NJ SCHOOL PERFORMANCE REPORT

PRIVATE NICHOLAS MINUE ELEMENTARY SCHOOL
(23-0750-057)
Grades Offered: PK-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

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School Contact Info

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

Type	Contact Information
County	MIDDLESEX
District	CARTERET BORO
Principal Name	MRS. BOLINGER
Address	83 POST BLVD CARTERET, NJ 07008
Phone Number	(732)541-8960
Email Address	CBOLINGER@CARTERETSCHOOLS.ORG
Website	https://min.carteretschools.org/
Twitter	https://twitter.com/Minue_owls

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
PK	53	59	61
KG	88	83	97
1	104	100	90
2	108	102	97
3	91	116	124
4	115	90	114
5	91	114	97
Total	650	664	680

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	2015-16	2016-17	2017-18
Female	52.0%	51.5%	51.9%
Male	48.0%	48.5%	48.1%
Economically Disadvantaged Students	56.9%	59.5%	63.5%
Students with Disabilities	8.5%	8.9%	8.7%
English Learners	22.0%	19.4%	19.1%
Homeless Students		0.5%	0.0%
Students in Foster Care		0.3%	0.3%
Military-Connected Students		0.0%	0.1%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	14.5%	13.7%	12.1%
Hispanic	34.3%	35.4%	35.3%
Black or African American	10.8%	10.1%	9.4%
Asian	37.1%	37.5%	39.9%
Native Hawaiian or Pacific Islander	0.5%	0.6%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.3%
Two or More Races	2.9%	2.7%	2.9%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2015-16	2016-17	2017-18
PK - Half Day	50	59	61
PK - Full Day	3	0	0
KG - Half Day	0	0	0
KG - Full Day	88	83	97

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	51.6%
Panjabi	21.2%
Spanish	15.6%
Urdu	7.5%
Arabic	1.2%
Other Languages	2.9%

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/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 previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	48	43	50	Met Standard	58	50	50	Met Standard
White	44	35	50	Met Standard	47	45	51	Met Standard
Hispanic	41	42	49	Met Standard	52	46	48	Met Standard
Black or African American	48	35.5	44	Met Standard	60	43.5	44	Exceeds Standard
Asian, Native Hawaiian, or Pacific Islander	61	52.5	61	Exceeds Standard	64	60.5	61	Exceeds Standard
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	39.5	49	**	*	57.5	51	**
Economically Disadvantaged	48	42	48	Met Standard	53.5	50	47	Met Standard
Students with Disabilities	51	30	41	**	51	30	43	**
English Learners	57.5	45	54	Met Standard	64	56.5	51	Exceeds Standard

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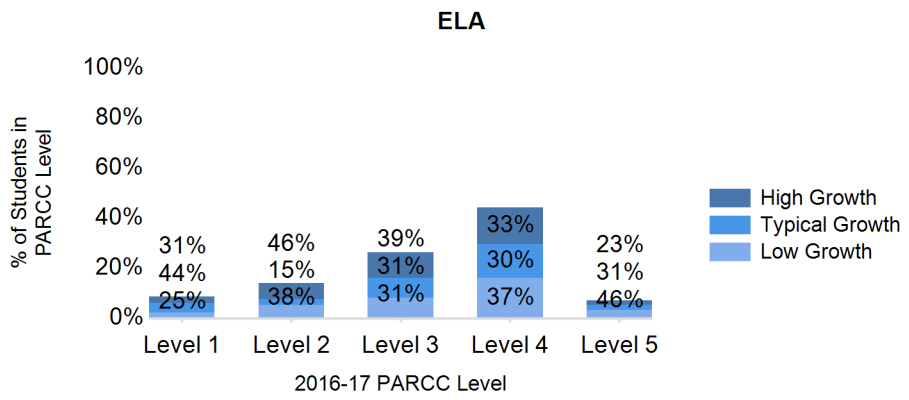
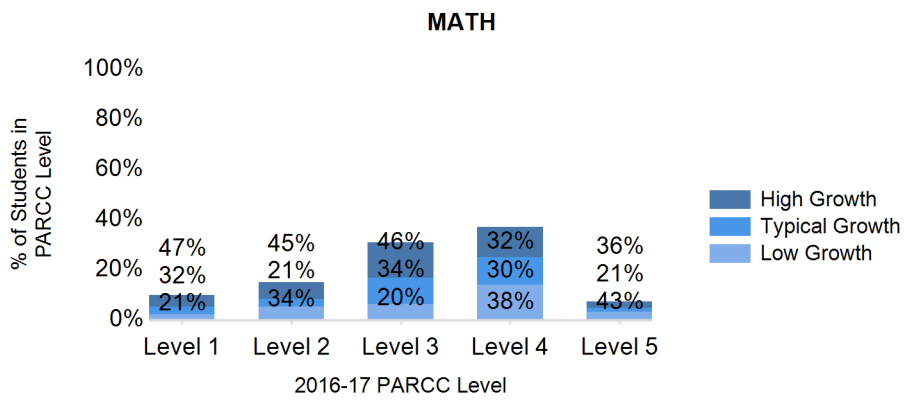
Student Growth by Performance Level

