



Columbia Middle School
2016-2017

Grade Span 06-08

39-0310-030

UNION

BERKELEY HEIGHTS TWP


345 PLAINFIELD AVE

BERKELEY HTS, NJ 07922-1436

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](#) 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](#).
- 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
6	201	155	185
7	202	205	156
8	189	210	208
Ungraded	0	0	5
Total	592	570	554

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	51%	52%	51%
Male	49%	48%	49%
Economically Disadvantaged Students	2%	3%	3%
Students with Disabilities	12%	14%	18%
English Learners	0%	0%	1%
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	67.1%
Asian	15.5%
Hispanic	10.6%
Black or African American	0.9%
American Indian or Alaska Native	0.4%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	5.4%

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	92.2%
Chinese	2.7%
Spanish	1.6%
<i>Other</i>	3.5%



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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	534	99.5	78.30	72.00	54.90	78.3	76.1	Met Target
White	363	99.2	76.00	69.50	63.90	76	75.2	Met Target
Hispanic	55	100.0	69.10	62.20	39.80	69.1	60.2	Met Target
Black or African American	*	*	*	64.30	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	81	100.0	93.90	90.90	80.70	93.9	80	Met Goal
American Indian or Alaska Native	*	*	*	100.00	53.70	*	**	**
Two or More Races	28	100.0	75.00	75.00	54.90	75	80	Met Target†
Female	269	99.3	84.40	78.00	62.20	84.4		
Male	265	99.6	72.10	66.10	48.10	72.1		
Economically Disadvantaged Students	19	100.0	42.10	36.20	36.20	42.1	**	**
Non-Economically Disadvantaged Students	515	99.4	79.60	72.80	65.80	79.6		
Students with Disabilities	97	99.0	25.80	26.80	20.50	25.8	24.2	Met Target
Students without Disabilities	437	99.6	89.90	80.10	61.90	89.9		
English Learners	*	*	*	60.00	25.20	*	**	**
Non-English Learners	*	*	*	72.10	57.40	*		
Homeless Students	N	N	*	0.00	26.40	*		
Students In Foster Care	N	N	*	0.00	24.80	*		
Military-Connected Students	*	*	*	100.00	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 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	184	776	776	751	*	*	12%	44%	36%	80%	54%
White	126	774	774	758	*	*	10%	46%	35%	81%	63%
Hispanic	21	765	765	740	0%	*	*	*	*	62%	38%
Black or African American	*	*	*	735	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	30	794	794	775	*	*	*	43%	53%	97%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	87	783	783	758	*	*	*	44%	45%	89%	61%
Male	97	769	769	745	*	*	*	44%	29%	73%	46%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	760	*	*	*	*	*	*	65%
Students with Disabilities	33	737	737	722	*	*	*	30%	*	36%	17%
Students without Disabilities	151	784	784	757	*	*	*	47%	*	90%	61%
English Learners	N	N	N	709	N	N	N	N	N	N	*
Non-English Learners	184	776	776	752	*	*	12%	44%	36%	80%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	55%
Migrant Students	N	N	N	721	N	N	N	N	N	N	20%

An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	151	781	781	756	*	*	9%	30%	51%	81%	59%
White	98	775	775	763	*	*	12%	34%	44%	78%	69%
Hispanic	14	760	760	741	*	*	0%	*	*	64%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	25	815	815	783	0%	0%	*	*	88%	96%	85%
American Indian or Alaska Native	*	*	*	755	*	*	*	*	*	*	59%
Two or More Races	12	780	780	756	*	0%	0%	*	*	92%	59%
Female	81	785	785	764	*	*	*	33%	52%	85%	68%
Male	70	775	775	748	*	*	*	26%	50%	76%	51%
Economically Disadvantaged Students	*	*	*	738	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	70%
Students with Disabilities	26	719	719	719	*	*	*	*	0%	19%	19%
Students without Disabilities	125	793	793	763	*	*	*	*	62%	94%	67%
English Learners	N	N	N	700	N	N	N	N	N	N	*
Non-English Learners	151	781	781	757	*	*	9%	30%	51%	81%	*
Homeless Students	N	N	N	730	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	208	769	769	757	5%	5%	13%	51%	26%	76%	59%
White	141	763	763	764	*	*	14%	55%	18%	73%	68%
Hispanic	23	767	767	742	0%	0%	*	61%	*	78%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	29	799	799	785	*	0%	*	*	66%	90%	86%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	52%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	109	774	774	765	*	*	13%	53%	28%	82%	68%
Male	99	763	763	748	*	*	13%	48%	23%	71%	50%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	35	717	717	717	*	*	*	*	*	23%	18%
Students without Disabilities	173	780	780	764	*	*	*	*	*	87%	67%
English Learners	N	N	N	700	N	N	N	N	N	N	*
Non-English Learners	208	769	769	758	5%	5%	13%	51%	26%	76%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	61%
Migrant Students	N	N	N	720	N	N	N	N	N	N	21%

