




Columbus Elementary School
2016-2017
Grade Span 3H-05

23-0750-050
MIDDLESEX
CARTERET BORO
1 CARTERET AVENUE
CARTERET, NJ 07008

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
PK	45	64	66
KG	91	93	95
1	117	114	100
2	96	114	102
3	80	92	102
4	89	102	92
5	85	91	100
Ungraded	33	9	50
Total	636	679	707

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	49%	48%	46%
Male	51%	52%	54%
Economically Disadvantaged Students	69%	73%	71%
Students with Disabilities	13%	18%	17%
English Learners	9%	10%	10%
Homeless Students			2%
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
Hispanic	45.7%
Black or African American	25.0%
Asian	17.3%
White	8.8%
Native Hawaiian or Pacific Islander	0.1%
American Indian or Alaska Native	0.0%
Two or More Races	3.1%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	57	52	65
PK - Full Day	4	12	1
KG - Half Day	0	0	0
KG - Full Day	99	93	95

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	66.3%
Spanish	17.0%
Panjabi	5.4%
Urdu	5.0%
Hindi	1.3%
Other	4.8%



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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	278	98.4	44.20	46.10	54.90	44.2	43.7	Met Target
White	24	96.0	62.50	53.30	63.90	62.5	55.1	Met Target
Hispanic	129	99.3	34.90	39.60	39.80	34.9	41.7	Met Target†
Black or African American	71	98.8	35.20	34.10	35.20	35.2	36.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	46	96.0	73.90	62.70	80.70	73.9	52.6	Met Target
American Indian or Alaska Native	*	*	*	0.00	53.70	*	**	**
Two or More Races	*	*	*	45.20	54.90	*	**	**
Female	129	97.9	49.70	53.00	62.20	49.7		
Male	149	98.8	39.60	39.40	48.10	39.6		
Economically Disadvantaged Students	215	99.2	40.90	43.10	36.20	40.9	44.2	Met Target†
Non-Economically Disadvantaged Students	63	95.9	55.60	52.60	65.80	55.6		
Students with Disabilities	49	98.0	*	8.50	20.50	*	13.3	Met Target†
Students without Disabilities	229	98.5	*	51.70	61.90	*		
English Learners	39	97.6	41.00	24.50	25.20	41	34.4	Met Target
Non-English Learners	239	98.5	44.70	49.20	57.40	44.7		
Homeless Students	*	*	*	21.40	26.40	*		
Students In Foster Care	N	N	*	80.00	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 3

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	106	735	740	749	17%	24%	23%	37%	0%	37%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	49	727	736	734	20%	29%	27%	25%	0%	25%	35%
Black or African American	30	734	*	731	*	*	*	37%	0%	37%	32%
Asian, Native Hawaiian, or Pacific Islander	13	757	748	775	*	*	*	*	0%	69%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	750	*	*	*	*	*	*	52%
Female	52	739	744	753	*	23%	23%	40%	*	40%	55%
Male	54	731	735	744	*	24%	22%	33%	*	33%	46%
Economically Disadvantaged Students	78	731	736	730	*	*	*	33%	0%	33%	31%
Non-Economically Disadvantaged Students	28	746	748	761	*	*	*	46%	0%	46%	63%
Students with Disabilities	16	701	708	720	*	*	*	*	*	*	24%
Students without Disabilities	90	741	745	754	*	*	*	*	*	*	55%
English Learners	10	721	717	709	*	*	*	*	0%	30%	11%
Non-English Learners	96	736	743	752	*	*	*	*	0%	38%	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	733	N	N	N	N	N	N	29%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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	92	748	747	753	*	15%	32%	44%	*	49%	56%
White	13	754	*	762	*	0%	*	*	*	62%	67%
Hispanic	41	745	741	740	*	*	42%	32%	*	37%	40%
Black or African American	21	744	*	736	*	*	*	52%	0%	52%	36%
Asian, Native Hawaiian, or Pacific Islander	16	758	753	777	*	0%	*	*	*	69%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	44	750	751	758	*	*	30%	43%	*	52%	61%
Male	48	746	744	748	*	*	33%	44%	*	46%	51%
Economically Disadvantaged Students	71	748	744	737	*	*	*	39%	*	47%	36%
Non-Economically Disadvantaged Students	21	747	756	764	*	*	*	57%	*	57%	69%
Students with Disabilities	10	711	*	724	*	*	*	*	*	10%	25%
Students without Disabilities	82	752	*	759	*	*	*	*	*	54%	62%
English Learners	*	*	*	710	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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	101	745	748	755	*	26%	24%	37%	*	44%	59%
White	*	*	*	763	*	*	*	*	*	*	69%
Hispanic	53	742	744	743	*	28%	30%	28%	*	36%	44%
Black or African American	25	733	739	739	*	*	*	*	0%	28%	39%
Asian, Native Hawaiian, or Pacific Islander	19	762	758	778	*	*	*	58%	*	74%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	756	*	*	*	*	*	*	60%
Female	42	755	757	761	*	*	26%	41%	*	55%	66%
Male	59	737	740	749	*	*	22%	34%	*	36%	53%
Economically Disadvantaged Students	80	742	744	739	*	*	*	31%	*	39%	40%
Non-Economically Disadvantaged Students	21	757	757	765	*	*	*	57%	*	62%	71%
Students with Disabilities	17	704	711	724	*	*	*	*	*	*	22%
Students without Disabilities	84	753	755	761	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	756	*	*	*	*	*	*	60%
Homeless Students	*	*	*	732	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	730	N	N	N	N	N	N	36%

