NJ SCHOOL PERFORMANCE REPORT

COLUMBIA MIDDLE SCHOOL
(39-0310-030)
Grades Offered: 06-08
2017-2018

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

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	UNION
District	BERKELEY HEIGHTS TWP
Principal Name	MR. GEIGER
Address	345 PLAINFIELD AVE BERKELEY HTS, NJ 07922-1436
Phone Number	(908)464-1600
Email Address	FGGEIGER@BHPSNJ.ORG
Website	https://www.bhpsnj.org/cms
Facebook	https://www.facebook.com/columbia.middle.9?hc_location=stream
Twitter	https://twitter.com/CMSetc

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
6	155	190	222
7	205	156	190
8	210	208	154
Total	570	554	566

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	51.9%	51.3%	49.6%
Male	48.1%	48.7%	50.4%
Economically Disadvantaged Students	3.3%	3.1%	1.8%
Students with Disabilities	14.4%	18.4%	17.5%
English Learners	0.4%	0.5%	0.4%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.4%	0.4%
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	68.6%	67.1%	66.6%
Hispanic	9.3%	10.6%	9.2%
Black or African American	1.8%	0.9%	0.4%
Asian	14.7%	15.5%	18.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.4%	0.4%	0.2%
Two or More Races	5.3%	5.4%	4.8%

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	91.7%
Chinese	3.0%
Spanish	1.6%
Other Languages	3.7%

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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	58.5	56	50	Met Standard	59	54	50	Met Standard
White	58	55	50	Met Standard	59	54	51	Met Standard
Hispanic	51	47	49	Met Standard	68	57	48	Exceeds Standard
Black or African American	*	*	44	**	N	*	44	**
Asian, Native Hawaiian, or Pacific Islander	65	61	61	Exceeds Standard	52.5	51	61	Met Standard
American Indian or Alaska Native	*	*	52	**	N	N	53	**
Two or More Races	60	60.5	49	Exceeds Standard	70	56	51	**
Economically Disadvantaged	46	41	48	**	*	30.5	47	**
Students with Disabilities	44	44	41	Met Standard	39	35	43	Not Met
English Learners	*	*	54	**	*	48	51	**

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

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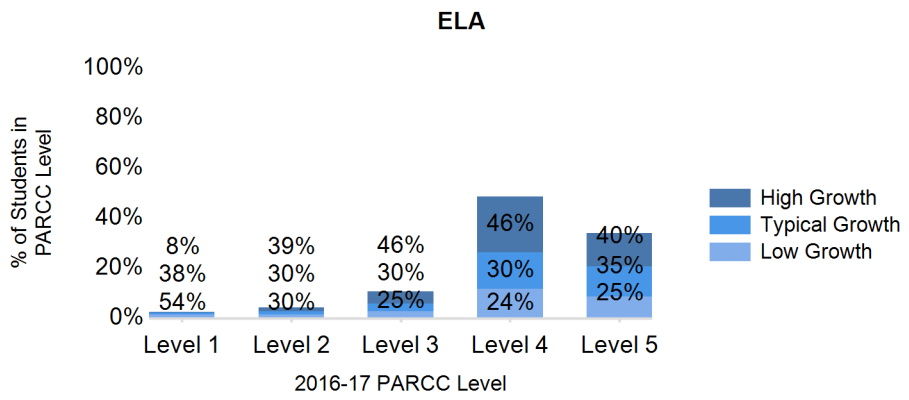
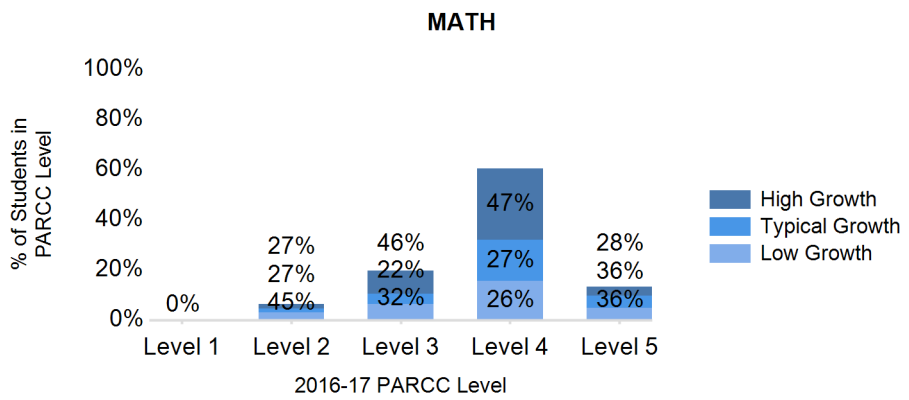
Student Growth by Performance Level