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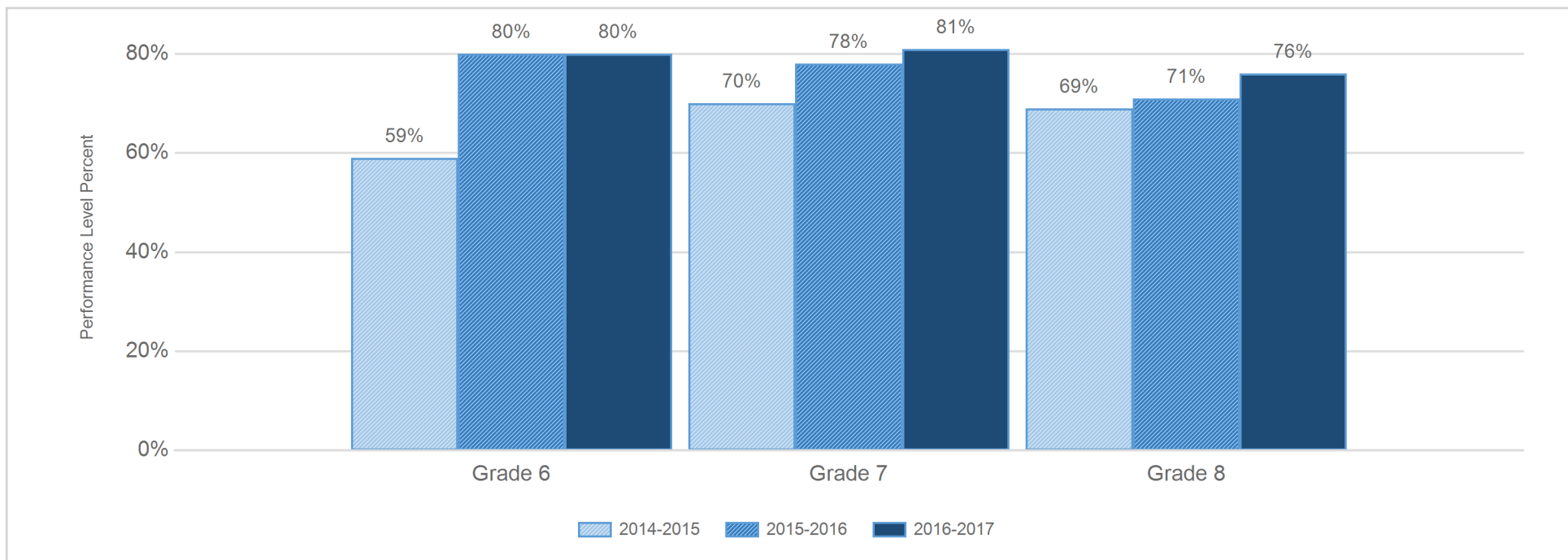


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English Language Arts/Literacy Assessment - Performance Trends

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	530	99.1	74.50	67.00	43.50	74.5	67.8	Met Target
White	360	98.7	72.80	64.30	52.40	72.8	66.5	Met Target
Hispanic	55	100.0	58.10	49.40	27.60	58.1	44.8	Met Target
Black or African American	*	*	*	57.10	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	80	100.0	92.60	93.00	75.60	92.6	80	Met Goal
American Indian or Alaska Native	*	*	*	100.00	42.50	*	**	**
Two or More Races	28	100.0	75.00	73.20	44.90	75	70.9	Met Target
Female	267	98.9	75.70	68.40	44.10	75.7		
Male	263	99.3	73.40	65.70	42.90	73.4		
Economically Disadvantaged Students	19	100.0	36.80	30.60	25.10	36.8	**	**
Non-Economically Disadvantaged Students	511	99.1	76.00	68.00	54.30	76		
Students with Disabilities	95	97.0	18.90	21.80	16.50	18.9	20.6	Met Target†
Students without Disabilities	435	99.6	86.70	75.30	48.80	86.7		
English Learners	*	*	*	50.00	23.30	*	**	**
Non-English Learners	*	*	*	67.20	45.20	*		
Homeless Students	N	N	*	0.00	16.40	*		
Students In Foster Care	N	N	*	0.00	15.10	*		
Military-Connected Students	*	*	*	100.00	39.90	*		
Migrant Students	N	N	*	0.00	18.20	*		

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Mathematics Assessment - Performance by Grade: Grade 6**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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.

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Schoolwide	186	763	763	743	*	*	16%	58%	18%	76%	44%
White	126	762	762	750	*	*	18%	58%	17%	75%	54%
Hispanic	21	751	751	730	0%	*	*	57%	*	62%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	32	778	778	770	0%	*	*	59%	34%	94%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	744	*	*	*	*	*	*	46%
Female	89	763	763	744	*	*	11%	69%	12%	81%	45%
Male	97	763	763	742	*	*	20%	49%	23%	71%	43%
Economically Disadvantaged Students	*	*	*	728	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	56%
Students with Disabilities	33	729	729	716	*	*	39%	*	*	21%	13%
Students without Disabilities	153	770	770	748	*	*	11%	*	*	88%	50%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	744	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	40%
Migrant Students	*	*	*	708	*	*	*	*	*	*	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Mathematics Assessment - Performance by Grade: Grade 7**

