NJ SCHOOL PERFORMANCE REPORT

GLOUCESTER CITY MIDDLE SCHOOL
(07-1770-300)
Grades Offered: 04-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

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School Contact Info

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	CAMDEN
District	GLOUCESTER CITY
Principal Name	MR. O'KANE
Address	1300 MARKET STREET GLOUCESTER CITY, NJ 08030
Phone Number	(856)456-7000
Email Address	WOKANE@GCSD.K12NJUS
Website	http://mec.gcsd.k12.nj.us/
Facebook	https://www.facebook.com/GloucesterMEC/
Twitter	https://twitter.com/ghsgolions

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
4	0	0	187
5	0	0	152
6	0	0	153
7	0	0	128
8	0	0	129
Total	0	0	749

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	0.0%	0.0%	46.7%
Male	0.0%	0.0%	53.3%
Economically Disadvantaged Students	0.0%	0.0%	72.9%
Students with Disabilities	0.0%	0.0%	21.9%
English Learners	0.0%	0.0%	1.5%
Homeless Students		0.0%	3.5%
Students in Foster Care		0.0%	1.7%
Military-Connected Students		0.0%	0.1%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	0.0%	0.0%	69.0%
Hispanic	0.0%	0.0%	17.0%
Black or African American	0.0%	0.0%	8.0%
Asian	0.0%	0.0%	5.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.1%
Two or More Races	0.0%	0.0%	0.4%

Enrollment by Home Language

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

Home Language	% of Students
English	92.9%
Spanish	3.7%
Mandar	1.1%
Other Languages	2.3%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	49	49	50	Met Standard	44	44	50	Met Standard
White	48.5	48	50	Met Standard	44	44	51	Met Standard
Hispanic	54	54	49	Met Standard	38	38	48	Not Met
Black or African American	40	40	44	Met Standard	33.5	33.5	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	60.5	60.5	61	Exceeds Standard	54.5	54.5	61	Met Standard
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	*	*	49	**	*	*	51	**
Economically Disadvantaged	49	49	48	Met Standard	43	43	47	Met Standard
Students with Disabilities	42	42	41	Met Standard	45	45	43	Met Standard
English Learners	68	68	54	**	31	31	51	**

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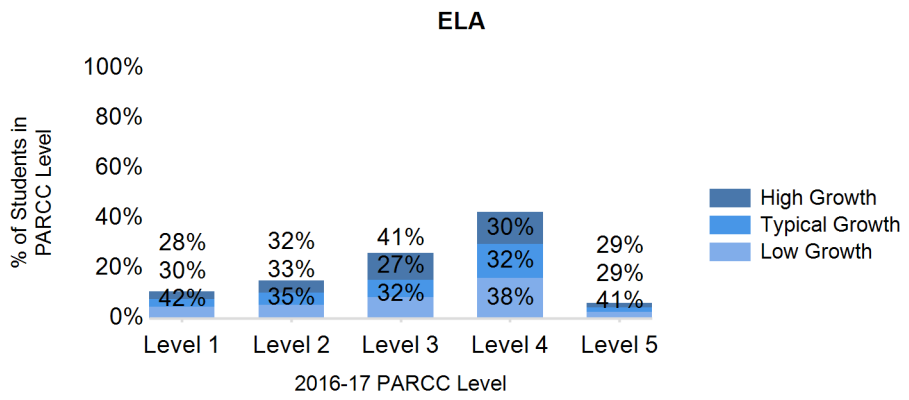
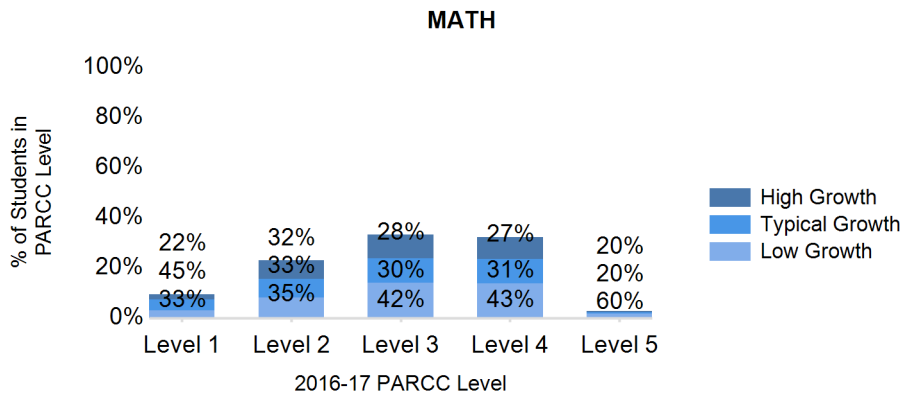
Student Growth by Performance Level

