%
White	27	769	*	763	*	0%	*	56%	*	70%	69%
Hispanic	16	755	746	743	*	*	*	*	*	56%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	26	776	759	761	*	*	*	*	*	85%	66%
Male	19	744	742	750	*	*	*	*	*	37%	53%
Economically Disadvantaged Students	23	756	744	740	*	*	*	48%	*	57%	40%
Non-Economically Disadvantaged Students	22	769	760	765	*	*	*	59%	*	73%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

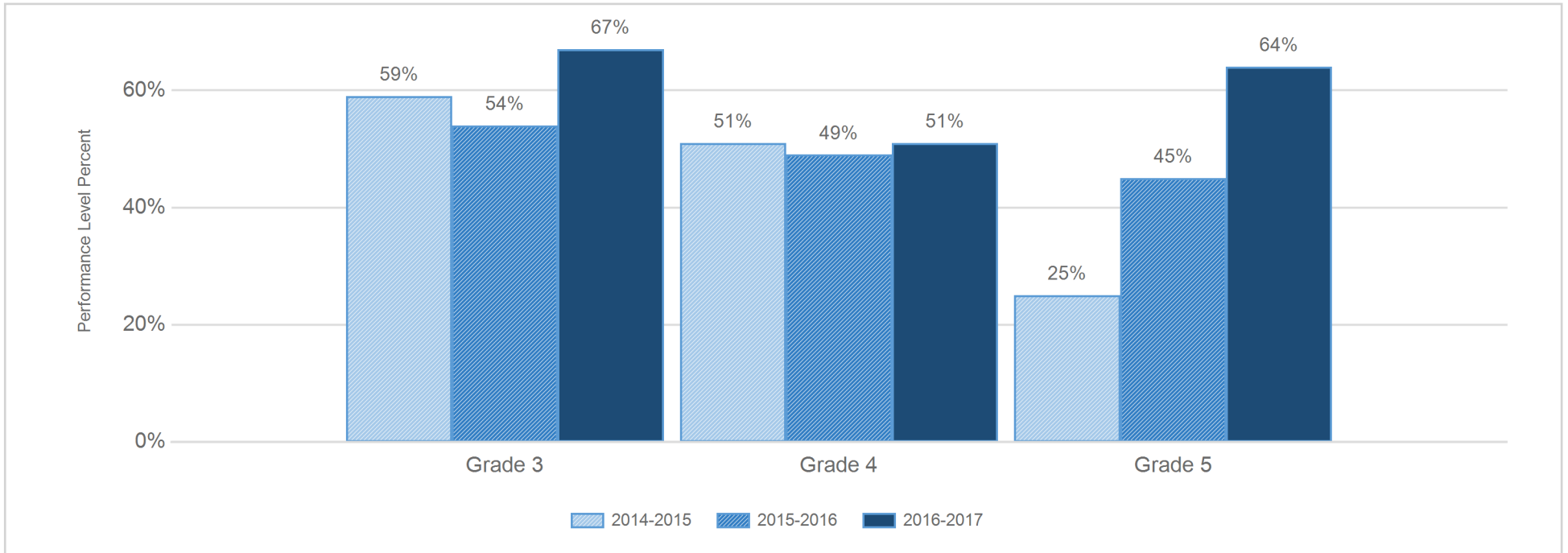


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	131	99.3	54.90	34.80	43.50	54.9	50.7	Met Target
White	75	100.0	62.70	*	52.40	62.7	57.2	Met Target
Hispanic	49	98.1	42.90	*	27.60	42.9	43.6	Met Target†
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	100.00	42.50	N	**	**
Two or More Races	N	N	N	*	44.90	N	**	**
Female	76	100.0	56.60	*	44.10	56.6		
Male	55	98.4	52.70	*	42.90	52.7		
Economically Disadvantaged Students	71	98.7	50.70	*	25.10	50.7	43.8	Met Target
Non-Economically Disadvantaged Students	60	100.0	60.00	*	54.30	60		
Students with Disabilities	*	*	*	*	16.50	*	**	**
Students without Disabilities	*	*	*	*	48.80	*		
English Learners	16	94.7	31.30	24.60	23.30	30.9	**	**
Non-English Learners	115	100.0	58.30	35.90	45.20	58.3		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	25.00	15.10	N		
Military-Connected Students	N	N	N	33.30	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	46	750	747	751	*	*	26%	44%	*	54%	53%
