NJ SCHOOL PERFORMANCE REPORT

COLONIA MIDDLE SCHOOL
(23-5850-060)
Grades Offered: 06-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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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	MS. LAGUNOVICH
Address	DELAWARE AVENUE COLONIA, NJ 07067
Phone Number	(732)396-7000
Email Address	CYNTHIA.LAGUNOVICH@WOODBRIDGE.K12.NJ.US
Website	https://www.woodbridge.k12.nj.us/domain/26
Twitter	https://twitter.com/coloniamiddle

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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	201	192	237
7	208	211	189
8	194	210	214
9	5	0	1
10	0	0	0
11	1	0	0
12	1	0	0
Total	610	613	641

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	48.7%	47.1%	47.4%
Male	51.3%	52.9%	52.6%
Economically Disadvantaged Students	17.4%	16.6%	13.7%
Students with Disabilities	14.8%	13.2%	15.0%
English Learners	0.2%	1.0%	0.2%
Homeless Students		0.5%	0.2%
Students in Foster Care		0.3%	0.0%
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	63.0%	62.2%	59.1%
Hispanic	14.1%	14.7%	16.4%
Black or African American	7.9%	7.0%	7.5%
Asian	14.4%	15.5%	15.6%
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	0.7%	0.7%	1.4%

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	610	613	641
Shared Time Students	0	0	0
Full Time Equivalent	610	613	641

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	76.4%
Spanish	4.5%
Polish	4.5%
Gujarati	4.2%
Portuguese	2.0%
Other Languages	8.3%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	53	45	50	Met Standard	48	53	50	Met Standard
White	52	43	50	Met Standard	44	46	51	Met Standard
Hispanic	47	40	49	Met Standard	51	47	48	Met Standard
Black or African American	57	39	44	Met Standard	44.5	46	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	64	55	61	Exceeds Standard	59	64.5	61	Met Standard
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	34.5	49	**	*	50	51	**
Economically Disadvantaged	48	42	48	Met Standard	39	46	47	Not Met
Students with Disabilities	40	33	41	Met Standard	28.5	40	43	Not Met
English Learners	*	52	54	**	*	60	51	**

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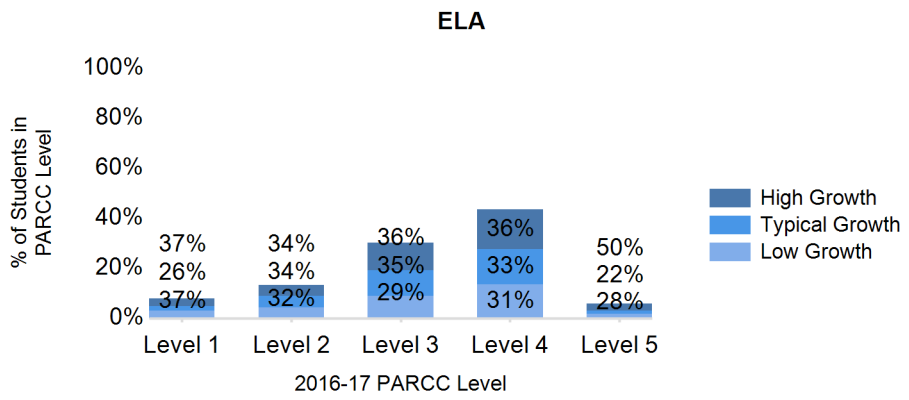
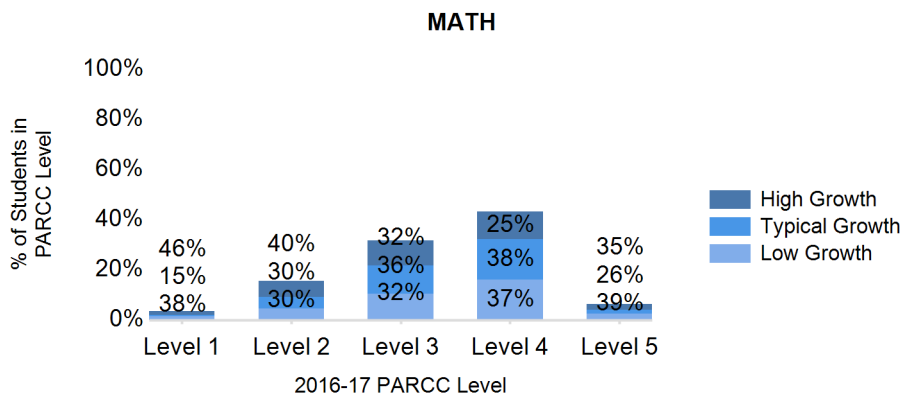
A student's SGP falls between 1 and 99 and can be grouped into three level **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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 by Performance Level

