



Carteret High School
 (23-0750-030)
 Grades Offered: 09-12
 2018-2019

Report Key:
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 ** Accountability calculations require 20 or more students
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Middlesex
District	Carteret Public School District
Principal Name	Mr. David Salvatore
Address	199 WASHINGTON AVENUE CARTERET, NJ 07008
Phone Number	732-541-8960
Email Address	dsalvatore@carteretschools.org
Website	http://www.carteretschools.org/CarteretHigh.cfm
Twitter	https://twitter.com/CarteretRambler



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	280	262	273
10	257	260	251
11	228	247	260
12	250	227	270
Total	1,015	996	1,054

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	46.2%	47.3%	46.5%
Male	53.8%	52.7%	53.5%
Economically Disadvantaged Students	64.5%	68.6%	65.6%
Students with Disabilities	7.4%	9.5%	9.6%
English Learners	6.9%	8.1%	6.7%
Homeless Students	0.6%	0.7%	0.5%
Students in Foster Care	0.0%	0.1%	0.1%
Military-Connected Students	0.0%	0.1%	0.3%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	12.3%	11.5%	11.1%
Hispanic	43.3%	44.6%	47.6%
Black or African American	20.6%	19.4%	17.7%
Asian	22.6%	23.2%	22.6%
Native Hawaiian or Pacific Islander	0.2%	0.5%	0.1%
American Indian or Alaska Native	0.2%	0.1%	0.1%
Two or More Races	0.8%	0.7%	0.8%

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,015	996	1,054
Shared Time Students	0	0	0
Full Time Equivalent	1,015	996	1,054

Enrollment by Home Language

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

Home Language	% of Students
English	52.9%
Spanish	26.8%
Panjabi	12.0%
Urdu	4.4%
Other Languages	4.0%

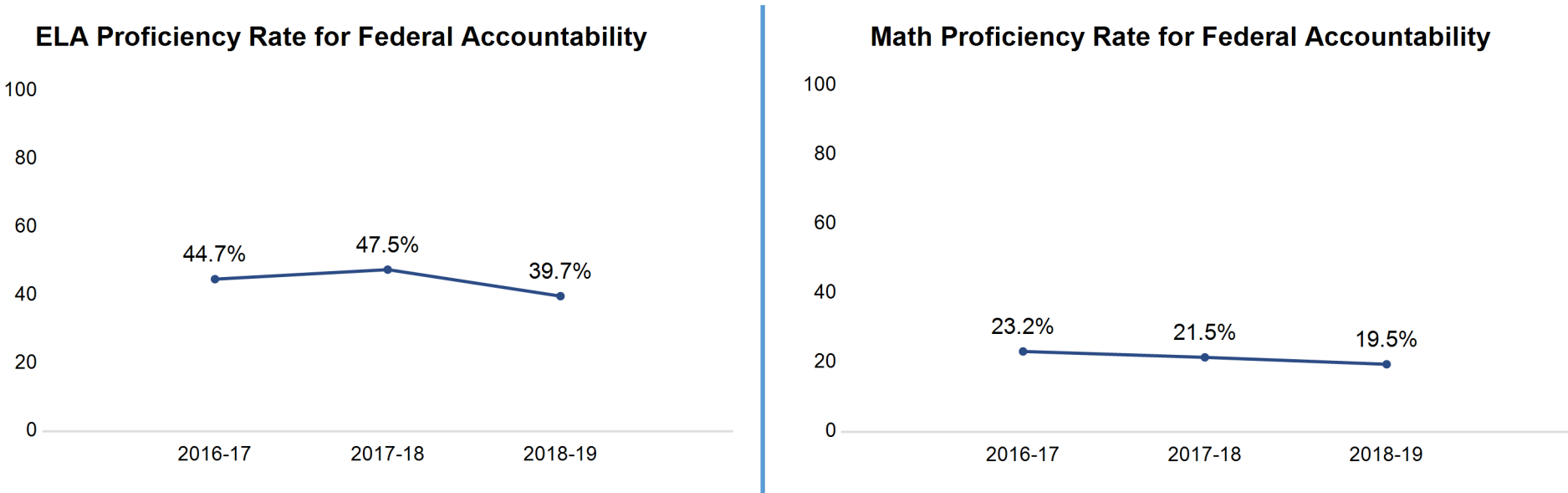


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.6%	99.8%	99.6%	99.6%	99.6%	99.6%
Proficiency Rate for Federal Accountability	44.7%	47.5%	39.7%	23.2%	21.5%	19.5%
Annual Target	45.0%	46.9%	48.7%	21.8%	24.8%	27.9%
Met Annual Target?	Met Target†	Met Target	Not Met	Met Target	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	494	99.6	39.7	44.2	57.9	39.7	48.7	Not Met
White	*	*	*	51.0	66.9	*	49.7	Not Met
Hispanic	239	99.6	33.9	36.3	43.9	33.9	41	Not Met
Black or African American	85	98.9	23.5	33.8	38.5	23.5	45.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	107	100.0	64.5	64.5	82.9	64.5	69.2	Met Target†
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	233	99.6	45.9	52.0	64.8	45.9		
Male	261	99.6	34.1	36.5	51.3	34.1		
Economically Disadvantaged Students	298	99.4	36.9	40.7	40.0	36.9	46.2	Not Met
Non-Economically Disadvantaged Students	196	100.0	43.9	51.8	67.9	43.9		
Students with Disabilities	61	97.2	*	10.6	22.7	*	21.5	Not Met
Students without Disabilities	433	100.0	*	49.6	65.1	*		
English Learners	35	100.0	20.0	31.1	29.3	20.0	20.5	Met Target†
Non-English Learners	459	99.6	41.2	46.8	60.6	41.2		
Homeless Students	*	*	*	30.8	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

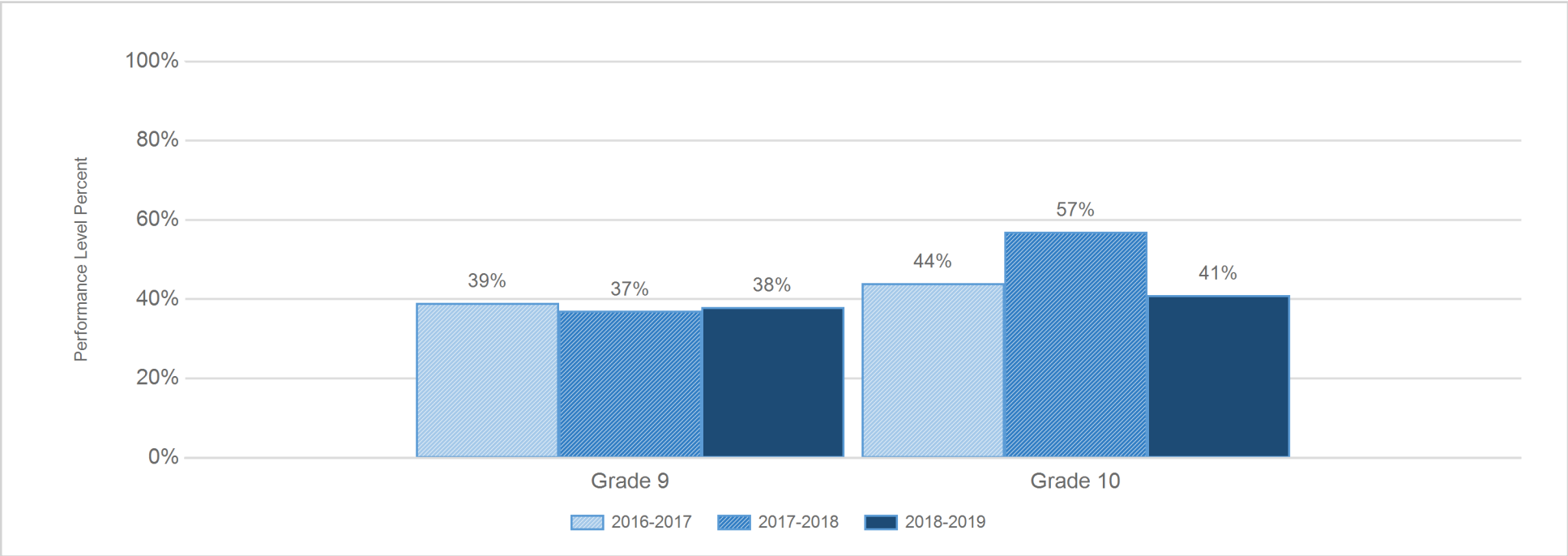


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	270	738	738	753	12%	20%	30%	30%	7%	38%	56%
White	*	*	*	762	*	*	*	*	*	*	65%
Hispanic	136	730	730	737	15%	24%	33%	*	*	28%	40%
Black or African American	38	724	724	732	*	26%	29%	*	*	24%	33%
Asian, Native Hawaiian, or Pacific Islander	61	763	763	783	*	*	23%	46%	21%	67%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	126	743	743	760	9%	18%	31%	34%	8%	42%	63%
Male	144	734	734	746	15%	22%	28%	27%	7%	34%	49%
Economically Disadvantaged Students	154	736	736	734	12%	21%	31%	*	*	35%	36%
Non-Economically Disadvantaged Students	116	741	741	762	12%	19%	28%	*	*	41%	65%
Students with Disabilities	31	701	701	717	48%	*	*	*	*	10%	17%
Students without Disabilities	239	743	743	760	8%	*	*	*	*	41%	63%
English Learners	10	692	692	693	*	*	0%	*	*	10%	*
Non-English Learners	260	740	740	755	*	*	31%	*	*	39%	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	249	735	735	757	24%	15%	20%	30%	11%	41%	58%
White	*	*	*	767	*	*	*	*	*	*	67%
Hispanic	122	733	733	738	25%	16%	20%	30%	9%	39%	43%
Black or African American	48	715	715	733	35%	21%	21%	*	*	23%	38%
Asian, Native Hawaiian, or Pacific Islander	49	758	758	792	*	*	*	43%	20%	63%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	117	747	747	766	18%	*	24%	*	*	50%	66%
Male	132	724	724	749	29%	*	17%	*	*	33%	51%
Economically Disadvantaged Students	161	730	730	735	27%	14%	20%	29%	9%	38%	40%
Non-Economically Disadvantaged Students	88	744	744	767	17%	16%	19%	33%	15%	48%	67%
Students with Disabilities	30	672	672	711	*	*	*	*	*	*	19%
Students without Disabilities	219	743	743	765	*	*	*	*	*	*	65%
English Learners	13	687	687	687	*	*	*	*	*	*	*
Non-English Learners	236	737	737	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	502	99.6	19.5	33.0	44.5	19.5	27.9	Not Met
White	*	*	*	42.6	54.1	*	28.5	Met Target†
Hispanic	245	99.6	13.5	24.0	28.8	13.5	27	Not Met
Black or African American	85	98.9	12.9	23.2	23.0	12.9	17.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	108	100.0	36.1	53.9	76.5	36.1	41.5	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	235	99.6	19.1	35.9	44.9	19.1		
Male	267	99.7	19.9	30.2	44.2	19.9		
Economically Disadvantaged Students	299	99.4	16.4	30.3	26.3	16.4	28.7	Not Met
Non-Economically Disadvantaged Students	203	100.0	24.1	39.0	54.9	24.1		
Students with Disabilities	61	97.2	*	*	17.4	*	16.1	Not Met
Students without Disabilities	441	100.0	*	*	50.0	*		
English Learners	40	100.0	*	*	25.0	*	15.7	Not Met
Non-English Learners	462	99.6	*	*	46.5	*		
Homeless Students	*	*	*	19.2	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

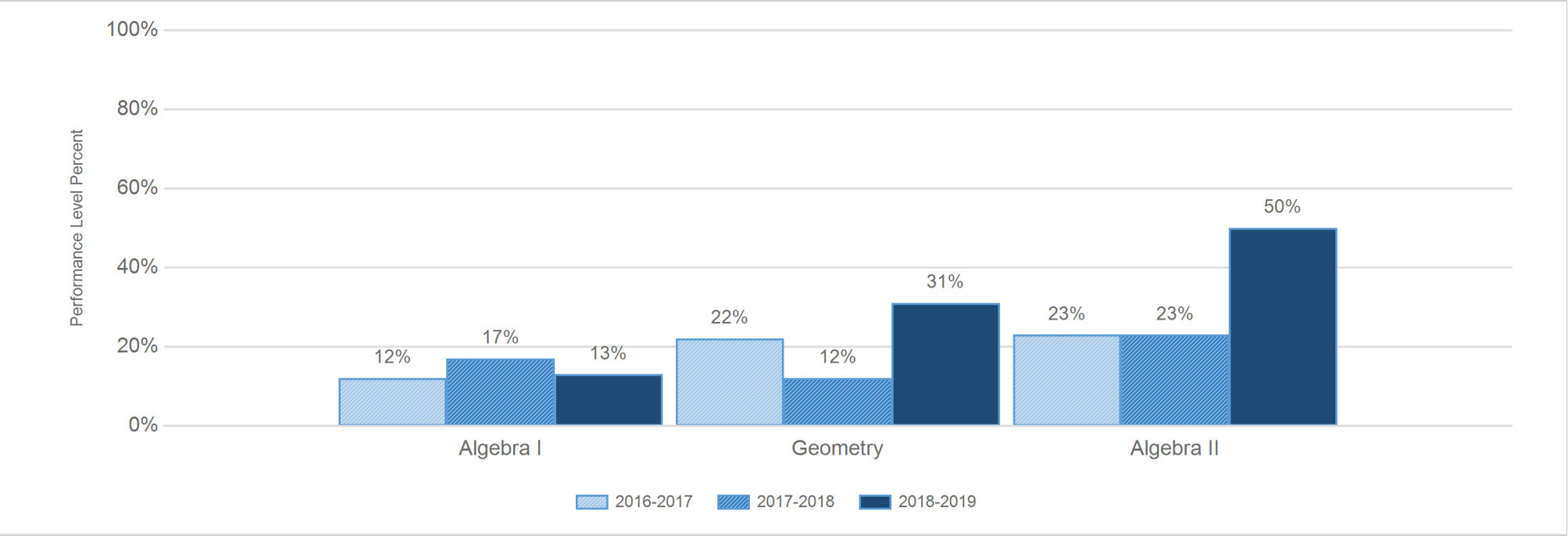


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	390	720	726	744	16%	42%	29%	13%	0%	13%	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	210	718	721	728	*	*	*	*	*	*	24%
Black or African American	70	714	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	67	733	742	775	*	*	37%	28%	0%	28%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	180	720	725	745	14%	44%	29%	12%	0%	12%	44%
Male	210	720	726	743	18%	40%	29%	13%	0%	13%	41%
Economically Disadvantaged Students	243	719	724	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	147	723	728	752	*	*	*	*	*	*	52%
Students with Disabilities	47	705	*	717	*	*	*	*	*	*	12%
Students without Disabilities	343	722	*	748	*	*	*	*	*	*	47%
English Learners	26	708	708	710	*	*	*	*	*	*	*
Non-English Learners	364	721	727	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	94	734	734	737	15%	15%	39%	31%	0%	31%	35%
White	14	731	731	743	*	*	*	*	*	29%	43%
Hispanic	36	732	732	724	*	*	53%	*	*	19%	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	32	747	747	762	*	*	41%	47%	0%	47%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	38	732	732	738	*	*	42%	*	*	24%	36%
Male	56	735	735	736	*	*	38%	*	*	36%	34%
Economically Disadvantaged Students	50	735	735	722	*	*	44%	30%	0%	30%	16%
Non-Economically Disadvantaged Students	44	732	732	743	*	*	34%	32%	0%	32%	43%
Students with Disabilities	12	690	690	712	*	*	*	*	*	*	*
Students without Disabilities	82	740	740	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	744	744	755	*	*	23%	50%	0%	50%	58%
White	*	*	*	758	*	*	*	*	*	*	62%
Hispanic	18	748	748	731	*	*	*	*	*	44%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	12	754	754	777	*	0%	*	*	*	58%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	27	748	748	752	*	*	*	*	*	52%	55%
Male	17	738	738	758	*	*	*	*	*	47%	62%
Economically Disadvantaged Students	23	744	744	729	*	*	*	48%	0%	48%	32%
Non-Economically Disadvantaged Students	21	744	744	761	*	*	*	52%	0%	52%	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	44	744	744	755	*	*	23%	50%	0%	50%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