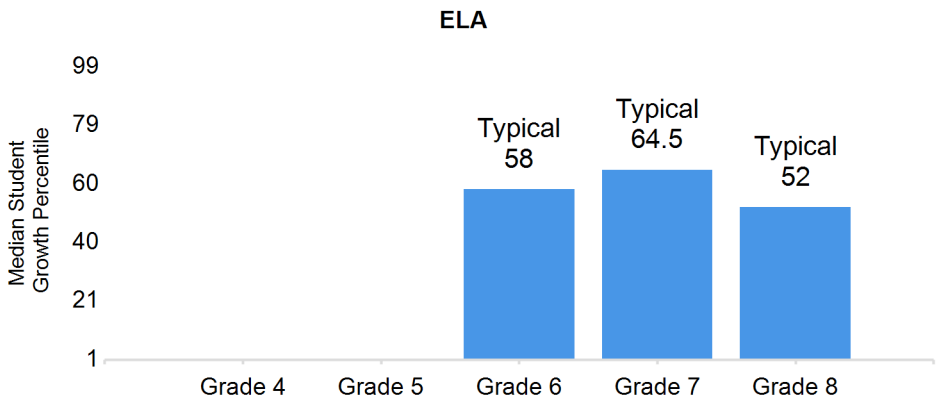
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

