NJ SCHOOL PERFORMANCE REPORT

CHRISTOPHER COLUMBUS MIDDLE SCHOOL
(31-0900-035)
Grades Offered: 06-08
2017-2018

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

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	PASSAIC
District	CLIFTON CITY
Principal Name	DR. PARKER
Address	350 PIAGET AVENUE CLIFTON, NJ 07011
Phone Number	(973)470-2360
Email Address	FPARKER@CLIFTONSCHOOLS.NET
Website	http://www.clifton.k12.nj.us
Facebook	https://www.facebook.com/CliftonPublicSchools/

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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	410	407	396
7	408	411	411
8	395	414	430
Total	1,213	1,232	1,237

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	49.8%	47.6%	47.0%
Male	50.2%	52.4%	53.0%
Economically Disadvantaged Students	63.7%	64.6%	60.1%
Students with Disabilities	12.4%	13.9%	12.4%
English Learners	8.6%	9.7%	12.4%
Homeless Students		1.6%	1.9%
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	27.9%	27.4%	25.8%
Hispanic	62.8%	62.7%	65.2%
Black or African American	4.5%	4.7%	4.0%
Asian	4.5%	4.9%	4.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.2%	0.2%
Two or More Races	0.2%	0.2%	0.2%

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	48.7%
Spanish	37.6%
Arabic	7.0%
Gujarati	1.5%
Polish	1.1%
Other Languages	4.0%

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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	44	48	50	Met Standard	50	54	50	Met Standard
White	48.5	51	50	Met Standard	54	60	51	Met Standard
Hispanic	43	45	49	Met Standard	48	50	48	Met Standard
Black or African American	43	48	44	Met Standard	46	53.5	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	48.5	62	61	Met Standard	61	62	61	Exceeds Standard
American Indian or Alaska Native	*	41	52	**	N	*	53	**
Two or More Races	*	*	49	**	*	*	51	**
Economically Disadvantaged	43.5	46	48	Met Standard	50	51	47	Met Standard
Students with Disabilities	35	36	41	Not Met	45	47	43	Met Standard
English Learners	56	57	54	Met Standard	62	59	51	Exceeds Standard

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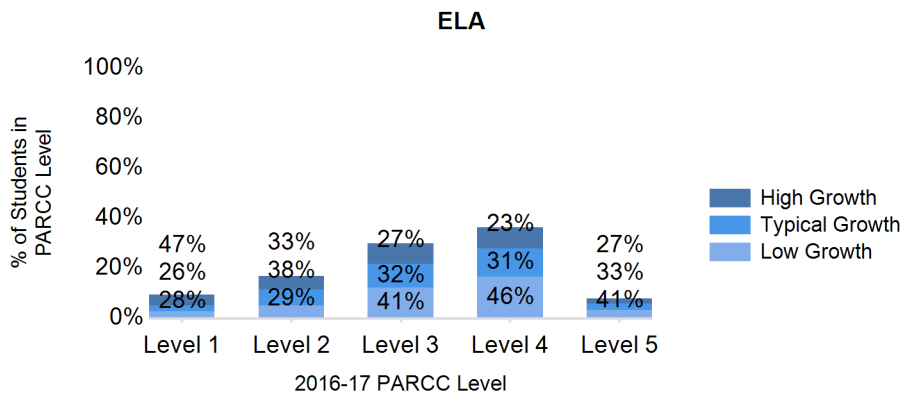
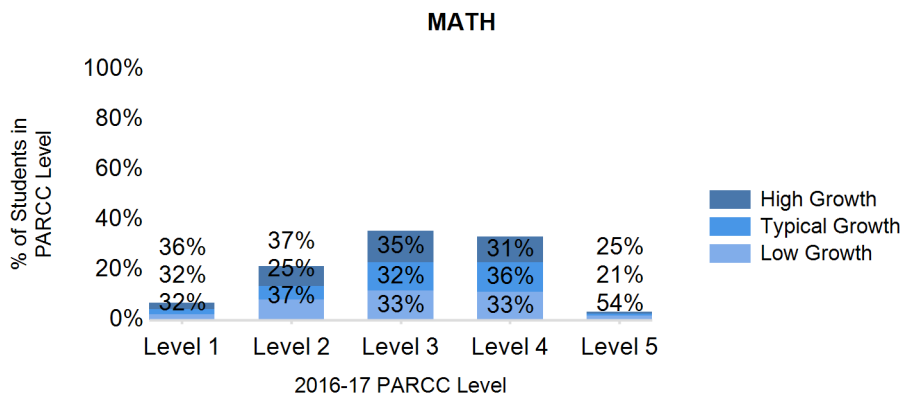
Student Growth by Performance Level