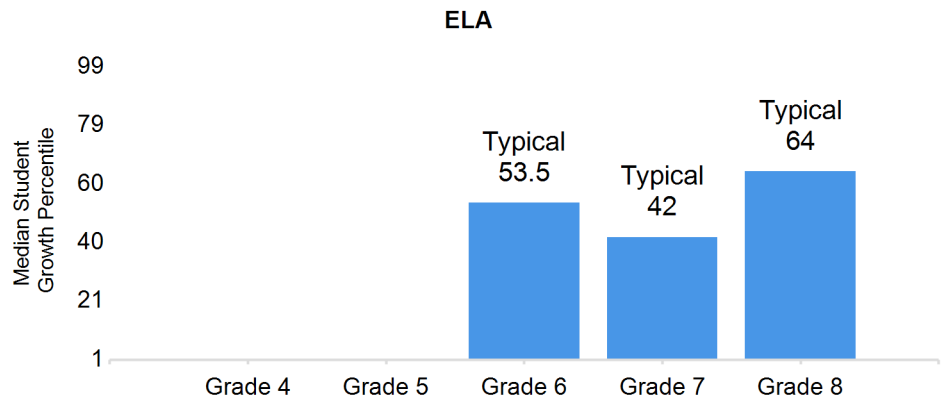
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

