



State of New Jersey
2014-15

OVERVIEW

MIDDLESEX

CARTERET BORO

GRADE SPAN 09-12

23-0750-030

CARTERET HIGH SCHOOL
199 WASHINGTON AVENUE
CARTERET, NJ 07008

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

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

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

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

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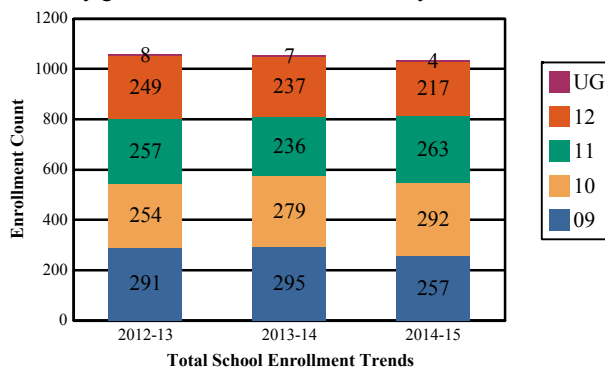
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Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.

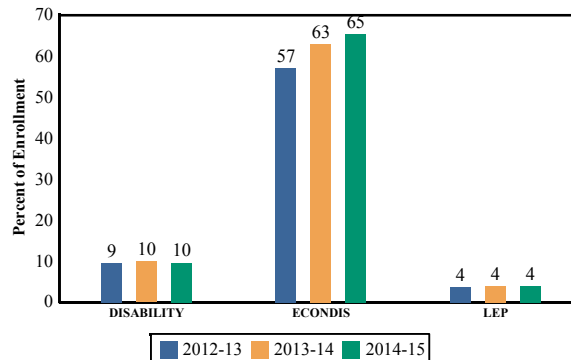


Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

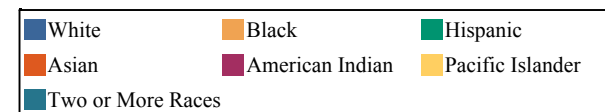
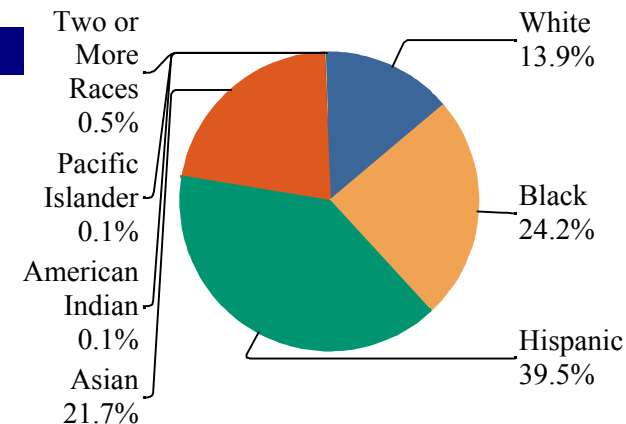
Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.

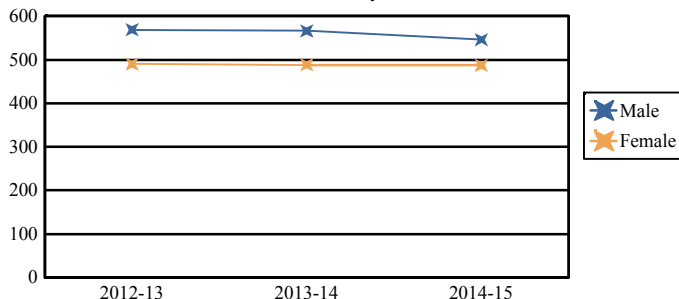


Total School Enrollment

2012-13	1,059
2013-14	1,054
2014-15	1,033

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	569	490
2013-14	566	488
2014-15	546	487

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	99	10%
Economically Disadvantaged Students	675	65.3%
English Language Learners	41	4.0%

Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	52.3%
Spanish	25.2%
Punjabi	11.3%
Urdu	4.1%
Arabic	1.2%
Pilipino	1.2%
Other	4.8%

ACADEMIC ACHIEVEMENT

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L), Mathematics and Biology as demonstrated in 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments and the End-of-Course Biology assessment. The below chart consist of three columns with measures. The first column - Schoolwide Performance - below includes the percentage of students who met or exceeded expectations in ELA/L or Math. The middle column - Peer School Percentile - indicates how the school's outcomes compare to its group of peer schools. The last column - Statewide Percentile - indicates how the school's outcomes compare to schools across the state in ELA/L.

Academic Achievement	Schoolwide Performance	Peer Percentile	State Percentile
HS English Language Arts/Literacy Met or Exceeded Expectation	24%	29	24
Math Met or Exceeded Expectation	9%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	461	23.9%	95%	95%	YES
White	63	30.2%	95%	95.7%	YES
African American	114	15%	95%	94.9%	YES
Hispanic	194	22.2%	95%	93.5%	YES*
American Indian	-	-	--	--	--
Asian	87	35.6%	95%	99%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	269	19.3%	95%	95.6%	YES

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	-	-	--	--	--
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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Proficiency Outcomes - Biology

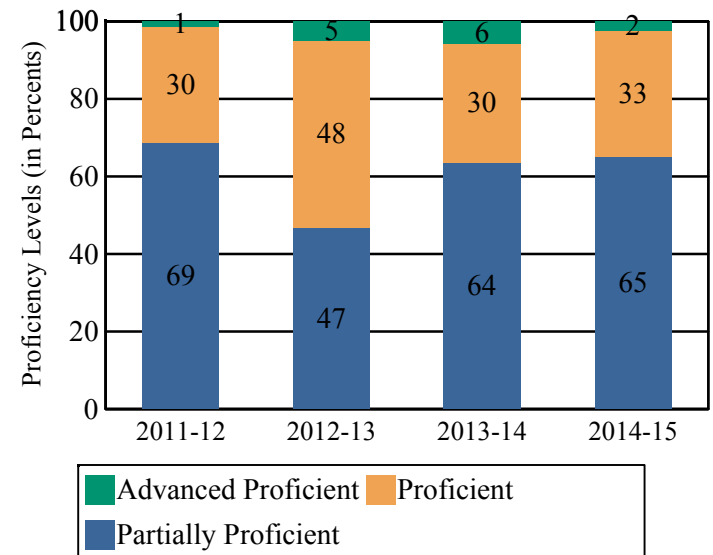
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	2%	33%	65%
White	0%	47%	53%
African American	0%	17%	83%
Hispanic	2%	29%	70%
American Indian	-	-	-
Asian	9%	49%	43%
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	2%	29%	68%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

Proficiency Trends - Biology

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient, and Partially Proficient categories of the Biology Competency Test over the last four years.



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PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

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PARCC ELA Performance Distribution - Grade - 09

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	216	725	739	21%	25%	34%	18%	2%	20%	41%
White	28	722	746	25%	29%	21%	25%	0%	25%	47%
African American	54	717	723	31%	24%	30%	13%	2%	15%	23%
Hispanic	91	724	725	21%	30%	34%	13%	2%	15%	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	42	741	765	5%	17%	45%	31%	2%	33%	68%
Two or More Races	-	-	731	-	-	-	-	-	-	36%
Students with Disability	-	-	706	-	-	-	-	-	-	9%
English Language Learners	-	-	693	-	-	-	-	-	-	5%
Economically Disadvantaged Students	134	723	724	22%	28%	34%	15%	1%	16%	24%

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PARCC ELA Performance Distribution - Grade - 10

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	240	723	735	28%	23%	23%	24%	3%	27%	38%
White	35	730	741	20%	23%	23%	31%	3%	34%	43%
African American	58	708	717	40%	28%	21%	10%	2%	12%	22%
Hispanic	101	723	720	31%	20%	22%	26%	2%	28%	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	44	740	763	11%	23%	27%	32%	7%	39%	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	-	-	698	-	-	-	-	-	-	8%
English Language Learners	-	-	685	-	-	-	-	-	-	4%
Economically Disadvantaged Students	132	719	718	30%	25%	23%	20%	2%	22%	23%

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PARCC ELA Performance Distribution - Grade - 11

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	206	740	741	14%	21%	22%	33%	10%	43%	42%
White	28	745	745	14%	14%	21%	43%	7%	50%	46%
African American	51	729	727	18%	27%	27%	22%	6%	27%	27%
Hispanic	67	733	731	16%	25%	22%	33%	3%	36%	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	60	757	765	8%	13%	18%	38%	22%	60%	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	23	693	712	48%	35%	4%	13%	0%	13%	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	116	739	730	13%	22%	26%	31%	9%	40%	30%

PARCC ALGEBRA I - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	740	-	-	-	-	-	-	40%
White	-	-	746	-	-	-	-	-	-	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

PARCC GEOMETRY - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	728	-	-	-	-	-	-	21%
White	-	-	731	-	-	-	-	-	-	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	-	-	718	-	-	-	-	-	-	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	-	-	751	-	-	-	-	-	-	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	8%

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PARCC ALGEBRA II - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	173	723	721	25%	27%	28%	20%	0%	20%	24%
White	30	719	725	30%	17%	43%	10%	0%	10%	27%
African American	31	711	701	35%	32%	23%	10%	0%	10%	8%
Hispanic	55	722	706	27%	33%	18%	22%	0%	22%	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	55	733	751	13%	24%	33%	31%	0%	31%	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	-	-	691	-	-	-	-	-	-	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	87	721	705	25%	29%	31%	15%	0%	15%	9%

COLLEGE AND CAREER READINESS

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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550, the percentage of 11th and 12th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Percent of Students Participating in SAT or ACT	74%	61	29	80%	NO
Percent of Students Participating in PSAT or PLAN	92%	61	58	60%	YES
Percent of Students Scoring Above 1550 on SAT	21%	52	29	40%	NO
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	3%	6	7	35%	NO
Percent of AP Tests ≥ 3 or IB Test ≥ 4 in English, Math, Social Studies or Science	40%	48	30	75%	NO
Summary		46	31		20%

College Readiness Test Participation

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

2014-15 Percent of Students	School	Peer Avg.	State Avg.
Participating in SAT	71.9%	69.2%	79.1%
Participating in ACT	3.7%		25.2%
Participating in PSAT or PLAN	91.9%	72.8%	79.6%
Participating in Dual Enrollment	0.0%		14.9%

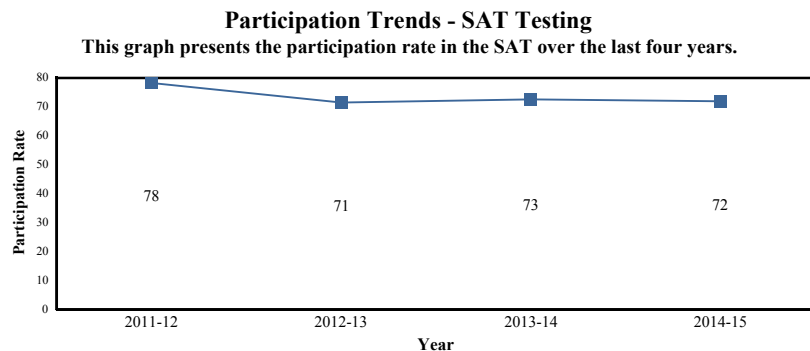
AP/IB Participation - 'Unique' Students

The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e., each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

2014-15 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	7.5%	25.5%	36.3%
One or More Test	4.0%	22.2%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	3.1%	19.3%	25.3%

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

Participation Trends - SAT Testing



Scholastic Assessment Test (SAT) Results

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

2014-15	School	Peer Avg.	State Avg.
Percent of Students Scoring Above 1550 on SAT	21.2%	24.3%	43.8%

Composite SAT Score

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

2014-15	School	Peer Avg.	State Avg.
Composite SAT Score	1,356	1,380	1,508
Critical Reading	443	455	496
Mathematics	478	473	518
Writing	435	452	494

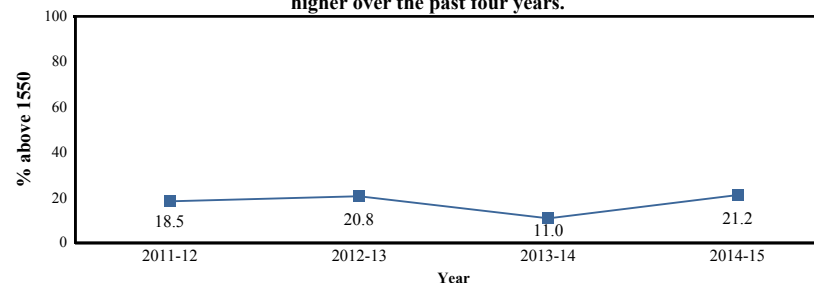
AP /IB Test Results

This table presents the percentage of all AP/IB tests taken by students enrolled in the school that were scored AP ≥ 3 and scored IB ≥ 4 .

2014-15	School	Peer Avg.	State Avg.
Percent of AP Tests ≥ 3 or IB Test ≥ 4	42.1%	47.2%	72.4%
Percent of Scores in AP ≥ 3 or IB ≥ 4 in English, Math, Social Studies or Science	40.0%	46.9%	69.7%

SAT Benchmark Trends

This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.



Composite SAT Score

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

2014-15	Critical Reading	Mathematics	Writing
75th Percentile	510	540	483
50th Percentile	445	480	430
25th Percentile	380	420	380

COLLEGE AND CAREER READINESS

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AP/IB Courses Offered

This table presents the count of students enrolled in each AP/IB course offered in this school in the first column. The second column presents the count of tests taken in each AP/IB course. The numbers may not match as some students do not take the test in the same year as they take the course and some students may take the course without taking the test or vice versa.

