NJ SCHOOL PERFORMANCE REPORT

COLUMBIA HIGH SCHOOL
(13-4900-030)
Grades Offered: 09-12
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	ESSEX
District	SOUTH ORANGE-MAPLEWOOD
Principal Name	DR. MORGAN
Address	17 PARKER AVE MAPLEWOOD, NJ 07040-1327
Phone Number	(973)762-5600
Email Address	KMORGAN@SOMSD.K12.NJ.US
Website	https://www.somsd.k12.nj.us/site/Default.aspx?PageID=423

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
9	508	526	533
10	504	471	512
11	420	491	445
12	429	398	491
Total	1,861	1,886	1,981

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	52.5%	52.0%	53.2%
Male	47.5%	48.0%	46.8%
Economically Disadvantaged Students	21.5%	21.2%	18.5%
Students with Disabilities	11.6%	12.7%	12.3%
English Learners	1.3%	1.0%	1.1%
Homeless Students		0.1%	0.2%
Students in Foster Care		0.1%	0.2%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.6%	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	44.6%	47.9%	50.6%
Hispanic	5.6%	5.5%	6.4%
Black or African American	44.6%	41.7%	37.4%
Asian	3.8%	3.4%	3.8%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.3%	0.2%
Two or More Races	1.0%	1.3%	1.6%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	1,854	1,877	1,972
Shared Time Students	13	18	16
Full Time Equivalent	1,861	1,886	1,980

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	93.4%
Haitian	1.6%
Spanish	1.6%
Creoles and pidgins, French-based	1.1%
Other Languages	2.2%

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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	933	88.1	60.2	67.6	56.7	55.9	28.7	Met Target
White	483	89.1	79.3	*	65.6	74.5	33.1	Met Target
Hispanic	45	92.0	44.5	44.3	42.5	42.9	25.1	Met Target
Black or African American	337	86.1	33.0	41.0	37.3	30.0	22	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	50.7	Met Target
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	N	N
Female	476	87.6	69.4	75.5	64.5	64.1		
Male	457	88.6	50.8	60.2	49.4	47.5		
Economically Disadvantaged Students	163	82.8	29.4	34.0	38.5	*	18.1	Met Target
Non-Economically Disadvantaged Students	770	89.3	66.7	74.2	67.5	*		
Students with Disabilities	140	80.0	23.6	25.7	21.6	20.1	16.6	Met Target
Students without Disabilities	793	89.7	66.7	75.1	63.9	63.0		
English Learners	20	90.9	10.0	27.8	27.3	*	12.5	Met Target†
Non-English Learners	913	88.0	61.3	68.4	59.4	*		
Homeless Students	N	N	N	41.7	27.7	N		
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	62.6	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	507	763	763	752	6%	12%	16%	43%	23%	67%	55%
White	276	780	780	760	*	*	11%	50%	36%	86%	64%
Hispanic	30	736	736	735	*	*	*	*	*	40%	38%
Black or African American	160	736	736	734	12%	26%	26%	*	*	36%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	260	771	771	759	*	*	12%	45%	30%	76%	63%
Male	247	754	754	744	*	*	20%	41%	16%	57%	46%
Economically Disadvantaged Students	74	728	728	733	19%	31%	23%	*	*	27%	34%
Non-Economically Disadvantaged Students	433	769	769	761	3%	9%	15%	*	*	73%	65%
Students with Disabilities	67	726	726	716	24%	31%	22%	*	*	22%	15%
Students without Disabilities	440	768	768	758	3%	9%	15%	*	*	73%	62%
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	422	749	749	749	14%	11%	22%	40%	13%	53%	51%
White	204	767	767	756	5%	6%	16%	50%	23%	73%	58%
Hispanic	16	739	739	733	*	*	*	*	*	50%	38%
Black or African American	176	728	728	728	24%	16%	29%	*	*	31%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	50%
Two or More Races	13	755	755	753	*	*	*	*	*	54%	55%
Female	218	757	757	759	8%	8%	22%	44%	17%	61%	60%
Male	204	740	740	739	21%	13%	22%	35%	9%	45%	42%
Economically Disadvantaged Students	87	724	724	730	28%	15%	26%	*	*	31%	34%
Non-Economically Disadvantaged Students	335	755	755	758	11%	10%	21%	*	*	59%	59%
Students with Disabilities	66	716	716	707	44%	*	17%	*	*	26%	15%
Students without Disabilities	356	755	755	756	9%	*	23%	*	*	58%	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	726	726	736	27%	*	24%	*	*	33%	39%
White	*	*	*	737	*	*	*	*	*	*	41%
Hispanic	*	*	*	731	*	*	*	*	*	*	35%
Black or African American	42	720	720	729	33%	*	*	*	*	26%	31%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	759	N	N	N	N	N	N	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	25	731	731	745	*	*	*	*	*	28%	48%
Male	30	722	722	728	*	*	*	*	*	37%	31%
Economically Disadvantaged Students	27	717	717	730	*	*	*	*	*	22%	33%
Non-Economically Disadvantaged Students	28	735	735	739	*	*	*	*	*	43%	42%
Students with Disabilities	11	692	692	708	*	*	*	*	*	*	13%
Students without Disabilities	44	735	735	742	*	*	*	*	*	*	44%
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	721	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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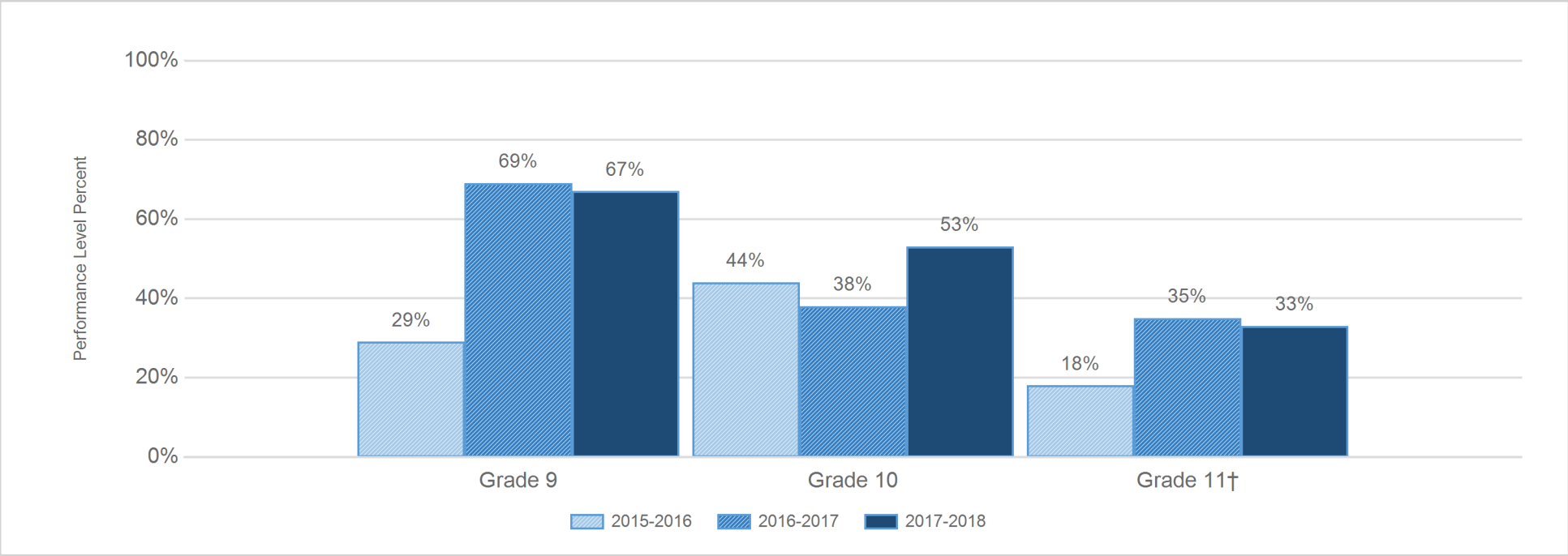
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

