NJ SCHOOL PERFORMANCE REPORT

CHRISTOPHER COLUMBUS SCHOOL NO. 15
(39-1320-180)
Grades Offered: KG-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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† This indicates a table specific note,see note below table

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	UNION
District	ELIZABETH CITY
Principal Name	MS. DALTON
Address	511 THIRD AVE ELIZABETH, NJ 07202-3907
Phone Number	(908)436-5730
Email Address	DALTONGI@EPSNJ.ORG
Website	https://www.epsnj.org/Domain/28

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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
KG	81	87	81
1	87	96	90
2	94	81	71
3	59	90	77
4	71	65	84
5	71	60	65
6	69	67	68
7	64	71	66
8	74	69	71
Total	670	686	673

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	44.0%	45.2%	46.8%
Male	56.0%	54.8%	53.2%
Economically Disadvantaged Students	91.5%	88.8%	84.7%
Students with Disabilities	6.9%	6.7%	6.8%
English Learners	22.2%	24.3%	29.3%
Homeless Students		0.6%	0.7%
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	4.3%	4.5%	4.3%
Hispanic	89.6%	91.5%	91.7%
Black or African American	5.2%	3.6%	3.6%
Asian	0.6%	0.3%	0.4%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.1%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2015-16	2016-17	2017-18
KG - Half Day	0	0	0
KG - Full Day	81	87	81

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
Spanish	67.3%
English	30.2%
Portuguese	1.8%
Other Languages	0.7%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	49	57	50	Met Standard	44.5	49	50	Met Standard
White	42	59	50	**	45.5	52	51	**
Hispanic	48	57	49	Met Standard	44	49	48	Met Standard
Black or African American	66	51	44	**	57.5	45	44	**
Asian, Native Hawaiian, or Pacific Islander	*	65	61	**	*	58.5	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	N	*	49	**	N	*	51	**
Economically Disadvantaged	49	56	48	Met Standard	44	48	47	Met Standard
Students with Disabilities	29.5	45	41	Not Met	36.5	41	43	Not Met
English Learners	62.5	61	54	Exceeds Standard	43.5	51	51	Met Standard

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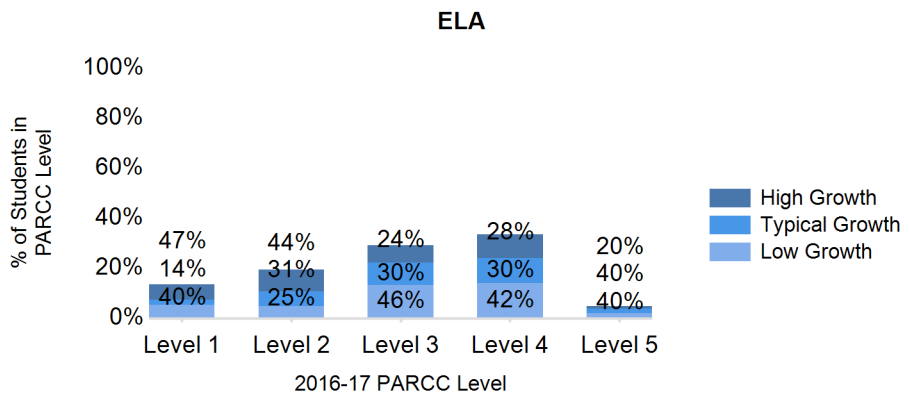
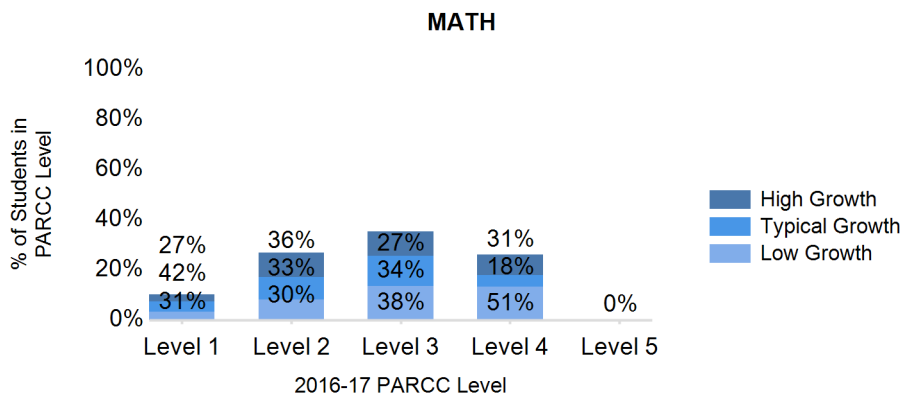
Student Growth by Performance Level

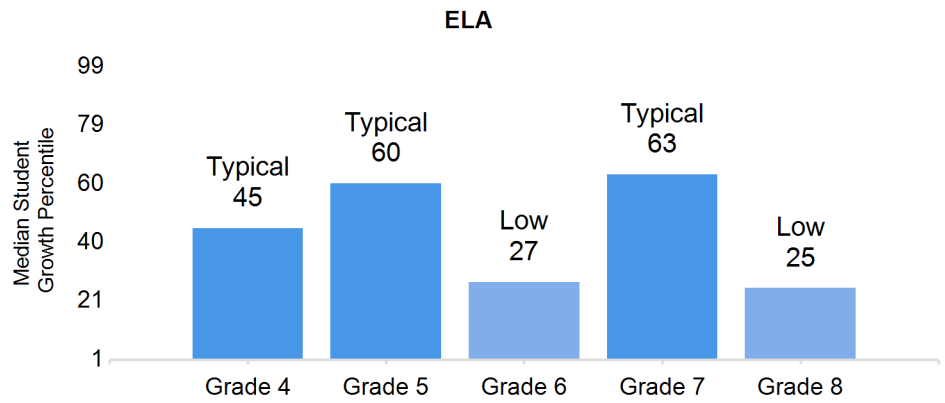
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