AP/IB Course Name	Students Enrolled	Students Tested
AP Statistics	19	2
AP Biology	16	6
AP English Literature and Composition	8	8
AP Calculus AB		2
AP Spanish Language		2

Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	2.1%
Drama/Theater	N/R	3.8%
Music	33.8%	17.8%
Visual Arts	36.3%	31.7%
Total: All Visual and Performing Arts	60.8%	49.9%

N/R - Data Not Reported

Participation in Career Readiness

The chart below contains percentage of students who were participants in an approved Career and Technical Education Program in this school as well as across the State of New Jersey.

Percent of Students Enrolled	School	State
Participating in CTE	0.0%	18.3%
Structured Learning Experience	0.0%	7.0%

N/R - Data Not Reported

GRADUATION AND POSTSECONDARY

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CARTERET, NJ 07008

This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the ESEA Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The dropout rate is the count of students who dropout in an academic year divided by the school's total enrollment.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state.. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's ESEA Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

Graduation & Post Secondary Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Targets	Met Target
Overall Graduation Rate	84%	33	16	78%	YES
Dropout Rate	2.6%	16	11	2%	NO
SUMMARY - Graduation & Post-Secondary		25	14		50%

Graduation Rate by Subgroup

This table presents for all NCLB-identified subgroups the "4-year Adjusted Graduation Rate." This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who 'transfer-in' and for students who are verified as 'transfers-out'.

	School	State Target
Schoolwide	84%	78%
White	86%	
African American	74%	
Hispanic	84%	
American Indian	-	
Asian	93%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	61%	
English Language Learners	-	
Economically Disadvantaged Students	84%	

Dropout Rate by Subgroup

This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

	School	State Target
Schoolwide	2.6%	2%
White	4.2%	
African American	1.6%	
Hispanic	3.7%	
American Indian	-	
Asian	.4%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	5.1%	
English Language Learners	4.9%	
Economically Disadvantaged Students	1.8%	

GRADUATION AND POSTSECONDARY

MIDDLESEX

CARTERET BORO

GRADE SPAN 09-12

23-0750-030

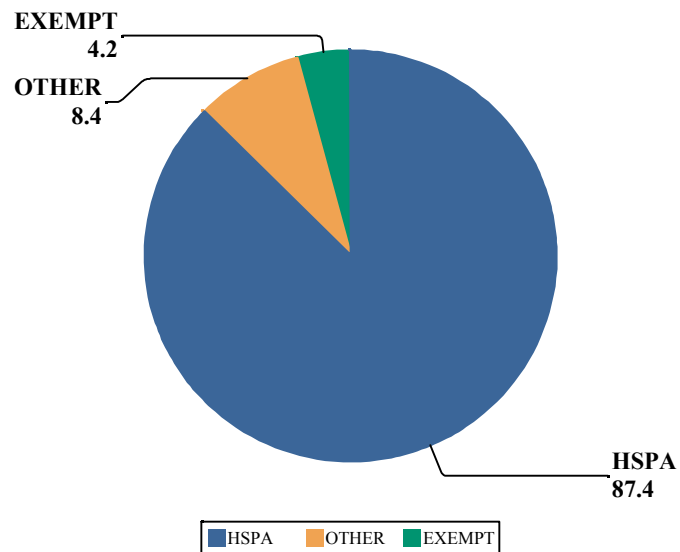
CARTERET HIGH SCHOOL

199 WASHINGTON AVENUE

CARTERET, NJ 07008

Graduation Pathway Rates

This chart presents the percentage of high school graduates who graduated by passing both sections of the HSPA, who were exempt from passing the HSPA, or who demonstrated proficiency through an alternative pathway such as through the Alternative High School Assessment, achievement of the 'Just Proficient Mean' or an appeal process.



Extended Year Graduation Rate

The chart below presents the 4-year and 5-year graduation rate for the prior school year's cohort in addition to the 4-year graduation rate for last year's cohort.

Class of	4-year Rate	5-year Rate
2012	78%	81%
2013	84%	85%
2014	87%	90%
2015	84%	

Postsecondary Enrollment Rates

This chart presents the enrollment rates of this school's high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95% of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

	Percent Enrolled	Percent in 2 Year	Percent in 4 Year
Statewide	78.5%	34.3%	64.7%
Schoolwide	75%	46.2%	53.8%
White	74.4%	51.7%	48.3%
African American	73.9%	32.4%	67.6%
Hispanic	68.9%	52.1%	47.9%
Asian	89.1%	42.9%	57.1%
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	73.2%	44.6%	55.4%

WITHIN SCHOOL ACHIEVEMENT GAP

MIDDLESEX

CARTERET BORO

GRADE SPAN 09-12

CARTERET HIGH SCHOOL

199 WASHINGTON AVENUE

CARTERET, NJ 07008

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap broader than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 09

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	794	850
75th	745	766
50th	726	739
25th	702	710
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	56

PARCC ALG-1 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	N/A	821
75th	N/A	762
50th	N/A	735
25th	N/A	711
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	51

WITHIN SCHOOL ACHIEVEMENT GAP

MIDDLESEX

CARTERET BORO

GRADE SPAN 09-12

CARTERET HIGH SCHOOL

199 WASHINGTON AVENUE

CARTERET, NJ 07008

Grade Level - 10

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	804	850
75th	750	766
50th	723	733
25th	697	699
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	53	67

Grade Level - 11

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	823	850
75th	765	768
50th	739	740
25th	711	711
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	54	57

PARCC GEO 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	N/A	793
75th	N/A	747
50th	N/A	726
25th	N/A	710
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	37

PARCC ALG-2 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	780	813
75th	745	748
50th	722	718
25th	701	692
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	56

Length of School Day

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

	School
2014-15	6 Hrs. 37 Mins.

Student Suspension Rate

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

	School
2014-15	22.9%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 33 Mins.
Shared Time	3 Hrs. 26 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	13
Administrators	344



**State of New Jersey
2014-15**

23-0750-030

SCHOOL PEER GROUP

MIDDLESEX

CARTERET BORO

GRADE SPAN 09-12

**CARTERET HIGH SCHOOL
199 WASHINGTON AVENUE
CARTERET, NJ 07008**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNER</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	BUENA REGIONAL	BUENA REGIONAL HIGH SCHOOL	01-0590-025	09-12	51.9%	0.3%	16.7%
ATLANTIC	EGG HARBOR TWP	EGG HARBOR TOWNSHIP HIGH SCHOOL	01-1310-005	09-12	47%	1.6%	10.5%
ATLANTIC	GREATER EGG HARBOR REG	ABSEGAMI HIGH SCHOOL	01-1790-040	09-12	46%	1.3%	18%
ATLANTIC	GREATER EGG HARBOR REG	CEDAR CREEK HIGH SCHOOL	01-1790-060	09-12	41.2%	0.4%	16.5%
BERGEN	LODI BOROUGH	LODI HIGH SCHOOL	03-2740-050	09-12	62.4%	3.8%	9.8%
BURLINGTON	BURLINGTON CITY	BULINGTON CITY HIGH SCHOOL	05-0600-020	07-12	61%	1.7%	23.1%
BURLINGTON	PALMYRA BORO	PALMYRA HIGH SCHOOL	05-3920-050	07-12	40.1%	0.2%	16.2%
BURLINGTON	PEMBERTON TWP	PEMBERTON TOWNSHIP HIGH SCHOOL	05-4050-055	09-12	45%	0.6%	19.5%
BURLINGTON	WILLINGBORO TWP	WILLINGBORO HIGH SCHOOL	05-5805-053	09-12	58.9%	0.7%	23.4%
CAMDEN	PENNSAUKEN TWP	PENNSAUKEN HIGH SCHOOL	07-4060-050	09-12	69.9%	2.4%	19.7%
CAMDEN	PINE HILL BORO	OVERBROOK SENIOR HIGH SCHOOL	07-4110-010	09-12	52.1%	0.8%	19.5%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP HIGH SCHOOL	07-5820-010	09-12	50%	0.3%	14.2%
CAPE MAY	LOWER CAPE MAY REGIONAL	LOWER CAPE MAY REGIONAL HIGH SCHOOL	09-2820-050	09-12	47.7%	0.2%	27.5%
CHARTERS	BERGEN ARTS AND SCIENCES CS	BERGEN ARTS AND SCIENCES CS	80-6013-900	KG-12	55.2%	2.6%	4.1%
CHARTERS	CENTRAL JERSEY COLLEGE PREP CS	CENTRAL JERSEY COLLEGE PREP CHARTER SCHOOL	80-6018-900	06-12	39.2%	0%	7%
CHARTERS	UNION COUNTY TEAMS CS	UNION COUNTY TEAMS CHARTER SCHOOL	80-8010-980	KG-12	54.1%	0%	6.5%
CUMBERLANI	CUMBERLAND REGIONAL	CUMBERLAND REGIONAL HIGH SCHOOL	11-0997-030	09-12	42.9%	0.2%	15.7%
CUMBERLANI	MILLVILLE CITY	MILLVILLE SENIOR HIGH SCHOOL	11-3230-050	09-12	49.7%	0.3%	20%
GLOUCESTER	CLAYTON BORO	CLAYTON HIGH SCHOOL	15-0860-030	09-12	56.4%	1.3%	17.8%
GLOUCESTER	DEPTFORD TWP	DEPTFORD TOWNSHIP HIGH SCHOOL	15-1100-040	09-12	43.9%	0.5%	14.9%
GLOUCESTER	WOODBURY CITY	WOODBURY JR-SR HIGH SCHOOL	15-5860-050	06-12	63%	1.3%	18%
HUDSON	BAYONNE CITY	BAYONNE HIGH SCHOOL	17-0220-020	09-12	66.8%	4.8%	14.9%

SCHOOL PEER GROUP

MIDDLESEX

CARTERET BORO

GRADE SPAN 09-12

**CARTERET HIGH SCHOOL
199 WASHINGTON AVENUE
CARTERET, NJ 07008**

HUDSON	JERSEY CITY	DR RONALD MCNAIR HIGH SCHOOL	17-2390-075	09-12	50.3%	0%	0.1%
MERCER	HAMILTON TWP	HAMILTON NORTH-NOTTINGHAM	21-1950-055	09-12	53.1%	2.3%	14.1%
MIDDLESEX	CARTERET BORO	CARTERET HIGH SCHOOL	23-0750-030	09-12	65.3%	4%	9.3%
MONMOUTH	KEYPORT BORO	KEYPORT HIGH SCHOOL	25-2430-050	09-12	56.1%	2.7%	13.7%
MONMOUTH	NEPTUNE TWP	NEPTUNE HIGH SCHOOL	25-3510-050	09-12	53.7%	2.1%	16%
SALEM	PENNS GRV-CARNEY'S PT REG	PENNS GROVE HIGH SCHOOL	33-4070-050	09-12	67%	3.5%	21.3%
UNION	HILLSIDE TWP	HILLSIDE HIGH SCHOOL	39-2190-050	09-12	63.8%	4.6%	10.6%
UNION	PLAINFIELD CITY	PLAINFIELD ACADEMY FOR THE ARTS & ADVANCED STUDIES	39-4160-052	07-12	68.8%	1.8%	7.9%
UNION	RAHWAY CITY	RAHWAY HIGH SCHOOL	39-4290-050	09-12	54.2%	2%	16%



State of New Jersey

2014-15

23-0750-050

OVERVIEW

MIDDLESEX

CARTERET BORO

GRADE SPAN PK-05

COLUMBUS ELEMENTARY SCHOOL

1 CARTERET AVENUE

CARTERET, NJ 07008

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

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

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

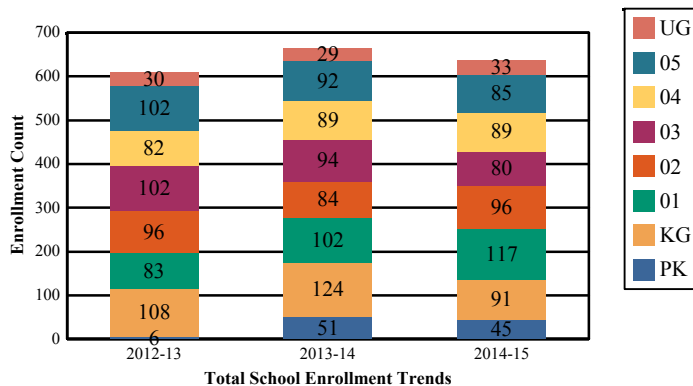
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

MIDDLESEX
CARTERET BORO

Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.

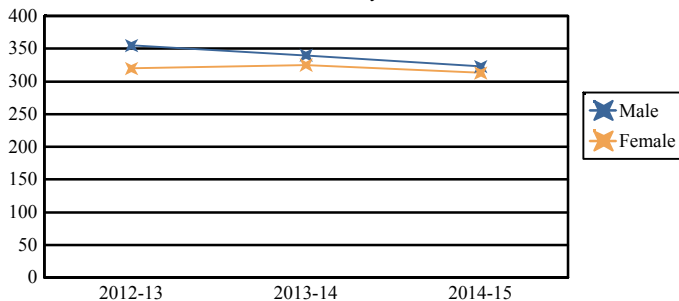


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	675
2013-14	665
2014-15	636

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.

