



Columbus Elementary School
(21-5210-170)
Grades Offered: KG-05
2018-2019

Report Key:

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- ** Accountability calculations require 20 or more students
- N** No Data is available to display
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How to use this report:

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

Navigating through the reports:

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

Notes from the New Jersey Department of Education:

**Columbus Elementary School**

(21-5210-170)

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School Contact Information

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

Type	Contact Information
County	Mercer
District	Trenton Public School District
Principal Name	Mr. Michael Rosenberg
Address	1200 Brunswick Avenue Trenton, NJ 08638
Phone Number	609-656-4690
Email Address	mrosenberg@trenton.k12.nj.us
Website	http://www.trenton.k12.org/columbuselementary_home



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	64	64	71
1	60	63	69
2	69	65	64
3	64	74	67
4	51	61	65
5	65	64	64
Total	373	391	400

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	49.3%	50.9%	52.0%
Male	50.7%	49.1%	48.0%
Economically Disadvantaged Students	89.0%	81.8%	78.8%
Students with Disabilities	14.2%	13.6%	22.0%
English Learners	15.5%	19.7%	17.5%
Homeless Students	0.3%	1.0%	3.0%
Students in Foster Care	1.3%	0.8%	1.8%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	2.7%	3.8%	3.3%
Hispanic	52.3%	49.6%	41.3%
Black or African American	43.4%	44.5%	53.5%
Asian	0.3%	0.8%	0.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.3%	0.0%	0.0%
Two or More Races	1.1%	1.3%	1.5%

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	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	64	64	71

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	78.3%
Spanish	19.8%
Other Languages	2.0%

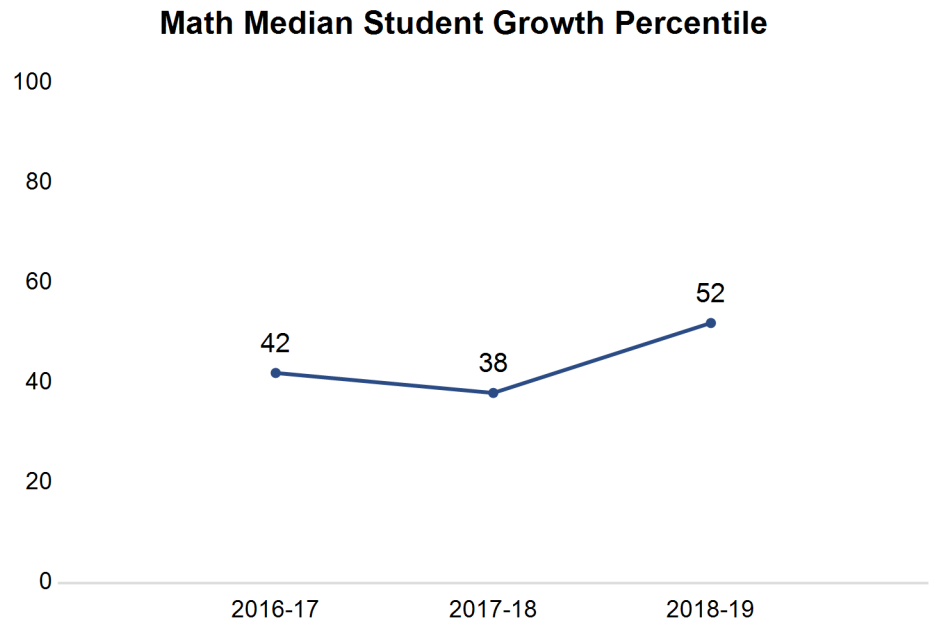
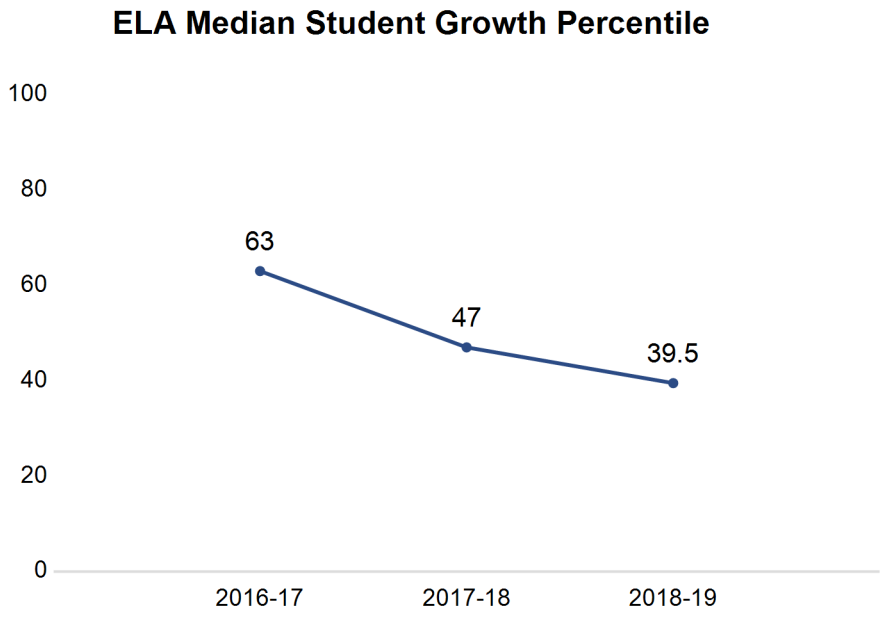


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Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	63	47	39.5	42	38	52
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Not Met	Met Standard	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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 (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. More information and additional data can be found on the [NJDOE Student Growth page](#).