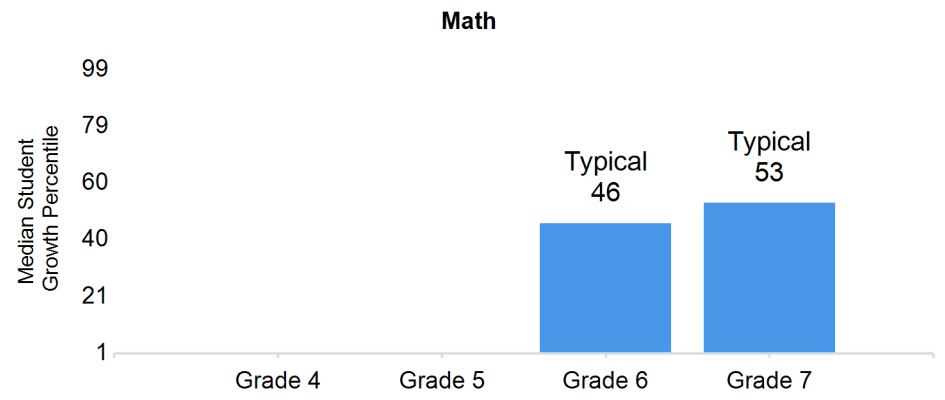




Student Growth by Grade

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	620	96.6	54.2	48.6	56.7	54.2	47.1	Met Target
White	367	96.3	52.6	46.0	65.6	52.6	46.3	Met Target
Hispanic	99	95.2	49.5	*	42.5	49.5	44.9	Met Target
Black or African American	*	*	*	34.9	37.3	*	30.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	100	99.0	66.0	69.7	82.3	66.0	59.4	Met Target
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	42.4	63.4	*	**	**
Female	293	96.7	66.6	57.8	64.5	66.6		
Male	327	96.5	43.2	40.0	49.4	43.2		
Economically Disadvantaged Students	84	100.0	31.0	32.1	38.5	31.0	33.7	Met Target†
Non-Economically Disadvantaged Students	536	96.1	57.9	56.4	67.5	57.9		
Students with Disabilities	97	98.0	16.5	12.2	21.6	16.5	17	Met Target†
Students without Disabilities	523	96.3	61.2	53.7	63.9	61.2		
English Learners	*	*	*	33.1	27.3	*	**	**
Non-English Learners	*	*	*	49.7	59.4	*		
Homeless Students	*	*	*	15.4	27.7	*		
Students In Foster Care	*	*	*	45.5	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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	220	752	747	754	*	15%	28%	*	*	55%	56%
White	124	748	745	761	*	16%	31%	*	*	49%	66%
Hispanic	37	750	736	742	0%	*	32%	*	*	46%	42%
Black or African American	*	*	739	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	37	770	*	779	0%	*	*	*	*	76%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	748	761	*	*	*	*	*	*	64%
Female	107	761	755	761	*	*	23%	*	*	67%	64%
Male	113	744	740	748	*	*	33%	*	*	42%	48%
Economically Disadvantaged Students	27	734	734	739	*	37%	*	*	*	33%	37%
Non-Economically Disadvantaged Students	193	755	753	764	*	12%	*	*	*	58%	68%
Students with Disabilities	21	709	713	723	*	*	0%	*	*	10%	18%
Students without Disabilities	199	757	751	760	*	*	31%	*	*	59%	63%
English Learners	*	*	713	712	*	*	*	*	*	*	*
Non-English Learners	*	*	748	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	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	168	750	746	760	10%	9%	26%	40%	15%	56%	63%
White	102	750	744	768	*	*	25%	38%	19%	57%	72%
Hispanic	29	745	733	746	*	*	*	*	*	52%	49%
Black or African American	12	732	*	740	*	*	*	*	*	33%	42%
Asian, Native Hawaiian, or Pacific Islander	25	761	*	790	*	*	*	*	*	68%	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	N	N	*	767	N	N	N	N	N	N	68%
Female	77	762	756	769	*	*	27%	*	*	68%	72%
Male	91	739	736	752	*	*	24%	*	*	46%	54%
Economically Disadvantaged Students	19	738	733	742	*	*	*	*	*	32%	44%
Non-Economically Disadvantaged Students	149	751	753	771	*	*	*	*	*	59%	73%
Students with Disabilities	20	710	703	721	*	*	*	*	*	30%	22%
Students without Disabilities	148	755	752	768	*	*	*	*	*	59%	71%
English Learners	N	N	709	705	N	N	N	N	N	N	11%
Non-English Learners	168	750	747	762	10%	9%	26%	40%	15%	56%	64%
Homeless Students	N	N	*	729	N	N	N	N	N	N	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	201	756	750	759	8%	9%	25%	42%	15%	58%	60%
White	128	754	747	767	9%	9%	27%	42%	13%	55%	70%
Hispanic	24	759	738	744	*	*	*	*	*	58%	45%
Black or African American	*	*	741	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	30	764	770	789	*	*	*	*	*	70%	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	749	766	*	*	*	*	*	*	66%
Female	105	765	763	768	*	*	22%	50%	19%	69%	69%
Male	96	747	738	751	*	*	28%	34%	11%	46%	52%
Economically Disadvantaged Students	26	732	733	740	*	*	*	*	*	31%	42%
Non-Economically Disadvantaged Students	175	760	758	769	*	*	*	*	*	62%	71%
Students with Disabilities	21	709	704	719	*	*	*	*	*	*	19%
Students without Disabilities	180	762	756	766	*	*	*	*	*	*	68%
English Learners	N	N	*	703	N	N	N	N	N	N	*
Non-English Learners	201	756	*	761	8%	9%	25%	42%	15%	58%	*
Homeless Students	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	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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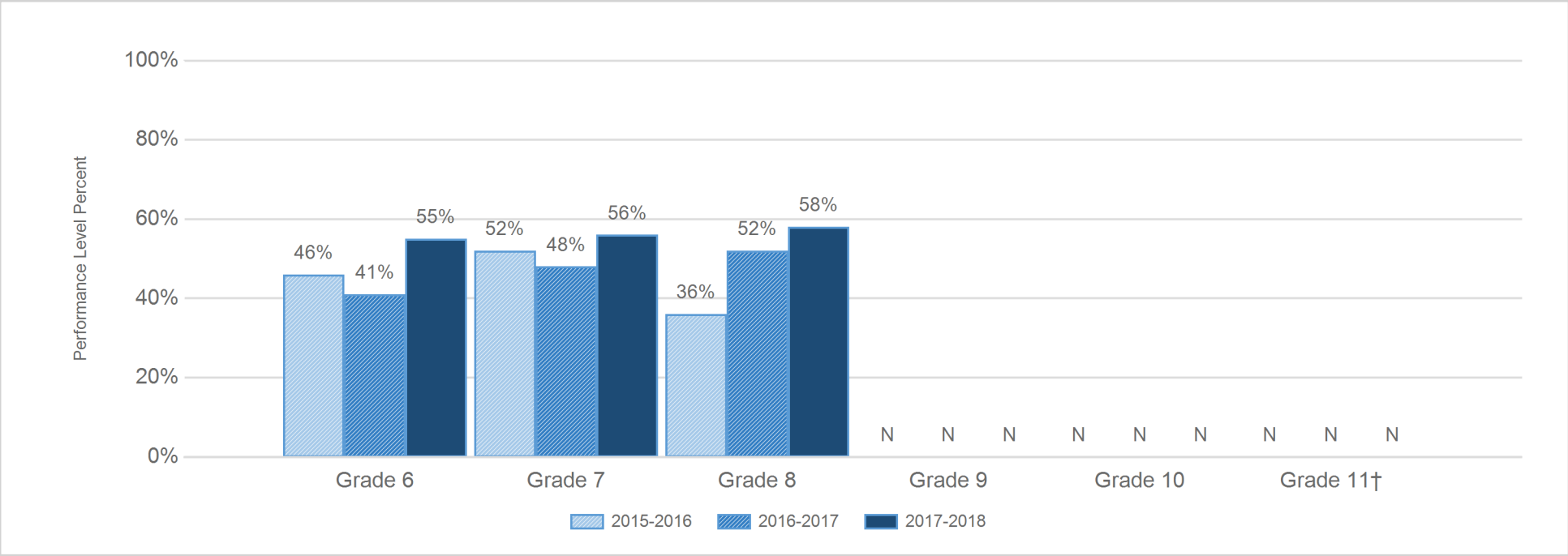
English Language Arts/Literacy Assessment - Performance Trends

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.



