



COLONIA HIGH SCHOOL
2016-2017


Grade Span 09-12

23-5850-020
MIDDLESEX
WOODBIDGE TWP
EAST STREET
COLONIA, NJ 07067

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
9	317	330	325
10	320	338	338
11	353	334	334
12	343	352	325
Ungraded	31	24	26
Total	1363	1378	1348

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	2014-15	2015-16	2016-17
Female	48%	48%	48%
Male	52%	52%	52%
Economically Disadvantaged Students	32%	30%	30%
Students with Disabilities	11%	11%	9%
English Learners	2%	3%	3%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	50.7%
Asian	17.9%
Hispanic	17.7%
Black or African American	13.6%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	0.1%

Enrollment Trends by Full and Shared Time

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	2014-15	2015-16	2016-17
Full Time Students	0	1378	1344
Shared Time Students	0	0	5
Full Time Equivalent	0	1378	1347

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. All other students are included in Other Languages.

Home Language	% of Students
English	70.5%
Spanish	7.6%
Gujarati	3.5%
Urdu	3.4%
Polish	2.7%
<i>Other</i>	11.9%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	602	93.0	38.90	45.70	54.90	38	34.8	Met Target
White	306	95.2	39.60	43.60	63.90	39.6	34.2	Met Target
Hispanic	107	90.3	29.90	31.80	39.80	28.6	24	Met Target
Black or African American	77	93.5	27.30	33.00	35.20	26.6	19.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	111	89.8	54.00	64.70	80.70	50.9	57.5	Met Target†
American Indian or Alaska Native	*	*	*	50.00	53.70	*	**	**
Two or More Races	*	*	*	43.30	54.90	*	**	**
Female	292	90.9	48.60	53.60	62.20	46.4		
Male	310	95.0	29.70	38.30	48.10	29.7		
Economically Disadvantaged Students	171	93.4	29.80	31.60	36.20	*	29.6	Met Target†
Non-Economically Disadvantaged Students	431	92.8	42.50	52.70	65.80	*		
Students with Disabilities	55	96.7	*	10.10	20.50	*	7.1	Met Target
Students without Disabilities	547	92.6	*	50.40	61.90	*		
English Learners	31	97.4	*	31.30	25.20	*	N	N
Non-English Learners	571	92.7	*	46.90	57.40	*		
Homeless Students	*	*	*	20.00	26.40	*		
Students In Foster Care	*	*	*	16.70	24.80	*		
Military-Connected Students	N	N	*	0.00	53.50	*		
Migrant Students	N	N	*	0.00	23.00	*		

** ESSA accountability targets are only included if data is available for at least 20 students



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	331	736	740	748	12%	20%	34%	31%	3%	34%	52%
White	166	737	739	757	*	20%	36%	30%	*	33%	62%
Hispanic	61	724	726	732	*	31%	30%	20%	*	21%	35%
Black or African American	47	731	730	730	*	*	38%	26%	*	28%	30%
Asian, Native Hawaiian, or Pacific Islander	57	750	761	776	*	*	30%	49%	*	54%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	N	N	N	745	N	N	N	N	N	N	48%
Female	162	744	747	756	*	17%	32%	40%	*	46%	60%
Male	169	728	733	741	*	23%	37%	22%	*	23%	43%
Economically Disadvantaged Students	89	729	728	730	*	26%	32%	24%	*	26%	32%
Non-Economically Disadvantaged Students	242	739	747	757	*	18%	35%	34%	*	37%	62%
Students with Disabilities	28	701	700	714	*	*	*	*	*	*	13%
Students without Disabilities	303	739	744	754	*	*	*	*	*	*	58%
English Learners	*	*	*	690	*	*	*	*	*	*	N
Non-English Learners	*	*	*	751	*	*	*	*	*	*	N
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	704	N	N	N	N	N	N	N



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	296	738	732	742	18%	15%	24%	35%	7%	43%	46%
White	148	741	733	749	18%	14%	22%	38%	8%	46%	52%
Hispanic	51	734	721	727	*	20%	24%	33%	*	39%	34%
Black or African American	38	727	723	725	*	*	40%	*	0%	21%	31%
Asian, Native Hawaiian, or Pacific Islander	58	743	747	774	17%	*	21%	40%	*	52%	74%
American Indian or Alaska Native	N	N	N	739	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	143	745	739	751	11%	13%	26%	41%	8%	50%	54%
Male	153	732	725	733	24%	17%	23%	29%	7%	36%	39%
Economically Disadvantaged Students	87	724	722	726	30%	*	28%	25%	*	30%	32%
Non-Economically Disadvantaged Students	209	744	737	750	13%	*	23%	39%	*	48%	54%
Students with Disabilities	24	692	691	704	*	*	*	*	*	*	12%
Students without Disabilities	272	742	736	749	*	*	*	*	*	*	52%
English Learners	10	681	*	680	*	*	*	*	*	*	N
Non-English Learners	286	740	*	745	*	*	*	*	*	*	N
Homeless Students	N	N	N	714	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	732	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	N