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (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	39.5	41	50	Not Met	52	39	50	Met Standard
White	*	37	50	**	*	50	52	**
Hispanic	33	42	49	Not Met	52	40	47	Met Standard
Black or African American	45.5	40	45	Met Standard	47	38	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	N	40	59	**	N	29	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	26	49	**	*	26	52	**
Female	46	43	53	N	53	39	50	N
Male	29	39	47	N	50	39	51	N
Economically Disadvantaged Students	39	41	48	Not Met	52	39	46	Met Standard
Students with Disabilities	22	38	43	Not Met	50	36	45	Met Standard
English Learners	28	42	52	**	58	39	50	**
Homeless Students	*	47	43	N	*	43	44	N
Students in Foster Care	*	31	42	N	*	30	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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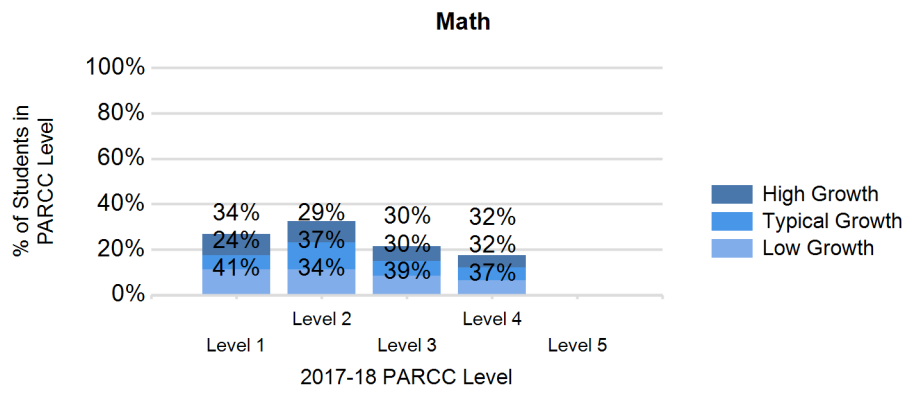
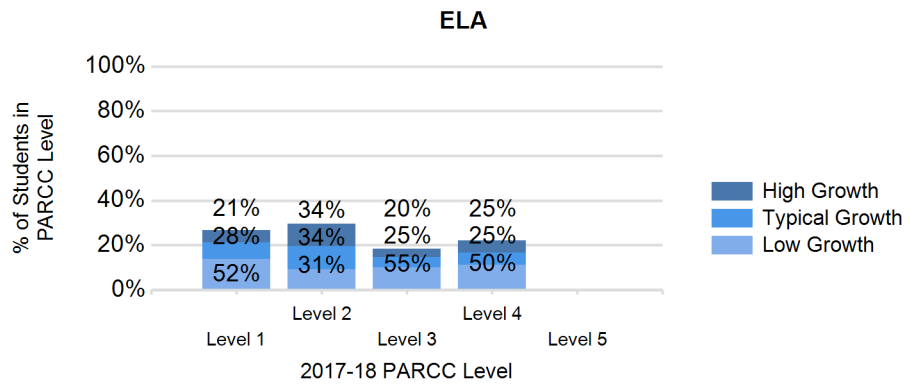
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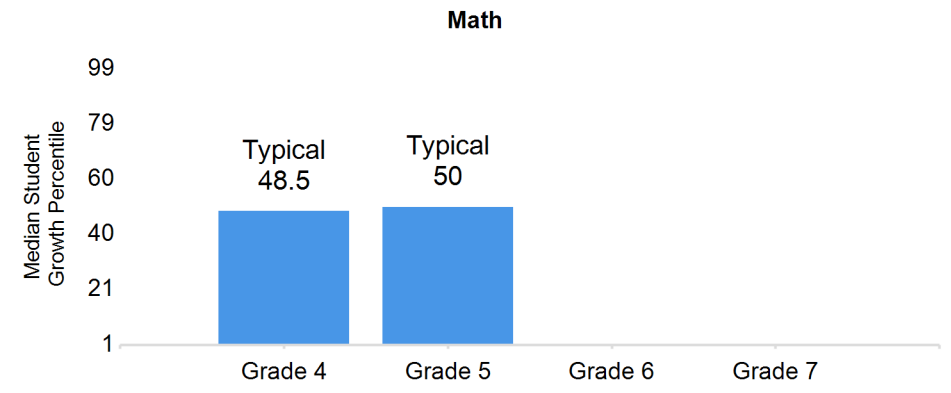
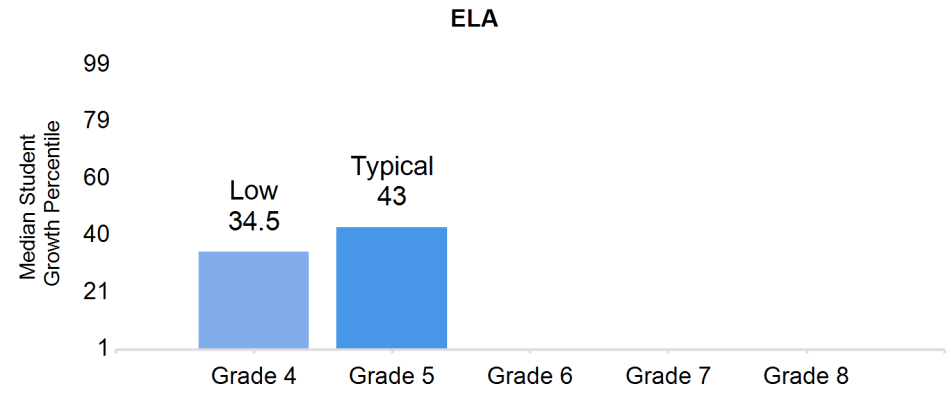
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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