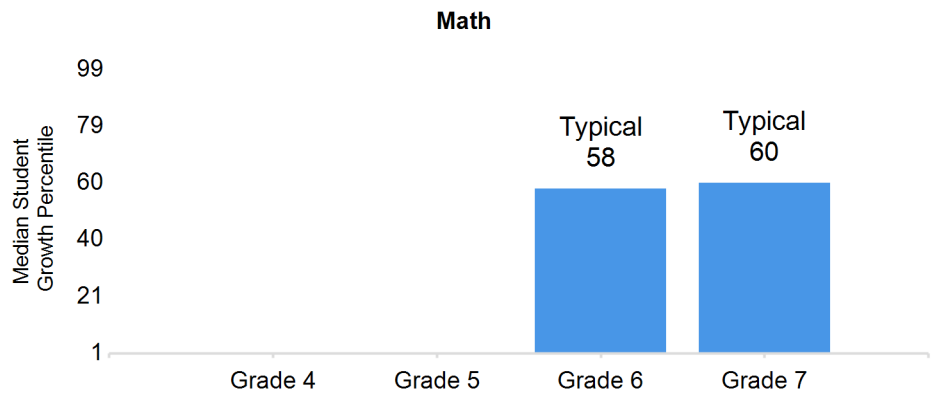




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	561	98.9	83.8	74.0	56.7	83.8	76.3	Met Goal
White	371	98.7	82.7	72.0	65.6	82.7	75.4	Met Goal
Hispanic	52	100.0	71.2	60.1	42.5	71.2	61.3	Met Target
Black or African American	*	*	*	*	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	108	99.1	93.5	92.0	82.3	93.5	80	Met Goal
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	27	100.0	81.4	80.0	63.4	81.4	80	Met Goal
Female	276	98.6	89.9	79.8	64.5	89.9		
Male	285	99.3	77.9	68.0	49.4	77.9		
Economically Disadvantaged Students	10	100.0	40.0	46.2	38.5	40.0	**	**
Non-Economically Disadvantaged Students	551	98.9	84.6	74.5	67.5	84.6		
Students with Disabilities	99	99.0	33.4	30.3	21.6	33.4	27.2	Met Target
Students without Disabilities	462	98.9	94.6	82.3	63.9	94.6		
English Learners	*	*	*	57.9	27.3	*	**	**
Non-English Learners	*	*	*	74.2	59.4	*		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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	218	777	777	754	*	*	13%	53%	30%	83%	56%
White	143	772	772	761	*	*	13%	59%	24%	83%	66%
Hispanic	*	*	*	742	*	*	*	*	*	*	42%
Black or African American	N	N	N	737	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	48	799	799	779	0%	0%	*	*	*	94%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	105	782	782	761	*	*	*	58%	34%	92%	64%
Male	113	772	772	748	*	*	*	48%	27%	74%	48%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	68%
Students with Disabilities	27	740	740	723	*	*	*	*	*	33%	18%
Students without Disabilities	191	782	782	760	*	*	*	*	*	90%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	187	791	791	760	*	*	*	25%	63%	88%	63%
White	126	788	788	768	*	*	*	27%	60%	87%	72%
Hispanic	20	779	779	746	0%	*	*	*	*	80%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	33	812	812	790	*	0%	*	*	*	94%	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	90	802	802	769	*	*	*	16%	78%	93%	72%
Male	97	781	781	752	*	*	*	33%	49%	82%	54%
Economically Disadvantaged Students	*	*	*	742	*	*	*	*	*	*	44%
Non-Economically Disadvantaged Students	*	*	*	771	*	*	*	*	*	*	73%
Students with Disabilities	38	736	736	721	*	*	*	*	*	45%	22%
Students without Disabilities	149	805	805	768	*	*	*	*	*	99%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	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	150	786	786	759	*	7%	*	33%	50%	83%	60%
White	98	781	781	767	*	10%	*	35%	44%	79%	70%
Hispanic	13	770	770	744	*	0%	0%	*	*	77%	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	25	817	817	789	0%	0%	0%	*	*	100%	86%
American Indian or Alaska Native	*	*	*	759	*	*	*	*	*	*	59%
Two or More Races	12	782	782	766	*	0%	*	*	*	83%	66%
Female	80	791	791	768	*	*	*	33%	51%	84%	69%
Male	70	781	781	751	*	*	*	33%	49%	81%	52%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	42%
Non-Economically Disadvantaged Students	*	*	*	769	*	*	*	*	*	*	71%
Students with Disabilities	27	720	720	719	*	*	*	*	*	19%	19%
Students without Disabilities	123	801	801	766	*	*	*	*	*	97%	68%
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	150	786	786	761	*	7%	*	33%	50%	83%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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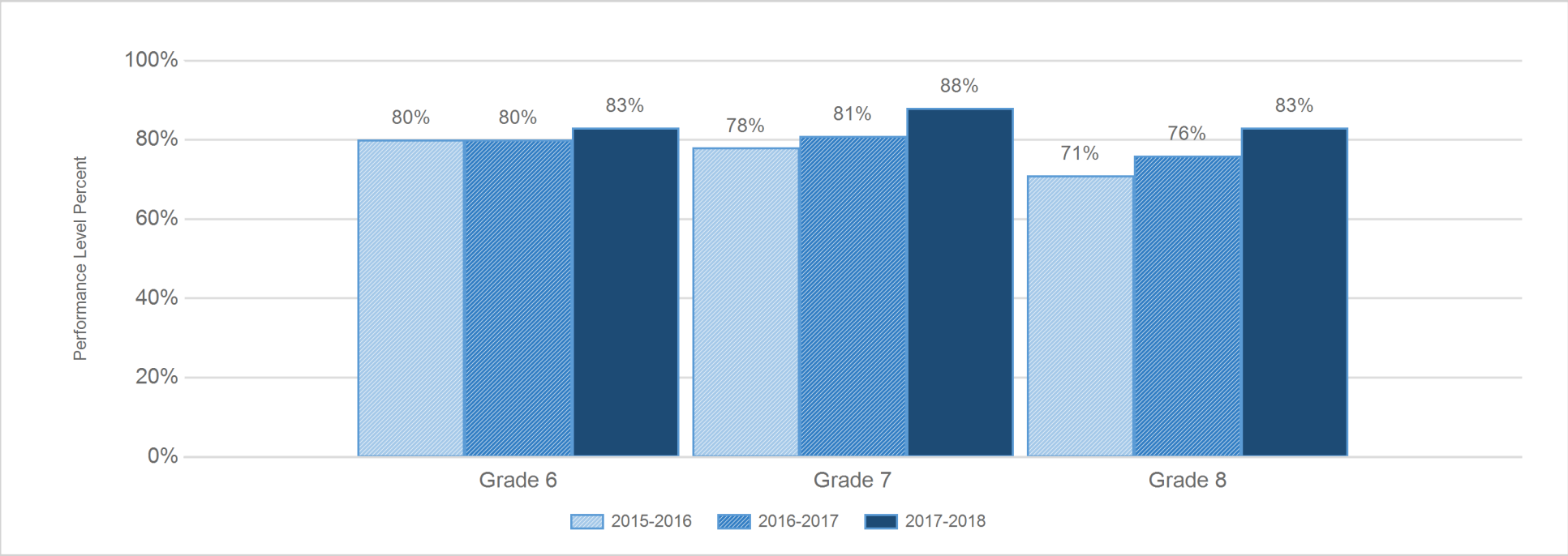
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	561	98.9	78.1	68.8	45.0	78.1	68.5	Met Target
White	371	98.7	75.7	66.4	54.1	75.7	67.2	Met Target
Hispanic	52	100.0	59.6	50.3	29.2	59.6	46.6	Met Target
Black or African American	*	*	*	*	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	108	99.1	93.5	92.5	77.0	93.5	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	27	100.0	81.5	73.7	53.0	81.5	71.4	Met Goal
Female	276	98.6	79.7	68.0	46.0	79.7		
Male	285	99.3	76.5	69.6	43.9	76.5		
Economically Disadvantaged Students	10	100.0	20.0	38.4	26.6	20.0	**	**
Non-Economically Disadvantaged Students	551	98.9	79.1	69.3	55.9	79.1		
Students with Disabilities	99	99.0	20.2	22.8	17.1	20.2	23.7	Met Target†
Students without Disabilities	462	98.9	90.5	77.8	50.5	90.5		
English Learners	*	*	*	61.1	24.6	*	**	**
Non-English Learners	*	*	*	68.8	46.9	*		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