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	191	717	713	735	33%	31%	20%	*	*	16%	38%
White	95	715	716	738	33%	36%	16%	*	*	16%	40%
Hispanic	38	714	708	731	37%	29%	*	*	0%	13%	34%
Black or African American	26	706	706	727	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	32	734	718	755	*	*	38%	*	*	28%	58%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	63	723	718	743	24%	33%	21%	*	*	22%	46%
Male	128	713	709	728	37%	31%	20%	*	*	13%	31%
Economically Disadvantaged Students	65	716	706	729	35%	29%	20%	*	*	15%	32%
Non-Economically Disadvantaged Students	126	717	717	739	31%	33%	20%	*	*	17%	42%
Students with Disabilities	28	701	702	709	*	*	*	*	*	*	12%
Students without Disabilities	163	719	714	741	*	*	*	*	*	*	43%
English Learners	*	*	*	699	*	*	*	*	*	*	N
Non-English Learners	*	*	*	737	*	*	*	*	*	*	N
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

**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.

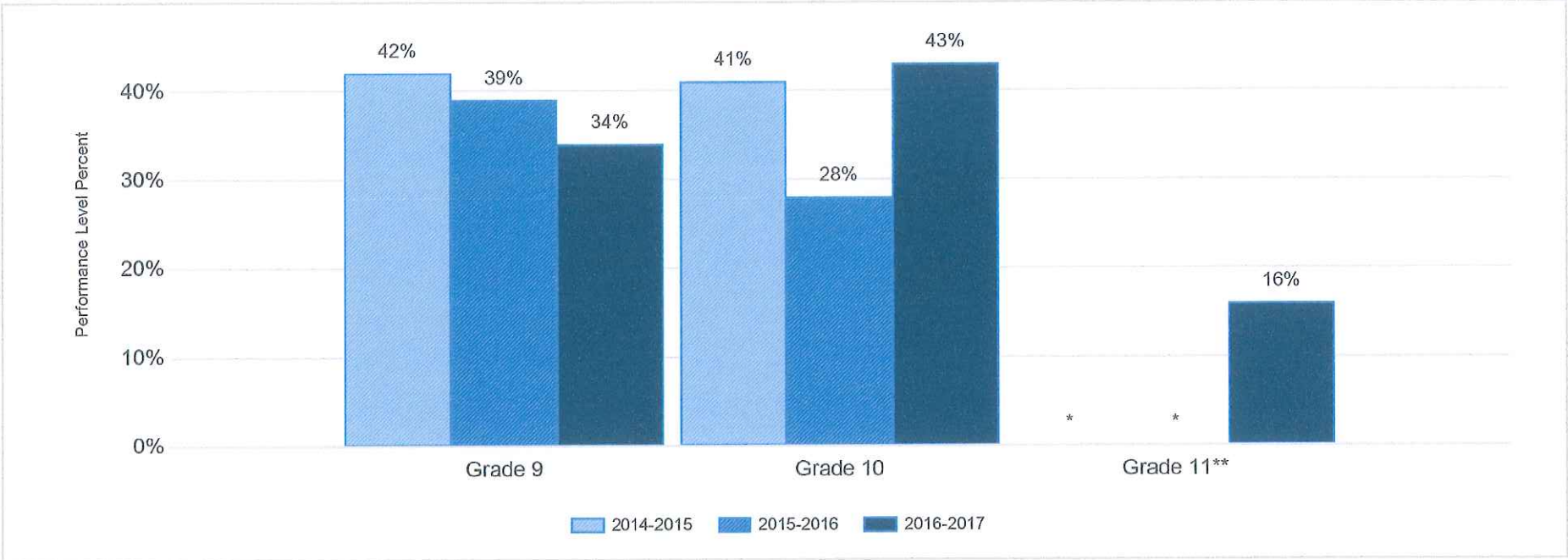


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English Language Arts/Literacy Assessment - Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	598	92.4	21.70	39.50	43.50	21.1	18.8	Met Target
White	303	94.3	21.50	36.20	52.40	21.2	17.7	Met Target
Hispanic	106	89.5	12.30	*	27.60	11.6	14.1	Met Target†
Black or African American	77	93.5	*	20.40	21.70	*	6.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	111	89.8	40.50	65.30	75.60	38.2	36.1	Met Target
American Indian or Alaska Native	*	*	*	50.00	42.50	*	**	**
Two or More Races	*	*	*	29.90	44.90	*	**	**
Female	292	91.4	19.90	40.90	44.10	19.1		
Male	306	93.3	23.50	38.10	42.90	23		
Economically Disadvantaged Students	171	92.9	14.60	*	25.10	*	13	Met Target
Non-Economically Disadvantaged Students	427	92.2	24.60	*	54.30	*		
Students with Disabilities	56	95.2	*	8.20	16.50	*	5.7	Not Met
Students without Disabilities	542	92.1	*	43.60	48.80	*		
English Learners	31	97.4	*	37.20	23.30	*	N	N
Non-English Learners	567	92.1	*	39.70	45.20	*		
Homeless Students	*	*	*	14.30	16.40	*		
Students In Foster Care	*	*	*	10.60	15.10	*		
Military-Connected Students	N	N	*	0.00	39.90	*		
Migrant Students	N	N	*	0.00	18.20	*		