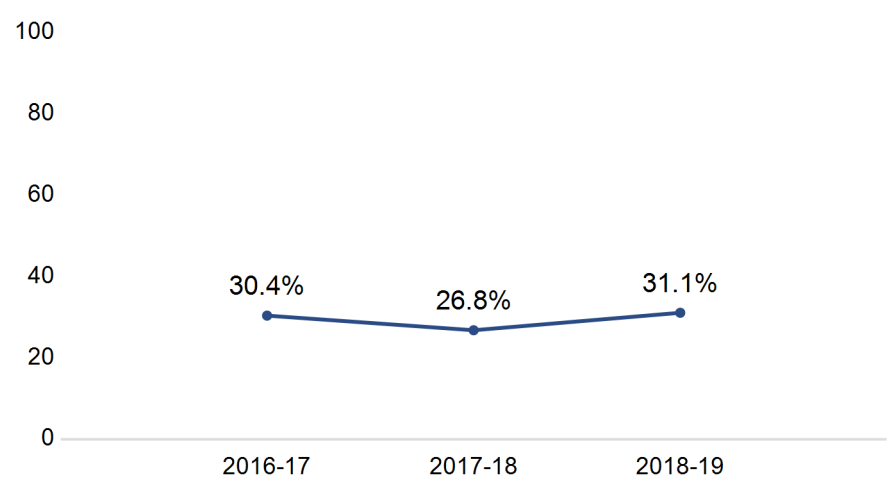
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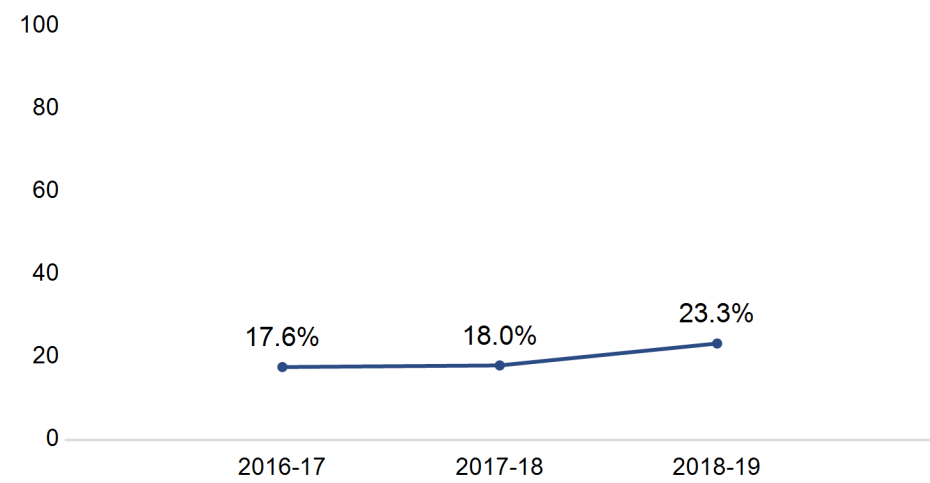
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.5%	94.5%	98.5%	97.3%	94.6%	98.5%
Proficiency Rate for Federal Accountability	30.4%	26.8%	31.1%	17.6%	18.0%	23.3%
Annual Target	22.8%	25.8%	28.8%	17.7%	21.0%	24.2%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target†	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [accountability resources](#). More information and additional data can also be found on the [NJDOE Academic Achievement page](#).

