NJ SCHOOL PERFORMANCE REPORT

COLONIA HIGH SCHOOL
(23-5850-020)
Grades Offered: 09-12
2017-2018

Report Key:
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N No Data is available to display
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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	MIDDLESEX
District	WOODBRIDGE TWP
Principal Name	MR. PACE
Address	EAST STREET COLONIA, NJ 07067
Phone Number	(732)726-7060
Email Address	KENNETH.PACE@WOODBRIDGE.K12.NJ.US
Website	https://www.woodbridge.k12.nj.us/domain/30
Twitter	https://twitter.com/coloniahigh

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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
9	338	334	329
10	347	343	326
11	339	343	356
12	356	328	336
Total	1,380	1,348	1,347

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	48.1%	48.4%	49.1%
Male	51.9%	51.6%	50.9%
Economically Disadvantaged Students	30.2%	30.3%	27.7%
Students with Disabilities	10.8%	9.1%	9.7%
English Learners	3.3%	3.4%	2.5%
Homeless Students		0.4%	0.5%
Students in Foster Care		0.2%	0.1%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	49.9%	50.7%	51.8%
Hispanic	17.6%	17.7%	18.4%
Black or African American	14.4%	13.6%	12.0%
Asian	17.8%	17.9%	17.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.4%	0.1%	0.4%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	1,378	1,344	1,347
Shared Time Students	2	5	0
Full Time Equivalent	1,379	1,347	1,347

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	71.7%
Spanish	7.1%
Arabic	3.4%
Gujarati	3.3%
Urdu	3.0%
Other Languages	11.4%

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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment 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	642	98.8	40.7	48.6	56.7	40.7	37.2	Met Target
White	350	99.4	40.3	46.0	65.6	40.3	36.6	Met Target
Hispanic	113	98.3	28.3	*	42.5	28.3	27	Met Target
Black or African American	*	*	*	34.9	37.3	*	22.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	105	99.1	63.8	69.7	82.3	63.8	58.7	Met Target
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	42.4	63.4	*	**	**
Female	319	98.8	51.4	57.8	64.5	51.4		
Male	323	98.8	30.0	40.0	49.4	30.0		
Economically Disadvantaged Students	158	98.1	25.4	32.1	38.5	25.4	32.3	Not Met
Non-Economically Disadvantaged Students	484	99.0	45.7	56.4	67.5	45.7		
Students with Disabilities	50	92.6	*	12.2	21.6	*	11	Not Met
Students without Disabilities	592	99.3	*	53.7	63.9	*		
English Learners	21	95.5	*	33.1	27.3	*	10.2	Met Target†
Non-English Learners	621	98.9	*	49.7	59.4	*		
Homeless Students	*	*	*	15.4	27.7	*		
Students In Foster Care	N	N	N	45.5	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	326	745	747	752	13%	14%	26%	36%	11%	46%	55%
White	182	745	744	760	12%	15%	27%	37%	8%	45%	64%
Hispanic	57	737	735	735	*	21%	33%	*	*	33%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	51	770	*	782	*	*	*	39%	37%	76%	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	162	756	755	759	7%	9%	28%	*	*	56%	63%
Male	164	735	739	744	19%	20%	25%	*	*	37%	46%
Economically Disadvantaged Students	77	728	735	733	30%	19%	21%	*	*	30%	34%
Non-Economically Disadvantaged Students	249	750	753	761	8%	13%	28%	*	*	51%	65%
Students with Disabilities	24	699	705	716	*	*	*	*	*	*	15%
Students without Disabilities	302	749	752	758	*	*	*	*	*	*	62%
English Learners	*	*	690	691	*	*	*	*	*	*	*
Non-English Learners	*	*	748	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	317	733	738	749	20%	19%	26%	29%	6%	35%	51%
White	165	732	735	756	21%	15%	29%	*	*	35%	58%
Hispanic	59	723	719	733	19%	37%	20%	*	*	24%	38%
Black or African American	40	729	*	728	25%	*	28%	*	*	28%	32%
Asian, Native Hawaiian, or Pacific Islander	53	748	*	782	*	*	25%	*	*	53%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	157	746	750	759	11%	14%	28%	*	*	47%	60%
Male	160	720	727	739	29%	23%	25%	*	*	23%	42%
Economically Disadvantaged Students	82	719	720	730	30%	24%	24%	*	*	21%	34%
Non-Economically Disadvantaged Students	235	738	748	758	16%	17%	27%	*	*	40%	59%
Students with Disabilities	22	703	692	707	*	*	*	*	*	*	15%
Students without Disabilities	295	735	743	756	*	*	*	*	*	*	57%
English Learners	*	*	684	684	*	*	*	*	*	*	*
Non-English Learners	*	*	740	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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: Grade 11 students who take the AP/IB English exam are exempt from taking the PARCC ELA exam and their performance may not be reflected in the PARCC ELA Grade 11 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	110	717	717	736	37%	20%	18%	*	*	25%	39%
White	42	711	717	737	43%	*	*	*	*	24%	41%
Hispanic	27	715	711	731	41%	*	*	*	*	15%	35%
Black or African American	19	719	*	729	*	*	*	*	*	26%	31%
Asian, Native Hawaiian, or Pacific Islander	22	729	*	759	*	*	*	*	*	36%	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	N	N	*	737	N	N	N	N	N	N	39%
Female	35	735	726	745	*	*	*	*	*	40%	48%
Male	75	708	710	728	*	*	*	*	*	17%	31%
Economically Disadvantaged Students	40	716	713	730	38%	*	*	*	*	28%	33%
Non-Economically Disadvantaged Students	70	718	720	739	37%	*	*	*	*	23%	42%
Students with Disabilities	20	688	696	708	*	*	*	*	*	*	13%
Students without Disabilities	90	723	720	742	*	*	*	*	*	*	44%
English Learners	10	694	689	702	*	*	*	*	*	*	*
Non-English Learners	100	719	719	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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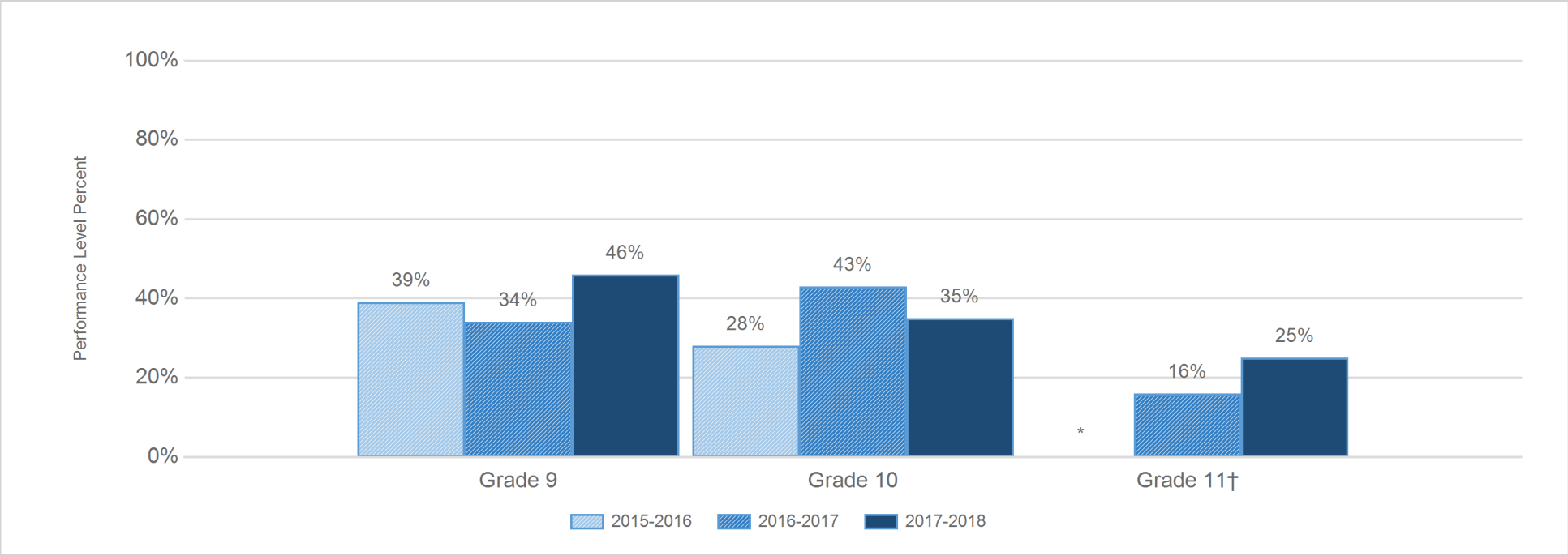
English Language Arts/Literacy Assessment - Performance Trends