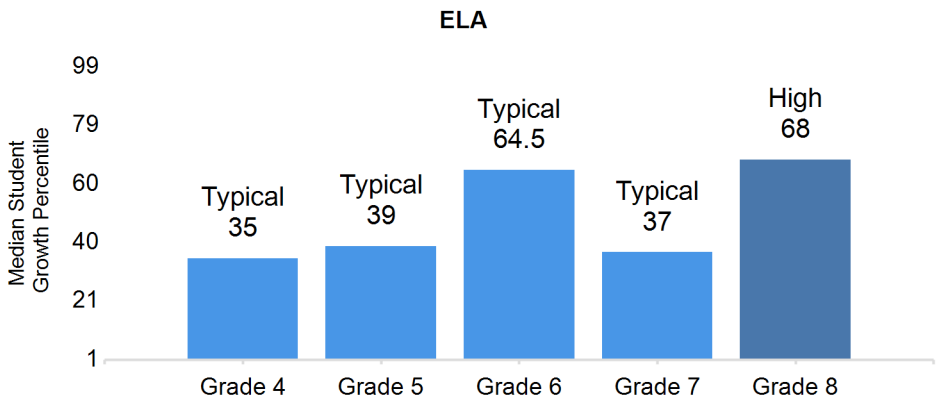
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

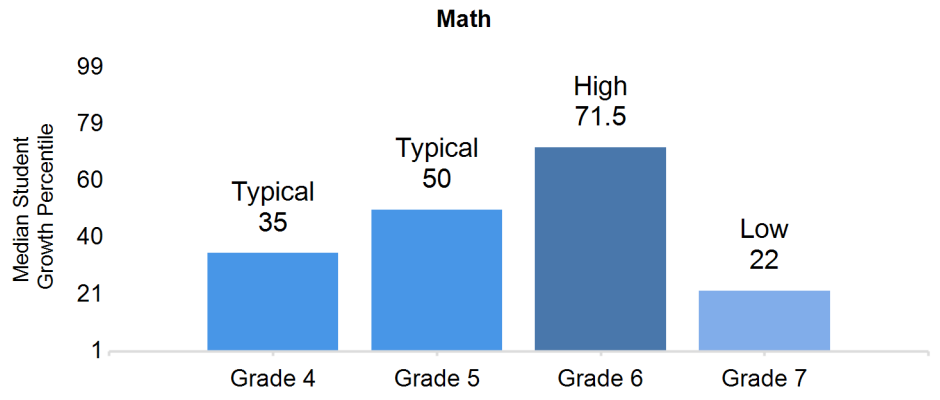




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	712	97.1	51.8	51.4	56.7	51.8	N	N
White	492	96.6	53.1	53.2	65.6	53.1	N	N
Hispanic	121	100.0	51.2	49.5	42.5	51.2	N	N
Black or African American	54	93.2	35.2	*	37.3	34.5	N	N
Asian, Native Hawaiian, or Pacific Islander	41	100.0	65.9	65.1	82.3	65.9	N	N
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	327	97.1	63.9	61.5	64.5	63.9		
Male	385	97.1	41.6	42.5	49.4	41.6		
Economically Disadvantaged Students	490	96.9	47.0	46.5	38.5	47.0	N	N
Non-Economically Disadvantaged Students	222	97.5	62.7	60.5	67.5	62.7		
Students with Disabilities	167	94.1	15.6	15.3	21.6	15.4	N	N
Students without Disabilities	545	98.1	62.9	62.7	63.9	62.9		
English Learners	18	100.0	38.9	*	27.3	38.9	N	N
Non-English Learners	694	97.0	52.2	*	59.4	52.2		
Homeless Students	23	96.7	34.8	*	27.7	34.8		
Students In Foster Care	12	100.0	58.3	*	26.3	58.3		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	177	744	744	756	13%	18%	23%	38%	8%	46%	58%
White	119	747	747	764	13%	18%	19%	38%	12%	50%	68%
Hispanic	28	733	733	744	*	*	*	43%	0%	43%	44%
Black or African American	20	737	737	739	*	*	*	*	*	30%	39%
Asian, Native Hawaiian, or Pacific Islander	10	752	752	782	0%	*	*	*	*	50%	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	763	N	N	N	N	N	N	63%
Female	74	752	752	762	*	18%	19%	*	*	54%	63%
Male	103	738	738	751	*	18%	25%	*	*	41%	53%
Economically Disadvantaged Students	119	738	738	740	*	*	22%	*	*	41%	40%
Non-Economically Disadvantaged Students	58	755	755	767	*	*	24%	*	*	57%	70%
Students with Disabilities	34	712	712	726	*	*	*	*	*	24%	25%
Students without Disabilities	143	751	751	762	*	*	*	*	*	52%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	152	743	743	755	11%	18%	25%	*	*	46%	58%
White	108	745	745	763	9%	17%	25%	*	*	49%	68%
Hispanic	24	735	735	743	*	*	*	*	*	38%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	10	758	758	780	0%	*	*	*	*	60%	84%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	53%
Two or More Races	N	N	N	763	N	N	N	N	N	N	65%
Female	73	755	755	762	*	*	19%	*	*	64%	66%
Male	79	731	731	749	*	*	30%	*	*	29%	51%
Economically Disadvantaged Students	96	738	738	739	*	*	*	*	*	36%	39%
Non-Economically Disadvantaged Students	56	752	752	766	*	*	*	*	*	63%	71%
Students with Disabilities	34	702	702	724	*	*	*	*	*	*	22%
Students without Disabilities	118	755	755	762	*	*	*	*	*	*	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	148	752	752	754	9%	9%	26%	47%	9%	57%	56%
White	101	752	752	761	*	*	25%	*	*	59%	66%
Hispanic	27	754	754	742	*	*	*	*	*	63%	42%
Black or African American	11	746	746	737	*	*	*	*	*	36%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	85	755	755	761	*	*	22%	*	*	61%	64%
Male	63	747	747	748	*	*	30%	*	*	51%	48%
Economically Disadvantaged Students	107	750	750	739	12%	*	22%	*	*	55%	37%
Non-Economically Disadvantaged Students	41	757	757	764	0%	*	34%	*	*	61%	68%
Students with Disabilities	40	720	720	723	33%	*	*	*	*	23%	18%
Students without Disabilities	108	764	764	760	0%	*	*	*	*	69%	63%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	148	752	752	755	9%	9%	26%	47%	9%	57%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	120	741	741	760	16%	12%	32%	29%	12%	41%	63%
White	85	737	737	768	19%	13%	29%	*	*	39%	72%
Hispanic	21	746	746	746	*	*	*	*	*	38%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	46	753	753	769	*	*	24%	*	*	57%	72%
Male	74	733	733	752	*	*	36%	*	*	31%	54%
Economically Disadvantaged Students	87	739	739	742	*	*	30%	*	*	39%	44%
Non-Economically Disadvantaged Students	33	744	744	771	*	*	36%	*	*	45%	73%
Students with Disabilities	29	710	710	721	*	*	*	*	*	*	22%
Students without Disabilities	91	750	750	768	*	*	*	*	*	*	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	127	763	762	759	*	*	14%	52%	19%	71%	60%
White	84	765	*	767	*	*	15%	50%	21%	71%	70%
Hispanic	26	753	753	744	*	*	*	*	*	65%	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	N	N	N	766	N	N	N	N	N	N	66%
Female	59	774	774	768	*	*	*	59%	24%	83%	69%
Male	68	754	*	751	*	*	*	46%	15%	60%	52%
Economically Disadvantaged Students	88	758	758	740	*	*	*	50%	16%	66%	42%
Non-Economically Disadvantaged Students	39	775	*	769	*	*	*	56%	26%	82%	71%
Students with Disabilities	26	716	*	719	*	*	*	*	*	15%	19%
Students without Disabilities	101	775	775	766	*	*	*	*	*	85%	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