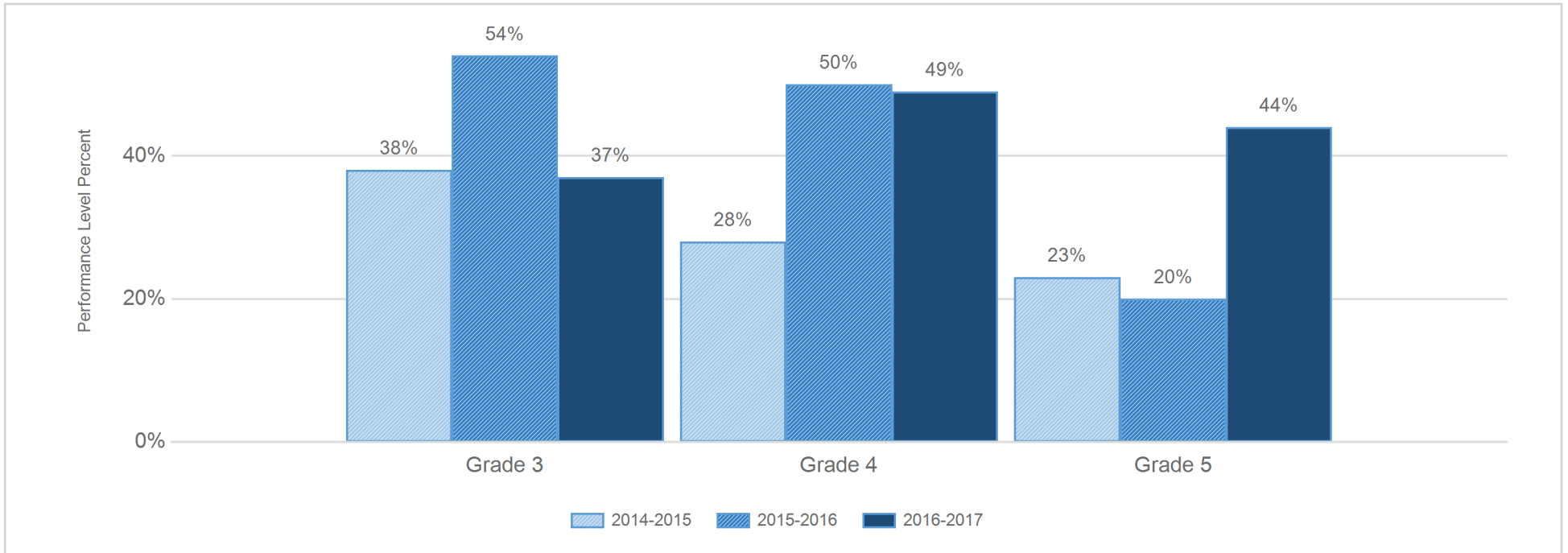


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English Language Arts/Literacy Assessment - Performance Trends

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	278	98.7	28.50	32.30	43.50	28.5	41.7	Not Met
White	24	100.0	37.50	36.70	52.40	37.5	47.9	Met Target†
Hispanic	130	99.3	25.30	25.00	27.60	25.3	40.2	Not Met
Black or African American	70	98.7	14.30	16.20	21.70	14.3	32.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	46	96.1	54.40	55.10	75.60	54.4	59.2	Met Target†
American Indian or Alaska Native	*	*	*	0.00	42.50	*	**	**
Two or More Races	*	*	*	29.00	44.90	*	**	**
Female	129	97.9	31.00	34.30	44.10	31		
Male	149	99.4	26.20	30.40	42.90	26.2		
Economically Disadvantaged Students	214	99.2	22.90	28.30	25.10	22.9	40.7	Not Met
Non-Economically Disadvantaged Students	64	97.3	46.90	41.30	54.30	46.9		
Students with Disabilities	49	98.0	10.20	8.00	16.50	10.2	26.3	Not Met
Students without Disabilities	229	98.8	32.30	35.90	48.80	32.3		
English Learners	40	97.7	22.50	*	23.30	22.5	45.8	Not Met
Non-English Learners	238	98.9	29.40	*	45.20	29.4		
Homeless Students	*	*	*	7.10	16.40	*		
Students In Foster Care	N	N	*	60.00	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 Grade: Grade 3