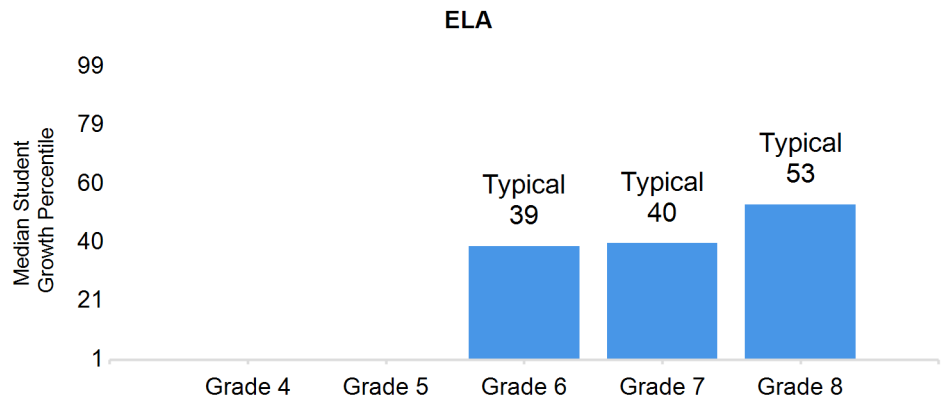
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