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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	285	725	739	742	16%	33%	34%	17%	0%	17%	42%
White	141	726	739	750	18%	28%	39%	16%	0%	16%	52%
Hispanic	57	717	720	727	*	*	*	*	*	*	24%
Black or African American	44	721	721	724	*	39%	32%	*	0%	11%	19%
Asian, Native Hawaiian, or Pacific Islander	43	739	*	773	*	23%	30%	40%	*	40%	76%
American Indian or Alaska Native	N	N	N	735	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	135	725	742	743	14%	33%	40%	13%	0%	13%	43%
Male	150	725	737	741	17%	32%	29%	21%	0%	21%	40%
Economically Disadvantaged Students	86	719	*	726	17%	43%	24%	15%	0%	15%	23%
Non-Economically Disadvantaged Students	199	727	*	751	15%	28%	39%	18%	0%	18%	52%
Students with Disabilities	28	700	*	714	*	*	*	*	*	*	10%
Students without Disabilities	257	728	*	747	*	*	*	*	*	*	47%
English Learners	12	713	703	707	*	*	*	*	*	*	N
Non-English Learners	273	726	741	744	*	*	*	*	*	*	N
Homeless Students	*	*	*	717	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	N
Military-Connected Students	N	N	N	741	N	N	N	N	N	N	37%
Migrant Students	N	N	N	714	N	N	N	N	N	N	21%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	300	724	728	733	12%	36%	37%	15%	0%	15%	30%
White	147	726	727	739	*	39%	38%	17%	*	17%	38%
Hispanic	53	718	721	722	*	*	*	*	*	*	14%
Black or African American	42	713	718	718	*	*	*	*	*	*	N
Asian, Native Hawaiian, or Pacific Islander	57	730	742	757	*	19%	42%	25%	*	25%	65%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	139	725	728	734	11%	34%	41%	14%	0%	14%	31%
Male	161	723	728	733	14%	38%	33%	16%	0%	16%	30%
Economically Disadvantaged Students	92	717	721	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	208	727	732	740	*	*	*	*	*	*	39%
Students with Disabilities	28	702	704	711	*	*	*	*	*	*	N
Students without Disabilities	272	726	731	737	*	*	*	*	*	*	N
English Learners	10	707	*	709	*	*	*	*	*	*	N
Non-English Learners	290	724	*	734	*	*	*	*	*	*	N
Homeless Students	*	*	*	717	*	*	*	*	*	*	N
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	N
Military-Connected Students	N	N	N	726	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	N



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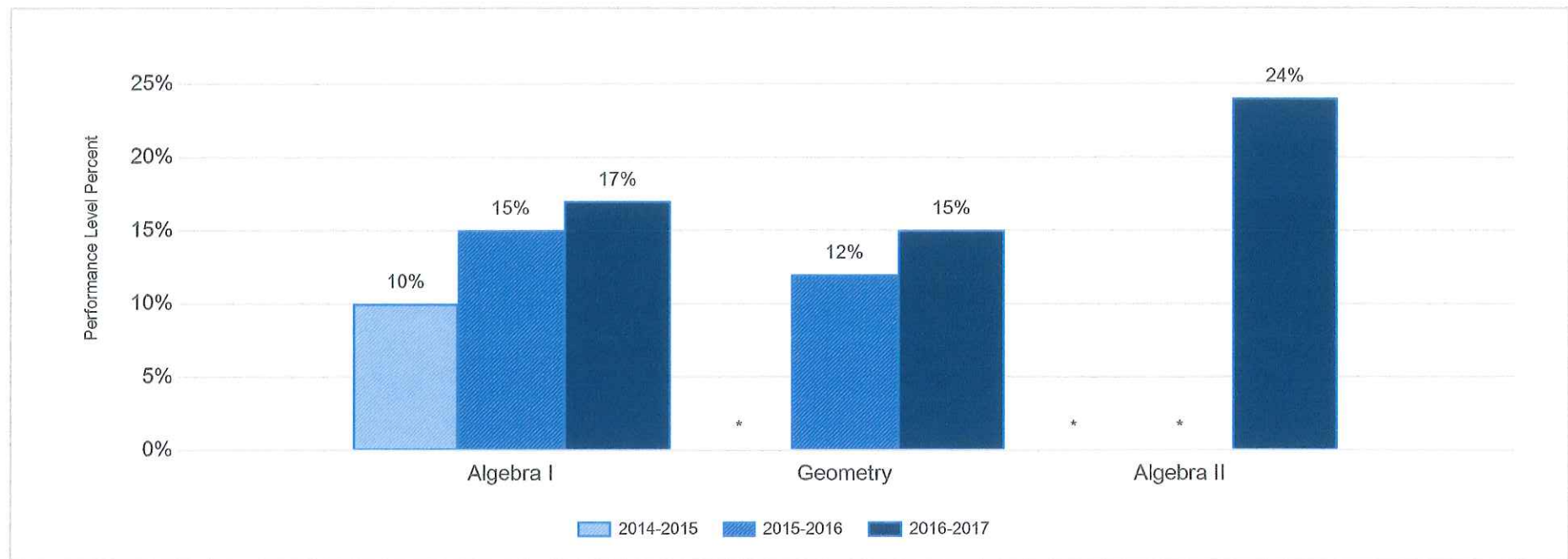
Mathematics Assessment - Performance by Test: Algebra II