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.

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Schoolwide	646	98.5	25.5	42.8	45.0	25.5	22	Met Target
White	351	99.4	25.1	39.6	54.1	25.1	21	Met Target
Hispanic	115	97.5	20.0	26.0	29.2	20.0	17.5	Met Target
Black or African American	*	*	*	23.0	23.4	*	10.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	105	99.1	43.8	68.7	77.0	43.8	38.4	Met Target
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	35.4	53.0	*	**	**
Female	321	98.5	27.5	45.1	46.0	27.5		
Male	325	98.5	23.7	40.6	43.9	23.7		
Economically Disadvantaged Students	162	97.0	15.4	26.6	26.6	15.4	16.6	Met Target†
Non-Economically Disadvantaged Students	484	99.0	29.0	50.5	55.9	29.0		
Students with Disabilities	51	91.1	*	10.6	17.1	*	9.6	Not Met
Students without Disabilities	595	99.2	*	47.1	50.5	*		
English Learners	21	95.7	*	35.9	24.6	*	10.2	Met Target†
Non-English Learners	625	98.6	*	43.3	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	N	N	27.3	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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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	288	731	741	746	14%	26%	34%	*	*	27%	46%
White	161	732	*	755	11%	26%	36%	27%	0%	27%	57%
Hispanic	57	727	729	730	18%	28%	26%	28%	0%	28%	27%
Black or African American	35	717	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	134	735	746	748	10%	24%	35%	*	*	31%	48%
Male	154	727	738	745	18%	27%	32%	*	*	23%	44%
Economically Disadvantaged Students	86	715	726	729	31%	30%	28%	*	*	10%	25%
Non-Economically Disadvantaged Students	202	737	750	756	6%	24%	36%	*	*	34%	57%
Students with Disabilities	29	703	*	716	*	*	*	*	*	*	13%
Students without Disabilities	259	734	*	752	*	*	*	*	*	*	52%
English Learners	12	692	*	710	*	*	*	*	*	*	*
Non-English Learners	276	732	*	749	*	*	*	*	*	*	*
Homeless Students	*	*	715	718	*	*	*	*	*	*	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	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 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	324	729	732	735	8%	43%	28%	*	*	20%	30%
White	166	729	732	740	8%	42%	31%	*	*	19%	37%
Hispanic	65	722	720	723	*	57%	25%	*	*	11%	14%
Black or African American	33	719	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	60	744	*	760	*	30%	23%	*	*	42%	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	*	741	N	N	N	N	N	N	39%
Female	164	729	734	736	9%	42%	29%	*	*	20%	30%
Male	160	729	731	734	8%	44%	27%	*	*	21%	29%
Economically Disadvantaged Students	80	724	722	722	*	51%	21%	*	*	18%	13%
Non-Economically Disadvantaged Students	244	731	738	741	*	41%	30%	*	*	21%	38%
Students with Disabilities	22	708	708	713	*	*	*	*	*	*	*
Students without Disabilities	302	731	735	738	*	*	*	*	*	*	*
English Learners	*	*	709	711	*	*	*	*	*	*	*
Non-English Learners	*	*	733	736	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	N	N	*	711	N	N	N	N	N	N	*
Military-Connected Students	N	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