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	107	736	739	750	*	17%	37%	29%	*	32%	53%
White	*	*	*	758	*	*	*	*	*	*	63%
Hispanic	50	732	736	738	*	*	42%	24%	*	26%	37%
Black or African American	30	733	*	733	*	*	*	*	*	30%	32%
Asian, Native Hawaiian, or Pacific Islander	13	759	753	778	0%	0%	*	*	*	62%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	750	*	*	*	*	*	*	53%
Female	53	736	739	751	*	*	42%	26%	*	30%	52%
Male	54	736	739	750	*	*	33%	32%	*	33%	53%
Economically Disadvantaged Students	78	732	735	735	*	*	*	24%	*	26%	34%
Non-Economically Disadvantaged Students	29	746	747	761	*	*	*	41%	*	48%	65%
Students with Disabilities	16	720	717	728	*	*	*	*	*	19%	29%
Students without Disabilities	91	739	743	754	*	*	*	*	*	34%	57%
English Learners	11	734	724	724	*	*	*	*	*	*	21%
Non-English Learners	96	736	741	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	725	N	N	N	N	N	N	35%



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Grade Span 3H-05

Mathematics Assessment - Performance by Grade: Grade 4

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	91	730	736	746	13%	29%	32%	26%	0%	26%	47%
White	13	741	*	754	*	*	*	*	0%	46%	59%
Hispanic	41	729	729	734	*	32%	29%	24%	*	24%	30%
Black or African American	20	720	*	729	*	*	*	*	0%	10%	25%
Asian, Native Hawaiian, or Pacific Islander	16	737	748	773	0%	*	*	*	0%	38%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	43	731	737	746	*	*	30%	33%	*	33%	47%
Male	48	730	736	746	*	*	33%	21%	*	21%	48%
Economically Disadvantaged Students	70	728	732	731	*	*	*	*	0%	23%	27%
Non-Economically Disadvantaged Students	21	737	749	756	*	*	*	*	0%	38%	61%
Students with Disabilities	10	703	*	724	*	*	*	*	*	*	22%
Students without Disabilities	81	734	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	49%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

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



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Grade Span 3H-05

Mathematics Assessment - Performance by Grade: Grade 5

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	102	732	738	746	*	25%	38%	23%	*	27%	46%
White	*	*	*	754	*	*	*	*	*	*	57%
Hispanic	53	730	732	734	*	30%	36%	23%	*	25%	30%
Black or African American	25	720	730	728	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	20	749	753	774	*	*	*	*	*	55%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	746	*	*	*	*	*	*	47%
Female	43	738	743	747	*	*	37%	28%	*	35%	47%
Male	59	727	733	746	*	*	39%	19%	*	20%	46%
Economically Disadvantaged Students	80	727	734	732	*	*	*	*	*	20%	27%
Non-Economically Disadvantaged Students	22	747	748	756	*	*	*	*	*	50%	59%
Students with Disabilities	17	704	710	724	*	*	*	*	*	*	19%
Students without Disabilities	85	737	743	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	715	N	N	N	N	N	N	18%