Carteret High School
(23-0750-030)
Grades Offered: 09-12
2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	30.6%	40.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	29	89.7%	10.3%
3-4	32	87.5%	12.5%
5 or more	*	*	*



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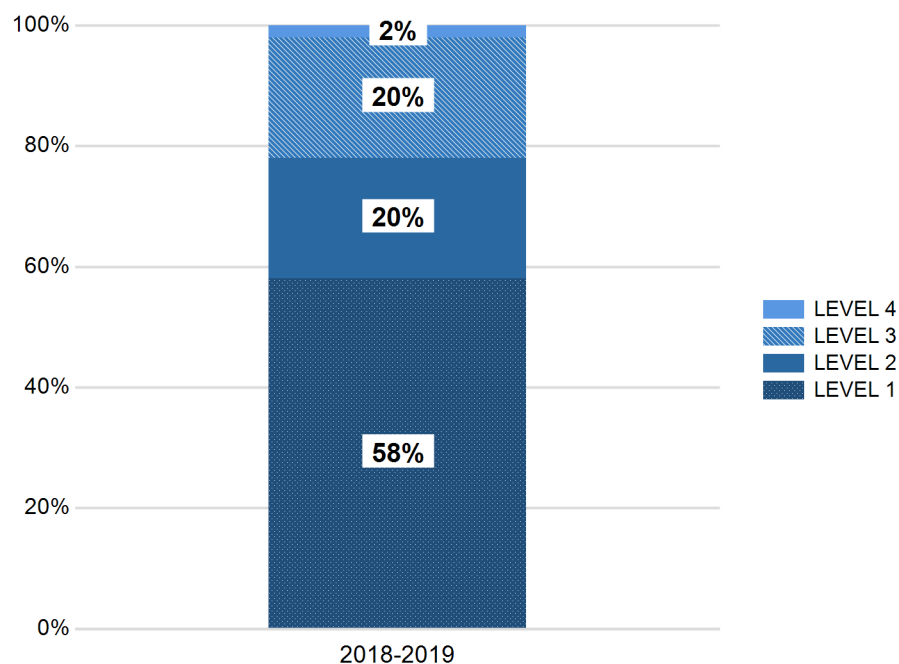
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	58	20	20	2
White	*	*	*	*
Hispanic	68	17	14	2
Black or African American	79	17	2	2
Asian, Native Hawaiian, or Pacific Islander	33	22	43	1
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	53	23	20	3
Male	61	17	20	1
Economically Disadvantaged Students	62	17	20	1
Non-Economically Disadvantaged Students	51	25	20	4
Students with Disabilities	90	10	0	0
Students without Disabilities	55	21	22	3
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	100.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	57.4%	72.1%
12th graders taking ACT in 2018-19 or prior years	4.4%	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	418	476	Grade 10: 430 Grade 11: 460	41%	61%
PSAT 10/NMSQT - Math	424	477	Grade 10: 480 Grade 11: 510	23%	43%
SAT - Reading and Writing	494	539	480	54%	70%
SAT - Math	498	541	530	35%	53%
ACT - Reading	20	25	22	42%	66%
ACT - English	20	24	18	58%	81%
ACT - Math	20	24	22	50%	65%
ACT - Science	19	24	23	50%	57%



Carteret High School
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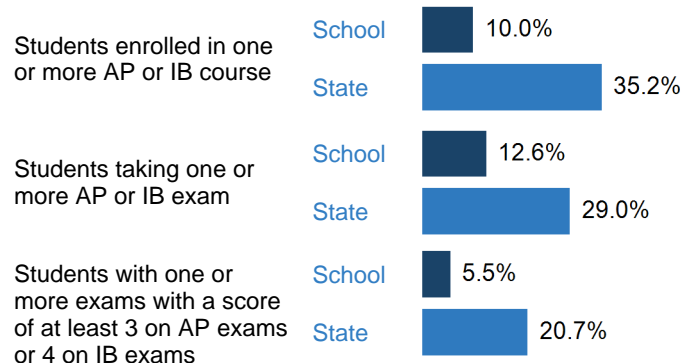
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

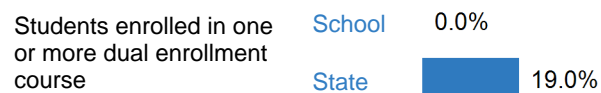
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	6	7
AP Calculus AB	0	29
AP Calculus BC	9	9
AP Computer Science A	6	7
AP Computer Science Principles	12	10
AP English Language and Composition	0	1
AP English Literature and Composition	16	16
AP Physics 1	0	1
AP Psychology	24	25
AP Spanish Language	5	5
AP Statistics	19	19
AP U.S. History	0	1
AP World History	2	2
Total Exams taken		132
Exams with scores of at least 3 on AP exams or 4 on IB exams		49



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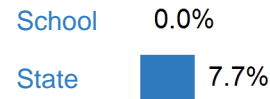
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

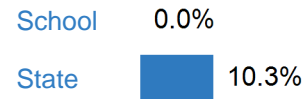
Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants
(completed only one course in an approved CTE program)



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



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences





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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	0.0%	7.7%	10.3%
White	0.0%	0.0%	6.1%	9.6%
Hispanic	0.0%	0.0%	10.3%	11.3%
Black or African American	0.0%	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	0.0%	0.0%	7.3%	10.6%
Male	0.0%	0.0%	8.0%	10.1%
Economically Disadvantaged Students	0.0%	0.0%	10.4%	11.8%
Students with Disabilities	0.0%	0.0%	6.6%	9.2%
English Learners	0.0%	0.0%	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Total (All Clusters)	0	0	0



Carteret High School
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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	205	59	0	0	0	0	22
10	34	171	37	0	0	0	127
11	125	30	42	39	25	1	33
12	52	13	3	36	27	18	134
Total	416	273	82	75	52	19	316
Enrolled in AP/IB Course					9	19	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	269	1	0	0	0	8
10	234	15	0	0	0	111
11	15	228	0	0	5	115
12	8	18	0	0	20	95
Total	526	262	0	0	25	329
Enrolled in AP/IB Course	6	0		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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 2018-2019

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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	270	1	0	1	0	9
10	11	238	0	27	0	85
11	6	248	0	32	0	122
12	6	47	0	61	0	106
Total	293	534	0	121	0	322
Enrolled in AP/IB Course	2	0	0	24		0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	172	38	26	0	0	0	16
10	174	25	15	0	0	0	6
11	120	19	12	0	0	0	7
12	41	7	8	0	0	0	5
Total	507	89	61	0	0	0	34
Enrolled in AP/IB Course	5	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	125	20	12	0	0	0	0



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Computer Science and Information Technology– Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	0	0	3	0	0	0
11	3	0	4	0	0	0
12	3	0	5	0	0	0
Total	6	0	12	0	0	0
Enrolled in AP/IB Course	6		12			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



Carteret High School

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2018-2019

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

Language	Students Earning a Seal of Biliteracy
Arabic	*
French	*
Hindi	*
Italian	*
Portuguese	*
Punjabi	*
Spanish	21
Urdu	*
Total	32



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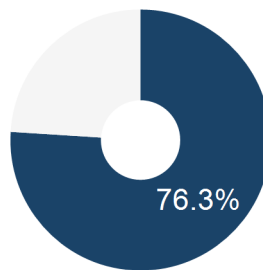
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Visual and Performing Arts – Course Participation

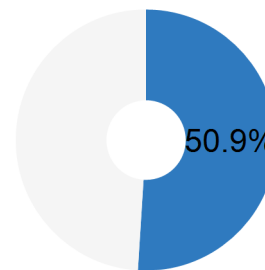
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 9-12:

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

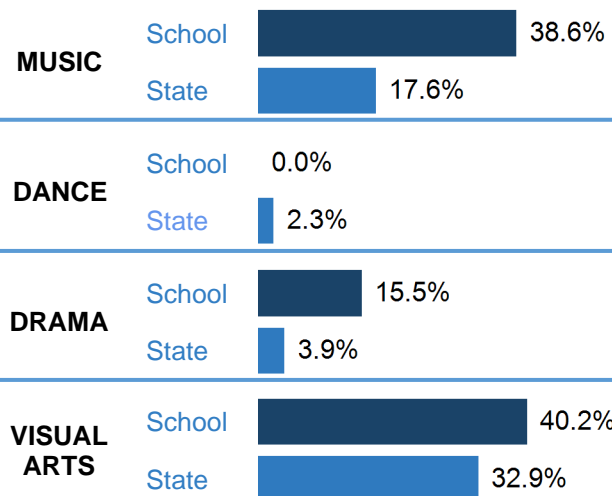


School



State

Students enrolled in one or more classes by discipline:





Carteret High School
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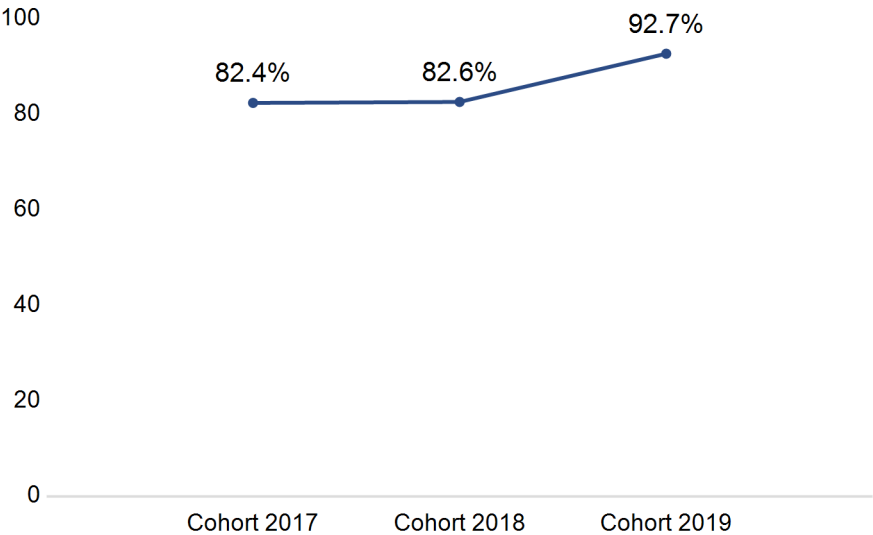
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

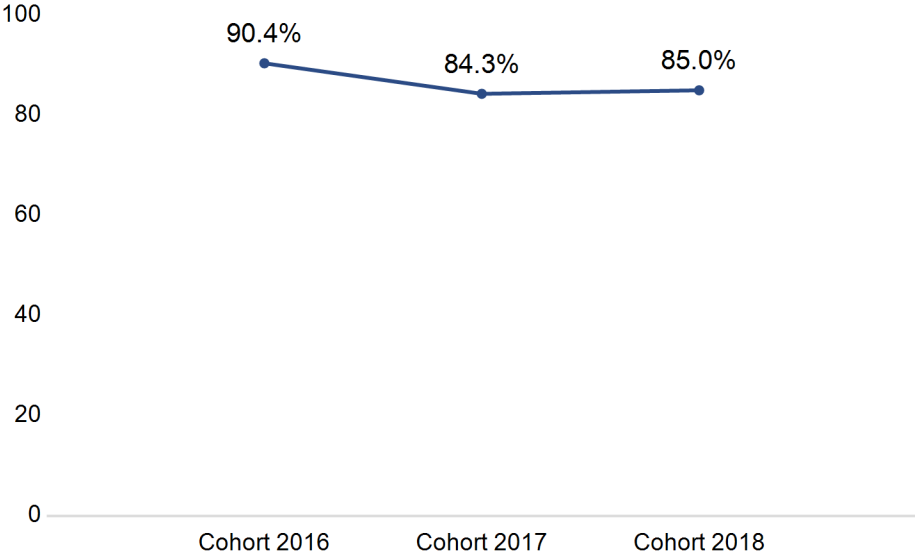
Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	82.4%	82.6%	92.7%	90.4%	84.3%	85.0%
Annual Target	84.7%	85.3%		90.3%	90.6%	
Met Annual Target?	Not Met	Not Met		Met Target	Not Met	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	92.7%	90.6%	85.0%	92.5%	82.6%	85.3%	Not Met	84.3%	90.6%	Not Met
White	90.9%	94.9%	*	95.9%	*	87.3%	Not Met	80.5%	89.2%	Not Met
Hispanic	91.7%	84.5%	82.5%	87.3%	79.5%	85.2%	Not Met	81.8%	89.2%	Not Met
Black or African American	91.2%	83.3%	77.9%	87.1%	75.0%	76.8%	Not Met	78.7%	85.5%	Not Met
Asian, Native Hawaiian or Pacific Islander	98.3%	96.9%	98.1%	97.8%	96.2%	N	Met Goal	98.2%	N	Met Goal
American Indian or Alaska Native	*	92.2%	N	88.9%	N	N	N	*	**	**
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	93.7%	92.8%	86.2%	94.4%	84.7%			88.1%		
Male	91.9%	88.5%	83.7%	90.8%	80.5%			81.4%		
Economically Disadvantaged Students	93.9%	84.0%	85.3%	87.3%	81.4%	85.6%	Not Met	83.1%	90.4%	Not Met
Students with Disabilities	70.4%	79.2%	75.9%	83.8%	65.5%	65.8%	Not Met	65.5%	71.9%	Not Met
English Learners	96.0%	75.4%	68.0%	80.1%	60.9%	90.5%	Not Met	77.8%	**	**
Homeless Students	N	74.6%	*	78.3%	*			*		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