White	26	757	753	759	0%	*	*	46%	*	58%	63%
Hispanic	18	740	743	738	*	*	*	*	*	44%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	32	748	746	751	*	*	*	*	*	53%	52%
Male	14	756	748	751	*	*	*	*	*	57%	53%
Economically Disadvantaged Students	28	748	744	736	*	*	*	*	*	50%	34%
Non-Economically Disadvantaged Students	18	754	752	761	*	*	*	*	*	61%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	45	755	745	747	0%	*	*	56%	*	64%	47%
White	26	758	*	755	0%	*	*	58%	*	69%	59%
Hispanic	17	752	738	734	0%	*	*	*	*	59%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	19	754	746	747	0%	*	*	58%	*	63%	47%
Male	26	755	744	747	0%	*	*	54%	*	65%	48%
Economically Disadvantaged Students	24	753	741	732	0%	*	*	63%	*	67%	27%
Non-Economically Disadvantaged Students	21	756	753	757	0%	*	*	48%	*	62%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	47	750	741	747	*	*	40%	34%	*	45%	46%
White	27	756	*	754	0%	*	*	44%	*	59%	57%
Hispanic	18	742	737	735	*	*	61%	*	*	22%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	27	755	745	747	*	*	*	*	*	52%	47%
Male	20	745	738	746	*	*	*	*	*	35%	46%
Economically Disadvantaged Students	24	745	736	732	*	*	*	*	*	33%	27%
Non-Economically Disadvantaged Students	23	757	748	756	*	*	*	*	*	57%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