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	187	720	718	724	34%	23%	*	23%	*	24%	28%
White	96	721	718	731	32%	25%	19%	24%	0%	24%	33%
Hispanic	28	715	703	709	43%	*	*	*	0%	18%	14%
Black or African American	25	696	*	702	*	*	*	*	*	*	N
Asian, Native Hawaiian, or Pacific Islander	38	738	742	760	*	*	*	37%	*	42%	62%
American Indian or Alaska Native	N	N	N	714	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	82	729	720	724	24%	24%	*	27%	*	29%	27%
Male	105	714	716	724	42%	22%	*	20%	*	20%	29%
Economically Disadvantaged Students	51	715	708	708	35%	29%	*	*	*	14%	13%
Non-Economically Disadvantaged Students	136	722	723	732	34%	21%	*	*	*	28%	35%
Students with Disabilities	10	690	*	692	*	*	*	*	*	*	N
Students without Disabilities	177	722	*	728	*	*	*	*	*	*	N
English Learners	*	*	*	691	*	*	*	*	*	*	N
Non-English Learners	*	*	*	725	*	*	*	*	*	*	N
Homeless Students	N	N	N	702	N	N	N	N	N	N	N
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	N
Military-Connected Students	N	N	N	709	N	N	N	N	N	N	14%
Migrant Students	N	N	N	701	N	N	N	N	N	N	14%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - 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	*	*

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. The table also shows 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
1	12	*	*
2	18	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

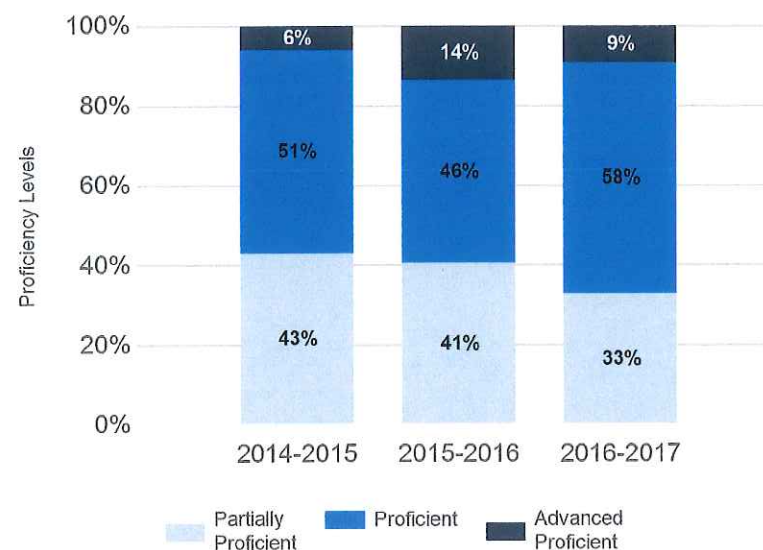
Biology Assessment - Performance

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	9%	58%	33%
White	10%	57%	33%
Hispanic	3%	63%	33%
Black or African American	2%	49%	*
Asian, Native Hawaiian, or Pacific Islander	18%	63%	19%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	*
Economically Disadvantaged Students	6%	55%	39%
Students with Disabilities	N	*	*
English Learners	8%	23%	69%

Biology Assessment - Proficiency Trends

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





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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	97.1%	89.4%
Percentage of students taking the SAT	100.0%	94.7%
Percentage of students taking the ACT	22.5%	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	459	481	Varies By Grade	64%	67%
PSAT - Math	459	483	Varies By Grade	40%	49%
SAT - Reading and Writing	531	551	480	74%	77%
SAT - Math	542	552	530	55%	58%
ACT - Reading	22	24	22	58%	65%
ACT - English	21	24	18	73%	79%
ACT - Math	22	24	22	53%	65%
ACT - Science	21	23	23	36%	54%



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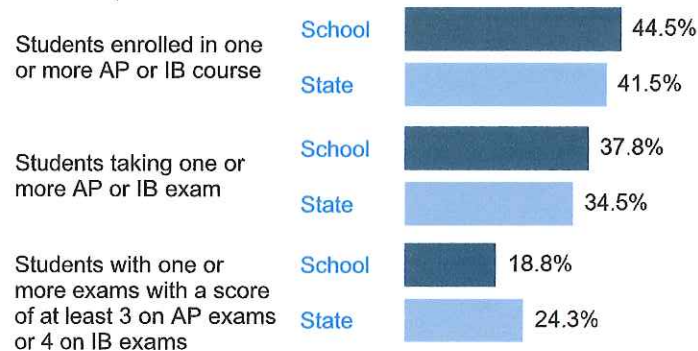
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (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 students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **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 students enrolled in AP/IB courses and the corresponding exams that were taken. 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 scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	9	4
AP Biology	25	20
AP Calculus AB	37	15
AP Calculus BC	21	15
AP Chemistry	22	21
AP Computer Science A	20	18
AP Computer Science Principles	14	8
AP English Language and Composition	93	89
AP English Literature and Composition	64	61
AP Environmental Science	11	9
AP European History	12	12
AP Macroeconomics	13	13
AP Music Theory	5	4
AP Physics B	12	0
AP Physics C: Mechanics	0	12
AP Psychology	93	90
AP Spanish Language	7	6
AP Statistics	35	24
AP Studio Art—Drawing Portfolio	2	1
AP Studio Art—Two-Dimensional	1	0