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	851	88.1	45.8	58.0	45.0	42.6	28.1	Met Target
White	406	88.5	68.0	*	54.1	63.3	36.4	Met Target
Hispanic	44	89.8	29.5	32.3	29.2	28.5	25.5	Met Target
Black or African American	334	86.3	18.3	28.6	23.4	16.7	18.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	37.8	Met Target
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	33	94.3	57.6	69.9	53.0	57.1	47.4	Met Target
Female	440	87.7	48.2	60.1	46.0	44.6		
Male	411	88.5	43.3	56.0	43.9	40.4		
Economically Disadvantaged Students	164	84.2	15.2	22.9	26.6	*	15.3	Met Target†
Non-Economically Disadvantaged Students	687	89.1	53.1	65.1	55.9	*		
Students with Disabilities	133	78.6	12.8	20.5	17.1	10.7	14.3	Met Target†
Students without Disabilities	718	90.1	51.9	64.7	50.5	49.3		
English Learners	20	100.0	10.0	23.6	24.6	10.0	12.3	Met Target†
Non-English Learners	831	87.8	46.6	58.8	46.9	43.3		
Homeless Students	N	N	N	*	17.3	N		
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	53.1	23.7	N		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	301	739	757	746	11%	21%	32%	*	*	37%	46%
White	103	757	772	755	*	*	30%	*	*	63%	57%
Hispanic	24	733	740	730	*	*	42%	*	*	25%	27%
Black or African American	155	725	732	727	18%	32%	32%	18%	0%	18%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	49%
Two or More Races	10	754	773	755	0%	*	*	*	*	50%	54%
Female	146	741	759	748	10%	20%	32%	*	*	39%	48%
Male	155	737	755	745	12%	22%	32%	*	*	34%	44%
Economically Disadvantaged Students	80	723	731	729	21%	33%	30%	*	*	16%	25%
Non-Economically Disadvantaged Students	221	744	762	756	7%	17%	32%	*	*	44%	57%
Students with Disabilities	63	722	728	716	21%	37%	30%	*	*	13%	13%
Students without Disabilities	238	743	761	752	8%	17%	32%	*	*	43%	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	376	740	747	735	6%	22%	30%	*	*	42%	30%
White	172	753	758	740	*	8%	27%	*	*	63%	37%
Hispanic	17	735	*	723	0%	*	*	*	*	29%	14%
Black or African American	157	726	728	719	13%	36%	34%	17%	0%	17%	11%
Asian, Native Hawaiian, or Pacific Islander	18	747	750	760	0%	*	*	56%	0%	56%	65%
American Indian or Alaska Native	*	*	*	734	*	*	*	*	*	*	28%
Two or More Races	*	*	764	741	*	*	*	*	*	*	39%
Female	205	744	749	736	*	18%	32%	*	*	46%	30%
Male	171	736	745	734	*	26%	27%	*	*	37%	29%
Economically Disadvantaged Students	76	724	725	722	*	46%	37%	*	*	11%	13%
Non-Economically Disadvantaged Students	300	744	751	741	*	16%	28%	*	*	50%	38%
Students with Disabilities	60	714	716	713	*	*	*	*	*	*	*
Students without Disabilities	316	745	752	738	*	*	*	*	*	*	*
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