Carteret High School
 (23-0750-030)
 Grades Offered: 09-12
 2018-2019

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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	32.9%	46.3%
Substitute Competency Test	59.6%	45.1%
Portfolio Appeals Process	4.7%	5.9%
Alternate Requirements specified in IEP	2.7%	2.7%
Unknown	0.0%	0.0%

Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	0.7%	1.2%
2017-2018	2.0%	1.2%
2016-2017	3.4%	1.1%



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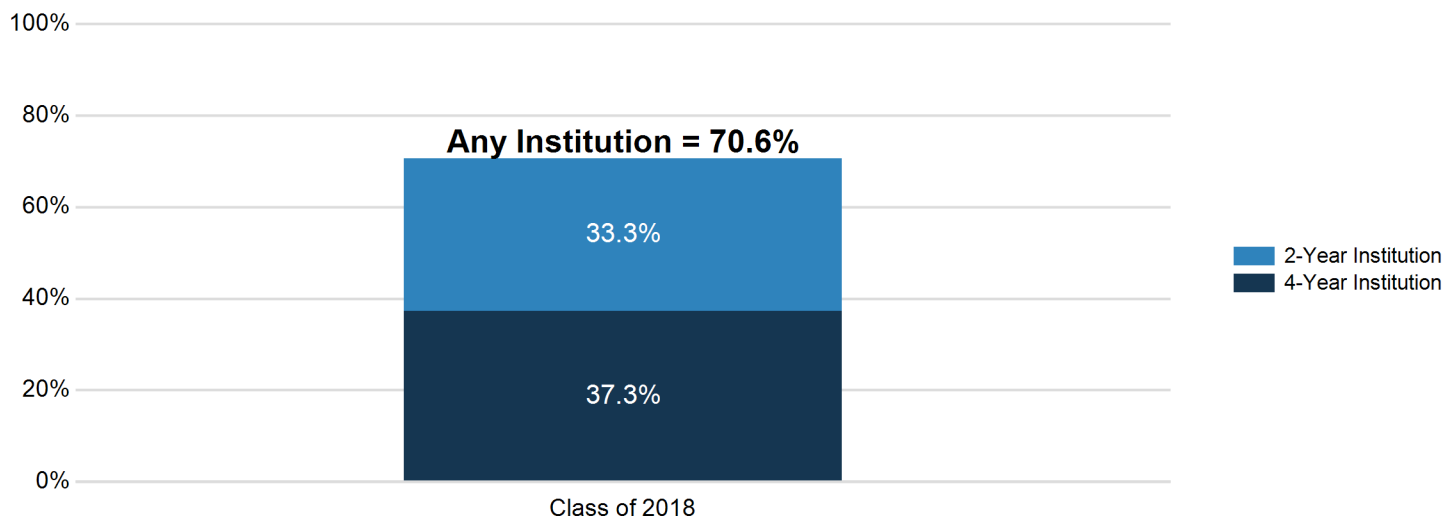
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	33.3%
% Enrolled in 4-Year Institution	37.3%
% Enrolled in Any Postsecondary Institution	70.7%



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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	57.7%	50%	50%
White	*	*	*
Hispanic	47.1%	60.7%	39.3%
Black or African American	60%	39.4%	60.6%
Asian, Native Hawaiian, or Pacific Islander	76.3%	42.2%	57.8%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	59.4%	44.6%	55.4%
Students with Disabilities	23.1%	83.3%	16.7%
English Learners	47.6%	60%	40%

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	70.7%	47.2%	52.8%	78.6%	21.4%	87.4%	12.6%
White	*	*	*	*	*	*	*
Hispanic	67.7%	61.5%	38.5%	83.1%	16.9%	90.8%	9.2%
Black or African American	70%	37.1%	62.9%	71.4%	28.6%	77.1%	22.9%
Asian, Native Hawaiian, or Pacific Islander	94%	34%	66%	78.7%	21.3%	91.5%	8.5%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	73.3%	42.7%	57.3%	74.5%	25.5%	85.5%	14.5%
Students with Disabilities	31.6%	83.3%	16.7%	100%	0%	66.7%	33.3%
English Learners	*	*	*	*	*	*	*



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

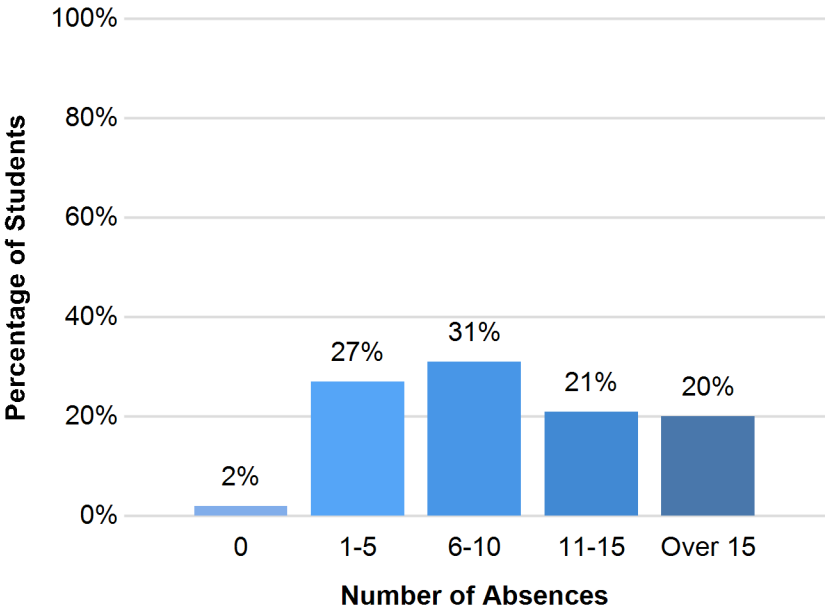
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	155	14.2	14.2	Met
White	22	17.6	14.2	Not Met
Hispanic	76	14.8	14.2	Not Met
Black or African American	28	14.1	14.2	Met
Asian, Native Hawaiian, or Pacific	25	10.2	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	81	16.2		
Male	74	12.5		
Economically Disadvantaged Students	109	15.5	14.2	Not Met
Students with Disabilities	36	25.7	14.2	Not Met
English Learners	7	10.0	14.2	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





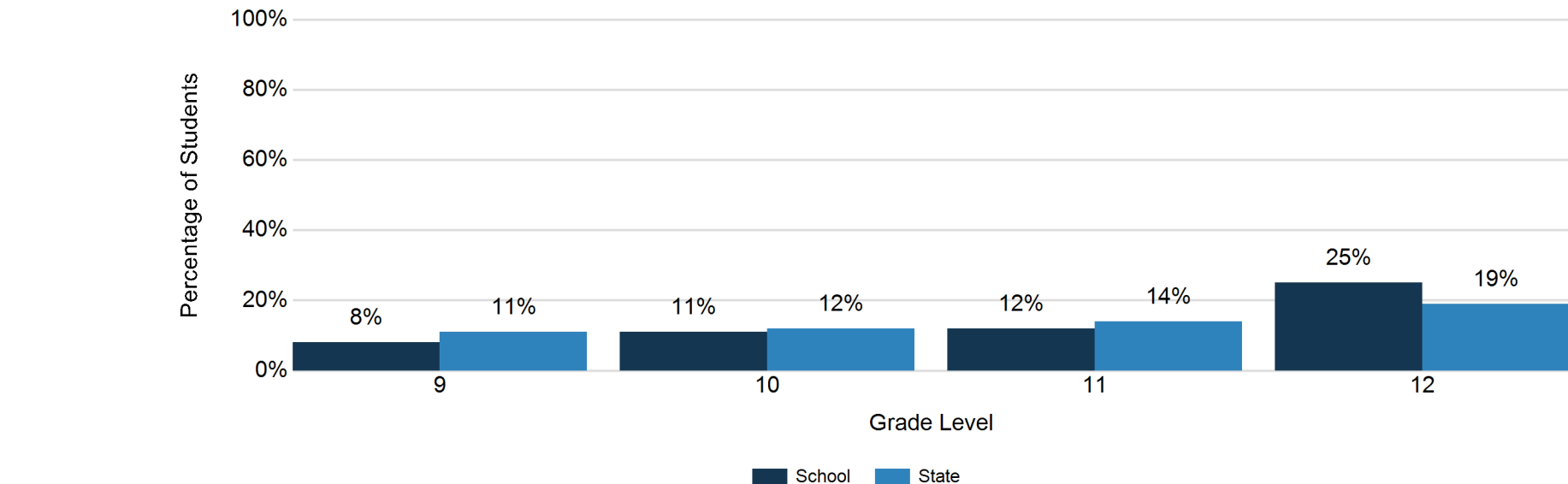
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	20
Weapons	1
Vandalism	0
Substances	7
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	29
Incidents Per 100 Students Enrolled	2.75

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	3
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	46	4.4%
Any Suspension	46	4.4%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
190



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School Day

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

Category	School
Typical Start Time	8:00 AM
Typical End Time	2:25 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 50 Mins
Shared Time - Instructional Time	5 Hrs. 50 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	84	118,214
Average years experience in public schools	10.7	12.1
Average years experience in district	10.7	10.8
Percentage of Teachers with 4 or more years experience in the district	75.0%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	20	9,530
Average years experience in public schools	15.9	16.0
Average years experience in district	15.6	12.0
Percentage of Administrators with 4 or more years experience in the district	70.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	13:1
Students to Administrators	264:1	196:1
Teachers to Administrators	21:1	15:1
Students to Librarians/Media Specialists		N
Students to Nurses		785:1
Students to Counselors		785:1
Students to Child Study Team Members		245:1



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

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.5%	53.6%	75.0%	48.4%	77.1%	54.9%
Male	53.5%	46.4%	25.0%	51.6%	22.9%	45.1%
White	11.1%	72.6%	50.0%	42.4%	83.6%	77.4%
Hispanic	47.6%	13.1%	25.0%	29.9%	7.3%	7.2%
Black or African American	17.7%	6.0%	25.0%	15.0%	6.6%	13.9%
Asian	22.6%	8.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.8%	0.0%	0.0%	2.1%	0.2%	0.2%



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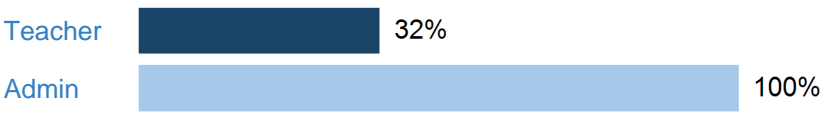
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.6%	90.5%
2017-18 Administrators: Same district 2018-19	84.2%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.5%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
 Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
 Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	44.7%	47.5%	39.7%
Math Proficiency	23.2%	21.5%	19.5%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	82.4%	82.6%	92.7%
5-Year Graduation Rate†	90.4%	84.3%	85.0%
Progress toward English Language Proficiency		52.0%	30.6%
Chronic Absenteeism	12.3%	13.0%	14.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
 Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



Carteret High School
 (23-0750-030)
 Grades Offered: 09-12
 2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement– Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Not Met	Not Met	Met Target†	Met	No
White	Not Met	Met Target†	Not Met	Not Met	n/a	Not Met	No
Hispanic	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
Black or African American	Not Met	Met Target†	Not Met	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target†	Met Target†	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	Met Target†	Not Met	Not Met	**	**	Met	No

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






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School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> Carteret High School completed the Middle States Accreditation Process led by teacher leaders. The final approval was awarded this April for 7 years. Carteret High School Jobs for America's Graduates (JAG) program received top honors at the national leadership conference in Washington DC for the third straight year. 49 students were awarded the Seal of Biliteracy, demonstrating proficiency in two languages.
 <p>Mission, Vision, Theme:</p>	<p>The vision of CHS is to ensure a quality public education for all students, so that all students graduate on time and are prepared to attend the post-secondary institution/training of their choice. Our graduates will be diverse thinkers who are competent, confident, and respectful young adults. CHS respects the individual needs of the students; fosters a caring and creative environment; and emphasizes the social, emotional, physical, and intellectual development of each student.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Carteret High School has been recognized for its outstanding achievement in the visual and performing arts. The Rambler Marching Band earned 2nd place in the Atlantic Coast Championship. Our elite Chamber Choir received the following accolades: NJACDA HS Choir Festival- Outstanding Rating, Music in the Parks- Superior performance rating, Music in the Parks- Outstanding Overall Choir, WorldStrides OnStage in Virginia- Superior Performance & 1st Place in category. Also, Varsity Vocals competed in their first international competition and also performed at the NJ School Boards Convention. Drama Club students were honored at the Paper Mill Playhouse Rising Star Awards. Two students were recipients of the Student Achievement Award- Lighting Design and Outstanding Performance of a Lead Actor.</p>






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 <div>Courses, Curriculum, Instruction:</div>	<p>CHS continues to prepare students for college and career choices in preparation for graduation. Higher level courses are offered through dual enrollment with Kean University and Middlesex County College. New courses at CHS include: Global Logistics, Future Teachers of America, Intro to Robotics, Financial Literacy, Intro to Fashion and Design, Intro to Acting, Theater Production, Intro to Piano/Keyboarding, School to Career Principles and Experience. We partnered with Lincoln Tech for career training opportunities in a certificated program. All of our first year students participate in Freshman Seminar. We continue to utilize the LinkIt System to create common assessments and analyze results/trends.</p>
 <div>Sports and Athletics:</div>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Football (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys & Girls)</p> <p>The Carteret High School prides itself on its high performing and competitive sports programs. NJSIAA Meet of Champions - 1st Place Long Jump; 4th Place Triple Jump. The CHS Girls Bowling Team won the GMC Blue Division Championship and State Champions. The CHS Boys Basketball Team won the GMC Blue Division Championship. Also, CHS Athletics annually participates in NJ Women in Sports events, NJSIAA and GMC Scholar Athlete Awards, NJ News 12/NJEA Scholar Athlete Program, and the GMC Sportsmanship Awards. Outstanding athletes are honored at our annual athletic awards night. We alsos had Spring</p>
 <div>Clubs and Activities:</div>	<p>CHS offers opportunities for students to expand their interests & nurture their abilities to meaningfully contribute to the school community. CHS offers Band, Choir, Drama, Engineering & Gaming clubs, and Student Council. Celebrating culture and diversity, our World Language club travels to destinations in Europe annually. Students can also join Ladies of Royalty, RWJ Safety Ambassadors, Prevention Players, Yearbook, and Guidance Ambassadors. National Honor Societies have also been established for students who have demonstrated excellence.</p>