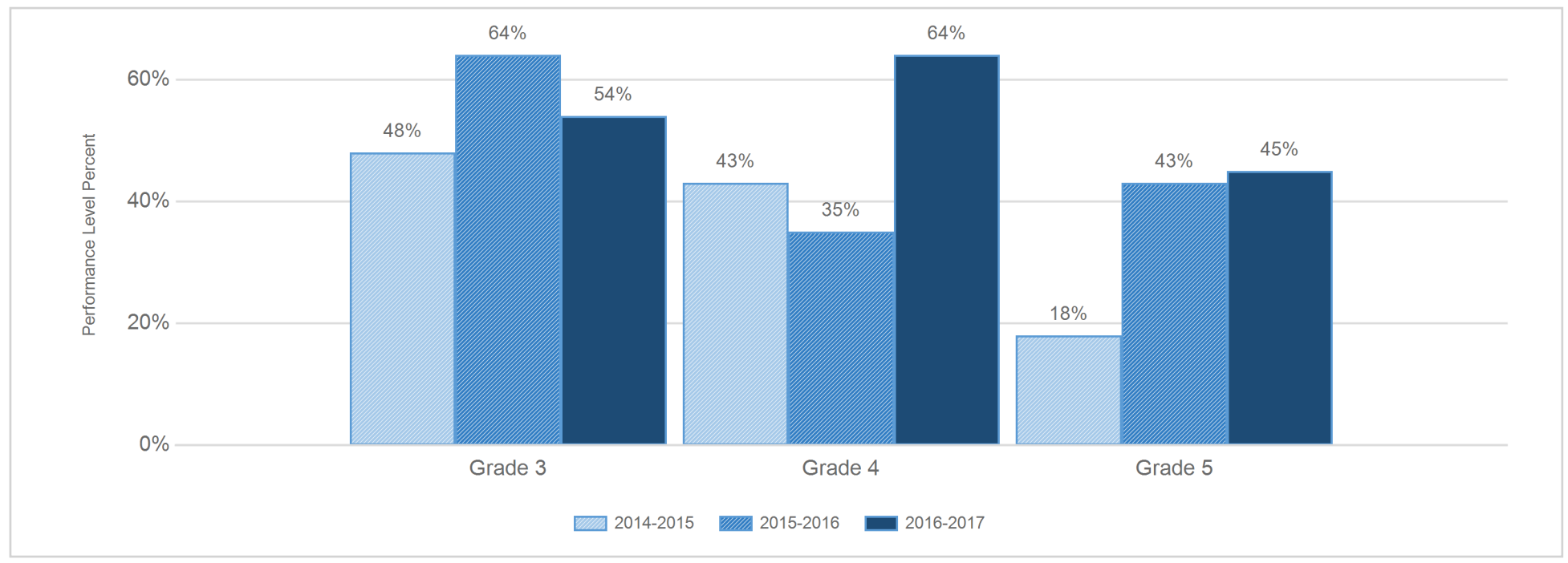


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	N	N
5	N	N

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. The table also shows 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
1	10	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

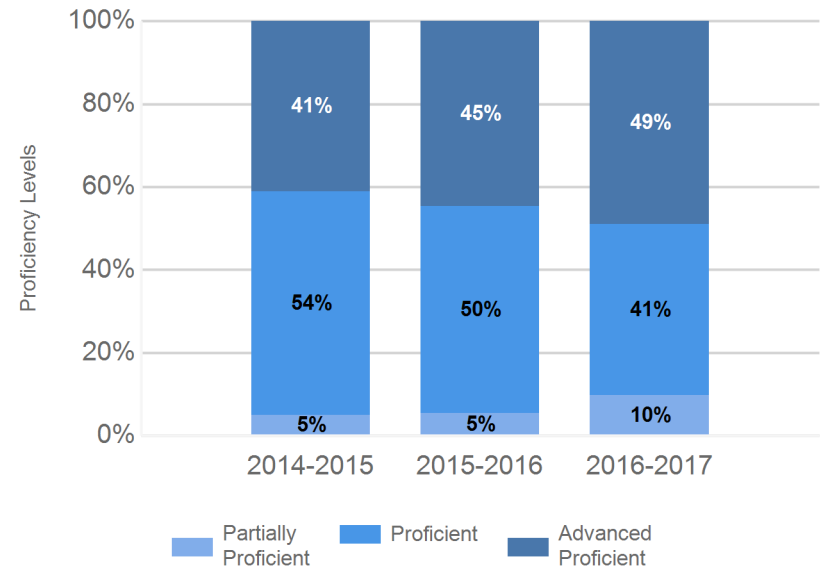
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	49%	41%	10%
White	56%	33%	11%
Hispanic	*	55%	*
Black or African American	*	N	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	50%	43%	7%
Students with Disabilities	*	*	*
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	54	45	50	Met Target	61	43.5	50	Exceeds Target
White	54	49	50	Met Target	61	48	52	Exceeds Target
Hispanic	*	*	49	Met Target	*	*	47	Exceeds Target
Black or African American	*	37.5	45	**	*	32	43	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	46	44	47	Met Target	62	42	46	Exceeds Target
Students with Disabilities	*	*	41	**	*	*	43	**
English Learners	*	63	53	**	*	57.5	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



