



State of New Jersey
2015-2016

Grade Span 09-12

13-4900-030

ESSEX

SOUTH ORANGE-MAPLEWOOD

Columbia High School

17 PARKER AVE

MAPLEWOOD, NJ 07040-1327

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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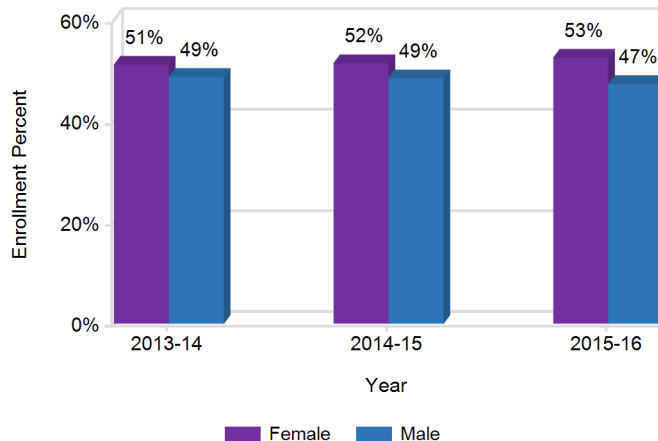
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	474	547	504
Grade 10	450	446	498
Grade 11	486	454	415
Grade 12	415	447	425
UG	10	15	12
Total	1834	1908	1854

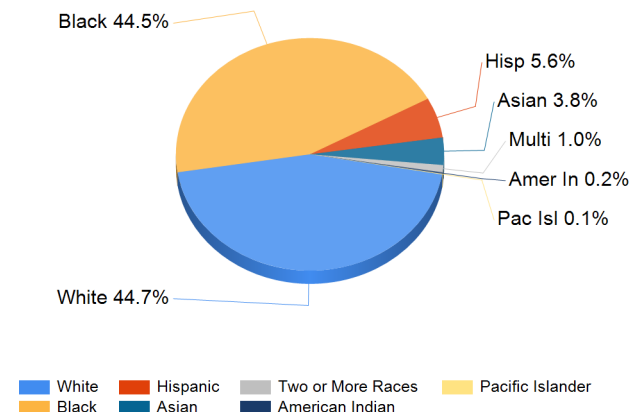
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



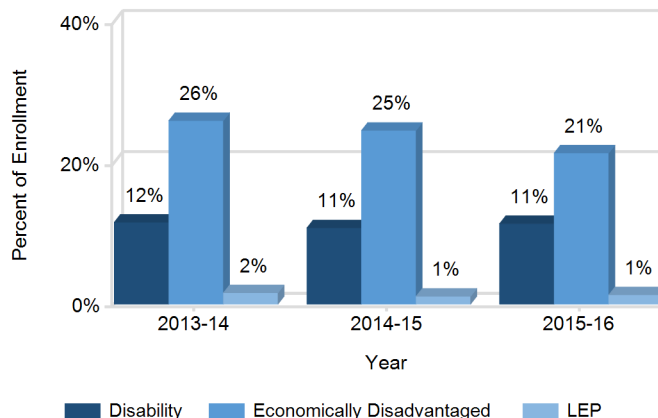
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	93.5%
Haitian	2.2%
Spanish	1.3%
Creoles and pidgins, French-based	1.2%
Arabic	0.2%
Other	2.1%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	37%	S	34
Mathematics Met or Exceeded Expectations	36%	S	71

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goal is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	504	37%	34	59%	X	554	36%	71	59%	X
White	231	44%	34	60%	X	264	49%	82	61%	X
African American	209	26%	36	57%	X	224	20%	68	56%	X
Hispanic	34	32%	36	57%	X	37	32%	89	54%	X
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	82	15%	52	63%	X	78	12%	82	58%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	92	20%	16	55%	X	98	14%	45	55%	X