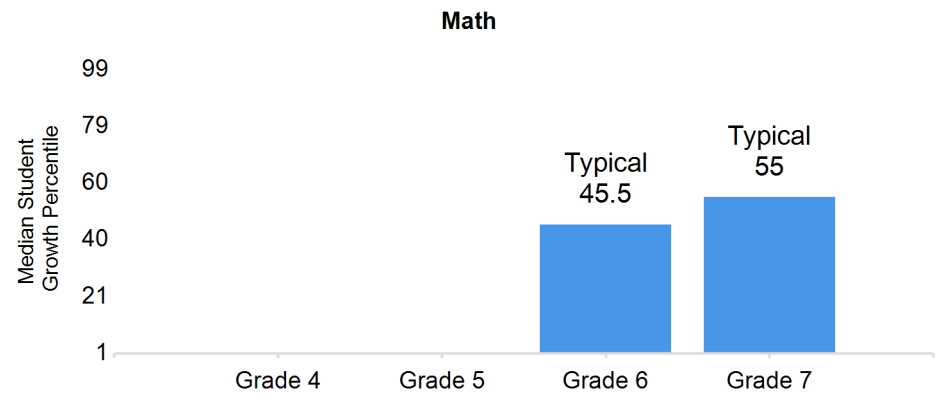




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	1163	99.3	41.8	48.6	56.7	41.8	41.6	Met Target
White	303	98.7	53.1	56.5	65.6	53.1	48.6	Met Target
Hispanic	754	99.5	36.2	42.7	42.5	36.2	37.1	Met Target†
Black or African American	50	98.1	38.0	36.0	37.3	38.0	26	Met Target
Asian, Native Hawaiian, or Pacific Islander	52	100.0	59.6	71.0	82.3	59.6	76	Not Met
American Indian or Alaska Native	*	*	*	29.4	52.7	*	**	**
Two or More Races	*	*	*	56.3	63.4	*	**	**
Female	544	99.3	50.4	56.2	64.5	50.4		
Male	619	99.2	34.2	42.0	49.4	34.2		
Economically Disadvantaged Students	683	99.0	37.2	40.3	38.5	37.2	36.3	Met Target
Non-Economically Disadvantaged Students	480	99.6	48.3	57.1	67.5	48.3		
Students with Disabilities	161	100.0	*	14.3	21.6	*	13.5	Met Target†
Students without Disabilities	1002	99.2	*	55.5	63.9	*		
English Learners	203	100.0	18.7	25.8	27.3	18.7	21.5	Met Target†
Non-English Learners	960	99.1	46.7	51.6	59.4	46.7		
Homeless Students	16	95.7	12.5	28.0	27.7	12.5		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	*	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	389	744	748	754	4%	22%	35%	32%	6%	39%	56%
White	87	753	755	761	*	17%	31%	*	*	51%	66%
Hispanic	265	741	742	742	5%	26%	37%	29%	4%	33%	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	19	757	764	779	0%	*	*	*	*	53%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	176	749	754	761	*	17%	34%	*	*	45%	64%
Male	213	741	742	748	*	26%	37%	*	*	33%	48%
Economically Disadvantaged Students	241	740	742	739	*	27%	37%	*	*	33%	37%
Non-Economically Disadvantaged Students	148	752	754	764	*	14%	34%	*	*	49%	68%
Students with Disabilities	48	724	719	723	*	*	*	*	*	*	18%
Students without Disabilities	341	747	752	760	*	*	*	*	*	*	63%
English Learners	21	718	718	712	*	*	*	*	*	10%	*
Non-English Learners	368	746	748	755	*	*	*	*	*	40%	*
Homeless Students	*	*	721	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	404	742	753	760	12%	17%	30%	28%	13%	41%	63%
White	109	751	764	768	*	*	28%	35%	17%	52%	72%
Hispanic	258	737	745	746	14%	21%	29%	25%	10%	35%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	23	755	*	790	*	*	*	*	*	48%	87%
American Indian or Alaska Native	N	N	*	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	196	750	762	769	8%	17%	29%	28%	18%	46%	72%
Male	208	735	745	752	17%	18%	30%	28%	7%	35%	54%
Economically Disadvantaged Students	238	735	742	742	16%	21%	26%	29%	8%	37%	44%
Non-Economically Disadvantaged Students	166	751	764	771	7%	12%	34%	27%	20%	46%	73%
Students with Disabilities	58	719	720	721	22%	38%	24%	*	*	16%	22%
Students without Disabilities	346	746	759	768	11%	14%	31%	*	*	45%	71%
English Learners	50	704	*	705	*	*	*	*	*	*	11%
Non-English Learners	354	747	*	762	*	*	*	*	*	*	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	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	424	743	747	759	13%	18%	25%	34%	9%	43%	60%
White	115	754	755	767	10%	14%	21%	34%	21%	55%	70%
Hispanic	272	737	741	744	15%	19%	28%	33%	4%	37%	45%
Black or African American	22	733	732	739	*	*	*	*	*	32%	39%
Asian, Native Hawaiian, or Pacific Islander	13	769	780	789	0%	*	*	*	*	85%	86%
American Indian or Alaska Native	*	*	*	759	*	*	*	*	*	*	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	200	753	756	768	6%	15%	25%	41%	14%	55%	69%
Male	224	734	739	751	20%	21%	26%	28%	5%	33%	52%
Economically Disadvantaged Students	243	739	740	740	12%	20%	29%	33%	6%	39%	42%
Non-Economically Disadvantaged Students	181	748	754	769	15%	15%	20%	36%	13%	49%	71%
Students with Disabilities	58	700	701	719	*	*	*	*	*	*	19%
Students without Disabilities	366	749	755	766	*	*	*	*	*	*	68%
English Learners	47	718	*	703	23%	28%	32%	*	*	17%	*
Non-English Learners	377	746	*	761	12%	17%	25%	*	*	46%	*
Homeless Students	*	*	715	727	*	*	*	*	*	*	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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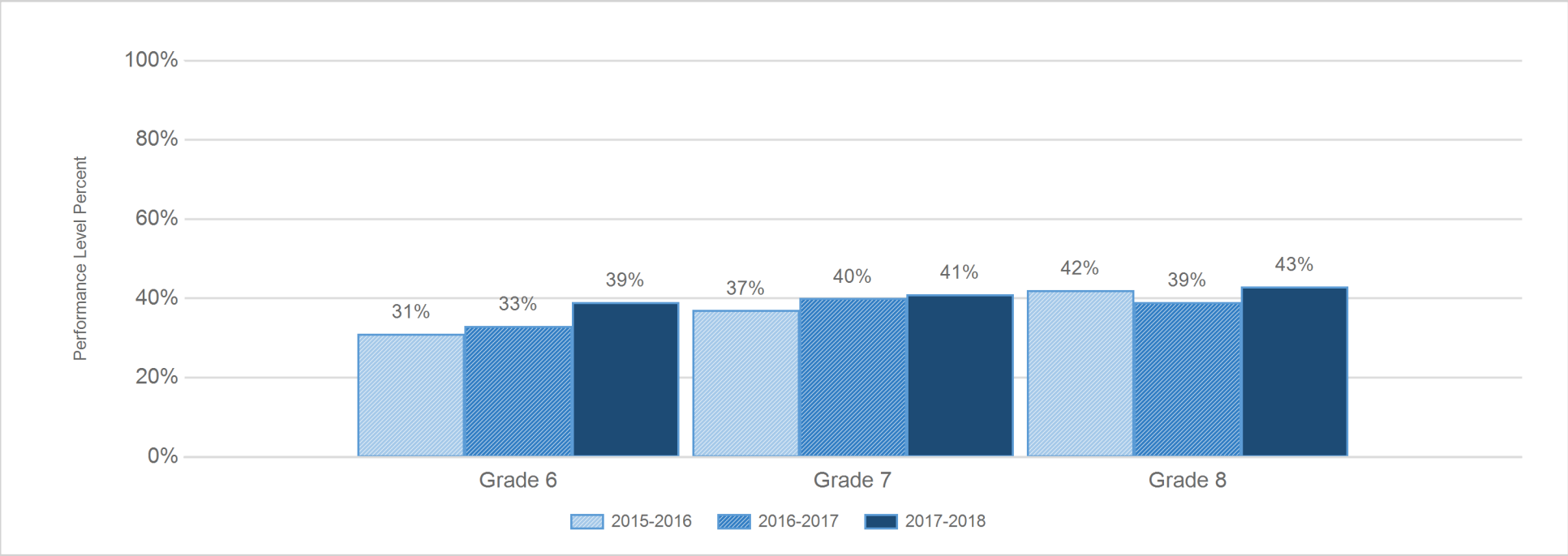
English Language Arts/Literacy Assessment - Performance Trends

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.