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

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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	620	96.6	46.4	42.8	45.0	46.4	41.8	Met Target
White	367	96.3	45.3	39.6	54.1	45.3	38.6	Met Target
Hispanic	99	95.2	35.3	26.0	29.2	35.3	39.1	Met Target†
Black or African American	*	*	*	23.0	23.4	*	32.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	100	99.0	64.0	68.7	77.0	64.0	63.7	Met Target
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	35.4	53.0	*	**	**
Female	293	96.7	49.9	45.1	46.0	49.9		
Male	327	96.5	43.5	40.6	43.9	43.5		
Economically Disadvantaged Students	84	100.0	26.2	26.6	26.6	26.2	28.2	Met Target†
Non-Economically Disadvantaged Students	536	96.1	49.7	50.5	55.9	49.7		
Students with Disabilities	97	98.0	*	10.6	17.1	*	11	Met Target†
Students without Disabilities	523	96.3	*	47.1	50.5	*		
English Learners	*	*	*	35.9	24.6	*	**	**
Non-English Learners	*	*	*	43.3	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	27.3	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	220	748	743	744	5%	15%	31%	43%	7%	50%	44%
White	124	746	739	751	*	17%	30%	*	*	46%	54%
Hispanic	37	746	730	731	0%	*	38%	*	*	46%	27%
Black or African American	*	*	730	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	37	763	*	771	0%	*	30%	*	*	68%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	746	749	*	*	*	*	*	*	52%
Female	107	749	745	745	*	10%	36%	*	*	48%	45%
Male	113	748	741	742	*	19%	27%	*	*	51%	42%
Economically Disadvantaged Students	27	734	730	729	*	*	37%	*	*	26%	24%
Non-Economically Disadvantaged Students	193	751	748	753	*	*	31%	*	*	53%	56%
Students with Disabilities	21	711	710	717	*	*	*	*	*	10%	13%
Students without Disabilities	199	752	746	748	*	*	*	*	*	54%	49%
English Learners	*	*	717	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	743	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	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

COLONIA MIDDLE SCHOOL
(23-5850-060)
Grades Offered: 06-08
2017-2018

Report Key:
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	166	747	744	743	*	20%	30%	*	*	48%	43%
White	101	746	742	750	*	20%	32%	*	*	46%	54%
Hispanic	29	743	733	732	*	*	38%	*	*	38%	27%
Black or African American	12	734	*	727	0%	*	*	*	*	33%	21%
Asian, Native Hawaiian, or Pacific Islander	24	760	*	767	0%	*	*	*	*	75%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	N	N	*	748	N	N	N	N	N	N	51%
Female	76	749	746	745	*	18%	29%	*	*	53%	45%
Male	90	745	742	741	*	21%	31%	*	*	43%	42%
Economically Disadvantaged Students	19	741	733	730	*	*	*	*	*	47%	24%
Non-Economically Disadvantaged Students	147	747	750	751	*	*	*	*	*	48%	55%
Students with Disabilities	20	721	712	717	*	50%	*	*	*	15%	12%
Students without Disabilities	146	750	749	748	*	16%	*	*	*	52%	50%
English Learners	N	N	715	716	N	N	N	N	N	N	10%
Non-English Learners	166	747	745	744	*	20%	30%	*	*	48%	45%
Homeless Students	N	N	*	720	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

COLONIA MIDDLE SCHOOL
(23-5850-060)
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	141	731	727	728	13%	26%	31%	29%	0%	29%	28%
White	91	732	726	736	12%	24%	34%	30%	0%	30%	36%
Hispanic	17	714	715	722	*	*	*	*	*	*	22%
Black or African American	*	*	719	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	18	739	747	747	*	*	*	*	*	44%	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	730	729	*	*	*	*	*	*	28%
Female	70	732	732	731	*	*	33%	29%	0%	29%	31%
Male	71	730	723	725	*	*	30%	30%	0%	30%	26%
Economically Disadvantaged Students	25	723	719	719	*	44%	*	*	*	20%	20%
Non-Economically Disadvantaged Students	116	733	732	735	*	22%	*	*	*	31%	35%
Students with Disabilities	21	705	697	705	*	*	*	*	*	14%	*
Students without Disabilities	120	735	732	735	*	*	*	*	*	32%	*
English Learners	N	N	*	705	N	N	N	N	N	N	10%
Non-English Learners	141	731	*	729	13%	26%	31%	29%	0%	29%	29%
Homeless Students	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