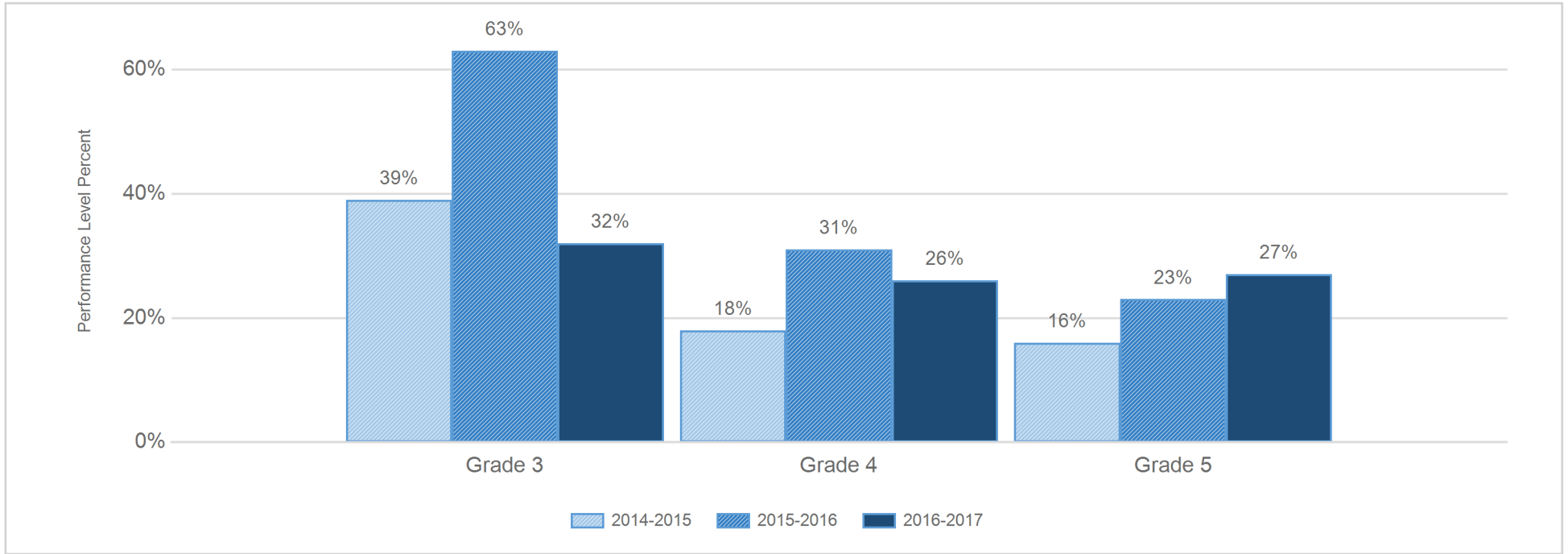


Columbus Elementary School
2016-2017
Grade Span 3H-05

23-0750-050
 MIDDLESEX
 CARTERET BORO
 1 CARTERET AVENUE
 CARTERET, NJ 07008

Mathematics Assessment – Performance Trends

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





**Columbus Elementary School
2016-2017**

23-0750-050
MIDDLESEX
CARTERET BORO
1 CARTERET AVENUE
CARTERET, NJ 07008

Grade Span 3H-05

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
3	*	*
4	*	*
5	*	*

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	13	84.6%	15.4%
3	10	*	*
4	*	*	*
5+	*	*	*



Columbus Elementary School
2016-2017
Grade Span 3H-05

23-0750-050
 MIDDLESEX
 CARTERET BORO
 1 CARTERET AVENUE
 CARTERET, NJ 07008

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.

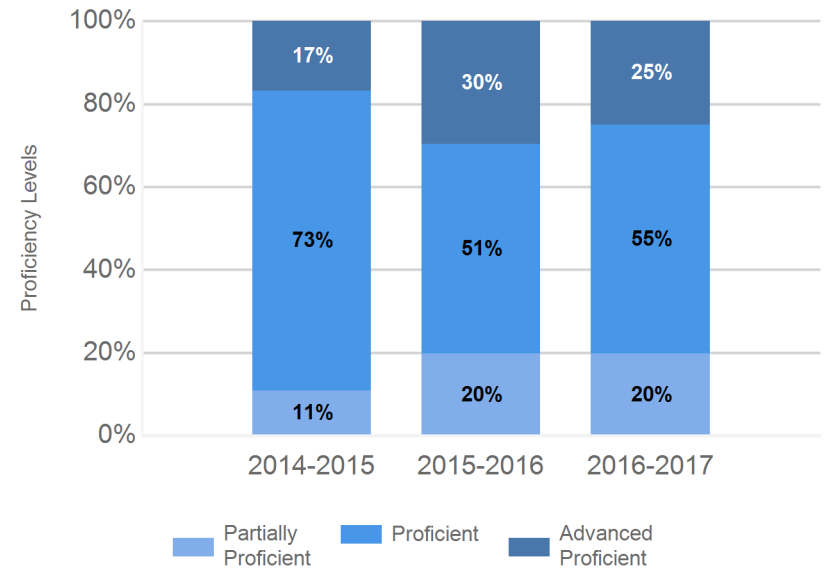
NJASK Science Assessment Performance: Grade 4

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	45%	40%	14%
Schoolwide	25%	55%	20%
White	57%	*	*
Hispanic	17%	64%	19%
Black or African American	14%	50%	36%
Asian, Native Hawaiian, or Pacific Islander	38%	56%	6%
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	20%	60%	20%
Students with Disabilities	N	46%	55%
English Learners	N	*	N

NJASK Science Assessment Performance Trends: Grade 4

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





**Columbus Elementary School
2016-2017**

Grade Span 3H-05

23-0750-050
MIDDLESEX
CARTERET BORO
1 CARTERET AVENUE
CARTERET, NJ 07008

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	41	51	50	Met Target	24.5	48	50	Not Met
White	*	47	50	**	*	*	52	**
Hispanic	42	50	49	Met Target	26	45	47	Not Met
Black or African American	29	*	45	Not Met	17.5	*	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	50	59	60	Met Target	33	58.5	59	Not Met
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	46	51	**	*	*	52	**
Economically Disadvantaged	41	50	47	Met Target	21	46	46	Not Met
Students with Disabilities	27	39	41	Not Met	25	30	43	Not Met
English Learners	48	57.5	53	Met Target	20	50	51	Not Met