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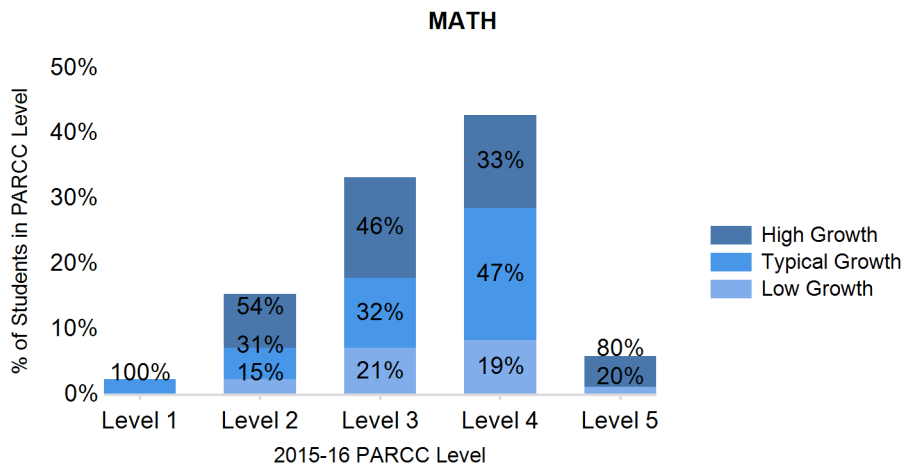
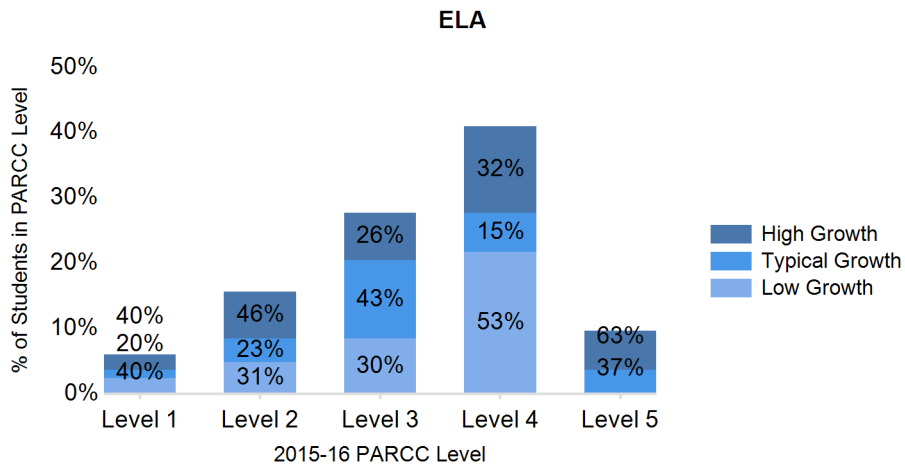
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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**

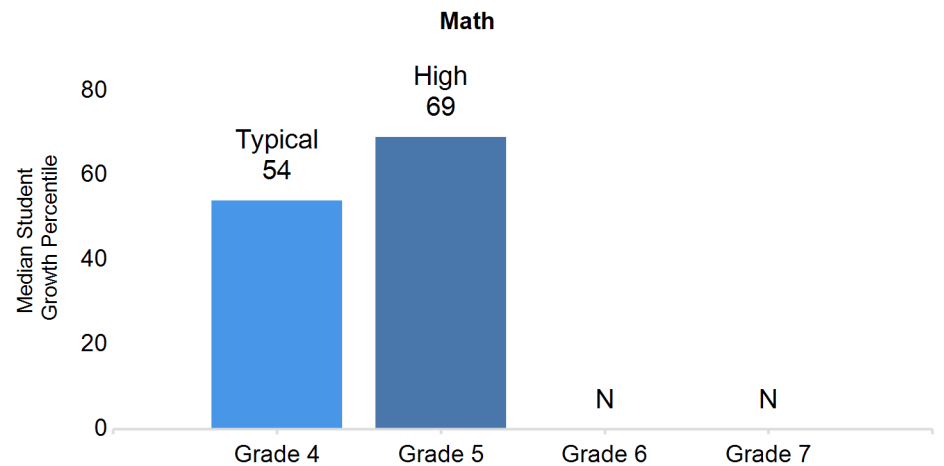
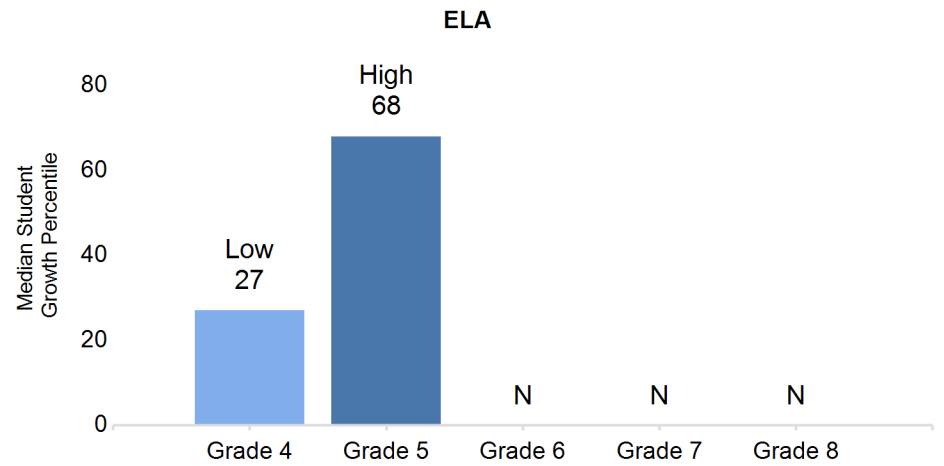
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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