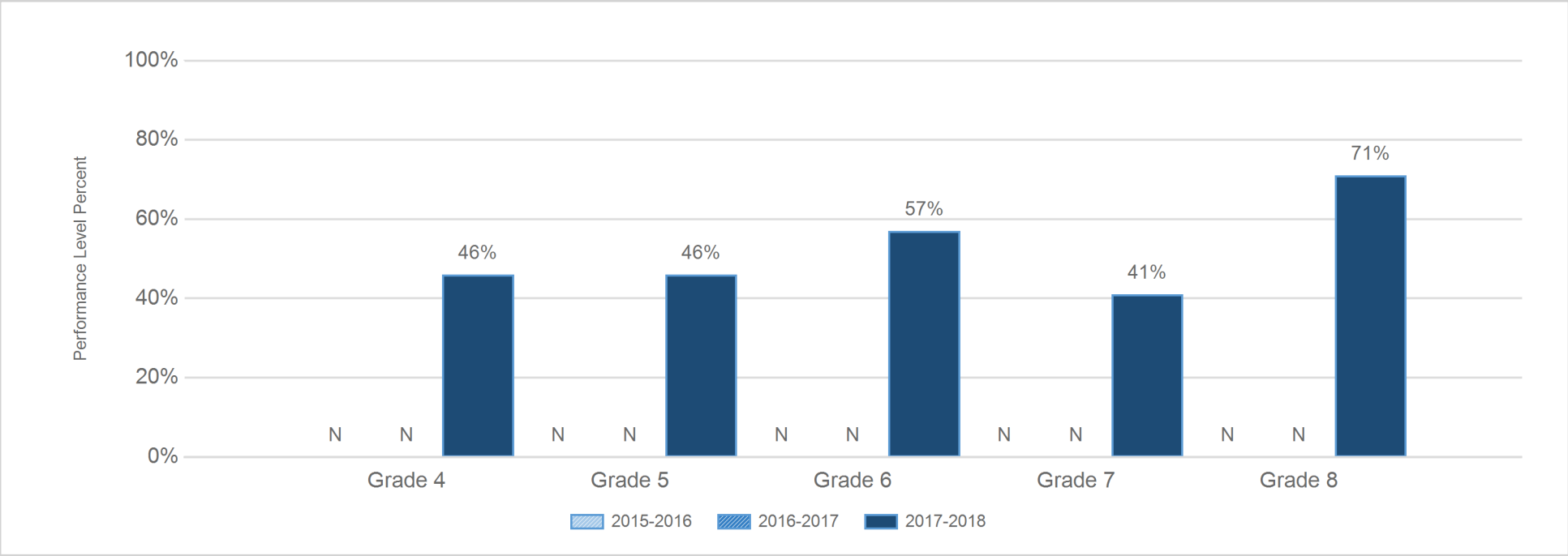
NJ SCHOOL PERFORMANCE REPORT

GLOUCESTER CITY MIDDLE SCHOOL
(07-1770-300)
Grades Offered: 04-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts/Literacy Assessment - Performance Trends