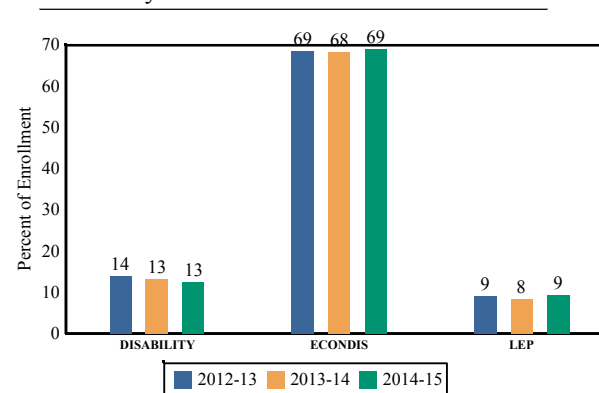


	Male	Female
2012-13	355	320
2013-14	340	325
2014-15	323	313

GRADE SPAN PK-05

Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



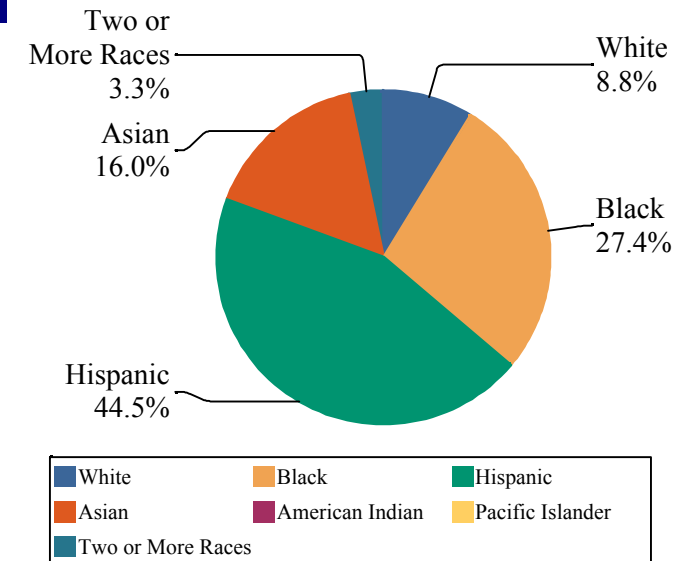
Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	80	13%
Economically Disadvantaged Students	438	68.9%
English Language Learners	59	9.3%

23-0750-050
COLUMBUS ELEMENTARY SCHOOL
1 CARTERET AVENUE
CARTERET, NJ 07008

Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	62.9%
Spanish	20.3%
Urdu	5.5%
Punjabi	4.9%
Hindi	1.3%
Arabic	0.8%
Other	4.3%

ACADEMIC ACHIEVEMENT

MIDDLESEX

CARTERET BORO

GRADE SPAN PK-05

COLUMBUS ELEMENTARY SCHOOL

1 CARTERET AVENUE

CARTERET, NJ 07008

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	30%	26	14
Math Met or Exceeded Expectation	24%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	234	29.5%	95%	97.2%	YES
White	-	-	--	--	--
African American	64	18.8%	95%	96.4%	YES
Hispanic	114	25.4%	95%	97.8%	YES
American Indian	-	-	--	--	--
Asian	34	58.8%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	44	13.6%	95%	98.1%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	167	29.3%	95%	98.4%	YES

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ACADEMIC ACHIEVEMENT

MIDDLESEX

CARTERET BORO

GRADE SPAN PK-05

COLUMBUS ELEMENTARY SCHOOL

1 CARTERET AVENUE

CARTERET, NJ 07008

ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	234	23.9%	95%	97.2%	YES
White	-	-	--	--	--
African American	64	23.4%	95%	96.4%	YES
Hispanic	114	16.7%	95%	97.8%	YES
American Indian	-	-	--	--	--
Asian	34	44.1%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	167	22.2%	95%	98.4%	YES

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.



State of New Jersey
2014-15

ACADEMIC ACHIEVEMENT

MIDDLESEX
CARTERET BORO

GRADE SPAN PK-05

23-0750-050
COLUMBUS ELEMENTARY SCHOOL
1 CARTERET AVENUE
CARTERET, NJ 07008

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations (Min. 650)	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations (Max. 850)

PARCC ELA Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	74	735	744	16%	20%	26%	36%	1%	38%	44%
White	-	-	753	-	-	-	-	-	-	55%
African American	22	723	725	27%	23%	27%	23%	0%	23%	26%
Hispanic	32	731	727	16%	28%	31%	25%	0%	25%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	14	755	769	7%	7%	14%	64%	7%	71%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	14	682	718	57%	29%	0%	14%	0%	14%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	58	733	724	17%	24%	22%	36%	0%	36%	24%

PARCC ELA Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	83	732	751	13%	24%	35%	28%	0%	28%	52%
White	-	-	758	-	-	-	-	-	-	63%
African American	28	724	733	25%	29%	29%	18%	0%	18%	30%
Hispanic	38	734	737	11%	21%	34%	34%	0%	34%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	57	729	734	18%	23%	33%	26%	0%	26%	31%

PARCC ELA Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	77	732	751	13%	26%	38%	22%	1%	23%	53%
White	-	-	757	-	-	-	-	-	-	62%
African American	14	726	734	14%	43%	29%	14%	0%	14%	31%
Hispanic	44	729	737	11%	27%	43%	18%	0%	18%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	12	748	771	17%	8%	25%	42%	8%	50%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	14	702	723	43%	21%	14%	21%	0%	21%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	52	732	734	12%	27%	37%	23%	2%	25%	31%

PARCC MATH - Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	74	739	746	8%	19%	34%	36%	3%	39%	46%
White	-	-	752	-	-	-	-	-	-	56%
African American	22	734	728	14%	18%	32%	36%	0%	36%	25%
Hispanic	32	735	733	6%	25%	44%	25%	0%	25%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	14	754	772	7%	7%	21%	50%	14%	64%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	14	701	727	36%	43%	7%	7%	7%	14%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	58	737	730	7%	22%	34%	33%	3%	36%	26%

ACADEMIC ACHIEVEMENT

MIDDLESEX
CARTERET BORO

GRADE SPAN PK-05

23-0750-050
COLUMBUS ELEMENTARY SCHOOL
1 CARTERET AVENUE
CARTERET, NJ 07008

PARCC MATH - Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	83	727	744	6%	43%	33%	18%	0%	18%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	28	723	727	14%	46%	21%	18%	0%	18%	20%
Hispanic	38	728	732	3%	42%	39%	16%	0%	16%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	57	725	730	9%	44%	33%	14%	0%	14%	23%

ACADEMIC ACHIEVEMENT

MIDDLESEX
CARTERET BORO

GRADE SPAN PK-05

23-0750-050
COLUMBUS ELEMENTARY SCHOOL
1 CARTERET AVENUE
CARTERET, NJ 07008

PARCC MATH - Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	77	726	744	10%	45%	29%	13%	3%	16%	42%
White	-	-	749	-	-	-	-	-	-	49%
African American	14	724	728	0%	57%	29%	14%	0%	14%	21%
Hispanic	44	724	733	9%	50%	30%	7%	5%	11%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	12	740	768	8%	25%	42%	25%	0%	25%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	52	728	731	4%	48%	33%	13%	2%	15%	23%

2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
 Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
 Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
 Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

ACADEMIC ACHIEVEMENT

**MIDDLESEX
CARTERET BORO**

GRADE SPAN PK-05

**23-0750-050
COLUMBUS ELEMENTARY SCHOOL
1 CARTERET AVENUE
CARTERET, NJ 07008**

NJASK Results - Science Grade Level - 04

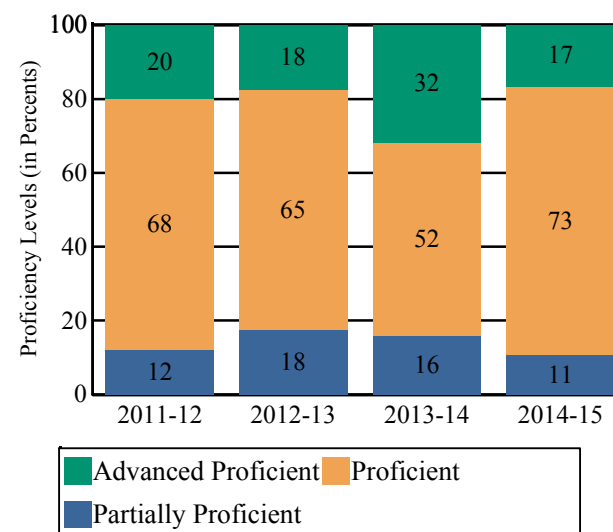
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	17%	73%	11%
White	-	-	-
African American	17%	63%	20%
Hispanic	14%	78%	8%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	67%	33%
English Language Learners	-	-	-
Economically Disadvantaged Students	13%	74%	13%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



COLLEGE AND CAREER READINESS

MIDDLESEX

CARTERET BORO

GRADE SPAN PK-05

23-0750-050

COLUMBUS ELEMENTARY SCHOOL

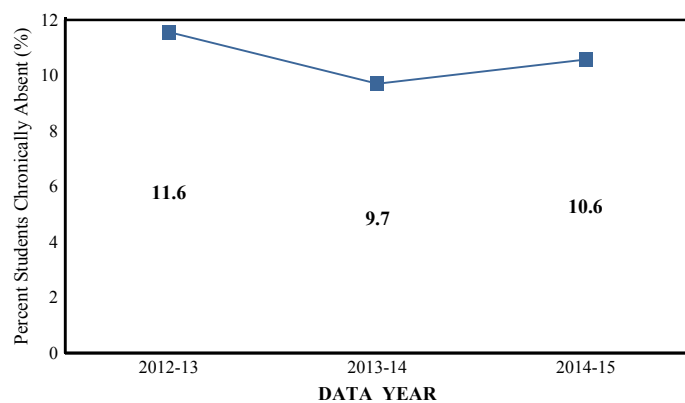
1 CARTERET AVENUE

CARTERET, NJ 07008

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

Chronic Absenteeism Trend

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

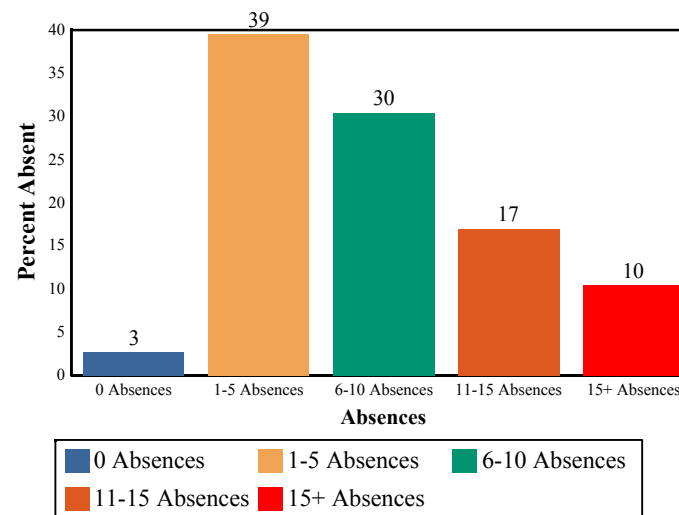


Chronic Absenteeism for 2014-15

10.58%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



STUDENT GROWTH

MIDDLESEX

CARTERET BORO

COLUMBUS ELEMENTARY SCHOOL

1 CARTERET AVENUE

CARTERET, NJ 07008

GRADE SPAN PK-05

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	23	4	1	35	NO
Student Growth on Math	26	4	3	35	NO
		4	2		0%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	12%	2%	0%
Partially Met	20%	4%	2%
Approached	23%	7%	6%
Met	8%	10%	5%
Exceeded	0%	0%	1%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	8%	1%	0%
Partially Met	30%	13%	2%
Approached	18%	9%	3%
Met	5%	7%	3%
Exceeded	0%	0%	1%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

MIDDLESEX

CARTERET BORO

COLUMBUS ELEMENTARY SCHOOL

1 CARTERET AVENUE

CARTERET, NJ 07008

GRADE SPAN PK-05

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 03

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	806	850
75th	755	770
50th	732	743
25th	708	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	47	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	788	850
75th	759	767
50th	740	745
25th	716	722
0th	672	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	45

WITHIN SCHOOL ACHIEVEMENT GAP

MIDDLESEX

CARTERET BORO

GRADE SPAN PK-05

COLUMBUS ELEMENTARY SCHOOL

1 CARTERET AVENUE

CARTERET, NJ 07008

Grade Level - 04

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	785	850
75th	749	773
50th	733	750
25th	716	728
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	45

Grade Level - 05

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	798	850
75th	744	773
50th	730	751
25th	710	728
0th	658	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	45

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	779	850
75th	739	764
50th	724	742
25th	707	721
0th	681	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	43

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	786	850
75th	740	763
50th	720	743
25th	708	723
0th	678	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	40

SCHOOL CLIMATE
MIDDLESEX
CARTERET BORO

State of New Jersey
2014-15

GRADE SPAN PK-05

23-0750-050
COLUMBUS ELEMENTARY SCHOOL
1 CARTERET AVENUE
CARTERET, NJ 07008

Length of School Day

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

	School
2014-15	6 Hrs. 9 Mins.