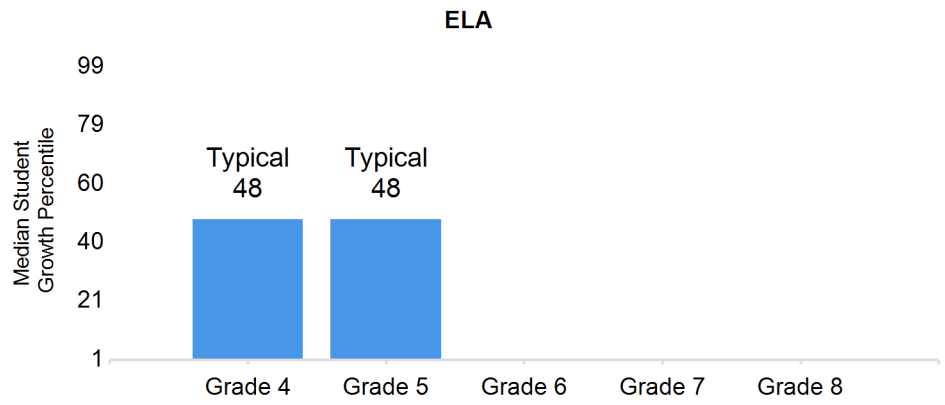
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

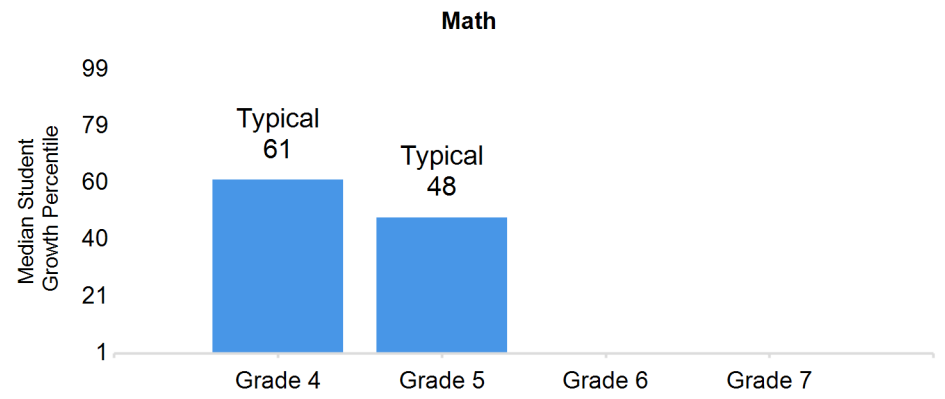




Student Growth by Grade

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





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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 both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level 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 proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see 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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	316	99.7	57.6	47.1	56.7	57.6	47.9	Met Target
White	45	97.9	71.2	55.3	65.6	71.2	52	Met Target
Hispanic	116	100.0	44.8	39.3	42.5	44.8	40.8	Met Target
Black or African American	37	100.0	56.8	36.4	37.3	56.8	44.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	105	100.0	65.7	65.1	82.3	65.7	56.2	Met Target
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	162	99.4	67.9	55.8	64.5	67.9		
Male	154	100.0	46.8	38.9	49.4	46.8		
Economically Disadvantaged Students	214	99.6	50.4	44.5	38.5	50.4	43.2	Met Target
Non-Economically Disadvantaged Students	102	100.0	72.6	54.9	67.5	72.6		
Students with Disabilities	30	97.0	10.0	*	21.6	10.0	10	Met Target
Students without Disabilities	286	100.0	62.6	*	63.9	62.6		
English Learners	87	100.0	39.0	*	27.3	39.0	28.2	Met Target
Non-English Learners	229	99.6	64.6	*	59.4	64.6		
Homeless Students	*	*	*	37.9	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	*	30.1	N		

† Target was met within a confidence interval.