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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	1175	99.2	32.4	39.1	45.0	32.4	33.6	Met Target†
White	306	98.7	46.0	48.5	54.1	46.0	40.6	Met Target
Hispanic	761	99.4	25.7	31.6	29.2	25.7	28.6	Not Met
Black or African American	50	98.1	26.0	27.7	23.4	26.0	24.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	54	100.0	53.7	66.9	77.0	53.7	70	Not Met
American Indian or Alaska Native	*	*	*	11.8	42.5	*	**	**
Two or More Races	*	*	*	50.1	53.0	*	**	**
Female	548	99.1	36.0	40.3	46.0	36.0		
Male	627	99.2	29.2	38.0	43.9	29.2		
Economically Disadvantaged Students	690	99.0	25.5	30.9	26.6	25.5	29.1	Not Met
Non-Economically Disadvantaged Students	485	99.4	42.0	47.3	55.9	42.0		
Students with Disabilities	161	100.0	*	12.0	17.1	*	9.3	Met Target
Students without Disabilities	1014	99.1	*	44.5	50.5	*		
English Learners	215	99.6	18.1	26.4	24.6	18.1	23.3	Not Met
Non-English Learners	960	99.1	35.5	40.7	46.9	35.5		
Homeless Students	18	96.0	*	18.0	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	*	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	396	736	738	744	8%	28%	33%	28%	3%	31%	44%
White	89	744	745	751	*	25%	20%	*	*	48%	54%
Hispanic	269	733	732	731	9%	31%	38%	*	*	23%	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	20	752	754	771	*	*	*	*	*	60%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	179	738	740	745	6%	28%	36%	*	*	30%	45%
Male	217	736	735	742	10%	28%	31%	*	*	31%	42%
Economically Disadvantaged Students	245	733	733	729	9%	31%	35%	*	*	24%	24%
Non-Economically Disadvantaged Students	151	742	742	753	7%	23%	30%	*	*	40%	56%
Students with Disabilities	48	720	713	717	*	52%	*	*	*	15%	13%
Students without Disabilities	348	739	741	748	*	25%	*	*	*	33%	49%
English Learners	28	716	716	713	*	50%	*	*	*	11%	11%
Non-English Learners	368	738	738	745	*	26%	*	*	*	32%	45%
Homeless Students	*	*	720	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

CHRISTOPHER COLUMBUS MIDDLE SCHOOL
(31-0900-035)
Grades Offered: 06-08
2017-2018

Report Key:
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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	406	738	742	743	9%	21%	34%	*	*	35%	43%
White	109	745	751	750	*	14%	33%	*	*	47%	54%
Hispanic	259	734	736	732	11%	25%	34%	*	*	29%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	24	748	*	767	*	*	42%	*	*	42%	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	195	741	744	745	7%	19%	33%	*	*	41%	45%
Male	211	735	740	741	12%	23%	35%	*	*	31%	42%
Economically Disadvantaged Students	240	732	735	730	*	22%	36%	*	*	28%	24%
Non-Economically Disadvantaged Students	166	746	750	751	*	20%	31%	*	*	47%	55%
Students with Disabilities	58	717	715	717	29%	33%	24%	*	*	14%	12%
Students without Disabilities	348	741	747	748	6%	19%	36%	*	*	39%	50%
English Learners	52	719	*	716	25%	37%	29%	*	*	10%	10%
Non-English Learners	354	741	*	744	7%	19%	35%	*	*	39%	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
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

CHRISTOPHER COLUMBUS MIDDLE SCHOOL
(31-0900-035)
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	386	722	727	728	27%	23%	28%	*	*	22%	28%
White	100	732	735	736	22%	16%	27%	35%	0%	35%	36%
Hispanic	252	718	723	722	29%	26%	29%	16%	0%	16%	22%
Black or African American	22	714	710	715	45%	*	*	*	*	14%	15%
Asian, Native Hawaiian, or Pacific Islander	10	746	749	747	*	0%	*	*	*	50%	51%
American Indian or Alaska Native	*	*	*	721	*	*	*	*	*	*	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	178	727	730	731	22%	22%	33%	*	*	24%	31%
Male	208	719	725	725	32%	24%	24%	*	*	21%	26%
Economically Disadvantaged Students	224	721	723	719	27%	25%	32%	*	*	16%	20%
Non-Economically Disadvantaged Students	162	725	731	735	28%	20%	22%	*	*	31%	35%
Students with Disabilities	58	691	693	705	*	*	*	*	*	*	*
Students without Disabilities	328	728	734	735	*	*	*	*	*	*	*
English Learners	51	707	*	705	51%	*	22%	*	*	14%	10%
Non-English Learners	335	725	*	729	24%	*	29%	*	*	23%	29%
Homeless Students	*	*	699	708	*	*	*	*	*	*	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