Student Suspension Rate

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

	School
2014-15	4.6%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 34 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	13
Administrators	318

SCHOOL PEER GROUP

MIDDLESEX

CARTERET BORO

GRADE SPAN PK-05

COLUMBUS ELEMENTARY SCHOOL

1 CARTERET AVENUE

CARTERET, NJ 07008

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>SPAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
ATLANTIC	BUENA REGIONAL	COLLINGS LAKES ELEMENTARY SCHOOL	01-0590-045	KG-03	66.3%	4.6%	13.7%
ATLANTIC	VENTNOR CITY	VENTNOR ELEMENTARY SCHOOL	01-5350-045	PK-04	67.8%	7.7%	11.7%
BERGEN	GARFIELD CITY	WASHINGTON IRVING SCHOOL #4	03-1700-120	PK-05	66.8%	7.1%	13.7%
BERGEN	GARFIELD CITY	WOODROW WILSON SCHOOL #5	03-1700-130	PK-05	67.1%	9.7%	11%
BERGEN	HACKENSACK CITY	FAIRMOUNT	03-1860-100	PK-04	66.1%	5.8%	10.5%
BERGEN	LODI BOROUGH	COLUMBUS SCHOOL	03-2740-060	KG-05	59.8%	5.8%	6.5%
BERGEN	LODI BOROUGH	WILSON SCHOOL	03-2740-100	PK-05	63.7%	5.5%	8.4%
BURLINGTON	WILLINGBORO TWP	GARFIELD EAST ELEMENTARY SCHOOL	05-5805-064	PK-05	57.3%	0%	16%
BURLINGTON	WILLINGBORO TWP	HAWTHORNE PARK ELEMMENTARY SCHOOL	05-5805-065	PK-05	58%	0%	11.7%
BURLINGTON	WILLINGBORO TWP	J. C. STUART ELEMENTARY SCHOOL	05-5805-090	PK-05	58.7%	0.2%	13%
CAMDEN	BELLMAWR BORO	BELLMAWR PARK ELEMENTARY SCHOOL	07-0260-020	PK-04	60.6%	5.5%	5.1%
CAMDEN	PENNSAUKEN TWP	BENJAMIN FRANKLIN ELEMENTARY SCHOOL	07-4060-100	KG-04	65.7%	1.8%	17.6%
CAMDEN	PINE HILL BORO	DR. ALBERT M. BEAN SCHOOL	07-4110-060	PK-05	65.5%	1.5%	17.1%
CAMDEN	PINE HILL BORO	JOHN H. GLENN SCHOOL	07-4110-070	PK-05	56%	1.2%	12.3%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP ELEMENTARY SCHOOL ONE	07-5820-030	PK-03	57.1%	2.6%	11%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP ELEMENTARY SCHOOL THREE	07-5820-050	PK-03	56.1%	0%	10.8%
CHARTERS	VINELAND PUBLIC CHARTER SCHOOL	VINELAND PUBLIC CHARTER SCHOOL	80-6028-910	KG-07	50%	0%	7.3%
ESSEX	BELLEVILLE TOWN	BELLEVILLE PS10	13-0250-100	KG-05	52.2%	2.2%	3.8%
ESSEX	BELLEVILLE TOWN	BELLEVILLE PS8	13-0250-080	KG-05	67.4%	9.2%	11.4%
ESSEX	BLOOMFIELD TWP	CARTERET ELEMENTARY	13-0410-080	PK-06	61.7%	7.5%	8.4%
ESSEX	WEST ORANGE TOWN	HAZEL AVENUE ELEMENTARY SCHOOL	13-5680-130	KG-05	63.2%	8.9%	7.6%

SCHOOL PEER GROUP

**MIDDLESEX
CARTERET BORO**

**COLUMBUS ELEMENTARY SCHOOL
1 CARTERET AVENUE
CARTERET, NJ 07008**

GRADE SPAN PK-05

HUDSON	KEARNY TOWN	FRANKLIN ELEMENTARY SCHOOL	17-2410-070	PK-06	63.5%	8.3%	8.3%
HUDSON	KEARNY TOWN	GARFIELD ELEMENTARY SCHOOL	17-2410-080	PK-06	63.2%	1.6%	14.3%
MERCER	HAMILTON TWP	KLOCKNER ELEMENTARY SCHOOL	21-1950-160	PK-05	59.5%	2.3%	13.6%
MIDDLESEX	CARTERET BORO	COLUMBUS ELEMENTARY SCHOOL	23-0750-050	PK-05	68.9%	9.3%	10.3%
MIDDLESEX	WOODBRIIDGE TWP	ROSS STREET ELEMENTARY SCHOOL	23-5850-280	KG-05	51.9%	0.2%	8.9%
OCEAN	OCEAN GATE BORO	OCEAN GATE ELEMENTARY SCHOOL	29-3800-050	PK-06	62.9%	0%	16.6%
PASSAIC	CLIFTON CITY	SCHOOL #3	31-0900-100	KG-05	58.2%	1.7%	8.6%
SOMERSET	NORTH PLAINFIELD BORO	EAST END SCHOOL	35-3670-060	PK-04	67.4%	8.5%	9.5%
SOMERSET	NORTH PLAINFIELD BORO	SOMERSET SCHOOL	35-3670-080	05-06	66.3%	5%	16.8%
UNION	RAHWAY CITY	GROVER CLEVELAND ELEMENTARY SCHOOL	39-4290-090	PK-06	63.7%	11.6%	5%



State of New Jersey 2014-15

OVERVIEW
MIDDLESEX
CARTERET BORO

GRADE SPAN 06-08

23-0750-055
CARTERET MIDDLE SCHOOL
300 CARTERET AVENUE
CARTERET, NJ 07008

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

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

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

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

MIDDLESEX
CARTERET BORO

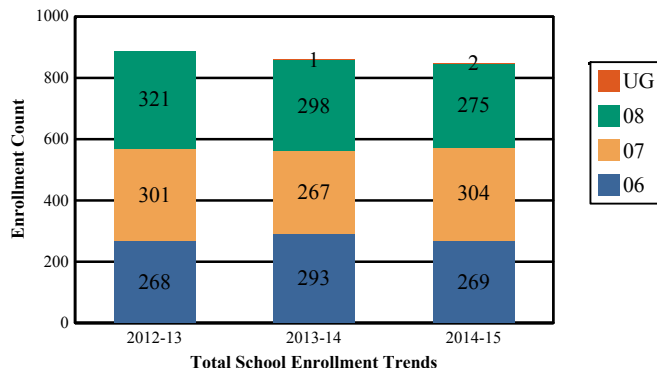
GRADE SPAN 06-08

23-0750-055

CARTERET MIDDLE SCHOOL
300 CARTERET AVENUE
CARTERET, NJ 07008

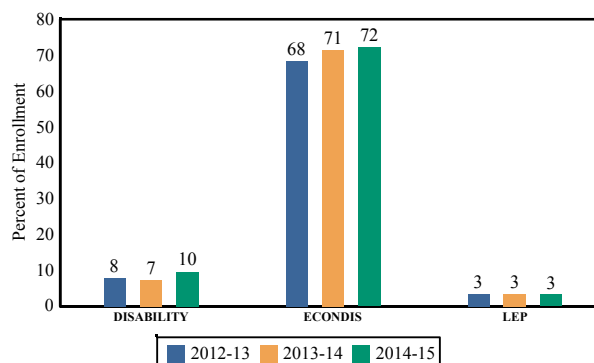
Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



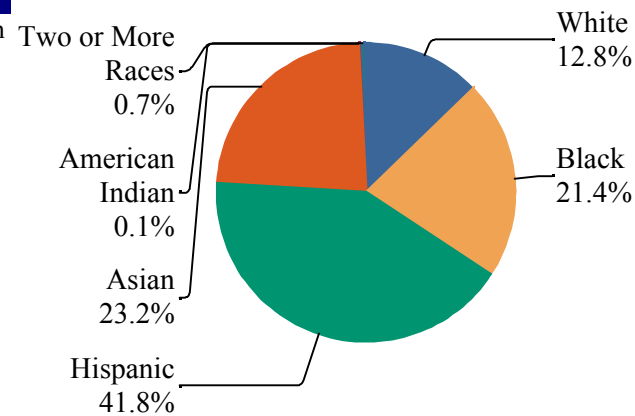
Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



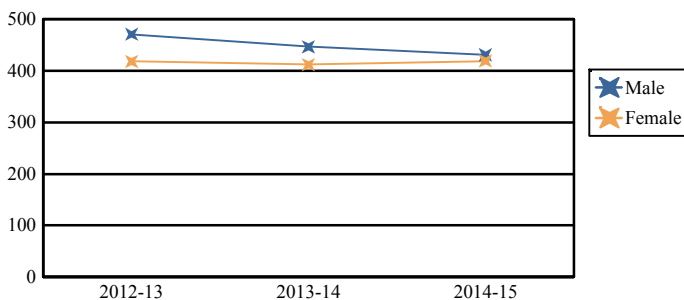
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment

Year	Enrollment
2012-13	890
2013-14	859
2014-15	850

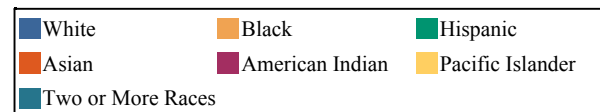
Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



Current Year Enrollment by Program Participation

Program	Count of Students	% of Enrollment
Students with Disability	81	10%
Economically Disadvantaged Students	613	72.1%
English Language Learners	27	3.2%



Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	51.3%
Spanish	26.1%
Punjabi	13.4%
Urdu	4.7%
Pilipino	0.7%
Arabic	0.7%
Other	3.3%

ACADEMIC ACHIEVEMENT

MIDDLESEX

CARTERET BORO

GRADE SPAN 06-08

23-0750-055

CARTERET MIDDLE SCHOOL

300 CARTERET AVENUE

CARTERET, NJ 07008

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	32%	42	25
Math Met or Exceeded Expectation	28%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	778	32.3%	95%	97.6%	YES
White	107	29.9%	95%	98.3%	YES
African American	153	20.9%	95%	94.5%	YES
Hispanic	327	27.9%	95%	98.4%	YES
American Indian	-	-	--	--	--
Asian	186	51.6%	95%	99%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	498	27.9%	95%	97.7%	YES

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	778	28.4%	95%	97.6%	YES
White	107	29%	95%	98.3%	YES
African American	153	15%	95%	94.5%	YES
Hispanic	327	21.4%	95%	98.4%	YES
American Indian	-	-	--	--	--
Asian	186	52.2%	95%	99%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	498	25.1%	95%	97.9%	YES

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

PARCC ELA Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	252	735	749	15%	19%	33%	29%	4%	33%	50%
White	35	739	755	11%	23%	34%	26%	6%	31%	59%
African American	44	722	732	25%	23%	32%	18%	2%	20%	29%
Hispanic	108	731	736	17%	24%	28%	29%	3%	31%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	64	751	770	6%	5%	42%	39%	8%	47%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	-	-	718	-	-	-	-	-	-	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	173	731	733	18%	17%	36%	25%	2%	28%	30%

ACADEMIC ACHIEVEMENT

MIDDLESEX

CARTERET BORO

GRADE SPAN 06-08

CARTERET MIDDLE SCHOOL

300 CARTERET AVENUE

CARTERET, NJ 07008

PARCC ELA Performance Distribution - Grade - 07

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	273	735	750	14%	22%	31%	27%	5%	33%	53%
White	37	736	757	11%	22%	38%	22%	8%	30%	61%
African American	55	726	730	24%	20%	33%	22%	2%	24%	31%
Hispanic	115	730	736	15%	30%	27%	23%	5%	29%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	64	750	777	8%	11%	30%	44%	8%	52%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	-	-	713	-	-	-	-	-	-	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	172	731	733	15%	23%	33%	27%	2%	29%	33%

ACADEMIC ACHIEVEMENT

MIDDLESEX

CARTERET BORO

GRADE SPAN 06-08

CARTERET MIDDLE SCHOOL

300 CARTERET AVENUE

CARTERET, NJ 07008

PARCC ELA Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	253	732	750	15%	25%	29%	28%	2%	30%	53%
White	35	733	757	14%	29%	29%	29%	0%	29%	61%
African American	54	724	730	22%	26%	33%	19%	0%	19%	31%
Hispanic	104	725	735	18%	29%	30%	21%	2%	23%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	58	752	778	2%	17%	24%	52%	5%	57%	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	21	695	713	48%	29%	10%	5%	10%	14%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	153	726	732	18%	29%	26%	25%	1%	27%	34%

PARCC MATH - Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	252	730	743	13%	29%	29%	28%	1%	29%	42%
White	35	729	749	6%	40%	31%	23%	0%	23%	50%
African American	44	717	726	23%	36%	27%	14%	0%	14%	19%
Hispanic	108	727	731	18%	31%	28%	24%	0%	24%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	64	747	768	2%	14%	33%	48%	3%	52%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	-	-	718	-	-	-	-	-	-	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	173	727	729	16%	31%	27%	25%	1%	26%	23%

PARCC MATH - Performance Distribution - Grade - 07

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	273	733	740	11%	25%	40%	23%	1%	25%	38%
White	37	733	745	5%	32%	32%	30%	0%	30%	46%
African American	55	724	725	20%	24%	44%	13%	0%	13%	17%
Hispanic	115	730	730	11%	28%	41%	18%	2%	20%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	64	747	760	5%	14%	39%	39%	3%	42%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	-	-	715	-	-	-	-	-	-	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	172	730	728	13%	26%	39%	22%	1%	22%	21%

PARCC MATH - Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	196	725	726	19%	32%	28%	21%	0%	21%	24%
White	26	730	732	15%	23%	35%	27%	0%	27%	29%
African American	50	720	715	22%	40%	20%	18%	0%	18%	14%
Hispanic	90	720	721	24%	31%	31%	13%	0%	13%	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	29	743	744	3%	24%	24%	48%	0%	48%	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	21	710	705	38%	33%	10%	19%	0%	19%	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	123	722	719	22%	33%	27%	19%	0%	19%	17%