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PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	270	732	732	746	17%	19%	36%	26%	2%	29%	49%
White	111	741	741	754	8%	14%	43%	32%	3%	35%	58%
African American	123	720	720	729	28%	26%	29%	18%	N	18%	30%
Hispanic	18	731	731	730	11%	22%	50%	11%	6%	17%	34%
Asian	16	760	760	774	N	N	25%	63%	13%	75%	78%
American Indian	S	S	S	734	S	S	S	S	S	S	40%
Two or More Races	S	S	S	748	S	S	S	S	S	S	53%
Students with Disability	S	S	S	713	S	S	S	S	S	S	12%
English Language Learners	S	S	S	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	59	718	718	729	36%	15%	31%	17%	2%	19%	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	249	744	744	740	19%	13%	25%	29%	15%	44%	44%
White	120	754	754	747	16%	6%	24%	31%	23%	54%	50%
African American	98	730	730	722	24%	19%	26%	26%	6%	32%	28%
Hispanic	17	745	745	726	6%	29%	24%	24%	18%	41%	33%
Asian	S	S	S	767	S	S	S	S	S	S	69%
American Indian	S	S	S	729	S	S	S	S	S	S	35%
Two or More Races	S	S	S	741	S	S	S	S	S	S	45%
Students with Disability	28	713	713	702	43%	25%	11%	11%	11%	21%	11%
English Language Learners	S	S	S	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	44	720	720	723	30%	23%	27%	18%	2%	21%	30%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	76	724	724	736	22%	29%	30%	15%	4%	18%	40%
White	21	728	728	739	14%	24%	48%	10%	5%	14%	42%
African American	51	720	720	728	28%	31%	22%	16%	4%	20%	30%
Hispanic	S	S	S	732	S	S	S	S	S	S	37%
Asian	S	S	S	753	S	S	S	S	S	S	58%
American Indian	S	S	S	735	S	S	S	S	S	S	34%
Two or More Races	S	S	S	736	S	S	S	S	S	S	39%
Students with Disability	19	711	711	710	42%	26%	21%	5%	5%	11%	13%
English Language Learners	S	S	S	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	S	S	S	730	S	S	S	S	S	S	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