CHRISTOPHER COLUMBUS MIDDLE SCHOOL
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2017-2018

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	785	734	746	0%	0%	*	*	*	93%	46%
White	*	*	*	755	*	*	*	*	*	*	57%
Hispanic	23	776	*	730	0%	0%	*	*	*	91%	27%
Black or African American	N	N	*	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	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	24	787	737	748	0%	0%	*	*	*	100%	48%
Male	18	783	733	745	0%	0%	*	*	*	83%	44%
Economically Disadvantaged Students	20	777	729	729	0%	0%	*	*	*	95%	25%
Non-Economically Disadvantaged Students	22	793	741	756	0%	0%	*	*	*	91%	57%
Students with Disabilities	N	N	*	716	N	N	N	N	N	N	13%
Students without Disabilities	42	785	*	752	0%	0%	*	*	*	93%	52%
English Learners	N	N	715	710	N	N	N	N	N	N	*
Non-English Learners	42	785	736	749	0%	0%	*	*	*	93%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	*	720	N	N	N	N	N	N	11%

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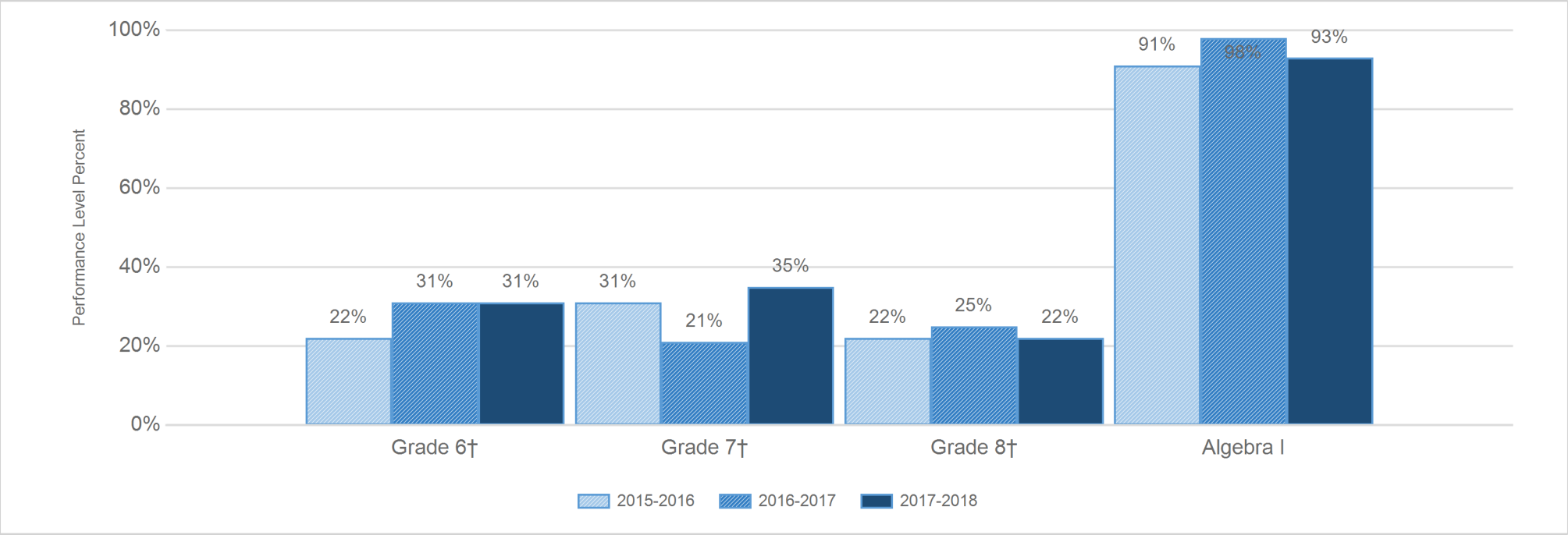
Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

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DLM Alternate Assessment - Participation

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

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

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	56.8%	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	98	89.8%	10.2%
3-4	28	75.0%	25.0%
5 or more	*	*	*

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

NJASK Science Assessment Information

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

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	328
7	0	0	351
8	0	0	416
Total	0	0	1095

World Languages - Course Participation

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

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

NJ SCHOOL PERFORMANCE REPORT

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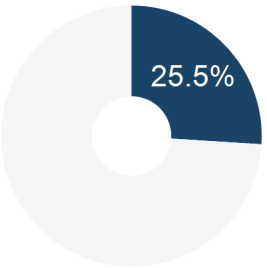
Visual and Performing Arts – Course Participation