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



NJ SCHOOL PERFORMANCE REPORT

GLOUCESTER CITY MIDDLE SCHOOL
(07-1770-300)
Grades Offered: 04-08
2017-2018

Report Key:
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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	713	97.1	33.6	33.2	45.0	33.6	N	N
White	492	96.6	33.3	32.8	54.1	33.3	N	N
Hispanic	121	100.0	33.1	33.3	29.2	33.1	N	N
Black or African American	54	93.2	22.3	20.6	23.4	21.8	N	N
Asian, Native Hawaiian, or Pacific Islander	42	100.0	57.1	*	77.0	57.1	N	N
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	328	97.1	38.8	36.7	46.0	38.8		
Male	385	97.1	29.3	30.1	43.9	29.3		
Economically Disadvantaged Students	491	96.9	30.5	30.7	26.6	30.5	N	N
Non-Economically Disadvantaged Students	222	97.5	40.6	37.9	55.9	40.6		
Students with Disabilities	167	94.1	12.0	*	17.1	11.8	N	N
Students without Disabilities	546	98.1	40.2	*	50.5	40.2		
English Learners	19	100.0	21.1	*	24.6	21.1	N	N
Non-English Learners	694	97.0	34.0	*	46.9	34.0		
Homeless Students	23	96.7	17.4	*	17.3	17.4		
Students In Foster Care	12	100.0	16.7	*	16.2	16.7		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

GLOUCESTER CITY MIDDLE SCHOOL
(07-1770-300)
Grades Offered: 04-08
2017-2018

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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	178	735	735	748	11%	26%	31%	*	*	32%	49%
White	119	736	736	755	12%	27%	29%	*	*	33%	60%
Hispanic	28	729	729	737	*	*	43%	*	*	25%	34%
Black or African American	20	732	732	730	0%	*	*	*	*	25%	27%
Asian, Native Hawaiian, or Pacific Islander	11	744	744	774	*	*	*	*	*	55%	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	N	752	N	N	N	N	N	N	55%
Female	75	737	737	748	*	32%	27%	*	*	33%	50%
Male	103	733	733	748	*	22%	34%	*	*	31%	49%
Economically Disadvantaged Students	120	731	731	733	*	28%	32%	*	*	28%	30%
Non-Economically Disadvantaged Students	58	743	743	758	*	24%	29%	*	*	41%	62%
Students with Disabilities	34	719	719	725	*	41%	*	*	*	15%	22%
Students without Disabilities	144	739	739	753	*	23%	*	*	*	36%	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	723	*	*	*	*	*	*	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

GLOUCESTER CITY MIDDLE SCHOOL
(07-1770-300)
Grades Offered: 04-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	152	736	736	748	8%	23%	39%	*	*	30%	49%
White	108	738	738	756	*	22%	42%	*	*	30%	60%
Hispanic	24	725	725	736	*	*	*	*	*	21%	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	10	765	765	777	0%	*	*	*	*	70%	82%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	42%
Two or More Races	N	N	N	754	N	N	N	N	N	N	55%
Female	73	742	742	749	*	21%	37%	*	*	37%	50%
Male	79	731	731	747	*	25%	42%	*	*	23%	48%
Economically Disadvantaged Students	96	731	731	733	*	*	42%	*	*	21%	29%
Non-Economically Disadvantaged Students	56	746	746	758	*	*	36%	*	*	45%	62%
Students with Disabilities	34	706	706	726	*	*	*	*	*	*	20%
Students without Disabilities	118	745	745	752	*	*	*	*	*	*	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

GLOUCESTER CITY MIDDLE SCHOOL
(07-1770-300)
Grades Offered: 04-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	149	738	738	744	9%	23%	33%	*	*	34%	44%
White	101	738	738	751	*	21%	37%	*	*	34%	54%
Hispanic	28	739	739	731	*	*	*	*	*	46%	27%
Black or African American	11	731	731	726	*	*	*	*	*	18%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	85	738	738	745	*	25%	29%	*	*	38%	45%
Male	64	738	738	742	*	22%	38%	*	*	30%	42%
Economically Disadvantaged Students	108	737	737	729	*	*	29%	*	*	36%	24%
Non-Economically Disadvantaged Students	41	740	740	753	*	*	44%	*	*	29%	56%
Students with Disabilities	40	717	717	717	*	38%	*	*	*	15%	13%
Students without Disabilities	109	746	746	748	*	18%	*	*	*	41%	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	745	*	*	*	*	*	*	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