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



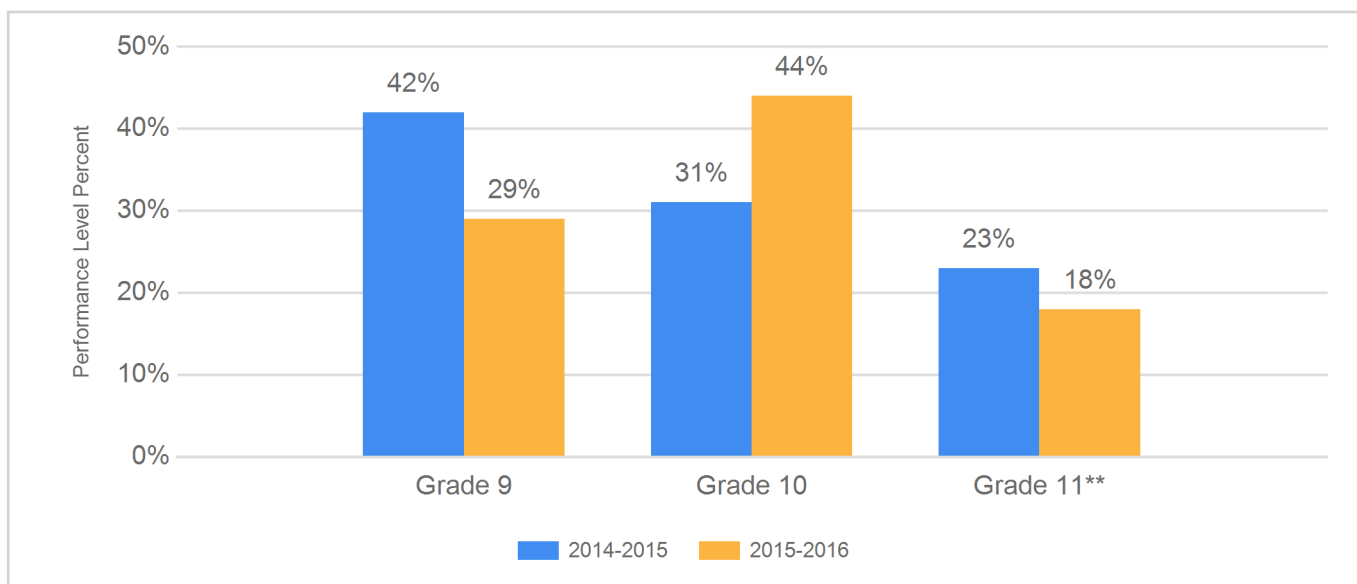
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	231	729	729	727	14%	27%	33%	26%	N	26%	42%
White	94	739	739	734	6%	19%	35%	39%	N	39%	51%
African American	109	720	720	717	20%	35%	30%	15%	N	15%	20%
Hispanic	17	717	717	720	29%	29%	18%	24%	N	24%	25%
Asian	S	S	S	746	S	S	S	S	S	S	76%
American Indian	S	S	S	726	S	S	S	S	S	S	40%
Two or More Races	S	S	S	727	S	S	S	S	S	S	47%
Students with Disability	S	S	S	708	S	S	S	S	S	S	10%
English Language Learners	S	S	S	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	S	719	S	S	S	S	S	S	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	248	734	734	730	8%	22%	42%	29%	0%	29%	27%
White	108	743	743	736	4%	10%	42%	44%	1%	44%	34%
African American	113	726	726	717	12%	34%	40%	15%	N	15%	9%
Hispanic	15	734	734	720	7%	20%	47%	27%	N	27%	13%
Asian	S	S	S	750	S	S	S	S	S	S	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	S	730	S	S	S	S	S	S	28%
Students with Disability	30	717	717	709	20%	43%	20%	17%	N	17%	5%
English Language Learners	S	S	S	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	50	724	724	719	16%	32%	38%	14%	N	14%	12%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	165	732	732	722	29%	11%	17%	42%	2%	44%	27%
White	77	753	753	728	9%	8%	21%	58%	4%	62%	31%
African American	74	705	705	700	53%	16%	16%	15%	N	15%	9%
Hispanic	S	S	S	707	S	S	S	S	S	S	12%
Asian	S	S	S	755	S	S	S	S	S	S	60%
American Indian	S	S	S	714	S	S	S	S	S	S	16%
Two or More Races	S	S	S	727	S	S	S	S	S	S	35%
Students with Disability	S	S	S	690	S	S	S	S	S	S	5%
English Language Learners	S	S	S	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	32	696	696	705	66%	13%	9%	13%	N	13%	11%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



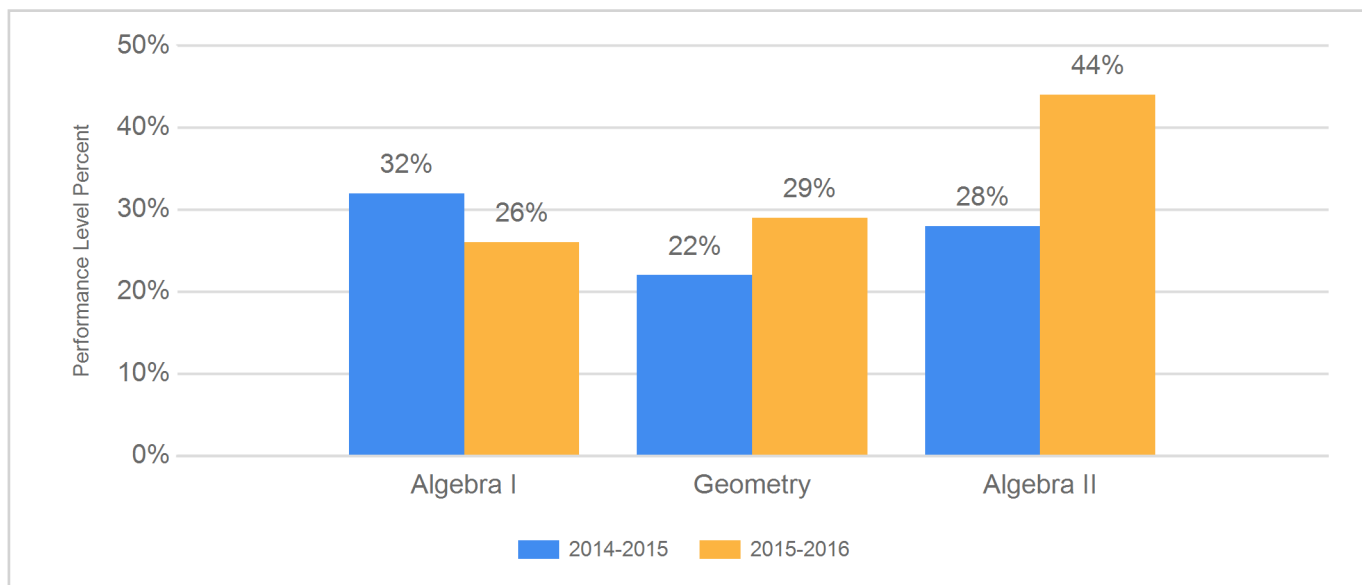
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