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



**Columbus Elementary School
2016-2017**

23-0750-050
MIDDLESEX
CARTERET BORO
1 CARTERET AVENUE
CARTERET, NJ 07008

Grade Span 3H-05

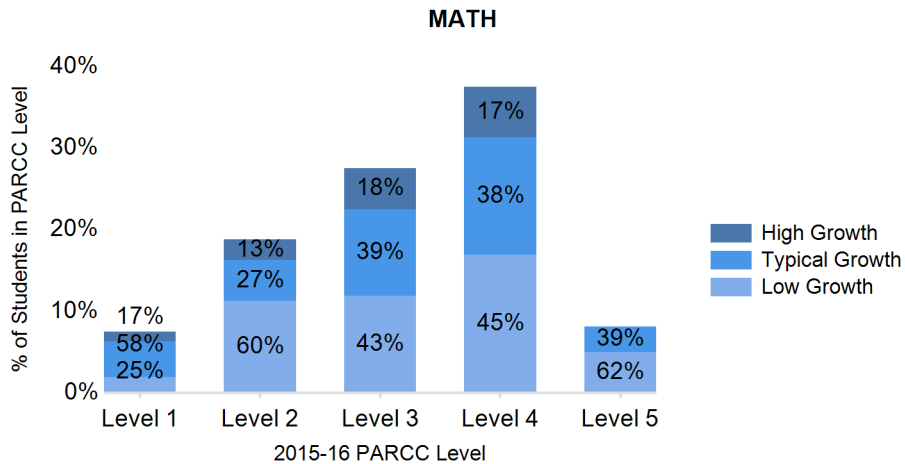
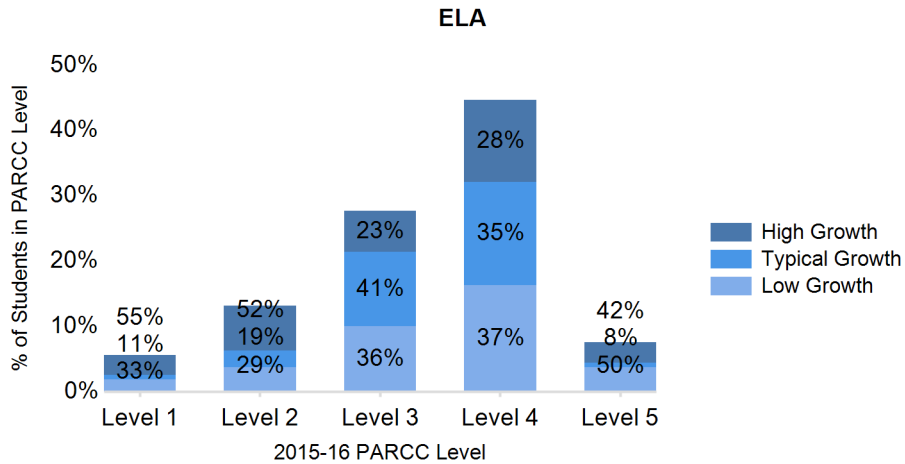
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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**

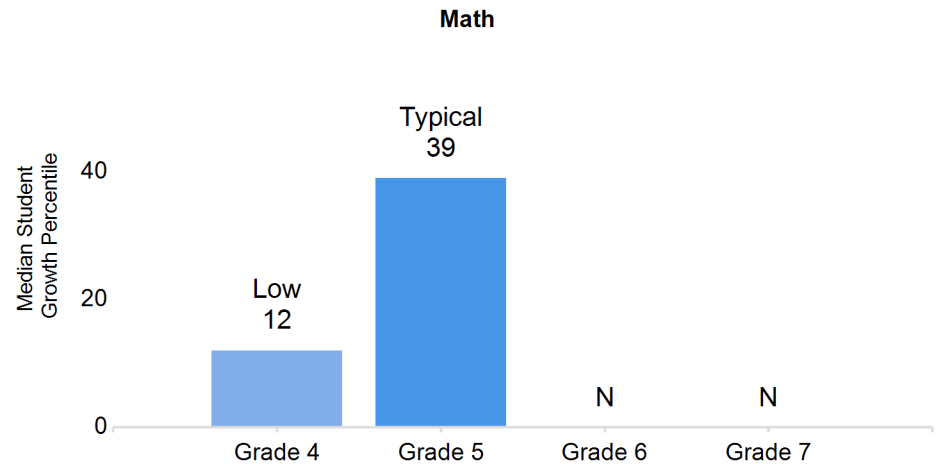
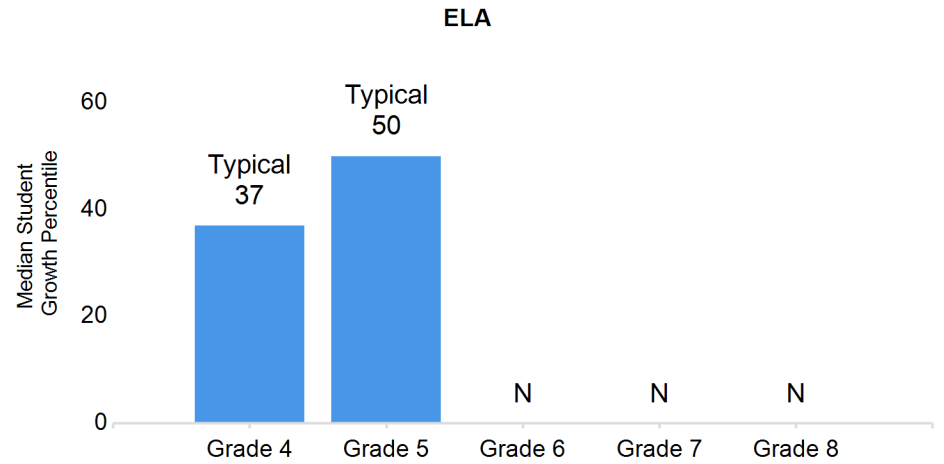
Student Growth by Performance Level