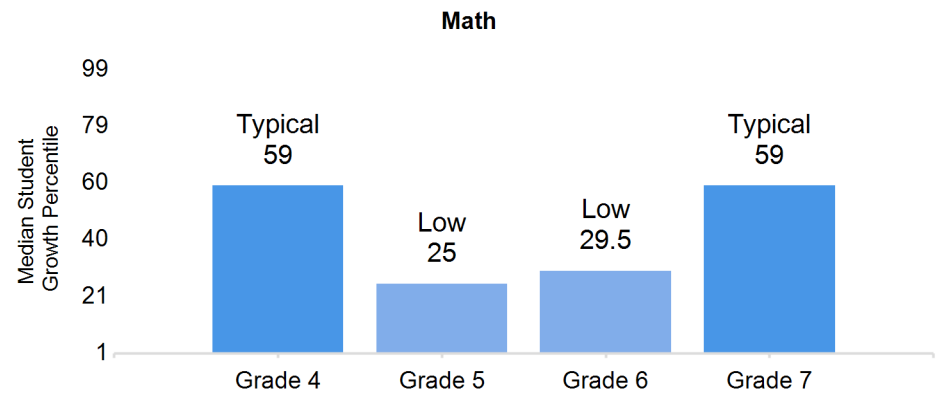




Student Growth by Grade

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	415	98.9	37.1	47.0	56.7	37.1	37.4	Met Target†
White	*	*	*	56.0	65.6	*	N	N
Hispanic	371	99.5	36.2	47.9	42.5	36.2	37.7	Met Target†
Black or African American	21	100.0	57.1	36.8	37.3	57.1	27.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	70.0	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	182	99.0	43.4	54.5	64.5	43.4		
Male	233	98.8	32.2	39.6	49.4	32.2		
Economically Disadvantaged Students	363	99.2	36.7	44.3	38.5	36.7	38.1	Met Target†
Non-Economically Disadvantaged Students	52	96.6	40.4	57.8	67.5	40.4		
Students with Disabilities	50	96.4	12.0	15.1	21.6	12.0	13	Met Target†
Students without Disabilities	365	99.2	40.5	51.5	63.9	40.5		
English Learners	149	99.4	32.2	35.3	27.3	32.2	29.1	Met Target
Non-English Learners	266	98.6	39.8	52.2	59.4	39.8		
Homeless Students	*	*	*	24.1	27.7	*		
Students In Foster Care	N	N	N	27.0	26.3	N		
Military-Connected Students	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 3

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	76	726	736	750	30%	18%	22%	29%	0%	29%	52%
White	*	*	748	759	*	*	*	*	*	*	61%
Hispanic	66	724	735	736	33%	18%	21%	27%	0%	27%	38%
Black or African American	*	*	733	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	N	758	N	N	N	N	N	N	58%
Female	31	737	742	756	*	*	*	*	*	39%	57%
Male	45	718	730	744	*	*	*	*	*	22%	46%
Economically Disadvantaged Students	65	724	734	733	*	*	*	*	*	26%	34%
Non-Economically Disadvantaged Students	11	739	751	762	*	*	*	*	*	45%	64%
Students with Disabilities	12	688	702	719	*	*	*	*	*	*	24%
Students without Disabilities	64	733	741	756	*	*	*	*	*	*	57%
English Learners	23	707	716	712	*	*	*	*	*	*	15%
Non-English Learners	53	734	744	753	*	*	*	*	*	*	55%
Homeless Students	*	*	715	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	701	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	85	733	745	756	16%	19%	29%	*	*	35%	58%
White	*	*	755	764	*	*	*	*	*	*	68%
Hispanic	74	733	745	744	15%	19%	32%	*	*	34%	44%
Black or African American	*	*	736	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	782	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	763	N	N	N	N	N	N	63%
Female	41	739	750	762	*	*	24%	*	*	41%	63%
Male	44	728	739	751	*	*	34%	*	*	30%	53%
Economically Disadvantaged Students	75	735	742	740	*	*	*	*	*	36%	40%
Non-Economically Disadvantaged Students	10	720	759	767	*	*	*	*	*	30%	70%
Students with Disabilities	12	696	712	726	*	*	0%	*	*	17%	25%
Students without Disabilities	73	739	750	762	*	*	34%	*	*	38%	64%
English Learners	20	722	725	720	*	*	*	*	*	20%	17%
Non-English Learners	65	737	750	759	*	*	*	*	*	40%	61%
Homeless Students	*	*	731	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	62	750	746	755	*	*	23%	*	*	56%	58%
White	N	N	755	763	N	N	N	N	N	N	68%
Hispanic	57	749	747	743	*	*	23%	*	*	56%	43%
Black or African American	*	*	734	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	752	N	N	N	N	N	N	53%
Two or More Races	N	N	N	763	N	N	N	N	N	N	65%
Female	31	759	753	762	*	*	*	*	*	61%	66%
Male	31	740	739	749	*	*	*	*	*	52%	51%
Economically Disadvantaged Students	*	*	743	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	760	766	*	*	*	*	*	*	71%
Students with Disabilities	*	*	709	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	751	762	*	*	*	*	*	*	65%
English Learners	*	*	715	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	751	757	*	*	*	*	*	*	60%
Homeless Students	N	N	732	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	*	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	733	746	754	*	22%	34%	*	*	30%	56%
White	*	*	754	761	*	*	*	*	*	*	66%
Hispanic	*	*	*	742	*	*	*	*	*	*	42%
Black or African American	N	N	735	737	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	785	779	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	N	N	N	761	N	N	N	N	N	N	64%
Female	28	734	752	761	*	*	39%	*	*	29%	64%
Male	36	732	740	748	*	*	31%	*	*	31%	48%
Economically Disadvantaged Students	*	*	744	739	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	756	764	*	*	*	*	*	*	68%
Students with Disabilities	*	*	714	723	*	*	*	*	*	*	18%
Students without Disabilities	*	*	750	760	*	*	*	*	*	*	63%
English Learners	*	*	716	712	*	*	*	*	*	*	*
Non-English Learners	*	*	750	755	*	*	*	*	*	*	*
Homeless Students	*	*	711	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	65	744	752	760	15%	*	29%	*	*	48%	63%
White	*	*	761	768	*	*	*	*	*	*	72%
Hispanic	57	741	753	746	*	*	33%	*	*	46%	49%
Black or African American	*	*	744	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	790	N	N	N	N	N	N	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	26	753	759	769	*	*	*	*	*	54%	72%
Male	39	737	746	752	*	*	*	*	*	44%	54%
Economically Disadvantaged Students	*	*	751	742	*	*	*	*	*	*	44%
Non-Economically Disadvantaged Students	*	*	759	771	*	*	*	*	*	*	73%
Students with Disabilities	*	*	708	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	758	768	*	*	*	*	*	*	71%
English Learners	10	713	711	705	*	*	*	*	*	*	11%
Non-English Learners	55	749	757	762	*	*	*	*	*	*	64%
Homeless Students	N	N	712	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	*	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