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 <div>Before and After School Programs:</div>	<p>After school programs are accessible to all students in grades 9-12. We offer the Teen Outreach Program (TOP) which focuses on decision making and goal setting. Aspire High empowers our ESL students and aims to instill college and career readiness skills. Additionally, study sessions for advanced courses are afforded to students by highly qualified staff. Prevention Players is a student led organization that teaches character education and builds leadership skills through outreach and community service. Ladies of Royalty helps students develop character, leadership and life skills, promoting positive decision making.</p>
 <div>Staff and Professional Learning:</div>	<p>Professional learning opportunities are provided through various avenues, including PD Academy, teacher in-service, & professional learning communities. A major focus this year has been intensive Problem-Based Learning for all content areas. The Connected Action Roadmap has been adopted for the 3rd year. Teams collaboratively create coherent plans by connecting student learning, assessment, standards, and educator effectiveness.</p>
 <div>Postsecondary Information:</div>	<p>For the 2018-2019 school year, we had 267 graduates; 107 were college-bound with 38 attending a two-year college, 66 attending a four-year college, two attending trade school, and 11 students who enlisted into the military. The PSATs and the ASVAB are offered annually during the school day. Fee waivers are provided to eligible students for AP exams, SATs, and ACTs Annual Financial Aid Nights, College Fairs, and on-site visits from colleges and trade schools promote success after graduation.</p>






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 <p>Student Supports and Services:</p>	<p>CHS continues to expand and refine our ESL services for students. Achieve 3000 is now utilized in all ESL classes. Our in-class resource model is being revised, including schedules for students, cohort creations, & new teaching partnerships. Curriculum & programming expansion includes redesigned life skills, career explorations, & community-based instruction courses, as well as new classes for our special needs population. We partnered with Effective School Solutions to offer a comprehensive and supportive mental health program for select students.</p>
 <p>Student Health and Wellness:</p>	<p>CHS has a breakfast program that is available to all students each day. Additionally, all students receive daily physical education instruction. CHS also houses Pathways, a school-based counseling program that provides individual and family counseling, as well as programs such as SADD, the Great American Smokeout, Opioid Awareness Day, bullying prevention, Gender and Sexuality Alliance, PALS Community Service, the Breakfast Club, Teen Outreach Program, and a mentor program for middle school students.</p>
 <p>Parent and Community Involvement:</p>	<p>Various parent organizations drive our home-school connection. The Band Parent Varsity Vocals and athletic groups are actively involved in fundraising efforts to support student programs. Our parent groups often attend academic nights, student performances and travel distances to support our Carteret Ramblers.</p>






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers CHS utilizes Survey Monkey, distributed once annually, to ascertain how students, faculty, & parents feel about school climate & culture. The results indicate students believe there are numerous opportunities for them to be involved in the school. Students feel we have a warm & welcoming environment in which they are engaged in becoming positive school community members. Staff responses indicate that students generally respect each others' differences and are tolerant of many different cultures.</p>
 <p>Facilities:</p>	<p>CHS has undergone upgrades which have renovated our main entrance lobby and main floor, including LED lighting, painting and flooring. Carteret High School has received a brand new media center design, complete with soft seating, smart tables, computer tables on wheels, and high cafe tables with connectivity capability. A brand new state-of-the-art athletic field was unveiled June 2018.</p>
 <p>School Safety:</p>	<p>Full time security personnel are on staff. All staff and students are required to wear school identification. New cameras and door buzzers have been purchased to enhance our security protocols. We have also purchased LobbyGuard, a 7 ID security system allowing us to monitor visitors to the building. Annual training is provided to staff on the topics of Safety and Security. Students and staff participate in monthly security/safety drills. An Anti-Bullying Specialist provides programs and resources to parents, students, faculty and staff.</p>



Carteret High School

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 <div>Technology and STEM:</div>	<div>Carteret High School prides itself on expanding technology and other services to assist our students in reaching academic success, as well as being college and career ready. CHS continued an expansion of chromebook carts for classroom use throughout the building. CHS has adopted a 1-to-1 chromebook initiative for our students for this year's Freshmen Academy. The high school has a number of new technology-based classes. When engaging in lessons and activities, all students have access to some form of technology to heighten their learning capacity.</div>
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<div><div>Other Information</div></div>	<p>Carteret High School had its first Gates Scholarship Award winner. The Gates Scholarship is a highly selective, last-dollar scholarship for exceptional, Pell-eligible, minority, high school seniors. Starting in 2018, the scholarship will be awarded to 300 top student leaders each year with the intent of promoting their academic excellence through college graduation, and providing them the opportunity to reach their full potential. Our winner will receive 1.2 million dollars.</p>
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Carteret Middle School
(23-0750-055)
Grades Offered: 06-08
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Carteret Middle School
(23-0750-055)
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School Contact Information

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

Type	Contact Information
County	Middlesex
District	Carteret Public School District
Principal Name	Mrs. Tara Romero
Address	300 CARTERET AVENUE CARTERET, NJ 07008
Phone Number	732-541-8960
Email Address	tromero@carteretschools.org
Website	https://cms.carteretschools.org
Facebook	https://Facebook.com/CarteretMiddleSchool
Twitter	https://twitter.com/RisingRamblers



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
6	250	285	257
7	295	277	295
8	285	297	293
Total	830	859	845

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	48.7%	46.8%	48.5%
Male	51.3%	53.2%	51.5%
Economically Disadvantaged Students	72.2%	72.2%	71.8%
Students with Disabilities	11.6%	12.7%	12.5%
English Learners	4.7%	6.4%	7.3%
Homeless Students	0.8%	1.0%	1.1%
Students in Foster Care	0.6%	0.1%	0.2%
Military-Connected Students	0.0%	0.1%	0.4%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	11.6%	10.2%	11.7%
Hispanic	47.9%	49.1%	48.4%
Black or African American	16.5%	15.6%	16.1%
Asian	22.9%	23.7%	22.6%
Native Hawaiian or Pacific Islander	0.4%	0.3%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.1%
Two or More Races	0.7%	0.9%	0.8%

Enrollment by Home Language

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

Home Language	% of Students
English	53.6%
Spanish	24.1%
Panjabi	11.6%
Urdu	5.0%
Arabic	1.3%
Other Languages	4.4%



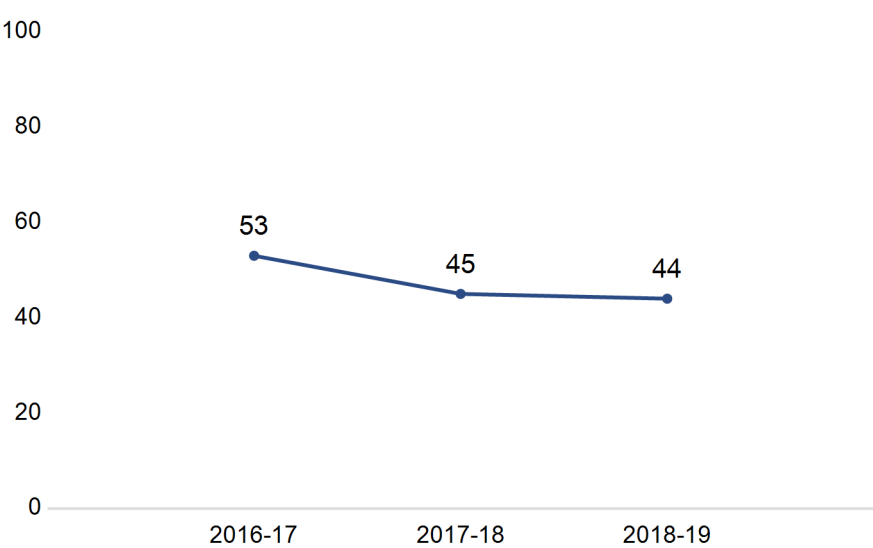
Carteret Middle School
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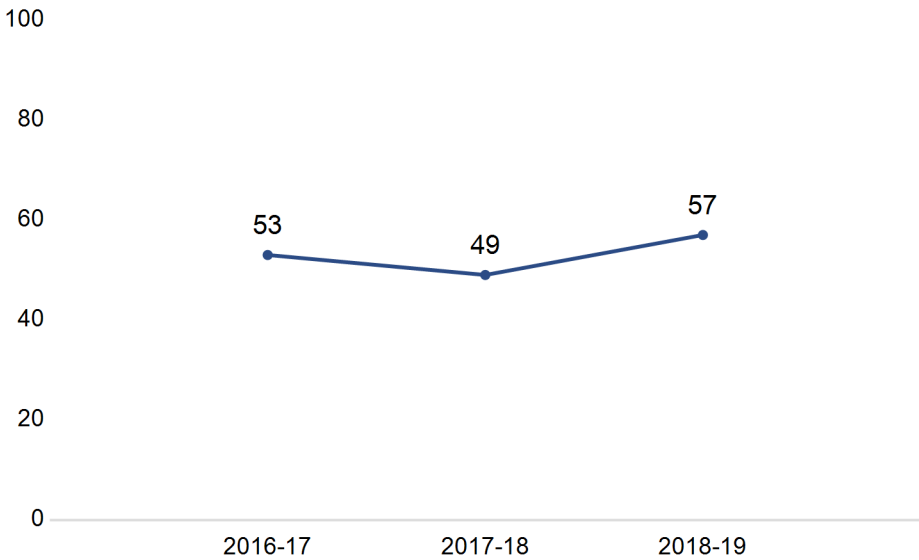
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	53	45	44	53	49	57
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	44	40	50	Met Standard	57	52	50	Met Standard
White	49	45	50	Met Standard	65	59	52	Exceeds Standard
Hispanic	40	38	49	Met Standard	56	48	47	Met Standard
Black or African American	38	35.5	45	Not Met	49	49	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	57	51	59	Met Standard	61	54	60	Exceeds Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	28	49	**	*	55	52	**
Female	54	46	53	N	56.5	54	50	N
Male	37	34	47	N	57	51	51	N
Economically Disadvantaged Students	44	40	48	Met Standard	57	50	46	Met Standard
Students with Disabilities	35	31.5	43	Not Met	38	35	45	Not Met
English Learners	53	42	52	Met Standard	61.5	56	50	Exceeds Standard
Homeless Students	19	19	43	N	*	47	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	*	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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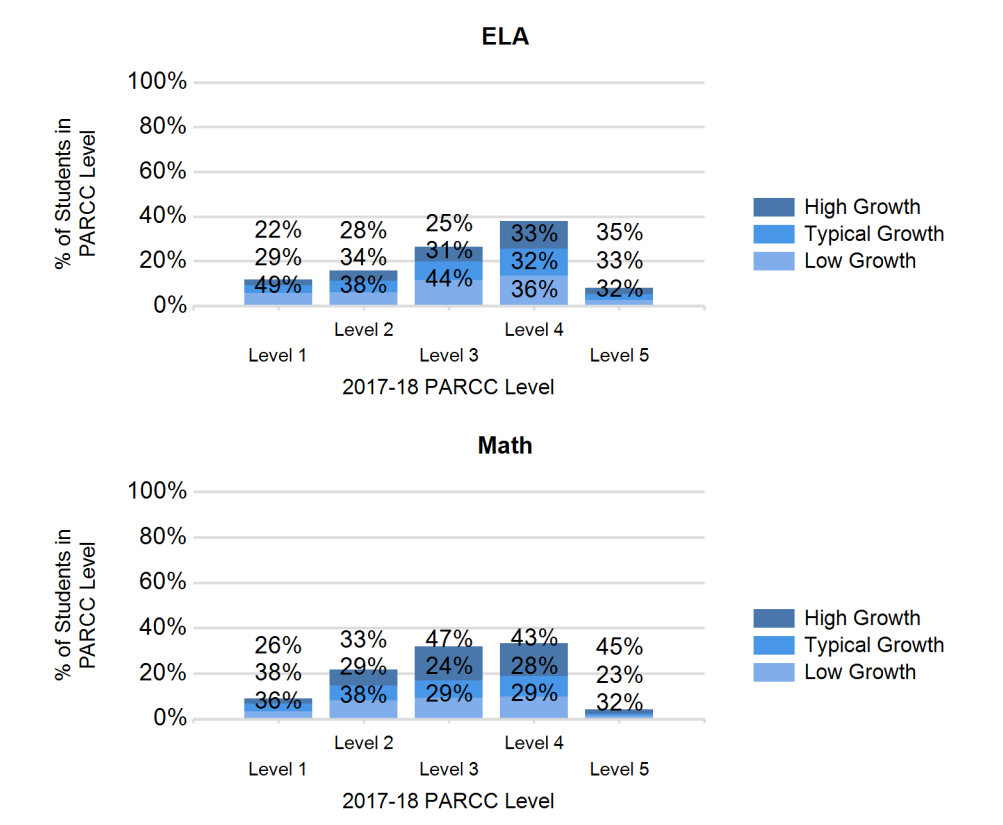
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A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