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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	213	766	766	744	*	*	18%	54%	22%	77%	44%
White	143	763	763	751	*	*	20%	60%	15%	75%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	N	N	N	726	N	N	N	N	N	N	21%
Asian, Native Hawaiian, or Pacific Islander	43	786	786	771	0%	0%	*	*	*	93%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	105	766	766	745	*	*	19%	57%	20%	77%	45%
Male	108	766	766	742	*	*	18%	52%	24%	76%	42%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	753	*	*	*	*	*	*	56%
Students with Disabilities	27	730	730	717	*	*	*	*	*	19%	13%
Students without Disabilities	186	771	771	748	*	*	*	*	*	85%	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

COLUMBIA MIDDLE SCHOOL
(39-0310-030)
Grades Offered: 06-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
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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	152	760	760	743	*	*	13%	59%	16%	75%	43%
White	108	759	759	750	*	*	15%	60%	14%	74%	54%
Hispanic	*	*	*	732	*	*	*	*	*	*	27%
Black or African American	N	N	N	727	N	N	N	N	N	N	21%
Asian, Native Hawaiian, or Pacific Islander	20	774	774	767	*	0%	*	*	*	90%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	78	765	765	745	*	*	*	*	*	81%	45%
Male	74	754	754	741	*	*	*	*	*	69%	42%
Economically Disadvantaged Students	*	*	*	730	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	55%
Students with Disabilities	38	729	729	717	*	32%	*	*	*	29%	12%
Students without Disabilities	114	771	771	748	*	0%	*	*	*	90%	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

COLUMBIA MIDDLE SCHOOL
(39-0310-030)
Grades Offered: 06-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	17	698	698	728	*	*	*	*	*	*	28%
White	12	703	703	736	*	*	*	*	*	*	36%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	N	N	N	715	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	*	*	*	731	*	*	*	*	*	*	31%
Male	*	*	*	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	35%
Students with Disabilities	17	698	698	705	*	*	*	*	*	*	*
Students without Disabilities	N	N	N	735	N	N	N	N	N	N	*
English Learners	N	N	N	705	N	N	N	N	N	N	10%
Non-English Learners	17	698	698	729	*	*	*	*	*	*	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

COLUMBIA MIDDLE SCHOOL
(39-0310-030)
Grades Offered: 06-08
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	145	794	769	746	*	0%	*	55%	37%	92%	46%
White	93	788	766	755	*	0%	*	62%	27%	89%	57%
Hispanic	10	793	750	730	0%	0%	*	*	*	90%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	29	814	*	779	0%	0%	0%	*	*	100%	79%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	49%
Two or More Races	10	793	766	755	0%	0%	*	*	*	90%	54%
Female	68	788	767	748	*	0%	*	*	*	88%	48%
Male	77	800	771	745	*	0%	*	*	*	95%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	10	761	730	716	*	0%	*	*	*	40%	13%
Students without Disabilities	135	796	777	752	*	0%	*	*	*	96%	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	145	794	*	749	*	0%	*	55%	37%	92%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

COLUMBIA MIDDLE SCHOOL
(39-0310-030)
Grades Offered: 06-08
2017-2018

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	28	791	748	735	0%	0%	0%	*	*	100%	30%
White	11	787	746	740	0%	0%	0%	*	*	100%	37%
Hispanic	*	*	*	723	*	*	*	*	*	*	14%
Black or African American	N	N	*	719	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	14	795	*	760	0%	0%	0%	*	*	100%	65%
American Indian or Alaska Native	N	N	*	734	N	N	N	N	N	N	28%
Two or More Races	*	*	755	741	*	*	*	*	*	*	39%
Female	16	790	750	736	0%	0%	0%	*	*	100%	30%
Male	12	793	746	734	0%	0%	0%	*	*	100%	29%
Economically Disadvantaged Students	N	N	*	722	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	28	791	*	741	0%	0%	0%	*	*	100%	38%
Students with Disabilities	N	N	711	713	N	N	N	N	N	N	*
Students without Disabilities	28	791	753	738	0%	0%	0%	*	*	100%	*
English Learners	N	N	*	711	N	N	N	N	N	N	*
Non-English Learners	28	791	*	736	0%	0%	0%	*	*	100%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

COLUMBIA MIDDLE SCHOOL
(39-0310-030)
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2017-2018