CHRISTOPHER COLUMBUS SCHOOL NO. 15
(39-1320-180)
Grades Offered: KG-08
2017-2018

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

English Language Arts/Literacy Assessment - Performance 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	71	733	751	759	18%	18%	38%	*	*	25%	60%
White	*	*	762	767	*	*	*	*	*	*	70%
Hispanic	65	734	*	744	18%	15%	40%	*	*	26%	45%
Black or African American	*	*	739	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	N	N	N	766	N	N	N	N	N	N	66%
Female	31	742	759	768	*	*	55%	*	*	29%	69%
Male	40	727	743	751	*	*	25%	*	*	23%	52%
Economically Disadvantaged Students	*	*	748	740	*	*	*	*	*	*	42%
Non-Economically Disadvantaged Students	*	*	762	769	*	*	*	*	*	*	71%
Students with Disabilities	*	*	715	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	755	766	*	*	*	*	*	*	68%
English Learners	11	724	713	703	*	*	*	*	*	27%	*
Non-English Learners	60	735	756	761	*	*	*	*	*	25%	*
Homeless Students	N	N	723	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%

NJ SCHOOL PERFORMANCE REPORT

CHRISTOPHER COLUMBUS SCHOOL NO. 15
(39-1320-180)
Grades Offered: KG-08
2017-2018

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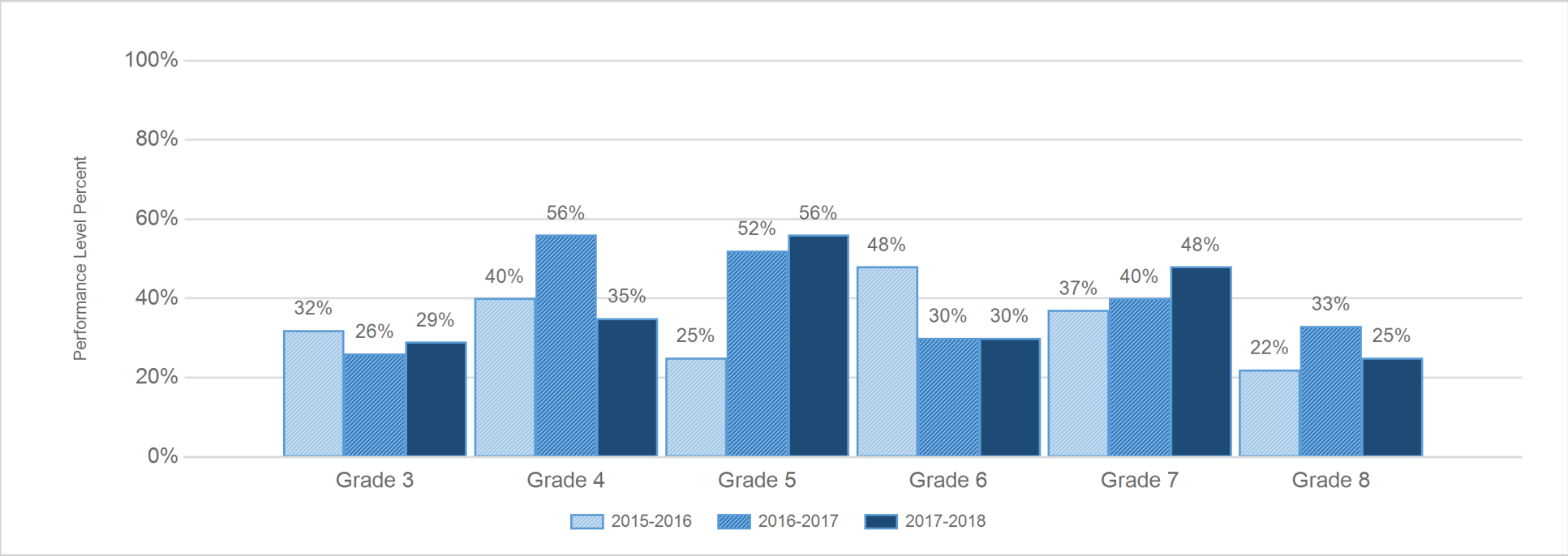
English Language Arts/Literacy Assessment - Performance Trends