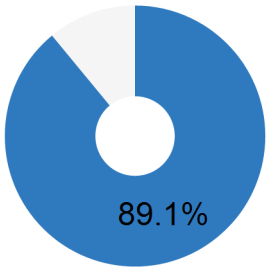
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

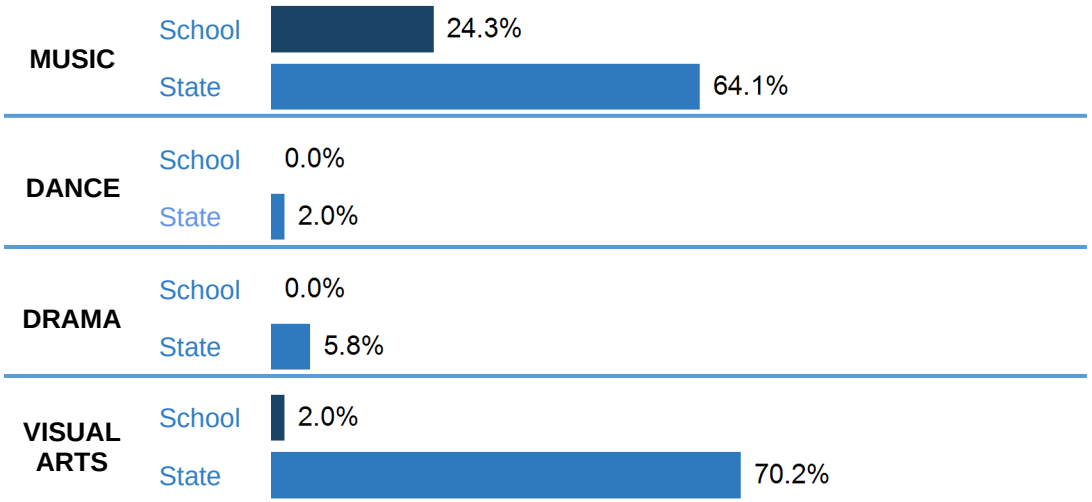


School



State

Students enrolled in one or more classes by discipline:



NJ SCHOOL PERFORMANCE REPORT

CHRISTOPHER COLUMBUS MIDDLE SCHOOL
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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.