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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 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	N	N	737	727	N	N	N	N	N	N	30%
White	N	N	738	733	N	N	N	N	N	N	35%
Hispanic	N	N	720	710	N	N	N	N	N	N	14%
Black or African American	N	N	N	705	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	766	N	N	N	N	N	N	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	N	N	*	736	N	N	N	N	N	N	37%
Female	N	N	741	728	N	N	N	N	N	N	30%
Male	N	N	735	727	N	N	N	N	N	N	30%
Economically Disadvantaged Students	N	N	*	709	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	N	N	*	736	N	N	N	N	N	N	37%
Students with Disabilities	N	N	699	693	N	N	N	N	N	N	*
Students without Disabilities	N	N	744	732	N	N	N	N	N	N	*
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	N	N	737	729	N	N	N	N	N	N	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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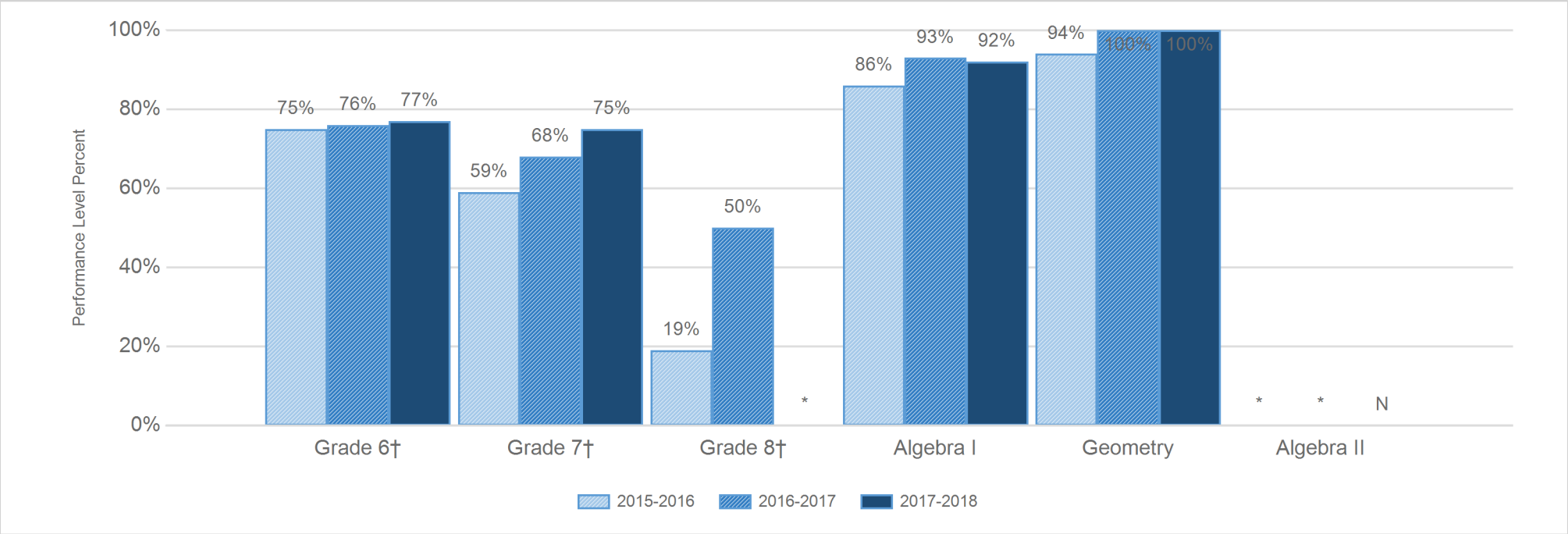
Mathematics Assessment – Performance Trends

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
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

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

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

† 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	N	N	N
5 or more	N	N	N

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

NJASK Science Assessment Information

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

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	4	1	218
7	34	1	187
8	107	30	18
Total	145	32	423

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	119	64	18	19	0	0	0
7	79	62	33	9	0	0	0
8	69	42	21	9	0	0	0
Total	267	168	72	37	0	0	0

NJ SCHOOL PERFORMANCE REPORT

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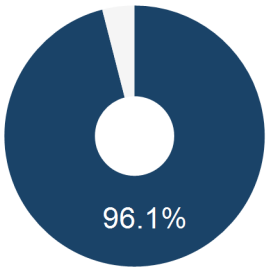
Visual and Performing Arts – Course Participation

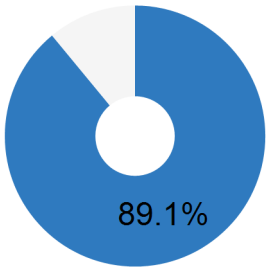
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