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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(39-1320-180)
Grades Offered: KG-08
2017-2018

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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	419	98.9	27.9	29.9	45.0	27.9	29.9	Met Target†
White	*	*	*	41.5	54.1	*	N	N
Hispanic	375	99.5	27.5	30.7	29.2	27.5	29.2	Met Target†
Black or African American	21	100.0	23.8	18.6	23.4	23.8	35.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	60.9	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	181	98.4	30.9	30.8	46.0	30.9		
Male	238	99.2	25.6	29.1	43.9	25.6		
Economically Disadvantaged Students	367	99.2	28.6	28.4	26.6	28.6	30	Met Target†
Non-Economically Disadvantaged Students	52	96.9	23.1	36.4	55.9	23.1		
Students with Disabilities	51	98.2	11.8	10.5	17.1	11.8	18	Met Target†
Students without Disabilities	368	99.0	30.2	32.7	50.5	30.2		
English Learners	153	99.4	28.8	28.6	24.6	28.8	35.2	Not Met
Non-English Learners	266	98.6	27.5	30.5	46.9	27.5		
Homeless Students	*	*	*	16.8	17.3	*		
Students In Foster Care	N	N	N	10.8	16.2	N		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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(39-1320-180)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	737	743	752	14%	21%	31%	*	*	35%	53%
White	*	*	752	760	*	*	*	*	*	*	64%
Hispanic	68	737	744	739	15%	19%	32%	*	*	34%	38%
Black or African American	*	*	734	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	31	748	745	752	*	*	35%	*	*	48%	53%
Male	47	730	741	751	*	*	28%	*	*	26%	53%
Economically Disadvantaged Students	66	737	741	736	17%	*	*	*	*	36%	35%
Non-Economically Disadvantaged Students	12	738	751	762	0%	*	*	*	*	25%	66%
Students with Disabilities	12	711	719	730	*	*	*	*	*	*	29%
Students without Disabilities	66	742	746	756	*	*	*	*	*	*	57%
English Learners	25	742	736	726	0%	*	44%	*	*	32%	23%
Non-English Learners	53	735	746	754	21%	*	25%	*	*	36%	56%
Homeless Students	*	*	725	723	*	*	*	*	*	*	20%
Students in Foster Care	N	N	730	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

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(39-1320-180)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	736	740	748	*	*	37%	30%	0%	30%	49%
White	*	*	749	755	*	*	*	*	*	*	60%
Hispanic	75	737	741	737	*	*	41%	31%	0%	31%	34%
Black or African American	*	*	728	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	774	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	*	752	N	N	N	N	N	N	55%
Female	41	735	741	748	*	*	32%	32%	0%	32%	50%
Male	45	737	739	748	*	*	42%	29%	0%	29%	49%
Economically Disadvantaged Students	76	736	738	733	*	*	*	*	*	30%	30%
Non-Economically Disadvantaged Students	10	734	750	758	*	*	*	*	*	30%	62%
Students with Disabilities	12	708	713	725	*	*	*	*	*	*	22%
Students without Disabilities	74	740	744	753	*	*	*	*	*	*	55%
English Learners	21	722	731	722	*	*	*	*	*	*	16%
Non-English Learners	65	740	743	750	*	*	*	*	*	*	52%
Homeless Students	*	*	728	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	*	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

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(39-1320-180)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	65	731	737	748	17%	25%	25%	34%	0%	34%	49%
White	N	N	743	756	N	N	N	N	N	N	60%
Hispanic	60	730	*	736	17%	27%	25%	32%	0%	32%	32%
Black or African American	*	*	725	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	745	N	N	N	N	N	N	42%
Two or More Races	N	N	N	754	N	N	N	N	N	N	55%
Female	32	729	738	749	*	*	*	31%	0%	31%	50%
Male	33	732	736	747	*	*	*	36%	0%	36%	48%
Economically Disadvantaged Students	*	*	735	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	747	758	*	*	*	*	*	*	62%
Students with Disabilities	*	*	719	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	739	752	*	*	*	*	*	*	55%
English Learners	11	709	720	718	*	*	*	*	*	*	13%
Non-English Learners	54	735	740	750	*	*	*	*	*	*	51%
Homeless Students	N	N	717	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	*	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

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(39-1320-180)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	725	730	744	*	33%	41%	*	*	15%	44%
White	*	*	740	751	*	*	*	*	*	*	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	N	N	719	726	N	N	N	N	N	N	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	768	771	N	N	N	N	N	N	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	N	N	N	749	N	N	N	N	N	N	52%
Female	28	724	732	745	*	*	*	*	*	*	45%
Male	38	726	729	742	*	*	*	*	*	*	42%
Economically Disadvantaged Students	*	*	728	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	738	753	*	*	*	*	*	*	56%
Students with Disabilities	*	*	708	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	733	748	*	*	*	*	*	*	49%
English Learners	*	*	709	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	733	745	*	*	*	*	*	*	45%
Homeless Students	*	*	704	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