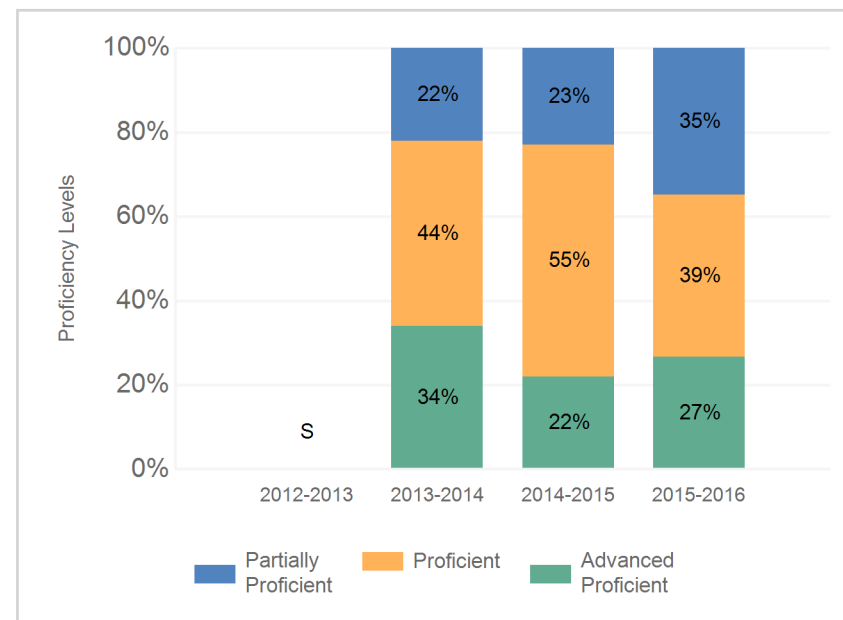
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	27%	39%	35%
White	42%	44%	15%
African American	9%	33%	58%
Hispanic	17%	37%	47%
American Indian	S	S	S
Asian	46%	42%	13%
Two or More Races	S	S	S
Students with Disability	N	18%	83%
English Language Learners	N	7%	93%
Economically Disadvantaged Students	5%	25%	70%

Proficiency Trends - Biology

This graph displays the percentage of students by proficiency category for the past three school years.





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	85.4%	95.5%
Percent of Students Participating in SAT	52.5%	58.0%
Percent of Students Participating in ACT	33.6%	27.6%

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	80%	71%
Math	530	60%	53%
ACT	-	-	-
Reading	22	61%	58%
English	18	80%	74%
Math	22	69%	61%
Science	23	52%	49%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	1035	950
SAT	-	-
Reading and Writing	568	537
Math	558	538
ACT	-	-
Reading	25	23
English	24	22
Math	25	23
Science	23	22

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	1253	995	738
SAT	-	-	-
Reading and Writing	653	515	378
Math	663	525	388
ACT	-	-	-
Reading	30	23	17
English	30	23	17
Math	30	24	17
Science	30	23	17