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



**Columbus Elementary School
2016-2017**

Grade Span 3H-05

23-0750-050
MIDDLESEX
CARTERET BORO
1 CARTERET AVENUE
CARTERET, NJ 07008

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

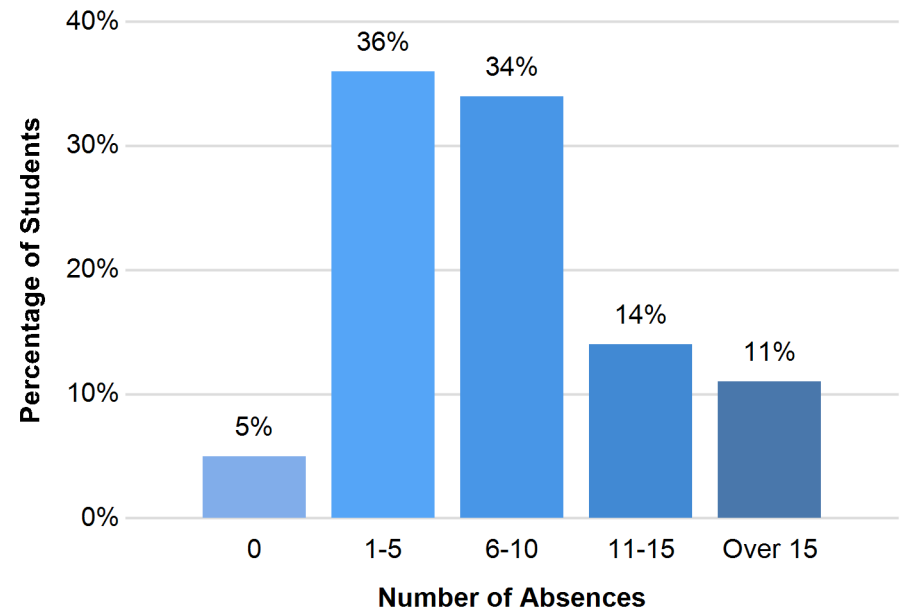
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	10.00	8.40	Not Met
White	12.70	8.40	Not Met
Hispanic	9.40	8.40	Not Met
Black or African American	9.60	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	8.00	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	22.70	8.40	Not Met
Economically Disadvantaged Students	9.70	8.40	Not Met
Students with Disabilities	21.40	8.40	Not Met
English Learners	3.00	8.40	Met Target

** *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.



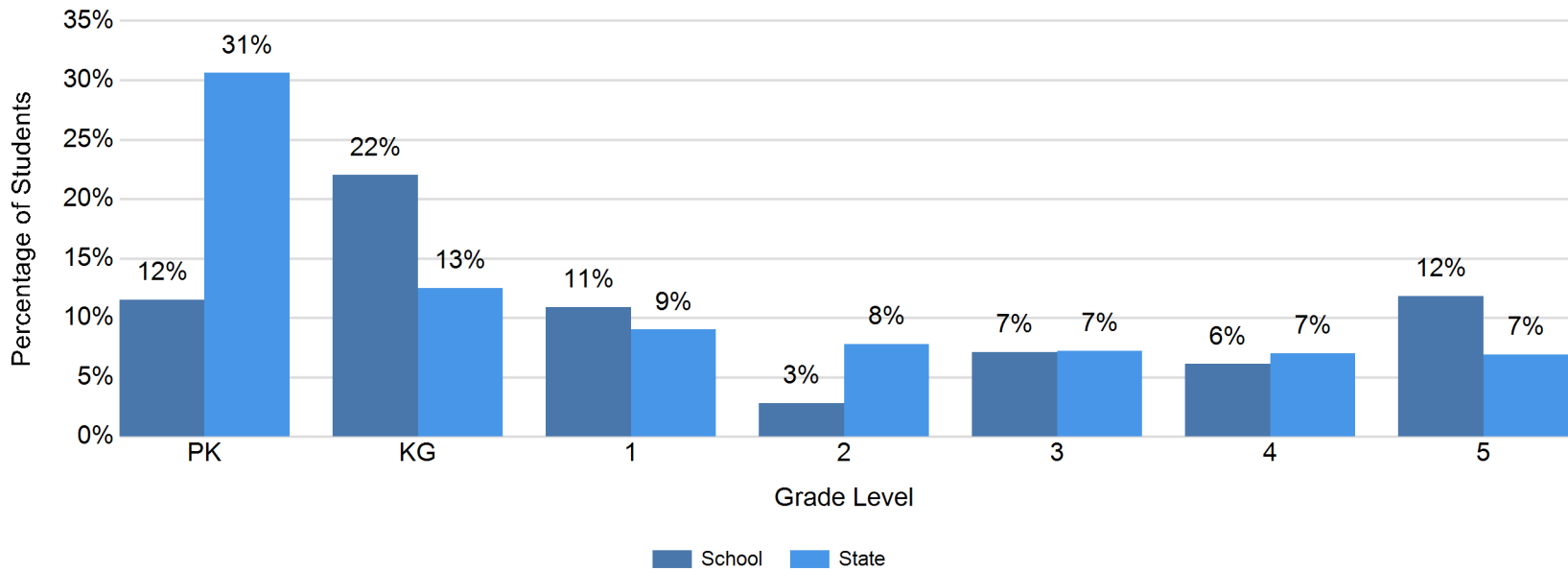


Columbus Elementary School
2016-2017
Grade Span 3H-05

23-0750-050
MIDDLESEX
CARTERET BORO
1 CARTERET AVENUE
CARTERET, NJ 07008

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.