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	119	750	743	750	14%	9%	20%	*	*	56%	52%
White	16	768	761	759	0%	*	*	*	*	75%	61%
Hispanic	43	735	736	736	28%	*	28%	*	*	37%	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	42	757	*	777	*	*	*	*	*	67%	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	741	758	*	*	*	*	*	*	58%
Female	66	760	749	756	*	*	15%	*	*	68%	57%
Male	53	738	736	744	*	*	26%	*	*	42%	46%
Economically Disadvantaged Students	85	745	737	733	*	*	*	*	*	51%	34%
Non-Economically Disadvantaged Students	34	763	761	762	*	*	*	*	*	71%	64%
Students with Disabilities	14	703	*	719	*	*	*	*	*	*	24%
Students without Disabilities	105	756	*	756	*	*	*	*	*	*	57%
English Learners	25	709	*	712	*	*	*	*	*	20%	15%
Non-English Learners	94	761	*	753	*	*	*	*	*	66%	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	115	751	744	756	*	*	24%	48%	11%	59%	58%
White	13	759	753	764	*	*	*	*	*	62%	68%
Hispanic	46	742	737	744	*	*	28%	*	*	48%	44%
Black or African American	*	*	742	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	38	760	755	782	*	*	*	*	*	71%	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	751	763	*	*	*	*	*	*	63%
Female	60	759	750	762	*	*	23%	*	*	70%	63%
Male	55	743	737	751	*	*	25%	*	*	47%	53%
Economically Disadvantaged Students	77	747	*	740	*	*	*	*	*	56%	40%
Non-Economically Disadvantaged Students	38	760	*	767	*	*	*	*	*	66%	70%
Students with Disabilities	10	719	715	726	*	*	*	*	*	20%	25%
Students without Disabilities	105	755	749	762	*	*	*	*	*	63%	64%
English Learners	15	725	719	720	*	*	*	*	*	47%	17%
Non-English Learners	100	755	748	759	*	*	*	*	*	61%	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	753	747	755	*	15%	23%	*	*	57%	58%
White	17	767	756	763	0%	*	*	*	*	76%	68%
Hispanic	33	738	739	743	*	*	*	*	*	45%	43%
Black or African American	13	752	*	738	0%	*	*	*	*	54%	38%
Asian, Native Hawaiian, or Pacific Islander	27	764	757	780	0%	*	*	*	*	59%	84%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	41	759	752	762	*	*	*	*	*	66%	66%
Male	51	749	741	749	*	*	*	*	*	49%	51%
Economically Disadvantaged Students	61	744	*	739	*	*	*	*	*	43%	39%
Non-Economically Disadvantaged Students	31	771	*	766	*	*	*	*	*	84%	71%
Students with Disabilities	*	*	705	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	752	762	*	*	*	*	*	*	65%
English Learners	*	*	712	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	749	757	*	*	*	*	*	*	60%
Homeless Students	N	N	*	731	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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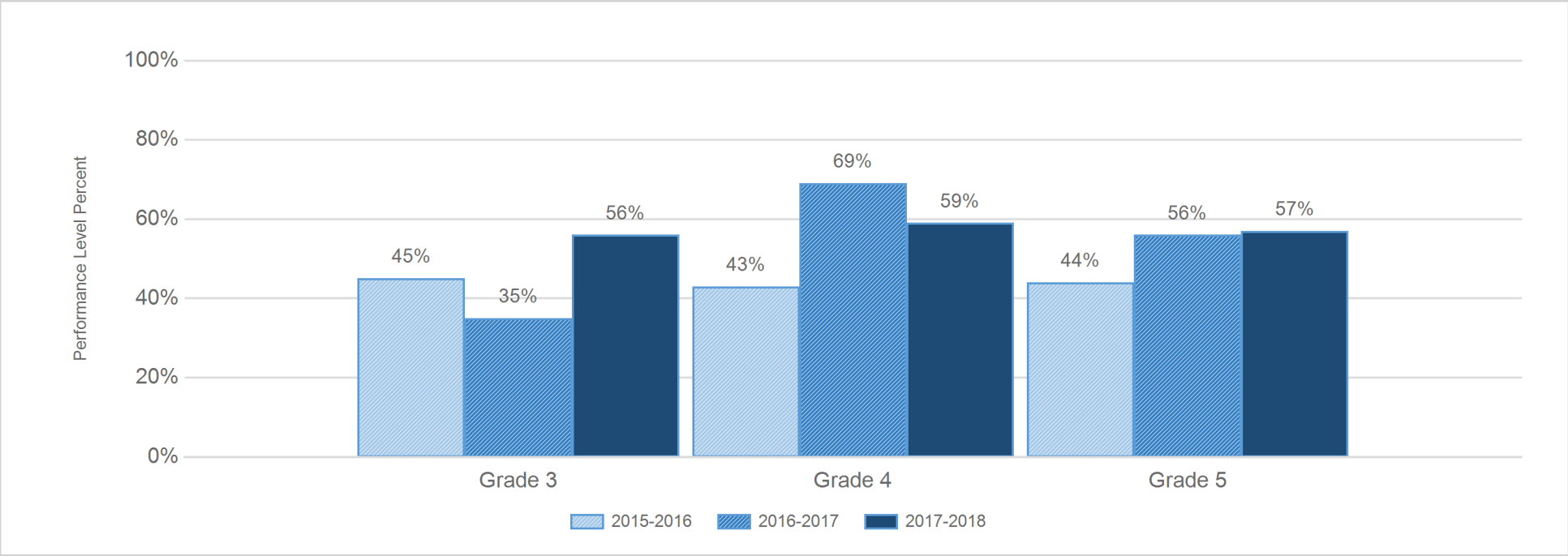
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three 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 both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level 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 proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see 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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	321	99.7	49.2	32.8	45.0	49.2	49.4	Met Target†
White	45	97.9	73.3	42.7	54.1	73.3	56	Met Target
Hispanic	119	100.0	30.3	23.9	29.2	30.3	42.2	Not Met
Black or African American	37	100.0	37.8	21.6	23.4	37.8	39.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	107	100.0	61.7	53.2	77.0	61.7	59.4	Met Target
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	164	99.4	53.7	35.6	46.0	53.7		
Male	157	100.0	44.6	30.2	43.9	44.6		
Economically Disadvantaged Students	218	99.6	40.0	29.9	26.6	40.0	45.8	Not Met
Non-Economically Disadvantaged Students	103	100.0	69.0	41.2	55.9	69.0		
Students with Disabilities	30	97.0	10.0	*	17.1	10.0	12.6	Met Target†
Students without Disabilities	291	100.0	53.2	*	50.5	53.2		
English Learners	92	100.0	31.5	26.2	24.6	31.5	28.2	Met Target
Non-English Learners	229	99.6	56.3	34.1	46.9	56.3		
Homeless Students	*	*	*	17.9	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	*	23.7	N		