COLONIA MIDDLE SCHOOL
(23-5850-060)
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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	61	795	741	746	0%	*	0%	*	*	98%	46%
White	37	793	*	755	0%	*	0%	*	*	97%	57%
Hispanic	*	*	729	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	13	798	764	779	0%	0%	0%	*	*	100%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	36	794	746	748	0%	*	0%	*	*	100%	48%
Male	25	796	738	745	0%	*	0%	*	*	96%	44%
Economically Disadvantaged Students	*	*	726	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	750	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	*	716	N	N	N	N	N	N	13%
Students without Disabilities	61	795	*	752	0%	*	0%	*	*	98%	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	61	795	*	749	0%	*	0%	*	*	98%	*
Homeless Students	N	N	715	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	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: 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	*	*	726	727	*	*	*	*	*	*	30%
White	*	*	*	733	*	*	*	*	*	*	35%
Hispanic	N	N	*	710	N	N	N	N	N	N	14%
Black or African American	N	N	*	705	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	N	N	751	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	*	728	N	N	N	N	N	N	30%
Male	*	*	725	727	*	*	*	*	*	*	30%
Economically Disadvantaged Students	N	N	716	709	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	*	*	730	736	*	*	*	*	*	*	37%
Students with Disabilities	N	N	686	693	N	N	N	N	N	N	*
Students without Disabilities	*	*	728	732	*	*	*	*	*	*	*
English Learners	N	N	692	691	N	N	N	N	N	N	*
Non-English Learners	*	*	727	729	*	*	*	*	*	*	*
Homeless Students	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	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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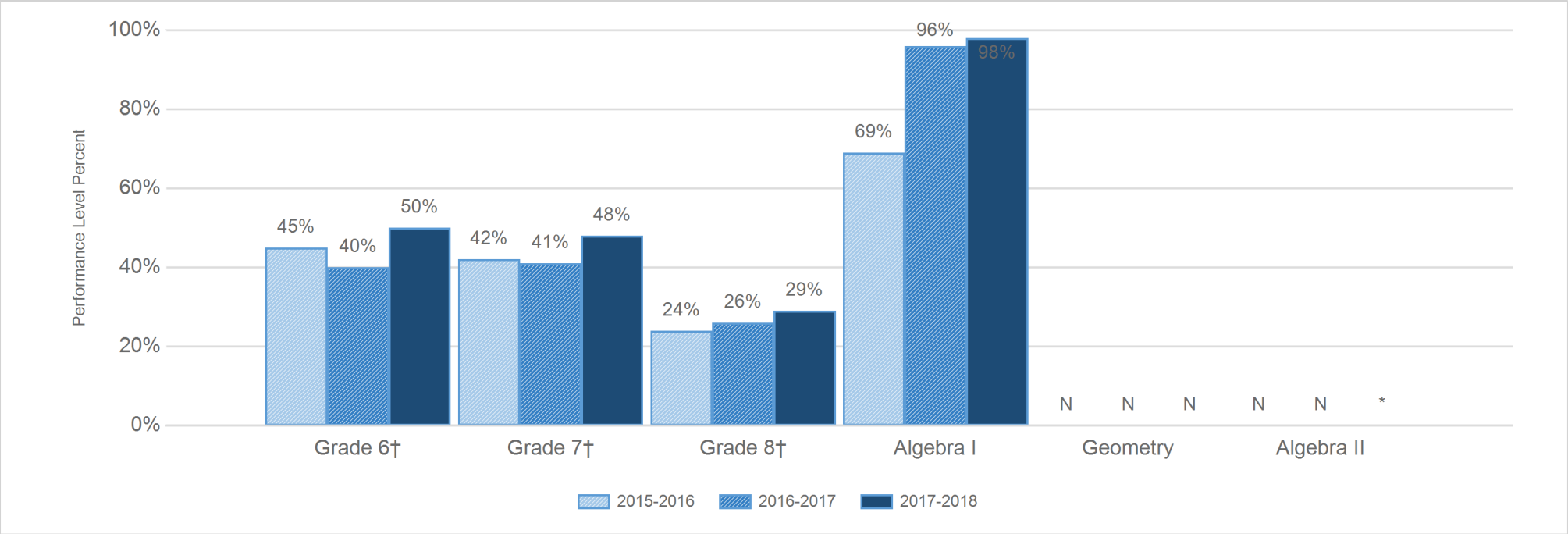
Mathematics Assessment – Performance Trends

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
6	17	17
7	*	*
8	*	*

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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

NJASK Science Assessment Information

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

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	244
7	2	0	195
8	60	1	160
Total	62	1	599

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	0	0	0	0	0	0	230
7	168	0	0	0	0	0	19
8	182	0	0	0	0	0	22
Total	350	0	0	0	0	0	271

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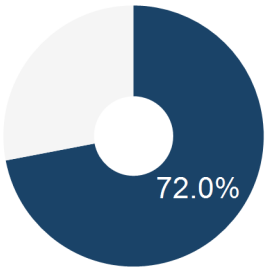
Visual and Performing Arts – Course Participation

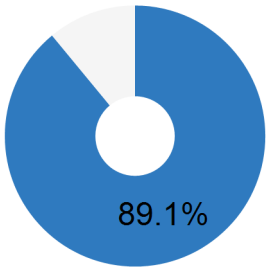
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