PARCC ALGEBRA I - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	57	760	740	2%	4%	28%	65%	2%	67%	40%
White	-	-	746	-	-	-	-	-	-	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	14	756	725	0%	7%	29%	64%	0%	64%	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	29	768	769	0%	0%	21%	76%	3%	79%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	30	758	725	0%	7%	30%	63%	0%	63%	21%

2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

ACADEMIC ACHIEVEMENT

MIDDLESEX

CARTERET BORO

GRADE SPAN 06-08

23-0750-055

CARTERET MIDDLE SCHOOL

300 CARTERET AVENUE

CARTERET, NJ 07008

NJASK Results - Science Grade Level - 08

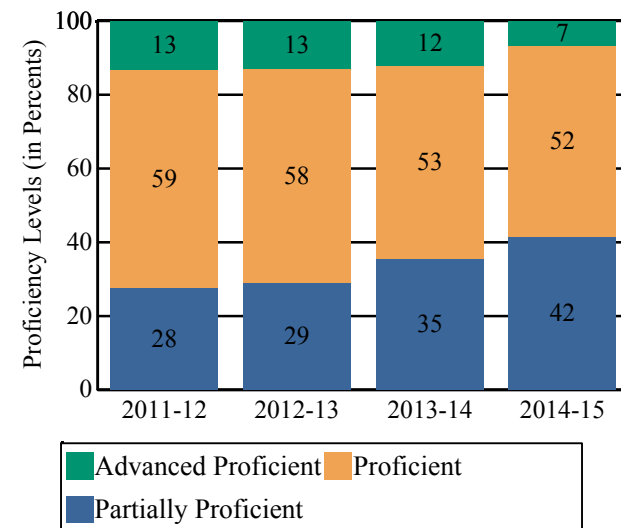
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	7%	52%	42%
White	11%	54%	34%
African American	2%	44%	54%
Hispanic	2%	49%	50%
American Indian	-	-	-
Asian	18%	62%	20%
Two or More Races	-	-	-
Students with Disability	4%	28%	68%
English Language Learners	-	-	-
Economically Disadvantaged Students	3%	49%	48%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary and middle schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days. Also presented is the percentage of students participating in Visual and Performing Arts coursework and Algebra I course outcomes.

Algebra I Course Enrollment

This table presents the count of students in this school who were reported in the Algebra I course code in NJSMART and the count of students who took the Algebra I test of PARCC.

Algebra I Enrollment Count	Algebra I PARCC Test Count
57	57

Algebra I Test Taking

This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
98.3%	66.7%

- Data Suppressed to protect the confidentiality of students

COLLEGE AND CAREER READINESS

MIDDLESEX

CARTERET BORO

State of New Jersey

2014-15

GRADE SPAN 06-08

23-0750-055

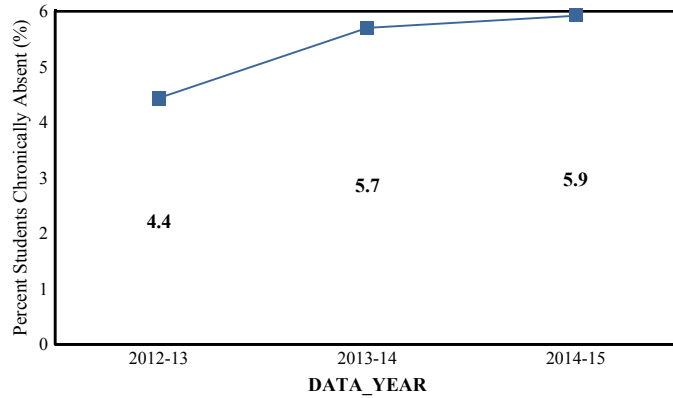
CARTERET MIDDLE SCHOOL

300 CARTERET AVENUE

CARTERET, NJ 07008

Chronic Absenteeism Trend

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

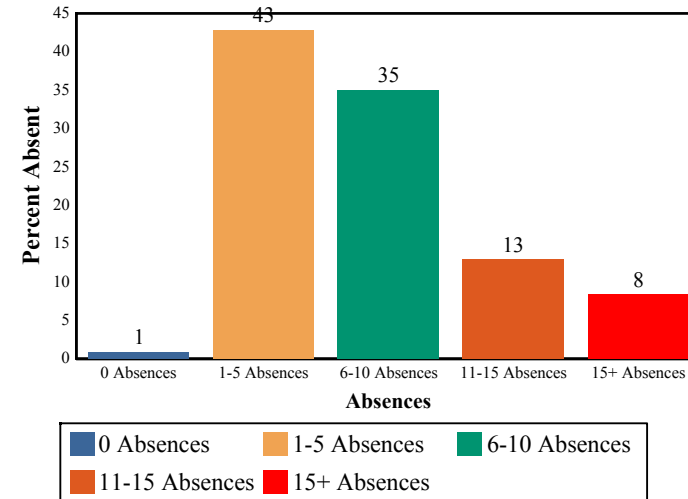


Chronic Absenteeism for 2014-15

5.93%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1 - 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	N/R	3.9%
Music	48.4%	66.0%
Visual Arts	67.5%	71.1%
Total: All Visual and Performing Arts	100.0%	89.8%

N/R - Data Not Reported

STUDENT GROWTH

MIDDLESEX

CARTERET BORO

GRADE SPAN 06-08

CARTERET MIDDLE SCHOOL

300 CARTERET AVENUE

CARTERET, NJ 07008

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	39	7	21	35	YES
Student Growth on Math	44	39	36	35	YES
		23	29		100%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	12%	3%	0%
Partially Met	13%	8%	2%
Approached	13%	12%	7%
Met	7%	11%	10%
Exceeded	0%	1%	2%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	11%	2%	0%
Partially Met	13%	10%	5%
Approached	9%	12%	12%
Met	4%	7%	13%
Exceeded	0%	0%	1%

Low Growth is defined as an Student Growth Percentile score less than 35.

Typical Growth is defined as an Student Growth Percentile score between 35 and 65.

High Growth is defined as a Student Growth Percentile score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

MIDDLESEX

CARTERET BORO

GRADE SPAN 06-08

CARTERET MIDDLE SCHOOL

300 CARTERET AVENUE

CARTERET, NJ 07008

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 06

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	802	850
75th	754	770
50th	737	749
25th	714	726
0th	651	650

Scale Score Gap - School	Scale Score Gap - State
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25th vs 75th Gap	40	44
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Grade Level - 06

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	785	850
75th	752	763
50th	731	742
25th	711	721
0th	650	650

Scale Score Gap - School	Scale Score Gap - State
-----------------------------	----------------------------

25th vs 75th Gap	41	42
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WITHIN SCHOOL ACHIEVEMENT GAP

MIDDLESEX

CARTERET BORO

GRADE SPAN 06-08

23-0750-055

CARTERET MIDDLE SCHOOL

300 CARTERET AVENUE

CARTERET, NJ 07008

Grade Level - 07

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	799	850
75th	756	776
50th	735	751
25th	713	724
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
--	-----------------------------	----------------------------

25th vs 75th Gap	43	52
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Grade Level - 08

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	795	850
75th	753	777
50th	734	751
25th	710	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
--	-----------------------------	----------------------------

25th vs 75th Gap	43	54
------------------	----	----

Grade Level - 07

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	788	850
75th	750	759
50th	733	740
25th	714	720
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
--	-----------------------------	----------------------------

25th vs 75th Gap	36	39
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Grade Level - 08

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	781	850
75th	744	748
50th	723	726
25th	705	704
0th	656	650

	Scale Score Gap - School	Scale Score Gap - State
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25th vs 75th Gap	39	44
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SCHOOL CLIMATE

MIDDLESEX

CARTERET BORO

State of New Jersey

2014-15

GRADE SPAN 06-08

23-0750-055

CARTERET MIDDLE SCHOOL

300 CARTERET AVENUE

CARTERET, NJ 07008

Length of School Day

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

	School
2014-15	6 Hrs. 44 Mins.

Student Suspension Rate

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

	School
2014-15	13.7%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	6 Hrs. 11 Mins.
Shared Time	3 Hrs. 29 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	13
Administrators	283

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	ATLANTIC CITY	CHELSEA HEIGHTS SCHOOL	01-0110-050	PK-08	74%	10.9%	10.4%
ATLANTIC	ATLANTIC CITY	RICHMOND AVENUE SCHOOL	01-0110-120	PK-08	78.2%	31%	12.7%
ATLANTIC	ATLANTIC CITY	SOVEREIGN AVENUE SCHOOL	01-0110-030	KG-08	82.2%	33.9%	12.1%
ATLANTIC	SOMERS POINT CITY	JORDAN ROAD ELEMENTARY SCHOOL	01-4800-055	KG-08	70%	7.3%	16.6%
BERGEN	HACKENSACK CITY	HACKENSACK MIDDLE SCHOOL	03-1860-300	05-08	71.9%	5%	19.5%
CHARTERS	ROBERT TREAT ACADEMY CS	ROBERT TREAT ACADEMY CHARTER SCHOOL	80-7730-970	KG-08	71.5%	1.3%	5.1%
ESSEX	CITY OF ORANGE TWP	ORANGE PREPARATORY ACADEMY	13-3880-115	08-09	75%	10.3%	14.3%
ESSEX	EAST ORANGE	JOHN L. COSTLEY MIDDLE SCHOOL	13-1210-070	06-08	72.7%	5.6%	17.9%
ESSEX	NEWARK CITY	ANN STREET SCHOOL	13-3570-200	PK-08	77.4%	24.4%	11.9%
ESSEX	NEWARK CITY	MT VERNON PLACE SCHOOL	13-3570-570	PK-08	77.6%	21.7%	6.4%
ESSEX	NEWARK CITY	OLIVER STREET SCHOOL	13-3570-590	PK-08	81.2%	34%	10.9%
ESSEX	NEWARK CITY	RIDGE STREET SCHOOL	13-3570-610	KG-08	75.9%	12.9%	11.8%
ESSEX	NEWARK CITY	WILSON AVENUE SCHOOL	13-3570-750	KG-08	77.1%	22.5%	10.4%
HUDSON	BAYONNE CITY	PHILIP G. VROOM #2	17-0220-090	PK-08	71.9%	0.8%	15.7%
HUDSON	JERSEY CITY	ACADEMY I	17-2390-095	06-08	72.5%	1.5%	8.8%
HUDSON	JERSEY CITY	JAMES F. MURRAY SCHOOL	17-2390-350	PK-08	74.9%	7.2%	8.8%
HUDSON	NORTH BERGEN TWP	FRANKLIN ELEMENTARY SCHOOL	17-3610-060	01-08	71%	5.1%	16.3%
HUDSON	UNION CITY	WOODROW WILSON ELEMENTARY SCHOOL	17-5240-140	PK-08	71.4%	1.9%	1.9%
MIDDLESEX	CARTERET BORO	CARTERET MIDDLE SCHOOL	23-0750-055	06-08	72.1%	3.2%	9.4%
MIDDLESEX	PERTH AMBOY CITY	SAMUEL E. SHULL MIDDLE SCHOOL	23-4090-150	05-08	73.9%	10.2%	11.3%
PASSAIC	CLIFTON CITY	CHRISTOPHER COLUMBUS MIDDLE SCHOOL	31-0900-035	06-08	70.6%	6.8%	11.5%
PASSAIC	PATERSON CITY	SCHOOL 20	31-4010-240	KG-08	74%	10%	13.2%
PASSAIC	PROSPECT PARK BORO	PROSPECT PARK SCHOOL NO. 1	31-4270-010	PK-08	71.4%	4.4%	13.3%

SCHOOL PEER GROUP

MIDDLESEX

CARTERET BORO

GRADE SPAN 06-08

23-0750-055

CARTERET MIDDLE SCHOOL

300 CARTERET AVENUE

CARTERET, NJ 07008

SOMERSET	BOUND BROOK BORO	BOUND BROOK ELEMENTARY SCHOOL	35-0490-050	PK-08	76.6%	13.9%	10.4%
UNION	ELIZABETH CITY	ELMORA SCHOOL NO. 12	39-1320-150	PK-08	77.9%	21.8%	6%
UNION	ELIZABETH CITY	MADISON MONROE SCHOOL NO. 16	39-1320-190	PK-08	76.3%	12.7%	8.5%
UNION	ELIZABETH CITY	TERENCE C. REILLY SCHOOL # 7	39-1320-030	PK-08	72.1%	1.2%	1.4%
UNION	ELIZABETH CITY	WILLIAM F. HALLORAN SCHOOL NO. 22	39-1320-250	02-08	72.2%	3.2%	5.1%
UNION	HILLSTIDE TWP	WALTER O. KRUMBIEGEL MIDDLE SCHOOL	39-2190-085	06-08	71.8%	2.1%	10.9%
UNION	PLAINFIELD CITY	CEDARBROOK ELEMENTARY SCHOOL	39-4160-100	KG-08	78%	26.6%	12.4%
WARREN	PHILLIPSBURG TOWN	PHILLIPSBURG MIDDLE SCHOOL	41-4100-110	06-08	70.1%	1.3%	23.5%



State of New Jersey

2014-15

23-0750-057

OVERVIEW

MIDDLESEX

CARTERET BORO

PRIVATE NICHOLAS MINUE ELEMENTARY SCHOOL

83 POST BLVD

CARTERET, NJ 07008

GRADE SPAN PK-05

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

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

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

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

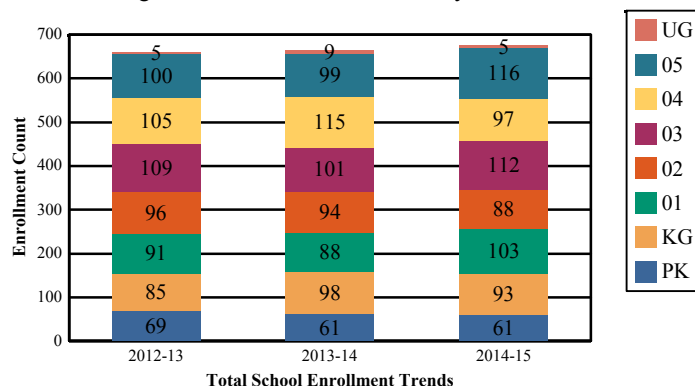
DEMOGRAPHIC INFORMATION

MIDDLESEX
CARTERET BORO

23-0750-057
PRIVATE NICHOLAS MINUE ELEMENTARY SCHOOL
83 POST BLVD
CARTERET, NJ 07008

Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.