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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	123	748	738	752	11%	17%	20%	37%	15%	52%	53%
White	16	775	*	760	0%	0%	*	*	*	81%	64%
Hispanic	46	730	732	739	22%	30%	*	*	*	33%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	43	759	*	780	*	*	23%	*	*	63%	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	740	757	*	*	*	*	*	*	59%
Female	68	755	742	752	*	*	18%	*	*	60%	53%
Male	55	741	733	751	*	*	24%	*	*	42%	53%
Economically Disadvantaged Students	88	743	734	736	*	*	*	*	*	43%	35%
Non-Economically Disadvantaged Students	35	762	753	762	*	*	*	*	*	74%	66%
Students with Disabilities	14	714	704	730	*	*	*	*	*	14%	29%
Students without Disabilities	109	753	743	756	*	*	*	*	*	57%	57%
English Learners	29	717	*	726	*	*	*	*	*	14%	23%
Non-English Learners	94	758	*	754	*	*	*	*	*	64%	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

PRIVATE NICHOLAS MINUE ELEMENTARY SCHOOL
(23-0750-057)
Grades Offered: PK-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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N No Data is available to display
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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	116	743	735	748	9%	16%	30%	*	*	45%	49%
White	13	746	737	755	*	*	*	*	*	69%	60%
Hispanic	47	734	729	737	*	*	38%	28%	0%	28%	34%
Black or African American	*	*	728	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	38	757	751	774	*	*	26%	*	*	61%	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	741	752	*	*	*	*	*	*	55%
Female	60	745	737	748	*	*	30%	*	*	47%	50%
Male	56	741	733	748	*	*	30%	*	*	43%	49%
Economically Disadvantaged Students	77	740	*	733	*	*	*	*	*	35%	30%
Non-Economically Disadvantaged Students	39	749	*	758	*	*	*	*	*	64%	62%
Students with Disabilities	10	716	710	725	*	*	*	*	*	10%	22%
Students without Disabilities	106	746	740	753	*	*	*	*	*	48%	55%
English Learners	16	724	720	722	*	*	*	*	*	19%	16%
Non-English Learners	100	746	738	750	*	*	*	*	*	49%	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

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(23-0750-057)
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2017-2018