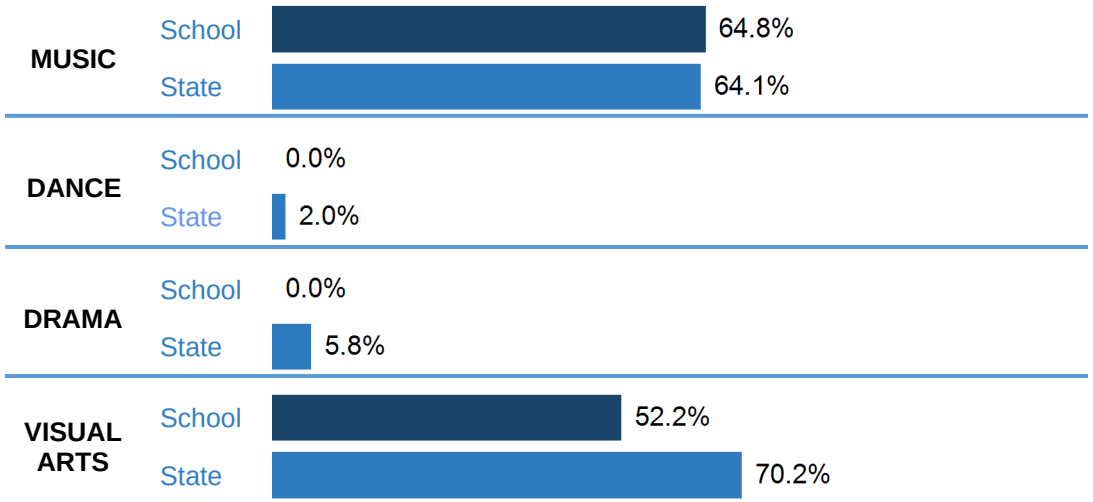


School



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.