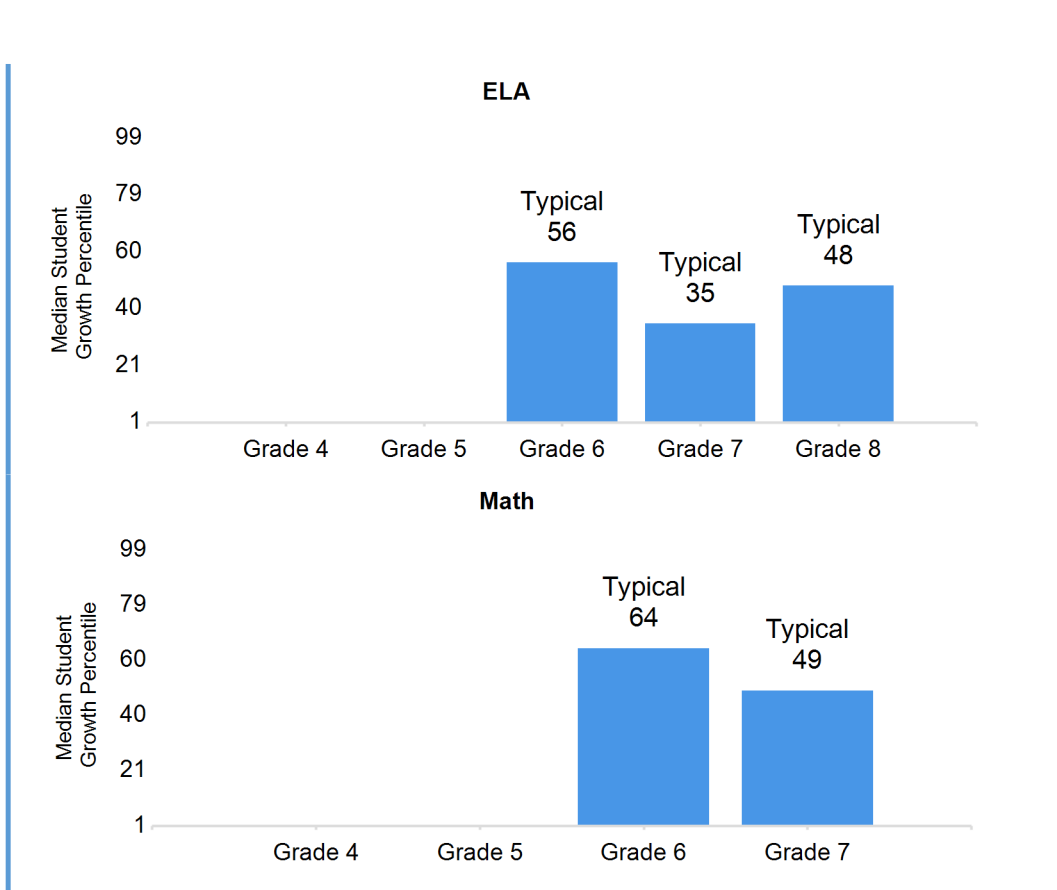
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



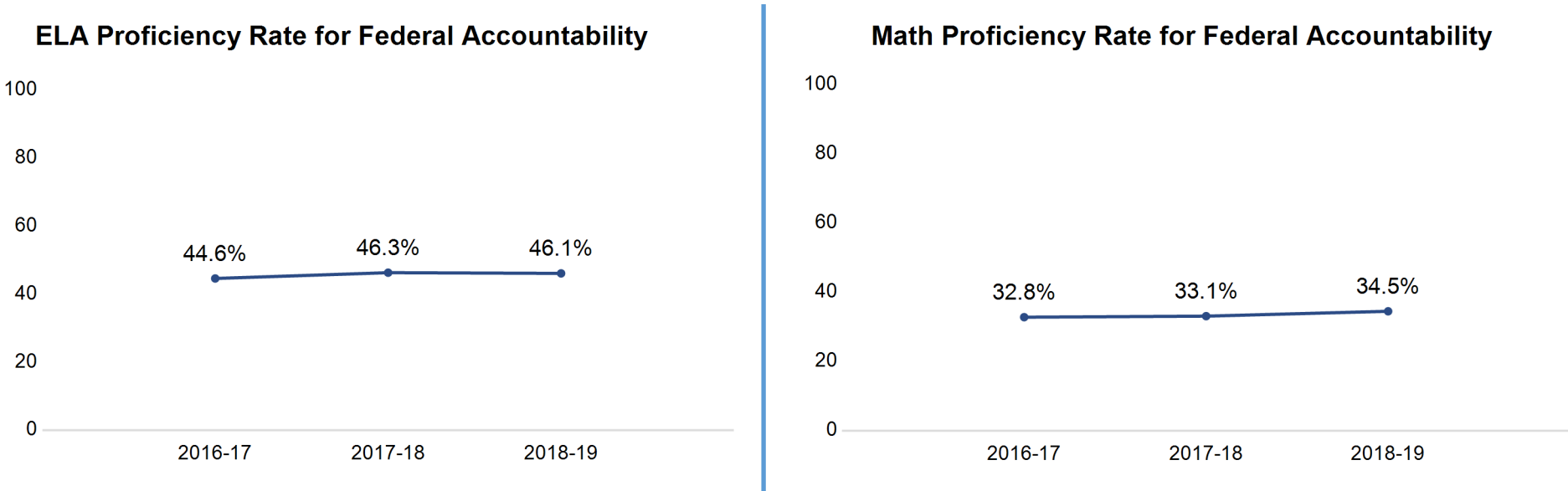


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.9%	99.8%	99.4%	99.9%	99.9%	99.4%
Proficiency Rate for Federal Accountability	44.6%	46.3%	46.1%	32.8%	33.1%	34.5%
Annual Target	44.4%	46.3%	48.1%	32.8%	35.3%	37.8%
Met Annual Target?	Met Target	Met Target	Met Target†	Met Target	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	812	99.4	46.1	44.2	57.9	46.1	48.1	Met Target†
White	104	99.1	54.8	51.0	66.9	54.8	46.2	Met Target
Hispanic	386	99.3	37.6	36.3	43.9	37.6	41	Met Target†
Black or African American	134	100.0	32.1	33.8	38.5	32.1	40.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	180	99.5	70.0	64.5	82.9	70.0	68.9	Met Target
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	390	99.5	55.4	52.0	64.8	55.4		
Male	422	99.3	37.4	36.5	51.3	37.4		
Economically Disadvantaged Students	564	99.8	42.2	40.7	40.0	42.2	46.8	Not Met
Non-Economically Disadvantaged Students	248	98.5	54.8	51.8	67.9	54.8		
Students with Disabilities	109	97.5	*	10.6	22.7	*	15.2	Not Met
Students without Disabilities	703	99.7	*	49.6	65.1	*		
English Learners	124	99.3	27.4	31.1	29.3	27.4	19.3	Met Target
Non-English Learners	688	99.4	49.4	46.8	60.6	49.4		
Homeless Students	11	100.0	27.3	30.8	29.1	27.3		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

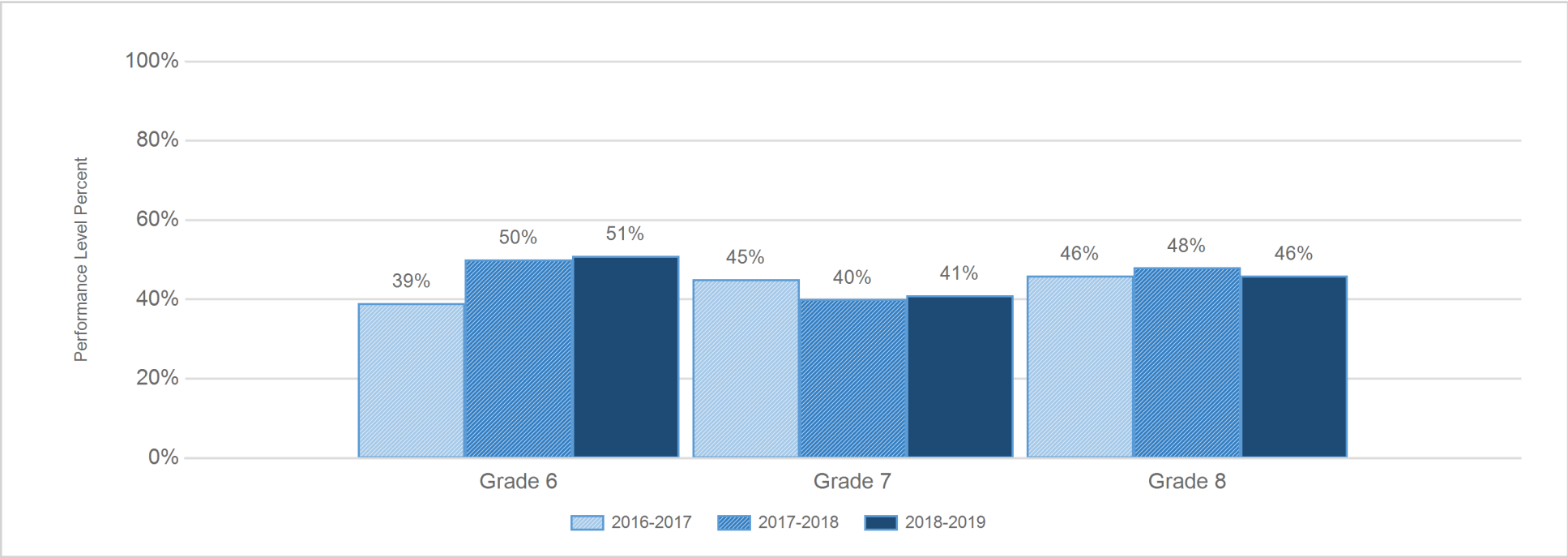


Carteret Middle School
(23-0750-055)
Grades Offered: 06-08
2018-2019

Report Key:
* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





Carteret Middle School
(23-0750-055)
Grades Offered: 06-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	252	749	749	754	9%	16%	25%	39%	12%	51%	56%
White	41	761	761	762	*	*	*	*	*	68%	65%
Hispanic	115	742	742	743	10%	19%	29%	*	*	42%	43%
Black or African American	40	744	744	738	*	*	*	*	*	45%	36%
Asian, Native Hawaiian, or Pacific Islander	53	762	762	780	*	*	25%	42%	21%	62%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	126	757	757	762	*	*	23%	*	*	58%	64%
Male	126	742	742	748	*	*	26%	*	*	44%	48%
Economically Disadvantaged Students	183	746	746	740	*	*	28%	35%	10%	45%	39%
Non-Economically Disadvantaged Students	69	759	759	763	*	*	16%	51%	16%	67%	67%
Students with Disabilities	26	708	708	722	*	*	*	*	*	*	19%
Students without Disabilities	226	754	754	761	*	*	*	*	*	*	64%
English Learners	13	715	715	710	*	*	*	*	*	*	*
Non-English Learners	239	751	751	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



Carteret Middle School
(23-0750-055)
Grades Offered: 06-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	294	743	743	761	16%	16%	26%	23%	18%	41%	63%
White	*	*	*	769	*	*	*	*	*	*	72%
Hispanic	142	735	735	747	20%	20%	27%	20%	12%	32%	50%
Black or African American	45	727	727	741	27%	*	36%	*	*	24%	43%
Asian, Native Hawaiian, or Pacific Islander	77	766	766	790	*	*	17%	36%	31%	68%	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	136	758	758	769	*	*	25%	24%	29%	53%	71%
Male	158	731	731	753	*	*	27%	23%	9%	32%	55%
Economically Disadvantaged Students	199	741	741	743	17%	18%	28%	19%	18%	37%	45%
Non-Economically Disadvantaged Students	95	748	748	771	14%	13%	23%	33%	18%	51%	73%
Students with Disabilities	48	698	698	720	*	*	*	*	*	*	22%
Students without Disabilities	246	752	752	769	*	*	*	*	*	*	71%
English Learners	10	716	716	706	*	*	*	*	*	10%	12%
Non-English Learners	284	744	744	763	*	*	*	*	*	43%	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



Carteret Middle School
(23-0750-055)
Grades Offered: 06-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	291	741	741	762	19%	14%	20%	37%	9%	46%	63%
White	*	*	*	770	*	*	*	*	*	*	72%
Hispanic	145	734	734	747	23%	17%	21%	*	*	39%	49%
Black or African American	50	733	733	741	22%	20%	26%	*	*	32%	43%
Asian, Native Hawaiian, or Pacific Islander	59	767	767	794	*	*	*	59%	17%	76%	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	142	749	749	771	15%	8%	21%	46%	9%	56%	71%
Male	149	734	734	753	23%	20%	19%	29%	9%	38%	55%
Economically Disadvantaged Students	204	741	741	743	19%	14%	22%	*	*	45%	45%
Non-Economically Disadvantaged Students	87	742	742	772	18%	16%	16%	*	*	49%	72%
Students with Disabilities	29	691	691	721	*	*	*	*	*	*	22%
Students without Disabilities	262	747	747	770	*	*	*	*	*	*	71%
English Learners	27	714	714	708	37%	*	*	*	*	11%	12%
Non-English Learners	264	744	744	764	17%	*	*	*	*	50%	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



Carteret Middle School
(23-0750-055)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	818	99.4	34.5	33.0	44.5	34.5	37.8	Not Met
White	104	99.1	45.2	42.6	54.1	45.2	38.2	Met Target
Hispanic	390	99.3	26.2	24.0	28.8	26.2	31.4	Not Met
Black or African American	134	100.0	23.9	23.2	23.0	23.9	26.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	182	99.5	54.4	53.9	76.5	54.4	58.3	Met Target†
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	394	99.5	37.8	35.9	44.9	37.8		
Male	424	99.3	31.4	30.2	44.2	31.4		
Economically Disadvantaged Students	569	99.8	32.2	30.3	26.3	32.2	36.5	Not Met
Non-Economically Disadvantaged Students	249	98.5	39.8	39.0	54.9	39.8		
Students with Disabilities	109	97.5	11.9	*	17.4	11.9	16.8	Met Target†
Students without Disabilities	709	99.7	37.9	*	50.0	37.9		
English Learners	130	99.3	26.2	*	25.0	26.2	16.8	Met Target
Non-English Learners	688	99.4	36.0	*	46.5	36.0		
Homeless Students	11	100.0	27.3	19.2	17.1	27.3		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



Carteret Middle School
(23-0750-055)
Grades Offered: 06-08
2018-2019

Report Key:

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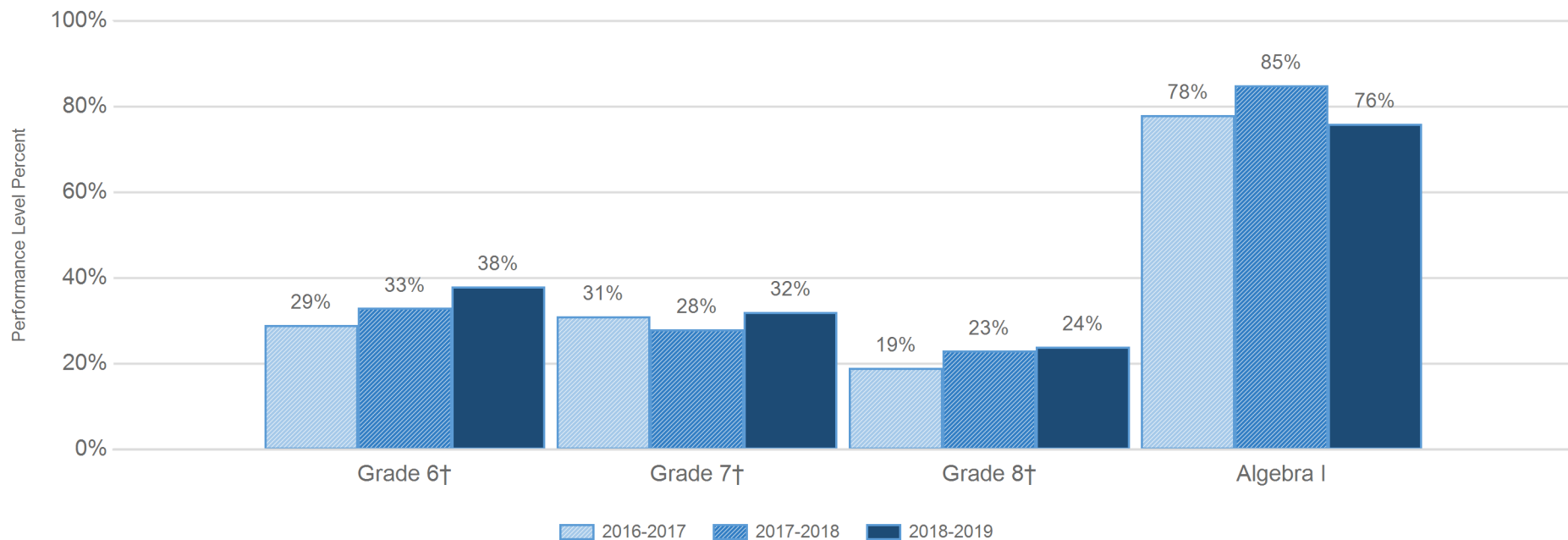
** Accountability calculations require 20 or more students