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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	95	750	744	748	*	15%	25%	*	*	53%	49%
White	17	765	750	756	*	0%	*	*	*	71%	60%
Hispanic	35	736	736	736	*	*	31%	*	*	34%	32%
Black or African American	13	743	*	730	*	*	*	*	*	46%	26%
Asian, Native Hawaiian, or Pacific Islander	28	761	757	777	*	*	*	*	*	64%	82%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	42	752	747	749	*	*	24%	*	*	57%	50%
Male	53	748	741	747	*	*	26%	*	*	49%	48%
Economically Disadvantaged Students	64	742	*	733	*	*	*	*	*	45%	29%
Non-Economically Disadvantaged Students	31	765	*	758	*	*	*	*	*	68%	62%
Students with Disabilities	*	*	705	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	749	752	*	*	*	*	*	*	55%
English Learners	12	721	722	718	*	*	*	*	*	*	13%
Non-English Learners	83	754	746	750	*	*	*	*	*	*	51%
Homeless Students	N	N	*	722	N	N	N	N	N	N	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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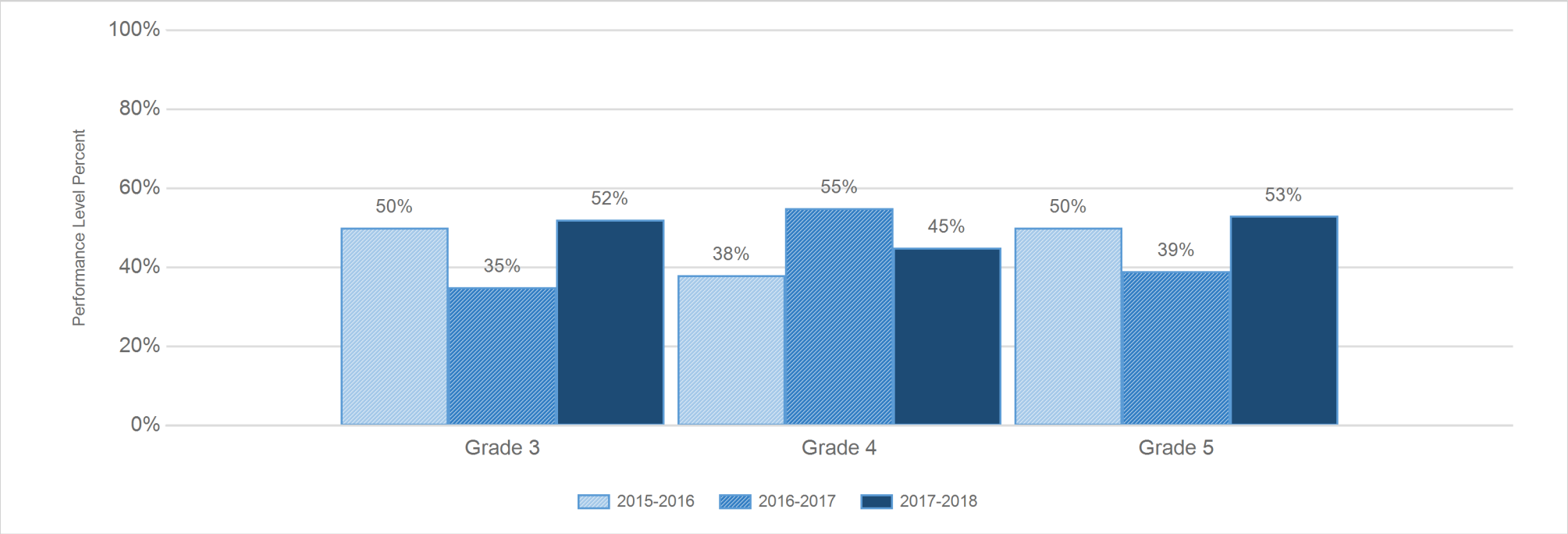
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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DLM Alternate Assessment - 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	N	N
4	N	N
5	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	63.8%	60.7%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	61	73.8%	26.2%
3-4	26	76.9%	23.1%
5 or more	15	80.0%	20.0%

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

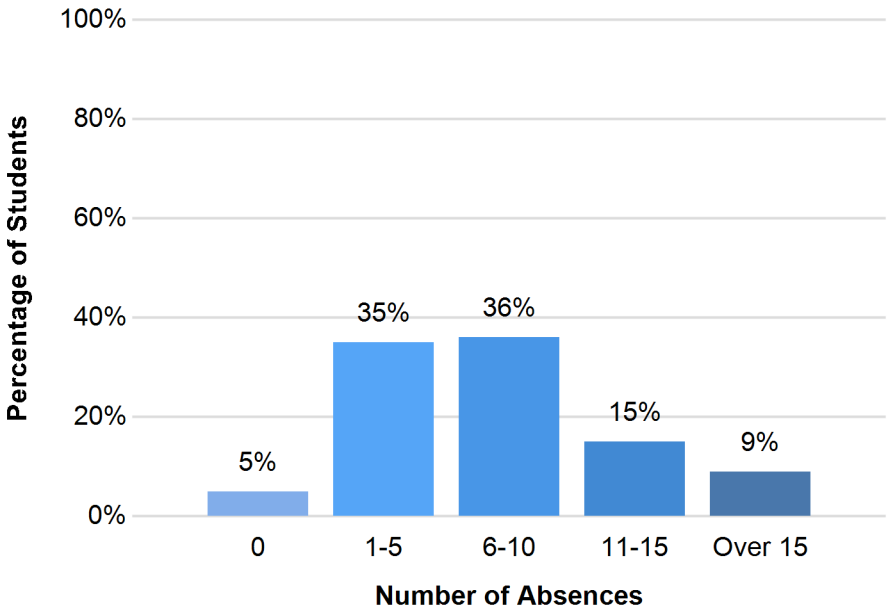
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	41	6.6	8.9	Met
White	8	10.1	8.9	Not Met
Hispanic	17	7.6	8.9	Met
Black or African American	6	9.5	8.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	10	4.2	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	25	6.1	8.9	Met
Students with Disabilities	13	22.4	8.9	Not Met
English Learners	7	6.7	8.9	Met