COLONIA HIGH SCHOOL
(23-5850-020)
Grades Offered: 09-12
2017-2018

Report Key:
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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	156	724	726	727	28%	21%	24%	28%	0%	28%	30%
White	70	724	*	733	24%	24%	26%	26%	0%	26%	35%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	35	743	751	766	*	*	34%	43%	0%	43%	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	68	727	*	728	26%	18%	24%	32%	0%	32%	30%
Male	88	722	725	727	28%	24%	24%	24%	0%	24%	30%
Economically Disadvantaged Students	43	724	716	709	33%	*	*	30%	0%	30%	13%
Non-Economically Disadvantaged Students	113	724	730	736	26%	*	*	27%	0%	27%	37%
Students with Disabilities	*	*	686	693	*	*	*	*	*	*	*
Students without Disabilities	*	*	728	732	*	*	*	*	*	*	*
English Learners	*	*	692	691	*	*	*	*	*	*	*
Non-English Learners	*	*	727	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	703	*	*	*	*	*	*	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	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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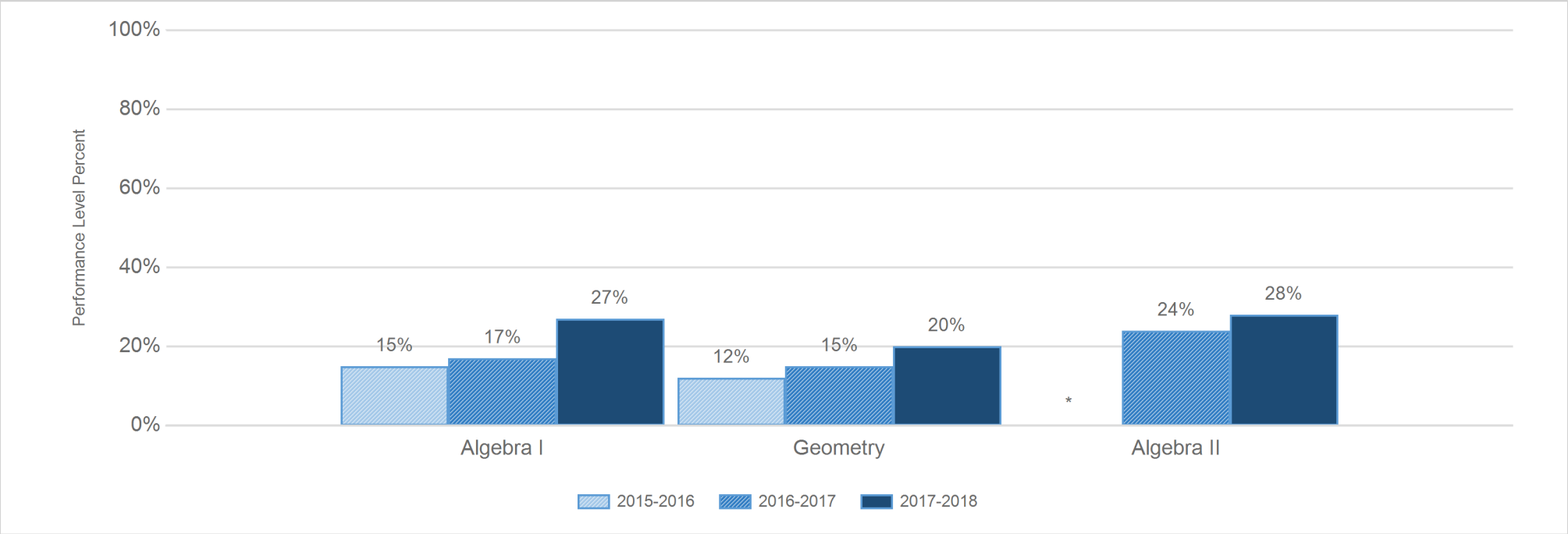
Mathematics Assessment – Performance Trends

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.

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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
9	N	N
10	N	N
11	*	*

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	39.1%	46.8%	Met Target†

† 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	18	*	*
3-4	13	84.6%	15.4%
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.