COLUMBIA HIGH SCHOOL
(13-4900-030)
Grades Offered: 09-12
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	228	753	753	727	10%	13%	23%	47%	7%	54%	30%
White	134	771	771	733	*	*	16%	66%	10%	77%	35%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	67	716	716	705	27%	30%	33%	*	*	10%	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	*	*	*	729	*	*	*	*	*	*	28%
Two or More Races	14	761	761	736	0%	*	*	*	*	50%	37%
Female	122	751	751	728	10%	16%	25%	*	*	50%	30%
Male	106	756	756	727	10%	10%	21%	*	*	58%	30%
Economically Disadvantaged Students	34	713	713	709	32%	*	29%	*	*	12%	13%
Non-Economically Disadvantaged Students	194	760	760	736	6%	*	22%	*	*	61%	37%
Students with Disabilities	18	709	709	693	*	*	*	*	*	22%	*
Students without Disabilities	210	757	757	732	*	*	*	*	*	57%	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	*	*	*	693	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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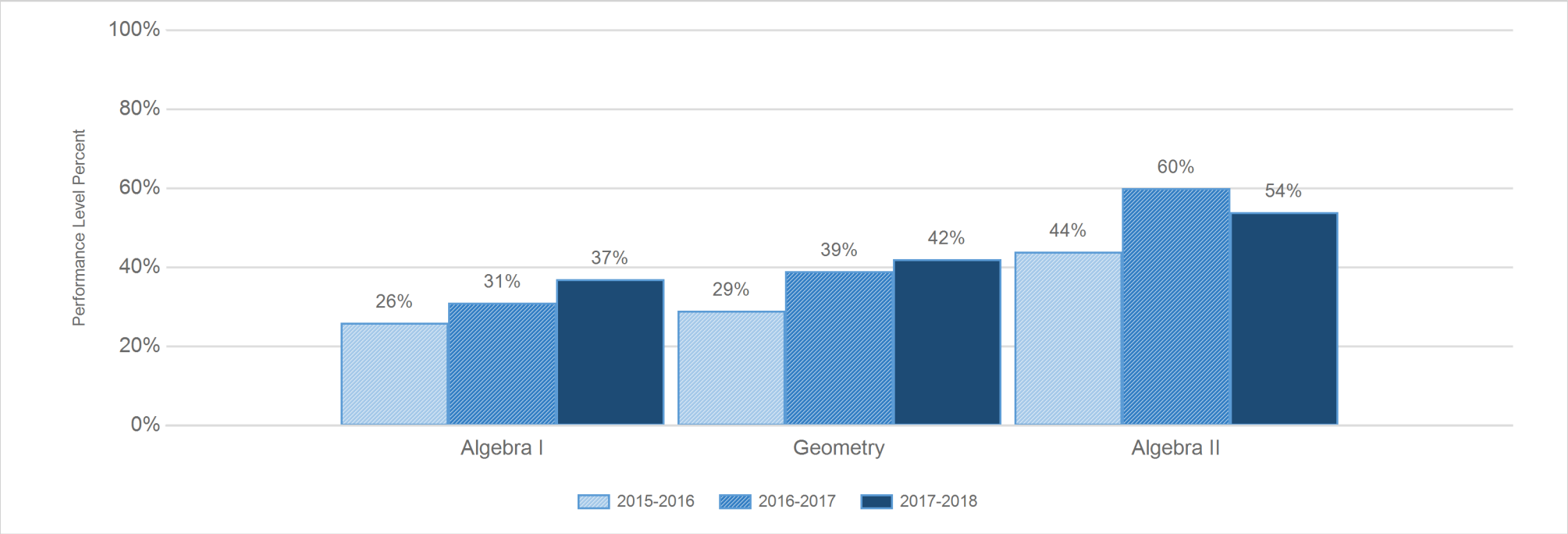
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	11	11