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AP/IB Course	Students Enrolled	Students Tested
AP U.S. History	100	34
AP World History	0	25
Total Exams Taken		481
Exams with scores of at least 3 on AP exams or 4 on IB exams		214



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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

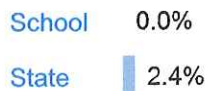
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

**Students may earn credentials in more than one Career Cluster



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	283	56	0	0	0	0	3
10	16	252	86	20	0	0	1
11	6	29	191	96	13	14	153
12	0	13	13	60	57	120	52
Schoolwide	305	350	290	176	70	134	209
Enrolled in AP/IB Course	0	0	0	0	38	35	0

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	86	0	0	245	0	21
10	241	98	0	10	1	24
11	22	168	0	10	24	170
12	27	12	0	9	29	153
Schoolwide	376	278	0	274	54	368
Enrolled in AP/IB Course	25	22	0	11	12	0



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	337	0	0	0	0	3
10	9	338	15	0	0	3
11	4	341	11	0	37	51
12	0	25	10	192	44	130
Schoolwide	350	704	36	192	81	187
Enrolled in AP/IB Course	0	100	13	93	0	12

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	254	37	0	0	0	22	0
10	269	44	0	0	0	15	0
11	143	26	0	0	0	15	0
12	35	2	0	0	0	10	0
Schoolwide	701	109	0	0	0	62	0
Enrolled in AP/IB Course	7	0	0	0	0	0	0
Enrolled in Level 3 or Higher	154	26	0	0	0	23	0
Earned Seal of Biliteracy	*	0	0	0	0	0	0



Visual and Performing Arts – Course Participation

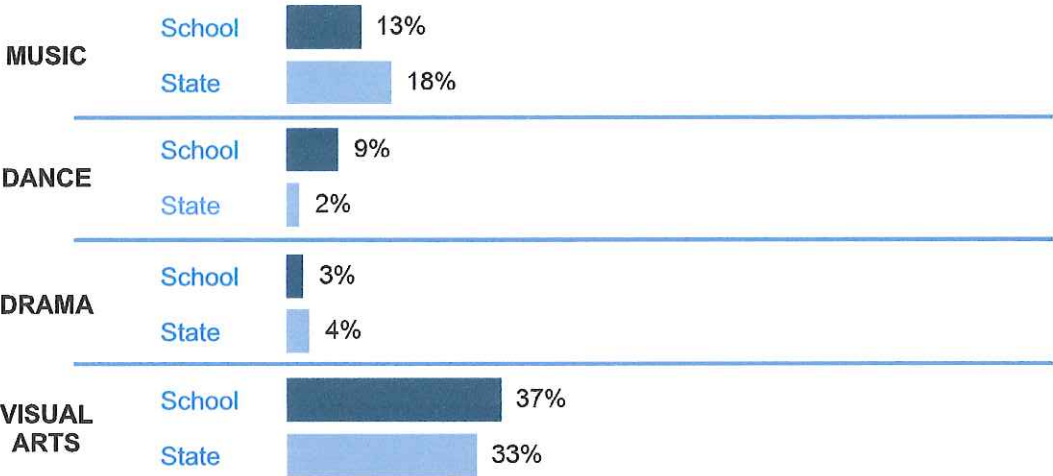
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	94.1%	90.5%	95.1%	91.8%	92.7%	93.3%	Not Met	95.6%	N	Met Goal
White	95.4%	94.5%	94.5%	95.1%	92.8%	95.0%	Not Met	96.5%	N	Met Goal
Hispanic	94.7%	84.3%	*	86.3%	92.4%	93.1%	Not Met	94.6%	93.9%	Met Target
Black or African American	*	83.4%	96.4%	85.3%	*	86.4%	Met Target	90.5%	94.5%	Not Met
Asian, Native Hawaiian or Pacific Islander	94.9%	96.6%	96.8%	97.5%	93.8%	89.2%	Met Target	96.8%	N	Met Goal
American Indian or Alaska Native	*	92.3%	*	86.6%	*	**	**	*	*	*
Two or More Races	*	91.9%	*	93.7%	*	*	*	*	*	*
Economically Disadvantaged Students	88%	83.9%	91.8%	85.6%	88.8%	87.7%	Met Target	91.1%	89.3%	Met Target
Students with Disabilities	82.8%	78.8%	81.5%	82.1%	77.8%	64.9%	Met Target	78.6%	79.6%	Not Met
English Learners	100%	76.1%	100%	79.7%	100%	**	**	84.6%	**	**
Homeless Students	*	73.2%	*	74.4%	*	*	*	*		

** ESSA accountability targets are only included if data is available for at least 20 students

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
2017	94.1%	-
2016	93%	95.1%
2015	93%	96%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.4%	1.1%
2015-2016	0.8%	1.1%
2014-2015	0.2%	1.1%



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information 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 the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	75.8%	32%	68.1%
White	76.2%	25.6%	74.4%
Hispanic	75%	46.2%	53.9%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	77.2%	36.4%	63.6%
American Indian or Alaska Native	N	N	N
Two or More Races	*	0%	*
Economically Disadvantaged Students	67%	47.5%	52.5%
Students with Disabilities	72.7%	56.3%	43.8%
English Learners	50%	100%	0%