**Columbus Elementary School
2016-2017**

23-0750-050
MIDDLESEX
CARTERET BORO
1 CARTERET AVENUE
CARTERET, NJ 07008

Grade Span 3H-05

School Day

Violence, Vandalism, HIB, and Substance Offenses

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.

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.

Category	School
Typical Start Time	8:30AM
Typical End Time	2:50PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 31 Mins.
Shared Time - Instructional Time	*

Incident Type	Number of Incidents
Violence	29
Vandalism	1
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	33
Incidents Per 100 Students Enrolled	4.67

Student Suspension Rate

Student Expulsions

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.

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.

Suspension Types	% of Students
In-School Suspensions	0.3%
Out-of-School Suspensions	7.9%
Any Suspension	8.2%

Category	Number of Students
Expulsions	0



**Columbus Elementary School
2016-2017
Grade Span 3H-05**

23-0750-050
MIDDLESEX
CARTERET BORO
1 CARTERET AVENUE
CARTERET, NJ 07008

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	1:1.0	133.9 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	\$634	\$12,203	\$12,837



**Columbus Elementary School
2016-2017**

Grade Span 3H-05

23-0750-050
MIDDLESEX
CARTERET BORO
1 CARTERET AVENUE
CARTERET, NJ 07008

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	56	121,048
Average years experience in public schools	11.1	11.8
Average years experience in district	11.1	10.5
Teachers in district for 4 or more years	77%	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	9,533
Average years experience in public schools	18.2	15.9
Average years experience in district	18.2	11.6
Administrators in district for 4 or more years	76%	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	13:1	12:1
Administrators	354:1	178:1
Librarian/Media Specialists		N
Nurses		747:1
Counselors		622:1
Child Study Team		233:1



**Columbus Elementary School
2016-2017**

Grade Span 3H-05

23-0750-050
MIDDLESEX
CARTERET BORO
1 CARTERET AVENUE
CARTERET, NJ 07008

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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	92%	89%
2015-16 Administrators: Same district 2016-17	95%	88%

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	96%



Columbus Elementary School
2016-2017
Grade Span 3H-05

23-0750-050
 MIDDLESEX
 CARTERET BORO
 1 CARTERET AVENUE
 CARTERET, NJ 07008

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	31	17.5%
Mathematics Proficiency	16	17.5%
English Language Arts Growth	16	25%
Mathematics Growth	1	25%
Chronic Absenteeism	23	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		15.8
Summative Rating: Percentile rank of Summative Score		6 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.



**Columbus Elementary School
2016-2017**

Grade Span 3H-05

23-0750-050
MIDDLESEX
CARTERET BORO
1 CARTERET AVENUE
CARTERET, NJ 07008

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	N/A	Targeted	Met Target	Not Met	Not Met	Met Target	Not Met	No
White	**	No	Met Target	Met Target†	Not Met	**	**	No
Hispanic	25	No	Met Target†	Not Met	Not Met	Met Target	Not Met	No
Black or African American	24	No	Met Target†	Not Met	Not Met	Not Met	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	12	Targeted	Met Target	Met Target†	Met Target	Met Target	Not Met	No
American Indian or Alaska Native	**	No	**	**	**	**	**	No
Two or More Races	**	No	**	**	Not Met	**	**	No
Economically Disadvantaged Students	32	No	Met Target†	Not Met	Not Met	Met Target	Not Met	No
Students with Disabilities	14	No	Met Target†	Not Met	Not Met	Not Met	Not Met	No
English Learners	45	No	Met Target	Not Met	Met Target	Met Target	Not Met	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.



Columbus Elementary School
2016-2017
Grade Span 3H-05




23-0750-050
 MIDDLESEX
 CARTERET BORO
 1 CARTERET AVENUE
 CARTERET, NJ 07008

School General Info

Principal:	Mr. Peters	Email Address:	speters@carteretschools.org
Address:	1 CARTERET AVENUE CARTERET, NJ 07008	Website:	http://www.carteretschools.org/Columbus.cfm
Phone:	(732)541-8960	Facebook:	N/A
		Twitter:	N/A

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"> • Curriculum includes Model RTI Program for Literacy in Grades K-3, Math in Focus and GT S.P.A.R.K. program • STEM Learning through T.H.I.N.K. TANKS similar to a Maker's Space • National Elementary Honor Society
 <p>Mission, Vision, Theme:</p>	<p>The Mission of Columbus School is to cultivate a diverse community of creative, critical thinkers. The staff, administration, and Parent Teacher Organization work together to create a collaborative learning community where all of our students are able to flourish.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Columbus Elementary was recognized by the Ronald McDonald House (RMH) for collecting 1,000,000 pop tabs to raise funds for families whose children are seriously ill and require care at an area hospital. Students at Columbus also raised funds for the Happy Feet Foundation, Hoops for Heart and Pennies for Patients. Our students have been recognized by NJPAC for their artwork and some have been accepted into the Elementary Honor Band.</p>