An "***" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

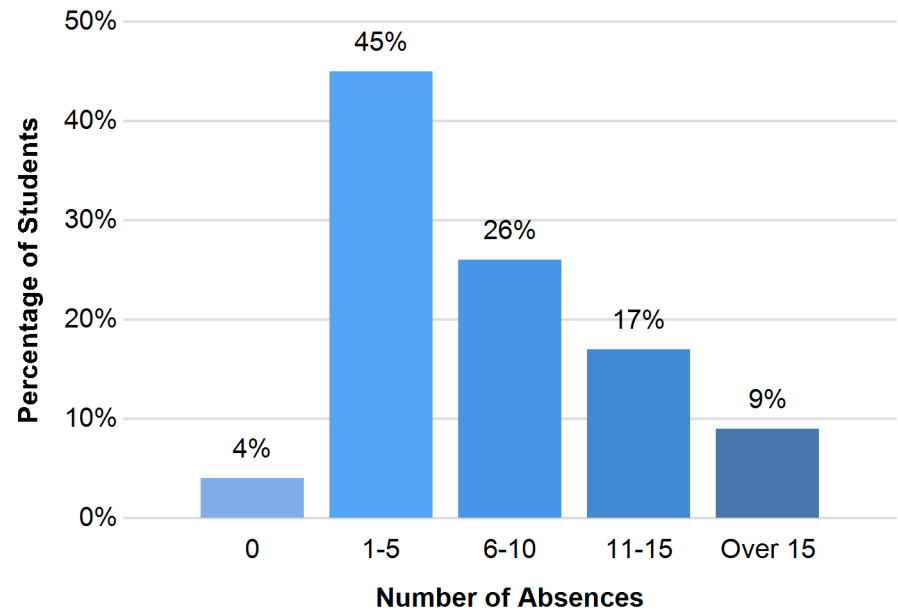
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.30	8.40	Met Target
White	2.40	8.40	Met Target
Hispanic	11.60	8.40	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	9.40	8.40	Not Met
Students with Disabilities	N	**	**
English Learners	0	8.40	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