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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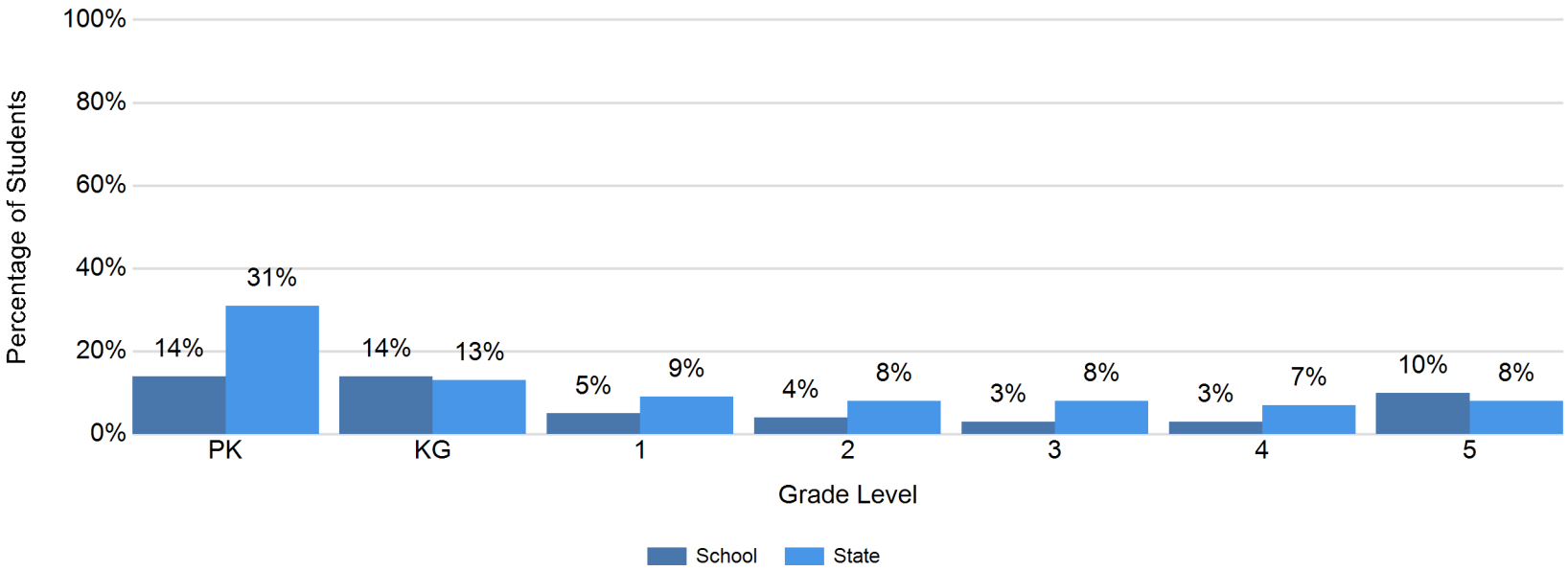
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.44

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
No Identified Nature	6		6

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
*

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

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

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1:1

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). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$652	$12,435	$13,087

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	57	117,464
Average years experience in public schools	11.6	12.0
Average years experience in district	11.6	10.7
Teachers in district for 4 or more years	78.9%	75.5%

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	19	9,374
Average years experience in public schools	18.7	16.0
Average years experience in district	17.9	12.0
Administrators in district for 4 or more years	73.7%	76.2%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	13:1
Students to Administrators	340:1	201:1
Teachers to Administrators	29:1	16:1
Students to Librarians/Media Specialists		N
Students to Nurses		955:1
Students to Counselors		764:1
Students to Child Study Team		255:1