Biology Assessment Information

New Jersey transitioned from the Biology Assessment 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 participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2017-18. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	97.1%	85.0%
12th graders taking SAT in 2017-18 or prior years	93.2%	72.2%
12th graders taking ACT in 2017-18 or prior years	13.4%	24.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	469	478	Grade 10: 430 Grade 11: 460	62%	62%
PSAT 10/NMSQT - Math	464	478	Grade 10: 480 Grade 11: 510	38%	42%
SAT - Reading and Writing	524	542	480	69%	72%
SAT - Math	517	543	530	47%	54%
ACT - Reading	22	24	22	53%	62%
ACT - English	23	24	18	80%	78%
ACT - Math	23	24	22	60%	62%
ACT - Science	21	23	23	44%	53%

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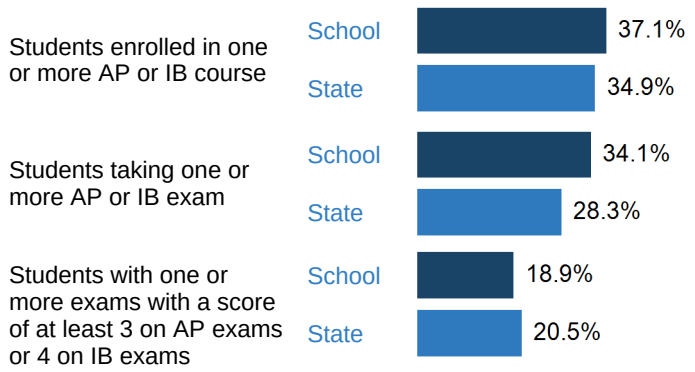
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

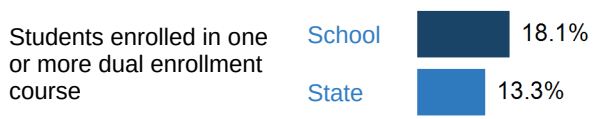
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	29	27
AP Calculus AB	33	8
AP Calculus BC	24	23
AP Chemistry	28	26
AP Computer Science A	16	13
AP Computer Science Principles	0	9
AP English Language and Composition	101	97
AP English Literature and Composition	75	63
AP Environmental Science	13	12
AP European History	6	2
AP French Language and Culture	7	7
AP Macroeconomics	19	15
AP Music Theory	5	5
AP Physics B	15	0
AP Physics C: Mechanics	0	14
AP Psychology	120	104

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AP/IB Course	Students Enrolled	Students Tested
AP Seminar	0	13
AP Spanish Language	5	4
AP Statistics	31	25
AP Studio Art—Drawing Portfolio	3	1
AP Studio Art—Two-Demensional	1	3
AP U.S. History	92	34
AP World History	0	38
Total Exams taken		543
Exams with scores of at least 3 on AP exams or 4 on IB exams		255

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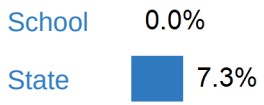
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career and Technical Education website.

Career and Technical Education Participation

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

CTE Participants
(completed only one course in an approved CTE program)

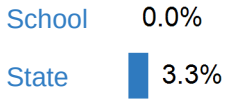


CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

Structured Learning Experiences Participation

The graph below shows the percentage of students who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials

School	0.0%
State	0.9%

Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Business Management & Administration	*		
Total (All Clusters)	*	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

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. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	267	70	1	0	0	0	3
10	27	255	60	13	0	2	2
11	12	22	243	81	20	12	194
12	4	6	18	53	47	141	60
Total	310	353	322	147	67	155	259
Enrolled in AP/IB Course					33	31	0
Enrolled in Dual Enrollment Course	0	0	0	77	0	0	3

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	109	0	0	234	0	19
10	241	95	0	7	0	17
11	20	204	0	22	30	159
12	30	21	0	3	31	166
Total	400	320	0	266	61	361
Enrolled in AP/IB Course	29	28		13	15	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	36

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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	341	3	0	0	0	3
10	15	324	10	0	0	6
11	8	360	7	59	28	32
12	2	25	18	199	59	145
Total	366	712	35	258	87	186
Enrolled in AP/IB Course	0	92	19	120		6
Enrolled in Dual Enrollment Course	0	0	0	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. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	286	29	0	0	0	21	0
10	269	31	0	0	0	23	0
11	175	29	0	0	0	14	0
12	29	12	0	0	0	9	0
Total	759	101	0	0	0	67	0
Enrolled in AP/IB Course	5	7	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	172	38	0	0	0	19	0

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy
French	*
Spanish	*
Total	*

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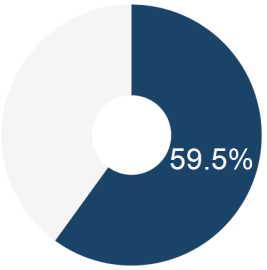
Visual and Performing Arts – Course Participation

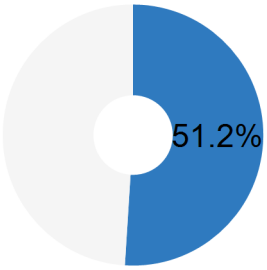
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