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	64.7%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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

NJASK Science Assessment Information

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

Biology Assessment Information

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

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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	96.1%	85.0%
12th graders taking SAT in 2017-18 or prior years	79.8%	72.2%
12th graders taking ACT in 2017-18 or prior years	37.3%	24.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	527	478	Grade 10: 430 Grade 11: 460	77%	62%
PSAT 10/NMSQT - Math	518	478	Grade 10: 480 Grade 11: 510	62%	42%
SAT - Reading and Writing	589	542	480	87%	72%
SAT - Math	584	543	530	68%	54%
ACT - Reading	27	24	22	78%	62%
ACT - English	26	24	18	87%	78%
ACT - Math	25	24	22	78%	62%
ACT - Science	25	23	23	66%	53%

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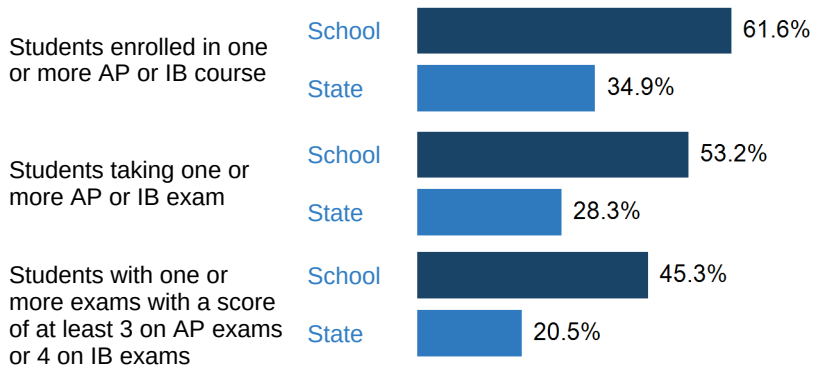
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

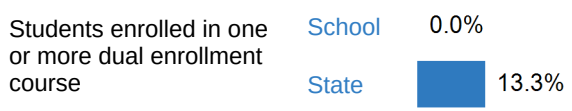
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	47	41
AP Biology	74	51
AP Calculus AB	30	29
AP Calculus BC	71	65
AP Chemistry	49	43
AP Comparative Government and Politics	16	14
AP Computer Science Principles	82	69
AP English Language and Composition	72	70
AP English Literature and Composition	35	34
AP Environmental Science	57	48
AP European History	32	30
AP French Language and Culture	18	17
AP Italian Language and Culture	11	0
AP Japanese Language and Culture	0	1
AP Latin (Virgil, Catullus and Horace)	0	1
AP Music Theory	29	21

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AP/IB Course	Students Enrolled	Students Tested
AP Physics C	19	0
AP Physics C: Electricity and Magnetism	0	18
AP Physics C: Mechanics	0	18
AP Psychology	165	148
AP Spanish Language	0	48
AP Spanish Literature	0	10
AP Statistics	94	92
AP Studio Art—Drawing Portfolio	20	1
AP Studio Art—Two-Demensional	0	7
AP U.S. Government and Politics	47	44
AP U.S. History	333	148
AP World History	0	85
IB Language A (non-English)—French	47	0
IB Language B—French	22	0
Total Exams taken		1153
Exams with scores of at least 3 on AP exams or 4 on IB exams		940

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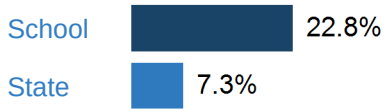
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

Career and Technical Education Participation

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

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

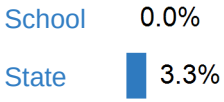


CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

Structured Learning Experiences Participation

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

Structured Learning Experiences



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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School	*
State	0.9%

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	*	*	*
Arts, AV Technology & Communications	454		
Hospitality & Tourism	*		
Human Services	*		
Information Technology	0	*	*
Transportation, Distribution & Logistics	*	*	*
Total (All Clusters)	465	*	*