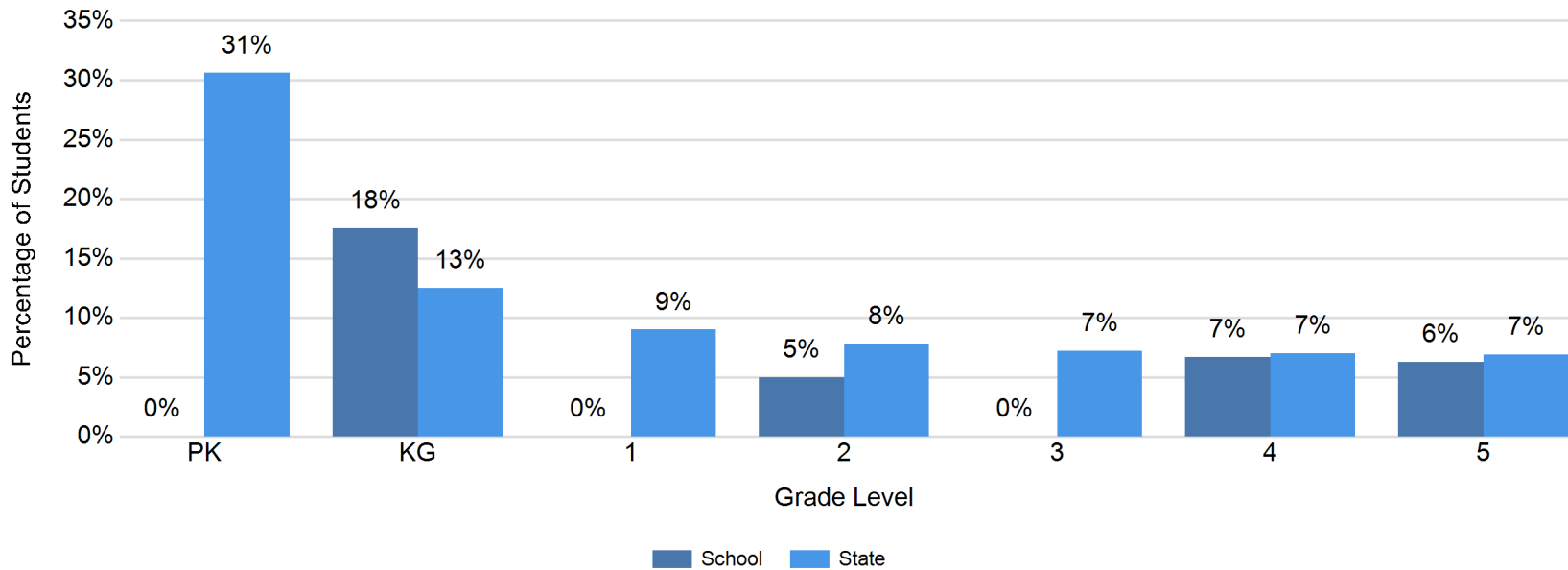


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

Violence, Vandalism, HIB, and Substance Offenses

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.

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Category	School
Typical Start Time	8:35AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs. 28 Mins.
Shared Time - Instructional Time	*

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.32

Student Suspension Rate

Student Expulsions

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.4:1	202.4 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$561	\$16,448	\$17,009



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	26	120,724
Average years experience in public schools	11.1	11.8
Average years experience in district	11.1	10.5
Teachers in district for 4 or more years	85%	74%

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	31	9,506
Average years experience in public schools	20.6	15.9
Average years experience in district	20.6	11.6
Administrators in district for 4 or more years	100%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	11:1
Administrators	313:1	159:1
Librarian/Media Specialists		4941:1
Nurses		618:1
Counselors		380:1
Child Study Team		235:1



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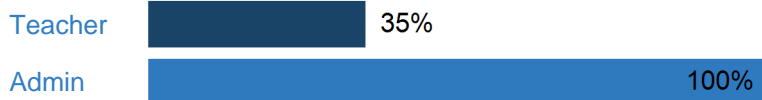
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	89%
2015-16 Administrators: Same district 2016-17	94%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	94%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	65.9	17.5%
Mathematics Proficiency	70.3	17.5%
English Language Arts Growth	53.0	25.0%
Mathematics Growth	86.4	25.0%
Chronic Absenteeism	66.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		68.6
Summative Rating: Percentile rank of Summative Score		78.3
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	68.6	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
White	68.3	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Hispanic	62.4	11.9	No	Met Target	Met Target†	Not Met	Met Target	Exceeds Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	75.6	11.9	No	Met Target	Met Target	Not Met	Met Target	Exceeds Target	No
Students with Disabilities	**	**	No	**	**	**	**	**	No
English Learners	**	**	No	**	**	Met Target	**	**	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Dr. BONANNO	Email Address:	cbonanno@gboe.org
Address:	205 OUTWATER LANE GARFIELD, NJ 07026-2635	Website:	www.gboe.org
Phone:	(973)340-5035		