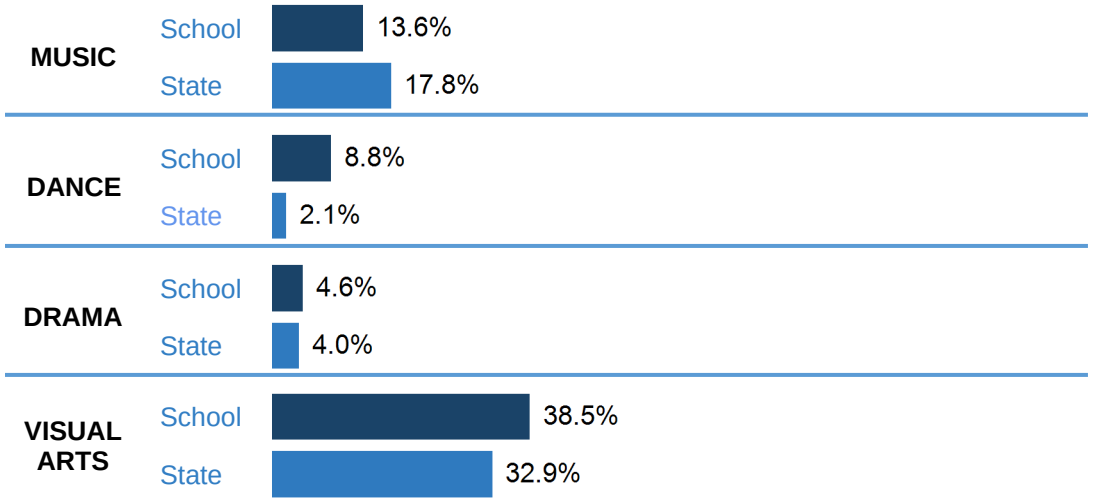


School



State

Students enrolled in one or more classes by discipline:



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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. 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	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	92.9%	90.9%	95.3%	92.4%	94.1%	93.4%	Met Target	95.1%	N	Met Goal
White	94.5%	95.0%	96.5%	95.7%	95.4%	N	Met Goal	94.5%	94.6%	Not Met
Hispanic	82.9%	84.8%	98.2%	87.3%	94.7%	93.2%	Met Target	93.9%	94.0%	Not Met
Black or African American	93.2%	84.2%	*	86.8%	*	86.9%	Met Target	*	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	100.0%	97.0%	94.9%	97.7%	94.9%	89.5%	Met Target	96.8%	N	Met Goal
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	*	**	**
Two or More Races	N	92.0%	*	93.9%	*	**	**	N	N	N
Economically Disadvantaged Students	90.8%	84.6%	89.8%	87.0%	88.0%	88.1%	Not Met	91.8%	89.7%	Met Target
Students with Disabilities	75.6%	80.1%	86.7%	83.5%	82.8%	66.5%	Met Target	81.5%	80.4%	Met Target
English Learners	*	75.8%	100.0%	81.8%	100.0%	**	**	100.0%	**	**
Homeless Students	*	72.6%	*	79.1%	*			N		
Students in Foster Care	*	62.6%	*	64.9%						

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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Pathways

This table shows the percentage of Class of 2018 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	44.0%	34.9%
Substitute Competency Test	50.2%	59.6%
Portfolio Appeals Process	0.3%	0.0%
Alternate Requirements specified in IEP	5.5%	5.5%
Unknown	0.0%	0.0%

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2018	92.9%	-
2017	94.1%	95.3%
2016	92.7%	95.1%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	0.5%	1.2%
2016-2017	0.5%	1.1%
2015-2016	0.9%	1.2%

NJ SCHOOL PERFORMANCE REPORT

COLONIA HIGH SCHOOL
(23-5850-020)
Grades Offered: 09-12
2017-2018

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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	75.5%	37.2%	62.8%
White	75.4%	34.8%	65.2%
Hispanic	69%	52.5%	47.5%
Black or African American	77.5%	32.3%	67.7%
Asian, Native Hawaiian, or Pacific Islander	81.5%	34.1%	65.9%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	68.7%	47.1%	52.9%
Students with Disabilities	57.6%	68.4%	31.6%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	80.8%	32.7%	67.3%	79%	21%	79.4%	20.6%
White	79.9%	26.7%	73.3%	79.4%	20.6%	82.4%	17.6%
Hispanic	76.9%	45%	55%	80%	20%	87.5%	12.5%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	86%	40.8%	59.2%	83.7%	16.3%	83.7%	16.3%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	75.8%	50.7%	49.3%	85.5%	14.5%	78.3%	21.7%
Students with Disabilities	77.3%	52.9%	47.1%	82.4%	17.6%	82.4%	17.6%
English Learners	80%	100%	0%	100%	0%	100%	0%

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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.