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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	180	98.5	31.1	*	57.9	31.1	28.8	Met Target
White	*	*	*	20.0	66.9	*	**	**
Hispanic	76	98.7	36.8	22.7	43.9	36.8	28.5	Met Target
Black or African American	94	98.1	25.5	*	38.5	25.5	28.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	29.0	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	82	96.6	39.0	24.5	64.8	39.0		
Male	98	100.0	24.5	15.9	51.3	24.5		
Economically Disadvantaged Students	151	98.8	31.8	19.2	40.0	31.8	28.6	Met Target
Non-Economically Disadvantaged Students	29	97.1	27.6	22.2	67.9	27.6		
Students with Disabilities	63	95.8	19.0	*	22.7	19.0	15.1	Met Target
Students without Disabilities	117	100.0	37.6	*	65.1	37.6		
English Learners	36	100.0	36.1	13.9	29.3	36.1	16.2	Met Target
Non-English Learners	144	98.1	29.9	22.2	60.6	29.9		
Homeless Students	10	100.0	50.0	15.4	29.1	50.0		
Students In Foster Care	*	*	*	10.8	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



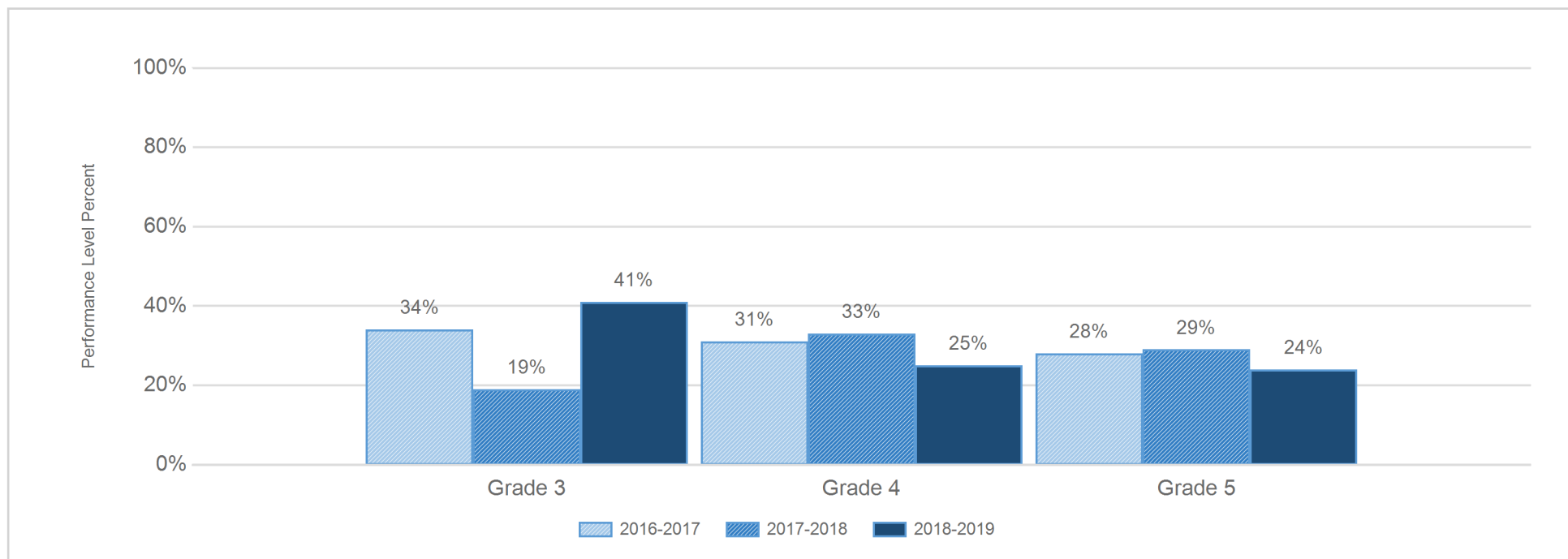
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	54	737	711	748	*	19%	24%	*	*	41%	50%
White	*	*	727	757	*	*	*	*	*	*	60%
Hispanic	26	740	713	734	*	*	*	46%	0%	46%	36%
Black or African American	23	729	707	731	*	*	*	*	*	30%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	26	743	715	753	*	*	*	*	*	42%	55%
Male	28	731	707	743	*	*	*	*	*	39%	46%
Economically Disadvantaged Students	44	736	*	731	*	*	*	*	*	41%	33%
Non-Economically Disadvantaged Students	10	744	*	759	*	*	*	*	*	40%	61%
Students with Disabilities	10	714	690	719	*	*	*	*	*	20%	24%
Students without Disabilities	44	742	714	754	*	*	*	*	*	45%	56%
English Learners	*	*	704	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	714	751	*	*	*	*	*	*	54%
Homeless Students	*	*	711	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	57	727	720	755	25%	19%	32%	*	*	25%	57%
White	*	*	706	763	*	*	*	*	*	*	67%
Hispanic	25	733	723	743	*	*	40%	*	*	32%	44%
Black or African American	29	720	716	739	34%	*	*	*	*	17%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	28	736	724	760	*	*	*	*	*	32%	62%
Male	29	718	716	750	*	*	*	*	*	17%	53%
Economically Disadvantaged Students	*	*	719	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	721	765	*	*	*	*	*	*	69%
Students with Disabilities	14	693	692	725	*	*	*	*	*	*	25%
Students without Disabilities	43	738	724	761	*	*	*	*	*	*	64%
English Learners	*	*	713	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	722	758	*	*	*	*	*	*	60%
Homeless Students	*	*	707	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	723	722	756	26%	23%	27%	24%	0%	24%	58%
White	*	*	714	764	*	*	*	*	*	*	68%
Hispanic	*	*	724	743	*	*	*	*	*	*	44%
Black or African American	38	720	719	739	29%	*	29%	*	*	21%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	24	742	730	761	*	*	*	*	*	46%	64%
Male	38	712	713	750	*	*	*	*	*	11%	52%
Economically Disadvantaged Students	51	724	722	740	*	*	*	*	*	25%	39%
Non-Economically Disadvantaged Students	11	722	722	766	*	*	*	*	*	18%	69%
Students with Disabilities	24	704	696	724	*	*	*	*	*	13%	23%
Students without Disabilities	38	736	728	762	*	*	*	*	*	32%	65%
English Learners	*	*	706	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	726	758	*	*	*	*	*	*	60%
Homeless Students	*	*	706	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [accountability resources](#). More information and additional data can also be found on the [NJDOE Academic Achievement page](#).