GLOUCESTER CITY MIDDLE SCHOOL
(07-1770-300)
Grades Offered: 04-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	120	729	729	743	12%	38%	23%	*	*	27%	43%
White	85	727	727	750	15%	39%	21%	*	*	25%	54%
Hispanic	21	728	728	732	*	*	*	*	*	29%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	46	733	733	745	*	37%	*	*	*	28%	45%
Male	74	726	726	741	*	39%	*	*	*	26%	42%
Economically Disadvantaged Students	87	728	728	730	*	37%	*	*	*	26%	24%
Non-Economically Disadvantaged Students	33	731	731	751	*	42%	*	*	*	27%	55%
Students with Disabilities	29	710	710	717	*	52%	*	*	*	14%	12%
Students without Disabilities	91	735	735	748	*	34%	*	*	*	31%	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

GLOUCESTER CITY MIDDLE SCHOOL
(07-1770-300)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	93	729	729	728	18%	23%	29%	30%	0%	30%	28%
White	61	728	*	736	18%	26%	26%	30%	0%	30%	36%
Hispanic	22	729	729	722	*	*	*	*	*	27%	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	N	729	N	N	N	N	N	N	28%
Female	41	733	733	731	*	*	*	34%	0%	34%	31%
Male	52	726	*	725	*	*	*	27%	0%	27%	26%
Economically Disadvantaged Students	69	727	727	719	*	*	23%	*	*	30%	20%
Non-Economically Disadvantaged Students	24	736	*	735	*	*	46%	*	*	29%	35%
Students with Disabilities	26	707	*	705	*	*	*	*	*	12%	*
Students without Disabilities	67	738	738	735	*	*	*	*	*	37%	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

GLOUCESTER CITY MIDDLE SCHOOL
(07-1770-300)
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2017-2018

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	34	775	744	746	0%	*	*	*	*	88%	46%
White	23	774	747	755	0%	0%	*	*	*	91%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	18	774	749	748	0%	*	*	*	*	100%	48%
Male	16	776	741	745	0%	*	*	*	*	75%	44%
Economically Disadvantaged Students	19	773	741	729	0%	*	*	*	*	89%	25%
Non-Economically Disadvantaged Students	15	778	749	756	0%	*	*	*	*	87%	57%
Students with Disabilities	N	N	713	716	N	N	N	N	N	N	13%
Students without Disabilities	34	775	753	752	0%	*	*	*	*	88%	52%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	34	775	744	749	0%	*	*	*	*	88%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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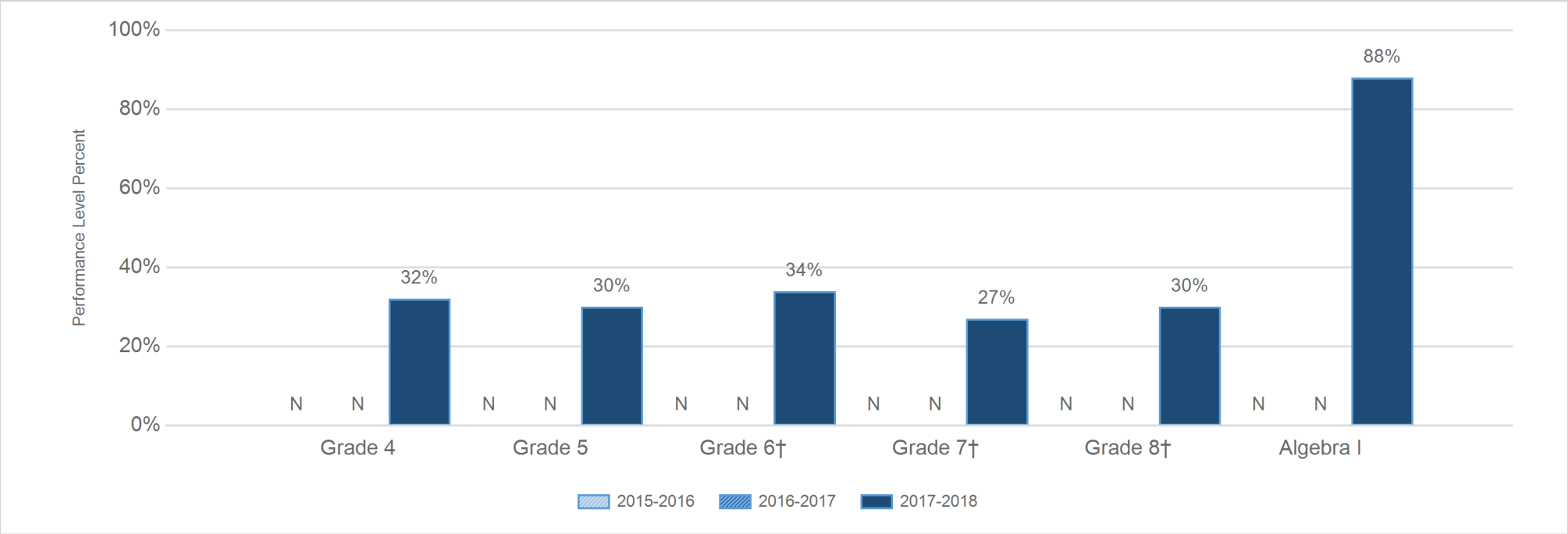
Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
4	*	*
5	N	N
6	N	N
7	*	*
8	*	*