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(39-1320-180)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	734	730	743	*	31%	37%	*	*	25%	43%
White	*	*	733	750	*	*	*	*	*	*	54%
Hispanic	60	734	732	732	*	30%	38%	*	*	25%	27%
Black or African American	*	*	722	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	767	N	N	N	N	N	N	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	26	735	729	745	*	*	42%	*	*	23%	45%
Male	42	733	731	741	*	*	33%	*	*	26%	42%
Economically Disadvantaged Students	58	737	730	730	*	*	*	*	*	28%	24%
Non-Economically Disadvantaged Students	10	715	732	751	*	*	*	*	*	10%	55%
Students with Disabilities	*	*	709	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	733	748	*	*	*	*	*	*	50%
English Learners	13	728	716	716	*	*	*	*	*	23%	10%
Non-English Learners	55	735	732	744	*	*	*	*	*	25%	45%
Homeless Students	N	N	706	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	675	728	N	N	N	N	N	N	28%
White	N	N	*	736	N	N	N	N	N	N	36%
Hispanic	N	N	*	722	N	N	N	N	N	N	22%
Black or African American	N	N	*	715	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	N	729	N	N	N	N	N	N	28%
Female	N	N	*	731	N	N	N	N	N	N	31%
Male	N	N	*	725	N	N	N	N	N	N	26%
Economically Disadvantaged Students	N	N	*	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	N	N	*	735	N	N	N	N	N	N	35%
Students with Disabilities	N	N	675	705	N	N	N	N	N	N	*
Students without Disabilities	N	N	N	735	N	N	N	N	N	N	*
English Learners	N	N	N	705	N	N	N	N	N	N	10%
Non-English Learners	N	N	675	729	N	N	N	N	N	N	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

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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	73	726	729	746	18%	38%	25%	*	*	19%	46%
White	*	*	737	755	*	*	*	*	*	*	57%
Hispanic	66	726	731	730	20%	36%	24%	*	*	20%	27%
Black or African American	*	*	718	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	N	755	N	N	N	N	N	N	54%
Female	31	732	732	748	*	39%	*	*	*	29%	48%
Male	42	721	727	745	*	38%	*	*	*	12%	44%
Economically Disadvantaged Students	63	726	729	729	*	*	*	*	*	19%	25%
Non-Economically Disadvantaged Students	10	727	730	756	*	*	*	*	*	20%	57%
Students with Disabilities	*	*	705	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	733	752	*	*	*	*	*	*	52%
English Learners	14	720	714	710	*	*	*	*	*	29%	*
Non-English Learners	59	727	733	749	*	*	*	*	*	17%	*
Homeless Students	N	N	712	718	N	N	N	N	N	N	16%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

CHRISTOPHER COLUMBUS SCHOOL NO. 15
(39-1320-180)
Grades Offered: KG-08
2017-2018

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Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	708	727	N	N	N	N	N	N	30%
White	N	N	718	733	N	N	N	N	N	N	35%
Hispanic	N	N	709	710	N	N	N	N	N	N	14%
Black or African American	N	N	700	705	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	766	N	N	N	N	N	N	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	N	N	*	736	N	N	N	N	N	N	37%
Female	N	N	710	728	N	N	N	N	N	N	30%
Male	N	N	707	727	N	N	N	N	N	N	30%
Economically Disadvantaged Students	N	N	708	709	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	N	N	710	736	N	N	N	N	N	N	37%
Students with Disabilities	N	N	683	693	N	N	N	N	N	N	*
Students without Disabilities	N	N	710	732	N	N	N	N	N	N	*
English Learners	N	N	694	691	N	N	N	N	N	N	*
Non-English Learners	N	N	711	729	N	N	N	N	N	N	*
Homeless Students	N	N	702	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	*	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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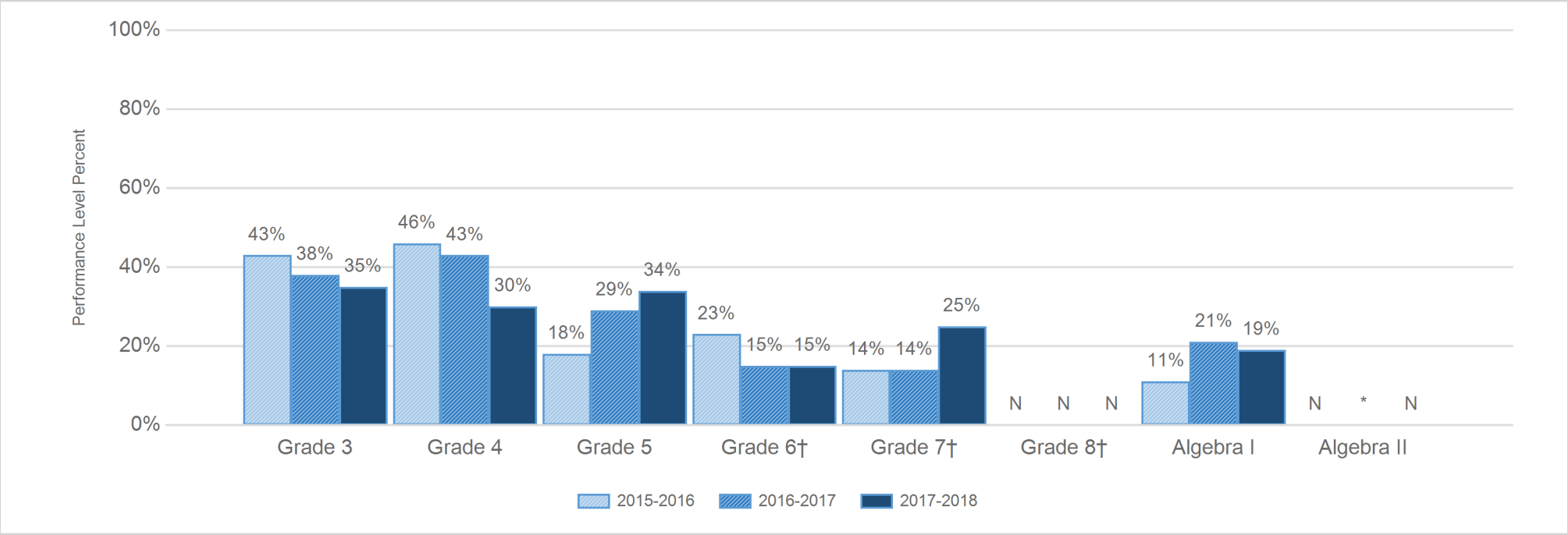
Mathematics Assessment – Performance Trends