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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	180	98.5	23.3	10.9	44.5	23.3	24.2	Met Target†
White	*	*	*	13.8	54.1	*	**	**
Hispanic	76	98.8	30.3	12.5	28.8	30.3	27.6	Met Target
Black or African American	94	98.1	14.9	*	23.0	14.9	20.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	16.1	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	82	96.7	25.6	10.1	44.9	25.6		
Male	98	100.0	21.4	11.7	44.2	21.4		
Economically Disadvantaged Students	151	98.8	23.2	11.2	26.3	23.2	25	Met Target†
Non-Economically Disadvantaged Students	29	97.1	24.1	10.3	54.9	24.1		
Students with Disabilities	63	95.8	14.3	*	17.4	14.3	13.5	Met Target
Students without Disabilities	117	100.0	28.2	*	50.0	28.2		
English Learners	36	100.0	30.6	*	25.0	30.6	29	Met Target
Non-English Learners	144	98.1	21.5	*	46.5	21.5		
Homeless Students	10	100.0	10.0	*	17.1	10.0		
Students In Foster Care	*	*	*	16.2	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



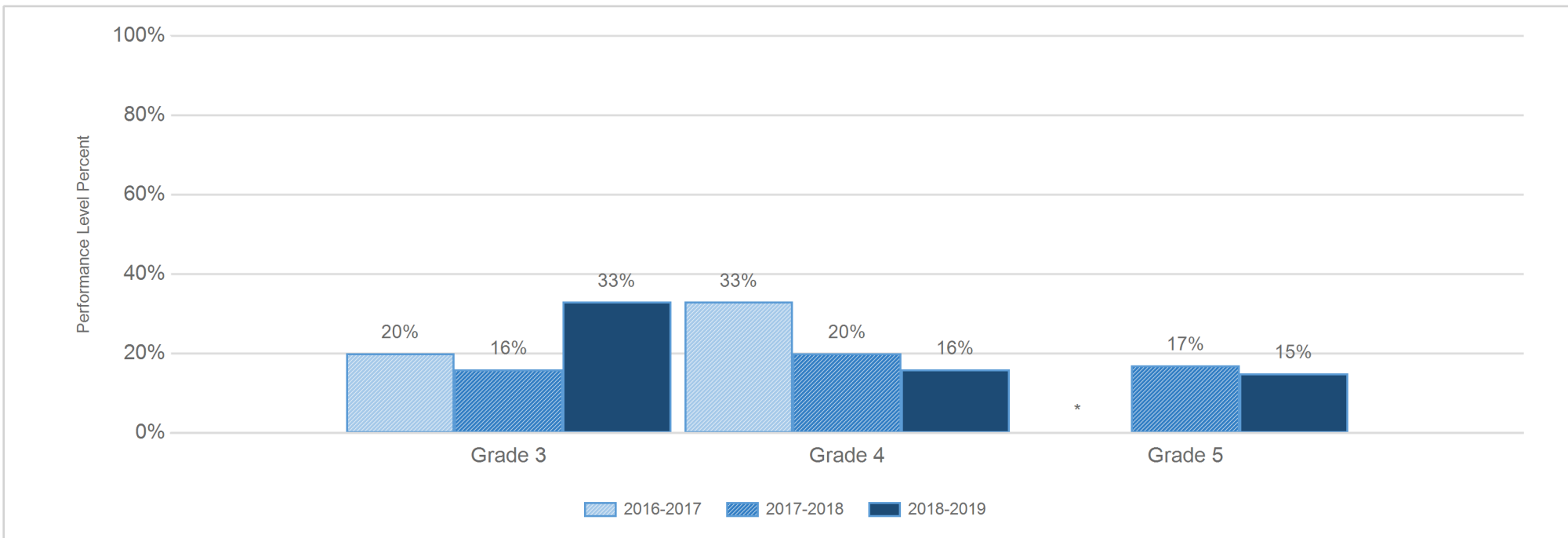
Columbus Elementary School
(21-5210-170)
Grades Offered: KG-05
2018-2019