N No Data is available to display

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



Carteret Middle School
(23-0750-055)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	254	740	740	741	7%	19%	36%	34%	4%	38%	41%
White	41	750	750	749	*	*	24%	*	*	59%	51%
Hispanic	117	732	732	729	10%	25%	38%	*	*	26%	24%
Black or African American	40	737	737	722	*	*	45%	30%	0%	30%	19%
Asian, Native Hawaiian, or Pacific Islander	53	751	751	769	*	*	30%	*	*	53%	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	126	743	743	742	*	17%	33%	*	*	44%	42%
Male	128	737	737	740	*	22%	39%	*	*	32%	40%
Economically Disadvantaged Students	185	737	737	726	*	*	37%	*	*	34%	21%
Non-Economically Disadvantaged Students	69	747	747	750	*	*	32%	*	*	49%	53%
Students with Disabilities	26	708	708	716	*	*	*	*	*	*	12%
Students without Disabilities	228	743	743	746	*	*	*	*	*	*	46%
English Learners	15	709	709	709	*	*	*	*	*	*	*
Non-English Learners	239	742	742	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



Carteret Middle School
(23-0750-055)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	298	736	736	744	10%	24%	34%	26%	6%	32%	42%
White	*	*	*	751	*	*	*	*	*	*	53%
Hispanic	144	731	731	733	10%	33%	36%	*	*	22%	26%
Black or African American	45	725	725	727	*	33%	29%	*	*	20%	21%
Asian, Native Hawaiian, or Pacific Islander	79	751	751	768	*	*	29%	*	*	56%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	139	740	740	744	*	23%	35%	*	*	36%	42%
Male	159	734	734	743	*	26%	33%	*	*	28%	42%
Economically Disadvantaged Students	202	734	734	731	*	28%	33%	*	*	29%	24%
Non-Economically Disadvantaged Students	96	742	742	751	*	18%	35%	*	*	39%	53%
Students with Disabilities	48	708	708	718	*	*	*	*	*	*	13%
Students without Disabilities	250	742	742	749	*	*	*	*	*	*	48%
English Learners	14	708	708	716	*	*	*	*	*	*	10%
Non-English Learners	284	738	738	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



Carteret Middle School
(23-0750-055)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	246	725	725	728	24%	27%	25%	*	*	24%	29%
White	*	*	*	737	*	*	*	*	*	*	38%
Hispanic	131	724	724	722	24%	31%	24%	*	*	22%	22%
Black or African American	47	718	718	714	28%	32%	23%	*	*	17%	15%
Asian, Native Hawaiian, or Pacific Islander	36	733	733	747	*	*	31%	36%	0%	36%	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	124	727	727	731	22%	27%	25%	*	*	27%	31%
Male	122	723	723	726	26%	28%	25%	*	*	21%	27%
Economically Disadvantaged Students	174	724	724	719	27%	23%	26%	*	*	24%	20%
Non-Economically Disadvantaged Students	72	726	726	735	17%	38%	22%	*	*	24%	36%
Students with Disabilities	28	699	699	707	68%	*	*	*	*	14%	10%
Students without Disabilities	218	728	728	734	18%	*	*	*	*	25%	35%
English Learners	31	717	717	706	*	35%	*	*	*	26%	10%
Non-English Learners	215	726	726	730	*	26%	*	*	*	24%	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	*	*	*	735	*	*	*	*	*	*	32%
Migrant Students	*	*	*	701	*	*	*	*	*	*	16%



Carteret Middle School
(23-0750-055)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	766	726	744	0%	*	22%	*	*	76%	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	16	766	721	728	0%	0%	*	*	*	81%	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	25	766	742	775	0%	*	*	76%	0%	76%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	21	761	725	745	0%	*	*	*	*	71%	44%
Male	28	770	726	743	0%	*	*	*	*	79%	41%
Economically Disadvantaged Students	34	761	724	727	0%	*	*	*	*	74%	23%
Non-Economically Disadvantaged Students	15	778	728	752	0%	*	*	*	*	80%	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	708	710	N	N	N	N	N	N	*
Non-English Learners	49	766	727	745	0%	*	22%	*	*	76%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



Carteret Middle School
(23-0750-055)
Grades Offered: 06-08
2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	41.9%	40.9%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	30	90.0%	10.0%
3-4	20	90.0%	10.0%
5 or more	*	*	*



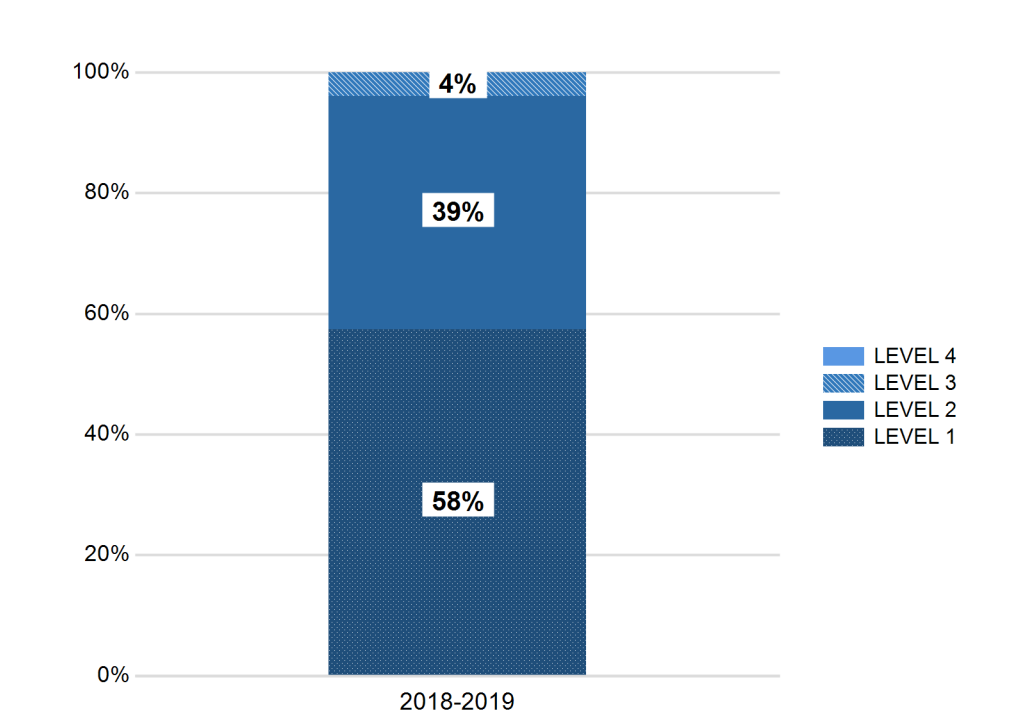
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	58	39	4	0
White	*	*	*	*
Hispanic	64	33	3	0
Black or African American	76	22	2	0
Asian, Native Hawaiian, or Pacific Islander	33	61	7	0
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	57	41	2	0
Male	58	36	5	0
Economically Disadvantaged Students	60	38	3	0
Non-Economically Disadvantaged Students	53	41	6	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	257
7	0	0	295
8	49	0	249
Total	49	0	801

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	225	0	0	0	0	0	1
7	269	0	0	0	0	0	43
8	273	0	0	0	0	0	0
Total	767	0	0	0	0	0	44



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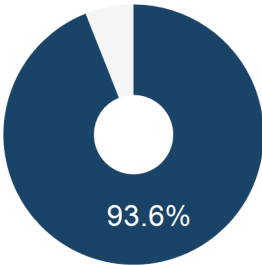
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Visual and Performing Arts – Course Participation

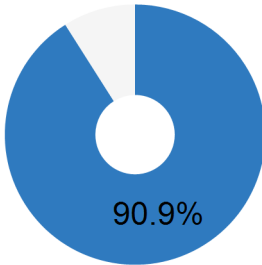
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

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

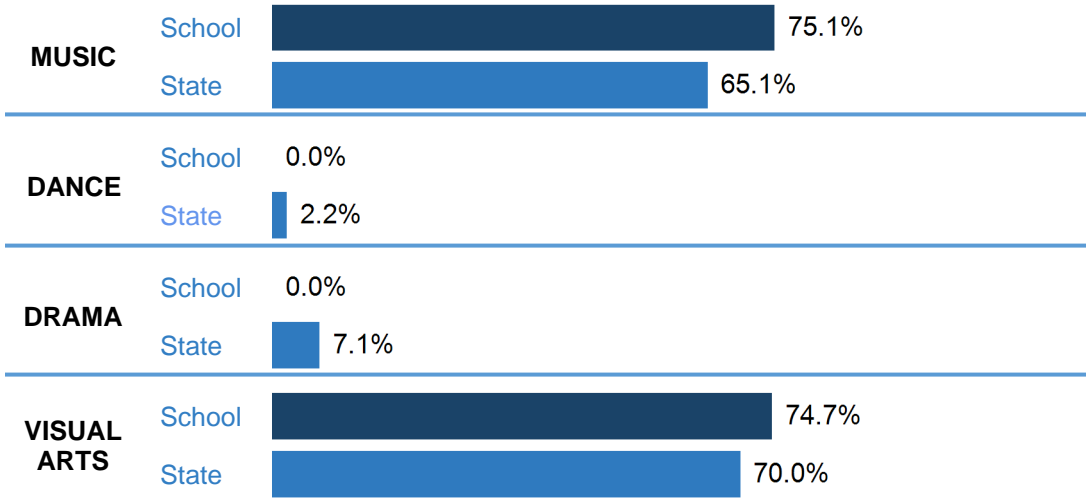


School



State

Students enrolled in one or more classes by discipline:





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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

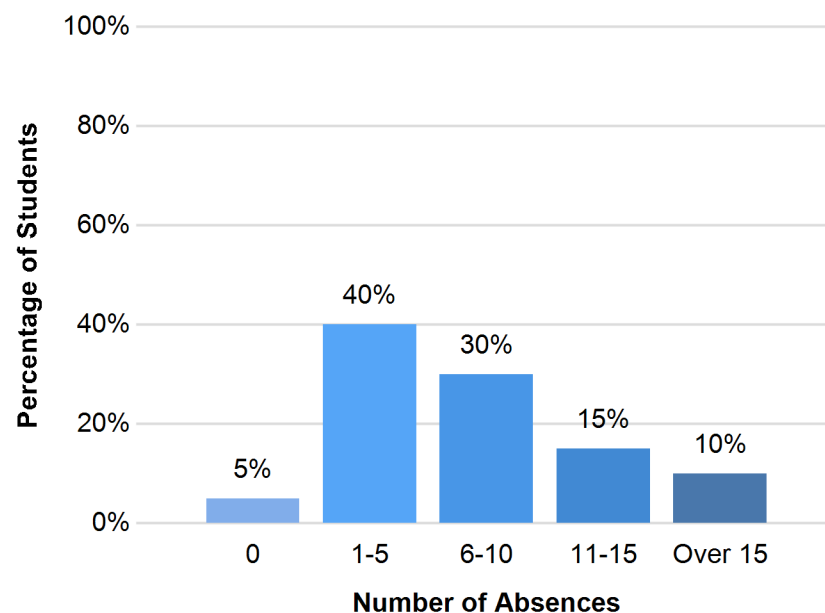
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	61	7.1	9.1	Met
White	8	7.8	9.1	Met
Hispanic	30	7.2	9.1	Met
Black or African American	18	12.9	9.1	Not Met
Asian, Native Hawaiian, or Pacific	5	2.6	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	26	6.3		
Male	35	7.9		
Economically Disadvantaged Students	50	8.1	9.1	Met
Students with Disabilities	26	21.5	9.1	Not Met
English Learners	3	5.1	9.1	Met
Homeless Students	4	40.0		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





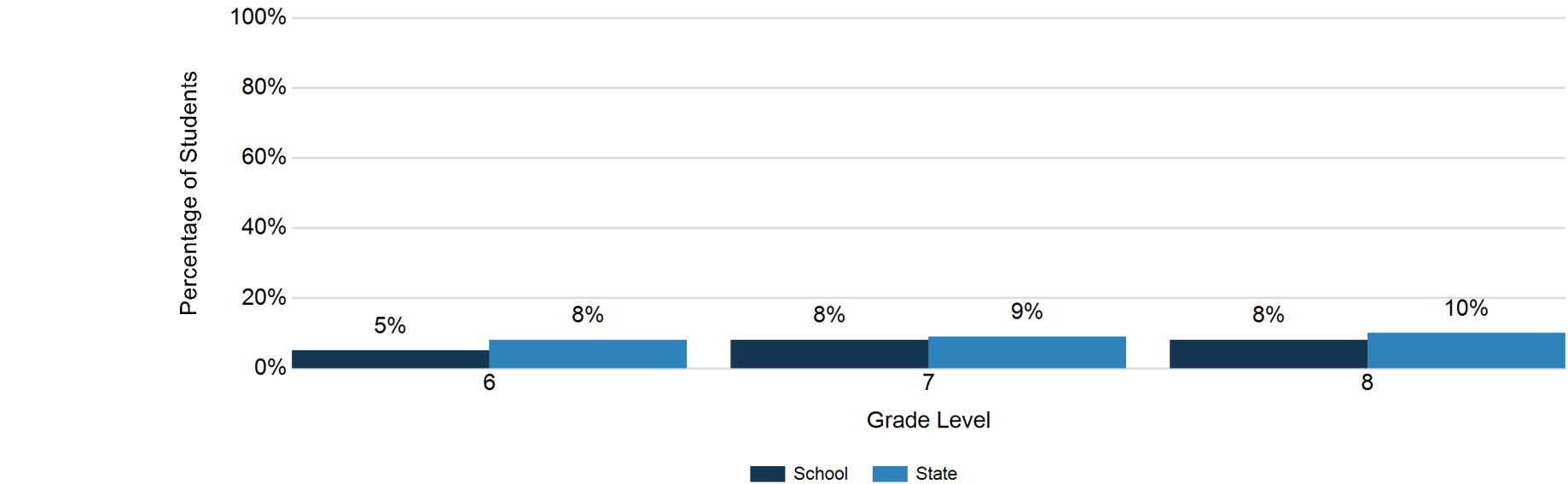
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	35
Weapons	1
Vandalism	1
Substances	6
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	46
Incidents Per 100 Students Enrolled	5.44