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	277	171	82	0	0	0	5
10	12	243	130	102	0	28	12
11	13	17	210	103	84	26	13
12	6	4	11	200	78	40	59
Total	308	435	433	405	162	94	89
Enrolled in AP/IB Course					101	94	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	522	1	0	0	7	0
10	18	12	0	10	464	32
11	6	397	0	11	24	21
12	90	23	0	93	34	169
Total	636	433	0	114	529	222
Enrolled in AP/IB Course	74	49		57	19	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	522	7	0	0	0	0
10	11	498	0	10	4	1
11	3	438	6	74	23	17
12	2	54	38	214	139	73
Total	538	997	44	298	166	91
Enrolled in AP/IB Course	0	333	0	165		87
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	62	348	49	0	2	6	2
10	18	350	38	15	1	22	14
11	11	277	25	17	0	11	12
12	4	137	17	14	2	9	12
Total	95	1112	129	46	5	48	40
Enrolled in AP/IB Course	0	87	11	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	0	269	23	31	1	0	1

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
French	*
Spanish	40
Total	*

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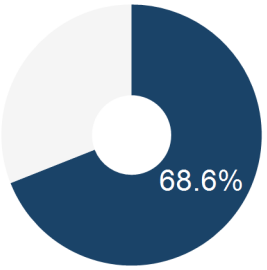
Visual and Performing Arts – Course Participation

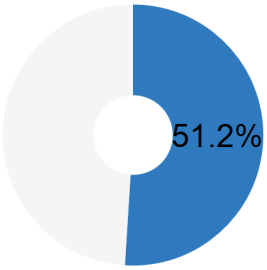
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

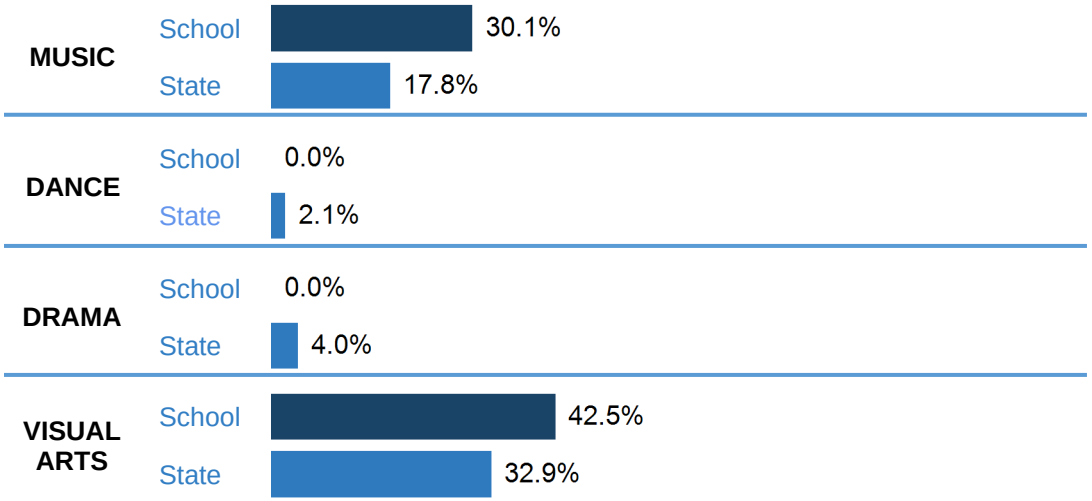


School



State

Students enrolled in one or more classes by discipline:



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

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	94.0%	90.9%	92.9%	92.4%	90.4%	91.2%	Not Met	93.7%	95.0%	Not Met
White	96.7%	95.0%	94.9%	95.7%	93.8%	95.0%	Not Met	95.7%	N	Met Goal
Hispanic	97.4%	84.8%	75.0%	87.3%	70.0%	81.0%	Not Met	87.5%	83.1%	Met Target
Black or African American	90.2%	84.2%	92.0%	86.8%	88.3%	88.2%	Met Target	92.8%	93.8%	Not Met
Asian, Native Hawaiian or Pacific Islander	100.0%	97.0%	100.0%	97.7%	100.0%	**	**	*	N	Met Goal
American Indian or Alaska Native	*	86.5%	*	94.1%	*	**	**	N	N	N
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	84.9%	84.6%	88.1%	87.0%	84.5%	83.5%	Met Target	87.2%	89.4%	Not Met
Students with Disabilities	86.7%	80.1%	76.8%	83.5%	73.9%	77.7%	Not Met	81.1%	85.1%	Not Met
English Learners	*	75.8%	*	81.8%	*	**	**	*	**	**
Homeless Students	N	72.6%	N	79.1%	N			*		
Students in Foster Care	N	62.6%	*	64.9%						

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

Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	40.6%	54.3%
Substitute Competency Test	55.7%	39.3%
Portfolio Appeals Process	0.4%	2.7%
Alternate Requirements specified in IEP	2.5%	2.9%
Unknown	0.8%	0.8%

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2018	94.0%	-
2017	90.4%	92.9%
2016	88.8%	93.7%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	0.7%	1.2%
2016-2017	1.3%	1.1%
2015-2016	0.8%	1.2%

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(13-4900-030)
Grades Offered: 09-12
2017-2018