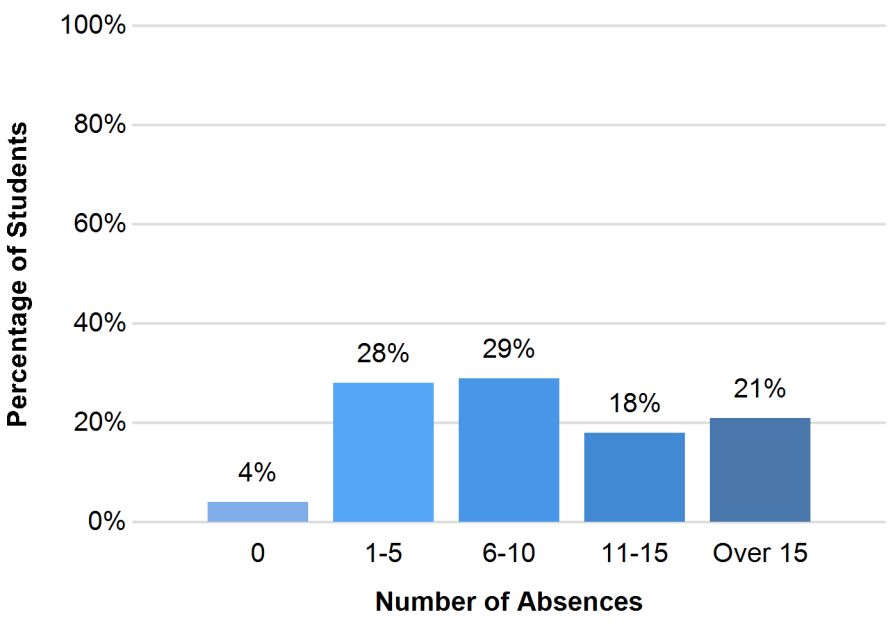
Chronic Absenteeism

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	203	16.4	9.5	Not Met
White	45	14.1	9.5	Not Met
Hispanic	143	17.8	9.5	Not Met
Black or African American	9	17.6	9.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	5	8.9	9.5	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	137	18.5	9.5	Not Met
Students with Disabilities	46	28.8	9.5	Not Met
English Learners	35	23.2	9.5	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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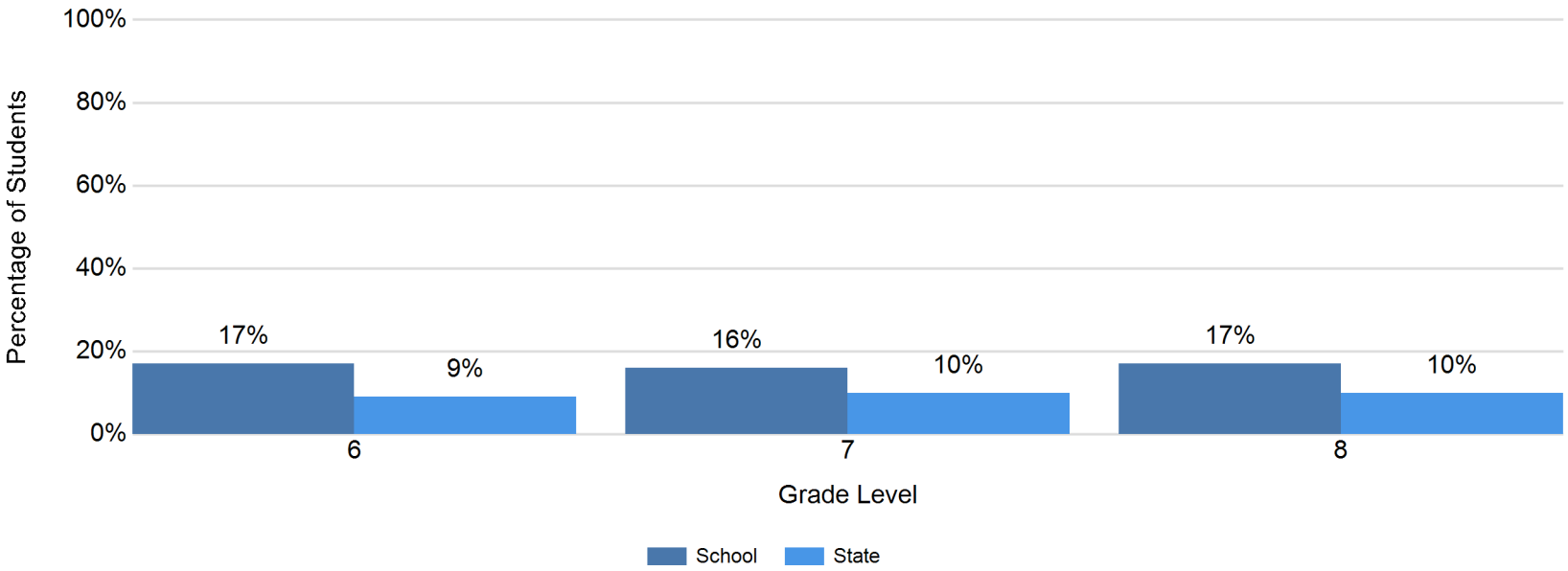
Chronic Absenteeism by Grade

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	23
Weapons	3
Vandalism	2
Substances	4
Harassment, Intimidation, Bullying (HIB)	33
Total Unique Incidents	65
Incidents Per 100 Students Enrolled	5.25

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	4
Weapons	3
Vandalism	2
Substances	2
Harassment, Intimidation, Bullying (HIB)	4
Other Incidents Leading to Removal	3

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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	1	1
Religion	0	0	0
Ancestry	0	1	1
Gender	0	4	4
Sexual Orientation	0	6	6
Disability	0	5	5
Other	0	23	23
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	*	*
Out-of-School Suspensions	59	4.8%
Any Suspension	60	4.9%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	11	0.9%

School Days Missed due to Out-of-School Suspensions
456

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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	7:45 AM
Typical End Time	2:50 PM
Length of School Day	7 Hrs 5 Mins
Full Time - Instructional Time	6 Hrs 6 Mins
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	1.9:1

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)	$974	$11,937	$12,911

NJ SCHOOL PERFORMANCE REPORT

CHRISTOPHER COLUMBUS MIDDLE SCHOOL
(31-0900-035)
Grades Offered: 06-08
2017-2018

Report Key:
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N No Data is available to display
† This indicates a table specific note,see note below table

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	115	117,464
Average years experience in public schools	13.9	12.0
Average years experience in district	12.6	10.7
Teachers in district for 4 or more years	82.6%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	53	9,374
Average years experience in public schools	20.7	16.0
Average years experience in district	15.6	12.0
Administrators in district for 4 or more years	98.1%	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	13:1
Students to Administrators	309:1	203:1
Teachers to Administrators	29:1	16:1
Students to Librarians/Media Specialists		1794:1
Students to Nurses		489:1
Students to Counselors		336:1
Students to Child Study Team		276:1