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	3	3
Religion	0	2	2
Ancestry	0	2	2
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	1		1

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	3
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	57	6.7%
Any Suspension	61	7.2%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
150



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School Day

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

Category	School
Typical Start Time	8:10 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 15 Mins
Shared Time - Instructional Time	5 Hrs. 15 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	62	118,214
Average years experience in public schools	11.1	12.1
Average years experience in district	11.1	10.8
Percentage of Teachers with 4 or more years experience in the district	80.6%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	20	9,530
Average years experience in public schools	15.9	16.0
Average years experience in district	15.6	12.0
Percentage of Administrators with 4 or more years experience in the district	70.0%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	14:1	13:1
Students to Administrators	211:1	196:1
Teachers to Administrators	16:1	15:1
Students to Librarians/Media Specialists		N
Students to Nurses		785:1
Students to Counselors		785:1
Students to Child Study Team Members		245:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.5%	72.6%	75.0%	48.4%	77.1%	54.9%
Male	51.5%	27.4%	25.0%	51.6%	22.9%	45.1%
White	11.7%	80.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	48.4%	14.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	16.1%	3.2%	0.0%	15.0%	6.6%	13.9%
Asian	22.6%	1.6%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.8%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.6%	90.5%
2017-18 Administrators: Same district 2018-19	84.2%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.5%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2022
Student Group Status: White	Low Performing Student Group (ATSI)
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	44.6%	46.3%	46.1%
Math Proficiency	32.8%	33.1%	34.5%
ELA Growth	53	45	44
Math Growth	53	49	57
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		29.7%	41.9%
Chronic Absenteeism	5.5%	7.6%	7.1%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

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For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



Carteret Middle School
(23-0750-055)
Grades Offered: 06-08
2018-2019

Report Key:
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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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

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






Carteret Middle School
 (23-0750-055)
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 2018-2019

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School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> Odyssey of the Mind finalists in the World Championship. It is a creative problem-solving competition in which students work together to solve a predefined long-term problem and present solutions. The CMS Choir receives the Spirit Award and was a finalist in the Music in the Parks Competition. All CMS classrooms have been afforded with new, high tech, multi-versatile furniture for each classroom. All 6th grade students participate in the one-to-one Chromebook initiative.
 <p>Mission, Vision, Theme:</p>	<p>Our shared vision is to create a highly-regarded, safe, and supportive middle school that fosters high levels of student achievement, as well as productive and responsible members of a global society. The mission of the Carteret Middle School is to create a safe, dynamic and student centered learning environment that fosters academic, social, and emotional growth.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Our school has been recognized for various achievements including: Top finalist in the Odyssey of the Mind World Champions long-term problem, Special Education Innovation Award, Scholastic Read 180 Student Award, individual wrestling awards for All-State, All-County and All-Division, individual track and field county awards. The CMS Choir received the Spirit Award and was a finalist in the Music in the Parks Competition.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Our comprehensive curriculum consists of Language Arts, Math, Science, Social Studies, World Language, Computer Sciences, Digital Journalism, and Health and Physical Education. Art, Chorus, and Band programs are offered with many exhibition and performance opportunities throughout the year. Honors classes are offered in math and language arts for high performing students. Intervention classes are also available for identified students. Chromebook Carts are available in all classrooms.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Basketball (Boys & Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys & Girls)</p> <p>Carteret Middle School students have received individual awards and were celebrated as champions in Wrestling and Track & Field.</p>
 <p>Clubs and Activities:</p>	<p>A variety of clubs are available for students including Odyssey of the Mind, Robotics, Chorus, Spanish Club, Asian Club, Science Club, Student Council, National Junior Honor Society, Gamers Club, Math Olympiad, Wingman Club, The Path Boys Club, The Path Girl's Club, Woodworking, Fitness, Art CLub, STEAM Club, Coding Club, Aspire High, Digital Journalism Club Be The Change Club, Mentoring and ESSA.</p>





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 <p>Before and After School Programs:</p>	<p>Students in need of additional support in Language Arts and/or Mathematics participate in ESSA after-school programs. English Language Learners in need of additional support participate in after-school programs focused on English Language development. Additional programs include: Odyssey of the Mind, Multicultural Club, Girls Basketball, Math Olympiad, Student Council, Pathways/PROPS for boys, Pathways/Girl Talk, Rising Ramblers Club, Gamers Club, Title I, Boys basketball, Wrestling, Concert Choir, Boys/Girls Track, Apple Coding Club, Woodworking, Peer Tutoring Opportunities and Mentoring Club, Be the Change Club, Wingman and Talent Show</p>
 <p>Staff and Professional Learning:</p>	<p>Our staff consistently analyzes data to help guide our instructional practice. Staff are scheduled for collaborative learning through daily common planning periods. After school professional development is also offered for all staff to attend or present. In-service days are provided throughout the year on both a district and building level. Faculty meetings are held once a month throughout the year. Novice teachers are supported through a comprehensive and intensive mentoring program.</p>



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Student Supports and Services:

Intervention and Referral Services are offered to all families with an experienced team. CMS offers a building-based Child Study Team, two certified Guidance Counselors and a team of clinicians through Wellness Springs Prevention. Tutoring is offered after school by the students of the National Junior Honor Society and supervised by certified teachers.



Student Health and Wellness:

A breakfast program is offered each morning during Advisory period. Physical education is offered to all students, daily. Sandy Hook's Promise Program has provided students with lessons in their Health classes focusing on social isolation. Wingman Wednesday is a day of social and emotional growth offered once a month focused on increasing students' self awareness and developing social-emotional skills.



Parent and Community Involvement:

The middle school has an active Family-School Organization, Special Education Advisory Group, ESSA Parent Nights, School Climate Team and Student/Board Liaison Committee. Our community events include Hispanic Heritage Night, Asian Awareness Night, Black History Night, STEAM Night, Talent Show, Sports Awards, Honor Roll Celebrations and Carteret Conquers Cancer 5K Walk. CMS utilizes the district website, parent portal, Facebook, Twitter, Remind and an all-call system to maintain and support a home-school connection.






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers A school climate survey is conducted once a year. Parents, faculty, and students respond to the questions within the school climate survey. Results are analyzed by the school climate team with staff and administration. The survey results indicate all stakeholders appreciate technology innovation including robotics. Parents appreciated the ease of communication with staff members.</p>
 <p>Facilities:</p>	<p>All classrooms at Carteret Middle School are air conditioned. Classrooms were enhanced to support new programs. All CMS classrooms have been afforded with new, high tech, multi-versatile furniture for each classroom. All 6th grade students participate in the one-to-one Chromebook initiative. The media center was recently renovated with new furniture and Chromebooks. We are a completely wireless building with Chromebook carts in every classroom. Each classroom has an interactive smart board.</p>
 <p>School Safety:</p>	<p>Full time security personnel are on staff. All staff and students are required to wear school identification. New cameras and door buzzers have been purchased to enhance our security protocols. We have also purchased LobbyGuard, a 7 ID security system allowing us to monitor visitors to the building. Annual training is provided to staff on the topics of Safety and Security. Students and staff participate in monthly security/safety drills. An Anti-Bullying Specialist provides programs and resources to parents, students, faculty and staff. Student safety patrols assist with the monitoring of passing students.</p>




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 <div>Technology and STEM:</div>	Technology is embedded into all curricula and each teacher uses Google Classroom for interactive lessons. Course offerings and after-school clubs include Robotics, film production, coding, computer sciences, and a Think Tank which focuses on creative design using STEAM activities.
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<div><div>Other Information</div></div>	Students in all grades attend school from 8:10 am-2:48 pm. Students participate in academic subjects as well as related arts on a daily basis. Students are required to wear uniforms to school. Communication with parents is on-going through the Realtime Parent portal, the district website, the Remind app, and Class Dojo.
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Columbus Elementary School
(23-0750-050)
Grades Offered: PK-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Columbus Elementary School
(23-0750-050)
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School Contact Information

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

Type	Contact Information
County	Middlesex
District	Carteret Public School District
Principal Name	Mr. Stephen Peters
Address	1 CARTERET AVENUE CARTERET, NJ 07008
Phone Number	732-541-8960
Email Address	speters@carteretschools.org
Website	https://col.carteretschools.org
Twitter	https://twitter.com/Columbus_Pride



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	78	82	102
KG	101	107	110
1	100	102	110
2	108	100	98
3	112	107	104
4	99	128	109
5	109	103	140
Total	707	729	773

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	46.1%	47.2%	47.7%
Male	53.9%	52.8%	52.3%
Economically Disadvantaged Students	71.0%	72.2%	74.3%
Students with Disabilities	17.3%	19.3%	20.4%
English Learners	10.0%	11.4%	12.4%
Homeless Students	1.7%	2.7%	0.6%
Students in Foster Care	0.3%	0.4%	0.3%
Military-Connected Students	0.0%	0.7%	0.6%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	8.8%	10.3%	8.3%
Hispanic	45.7%	48.1%	49.3%
Black or African American	25.0%	22.1%	22.6%
Asian	17.3%	15.9%	16.2%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.1%
American Indian or Alaska Native	0.0%	0.1%	0.3%
Two or More Races	3.1%	3.3%	3.2%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	73	61	0
PK - Full Day	5	21	102
KG - Half Day	0	0	0
KG - Full Day	101	107	110

Enrollment by Home Language

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

Home Language	% of Students
English	68.8%
Spanish	17.6%
Panjabi	4.8%
Urdu	4.1%
Arabic	1.3%
Other Languages	3.4%



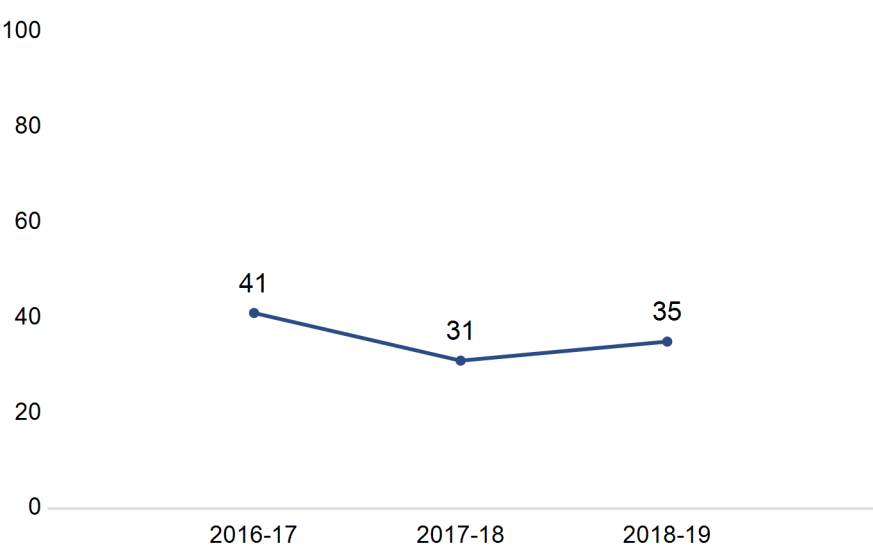
Columbus Elementary School
(23-0750-050)
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2018-2019

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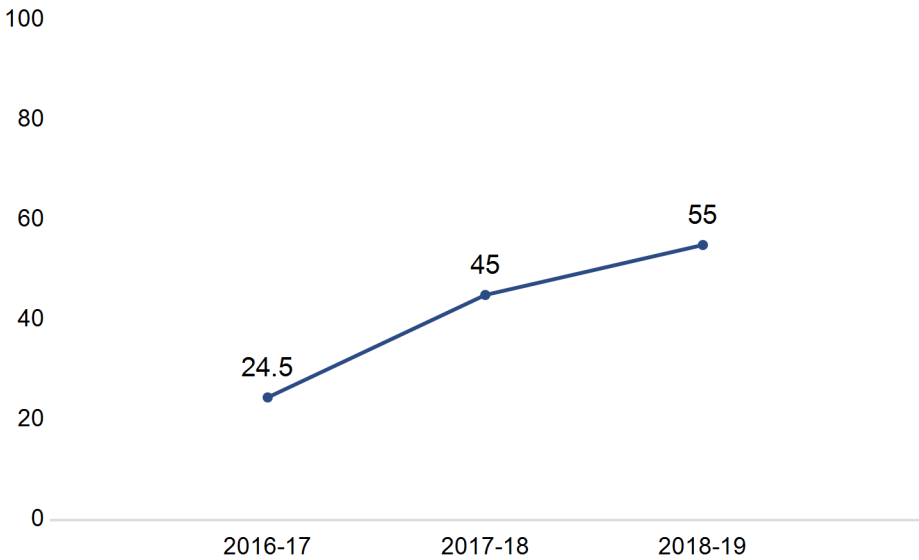
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	41	31	35	24.5	45	55
Met Standard (40-59.5)?	Met Standard	Not Met	Not Met	Not Met	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Columbus Elementary School