Report Key:

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	54	734	717	752	*	*	31%	33%	0%	33%	55%
White	*	*	724	760	*	*	*	*	*	*	66%
Hispanic	26	736	720	739	*	*	*	42%	0%	42%	40%
Black or African American	23	725	712	735	*	*	*	*	*	17%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	26	734	716	751	*	*	*	*	*	38%	54%
Male	28	734	717	752	*	*	*	*	*	29%	56%
Economically Disadvantaged Students	44	734	*	737	*	*	*	*	*	34%	37%
Non-Economically Disadvantaged Students	10	731	*	761	*	*	*	*	*	30%	67%
Students with Disabilities	10	715	694	731	*	*	*	*	*	10%	31%
Students without Disabilities	44	738	719	756	*	*	*	*	*	39%	60%
English Learners	*	*	714	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	718	754	*	*	*	*	*	*	58%
Homeless Students	*	*	714	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	58	720	715	749	26%	31%	28%	*	*	16%	51%
White	*	*	716	757	*	*	*	*	*	*	62%
Hispanic	26	727	718	737	*	*	*	*	*	19%	36%
Black or African American	29	711	711	731	38%	*	*	*	*	10%	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	29	725	715	749	*	*	*	*	*	17%	50%
Male	29	714	715	749	*	*	*	*	*	14%	52%
Economically Disadvantaged Students	48	721	*	734	*	*	*	*	*	15%	32%
Non-Economically Disadvantaged Students	10	715	*	759	*	*	*	*	*	20%	63%
Students with Disabilities	14	693	692	726	*	*	*	*	*	*	25%
Students without Disabilities	44	728	719	754	*	*	*	*	*	*	56%
English Learners	*	*	708	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	718	751	*	*	*	*	*	*	54%
Homeless Students	*	*	706	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	720	716	747	23%	42%	21%	*	*	15%	47%
White	*	*	721	755	*	*	*	*	*	*	58%
Hispanic	*	*	717	735	*	*	*	*	*	*	30%
Black or African American	38	713	714	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	24	731	719	747	*	*	*	*	*	*	47%
Male	38	713	713	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	51	720	716	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	11	722	715	757	*	*	*	*	*	*	59%
Students with Disabilities	24	711	703	725	*	*	*	*	*	*	19%
Students without Disabilities	38	726	719	752	*	*	*	*	*	*	52%
English Learners	*	*	706	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	719	749	*	*	*	*	*	*	49%
Homeless Students	*	*	702	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	*	*

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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	60.0%	56.6%	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	14	64.3%	35.7%
3-4	22	*	*
5 or more	12	*	*



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2018-2019

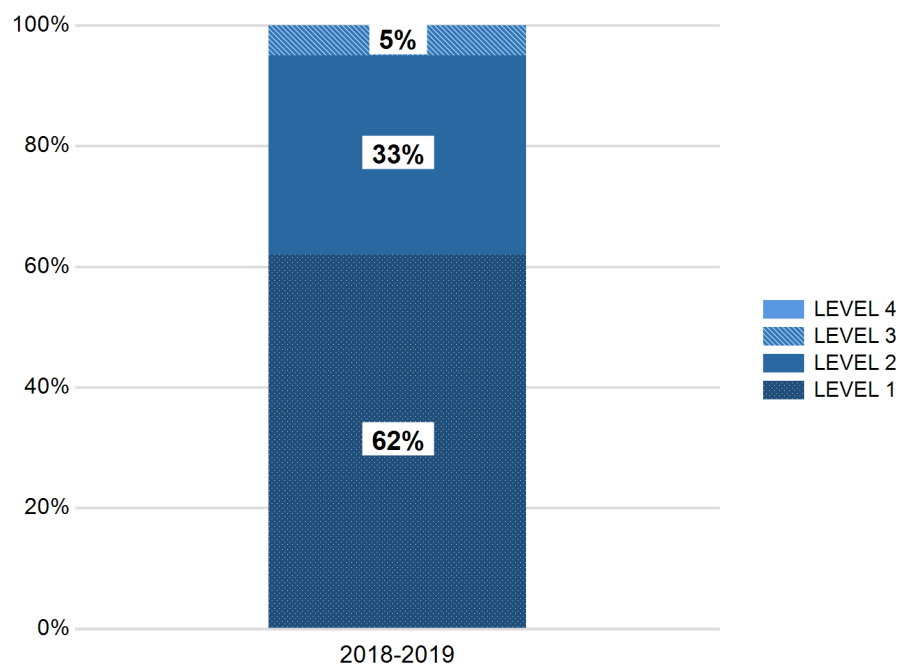
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	62	33	5	0
White	*	*	*	*
Hispanic	50	41	9	0
Black or African American	69	29	3	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	50	46	4	0
Male	69	25	6	0
Economically Disadvantaged Students	63	33	4	0
Non-Economically Disadvantaged Students	55	36	9	0
Students with Disabilities	77	23	0	0
Students without Disabilities	53	39	8	0
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