NJ SCHOOL PERFORMANCE REPORT

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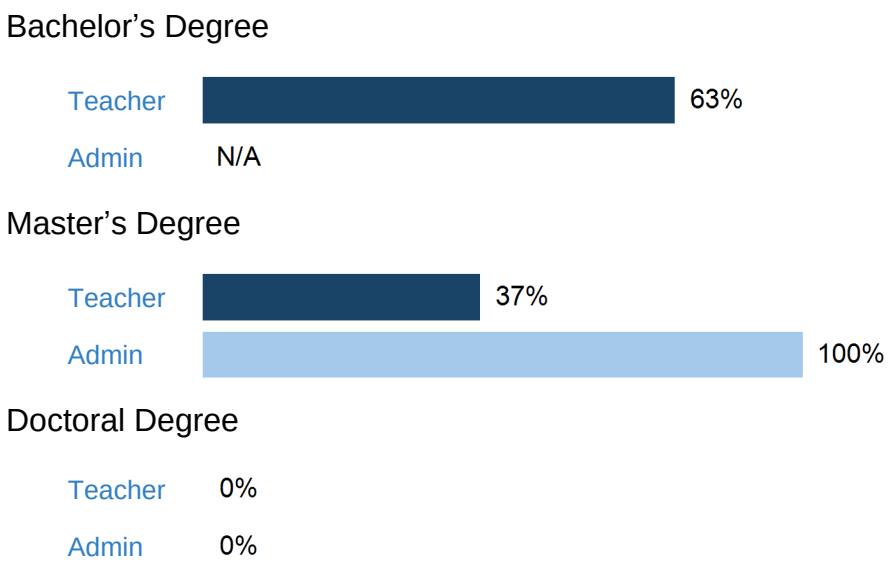
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators. 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.



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	90.8%	90.2%
2016-17 Administrators: Same district 2017-18	81.0%	86.2%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2017-18	96.3%

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Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	87.7%	100.0%
Male	12.3%	0.0%
White	75.4%	50.0%
Hispanic	14.0%	50.0%
Black or African American	1.8%	0.0%
Asian	8.8%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

NJ SCHOOL PERFORMANCE REPORT

PRIVATE NICHOLAS MINUE ELEMENTARY SCHOOL
(23-0750-057)
Grades Offered: PK-05
2017-2018

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

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 and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight 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 score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	46.68	15.0%
Mathematics Proficiency	48.82	15.0%
English Language Arts Growth	41.47	20.0%
Mathematics Growth	73.65	20.0%
Progress Towards English Language Proficiency	71.91	20.0%
Chronic Absenteeism	48.74	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	56.61	n/a
Summative Rating: Percentile Rank of Summative Score	60.01	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

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 and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target†	Met Standard	Met Standard	Met Target	Met	No
White	43.98	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	46.95	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Black or African American	77.71	14.08	No	Met Target	Met Target†	Met Standard	Exceeds Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	37.09	14.08	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	72.67	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	**	**	No	Met Target	Met Target†	**	**	n/a	Not Met	No
English Learners	72.16	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	Exceeds Standard	Met	No

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

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School Narrative

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

Highlights:	• Curriculum includes Tools of the Mind, RTI Model Program for Grades K-3, Ready Math, Balanced Literacy, Mystery Science and STEM Projects. • Technology is integrated into each school day, utilizing chromebooks and interactive smart boards for kindergarten through fifth grades. Ipads are utilized in pre-kindergarten and kindergarten. • Our school is a member of the National Elementary Honor Society.
Mission, Vision, Theme:	In order to maximize the potential of each student, the Mission of Minue School in partnership with stakeholders, is to provide unique, quality, and rigorous learning opportunities that address our students' individual needs, abilities, and cultures. Through ongoing collaboration with all stakeholders, we, at Minue School, are proud to be a community of learners that dedicates itself to the academic and social-emotional growth of all our students.
Awards, Recognition, Accomplishments:	Our school has been recognized and received awards and acknowledgments from various community organizations for outstanding essays, artwork, and philanthropic projects. A Reading Intervention teacher was selected by the New Jersey Department of Education as an Exemplary Elementary Educator of the Year for 2018. A fourth grade student was acknowledged as a finalist in an essay contest sponsored by the Partnership for a Drug Free New Jersey.

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Courses, Curriculum, Instruction:	All K-5 students are immersed in a blended learning environment through the Ready Math and I-Ready program providing all students access to rigorous math instruction and personalized learning opportunities. Our school offers a S.P.A.R.K., Supporting Potential Achievement in Remarkable Kids, program for students in grades 3-5. The goal of the program is to provide opportunities for identified students to participate in varying units of study that incorporate humanities, independent investigation, and STEM. Students participate daily in Google Classroom, online programs that enrich the curriculum, and utilize technology to create multimedia presentations and STEM projects. RTI Model Program for Grades K-3 is fully implemented providing interventions including Orton Gillingham, iRead, & Fountas and Pinnell LLI.
Clubs and Activities:	Students have opportunities to participate in learning activities with their parents during Family Literacy and Family Math Nights. Students in the fifth grade participate in vocal music choir concerts within school and the community. Each year, instrumental band students in the fourth and fifth grade participate in a concert. Students in grades two through five participate in Student Council activities that benefit the school and the community. Fifth graders are eligible for Safety Patrol positions. Students in the National Elementary Honor Society participate in philanthropic activities that benefit charitable organizations and the community.