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Schoolwide	120	757	757	741	*	*	18%	57%	12%	68%	40%
White	84	757	757	748	*	*	20%	58%	*	68%	49%
Hispanic	13	739	739	729	*	*	*	*	0%	46%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	*	*	*	741	*	*	*	*	*	*	45%
Two or More Races	10	754	754	740	*	0%	*	*	*	70%	39%
Female	63	757	757	742	*	*	19%	62%	*	70%	41%
Male	57	757	757	739	*	*	18%	51%	*	67%	38%
Economically Disadvantaged Students	*	*	*	728	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	*	*	*	748	*	*	*	*	*	*	50%
Students with Disabilities	24	719	719	716	*	*	*	*	*	*	11%
Students without Disabilities	96	766	766	746	*	*	*	*	*	*	45%
English Learners	N	N	N	711	N	N	N	N	N	N	*
Non-English Learners	120	757	757	742	*	*	18%	57%	12%	68%	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Mathematics Assessment - Performance by Grade: Grade 8**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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.

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Schoolwide	82	741	741	727	15%	*	26%	49%	*	50%	28%
White	58	740	740	735	*	*	26%	47%	*	48%	35%
Hispanic	15	751	751	721	0%	*	*	*	0%	53%	21%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	746	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	727	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	42	742	742	730	*	*	*	45%	*	45%	30%
Male	40	741	741	725	*	*	*	53%	*	55%	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	34%
Students with Disabilities	35	721	721	705	34%	*	*	*	*	26%	*
Students without Disabilities	47	757	757	734	0%	*	*	*	*	68%	*
English Learners	N	N	N	702	N	N	N	N	N	N	*
Non-English Learners	82	741	741	729	15%	*	26%	49%	*	50%	*
Homeless Students	N	N	N	709	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	733	*	*	*	*	*	*	35%
Migrant Students	N	N	N	712	N	N	N	N	N	N	*

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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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	130	781	753	742	*	*	*	79%	15%	93%	42%
White	85	775	749	750	0%	0%	*	85%	*	93%	52%
Hispanic	*	*	*	727	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	26	804	*	773	*	*	*	50%	46%	96%	76%
American Indian or Alaska Native	*	*	*	735	*	*	*	*	*	*	30%
Two or More Races	10	778	*	741	0%	0%	0%	100%	0%	100%	41%
Female	74	780	756	743	*	*	*	77%	*	92%	43%
Male	56	783	749	741	*	*	*	80%	*	95%	40%
Economically Disadvantaged Students	*	*	*	726	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	130	781	759	747	*	*	*	79%	15%	93%	47%
English Learners	N	N	N	707	N	N	N	N	N	N	*
Non-English Learners	130	781	*	744	*	*	*	79%	15%	93%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	710	N	N	N	N	N	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	22	793	747	733	*	*	*	*	77%	100%	30%
White	*	*	*	739	*	*	*	*	*	*	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	N	N	N	718	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	12	796	*	757	*	*	*	*	83%	100%	65%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	*	*	*	734	*	*	*	*	*	*	31%
Male	*	*	*	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	N	N	N	721	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	22	793	*	740	*	*	*	*	77%	100%	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	22	793	753	737	*	*	*	*	77%	100%	*
English Learners	N	N	N	709	N	N	N	N	N	N	*
Non-English Learners	22	793	*	734	*	*	*	*	77%	100%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	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	*



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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	*	*	*	724	*	*	*	*	*	*	28%
White	*	*	*	731	*	*	*	*	*	*	33%
Hispanic	N	N	N	709	N	N	N	N	N	N	14%
Black or African American	N	N	N	702	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	760	N	N	N	N	N	N	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	N	N	N	724	N	N	N	N	N	N	27%
Male	*	*	*	724	*	*	*	*	*	*	29%
Economically Disadvantaged Students	N	N	N	708	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	35%
Students with Disabilities	N	N	N	692	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	728	*	*	*	*	*	*	*
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	*	*	*	725	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	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%