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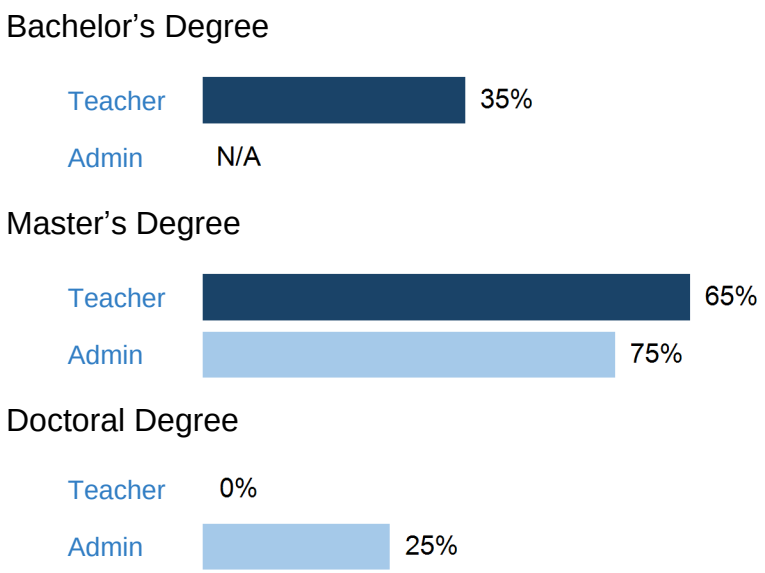
Teachers and Administrators - Level of Education

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	94.2%	90.2%
2016-17 Administrators: Same district 2017-18	88.2%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.6%

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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	72.2%	75.0%
Male	27.8%	25.0%
White	93.9%	100.0%
Hispanic	3.5%	0.0%
Black or African American	0.9%	0.0%
Asian	1.7%	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	19.31	15.0%
Mathematics Proficiency	18.54	15.0%
English Language Arts Growth	28.79	20.0%
Mathematics Growth	51.93	20.0%
Progress Towards English Language Proficiency	57.66	20.0%
Chronic Absenteeism	8.93	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	34.25	n/a
Summative Rating: Percentile Rank of Summative Score	24.94	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	Met Target	Not Met	No
White	33.42	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	31.69	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	50.47	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	18.43	14.08	No	Not Met	Not Met	Met Standard	Exceeds 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	40.20	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	29.85	14.08	No	Met Target†	Met Target	Not Met	Met Standard	n/a	Not Met	No
English Learners	50.57	14.08	No	Met Target†	Not Met	Met Standard	Exceeds Standard	Exceeds Standard	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.

Mission, Vision, Theme:	Christopher Columbus Middle School, CCMS, is a community of 1,200 students in Grades 6-8 and 133 Teachers and Professional Specialists. Our school supports our commitment to meeting the needs of our diverse population and preparing our students for college and careers.The vision of CCMS is to provide all students with an educational foundation based on the NJ Student Learning Standards and implemented through Differentiated Instruction and infused with technology throughout the curriculum. Through small learning communities (TEAMS) all students at CCMS will be prepared to meet or exceed the NJ Student Learning Standards and become effective communicators, problem solvers, digital implementers and responsible citizens in our ever changing global society.
Awards, Recognition, Accomplishments:	Our Home and School is an active organization of Parents and Teachers and supports students' activities throughout the school year. We have implemented "Positive Behavior Support In Schools", an internationally validated framework for creating a positive school climate. We call the program "CHAMPS". We are most proud as our school was recognized by the State of NJ as a "Showcase School". We are committed to educating our students and continually assisting them to reach their individual educational potential. The school community works diligently to provide a safe learning environment where all children feel welcome and participate to become life-long learners.

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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.

Courses, Curriculum, Instruction:	CCMS provides academic courses of integrated ELA, Math, Social Studies, Science and Physical Education/Health Education supplemented through Music, Art, World Language, and Technology. Technology is infused into all curricula throughout the school day. All students take local assessments to measure achievement. CCMS has computers in all classrooms, Chrome Books, white interactive boards and document cameras to assist with interactive learning. Extended morning programs have been established for Music and Art. Sixty after school clubs and activities are offered to students throughout the year. We offer many events outside of the school day that support formal academic and informal curriculum. Students are supported in the areas of Social Emotional Learning/Character Education and Group Counseling. Additional learning opportunities are offered in the school's After School Academy, Saturday Academy and Summer Academy. These Academies are infused with Technology and STEM Programs.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Track and Field - Spring (Boys & Girls)
Clubs and Activities:	CCMS is proud of the Positive Behavior Support in Schools Program that has been recognized by NJ as a Showcase School. Technology is infused into all disciplines to support interactive learning. Over 60 after-school clubs/activities are offered to students. Extended morning programs support the arts. The interscholastic/ intramurals sports programs provide students with a wide range of competitive opportunities. CCMS's community celebrates student leadership & success through programs such as the National Junior Honor Society, Honor Roll, National Junior Art Honor Society, Character Ed. Club, Future Business Club, Student Orientation Club, Sidekicks & Motivation Club. Events are offered outside of the day that support formal and informal curriculum. Students are supported for Social Emotional Learning/Character Ed. through lessons & Group Counseling. Additional opportunities are offered in the After-School, Saturday & Summer Academies which are infused with Technology/STEM Programs.