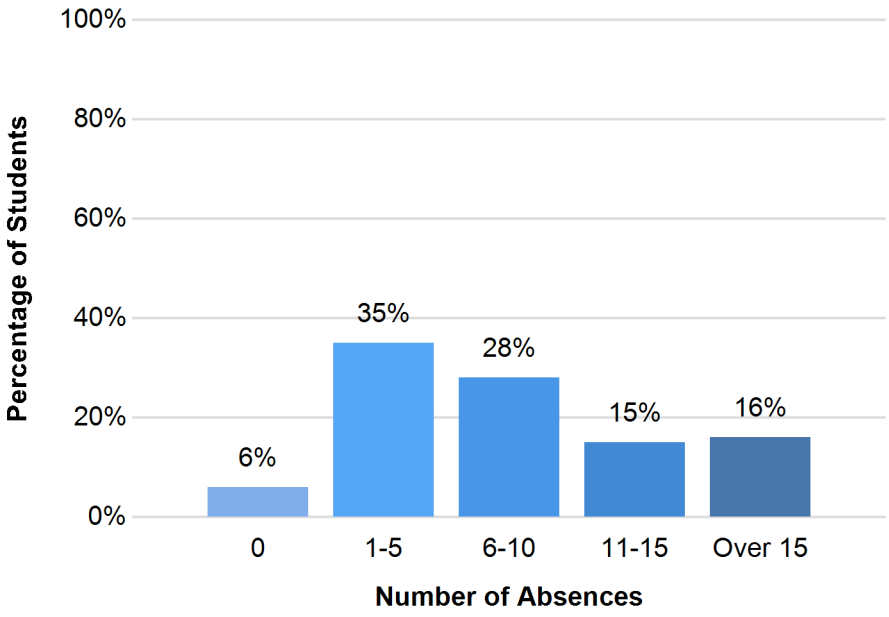
Chronic Absenteeism

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	176	12.8	14.9	Met
White	92	12.9	14.9	Met
Hispanic	46	18.1	14.9	Not Met
Black or African American	*	*	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	21	8.9	14.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	72	19.2	14.9	Not Met
Students with Disabilities	26	16.6	14.9	Not Met
English Learners	5	15.2	14.9	Not Met

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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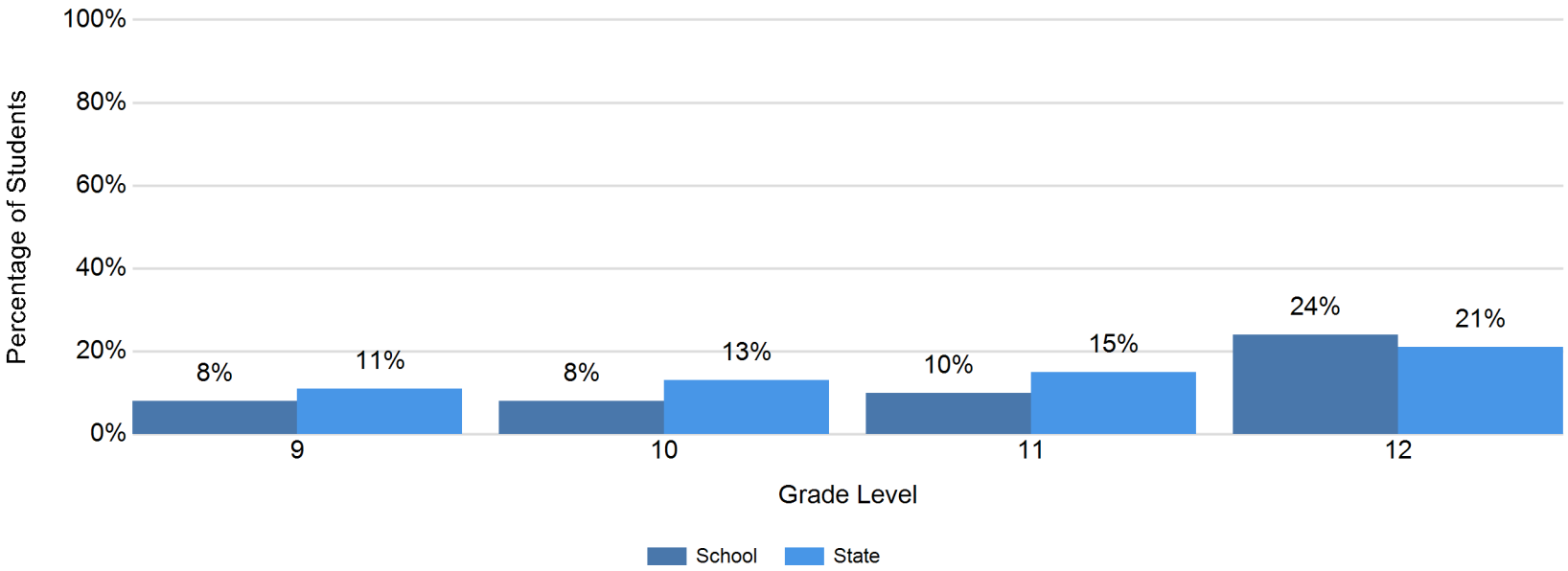
Chronic Absenteeism by Grade

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	4
Weapons	1
Vandalism	3
Substances	18
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	28
Incidents Per 100 Students Enrolled	2.08

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	247	18.3%
Out-of-School Suspensions	119	8.8%
Any Suspension	272	20.2%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
469

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School Day

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

Category	School
Typical Start Time	7:40 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs 48 Mins
Shared Time - Instructional Time	2 Hrs. 54 Mins.