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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

NJASK Science Assessment Information

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

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	N	N	N
7	N	N	N
8	N	N	N
Total	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

GLOUCESTER CITY MIDDLE SCHOOL
(07-1770-300)
Grades Offered: 04-08
2017-2018

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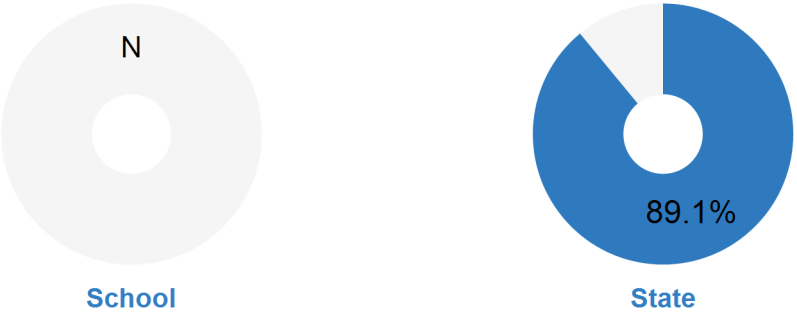
Visual and Performing Arts – Course Participation

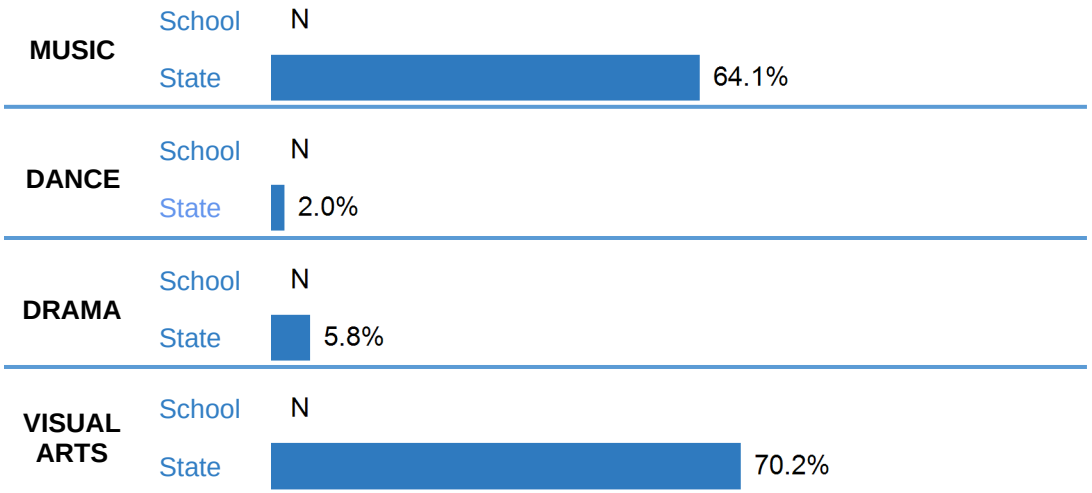
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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



Students enrolled in one or more classes by discipline:



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

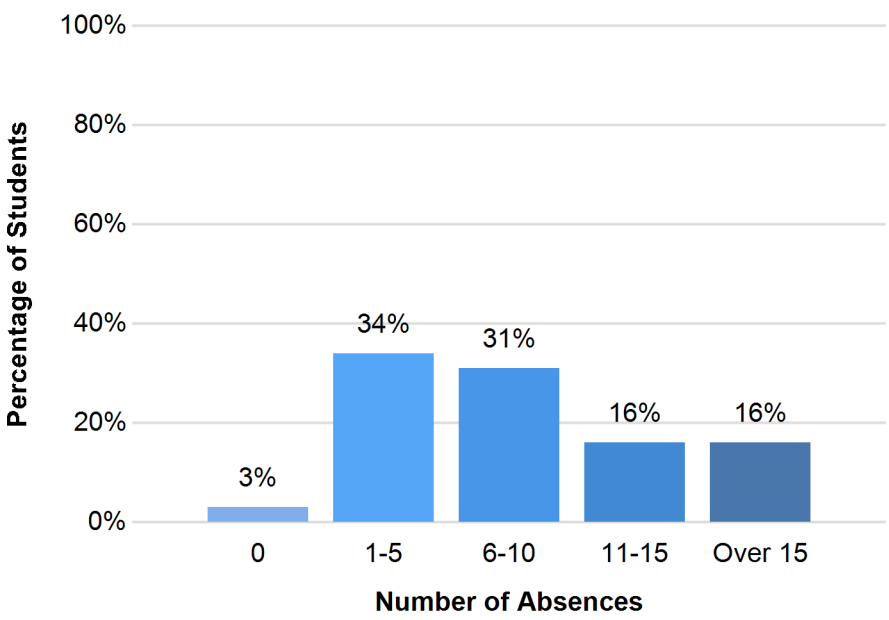
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	84	11.1	8.7	Not Met
White	60	11.4	8.7	Not Met
Hispanic	16	12.9	8.7	Not Met
Black or African American	6	9.8	8.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	2	4.9	8.7	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	72	13.1	8.7	Not Met
Students with Disabilities	30	17.1	8.7	Not Met
English Learners	0	0	**	**