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Curriculum includes Go Math, Readers Workshop, and FOSS Science • Technology is part of each students school day including the use of individual Chromebooks
 <p>Mission, Vision, Theme:</p>	<p>Garfield strives to provide intellectual experiences within the context of a multi-cultural setting. This environment will enable students to achieve their maximum potential. Each school shall seek to assist every student in the development of social skills and moral attitudes to successfully meet the challenges of a complex and ever changing world. Garfield is committed to creating a flexible educational environment addressing the individualities and potentialities the students.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Teacher of the year was recognized by the county and by the board of education, a grant was awarded through Bergen County honoring the Environmental Awareness Challenge, and Safe Routes to School. NJASK Science scores were recorded at 90.2% of students Proficient and Advanced Proficient</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>*District Created Curriculum in compliance with NJSLS ELA - *K-2 Wilson Foundations *K-2 Reading Street Series 2014 *Raz Kids/ Reading A to Z (k-5) *3-5 Reading Street Series 2014 *Wilson Program *Study Island - Digital (k-5) Math - *Go Math -2015 (k-5) *Motivation Math - 2015 (gr. 3-5) Science - *A Closer Look - 2009 (k-5) last year of implementation Social Studies - *McMillan McGraw Hill 2009 *Elementary G & T program, challenge kits Homework: Gr. K-2 15-20 min. Gr. 3-5 45-60 min.</p>
 <p>Clubs and Activities:</p>	<p>The school provides the following clubs and activities throughout the year: Yearbook Club, Newspaper, Book Fair, Student Council, National Honor Society.</p>
 <p>Before and After School Programs:</p>	<p>After School services are provided by the Boys and Girls Club and the YMCA all serving a K-5 population. After School programs include Parcc enrichment, Tutoring and Book clubs.</p>







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 <p>Staff and Professional Learning:</p>	<p>Professional development was provided in the areas of SGO development, Next Generation Science Standards, Reader's workshop, GCN tutorials in various areas, HIB/Antibullying refreshers, school law and special education law, CPR and emergency response team through Janet's Law, Least Restrictive Environment, Technology in the classroom, Wilson, Classroom Management, Mentoring, STEM, Grade Level meetings with Principals and Curriculum Supervisors, Performance Matters Training and Data Analysis.</p>
 <p>Student Supports and Services:</p>	<p>English Language Learners receive ESL and Spanish BiLingual, Students with Disabilities are provided with Speech, OT ,PT, and counseling when required through IEP. Students who are struggling are provided tutoring afterschool and interventions through I&RS such as WILSON, Parent Meetings are held to create a cohesive plan to assist students that are at risk for retention,</p>
 <p>Student Health and Wellness:</p>	<p>Breakfast program is offered to all students through school meal provider. Students participate in programs through the Physical Education program and are provided daily recess opportunities.</p>
 <p>Parent and Community Involvement:</p>	<p>Within the school the PTA supports the programming and staffing of parent run events. Parent Portal sign-in letters are given at Back to School Night and November Conferences. Partnerships with the Local Police department provide programs such as LEAD to the students. District Consortium provide parent programming district wide for all levels.</p>



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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents

School Climate survey is conducted twice a year to a given population of students and to all parents to gauge school climate perceptions. School Safety Team reviews the results for the changes to be addressed.