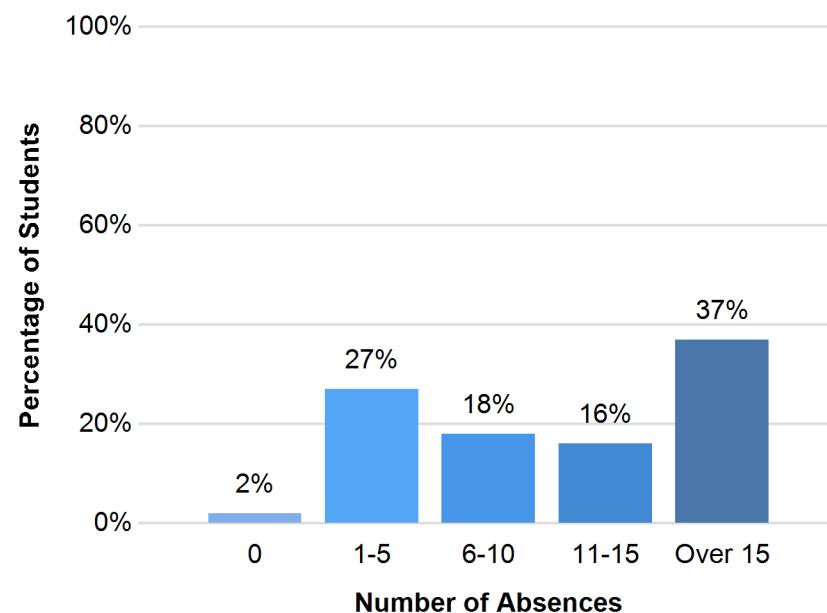
Chronic Absenteeism

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	122	30.7	8.9	Not Met
White	3	23.1	**	**
Hispanic	41	25.8	8.9	Not Met
Black or African American	75	34.6	8.9	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	66	32.4		
Male	56	29.0		
Economically Disadvantaged Students	97	30.9	8.9	Not Met
Students with Disabilities	40	43.5	8.9	Not Met
English Learners	8	11.4	8.9	Not Met
Homeless Students	9	69.2		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

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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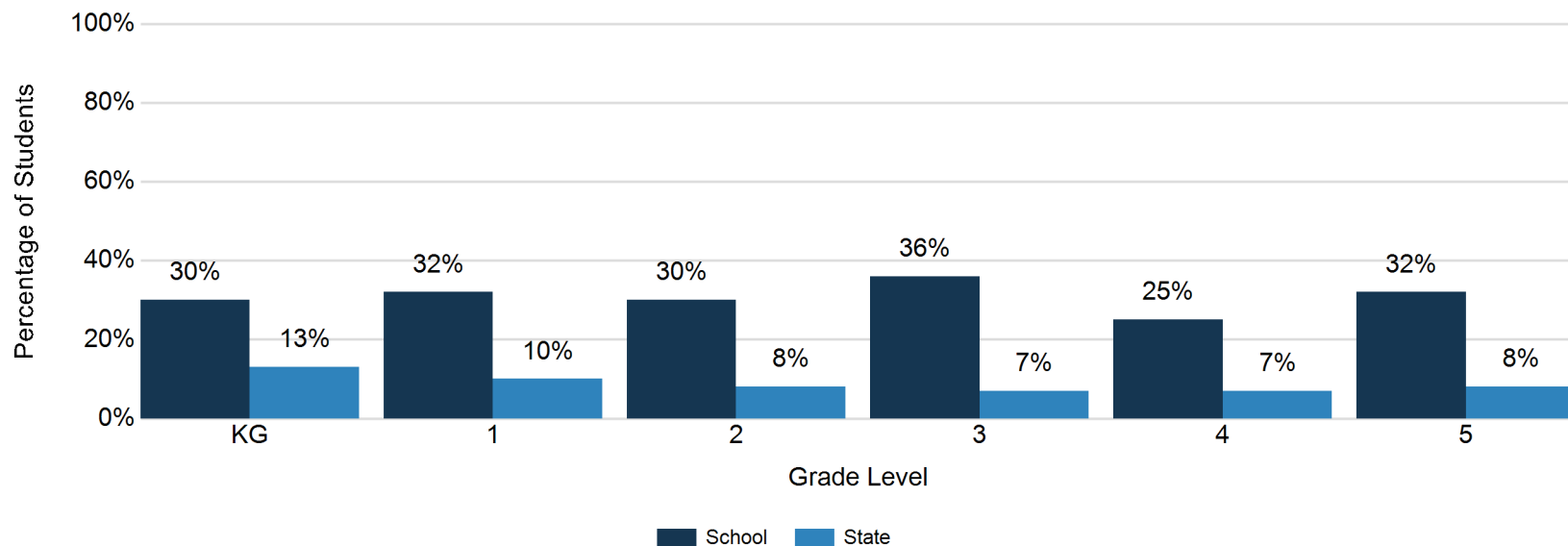
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under *ESSA*, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	26
Weapons	0
Vandalism	4
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	30
Incidents Per 100 Students Enrolled	7.50