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



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

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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
3	*	*
4	*	*
5	*	*
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	51.5%	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	63	*	*
3-4	87	*	*
5 or more	40	85.0%	15.0%

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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	68
7	0	0	66
8	71	0	0
Total	71	0	134

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	62	0	0	0	0	0	0
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	62	0	0	0	0	0	0

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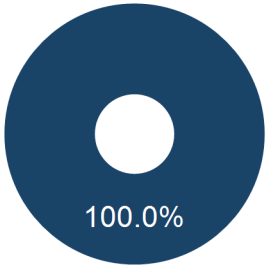
Visual and Performing Arts – Course Participation

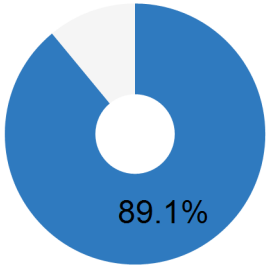
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

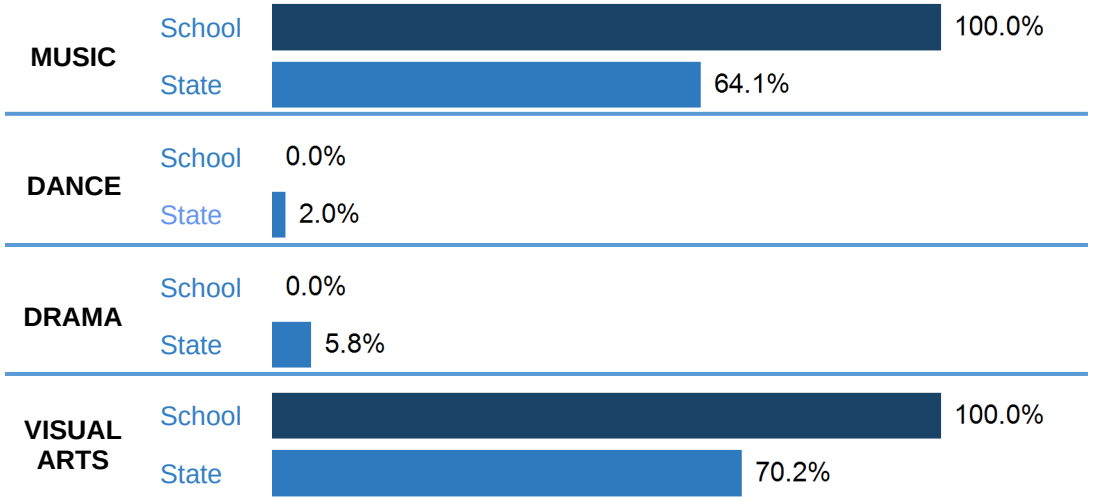


School



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.