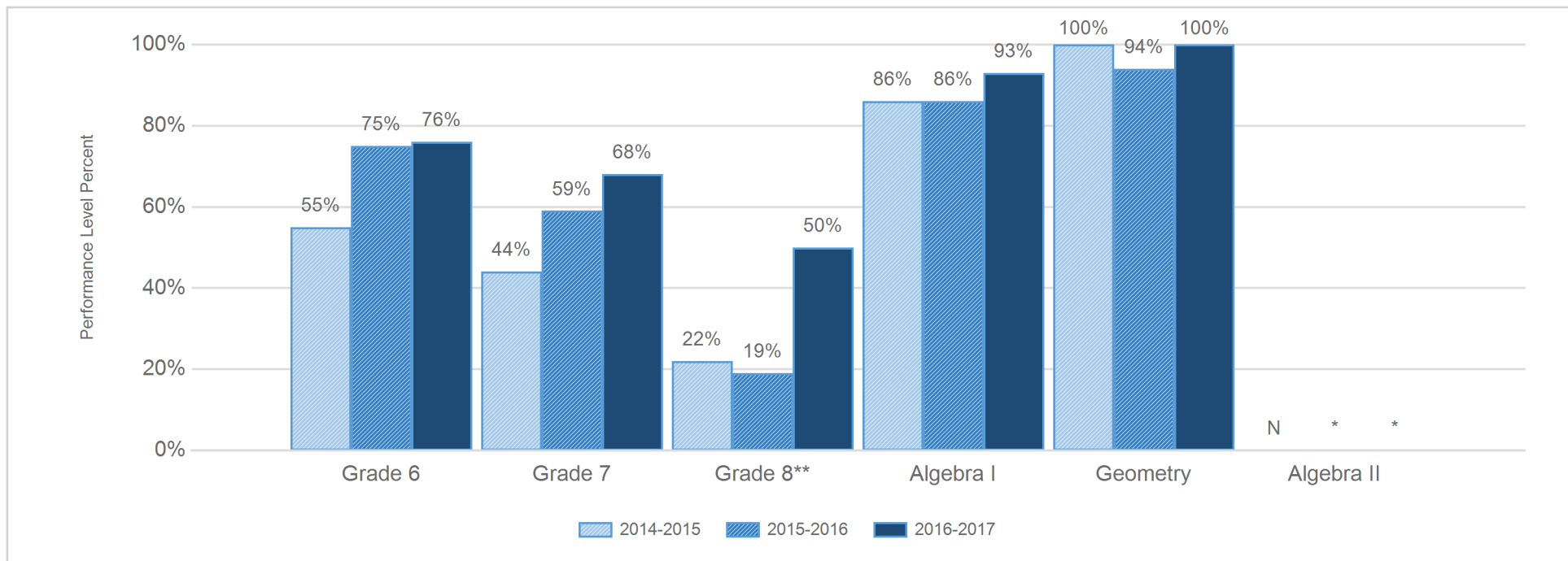


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Mathematics Assessment – Performance Trends

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



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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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
6	*	*
7	N	N
8	N	N

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	*	*	*
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

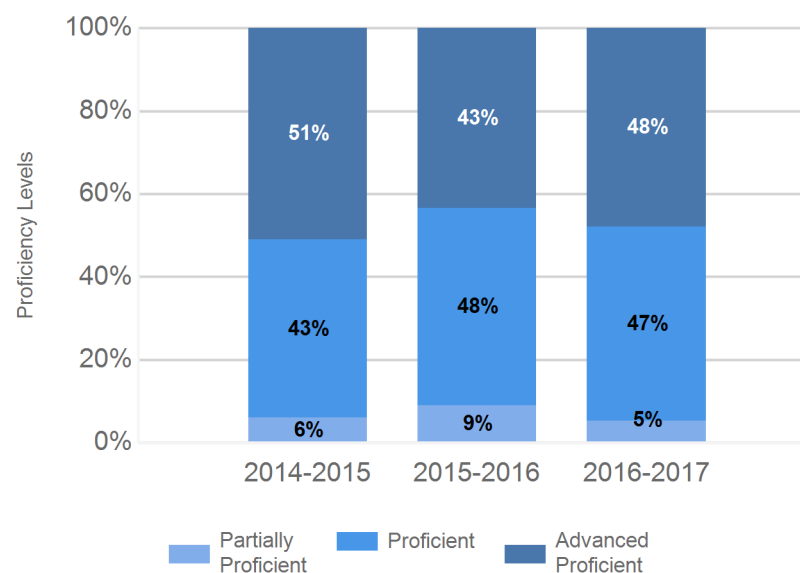
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	48%	47%	5%
White	44%	50%	6%
Hispanic	29%	67%	4%
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	83%	10%	7%
American Indian or Alaska Native	*	N	N
Two or More Races	46%	*	N
Economically Disadvantaged Students	*	*	N
Students with Disabilities	20%	57%	23%
English Learners	N	*	N

NJASK Science Assessment Performance Trends: Grade 8

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





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	49	51	50	Met Target	44	50	50	Met Target
White	46	48	50	Met Target	44.5	49	52	Met Target
Hispanic	44.5	47	49	Met Target	36	46	47	Not Met
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	69	67	60	Exceeds Target	46	61.5	59	Met Target
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	51.5	55	51	Met Target	26	36	52	**
Economically Disadvantaged	41	52	47	**	*	49	46	**
Students with Disabilities	27	34	41	Not Met	44	46	43	Met Target
English Learners	*	*	53	**	*	*	51	**

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



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Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