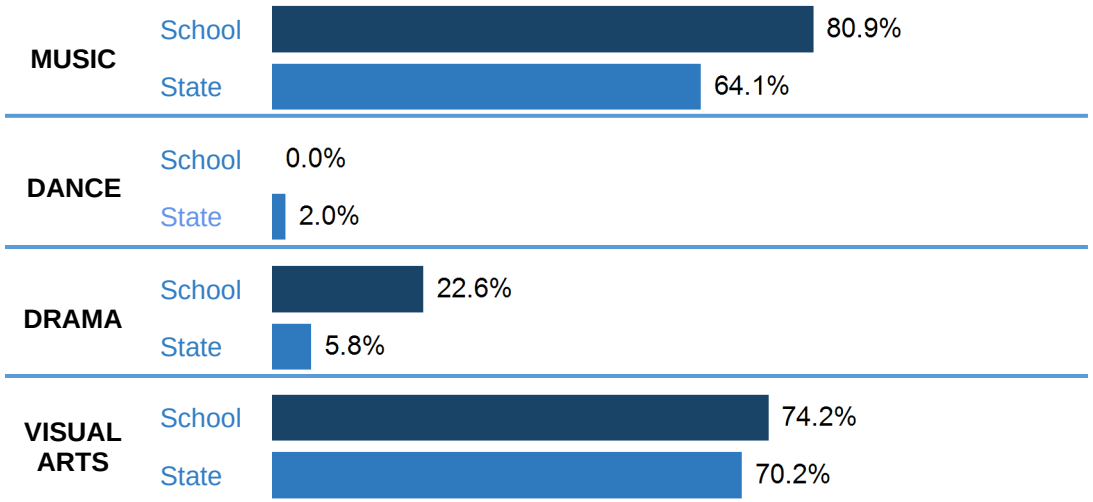


School



State

Students enrolled in one or more classes by discipline:



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

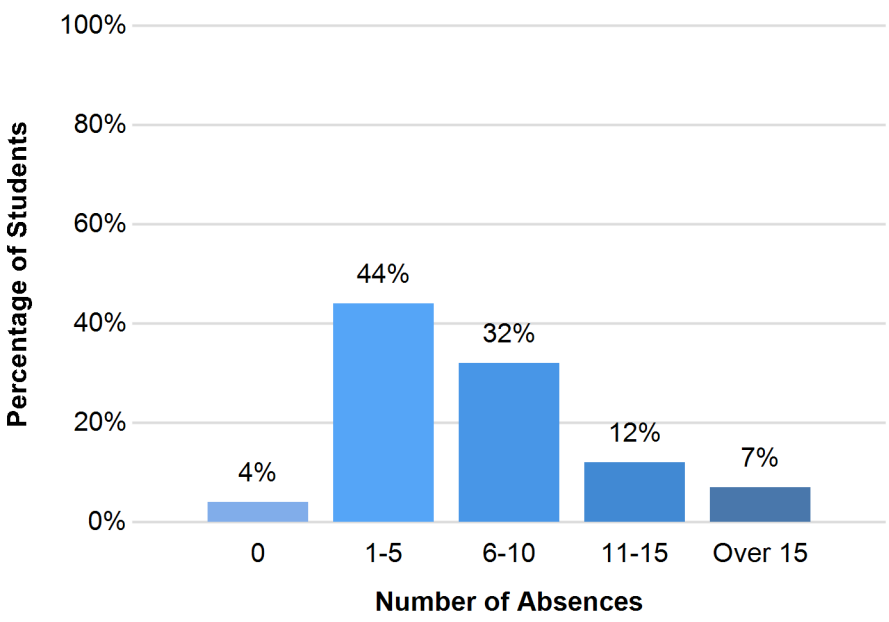
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	30	5.3	9.5	Met
White	19	5.0	9.5	Met
Hispanic	6	11.5	9.5	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	3	2.8	9.5	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	2	7.4	9.5	Met
Economically Disadvantaged Students	1	10.0	**	**
Students with Disabilities	14	13.6	9.5	Not Met
English Learners	*	*	**	**