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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	81.5%	11.4%	88.6%
White	84.6%	2.1%	97.9%
Hispanic	69.4%	20%	80%
Black or African American	79.8%	23.3%	76.7%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	79.8%	25.4%	74.6%
Students with Disabilities	70.7%	41.4%	58.6%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	86.6%	14%	86%	59.1%	40.9%	46.6%	53.4%
White	87.6%	4.7%	95.3%	50%	50%	28.4%	71.6%
Hispanic	100%	8.3%	91.7%	58.3%	41.7%	58.3%	41.7%
Black or African American	84.9%	24.8%	75.2%	69.4%	30.6%	65%	35%
Asian, Native Hawaiian, or Pacific Islander	100%	0%	100%	33.3%	66.7%	25%	75%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	85.6%	25.3%	74.7%	72.3%	27.7%	72.3%	27.7%
Students with Disabilities	70.5%	38.7%	61.3%	67.7%	32.3%	74.2%	25.8%
English Learners	*	*	*	*	*	*	*

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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.

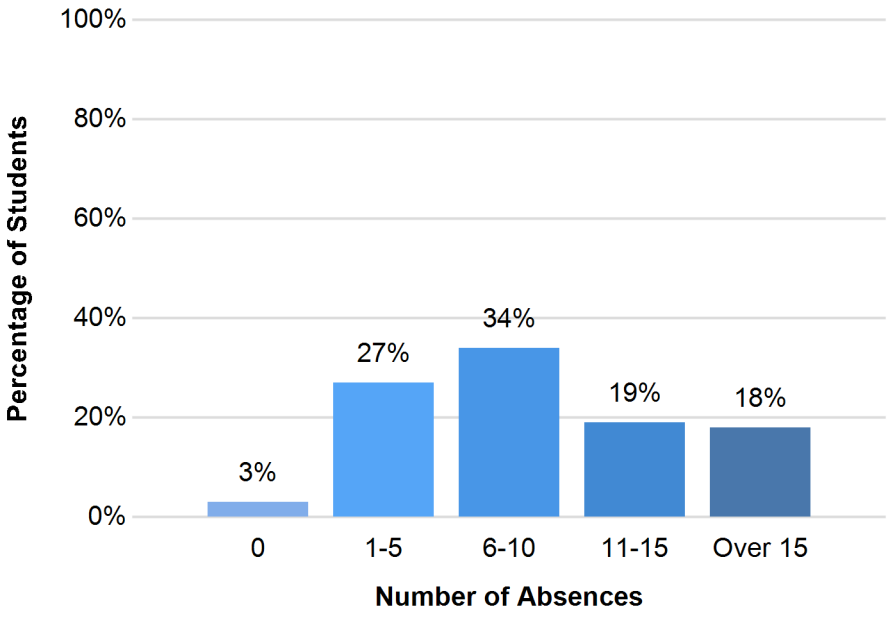
Chronic Absenteeism

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	315	15.2	14.9	Not Met
White	113	10.8	14.9	Met
Hispanic	19	14.5	14.9	Met
Black or African American	172	22.0	14.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	6	7.4	14.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.9	Met
Economically Disadvantaged Students	96	25.7	14.9	Not Met
Students with Disabilities	95	28.5	14.9	Not Met
English Learners	1	5.0	14.9	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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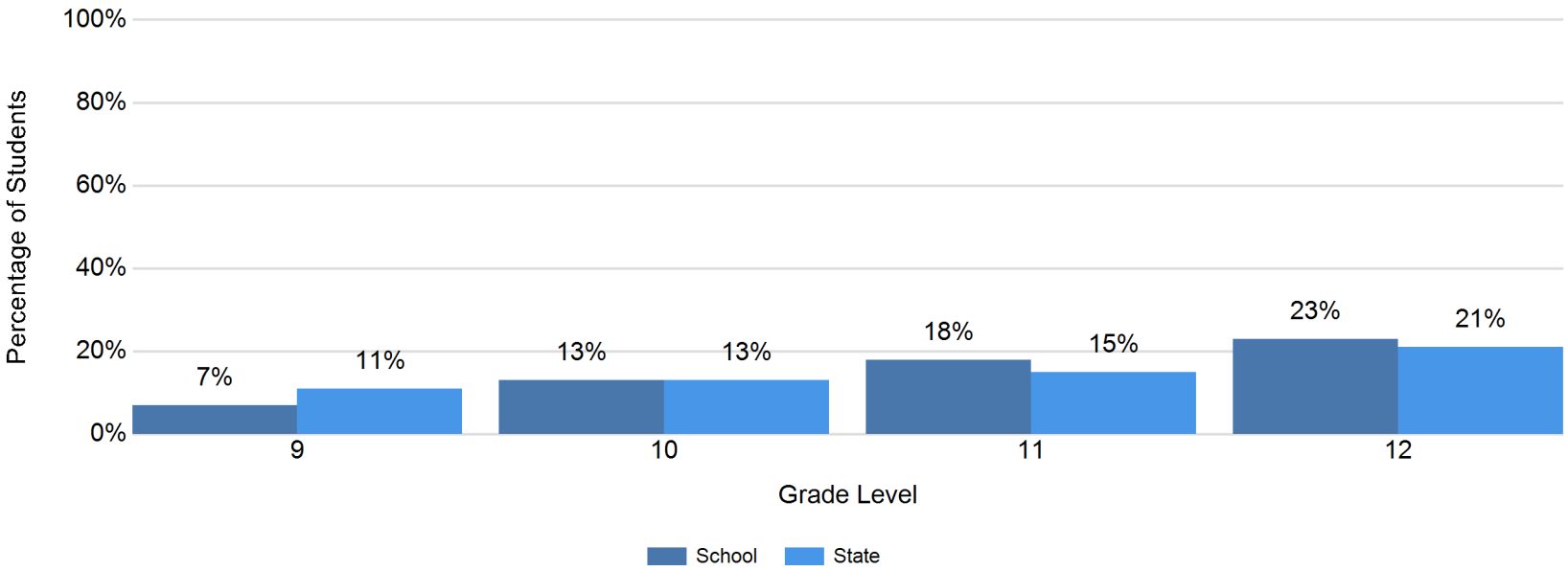
Chronic Absenteeism by Grade