Days Absent

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



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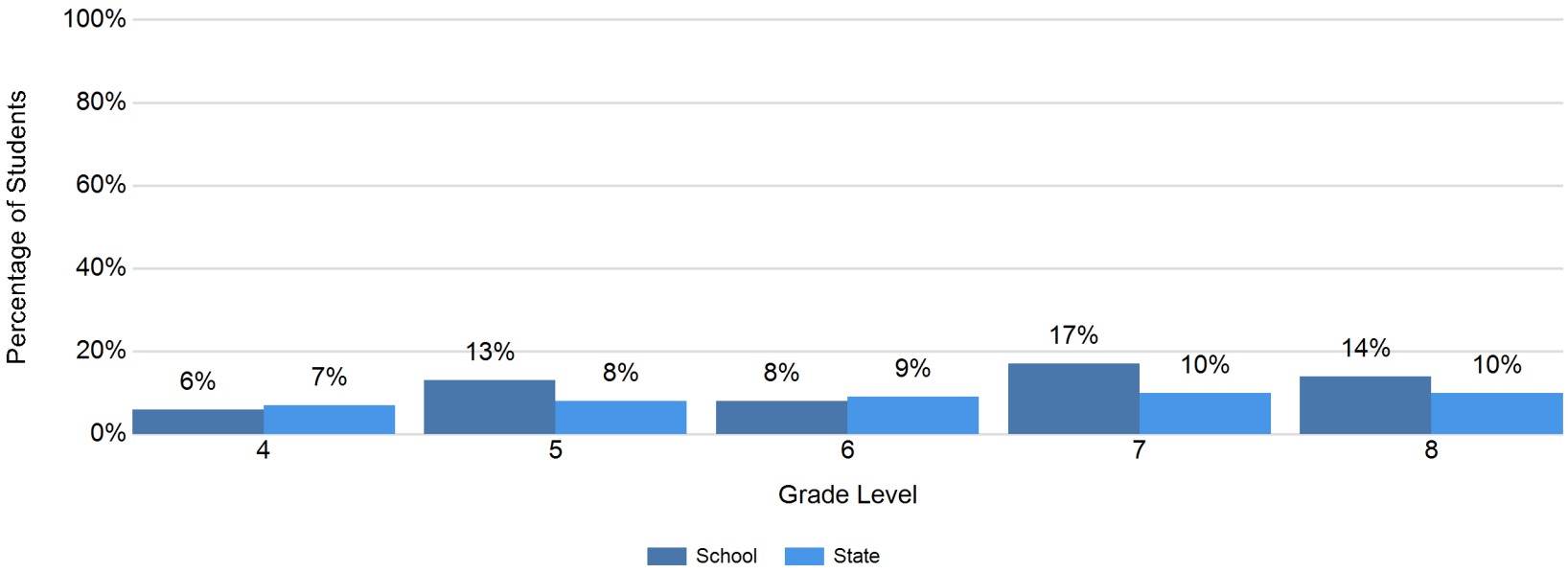
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	12
Weapons	4
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	20
Incidents Per 100 Students Enrolled	2.67

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	1
Weapons	2
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	2

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	31	4.1%
Out-of-School Suspensions	70	9.3%
Any Suspension	85	11.3%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
196

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School Day

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

Category	School
Typical Start Time	8:00 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs 30 Mins
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$821	$15,904	$16,725

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	62	117,464
Average years experience in public schools	12.4	12.0
Average years experience in district	11.5	10.7
Teachers in district for 4 or more years	80.6%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	16	9,374
Average years experience in public schools	15.8	16.0
Average years experience in district	14.8	12.0
Administrators in district for 4 or more years	87.5%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	11:1
Students to Administrators	250:1	132:1
Teachers to Administrators	21:1	12:1
Students to Librarians/Media Specialists		705:1
Students to Nurses		423:1
Students to Counselors		353:1
Students to Child Study Team		265:1