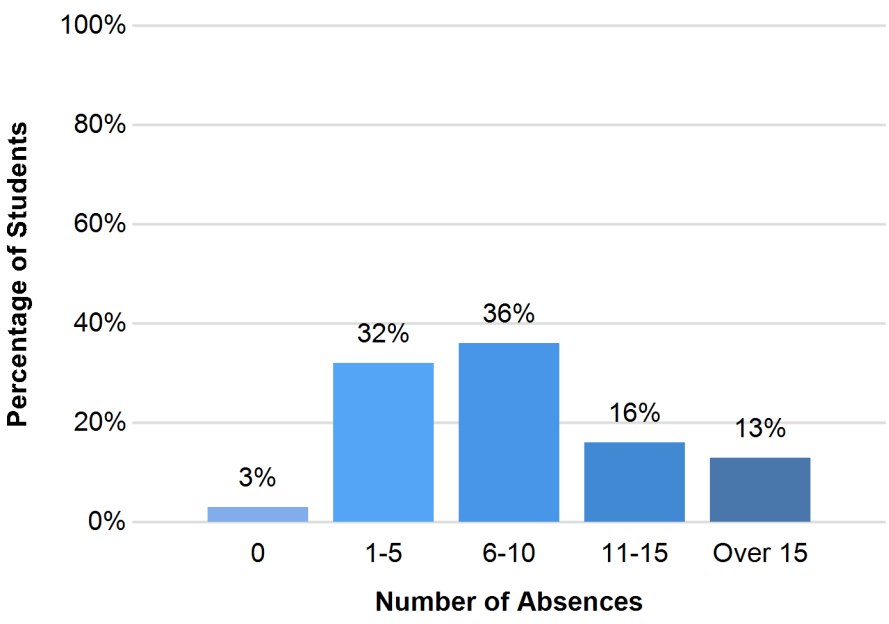
Chronic Absenteeism

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	66	9.8	9.1	Not Met
White	2	7.1	9.1	Met
Hispanic	60	9.7	9.1	Not Met
Black or African American	*	*	9.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	54	9.5	9.1	Not Met
Students with Disabilities	6	11.8	9.1	Not Met
English Learners	18	9.3	9.1	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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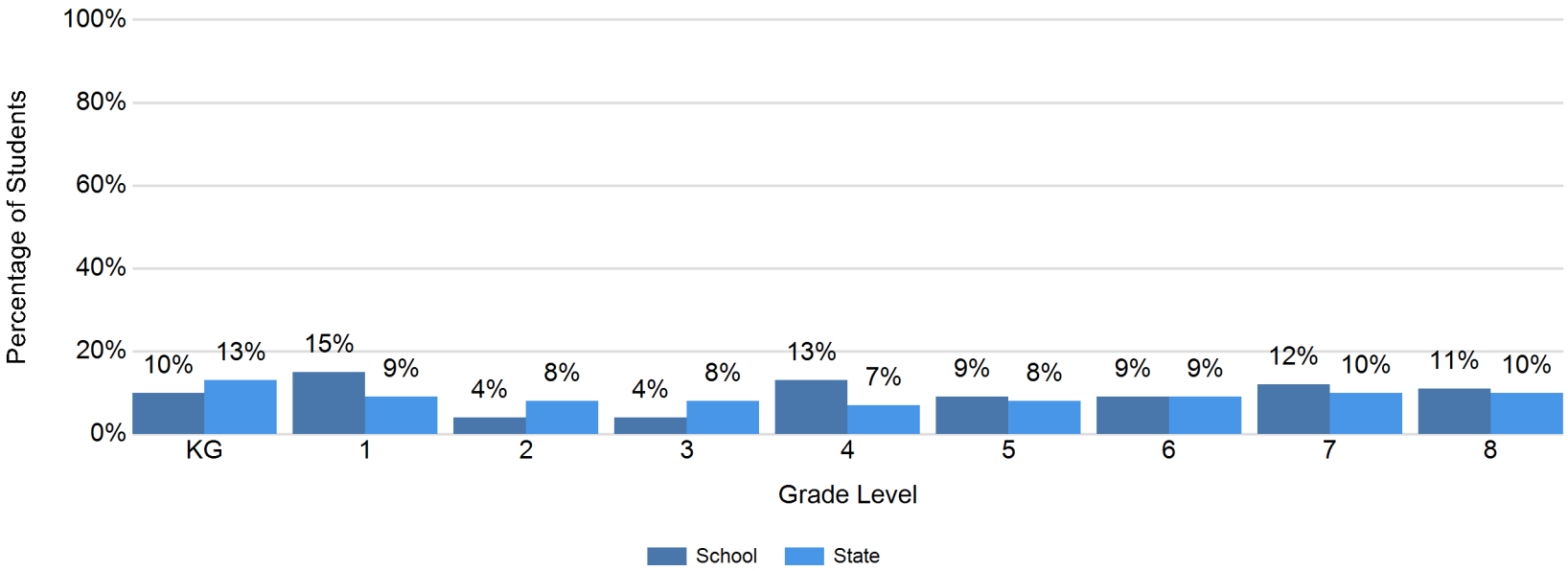
Chronic Absenteeism by Grade

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	21
Weapons	0
Vandalism	4
Substances	1
Harassment, Intimidation, Bullying (HIB)	11
Total Unique Incidents	37
Incidents Per 100 Students Enrolled	5.50

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	1
Weapons	0
Vandalism	0
Substances	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	0	2	2
Religion	0	0	0
Ancestry	0	0	0
Gender	1	1	2
Sexual Orientation	0	0	0
Disability	0	1	1
Other	5	6	11
No Identified Nature	23		23

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	40	5.9%
Any Suspension	41	6.1%
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
91

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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	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 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	3.0:1

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)	$720	$15,757	$16,477

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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	45	117,464
Average years experience in public schools	14.9	12.0
Average years experience in district	14.9	10.7
Teachers in district for 4 or more years	93.3%	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	99	9,374
Average years experience in public schools	18.3	16.0
Average years experience in district	18.3	12.0
Administrators in district for 4 or more years	99.0%	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	15:1	13:1
Students to Administrators	337:1	282:1
Teachers to Administrators	23:1	21:1
Students to Librarians/Media Specialists		1994:1
Students to Nurses		537:1
Students to Counselors		537:1
Students to Child Study Team		243:1

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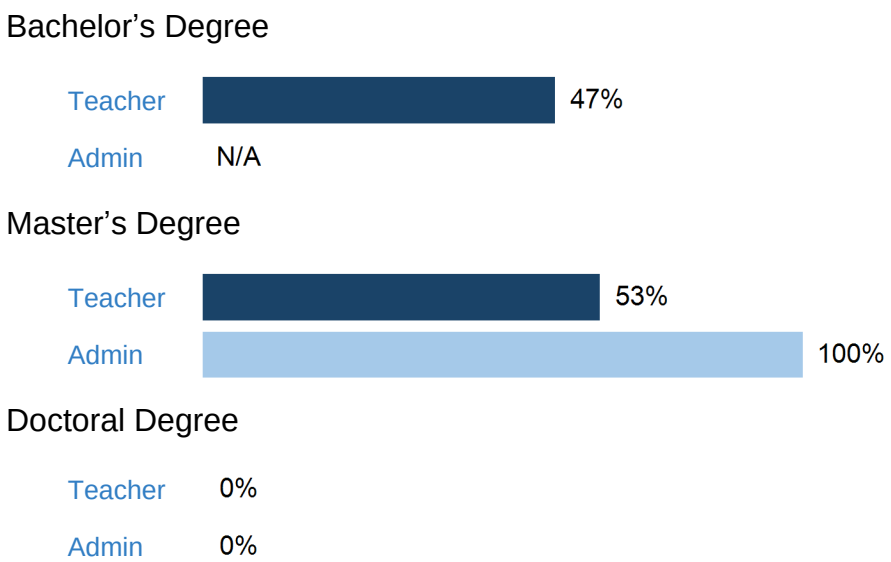
Teachers and Administrators - Level of Education