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	1.5:1

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)	$420	$12,528	$12,948

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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	118	117,464
Average years experience in public schools	12.8	12.0
Average years experience in district	11.7	10.7
Teachers in district for 4 or more years	89.0%	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	63	9,374
Average years experience in public schools	21.5	16.0
Average years experience in district	20.3	12.0
Administrators in district for 4 or more years	100.0%	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	12:1
Students to Administrators	168:1	216:1
Teachers to Administrators	15:1	17:1
Students to Librarians/Media Specialists		13598:1
Students to Nurses		544:1
Students to Counselors		425:1
Students to Child Study Team		349:1

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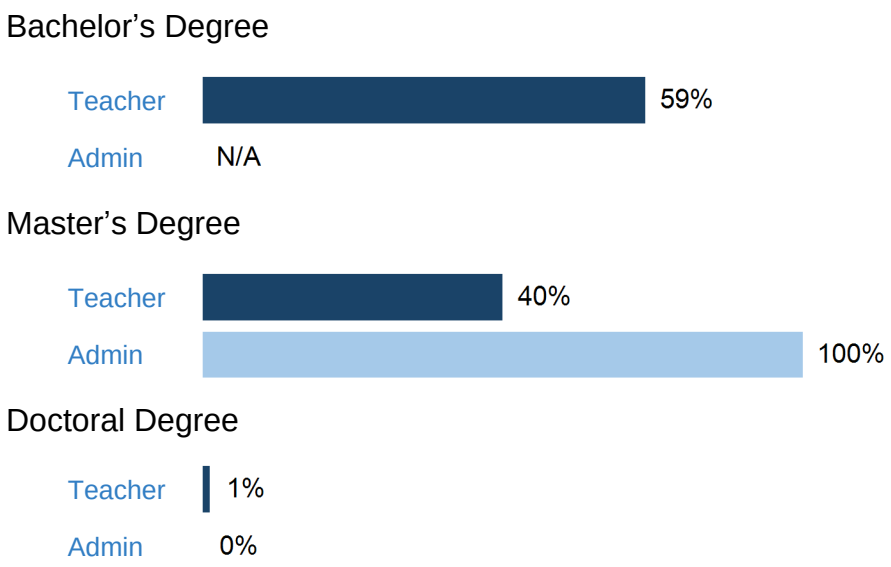
Teachers and Administrators - Level of Education

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	95.5%	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	97.1%

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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	57.6%	62.5%
Male	42.4%	37.5%
White	92.4%	87.5%
Hispanic	4.2%	0.0%
Black or African American	0.8%	12.5%
Asian	2.5%	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	25.79	15.0%
Mathematics Proficiency	32.66	15.0%
Graduation Rate - 4-Year	47.56	20.0%
Graduation Rate - 5-Year	49.14	20.0%
Progress Towards English Language Proficiency	43.64	20.0%
Chronic Absenteeism	45.98	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	41.43	n/a
Summative Rating: Percentile Rank of Summative Score	35.53	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	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	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Target	Met Goal	Met Target†	Met	No
White	33.53	8.94	No	Met Target	Met Target	Met Goal	Not Met	n/a	Met	No
Hispanic	54.65	8.94	No	Met Target	Met Target	Met Target	Not Met	n/a	Not Met	No
Black or African American	60.09	8.94	No	Met Target	Met Target†	Met Target	Met Goal	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	20.66	8.94	No	Met Target	Met Target	Met Target	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	N	n/a	**	No
Economically Disadvantaged Students	49.20	8.94	No	Not Met	Met Target†	Not Met	Met Target	n/a	Not Met	No
Students with Disabilities	36.09	8.94	No	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
English Learners	**	**	No	Met Target†	Met Target†	**	**	**	Not Met	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:	• Colonia High School presently has 348 students who are enrolled in 575 AP courses. Engineering, Science Research and dual enrollment options are offered with NJIT, Rutgers, Kean, & MCC. • The Colonia Patriots offer 18 Varsity sports, nearly 40 clubs, 9 Honor Societies along with NJDOE Best Practice Awards for Character Education as a Community of Caring School. • Colonia High School has been recognized every year since 2015 by the Washington Post as one of America's Most Challenging High Schools as well as from US News and World Report and Niche.com
Mission, Vision, Theme:	Colonia High School is a part of the Woodbridge Township School District and we follow our Superintendent's philosophy, vision and Core Beliefs. Our mission at Colonia High School is clear and distinct: to infuse a holistic curriculum that challenges both our staff and our students to implement innovative classroom experiences that prepare all of our students for successful college and career integration. The administration, faculty, and staff at Colonia High School understand that it is of paramount importance to provide all stakeholders with an environment conducive to learning.
Awards, Recognition, Accomplishments:	Colonia High School was overwhelming approved for accreditation in the spring of 2018 by the Middle States Association of Secondary Schools Accreditation for Growth visiting team. Colonia High School has received NJDOE recognition as a Best Practice School in areas such as; Character Education, Science Research, and Service Learning. We have also been recognized by The Washington Post as one of America's Most Challenging High Schools every year since 2015. We have also been recognized by U.S. News and World Report (Silver and Bronze Awards) and Niche.com as a Top Rated High School. Our graduation rate at Colonia High School in 2018 was 99%.86% percent of the 2018 graduates attending post-secondary schools were accepted to their first choice school.

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Courses, Curriculum, Instruction:	Colonia High School's course offerings meet a wide range of educational experiences for our students from courses for the challenged learners up to programs for the gifted and talented. There are currently 175 students taking any one of nine college level dual enrollment courses from NJIT, Rutgers, Kean or MCC. 348 Colonia students are presently taking 575 AP courses. 403 students are enrolled in 15 Honors level courses where students are consistently challenging their academic rigor. CHS boasts an Engineering program in collaboration with T&M Associates and an IT course partnered with Cisco Systems. Colonia High School also hosts the Central Jersey Young Marines Cadet program.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Football (Boys), Ice Hockey (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys & Girls) Recent graduates boast a two-time County and State cross country champion, State Meet of Champions medalists in swimming, long jump, relay, and triple jump. Recent team sport accomplishments include boys' basketball county and state sectional champions, football state sectional finalists, and district place winners in wrestling.
Clubs and Activities:	Colonia High School offers upwards of 40 extracurricular clubs and activity options for our students. Colonia High School has implemented Smart Lunch/Study trials which will include clubs and tutoring options during the academic school day for all students. The Smart Lunch program could become a staple of the Colonia High School bell schedule in the future.