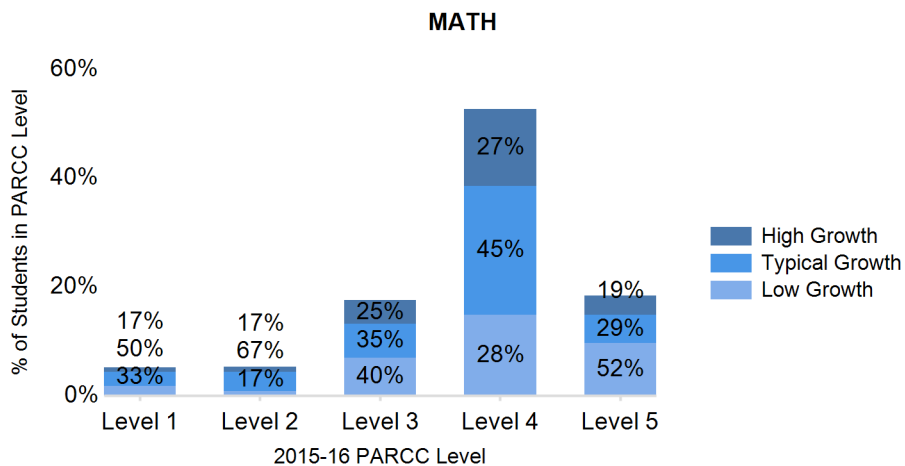
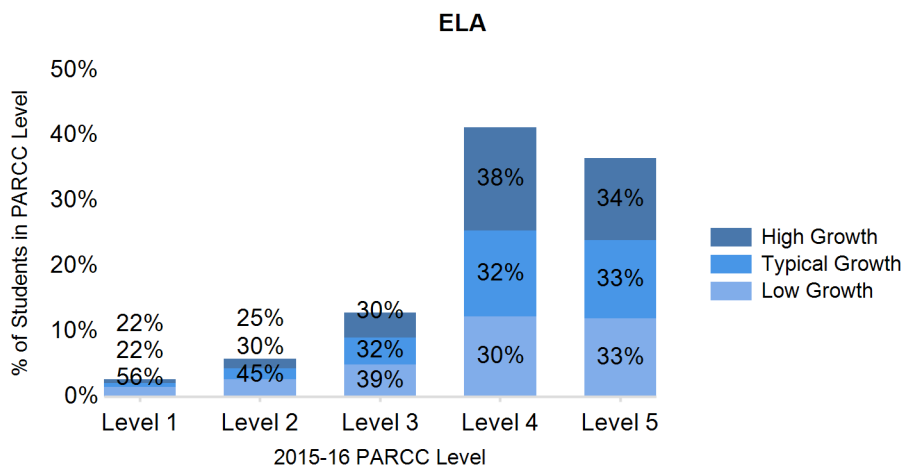
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

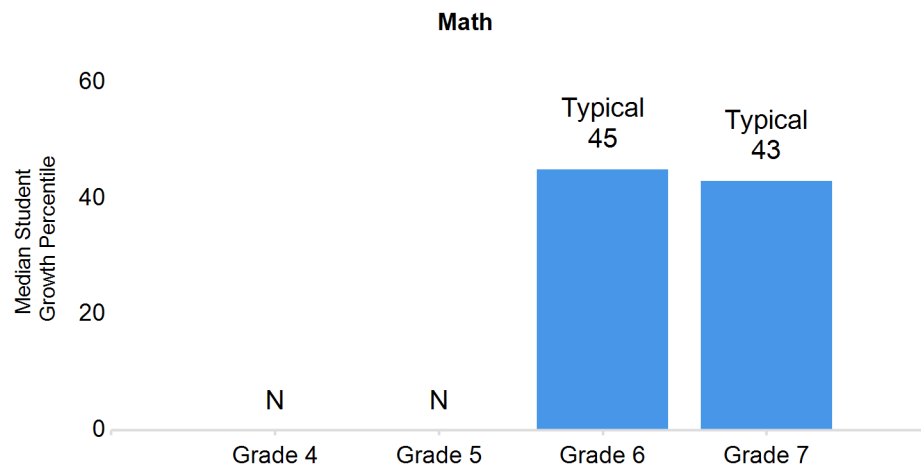
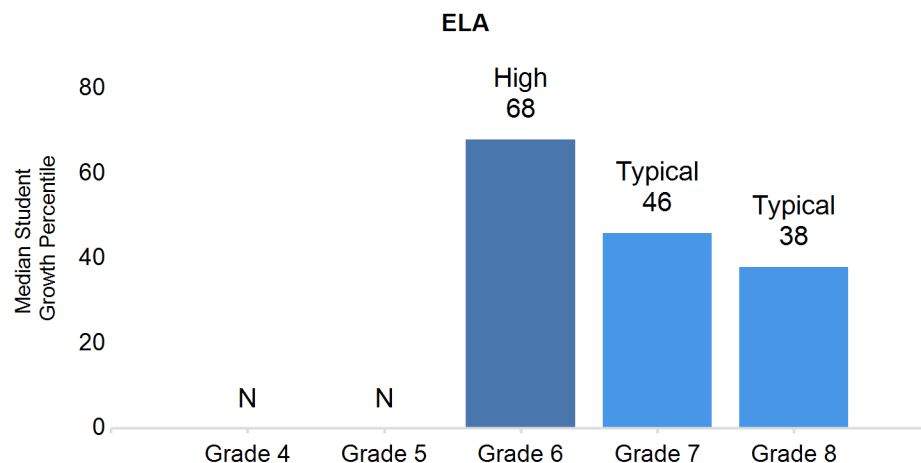
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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



An "***" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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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](#).