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	94.7%	90.2%
2016-17 Administrators: Same district 2017-18	93.3%	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	95.5%

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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	86.7%	100.0%
Male	13.3%	0.0%
White	62.2%	100.0%
Hispanic	31.1%	0.0%
Black or African American	4.4%	0.0%
Asian	2.2%	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		

NJ SCHOOL PERFORMANCE REPORT

CHRISTOPHER COLUMBUS SCHOOL NO. 15
(39-1320-180)
Grades Offered: KG-08
2017-2018

Report Key:
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† This indicates a table specific note,see note below table

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	19.61	15.0%
Mathematics Proficiency	18.60	15.0%
English Language Arts Growth	43.84	20.0%
Mathematics Growth	27.24	20.0%
Progress Towards English Language Proficiency	42.77	20.0%
Chronic Absenteeism	35.91	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	32.09	n/a
Summative Rating: Percentile Rank of Summative Score	21.45	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	**	**	No	N	N	**	**	n/a	Met	No
Hispanic	38.66	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	**	**	No	Met Target	Met Target†	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	50.02	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	28.29	14.08	No	Met Target†	Met Target†	Not Met	Not Met	n/a	Not Met	No
English Learners	52.58	14.08	No	Met Target	Not Met	Exceeds Standard	Met Standard	Met 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.

Highlights:	• Children's Literacy Initiative is in all Kindergarten through Grade 3 classrooms. • Technology is a part of each school day with one to one laptop use in Grades 2 through 8. • Our school is involved in the WE Schools project.
Mission, Vision, Theme:	At Christopher Columbus School Number 15 we believe that as a community we can empower every child to achieve excellence. School administrators faculty staff and parents work together to provide students with the highest quality education. Christopher Columbus students are taught to think critically communicate effectively and collaborate with each other allowing their creativity to drive them.

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Courses, Curriculum, Instruction:	All students have used technology daily to enhance their learning. One-to-one laptops begin at Grade 2 and as in the previous year continue in Grades 3 through 8. All Kindergarten through Grade 3 classes are part of the Children's Literacy Initiative and middle school students participate in AVID enhancing skills for college preparation. All curricula are standards-aligned providing our students with full preparation for college and careers.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross Country (Boys & Girls), Football (Boys), Golf (Coed), Soccer (Boys & Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys) Christopher Columbus School No. 15 are able to participate in district offered sports programs each year.
Clubs and Activities:	In 2017-2018 middle school students participated in clubs including chorus band peer tutoring media/technology and AVID. Chorus and band met three times per week and were also peer tutors. All students participated in WE campaigns and activities. Students also participated in the anti-bullying club.

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Before and After School Programs:	Christopher Columbus School No. 15 students have the opportunity to apply for the academic and art enrichment afterschool program. In 2017-2018 this program was a three day a week one hour program that happened after school hours where they extended learning in unique and exciting ways. It will continue in the 2017-2018 school year as well.
Staff and Professional Learning:	Teachers engage in professional learning communities to analyze data and plan for meeting students' unique abilities and needs. Teachers also engage in district professional development to strengthen and expand their skills in implementing the district curricula. Children's Literacy Initiative also provides our teachers in Kindergarten through Grade 3 with training in Classroom Culture and Environment the Intentional Read Aloud Reading Workshop Independent Worktime and Guided Reading.

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Student Supports and Services:	All students at Christopher Columbus School No. 15 are valued and celebrated. Tutoring is provided to students who are identified as needing additional supports. Our English-as-a-Second Language/Bilingual Program continues to provide support for students who qualified for services in mastering the English language. Students with disabilities are also provided with in class support services. We provide all students with the services and programs that will help them meet with success.
Student Health and Wellness:	All students at Christopher Columbus School No. 15 have been and continue to be provided with our breakfast and lunch programs. This ensures that our students are nourished and ready to learn. Additionally students who attend the afterschool enrichment program are provided with snack to ensure that they are nourished even after school hours while learning. Our fifth grade youngsters participated in the LEAD program a drug education program sponsored by the Elizabeth Police Department.
Parent and Community Involvement:	At School No. 15 a strong partnership exists between home and school. Parents participate individually and through the Parent Teacher Organization (PTO) to enhance the education of our students. The PTO assisted in bringing cultural arts assemblies and programs to our students during school and after school hours. Our school hosted a family exercise night a pancake breakfast family movie night multicultural events and show and a family fun day.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Each year parents students and teachers are surveyed three times to provide input into the school climate here at Christopher Columbus School No. 15. This information is used in decision-making and outreach. We value the input of all stakeholders in our school community.
Facilities:	Christopher Columbus School No. 15 celebrated its 100th year! Our facility has an air conditioned gym/lunch room. Our classrooms are continually maintained and technology rich to provide our students with inviting learning environments.