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	9
Weapons	9
Vandalism	4
Substances	24
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	48
Incidents Per 100 Students Enrolled	2.42

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	2
Weapons	4
Vandalism	0
Substances	21
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	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	2	2
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	0	0.0%
Out-of-School Suspensions	50	2.5%
Any Suspension	50	2.5%
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
244

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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	7:55 AM
Typical End Time	3:05 PM
Length of School Day	7 Hrs 10 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	3 Hrs. 12 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2017-18	13.1:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$378	$13,881	$14,259

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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	143	117,464
Average years experience in public schools	10.3	12.0
Average years experience in district	10.2	10.7
Teachers in district for 4 or more years	76.9%	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	40	9,374
Average years experience in public schools	8.8	16.0
Average years experience in district	8.8	12.0
Administrators in district for 4 or more years	57.5%	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	14:1	12:1
Students to Administrators	165:1	176:1
Teachers to Administrators	12:1	14:1
Students to Librarians/Media Specialists		781:1
Students to Nurses		540:1
Students to Counselors		502:1
Students to Child Study Team		190:1

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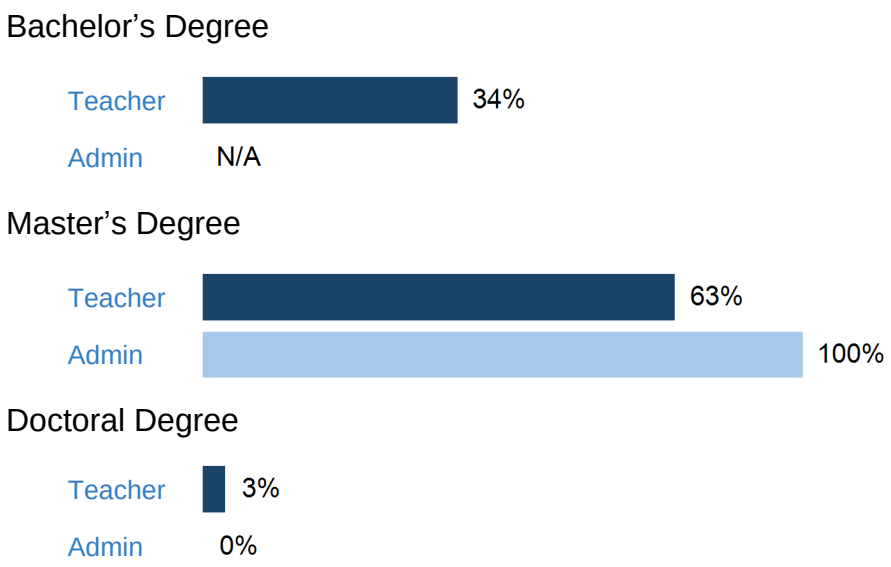
Teachers and Administrators - Level of Education

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	90.7%	90.2%
2016-17 Administrators: Same district 2017-18	89.7%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	97.1%

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Teachers: 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 and Administrators – Demographics

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

Category	Teachers	Administrators
Female	56.6%	50.0%
Male	43.4%	50.0%
White	76.9%	66.7%
Hispanic	4.9%	8.3%
Black or African American	14.0%	16.7%
Asian	2.8%	0.0%
American Indian or Alaska Native	0.7%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.7%	8.3%