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

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	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	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	26	6.5%
Any Suspension	26	6.5%
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

134



Columbus Elementary School

(21-5210-170)

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2018-2019

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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	8:45 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 50 Mins
Shared Time - Instructional Time	5 Hrs. 50 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	28	118,214
Average years experience in public schools	11.9	12.1
Average years experience in district	9.6	10.8
Percentage of Teachers with 4 or more years experience in the district	85.7%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	56	9,530
Average years experience in public schools	14.0	16.0
Average years experience in district	10.5	12.0
Percentage of Administrators with 4 or more years experience in the district	78.2%	76.9%

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	16:1
Students to Administrators	400:1	255:1
Teachers to Administrators	28:1	16:1
Students to Librarians/Media Specialists		1098:1
Students to Nurses		571:1
Students to Counselors		446:1
Students to Child Study Team Members		376:1



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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 compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	52.0%	78.6%	0.0%	48.4%	77.1%	54.9%
Male	48.0%	21.4%	100.0%	51.6%	22.9%	45.1%
White	3.3%	57.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	41.3%	3.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	53.5%	32.1%	0.0%	15.0%	6.6%	13.9%
Asian	0.5%	3.6%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	3.6%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.5%	0.0%	0.0%	2.1%	0.2%	0.2%



Columbus Elementary School
(21-5210-170)
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2018-2019

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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 and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.5%	90.5%
2017-18 Administrators: Same district 2018-19	87.3%	87.9%

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
2018-19	95.5%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, how federal accountability status is determined, and [Statewide Progress toward Long-Term goals](#), see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	30.4%	26.8%	31.1%
Math Proficiency	17.6%	18.0%	23.3%
ELA Growth	63	47	40
Math Growth	42	38	52
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		73.8%	60.0%
Chronic Absenteeism	22.3%	27.6%	30.7%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Met Target†	Not Met	Met Standard	Met Target	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target	Met Target	Not Met	Met Standard	n/a	Not Met	No
Black or African American	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target†	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target	Not Met	Met Standard	n/a	Not Met	No
English Learners	Met Target	Met Target	**	**	**	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).



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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.



Highlights:

- Participates in the Kennedy Center's Music VH1 Any Given Child Program
- Participates in the Princeton University Art Museum Education Program
- Collaboration with T.C.N.J University's over 100 students and parents providing direct instruction support to students, staff and administration.



Mission, Vision, Theme:

Mission statement: Columbus school, in partnership with parents and the community will provide students with rigorous learning opportunities that will prepare them to become life-long learners in our changing world. Vision statement: We envision a school a school community where students assume responsibility for their own, develop a passion for education, and become successful, productive citizens.



Awards, Recognition, Accomplishments:

In 2016 Columbus received recognition from the Assistant commissioner of the New Jersey Department of Education for significantly increasing student achievement. State Senator Shirley Turner and Mayor Reed Gasiora have also recognized the outstanding climate for teaching and learning.



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Staff and Professional Learning:

Our Professional Learning Communities for continuous development in Eureka Math Foundations, Wilson Reading, Kid Writing, Number Talk Second Step, Lexia, Rapid, Socratic Seminar, Data and Evidenced Based Instruction, Journeys, Readers and Writers Workshop, Close Read, and PowerSchool.






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 <p>Student Supports and Services:</p>	<p>Our students benefit from Speech, Occupational Therapy, Physical Therapy, Inclusion Classes, Intervention and referral Services, Counseling, and Bullying Prevention as needed. Through our partnership with the College of New Jersey, students who are two or more years behind may receive one to one tutoring with multisensory techniques for extra support. Our Content-based ESL program accommodates students from different language backgrounds in learning the English language and academic content.</p>
 <p>Student Health and Wellness:</p>	<p>Through the community Health Collaborative our students and families are afforded programs aimed at cultivating healthy lifestyles. Some of the programs offered focus on community gardening, healthy food choices, dental hygiene, and increasing physical activity.</p>
 <p>Parent and Community Involvement:</p>	<p>Our Parent Liaison helps build a bridge between parents and the school community for the benefit of our students' education and well-being. He keeps parents informed of all activities within the school and district-wide. Additionally, he provides information for parents in regard to local agencies and outside resources that can help support their families, when needed.</p>



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes, who is surveyed: Students, Parents, Teachers .. Our School community has participated in a annual Culture and Climate survey that polls students, parents and staff. Some of the domains covered on the survey include Physical Environment. Teaching and Learning, Morale in the School Community, Student Relationships and Safety.</p>
 <p>Facilities:</p>	<p>Our Current facility was designed in 2006 under the guiding Principle of "Building 21st Century Schools for 21st Century Leaders" Our warm and inviting building has spacious classroom, and art lab and a science lab. We pride ourselves in providing students with a clean, safe and green environment.</p>