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

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	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	82.7%	42.6%	57.5%	83.3%	16.7%	83.3%	16.7%
White	83.8%	45.7%	54.3%	85%	15%	83.6%	16.4%
Hispanic	77.4%	41.7%	58.3%	85.4%	14.6%	83.3%	16.7%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	90.2%	40%	60%	78.2%	21.8%	85.5%	14.6%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	0%	*	0%	*	0%
Economically Disadvantaged Students	83.9%	43.6%	56.4%	82.1%	18%	82.1%	18%
Students with Disabilities	61.9%	73.1%	26.9%	92.3%	7.7%	92.3%	7.7%
English Learners	70%	100%	0%	100%	0%	100%	0%



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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

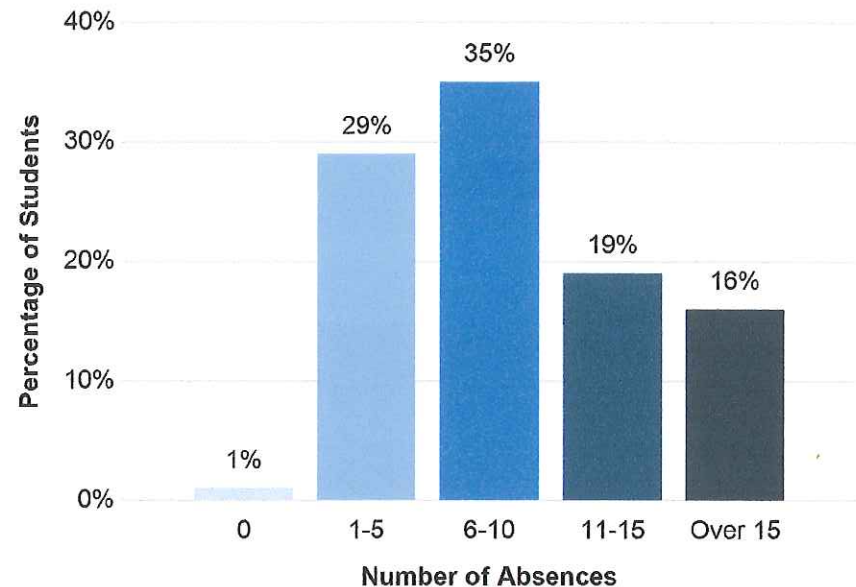
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	12.30	14.30	Met Target
White	13.50	14.30	Met Target
Hispanic	16.50	14.30	Not Met
Black or African American	10.40	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	5.80	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	0	**	**
Economically Disadvantaged Students	15.20	14.30	Not Met
Students with Disabilities	20.40	14.30	Not Met
English Learners	19.40	14.30	Not Met

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





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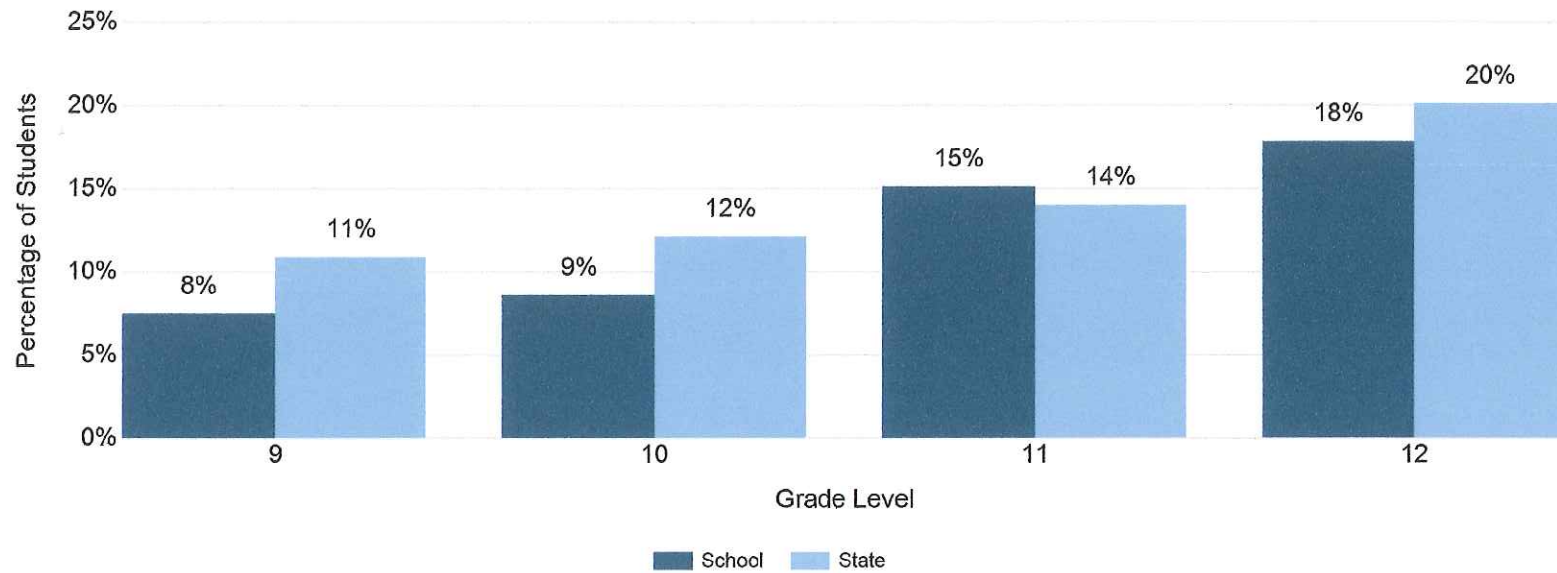
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	7:40AM
Typical End Time	2:30PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs. 48 Mins.
Shared Time - Instructional Time	2 Hrs. 54 Mins.