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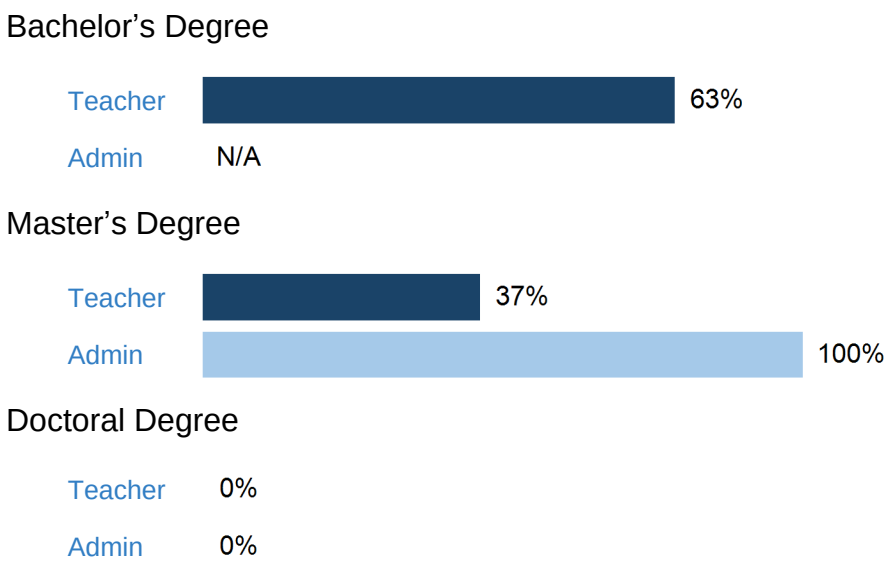
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	91.6%	90.2%
2016-17 Administrators: Same district 2017-18	93.8%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	92.7%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	82.3%	66.7%
Male	17.7%	33.3%
White	98.4%	100.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	0.0%
Asian	1.6%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	34.60	17.5%
Mathematics Proficiency	20.73	17.5%
English Language Arts Growth	45.73	25.0%
Mathematics Growth	25.46	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	25.60	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	31.32	n/a
Summative Rating: Percentile Rank of Summative Score	20.62	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	N	N	Met Standard	Met Standard	**	Not Met	No
White	22.73	14.08	No	N	N	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	44.62	14.08	No	N	N	Met Standard	Not Met	n/a	Not Met	No
Black or African American	37.57	14.08	No	N	N	Met Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	26.89	14.08	No	N	N	Exceeds Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	52.09	14.08	No	N	N	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	44.22	14.08	No	N	N	Met Standard	Met Standard	n/a	Not Met	No
English Learners	**	**	No	N	N	**	**	**	**	No

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

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School Narrative

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

Highlights:	• Students at GMS are matched one to one with Dell lap tops • GMS has a remediation period built into grade 4 and 5 schedules to support academic clinics extra support with Math and ELA • GMS has a character education program with monthly themes
Mission, Vision, Theme:	The Gloucester City Middle School (GMS) mission is to enhance and support the social, emotional, academic and physical development of all our students. Through a community based partnership with our parents and students we hope to incorporate a hands-on approach to achieving our goals. Our staff will promote a team centered plan to assist our students in developing positive and effective critical and creative thinking skills. Students will work to develop the communication skills necessary to advance in math, literacy, technology, and the sciences. Students will value character education and its role in preparing them for changes in the world, their community and their families.

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Courses, Curriculum, Instruction:	Courses, Curriculum, Instruction: Journeys Reading program- Gifted and Talented Program - Advanced Course work Grades 7-8 including Algebra 1 - My Math and Go Math - IXL and Freckle tech supports. Inspire Science Program- Google Classroom platform in all rooms grade 4-8
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cross Country (Coed), Field Hockey (Girls), Soccer (Coed), Track and Field - Spring (Coed) The 5th-6th grade basketball team won their league championship in 2017
Clubs and Activities:	Clubs at GMS include Art, Student Council, Environmental Club, Character Ed, Math/Game Club, Chorus, and Yearbook

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Before and After School Programs:	Before and After School Programs: Homework help is offered to students in 4th through 8th grade
Staff and Professional Learning:	Staff and Professional Learning: GMS has contracted with Engaged Instruction to support PD efforts through the district.

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Student Supports and Services:	Student Supports and Services: GMS supports remedial needs with reading tutoring, academic clinics, ELL support services, IEPs including in class support to self contained programs along with I&RS support committees to assist with curricular supports.
Student Health and Wellness:	Student Health and Wellness: Students at GMS have a robust breakfast and lunch program with healthy options offered each day. Physical Education minutes meet or exceed state requirements at each grade level.
Parent and Community Involvement:	Parent and Community Involvement: GMS works closely with the PTO to set goals for school fundraising. Student and parent fun nights are scheduled out each year to promote home and school relations

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School Narrative

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Facilities:	The Gloucester City Middle school is housed in a new buidling. The facilities are beautiful with fields and play areas outside and a top of the line media center and science labs inside.

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Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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.

Other Information:	The Gloucester City Middle School is all about family. Grade levels from 4th through 8th grade are developed around teaching teams. Parents are invited to be part of the GMS experience with fun nights and parent conferences scheduled throughout the school year. Character education and school climate is paramount. Student recognition assemblies are scheduled each month to acknowledge students' success and promote good character education throughout the building. GMS is promoting the Google platform as an effective instruction/communication tool for students and staff throughout the building.