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. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	187
7	31	0	127
8	102	22	83
Schoolwide	133	22	397

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 row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	70	67	34	12	0	0	0
7	77	43	21	10	0	0	0
8	90	45	43	19	0	0	0
Schoolwide	237	155	98	41	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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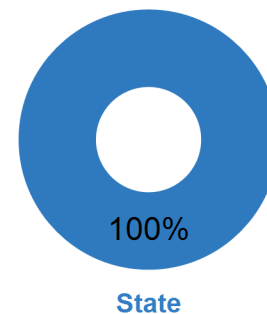
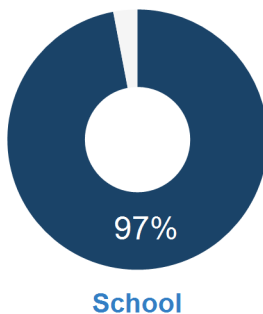
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Visual and Performing Arts – Course Participation

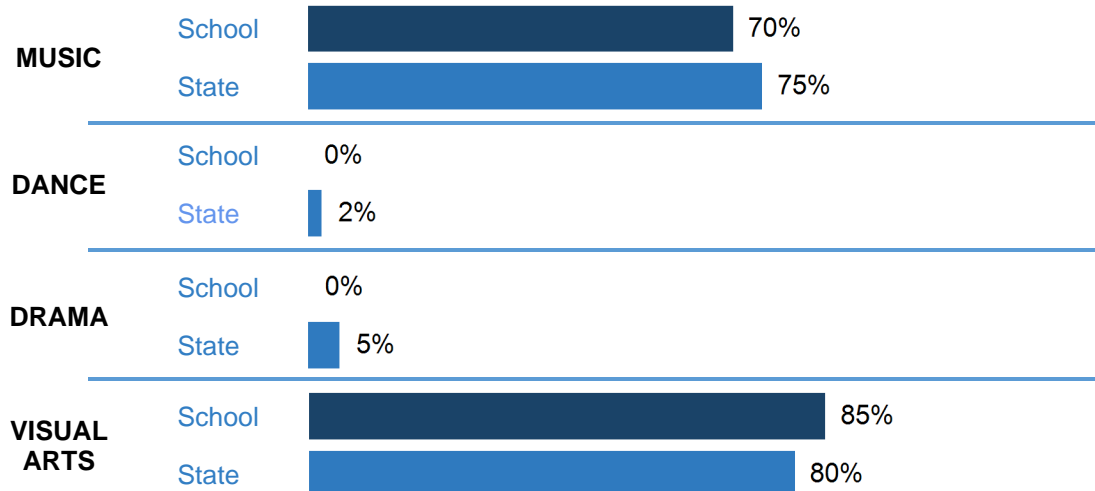
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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 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

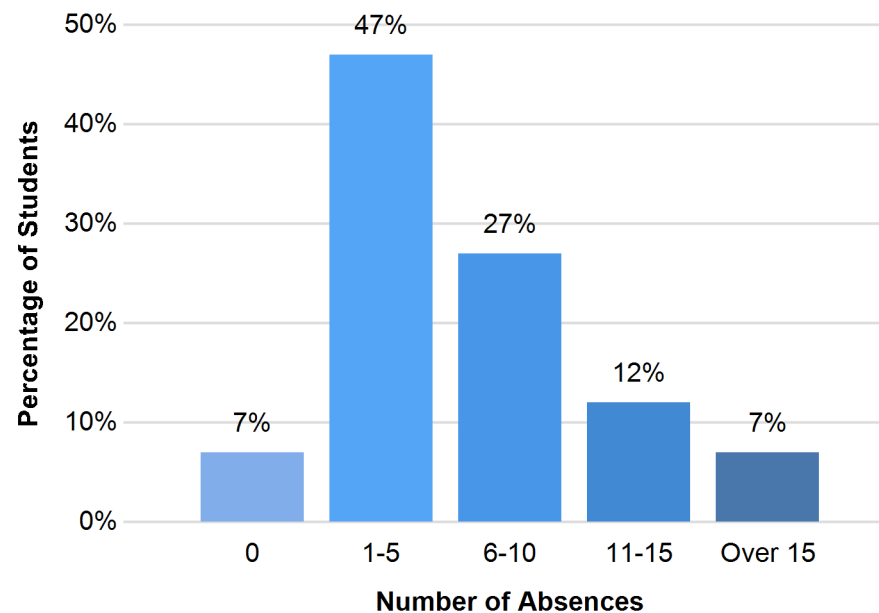
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.00	8.70	Met Target
White	5.10	8.70	Met Target
Hispanic	11.90	8.70	Not Met
Black or African American	0	**	**
Asian, Native Hawaiian, or Pacific Islander	0	8.70	Met Target
American Indian or Alaska Native	0	**	**
Two or More Races	6.70	8.70	Met Target
Economically Disadvantaged Students	0	**	**
Students with Disabilities	12.10	8.70	Not Met
English Learners	0	**	**