NJ SCHOOL PERFORMANCE REPORT

COLONIA HIGH SCHOOL
(23-5850-020)
Grades Offered: 09-12
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
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School Narrative

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Before and After School Programs:	Colonia High School offers many before and after school programs from instructional classes that start zero block to class meetings, honor societies, clubs and extracurricular programs, as well as service based Interact program that is second to none. Colonia High School has also recently created a SLAC program (Student Led Action Committee) that was created by students - for students but is supported by the staff and administration at Colonia High School.
Postsecondary Information:	The Colonia High School College and Career Counseling Center utilizes the Naviance program for all students that prepares graduates for all aspects of future planning during and after graduation. The Class of 2018 boasted 86% of the college bound seniors were accepted in their first choice schools upon graduation.

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Student Supports and Services:	Colonia High School offers student support services for English Language Learners, students with disabilities, Special Education students, and 504 services for students with medical conditions that justify instructional modifications to meet instructional expectations and success for all students. The school has an Intervention and Referral Service team that assists students who are experiencing learning, behavior, or health difficulties. Aside from an invested counseling department that implements the Naviance program, CHS hosts an in house Child Study Team and a full time Student Assistance Counselor to meet the needs of our students.
Parent and Community Involvement:	An active Colonia PTO organizes multiple events that create scholarship opportunities for students, establish teacher grants, and organizes the yearly Project Graduation culminating program for our senior class. A Parent Portal is utilized through the Genesis student management system and Google Classroom Student Accounts allow parental access to current student progress in their academic programs. Community Service programs have been infused into the existing curriculum as students participate in broad-based, multi-disciplinary Service-Learning projects.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Colonia High School utilizes school community climate surveys which compiles research data to improve instructional programs to meet the needs of our learners and of our instructional staff. develop, foster, and maintain a positive school climate by focusing on the on-going, systemic process and practices in the school and school community. Data collected from these research involving all stakeholders also help design possible instructional shifts as in the present three year ongoing administrative action research of possible future alternative bell schedule, school safety, infusion of 1:1 technology in the instructional classroom, and supporting ongoing school improvement efforts.
Facilities:	Colonia High School was built in 1967 and a climate controlled 9 classroom addition was added in 2007. Colonia High School boasts 8 computer labs, an Apple lab, and a robotics lab. Colonia HS students are 1:1 with chromebooks for every student and engage in digital curriculum and assessments. Each classroom uses new bulbless projectors that can utilize a Chromecast or an Apple TV. 3 state of the art Field Turf athletic fields include an amazing Navy Blue & Gold stadium turf field. Internal courtyards house a 4000 sq ft Greenhouse and an Outdoor Learning Community with raised beds of native plants.
School Safety:	Colonia High School is committed to creating a climate where students, staff, parents and guardians feel confident that they are in an environment of caring and where safety is our highest priority. A safe learning environment is essential for students and staff to focus on instruction and the full potential of learning during the school day. School emergency response drills are practiced monthly where all stakeholders are invested is consistent and prompt response to emergency situations. These drills are done in collaboration with the district school safety coordinator and the Woodbridge Township Police Department. All faculty, staff, and students at Colonia High School wear a school issued photo ID throughout the academic school day.

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Technology and STEM:	Colonia High School is part of the Woodbridge Township School District which has implemented a 1:1 technology initiative for every student. Students are engaging in dynamic digital instructional lessons using state of the art Lenovo touch screen chromebooks. Digital safety and monitoring has accompanied this investment with GoGuardian software and PD opportunities for teachers to help ensure safe digital learning is taking place both in and out of the instructional classroom. Colonia High School students and staff continue to improve instructional lessons and understanding while in their third year of infusing programs such as Google classroom, Nearpod, and Albert io to name a few. Curriculum options in Science Research, Engineering, Robotics, a Cisco Systems course and a dynamic mathematics program creates robust STEM options for Colonia High School students.
Early Childhood Education:	Colonia High School offers their students and school community a child development parenting education course offering for seniors and preschool community children. A dual enrollment program with Kean University also offers students early childhood education experience in our Tommorrows Teachers Apprentice Program.

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Other Information:	Colonia High School infuses a 4x4 semester block scheduling format as their daily bell schedule. Course options vary from full year A/B courses, semester courses and quarterly courses. The instructional bell schedule is an 87 minute instructional block however we are currently researching possible rotating bell schedule options in the possible future. Colonia High School boasts an award winning School Newspaper, The Declaration, which has been recognized as a Distinguished Site four consecutive years now. Colonia High Schools 4 year Science Research program has recently had 1st place student achievements at the Regional and National level. Colonia High Schools focus is on development of the holistic student and designing and infusing pilot programs to meet the needs of the ever-changing society and future student. Since 2013, Colonia High School has piloted 19 new academic courses/programs based on the needs of our students and our community.