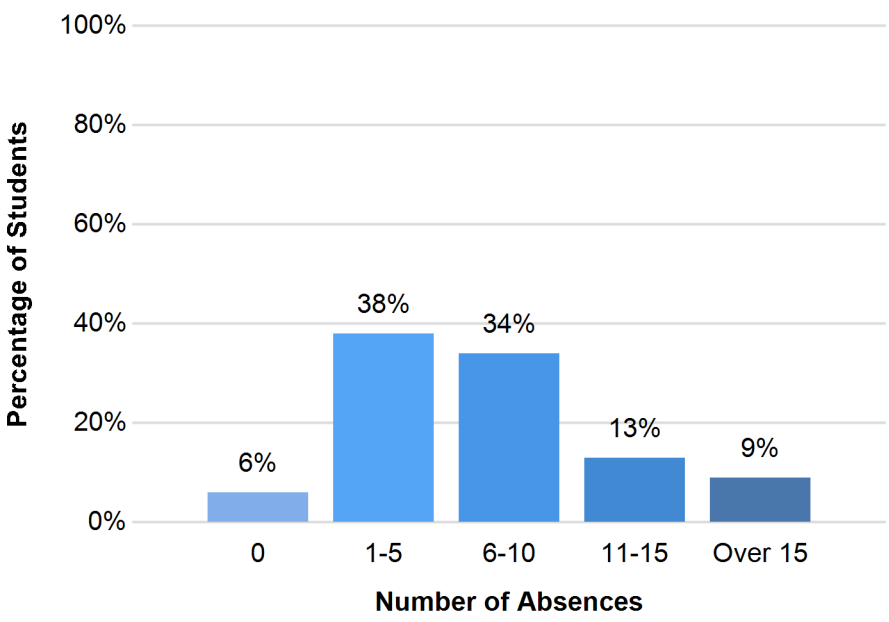
Chronic Absenteeism

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	44	6.9	9.5	Met
White	20	5.3	9.5	Met
Hispanic	10	9.5	9.5	Met
Black or African American	*	*	9.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	6	6.0	9.5	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	7	8.0	9.5	Met
Students with Disabilities	12	12.2	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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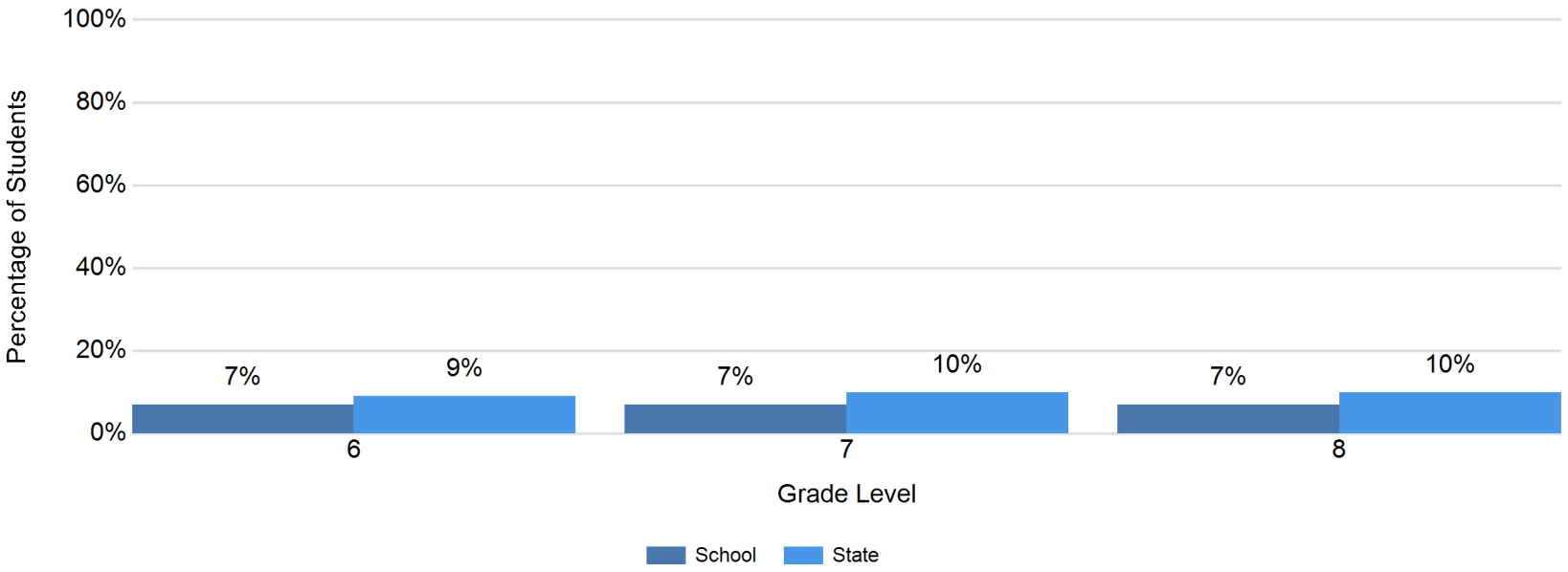
Chronic Absenteeism by Grade

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



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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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.31

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	2	1	3
Religion	2	0	2
Ancestry	0	0	0
Gender	1	1	2
Sexual Orientation	0	1	1
Disability	0	0	0
Other	1	0	1
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	58	9.0%
Out-of-School Suspensions	17	2.7%
Any Suspension	64	10.0%
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
27

NJ SCHOOL PERFORMANCE REPORT

COLONIA MIDDLE SCHOOL
(23-5850-060)
Grades Offered: 06-08
2017-2018

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School Day

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

Category	School
Typical Start Time	8:15 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 46 Mins
Shared Time - Instructional Time	2 Hrs. 53 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	1.3:1

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	61	117,464
Average years experience in public schools	13.2	12.0
Average years experience in district	12.3	10.7
Teachers in district for 4 or more years	93.4%	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	214:1	216:1
Teachers to Administrators	20:1	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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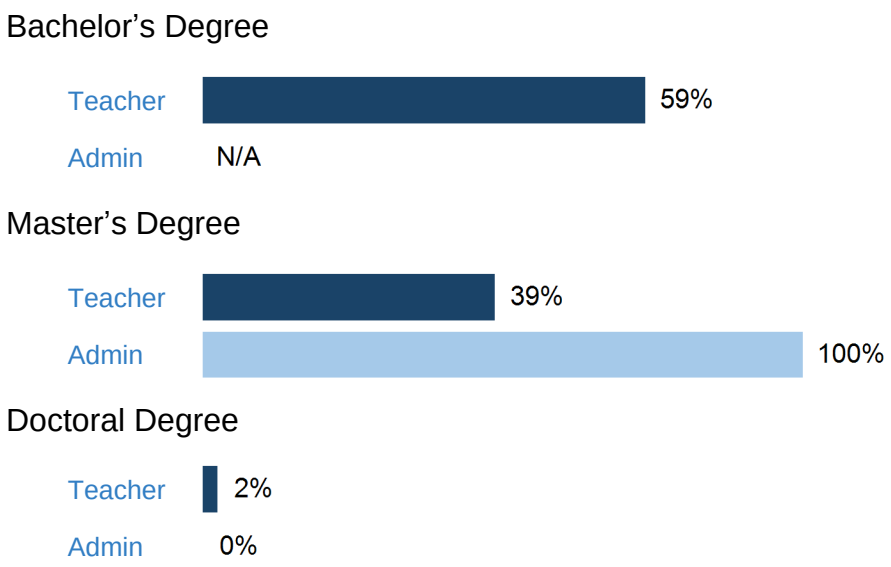
Teachers and Administrators - Level of Education