**Columbus Elementary School
2016-2017
Grade Span 3H-05**

23-0750-050
MIDDLESEX
CARTERET BORO
1 CARTERET AVENUE
CARTERET, NJ 07008

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 <p>Courses, Curriculum, Instruction:</p>	<p>Our school offers many rigorous programs to meet the needs of every student. An RTI model in grades K-3, Fountas and Pinnell, IREAD Series and Orton Gillingham are part of the balanced literacy curriculum available to students. Our gifted and talented program S.P.A.R.K. enables students to participate in various units of study, utilize technology, and create STEM projects.</p>
 <p>Clubs and Activities:</p>	<p>National Geography Bee, Elementary National Honor Society, Student Council, Student of the Month Program, Choir program, Instrumental Band, Title I, Title III services</p>
 <p>Before and After School Programs:</p>	<p>Our school provides students with a Before care program, After Care Homework Help for students, Title I Literacy & Math After School Programs, as well as a Title III Bilingual/ESL Program.</p>







Columbus Elementary School
2016-2017
Grade Span 3H-05

23-0750-050
 MIDDLESEX
 CARTERET BORO
 1 CARTERET AVENUE
 CARTERET, NJ 07008

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 <p>Staff and Professional Learning:</p>	<p>Our faculty participates in weekly PLC's and keeps a data binder that assists them in analyzing data to guide their instructional plan. Our teachers participate in after school professional development through the PD Academy, in addition to mentoring programs, and attendance at workshops and conferences provided by the school district.</p>
 <p>Student Supports and Services:</p>	<p>Student Support Services include: I&RS Team, Behavior Consultant, RTI Intervention Program Grades K-3, CST Team, OT, PT, Speech Services, ICR Classes, ICS Classes, Self-Contained for Autistic Students and other significant disabilities, and Counseling.</p>
 <p>Student Health and Wellness:</p>	<p>Our school partnered with Rutgers SNAP-Ed and EFNEP to offer classes about nutrition and healthy food practices. During homeroom our students are offered a breakfast program. Our school partners with the Police Department to offer the LEAD program to 5th grade students. Our Social Worker gives students Social Emotional lessons focused on character. P.E, Nurse and Health teachers educate students in grades 4 and 5.</p>
 <p>Parent and Community Involvement:</p>	<p>Our close relationship with the PTO is a tremendous benefit to the entire school and has become a mainstay in providing quality programs and events for our students, including Pumpkin Patch and Petting Zoo in the fall and Fun Fair and Field Day in the spring. Each grade level has one Parent Involvement Project a year. In addition teachers use Class Dojo, Remind, and Realtime Parent Portal to communicate with families. A quarterly newsletter is also posted on the School website.</p>





**Columbus Elementary School
2016-2017
Grade Span 3H-05**

23-0750-050
MIDDLESEX
CARTERET BORO
1 CARTERET AVENUE
CARTERET, NJ 07008

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>The survey is given once a year. It is adapted from the NJ State Education Department and is shared with all stakeholders involved.</p>
 <p>Facilities:</p>	<p>Our school was painted this summer and a T.H.I.N.K. TANK room which is used for STEM Learning and the Gifted and Talented program, was added.</p>



Columbus Elementary School
2016-2017
Grade Span 3H-05

23-0750-050
MIDDLESEX
CARTERET BORO
1 CARTERET AVENUE
CARTERET, NJ 07008

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.



Other Information:

Located in Carteret, New Jersey, Columbus School is a rich collection of students from diverse cultures, nationalities, religious backgrounds, and experiences. With approximately seven hundred students, we strive to cultivate a learning environment that inspires discovery, sparks curiosity and rewards the willingness to take on new challenges. As a Title I school, our focus is to enable each student to succeed in the areas of academic achievement, social and psychological development, and health/wellness. The majority of our classrooms have interactive Smart Boards, or electronic whiteboards that enhance instruction and learning. The SMART Notebook software makes it possible for teachers to create content-rich, dynamic lessons that address specific student skills. In 2014 our school initiated a one-to-one Chromebook initiative. Many of our classrooms implement the Google Classroom model, which equips teachers with the tools to create and organize online learning opportunities, provide feedback to individual students in real time as they work, as well as easily communicate with their whole class. To celebrate student achievement both academically and socially, a student from each class at each grade level is nominated Student of the Month and is recognized throughout the building. To enhance character development, students take part in our annual anti-bullying campaign and are provided leadership opportunities as elected members of Student Council as well as Class Ambassadors. Our Cougar Pride program recognizes students for their exemplary behavior and rewards them with game days, certificates and prizes from raffle drawings and the Dojo point system. Our S.P.A.R.K. program provides academic enrichment for students who demonstrate exceptional academic ability and as a member of the National Elementary Honor Society we are able to celebrate the achievements of those students who excel at and above grade level in all their subjects.