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	2
Vandalism	1
Weapons	1
Substances	7
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	14
Incidents Per 100 Students Enrolled	1.04

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	12.7%
Out-of-School Suspensions	6.0%
Any Suspension	18.7%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:0.9	145.6 kbps	100 kbps	Yes	Fiber	Fiber	Yes

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$439	\$12,180	\$12,619



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience and Certifications

This table shows information about experience and certifications for teachers assigned to this school and across the state.

Category	Teachers in Schools	Teachers in State
Total Number of teachers	117	115,100
Average years experience in public schools	12.3	11.8
Average years experience in district	11.3	10.5
Teachers in district for 4 or more years	87%	74%

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	62	9,476
Average years experience in public schools	20.8	15.7
Average years experience in district	19.5	11.5
Administrators in district for 4 or more years	100%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	192:1	222:1
Librarian/Media Specialists		4578:1
Nurses		549:1
Counselors		429:1
Child Study Team		335:1



NJ SCHOOL PERFORMANCE REPORT

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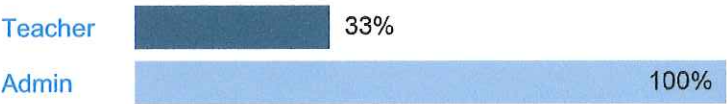
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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 the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	93%	77%
2015-16 Administrators: Same district 2016-17	95%	85%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	95%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	27	17.5%
Mathematics Proficiency	28	17.5%
Graduation - 4-Year	41	25%
Graduation - 5-Year	51	25%
Chronic Absenteeism	46	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		39.5
Summative Rating: Percentile rank of Summative Score		35 th
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	40	6	No	Met Target	Met Target	Met Target	Not Met	Met Goal	No
White	32	7	No	Met Target	Met Target	Met Target	Not Met	Met Goal	No
Hispanic	52	7	No	Met Target	Met Target†	Not Met	Not Met	Met Target	No
Black or African American	55	7	No	Met Target	Met Target	Met Target	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	22	7	No	Met Target†	Met Target	Met Target	Met Target	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	**	N	No
Two or More Races	**	**	No	**	**	**	N	N	No
Economically Disadvantaged Students	57	7	No	Met Target†	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	32	7	No	Met Target	Not Met	Not Met	Met Target	Not Met	No
English Learners	**	**	No	N	N	Not Met	**	**	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Pace	Email Address:	kenneth.pace@woodbridge.k12.nj.us
Address:	EAST STREET COLONIA, NJ 07067	Website:	https://www.woodbridge.k12.nj.us/Domain/30
Phone:	(732)726-7060	Facebook:	N/A
		Twitter:	https://twitter.com/@ColoniaHigh

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:	<ul style="list-style-type: none"> • 298 students are enrolled in 570 AP courses. Dual enrollment options offered at NJIT and Rider. • 18 Varsity sports, 30 clubs, 10 Honor Societies, NJDOE Best Practice Awards for Community of Caring School • 2015, 2016, and 2017, CHS has been recognized by The Washington Post as one of America's Most Challenging High Schools.
 Mission, Vision, Theme:	<p>Colonia HS is a part of the Woodbridge Twp School District and follow our Superintendent's philosophy and vision. Our mission at CHS is clear and distinct: to infuse a holistic curriculum that challenges both our staff and our students to implement innovative classroom experiences that prepare all of our students for successful college and career integration. The CHS Community understands the importance to provide all stakeholders with an environment conducive to learning.</p>
 Awards, Recognition, Accomplishments:	<p>In 2015, 2016, and 2017, Colonia HS was recognized by The Washington Post as one of America's Most Challenging High Schools. We have also been recognized by U.S. News and World Report by receiving Bronze and Silver Medal Awards as a Top Rated HS. Our graduation rate at CHS in 2017 was 96% with 89% percent of these students furthering their education by attending post-secondary schools. 79% percent of those students attending post-secondary schools were accepted to their first choice school.</p>