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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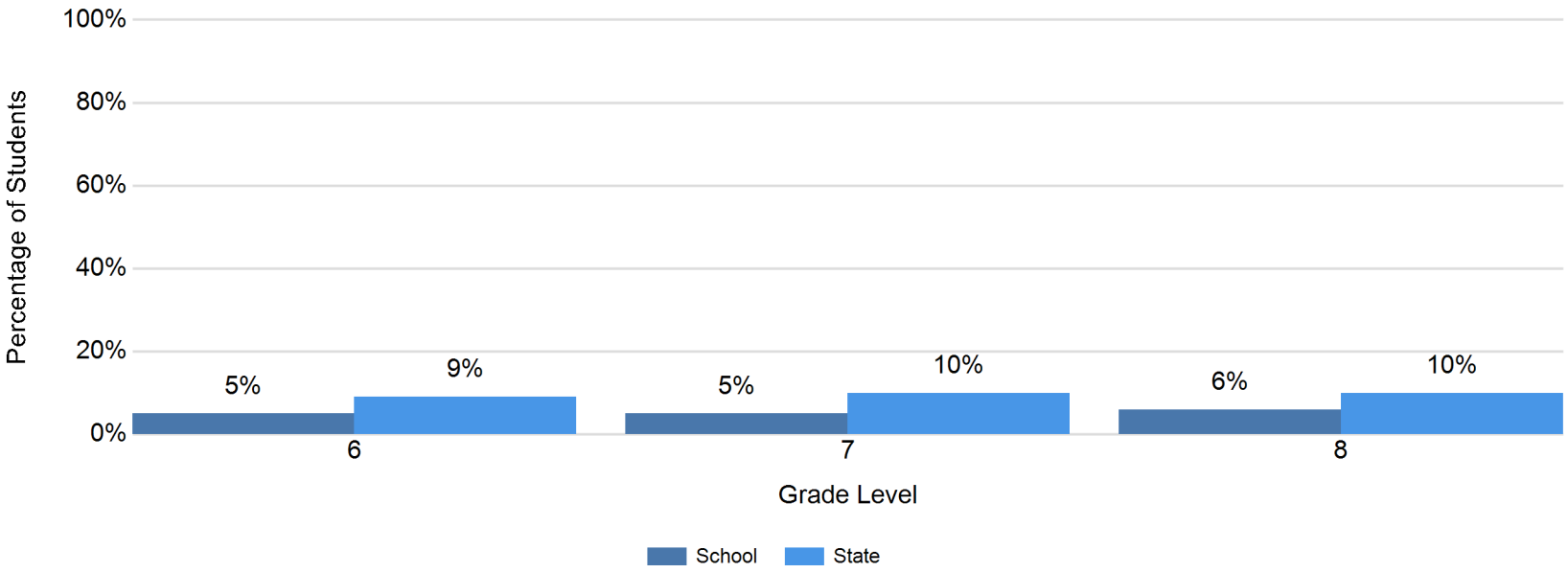
Chronic Absenteeism by Grade

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



NJ SCHOOL PERFORMANCE REPORT

COLUMBIA MIDDLE SCHOOL
(39-0310-030)
Grades Offered: 06-08
2017-2018

Report Key:
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N No Data is available to display
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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	3
Weapons	1
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	11
Total Unique Incidents	16
Incidents Per 100 Students Enrolled	2.83

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	3	3
Religion	0	0	0
Ancestry	0	2	2
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	8	8
No Identified Nature	34		34

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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

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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	8:10 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs 12 Mins
Shared Time - Instructional Time	N

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$270	$15,870	$16,140

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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	52	117,464
Average years experience in public schools	12.2	12.0
Average years experience in district	11.1	10.7
Teachers in district for 4 or more years	86.5%	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	20	9,374
Average years experience in public schools	18.8	16.0
Average years experience in district	9.8	12.0
Administrators in district for 4 or more years	75.0%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	283:1	131:1
Teachers to Administrators	26:1	11:1
Students to Librarians/Media Specialists		654:1
Students to Nurses		436:1
Students to Counselors		291:1
Students to Child Study Team		187:1

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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.

Bachelor's Degree

Master's Degree

Doctoral Degree

Teacher 0%

Admin 0%

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	91.8%	90.2%
2016-17 Administrators: Same district 2017-18	95.2%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.7%

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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	76.9%	50.0%
Male	23.1%	50.0%
White	94.2%	50.0%
Hispanic	3.8%	50.0%
Black or African American	1.9%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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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	88.92	17.5%
Mathematics Proficiency	89.28	17.5%
English Language Arts Growth	72.87	25.0%
Mathematics Growth	71.39	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	58.39	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	76.01	n/a
Summative Rating: Percentile Rank of Summative Score	86.91	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Goal	Met Target	Met Standard	Met Standard	**	Met	No
White	79.28	14.08	No	Met Goal	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	76.66	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Not Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	59.90	14.08	No	Met Goal	Met Goal	Exceeds Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	73.48	14.08	No	Met Goal	Met Goal	Exceeds Standard	**	n/a	Met	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	n/a	**	No
Students with Disabilities	54.74	14.08	No	Met Target	Met Target†	Met Standard	Not Met	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• Columbia Middle School maintains a 1:1 student to iPad environment in grades 6-8 • CMS offers three languages… French, Spanish, and Italian • Electives at CMS are expanding each year and among others include Top Chef, 3d Design, Public Speaking, iStem, Digital Creations, Robotics, App Design, and Guitar
Mission, Vision, Theme:	THE EDUCATIONAL ENVIRONMENT AT COLUMBIA MIDDLE SCHOOL WILL PROVIDE FOR THE SUCCESS OF ALL LEARNERS BY – Providing opportunities for each student to be inspired - Allowing students access to the latest in technology so as to contribute to a collaborative and creative environment - Ensuring equitable opportunities for enrichment - Promoting self-confidence, thoughtfulness, acceptance, and tolerance - Preparing students for college and careers through the use of 21st Century Skills
Awards, Recognition, Accomplishments:	Columbia Middle School is the recipient of many grants that are offered through the local Berkeley Heights Education Foundation. CMS has also won a science grant from Exxon Mobil to help build extra-curricular science programs which includes a robust robotics course and T.W.I.S.T., a woman's science program.