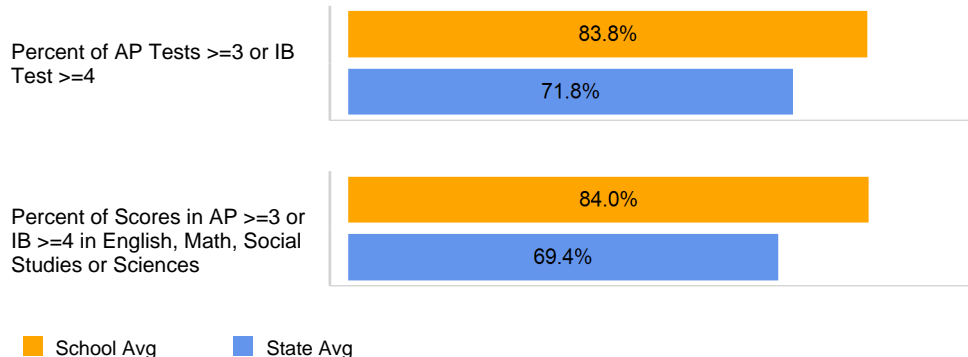


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AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	65.5%	39.1%
One of More Test	53.0%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	40.1%	26.6%
Participating in Dual Enrollment	0.0%	15.4%

AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	36	35
AP Biology	54	52
AP Calculus AB	50	51
AP Calculus BC	46	46
AP Chemistry	30	30
AP Comparative Government and Politics	25	25
AP Computer Science A	0	5
AP English Language and Composition	70	70
AP English Literature and Composition	47	48
AP Environmental Science	42	41
AP European History	21	21
AP French Language	18	18
AP Italian Language and Culture	0	4
AP Macroeconomics	0	2
AP Microeconomics	0	1
AP Music Theory	15	12
AP Physics C	19	0
AP Physics C: Electricity and Magnetism	0	19
AP Physics C: Mechanics	0	19
AP Psychology	63	64
AP Spanish Language	43	38
AP Spanish Literature	10	7
AP Statistics	46	43
AP Studio Art—Drawing Portfolio	11	0
AP Studio Art—General Portfolio	0	8



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AP/IB Course	Students Enrolled	Students Tested
AP Studio Art—Two-Dimensional	0	3
AP U.S. Government and Politics	17	17
AP U.S. History	257	120
AP World History	0	1
Student AP Tests ≥ 3 and IB Tests ≥ 4		373



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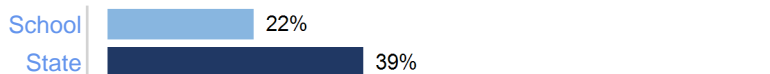
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