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Before and After School Programs:	Students in need of additional support in Language Arts and/or Mathematics in grades first through fifth participate in Title I After School programs. English Language Learners in need of additional support participate in after school programs focused on English language development. Our district offers a fee for service, Before and After School Program for students in grades kindergarten through fifth grade. The program offered in our school provides homework assistance to students and focuses on developing positive interpersonal relationships.
Staff and Professional Learning:	The results of state and local assessments are continuously analyzed by our faculty to assist in guiding instructional improvement. Focused upon identified district goals and school needs, our faculty participates in mentor programs, professional learning communities. Staff also share research based instructional practices at grade level meetings, attend workshops and conferences, conduct and share action research, and complete graduate level courses. Currently we have teachers completing activities leading to National Board Certification.

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Student Supports and Services:	School resources include a Child Study Team, Intervention and Referral Services, a Reading Specialist, a Math Coach, a school based social worker, a behavioral consultant, and specific intervention programs in Response to Intervention. A program for students with behavioral disabilities is supported by mental health professionals, a psychologist, and a psychiatrist. High Intensity programs in English as a Second Language and a Bilingual Punjabi tutorial program support the needs of ELL students in mainstream classrooms. Students identified in need of supports for Literacy and Mathematics receive Title 1 services during and after school.
Student Health and Wellness:	Breakfast in the Classroom is offered to all students. Students engage in physical activity through physical education classes and recess. Students in third, fourth, and fifth grades participate in Health courses on a quarterly basis. Students in the fifth grade participate in the L.E.A.D. program to promote healthy lifestyles. Twice a month, all students participate in theme-based Social-Emotional lessons, which promote positive interrelationships throughout the school. Our school has implemented a school-wide positive behavior program to provide supports, incentives, and rewards for outstanding student interactions and behavior.
Parent and Community Involvement:	The PTO works collaboratively with school staff to meet the needs of our students. The PTO sponsors programs that enrich the curriculum. Parents engage in Family Literacy Nights, Family Math Night, Student Award events, Book Fairs, parent workshops, and activities specific to individual grade levels. Minue School has developed supportive relationships with various community organizations. Parents have access to an online Parent Portal which provides them with real time grades. A district and school website provides information on school events, programs, and resources for parents and resources for students to use outside of the classroom setting. Parents are invited to the School Safety Climate and Culture meetings.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers A school climate survey is conducted once a year. Parents, faculty, and students respond to the questions within the school climate survey. The results of the survey are shared with stakeholders through digital graphics. Results from the survey are used to develop goals to improve school climate. The School Safety, Culture and Climate team meet once every two months to develop improvements for school culture. Results of our school climate indicate that our school has a safe and supportive learning environment. Parent responses indicate that our school is safe and teachers meet the needs of our students.
Facilities:	Our school was built in 1961. Our building includes a gymnasium, an all-purpose room, a Think Tank which focuses on creative design using STEM activities. Air conditioning units have been installed in all classrooms. Intervention classrooms are designated for IRead and Orton Gillingham instruction. Two classrooms within our building are dedicated to bilingual education for third and fourth grade students whose native language is Spanish.
School Safety:	Full time security personnel is on staff. All staff and students are required to wear school identification. Annual training is provided to staff on the topics of Safety and Security. Students and staff participate in monthly security/safety drills. An Anti-Bullying Specialist provides programs and resources to parents, students, faculty and staff. Student safety patrols assist with the monitoring of passing students.

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Technology and STEM:	Technology is embedded into all curriculum and each teacher uses Google Classroom for interactive lessons. Grades one to five classrooms are equipped with an interactive white board and a cart with 30 chrome books for student use. Students are also scheduled into the T.H.I.N.K. Tank every week to complete STEM related activities and projects, which include Robotics, Coding, Circuits, Design and Structures.
Early Childhood Education:	Preschool and kindergarten teachers utilize the Tools of the Mind curriculum within a full day program. Intense professional development combined with a comprehensive curriculum that helps young children to develop cognitive, social-emotional, self-regulation, and foundational academic skills. Within the program teachers incorporate the use of technology using IPads to present Power Tools to students which aids in teaching reading strategies. Teachers report on student progress on a trimester basis utilizing the Teaching Strategies Gold Assessment which is an observation based assessment that includes all areas of development and content based learning in literacy and mathematics.

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Other Information:	Students in all grades attend school from 8:30am-2:55pm. Students participate in academic subjects as well as related arts on a daily basis. Students are required to wear uniforms to school. Communication with parents is on-going through the Realtime Parent portal, the district website, the Remind app, and Class Dojo.