** *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.



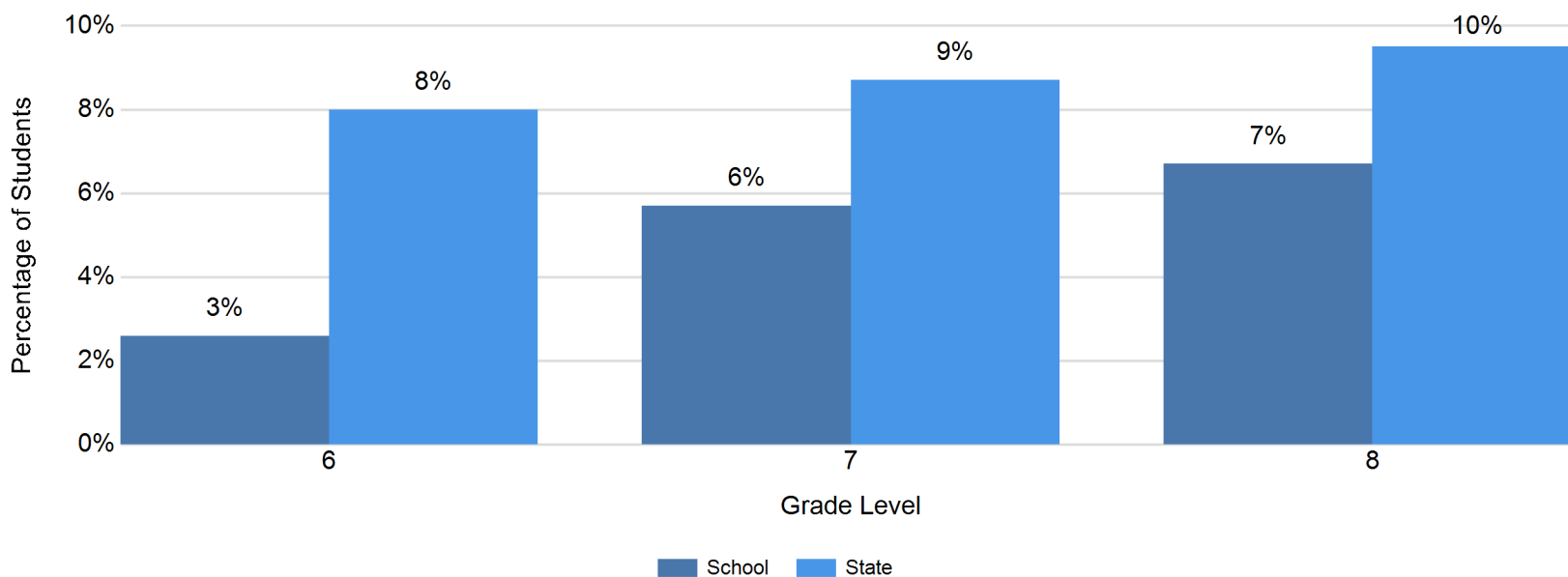


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Chronic Absenteeism by Grade

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	8:10AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs. 12 Mins.
Shared Time - Instructional Time	*

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	1
Vandalism	1
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	26
Total Unique Incidents	28
Incidents Per 100 Students Enrolled	5.05

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	0.0%
Out-of-School Suspensions	0.7%
Any Suspension	0.7%

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	1:1.2	371.1 kbps	100 kbps	Yes	N	Fiber	No

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	\$264	\$15,588	\$15,852



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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	51	115,100
Average years experience in public schools	10.6	11.8
Average years experience in district	9.6	10.5
Teachers in district for 4 or more years	71%	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	21	9,476
Average years experience in public schools	17.9	15.7
Average years experience in district	8.4	11.5
Administrators in district for 4 or more years	67%	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	11:1	12:1
Administrators	277:1	128:1
Librarian/Media Specialists		674:1
Nurses		449:1
Counselors		337:1
Child Study Team		180:1



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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 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	90%	85%
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	97%



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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	84	17.5%
Mathematics Proficiency	88	17.5%
English Language Arts Growth	41	25%
Mathematics Growth	24	25%
Chronic Absenteeism	62	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		55.5
Summative Rating: Percentile rank of Summative Score		58 th
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		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	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	56	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	52	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	49	No	Met Target	Met Target	Not Met	Met Target	Not Met	No
Black or African American	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	69	No	Met Goal	Met Goal	Met Target	Exceeds Target	Met Target	No
American Indian or Alaska Native	**	No	**	**	**	**	**	No
Two or More Races	64	No	Met Target†	Met Target	Met Target	Met Target	**	No
Economically Disadvantaged Students	**	No	**	**	**	**	**	No
Students with Disabilities	43	No	Met Target	Met Target†	Not Met	Not Met	Met Target	No
English Learners	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Geiger	Email Address:	fggeiger@bhpsnj.org
Address:	345 PLAINFIELD AVE BERKELEY HTS, NJ 07922-1436	Website:	https://www.bhpsnj.org/
Phone:	(908)464-1600	Facebook:	https://www.facebook.com/columbia.middle.9?hc_location=stream
		Twitter:	https://twitter.com/CMSetc