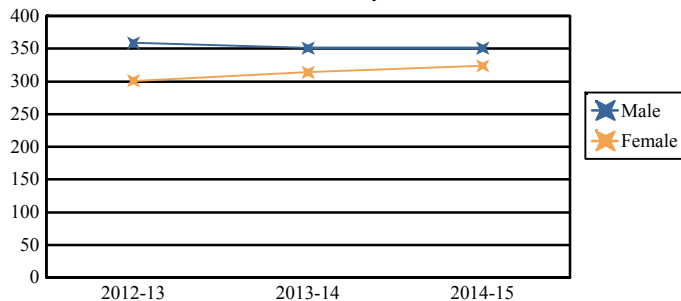


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	660
2013-14	665
2014-15	675

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.

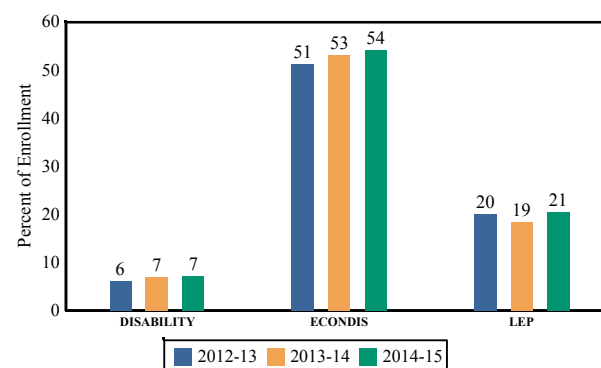


	Male	Female
2012-13	359	301
2013-14	351	314
2014-15	351	324

GRADE SPAN PK-05

Enrollment Trends by Program Participation

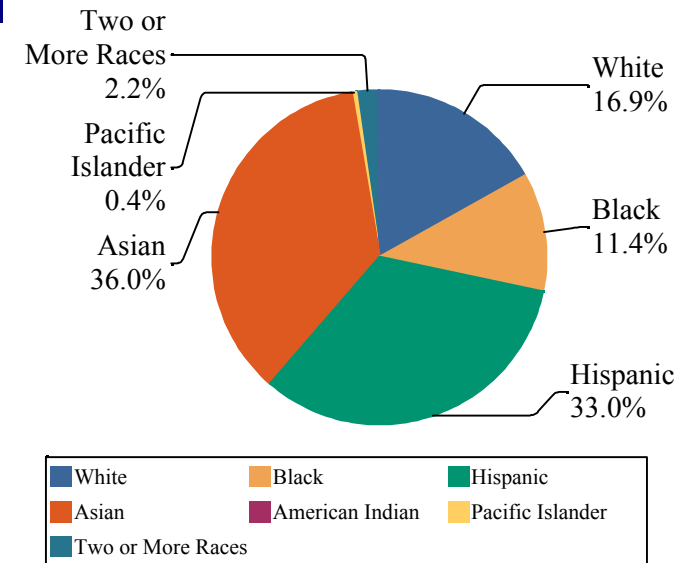
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	48	7%
Economically Disadvantaged Students	366	54.2%
English Language Learners	139	20.6%

Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	47.4%
Punjabi	22.7%
Spanish	16.6%
Urdu	6.1%
Arabic	2.0%
Polish	1.0%
Other	4.2%

ACADEMIC ACHIEVEMENT

MIDDLESEX

CARTERET BORO

PRIVATE NICHOLAS MINUE ELEMENTARY SCHOOL

83 POST BLVD

CARTERET, NJ 07008

GRADE SPAN PK-05

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	45%	55	34
Math Met or Exceeded Expectation	36%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	291	44.6%	95%	99.7%	YES
White	55	43.6%	95%	100%	YES
African American	32	34.4%	95%	100%	-
Hispanic	107	37.4%	95%	99.2%	YES
American Indian	-	-	--	--	--
Asian	94	55.3%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	146	41.1%	95%	99.4%	YES

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ACADEMIC ACHIEVEMENT

MIDDLESEX

CARTERET BORO

PRIVATE NICHOLAS MINUE ELEMENTARY SCHOOL

83 POST BLVD

CARTERET, NJ 07008

GRADE SPAN PK-05

ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	291	36.4%	95%	99.1%	YES
White	55	30.9%	95%	98.3%	YES
African American	32	21.9%	95%	100%	-
Hispanic	107	33.6%	95%	98.6%	YES
American Indian	-	-	--	--	--
Asian	94	45.7%	95%	100%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	146	32.2%	95%	98.9%	YES

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

ACADEMIC ACHIEVEMENT

MIDDLESEX
CARTERET BORO

PRIVATE NICHOLAS MINUE ELEMENTARY SCHOOL
83 POST BLVD
CARTERET, NJ 07008

GRADE SPAN PK-05

PARCC ELA Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	96	744	744	15%	11%	28%	42%	4%	46%	44%
White	16	752	753	6%	0%	38%	56%	0%	56%	55%
African American	11	749	725	9%	27%	27%	27%	9%	36%	26%
Hispanic	37	731	727	24%	14%	32%	27%	3%	30%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	30	751	769	10%	10%	20%	53%	7%	60%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	12	716	709	58%	0%	8%	33%	0%	33%	11%
Economically Disadvantaged Students	48	745	724	17%	13%	21%	44%	6%	50%	24%

ACADEMIC ACHIEVEMENT

**MIDDLESEX
CARTERET BORO**

**PRIVATE NICHOLAS MINUE ELEMENTARY SCHOOL
83 POST BLVD
CARTERET, NJ 07008**

GRADE SPAN PK-05

PARCC ELA Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	84	742	751	8%	18%	33%	37%	4%	40%	52%
White	13	742	758	8%	15%	38%	31%	8%	38%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	33	739	737	15%	15%	30%	36%	3%	39%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	28	750	773	0%	18%	32%	46%	4%	50%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	48	740	734	10%	17%	38%	31%	4%	35%	31%

ACADEMIC ACHIEVEMENT

MIDDLESEX

CARTERET BORO

PRIVATE NICHOLAS MINUE ELEMENTARY SCHOOL

83 POST BLVD

CARTERET, NJ 07008

GRADE SPAN PK-05

PARCC ELA Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	111	746	751	5%	23%	24%	42%	5%	47%	53%
White	26	737	757	8%	31%	23%	38%	0%	38%	62%
African American	11	750	734	0%	27%	27%	45%	0%	45%	31%
Hispanic	37	740	737	8%	22%	27%	43%	0%	43%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	36	755	771	3%	19%	22%	44%	11%	56%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	50	743	734	8%	20%	34%	34%	4%	38%	31%

ACADEMIC ACHIEVEMENT

**MIDDLESEX
CARTERET BORO**

**PRIVATE NICHOLAS MINUE ELEMENTARY SCHOOL
83 POST BLVD
CARTERET, NJ 07008**

GRADE SPAN PK-05

PARCC MATH - Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	96	741	746	10%	20%	28%	35%	6%	42%	46%
White	16	743	752	6%	19%	31%	38%	6%	44%	56%
African American	11	736	728	9%	9%	55%	27%	0%	27%	25%
Hispanic	37	731	733	22%	27%	22%	24%	5%	30%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	30	753	772	0%	17%	27%	47%	10%	57%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	12	724	724	33%	17%	25%	25%	0%	25%	17%
Economically Disadvantaged Students	48	741	730	10%	21%	21%	40%	8%	48%	26%

ACADEMIC ACHIEVEMENT

MIDDLESEX
CARTERET BORO

PRIVATE NICHOLAS MINUE ELEMENTARY SCHOOL
83 POST BLVD
CARTERET, NJ 07008

GRADE SPAN PK-05

PARCC MATH - Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	84	735	744	4%	26%	43%	27%	0%	27%	42%
White	13	729	749	0%	46%	38%	15%	0%	15%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	33	736	732	3%	21%	48%	27%	0%	27%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	28	740	769	4%	21%	36%	39%	0%	39%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	48	735	730	4%	17%	56%	23%	0%	23%	23%

ACADEMIC ACHIEVEMENT

**MIDDLESEX
CARTERET BORO**

**PRIVATE NICHOLAS MINUE ELEMENTARY SCHOOL
83 POST BLVD
CARTERET, NJ 07008**

GRADE SPAN PK-05

PARCC MATH - Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	111	742	744	8%	21%	32%	33%	5%	39%	42%
White	26	736	749	8%	31%	31%	31%	0%	31%	49%
African American	11	733	728	18%	9%	45%	27%	0%	27%	21%
Hispanic	37	738	733	8%	32%	16%	38%	5%	43%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	36	753	768	6%	6%	47%	31%	11%	42%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	50	739	731	12%	14%	48%	22%	4%	26%	23%

2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
 Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
 Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
 Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

ACADEMIC ACHIEVEMENT

**MIDDLESEX
CARTERET BORO**

GRADE SPAN PK-05

**23-0750-057
PRIVATE NICHOLAS MINUE ELEMENTARY SCHOOL
83 POST BLVD
CARTERET, NJ 07008**

NJASK Results - Science Grade Level - 04

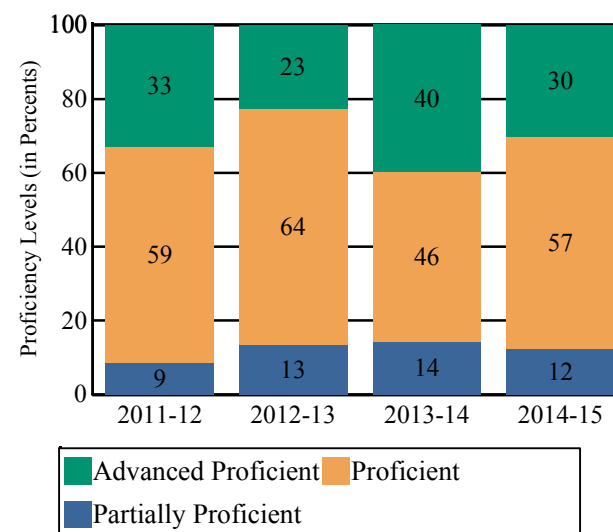
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	30%	57%	12%
White	54%	38%	8%
African American	-	-	-
Hispanic	25%	64%	11%
American Indian	-	-	-
Asian	30%	63%	7%
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	26%	60%	14%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



COLLEGE AND CAREER READINESS

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PRIVATE NICHOLAS MINUE ELEMENTARY SCHOOL

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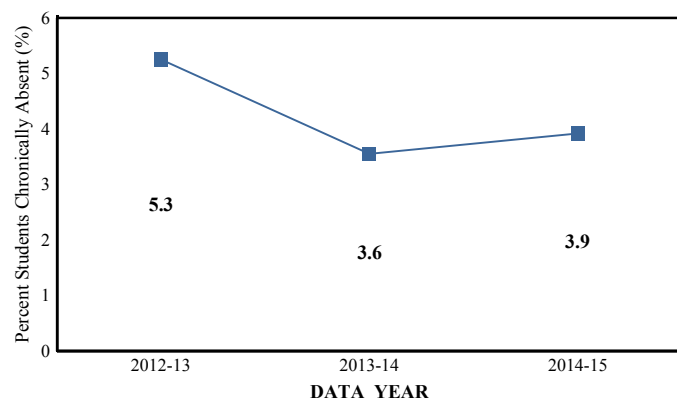
CARTERET, NJ 07008

GRADE SPAN PK-05

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

Chronic Absenteeism Trend

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

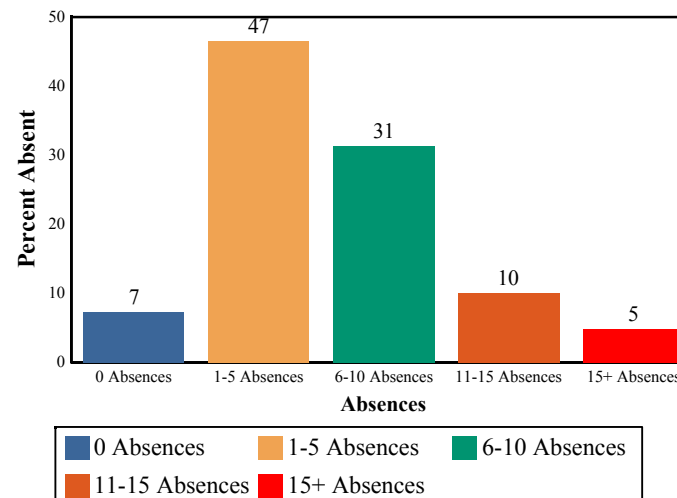


Chronic Absenteeism for 2014-15

3.92%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



STUDENT GROWTH

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GRADE SPAN PK-05

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	48	48	36	35	YES
Student Growth on Math	56	76	60	35	YES
		62	48		100%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	8%	0%	0%
Partially Met	10%	9%	2%
Approached	11%	10%	6%
Met	7%	10%	23%
Exceeded	0%	0%	4%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	7%	0%	0%
Partially Met	12%	8%	4%
Approached	5%	17%	15%
Met	3%	10%	17%
Exceeded	0%	0%	3%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

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GRADE SPAN PK-05

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 03

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	817	850
75th	766	770
50th	742	743
25th	718	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	801	850
75th	758	767
50th	738	745
25th	718	722
0th	660	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	45

WITHIN SCHOOL ACHIEVEMENT GAP

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GRADE SPAN PK-05

PRIVATE NICHOLAS MINUE ELEMENTARY SCHOOL

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Grade Level - 04

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	804	850
75th	764	773
50th	743	750
25th	718	728
0th	652	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	45

Grade Level - 05

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	816	850
75th	764	773
50th	748	751
25th	723	728
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	45

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	778	850
75th	750	764
50th	734	742
25th	719	721
0th	674	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	43

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	830	850
75th	759	763
50th	738	743
25th	721	723
0th	685	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	40

SCHOOL CLIMATE
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State of New Jersey
2014-15

GRADE SPAN PK-05

23-0750-057

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Length of School Day

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

	School
2014-15	6 Hrs. 9 Mins.