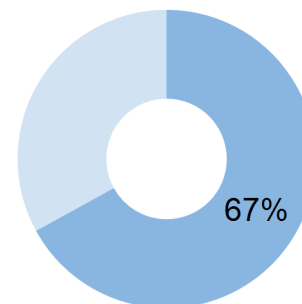
DANCE



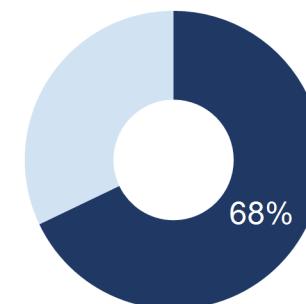
VISUAL ARTS



Any Visual and Performing Arts



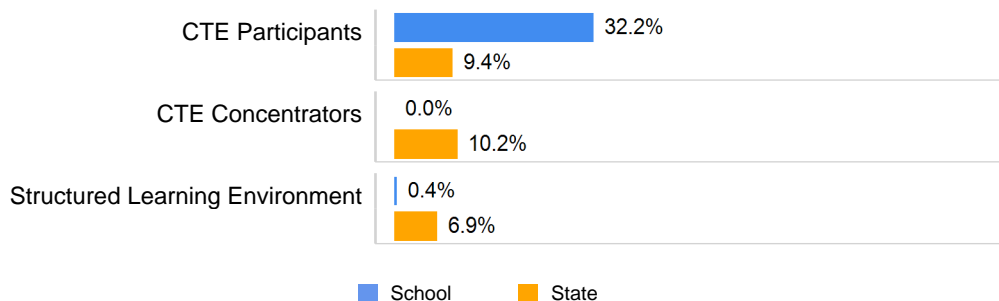
School



State

Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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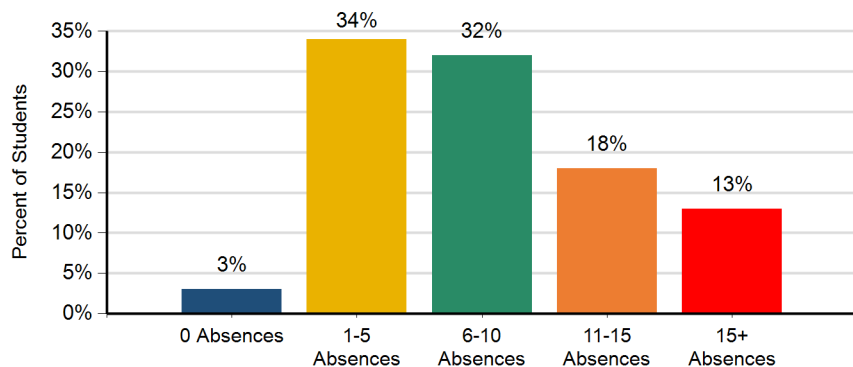
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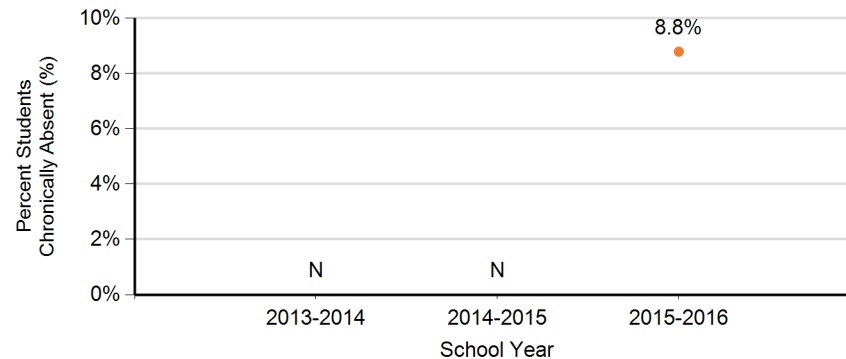
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey
2015-2016

Grade Span 09-12

Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	88.8%	30	81%
White	95.2%	52	
African American	84.5%	35	
Hispanic	S	S	
American Indian	N	N	
Asian	S	S	
Native Hawaiian	S	S	
Two or More Races	S	S	
Students with Disability	85.5%	60	
English Language Learners	S	S	
Economically Disadvantaged Students	80%	23	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	0.8%	1.2%
White	0.2%	0.6%
African American	0.7%	2.6%
Hispanic	4.9%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	S	1.0%
Students with Disability	1.0%	1.7%
English Language Learners	0.1%	0.1%
Economically Disadvantaged Students	2.8%	1.7%



State of New Jersey
2015-2016

Grade Span 09-12

Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	90%	94%
2014	93%	95%
2015	91%	94%
2016	89%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	85.9%	26.0%	74.0%
White	90.6%	5.5%	94.5%
African American	83.5%	43.3%	56.7%
Hispanic	S	S	S
American Indian	S	S	S
Asian	S	S	S
Native Hawaiian	S	S	S
Two or More Races	S	S	S
Students with Disability	66.7%	58.3%	41.7%
English Language Learners	S	S	S
Economically Disadvantaged Students	78.6%	56.8%	43.2%



State of New Jersey
2015-2016

Grade Span 09-12

13-4900-030

ESSEX

SOUTH ORANGE-MAPLEWOOD

Columbia High School

17 PARKER AVE

MAPLEWOOD, NJ 07040-1327

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 0 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	6 Hrs. 0 Mins.
Shared Time	3 Hrs. 12 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	11:1
Administrator	143:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	4.2%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	98%