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Courses, Curriculum, Instruction:	The middle school curriculum offers challenging opportunities to all students who have an equal opportunity for success in this technological age. A unique “rotate and drop” schedule provides ample time for a rigorous core program in Language Arts, Mathematics, Science, and Social Studies. The schedule includes an Enrichment Period which allows students access to the school labs, to meet with teachers, or schedule peer groups for study or leadership.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Coed), Cross Country (Coed), Golf (Coed), Soccer (Boys & Girls), Softball (Girls), Wrestling (Boys) Aside from the sports listed, Cross-Country and Golf are offered as intramural programs. A ski club is a partnership with the local YMCA.
Clubs and Activities:	Clubs at Columbia Middle School offer a wide array of choices that reflect the variety of passions that students bring to school each day. A film maker's club, forensics, robotics, and TWIST – a club for young women with interest in science and technology are but a few of the more unique offerings. Artists, writers, poets, and photographers, as well as student athletes can all find a club of interest. Even snow skiers can participate through a partnership with the local YMCA.

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Staff and Professional Learning:	The Berkeley Heights School District offers a plethora of professional development for all staff in order to keep up with the latest technology and changes in curriculum. Advanced district technology (1:1 iPad environment) keeps students and teachers connected through the use of Google Classroom. Both Math and Language Arts include extra courses that are technology-based. Common planning time allows for collaboration among staff members to share new ideas and learning on a regular basis.

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Student Supports and Services:	Support for the individual child, which includes Intervention and Referral Services, is augmented by separate support classes in Math and Reading. Enrichment opportunities as well as advanced placement courses provide the full range of needs for a middle school student in the twenty-first century. If necessary, the middle school will allow online classes for advanced mathematics.
Student Health and Wellness:	Physical Education and Health Education are regular rotations in each student's schedule. A yoga program during lunch includes instruction in mindfulness. Guidance lessons are an extension of the wellness program.
Parent and Community Involvement:	Our Parent-Teacher Organization (PTO) is very effective. Through this partnership, the PTO sponsors assemblies that promote character education as well as programs of interest that are curriculum-based. The Berkeley Heights Education Foundation provides grants each year to expand technology or to pilot a program proposed by one of our teachers.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers Each year students at Columbia Middle School are offered a climate survey by the administration to gauge student comfort, school safety, and to promote positive student/staff relationships. Through this survey students can influence various aspects of student life, which includes Advisory, clubs, lunch offerings, access to technology and the development of special weeks such as Autism Week, now a regular part of the CMS Calendar. Peer Leadership groups are robust and influential as well.
Facilities:	Once you are permitted past the secure vestibule, you will find Columbia Middle School is a school with two gyms, a digital art room, computer labs, as well as a tech lab that includes 3D printing. Other areas include a life skills room with full kitchens, a band as well as an orchestra room, and a secure common outdoor area for lunches and outdoor class lessons.
School Safety:	Over the past several years, the district has made a significant commitment to improving school safety and security. The district has provided more secure entrances, employed a key card entry system, updated school visitor procedures, worked with school security consultants, employed multiple Class 3 officers, and maintain a positive and visible working relationship with local law enforcement. Out district school safety teams continue to research and evaluate best practices for students and staff.

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Technology and STEM:	Newly designed electives allow students to explore a variety of STEM/STEAM courses during their time in the middle school.

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Other Information:	A typical students' schedule includes choice of electives as well as opportunities in advanced courses. Afterschool activities include world language clubs, seven sports, two club sports, along with 20+ other clubs available through the year. Many students enjoy working with our grade level counselors in peer leadership groups, whose responsibilities include assisting fifth grade with orientation. Student led guidance lessons are brought to the elementary schools as well where we promote the middle school's character education program (S.T.R.I.P.E.S.) The rotate and drop schedule earns high marks from students who share that "When my classes drop, I take advantage of the Enrichment Period during lunch to meet with my teachers and I'm much better prepared the next day." Because of the programs offered at Columbia Middle School, our students have excelled by: – Scoring better than students statewide and in communities similar to Berkeley Heights on the New Jersey Student Learning Assessment – Science (NJSLA-S) – Having students receive recognition for their success in writing at the county, state, and national level – Achieving a 90% participation rate in our co-curricular and sports programs – Inviting senior citizen reading groups into the building for shared Literary Lunches – Actively participating in community service projects such as food drives and clothing collections. When we speak to students about "Earning Your Tiger Stripes", we are encouraging success in the classroom, growth in character, and becoming an active participant in the process, all while showing respect to the other members of the school community.