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Columbia Middle School maintains a 1:1 student to iPad environment in grades 6-8 • CMS offers four languages... French, Latin, Spanish, and Italian • Among others, electives at CMS include iStem, Digital Creations, Robotics, App Design, and Guitar
 <p>Mission, Vision, Theme:</p>	<p>THE EDUCATIONAL ENVIRONMENT AT COLUMBIA MIDDLE SCHOOL WILL PROVIDE FOR THE SUCCESS OF ALL LEARNERS BY – Providing opportunities for each student to be inspired - Allowing students access to the latest in technology so as to contribute to a collaborative and creative environment - Ensuring equitable opportunities for enrichment - Promoting self-confidence, thoughtfulness, acceptance, and tolerance - Preparing students for college and careers through the use of 21st Century Skills</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Columbia Middle School is the recipient of many grants that are offered through the local Berkeley Heights Education Foundation. CMS has also won a science grant from Exxon Mobil to help build extra-curricular science programs which includes a robust robotics course and T.W.I.S.T., a woman's science program.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>The middle school curriculum offers challenging opportunities to all students who have an equal opportunity for success in this technological age. A unique “rotate and drop” schedule provides ample time for a rigorous core program in Language Arts, Mathematics, Science, and Social Studies. The schedule includes an Enrichment Period which allows students access to the school labs, to meet with teachers, or schedule peer groups for study or leadership.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys and Girls), Cross-Country (Co-ed), Golf (Co-ed), Soccer (Boys and Girls), Softball (Girls),</p> <p>Aside from the sports listed, CMS includes Winter Cheerleading as a sport. Cross-Country and Golf are offered as intramural programs.</p>
 <p>Clubs and Activities:</p>	<p>Clubs at Columbia Middle School offer a wide array of choices that reflect the variety of passions that students bring to school each day. A film maker's club, forensics, robotics, and TWIST – a club for young women with interest in science and technology are but a few of the more unique offerings. Artists, writers, poets, and photographers, as well as student athletes can all find a club of interest. Even snow skiers can participate through a partnership with the local YMCA.</p>







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 <p>Staff and Professional Learning:</p>	<p>The Berkeley Heights School District offers a plethora of professional development for all staff in order to keep up with the latest technology and changes in curriculum. Advanced district technology (1:1 iPad environment) keeps students and teachers connected through the use of Google Classroom. Both Math and Language Arts include extra courses that are technology-based. Common planning time allows for collaboration among staff members to share new ideas and learning on a regular basis.</p>
 <p>Student Supports and Services:</p>	<p>Support for the individual child, which includes Intervention and Referral Services, is augmented by separate support classes in Math and Reading. Enrichment opportunities as well as advanced placement courses provide the full range of needs for a middle school student in the twenty-first century.</p>
 <p>Student Health and Wellness:</p>	<p>Physical Education and Health Education are regular rotations in each student's schedule. A yoga program during lunch includes instruction in mindfulness. Guidance lessons are an extension of the wellness program.</p>
 <p>Parent and Community Involvement:</p>	<p>Our Parent-Teacher Organization (PTO) is very effective. Through this partnership, the PTO sponsors assemblies that promote character education as well as programs of interest that are curriculum-based. The Berkeley Heights Education Foundation provides grants each year to expand technology or to pilot a program proposed by one of our teachers.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students</p> <p>Each year students at Columbia Middle School are offered a climate survey by the administration to gauge student comfort, school safety, and to promote positive student/staff relationships. Through this survey students are able to influence various aspects of student life, which includes clubs, lunch offerings, access to technology and the development of special weeks such as Autism Week, now a regular part of the CMS Calendar. Peer Leadership groups are robust and influential as well.</p>
 <p>Facilities:</p>	<p>Once you are permitted past the secure vestibule, you will find Columbia Middle School is a school with two gyms, a digital art room, computer labs, as well as a tech lab that includes 3D printing. Other areas include a life skills room with full kitchens, a band as well as an orchestra room, and a secure common outdoor area for lunches and outdoor class lessons.</p>



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Other Information:

Reagan Hopeck, an eighth grader, is a member of the speech team, the Spanish Club, and plays basketball for the CMS Lady Tigers. In addition, she is also an accomplished gymnast in her spare time. Reagan, who is also a Peer Leader, shared that having an iPad to use in her classes makes for a seamless transition from school to home. She added that the use of MathSpace in Algebra is a great tool, assisting with lesson hints, and allows her to explore topics in math beyond the classroom conversation. Nicholas Gold, also an eighth grader, shared how much he was enjoying the new Guitar course this year. "I used to play a little, but now my interest has been re-invigorated." Nick said one of the best things about the middle school is the rotate and drop schedule. "When my classes drop, I take advantage of the Enrichment Period during lunch to meet with my teachers and I'm much better prepared the next day." Because of the programs offered at Columbia Middle School, our students have excelled by: – Scoring better than students statewide and in communities similar to Berkeley Heights on the New Jersey ASK (Science) assessment – Having students receive recognition for their success in writing at the county, state, and national level – Achieving a 90% participation rate in our co-curricular and sports programs – Inviting senior citizen reading groups into the building for shared Literary Lunches – Actively participating in community service projects such as food drives and clothing collections – Promoting our S.T.R.I.P.E.S. character education program during visits to elementary schools. When we speak to students about "Earning Your Tiger Stripes", we are encouraging success in the classroom, growth in character, and becoming an active participant in the process, all while showing respect to the other members of the school community.