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 Courses, Curriculum, Instruction:	<p>CHS course offerings meet a wide range of educational experiences for our students. There are currently 175 students taking college level dual enrollment courses, 298 students taking 570 AP courses, and 418 enrolled in 15 Honors level courses where students are consistently challenging their academic rigor. CHS boasts an Engineering program in collaboration with T&M Associates and an IT course partnered with Cisco Systems. Colonia High School also hosts a US Naval Sea Cadet Division.</p>
 Sports and Athletics:	<p>Sports Offered: Baseball (Boys), Basketball (Boys and Girls), Bowling (Boys and Girls), Cross-Country (Boys and Girls), Football (Boys), Golf (Boys and Girls), Ice Hockey (Co-ed), Soccer (Boys and Girls), Softball (Girls), Swimming (Co-ed), Tennis (Boys and Girls), Track and Field - Spring (Boys and Girls), Track and Field - Winter (Boys and Girls), Volleyball (Boys and Girls), Wrestling (Co-ed)</p> <p>The 2017.18 school year boasts a two-time County and State cross country champion, State Meet of Champions medalists in swimming, long jump, and triple jump. Recent team sport accomplishments include boys' basketball county and state sectional champions, football state sectional finalists, and district place winners in wrestling.</p>
 Clubs and Activities:	<p>CHS offers a variety of extracurricular activities that encompass every academic discipline. Students have the opportunity to organize various dances and performances throughout the school year or become members within student government. In addition to the National Honor Society, students can earn recognition in nine other honor societies. Students can also receive before or after school tutoring in various subjects. WTSD provides weekend test preparation programs for all high school students.</p>
 Before and After School Programs:	<p>CHS is extremely proud of its award winning Interact program, a community service group of 150 student volunteers. In 2017, this group fundraised \$15,000 for programs such as: American Cancer Society, Rebuilding Warriors, Team LeGrand, and we are recognized as a Top School by the Leukemia and Lymphoma Society. Interact donated over 1000 new toys for Toys for Tots, over 7000 pounds of food shared between MC Foods and St. James Food Pantry and volunteer at the Hands for Hope food bank.</p>








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 Staff and Professional Learning:	<p>Colonia HS offers programs to provide staff with resources for classroom use as well as to extend their professional skills, such as, "Tech Thursdays" in which staff is provided engaging ways to utilize technology in the classroom; Various presentations to ensure staff health and safety; Yearly professional development day organized in "Edcamp" style to allow staff to not only share their knowledge and successes with their peers, but to also provide opportunities to display their leadership.</p>
 Postsecondary Information:	<p>The Class of 2017 contained 180 students who moved on to 4 year colleges or universities and were accepted at 132 different institutions. 79% were accepted to their 1st choice college or university. 96 graduates continued onto 2 year colleges, 11 were accepted to other post-secondary schools, 14 entered the military, 19 were accepted to full time employment, and 7 entered apprenticeships or other career training programs.</p>
 Student Supports and Services:	<p>CHS offers student support services for ELL, students with disabilities, Special Education students, and 504 services for students with medical conditions that justify instructional modifications. The school has an I&RS team that assists students who are experiencing learning, behavior, or health difficulties. Aside from an invested counseling department that implements the Naviance program, CHS hosts an in house CST and a full time Student Assistance Counselor to meet the needs of our students.</p>
 Student Health and Wellness:	<p>Health and wellness services include a full time school nurse who performs health screenings that evaluate height, weight, blood pressure, vision, hearing, and scoliosis, provides communicable disease control, administers medication, evaluates special health needs, maintains current medical records, and a healthful school environment. An active physical education program starts each day with aerobic condition for all students and a cardiovascular component is a portion of their final exam.</p>
 Parent and Community Involvement:	<p>An active CHS PTO organizes multiple events that create scholarship opportunities for students, establish teacher grants, and organizes the yearly Project Graduation culminating program for our senior class. A Parent Portal is utilized through the Genesis system and Google Classroom student accounts allow parental access to current student progress in their academic programs. Community Service programs have been infused as students participate in multidisciplinary Service-Learning projects.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>Colonia High School utilizes school community climate surveys which compiles research data to improve instructional programs to meet the needs of our learners and of our instructional staff. Data collected from these surveys also help design possible instructional shifts as in the present two year ongoing administrative action research of possible future alternative bell schedule options and for Middle States Accreditation requirements.</p>
 <p>Facilities:</p>	<p>CHS was built in 1967 and a climate controlled 9 classroom addition was added in 2007. CHS boasts 8 computer labs, an Apple lab, 650 Chromebooks and carts for classroom use, a remodeled Media Center. Each classroom uses new bulbless projectors that can utilize a Chromecast or an Apple TV. 3 new state of the art Field Turf athletic fields include an amazing Navy Blue & Gold stadium turf field. Internal courtyards house a 4000 sq ft Greenhouse and an Outdoor Learning Community.</p>



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<div data-bbox="111 808 233 911" data-label="Image"> </div> <p>Other Information:</p>	<p>Colonia High School infuses a 4x4 hybrid block scheduling format as their daily bell schedule. Course options vary from full year A/B courses, semester courses, quarterly courses, and eighth course offerings. The instructional bell schedule is an 87 minute instructional block; however, we are currently researching rotating bell schedule options that could provide more diversity in meeting the needs of all learners. School safety is of paramount importance and all faculty, staff, and students at Colonia High School wear a school issued photo ID throughout the academic school day. Our diverse curriculum offers elective programs in Early Childhood Education. Theater Arts, Oratory, and Production utilize our newly renovated 900 seat climate controlled auditorium. Colonia High School boasts an award winning School Newspaper, The Declaration, which has been recognized as a Distinguished Site three consecutive years now. Colonia High Schools 4 year Science Research program has recently had 1st place student achievements at the Regional and National level. In 2015, 2016, and 2017 Colonia High School was recognized by the Washington Post as one of America's Most Challenging High Schools. Colonia High School has also received Silver and Bronze recognition levels from US News and World Report as a Top Rated High School.</p>
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