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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	55.01	17.5%
Mathematics Proficiency	66.48	17.5%
Graduation Rate - 4-Year	23.78	25.0%
Graduation Rate - 5-Year	37.07	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	36.21	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	41.90	n/a
Summative Rating: Percentile Rank of Summative Score	37.25	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Not Met	Not Met	**	Not Met	No
White	57.53	8.94	No	Met Target	Met Target	Not Met	Met Goal	n/a	Met	No
Hispanic	42.14	8.94	No	Met Target	Met Target	Not Met	Met Target	n/a	Met	No
Black or African American	54.35	8.94	No	Met Target	Met Target†	Met Target	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	29.08	8.94	No	Met Target	Met Target	**	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	N	n/a	**	No
Two or More Races	**	**	No	N	Met Target	**	**	n/a	Met	No
Economically Disadvantaged Students	34.87	8.94	No	Met Target	Met Target†	Met Target	Not Met	n/a	Not Met	No
Students with Disabilities	42.88	8.94	No	Met Target	Met Target†	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	No	Met Target†	Met Target†	**	**	**	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:	• Columbia High School art and literary magazine received three awards of distinction for its 2017 edition. • Girls Track outdoor conference champions and indoor county conference and county relay champions. • Students from Columbia High School Band performed with United States Army Field Band and Soldiers' Chorus
Mission, Vision, Theme:	The mission of Columbia High School is to educate, inspire and encourage all students in our diverse community to discover and develop their individual talents and abilities in order to become productive contributors to our democratic society.
Awards, Recognition, Accomplishments:	Columbia High School art and literary magazine Guildscript, received three awards of distinction for its 2017 edition.Seven members of the Columbia High School Wind Ensemble had the honor of being invited to perform with the United States Army Field Band and Soldiers'Chorus.

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Courses, Curriculum, Instruction:	Our district has partnered with Apex, a company that offers K-12 online curricular programming. The courses use a combination of video, audio, text, and interactive white boards to deliver the curricula. A diverse selection of elective courses are available to students in areas such as: Forensic Science, Television Production, Animation, Film-making, Computer Graphics, Music Technology, Broadcast Journalism, Drama, Sociology, Computer Technology, Psychology and a variety of studio art courses.
Sports and Athletics:	Columbia High School is well-respected in the state for its championship athletic programs. Columbia High School's Boys Varsity Cross Country Team won the Essex County Championship as well as the Super Essex Conference last October. Our Girls Track Team won County Title for the 9th Year in a Row and wowed at the Penn Relays.
Clubs and Activities:	More than 50 club activities for students across all grade levels are offered. They include diverse offerings such as Astronomy, Chess, Cougar Nation (student sports boosters), Guitar, Piano Guild, Magic, Math, P.O.W.E.R. (women's rights and equality issues), SPECTRUM (LGBT issues and activism), the West Point Bridge Design Club, Programming Club, Student Tour Guides, Golf, Future Medical Students of America, Ultimate Frisbee and full Class and Student Councils.

NJ SCHOOL PERFORMANCE REPORT

COLUMBIA HIGH SCHOOL
(13-4900-030)
Grades Offered: 09-12
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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.

Staff and Professional Learning:	A group of students attend MSAN's (National Minority Student Achievement Network), annual student leadership conference to network with other diverse schools across the country and to bring back action plans, leadership, and best practices for increasing opportunity and closing the achievement gap in our school. Faculty advisors and staff mentors then work with the students to lead study groups, school programming, and an AP Student-for-a-Day and informational one-day, student-led conference.
Postsecondary Information:	Our Advanced Placement (AP) program fully prepares our students for higher education and career goals. Columbia High School offers a full complement of 22 AP courses, which allow students to enter most colleges and universities with advanced standing. The high school also administers AP examinations in courses not offered at the high school, including microeconomics, macroeconomics, and German.

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Student Supports and Services:	Specific counseling supports for student and their families include the regular services of our Guidance and Counseling Department, as well as our LOFT and Family Connections and ESS (Effective School Solutions) which can connect our students with clinical supports and family counseling. Student Assistance Counselors provide confidential counseling services before, during, and after a student presents with a “crisis."
Parent and Community Involvement:	Parents play a vital role in the school community. They are involved in the Cougar Booster Club, the Achieve Foundation, the Columbia High School Music Parents’ Association (CHSMPA), the Home and School Association (HSA), and other organizations to raise funds and organize events that enhance the curricular and extracurricular opportunities for all students.

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Other Information:	In addition to our AP program, The district provides an opportunity in school each October for all sophomores and juniors to take a free PSAT. This allows all students access an early understanding of the college planning process as it relates to the PSAT and SAT, and to begin to have conversations with their families, teachers, and counselors about pathways to higher-level courses that will prepare them to be college- and career-ready upon graduation. We also offer our Cougar Prep Program to incoming ninth graders, which is a transitional, summer program that supports ninth graders as they prepare for their high school careers. Students are recommended from our two middle schools for participation in this program. This initiative invites students to a five-week program that includes instructional, social, cultural, and recreational components. The program partners with Family Connections, an Essex County non-profit organization that supports diverse families in this area. Upon completion of the Cougar Prep program, students are awarded 1.25 credits towards their high school transcripts.