Student Suspension Rate

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

	School
2014-15	3.4%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 31 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	13
Administrators	397

SCHOOL PEER GROUP

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CARTERET BORO

PRIVATE NICHOLAS MINUE ELEMENTARY SCHOOL

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CARTERET, NJ 07008

GRADE SPAN PK-05

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>SPAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
BERGEN	BERGENFIELD BORO	FRANKLIN ELEMENTARY SCHOOL	03-0300-040	KG-05	35%	4.6%	12.7%
BERGEN	TEANECK TWP	JAMES RUSSELL LOWELL ELEMENTARY SCHOOL	03-5150-130	KG-04	38.1%	3%	14.9%
BERGEN	WALLINGTON BORO	FRANK W. GAVLAK ELEMENTARY SCHOOL	03-5430-055	KG-06	34.9%	3.1%	14.3%
CAMDEN	CHERRY HILL TWP	CLARA BARTON ELEMENTARY SCHOOL	07-0800-069	KG-05	34.6%	5.8%	9.2%
CAMDEN	LAUREL SPRINGS BORO	LAUREL SPRINGS SCHOOL	07-2540-050	PK-06	36.5%	1.4%	18.7%
CAMDEN	WATERFORD TWP	THOMAS RICHARDS ELEMENTARY	07-5560-060	PK-04	31.4%	0%	13.8%
CAMDEN	WATERFORD TWP	WATERFORD ELEMENTARY SCHOOL	07-5560-100	04-06	33.2%	0.3%	16.2%
CAPE MAY	MIDDLE TWP	MIDDLE TOWNSHIP ELEMENTARY #2	09-3130-085	03-05	44%	2.3%	21.7%
CAPE MAY	OCEAN CITY	OCEAN CITY PRIMARY SCHOOL	09-3780-070	KG-03	36.2%	8.1%	9.1%
CUMBERLAND	UPPER DEERFIELD TWP	ELIZABETH F. MOORE SCHOOL	11-5300-060	04-05	54.9%	8.2%	27.2%
ESSEX	WEST ORANGE TOWN	PLEASANTDALE ELEMENTARY SCHOOL	13-5680-150	PK-05	43.4%	4.5%	18.9%
GLOUCESTER	GREENWICH TWP	BROAD STREET ELEMENTARY SCHOOL	15-1830-050	KG-04	35.6%	0%	17.8%
GLOUCESTER	MONROE TWP	OAK KNOLL ELEMENTARY SCHOOL	15-3280-090	KG-04	30.4%	0%	15.4%
GLOUCESTER	MONROE TWP	WHITEHALL ELEMENTARY SCHOOL	15-3280-100	KG-04	33.7%	0%	15.5%
MERCER	EAST WINDSOR REGIONAL	GRACE N. ROGERS ELEMENTARY SCHOOL	21-1245-060	PK-05	47.4%	14.9%	7%
MERCER	EWING TWP	FRANCIS LORE ELEMENTARY SCHOOL	21-1430-105	PK-05	32.8%	2.4%	14.5%
MIDDLESEX	CARTERET BORO	PRIVATE NICHOLAS MINUE ELEMENTARY SCHOOL	23-0750-057	PK-05	54.2%	20.6%	7.2%
MIDDLESEX	NORTH BRUNSWICK TWP	ARTHUR M. JUDD	23-3620-055	PK-05	32.3%	3.1%	10.5%
MIDDLESEX	OLD BRIDGE TWP	CHEESEQUAKE ELEMENTARY SCHOOL	23-3845-105	KG-05	34%	6.9%	8%
MIDDLESEX	PISCATAWAY TWP	DWIGHT D. EISENHOWER ELEMENTARY SCHOOL	23-4130-065	KG-03	40.2%	10.8%	7.3%
MIDDLESEX	PISCATAWAY TWP	GRANDVIEW ELEMENTARY SCHOOL	23-4130-080	PK-03	32.6%	7.7%	5.9%

SCHOOL PEER GROUP

PRIVATE NICHOLAS MINUE ELEMENTARY SCHOOL
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GRADE SPAN PK-05

CARTERET BORO

MIDDLESEX	SAYREVILLE BORO	DWIGHT D. EISENHOWER ELEMENTARY SCHOOL	23-4660-070	KG-03	33.5%	2.4%	11.4%
MIDDLESEX	SAYREVILLE BORO	EMMA ARLETH ELEMENTARY SCHOOL	23-4660-060	KG-03	36.1%	2.2%	17.5%
MONMOUTH	EATONTOWN BORO	MEADOWBROOK	25-1260-080	PK-06	34.9%	0.7%	19.2%
OCEAN	LACEY TWP	LANOKA HARBOR ELEMENTARY SCHOOL	29-2480-060	KG-04	34.9%	1.1%	17.3%
OCEAN	OCEAN TWP	FREDERIC A. PRIFF ELEMENTARY SCHOOL	29-3820-030	04-06	38.3%	0%	20%
OCEAN	OCEAN TWP	WARETOWN ELEMENTARY SCHOOL	29-3820-050	PK-03	31.9%	0%	16.7%
OCEAN	TOMS RIVER REGIONAL	JOSEPH A. CITTA ELEMENTARY SCHOOL	29-5190-067	KG-05	31.8%	4.7%	9.1%
SOMERSET	FRANKLIN TWP	MACAFEE ROAD SCHOOL	35-1610-115	PK-04	38.3%	1.4%	19%
UNION	LINDEN CITY	NUMBER 8	39-2660-150	PK-05	56.6%	21.9%	5.5%
UNION	UNION TWP	CONNECTICUT FARMS	39-5290-090	PK-04	36.2%	7.2%	9.8%



OVERVIEW

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CARTERET BORO

GRADE SPAN PK-05

NATHAN HALE ELEMENTARY SCHOOL

678 ROOSEVELT AVENUE

CARTERET, NJ 07008

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

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

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

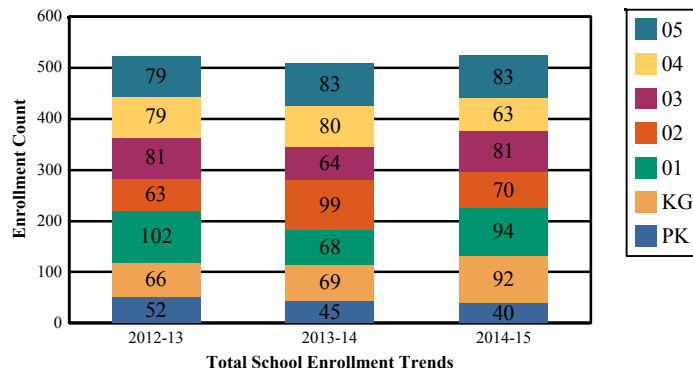
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

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Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



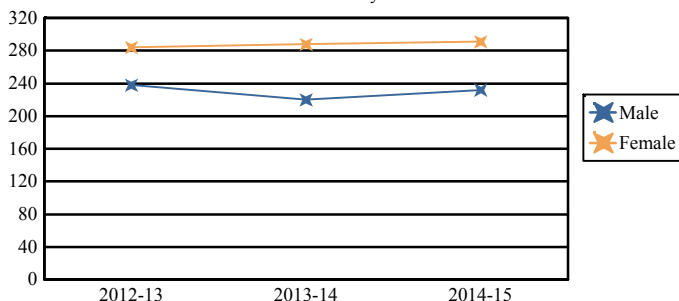
Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	522
2013-14	508
2014-15	523

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.

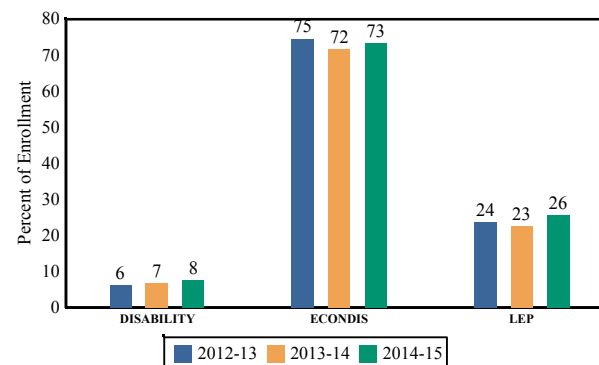


	Male	Female
2012-13	238	284
2013-14	220	288
2014-15	232	291

GRADE SPAN PK-05

Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



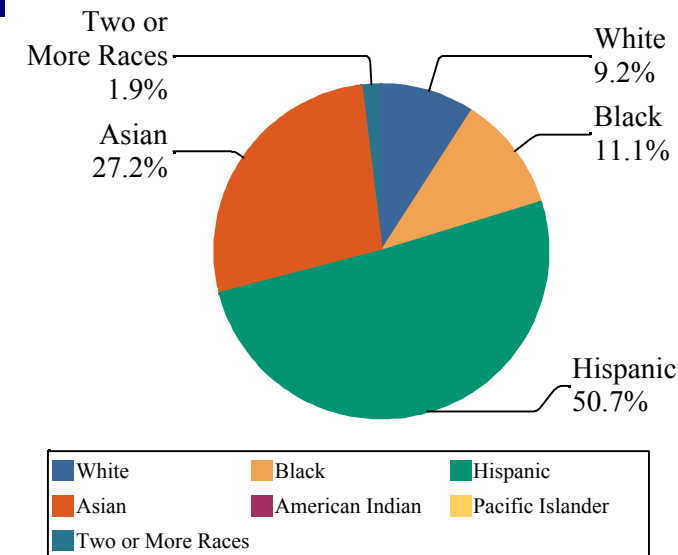
Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	40	8%
Economically Disadvantaged Students	384	73.4%
English Language Learners	134	25.6%

23-0750-060
NATHAN HALE ELEMENTARY SCHOOL
678 ROOSEVELT AVENUE
CARTERET, NJ 07008

Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	43.8%
Spanish	30.5%
Punjabi	16.9%
Urdu	5.3%
Arabic	1.5%
Hindi	0.8%
Other	1.3%

ACADEMIC ACHIEVEMENT

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GRADE SPAN PK-05

NATHAN HALE ELEMENTARY SCHOOL

678 ROOSEVELT AVENUE

CARTERET, NJ 07008

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	48%	88	40
Math Met or Exceeded Expectation	38%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	197	47.8%	95%	99.1%	YES
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	95	44.2%	95%	99.1%	YES
American Indian	-	-	--	--	--
Asian	50	58%	95%	98.4%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	138	45%	95%	100%	YES

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ACADEMIC ACHIEVEMENT

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CARTERET BORO

GRADE SPAN PK-05

NATHAN HALE ELEMENTARY SCHOOL

678 ROOSEVELT AVENUE

CARTERET, NJ 07008

ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	197	37.6%	95%	99.1%	YES
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	95	29.5%	95%	99.1%	YES
American Indian	-	-	--	--	--
Asian	50	56%	95%	98.4%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	138	33.4%	95%	100%	YES

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

ACADEMIC ACHIEVEMENT

**MIDDLESEX
CARTERET BORO**

GRADE SPAN PK-05

**NATHAN HALE ELEMENTARY SCHOOL
678 ROOSEVELT AVENUE
CARTERET, NJ 07008**

PARCC ELA Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	64	745	744	14%	17%	20%	45%	3%	48%	44%
White	-	-	753	-	-	-	-	-	-	55%
African American	11	723	725	27%	36%	0%	36%	0%	36%	26%
Hispanic	24	745	727	17%	13%	17%	54%	0%	54%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	18	749	769	6%	17%	33%	39%	6%	44%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	41	735	724	20%	22%	17%	41%	0%	41%	24%

ACADEMIC ACHIEVEMENT

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GRADE SPAN PK-05

NATHAN HALE ELEMENTARY SCHOOL

678 ROOSEVELT AVENUE

CARTERET, NJ 07008

PARCC ELA Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	59	745	751	2%	22%	31%	41%	5%	46%	52%
White	-	-	758	-	-	-	-	-	-	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	32	741	737	3%	19%	38%	41%	0%	41%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	14	759	773	0%	21%	21%	43%	14%	57%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	44	744	734	2%	25%	23%	45%	5%	50%	31%