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	97.2%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	72.1%	66.7%
Male	27.9%	33.3%
White	90.2%	100.0%
Hispanic	3.3%	0.0%
Black or African American	1.6%	0.0%
Asian	4.9%	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	Yes	Yes	No
White	Yes		
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	33.71	17.5%
Mathematics Proficiency	38.57	17.5%
English Language Arts Growth	57.70	25.0%
Mathematics Growth	34.66	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	49.88	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	43.22	n/a
Summative Rating: Percentile Rank of Summative Score	37.32	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Standard	Met Standard	N	Met	No
White	36.29	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	53.03	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Black or African American	69.78	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	33.14	14.08	No	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	42.41	14.08	No	Met Target†	Met Target†	Met Standard	Not Met	n/a	Met	No
Students with Disabilities	32.60	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:	• The school community is excited that our school population is quite diverse. We are committed to a program of excellence for all students in an environment free from discrimination. • We provide a challenging curriculum for all students. Honors classes are offered for advanced students while support classes are offered to students with special needs. • Our students participate in the PBSIS program which encourages them to behave appropriately in the school setting and in the community. Students are rewarded points that can be exchanged for prizes.
Mission, Vision, Theme:	The administration and staff at CMS take pride in providing an exciting atmosphere for learning. We believe each child is capable of experiencing the highest possible level of success. This is possible through the commitment of the faculty, parents, and students who work together as a team to provide the children with the opportunity to develop a positive self-concept and to become life-long learners who will live and thrive with diversity and interdependence. It is our goal at Colonia Middle School that all students experience "Nothing Less Than Success". Students are continually recognized for their efforts and accomplishments. We are determined to provide students with the opportunity to develop an awareness of his/her strengths and improve on their weaknesses. We provide a positive atmosphere that is conducive to learning and based on respect. It is our intent that all students at Colonia Middle School be proud of their accomplishments and strive for excellence.
Awards, Recognition, Accomplishments:	Our Friday's Friends class has garnered statewide recognition for its unique programming. It is a peer mentoring program in which our students spend time daily working with students in our special needs classes on a variety of activities. This practice allows for the special needs students to expand social and life skills. The Friday's Friends students learn lessons in teamwork, leadership as well as patience, tolerance, and empathy. Since 2013 over 300 students have been inducted into our NJHS. Since its inception, CMS students have performed well on the PARCC assessment while continuing to grow academically.

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Courses, Curriculum, Instruction:	Our students participate in a variety of advanced academic courses including language arts and math and science and social studies in 8th grade. Students are fortunate to be part of an exciting reading and writing program developed by analyzing strengths and weaknesses. All students are enrolled in the IXL program, an online program that enables students to access PARCC type questions in all tested areas. The eighth grade class is equipped with individual iPads in which they access their curricula for Language Arts and Math. Students may choose to take classes in instrumental music, vocal music and art. We also offer STEM and digital literacy courses.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Soccer (Girls), Volleyball (Boys & Girls) Colonia Middle School offers a variety of sports for our students to partake. Our coaching staff has led various teams to many district championships since the inception of the sports program. The sports program brings excitement to the building as students
Clubs and Activities:	There are many clubs and activities available for students at CMS. We encourage all students to join a club to meet new people and those who share similar interests. We offer sports clubs, chess club, scrapbooking, community service and sign language clubs, ski club, yoga, baking, DJ and video game clubs, crafting and crochet, and World Culture and Math clubs. Many students participate in band and chorus, student council and National Junior Honor Society.

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Student Supports and Services:	At Colonia Middle School we are committed to our students' success. Our I&RS team meets regularly to identify struggling students. Strategies are developed and shared with both teachers and parents to implement in the classroom and at home. All teachers provide additional assistance before or after school to ensure student understanding. We are staffed with two full time guidance counselors who provide students with academic support and assist with social and emotional growth. Our Student Assistance Counselor is on site two days a week to meet with students in need of support.
Parent and Community Involvement:	The PTO at Colonia Middle School is a very active group of parents, teachers, and administrators. All members of our community are welcome to join our PTO. The PTO provides funding for student activities, facility improvements, and teacher grants. Most recently, local businesses have donated funds to support our special needs mentoring program to allow for trips and supplies for our mentoring class.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers
Facilities:	Colonia Middle School has 44 air conditioned classrooms,cafetorium, gymnasium, two computer labs and a state of the art MacLab. The property maintains several sports fields, including a new turf softball field.
School Safety:	Our school safety team meets several times a year to ensure the safety of all students and faculty. Security drills are practiced monthly to ensure student and faculty knowledge of all types of emergencies. All outside entrances are locked at all times and visitors to the school must show identification before entering.

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Technology and STEM:	Students can elect to participate in a STEM class which runs for one semester. Students research a variety of topics then create an invention. These inventions are entered into competitions at the district, state and national level. All 8th grade students are equipped with an iPad in which their curricula is installed. CMS has two computer labs and a state of the art MacLab equipped with iMacs, iPads, and MacBooks along with a soundproof booth for recording and green screens to create movies. Seventh and eighth grade students have access to over 300 devices for use in the classroom. All classrooms are equipped with projectors and apple tvs to assist with instruction.