ACADEMIC ACHIEVEMENT

MIDDLESEX
CARTERET BORO

GRADE SPAN PK-05

NATHAN HALE ELEMENTARY SCHOOL
678 ROOSEVELT AVENUE
CARTERET, NJ 07008

PARCC ELA Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	74	747	751	11%	8%	32%	46%	3%	49%	53%
White	-	-	757	-	-	-	-	-	-	62%
African American	11	732	734	9%	27%	36%	27%	0%	27%	31%
Hispanic	39	738	737	18%	8%	33%	41%	0%	41%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	18	769	771	0%	0%	28%	67%	6%	72%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	11	719	723	27%	27%	18%	27%	0%	27%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	53	742	734	13%	11%	32%	42%	2%	43%	31%

PARCC MATH - Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	64	751	746	8%	17%	19%	44%	13%	56%	46%
White	-	-	752	-	-	-	-	-	-	56%
African American	11	729	728	27%	18%	27%	18%	9%	27%	25%
Hispanic	24	742	733	8%	25%	25%	33%	8%	42%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	18	765	772	0%	11%	11%	67%	11%	78%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	41	743	730	12%	22%	12%	46%	7%	54%	26%

PARCC MATH - Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	59	733	744	5%	29%	44%	22%	0%	22%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	32	729	732	9%	31%	41%	19%	0%	19%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	14	745	769	0%	14%	57%	29%	0%	29%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	44	731	730	7%	30%	41%	23%	0%	23%	23%

ACADEMIC ACHIEVEMENT

MIDDLESEX
CARTERET BORO

GRADE SPAN PK-05

NATHAN HALE ELEMENTARY SCHOOL
678 ROOSEVELT AVENUE
CARTERET, NJ 07008

PARCC MATH - Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	74	742	744	1%	20%	45%	34%	0%	34%	42%
White	-	-	749	-	-	-	-	-	-	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	39	738	733	3%	26%	41%	31%	0%	31%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	18	754	768	0%	0%	44%	56%	0%	56%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	11	729	724	9%	55%	9%	27%	0%	27%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	53	738	731	2%	26%	45%	26%	0%	26%	23%

2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
 Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
 Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
 Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

ACADEMIC ACHIEVEMENT

**MIDDLESEX
CARTERET BORO**

GRADE SPAN PK-05

**23-0750-060
NATHAN HALE ELEMENTARY SCHOOL
678 ROOSEVELT AVENUE
CARTERET, NJ 07008**

NJASK Results - Science Grade Level - 04

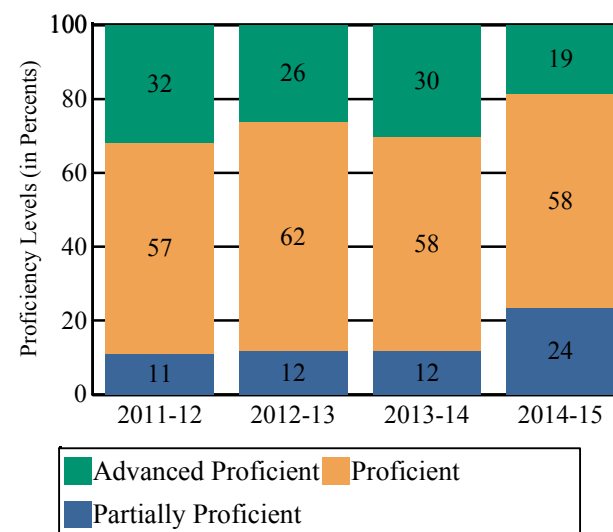
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	19%	58%	24%
White	-	-	-
African American	-	-	-
Hispanic	12%	61%	27%
American Indian	-	-	-
Asian	38%	54%	8%
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	18%	57%	25%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



COLLEGE AND CAREER READINESS

MIDDLESEX

CARTERET BORO

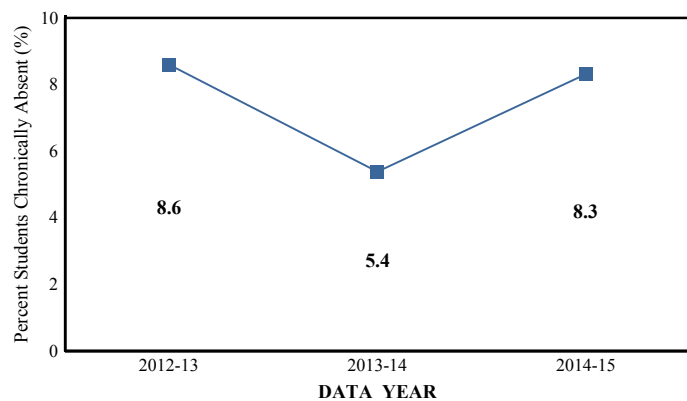
GRADE SPAN PK-05

23-0750-060
NATHAN HALE ELEMENTARY SCHOOL
678 ROOSEVELT AVENUE
CARTERET, NJ 07008

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

Chronic Absenteeism Trend

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

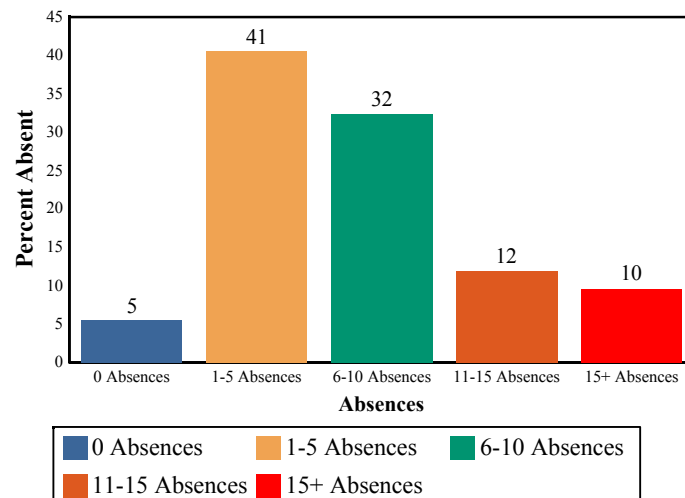


Chronic Absenteeism for 2014-15

8.33%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



STUDENT GROWTH

MIDDLESEX

CARTERET BORO

NATHAN HALE ELEMENTARY SCHOOL

678 ROOSEVELT AVENUE

CARTERET, NJ 07008

GRADE SPAN PK-05

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	42	33	21	35	YES
Student Growth on Math	52	75	50	35	YES
		54	36		100%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	7%	0%	0%
Partially Met	10%	4%	1%
Approached	12%	14%	6%
Met	11%	13%	18%
Exceeded	0%	1%	3%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	1%	0%
Partially Met	12%	7%	7%
Approached	6%	22%	15%
Met	6%	10%	11%
Exceeded	0%	0%	0%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

MIDDLESEX

CARTERET BORO

NATHAN HALE ELEMENTARY SCHOOL

678 ROOSEVELT AVENUE

CARTERET, NJ 07008

GRADE SPAN PK-05

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 03

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	850	850
75th	773	770
50th	748	743
25th	720	715
0th	662	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	53	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	821	850
75th	774	767
50th	754	745
25th	728	722
0th	672	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	45

WITHIN SCHOOL ACHIEVEMENT GAP

MIDDLESEX

CARTERET BORO

GRADE SPAN PK-05

NATHAN HALE ELEMENTARY SCHOOL

678 ROOSEVELT AVENUE

CARTERET, NJ 07008

Grade Level - 04

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	806	850
75th	760	773
50th	747	750
25th	726	728
0th	667	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	45

Grade Level - 05

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	813	850
75th	767	773
50th	748	751
25th	726	728
0th	667	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	45

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	777	850
75th	746	764
50th	733	742
25th	719	721
0th	693	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	27	43

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	782	850
75th	757	763
50th	744	743
25th	723	723
0th	667	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	40

SCHOOL CLIMATE
MIDDLESEX
CARTERET BORO

State of New Jersey
2014-15

GRADE SPAN PK-05

23-0750-060
NATHAN HALE ELEMENTARY SCHOOL
678 ROOSEVELT AVENUE
CARTERET, NJ 07008

Length of School Day

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

	School
2014-15	6 Hrs. 9 Mins.

Student Suspension Rate

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

	School
2014-15	2.7%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 31 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	13
Administrators	402

SCHOOL PEER GROUP

MIDDLESEX

CARTERET BORO

GRADE SPAN PK-05

NATHAN HALE ELEMENTARY SCHOOL

678 ROOSEVELT AVENUE

CARTERET, NJ 07008

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	CLIFFSIDE PARK BORO	SCHOOL #3	03-0890-050	KG-06	81%	10.1%	7.5%
BERGEN	CLIFFSIDE PARK BORO	SCHOOL #5	03-0890-070	KG-06	72.4%	19.5%	4.1%
CAMDEN	LINDENWOLD BORO	LINDENWOLD SCHOOL FIVE	07-2670-050	KG-04	74.3%	18.3%	7.6%
CAMDEN	PENNSAUKEN TWP	GH CARSON ELEMENTARY SCHOOL	07-4060-130	PK-04	81.7%	18.6%	13.6%
CAMDEN	PENNSAUKEN TWP	LONGFELLOW ELEMENTARY SCHOOL	07-4060-160	KG-04	78%	1.4%	1.9%
CUMBERLAND	VINELAND CITY	DANE BARSE ELEMENTARY SCHOOL	11-5390-095	KG-05	82.7%	12.5%	13.4%
ESSEX	CITY OF ORANGE TWP	CLEVELAND STREET ELEMENTARY SCHOOL	13-3880-070	PK-07	83.9%	9.6%	13.4%
ESSEX	CITY OF ORANGE TWP	LINCOLN AVENUE ELEMENTARY SCHOOL	13-3880-100	PK-07	83.4%	17.1%	17.9%
ESSEX	CITY OF ORANGE TWP	OAKWOOD AVENUE ELEMENTARY SCHOOL	13-3880-110	PK-07	87.9%	7.7%	16.9%
ESSEX	EAST ORANGE	DIONNE WARWICK INSTITUTE	13-1210-110	PK-05	84%	2%	7.3%
ESSEX	EAST ORANGE	ECOLE TOUSSAINT LOUVERTURE	13-1210-120	PK-05	87.4%	0%	11.8%
ESSEX	EAST ORANGE	J. GARFIELD JACKSON SR. ACADEMY	13-1210-170	KG-05	84.4%	0%	12%
ESSEX	EAST ORANGE	LANGSTON HUGHES ELEMENTARY SCHOOL	13-1210-080	PK-05	84.1%	0.5%	7.7%
ESSEX	EAST ORANGE	MILDRED BARRY GARVIN ELEMENTARY	13-1210-100	PK-05	91.8%	0.3%	16.6%
ESSEX	IRVINGTON TOWNSHIP	BERKELEY TERRACE	13-2330-080	PK-05	75.9%	16.2%	6.1%
ESSEX	IRVINGTON TOWNSHIP	GROVE STREET SCHOOL	13-2330-110	PK-05	89.5%	3.1%	15.3%
ESSEX	NEWARK CITY	FOURTEENTH AVENUE SCHOOL	13-3570-420	KG-04	94.8%	21.1%	36.2%
HUDSON	JERSEY CITY	GLADYS NUNERY SCHOOL	17-2390-260	PK-05	86.7%	4.1%	13.4%
HUDSON	JERSEY CITY	JOTHAM W. WAKEMAN SCHOOL	17-2390-370	PK-05	72.6%	26.7%	4.4%
HUDSON	JERSEY CITY	REV. DR. ERCAL F. WEBB SCHOOL	17-2390-200	PK-05	83.3%	14.7%	18.4%
HUDSON	WEST NEW YORK TOWN	ALBIO SIREN ELEMENTARY SCHOOL	17-5670-080	PK-06	79.8%	7.5%	9.4%
HUDSON	WEST NEW YORK TOWN	HARRY L BAIN	17-5670-100	PK-06	80.6%	15%	12.6%

SCHOOL PEER GROUP

MIDDLESEX

CARTERET BORO

NATHAN HALE ELEMENTARY SCHOOL
678 ROOSEVELT AVENUE
CARTERET, NJ 07008

GRADE SPAN PK-05

HUDSON	WEST NEW YORK TOWN	PUBLIC SCHOOL NUMBER ONE	17-5670-060	PK-06	77.7%	17%	11.4%
MIDDLESEX	CARTERET BORO	NATHAN HALE ELEMENTARY SCHOOL	23-0750-060	PK-05	73.4%	25.6%	6.8%
MIDDLESEX	PERTH AMBOY CITY	EDWARD J. PATTEN ELEMENTARY SCHOOL	23-4090-065	KG-04	74%	20.8%	7.8%
MIDDLESEX	PERTH AMBOY CITY	JAMES J. FLYNN ELEMENTARY SCHOOL	23-4090-145	KG-04	76.6%	13.1%	8.4%
MORRIS	DOVER TOWN	EAST DOVER ELEMENTARY SCHOOL	27-1110-060	KG-06	84.7%	3.3%	11.6%
MORRIS	DOVER TOWN	NORTH DOVER ELEMENTARY SCHOOL	27-1110-070	PK-06	78.1%	14.3%	4.5%
OCEAN	SEASIDE HEIGHTS BORO	HUGH J BOYD JR. ELEMENTARY SCHOOL	29-4710-050	PK-06	89.1%	15.9%	22%
PASSAIC	PATERSON CITY	SCHOOL 27	31-4010-300	KG-07	81.3%	9.2%	11.3%
PASSAIC	PATERSON CITY	URBAN LEADERSHIP ACADEMY	31-4010-061	KG-04	79.5%	9.6%	9%