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	35	40	50	Not Met	55	52	50	Met Standard
White	42	45	50	**	67	59	52	**
Hispanic	36	38	49	Not Met	54	48	47	Met Standard
Black or African American	34.5	35.5	45	Not Met	52.5	49	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	26.5	51	59	Not Met	57	54	60	Met Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	28	49	**	*	55	52	**
Female	35	46	53	N	54	54	50	N
Male	35	34	47	N	56	51	51	N
Economically Disadvantaged Students	36	40	48	Not Met	50	50	46	Met Standard
Students with Disabilities	32	31.5	43	Not Met	35	35	45	Not Met
English Learners	45	42	52	Met Standard	66	56	50	Exceeds Standard
Homeless Students	*	19	43	N	*	47	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	*	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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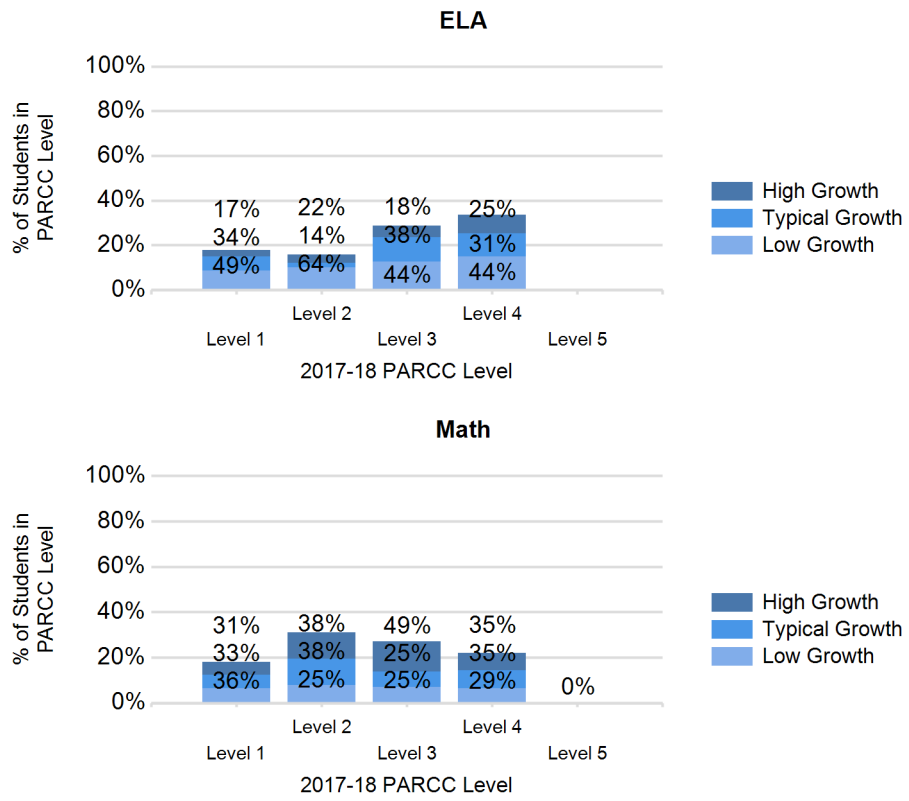
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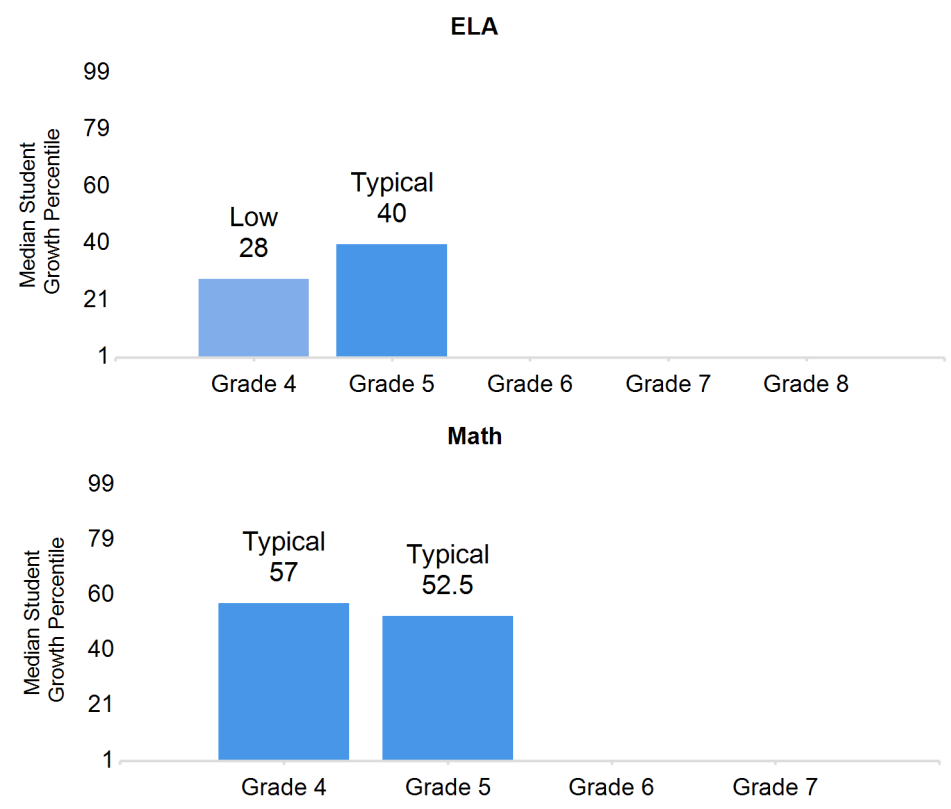
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



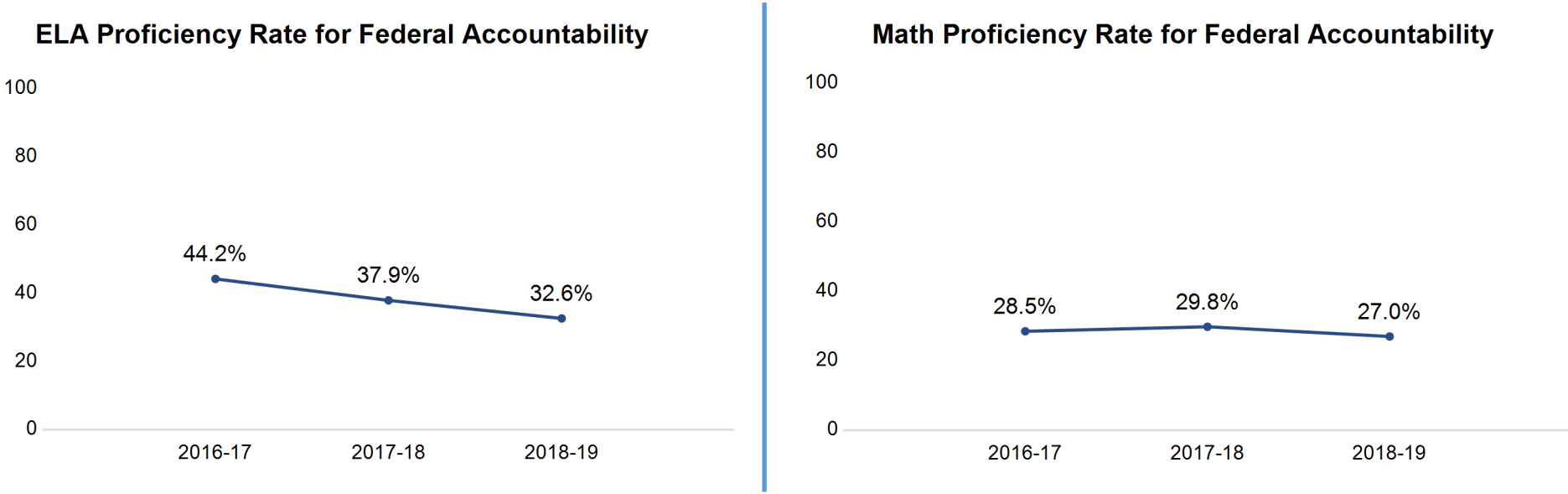


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.4%	100.0%	99.7%	98.7%	100.0%	99.7%
Proficiency Rate for Federal Accountability	44.2%	37.9%	32.6%	28.5%	29.8%	27.0%
Annual Target	43.7%	45.6%	47.5%	41.7%	43.7%	45.7%
Met Annual Target?	Met Target	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Columbus Elementary School

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	337	99.7	32.6	44.2	57.9	32.6	47.5	Not Met
White	29	100.0	41.4	51.0	66.9	41.4	57.7	Not Met
Hispanic	173	99.5	26.0	36.3	43.9	26.0	45.7	Not Met
Black or African American	81	100.0	34.6	33.8	38.5	34.6	41.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	38	100.0	47.4	64.5	82.9	47.4	55.5	Met Target†
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	168	99.4	36.9	52.0	64.8	36.9		
Male	169	100.0	28.4	36.5	51.3	28.4		
Economically Disadvantaged Students	248	99.6	29.8	40.7	40.0	29.8	48	Not Met
Non-Economically Disadvantaged Students	89	100.0	40.4	51.8	67.9	40.4		
Students with Disabilities	68	98.6	*	10.6	22.7	*	20.3	Not Met
Students without Disabilities	269	100.0	*	49.6	65.1	*		
English Learners	63	100.0	31.7	31.1	29.3	31.7	39.2	Met Target†
Non-English Learners	274	99.7	32.8	46.8	60.6	32.8		
Homeless Students	*	*	*	30.8	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

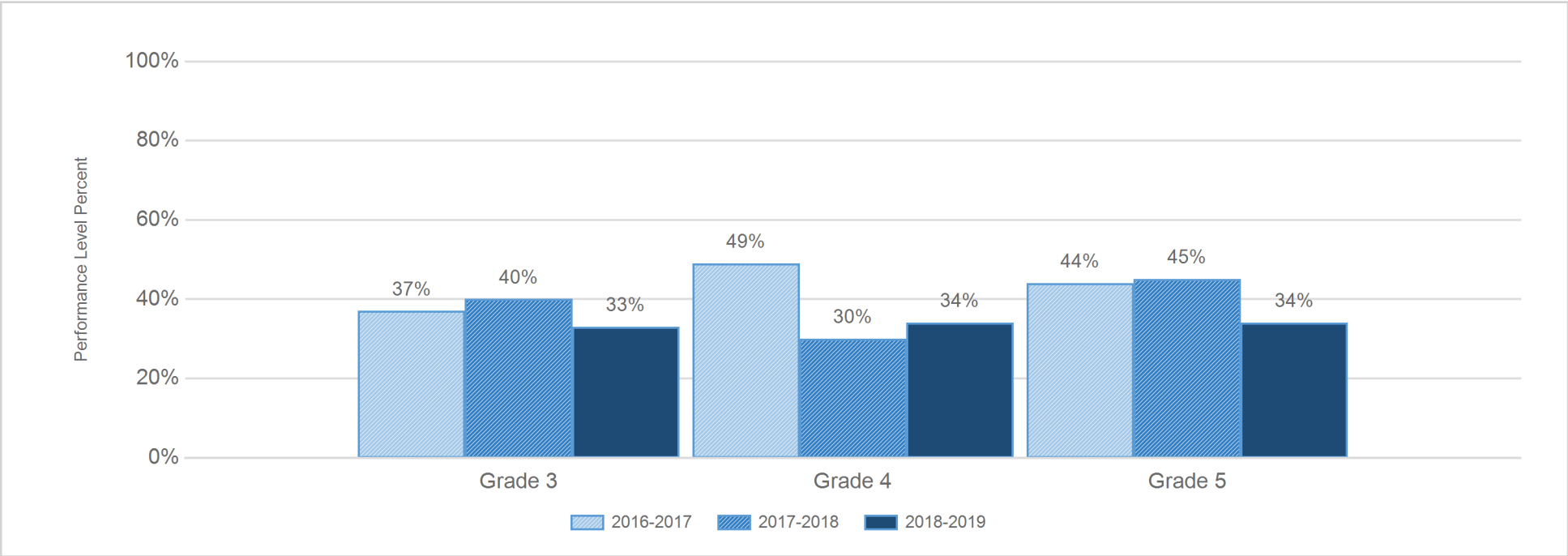


Columbus Elementary School
(23-0750-050)
Grades Offered: PK-05
2018-2019

Report Key:
* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





Columbus Elementary School

(23-0750-050)

Grades Offered: PK-05

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	108	733	743	748	21%	29%	17%	*	*	33%	50%
White	10	735	755	757	*	*	*	*	*	30%	60%
Hispanic	52	730	736	734	25%	29%	*	*	*	31%	36%
Black or African American	23	728	*	731	*	*	*	*	*	35%	33%
Asian, Native Hawaiian, or Pacific Islander	16	744	757	773	*	*	*	*	*	38%	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	54	739	747	753	20%	24%	*	*	*	39%	55%
Male	54	728	738	743	22%	33%	*	*	*	28%	46%
Economically Disadvantaged Students	82	728	*	731	*	*	*	*	*	29%	33%
Non-Economically Disadvantaged Students	26	750	*	759	*	*	*	*	*	46%	61%
Students with Disabilities	15	701	705	719	*	*	*	*	*	*	24%
Students without Disabilities	93	739	747	754	*	*	*	*	*	*	56%
English Learners	17	700	*	713	*	*	*	*	*	*	17%
Non-English Learners	91	740	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Columbus Elementary School

(23-0750-050)

Grades Offered: PK-05

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	107	734	740	755	23%	19%	24%	24%	9%	34%	57%
White	*	*	755	763	*	*	*	*	*	*	67%
Hispanic	54	731	734	743	26%	20%	26%	*	*	28%	44%
Black or African American	31	730	*	739	*	*	*	*	*	29%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	737	762	*	*	*	*	*	*	64%
Female	52	743	748	760	19%	*	25%	*	*	42%	62%
Male	55	726	731	750	27%	*	24%	*	*	25%	53%
Economically Disadvantaged Students	84	731	737	740	*	*	*	*	*	30%	40%
Non-Economically Disadvantaged Students	23	746	751	765	*	*	*	*	*	48%	69%
Students with Disabilities	17	693	697	725	*	*	*	*	*	*	25%
Students without Disabilities	90	742	748	761	*	*	*	*	*	*	64%
English Learners	10	716	712	720	*	*	*	*	*	20%	17%
Non-English Learners	97	736	745	758	*	*	*	*	*	35%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Columbus Elementary School

(23-0750-050)

Grades Offered: PK-05

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	134	734	740	756	15%	19%	31%	*	*	34%	58%
White	*	*	747	764	*	*	*	*	*	*	68%
Hispanic	71	727	731	743	21%	23%	32%	*	*	24%	44%
Black or African American	32	737	738	739	*	*	*	41%	0%	41%	38%
Asian, Native Hawaiian, or Pacific Islander	16	752	756	781	*	0%	*	63%	0%	63%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	751	762	*	*	*	*	*	*	65%
Female	67	738	748	761	*	*	31%	*	*	37%	64%
Male	67	731	733	750	*	*	31%	*	*	31%	52%
Economically Disadvantaged Students	96	733	*	740	*	*	29%	*	*	33%	39%
Non-Economically Disadvantaged Students	38	739	*	766	*	*	37%	*	*	37%	69%
Students with Disabilities	33	709	708	724	*	33%	*	*	*	12%	23%
Students without Disabilities	101	743	747	762	*	15%	*	*	*	42%	65%
English Learners	11	707	*	713	*	*	*	*	*	*	11%
Non-English Learners	123	737	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Columbus Elementary School
(23-0750-050)
Grades Offered: PK-05
2018-2019

Report Key:

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	337	99.7	27.0	33.0	44.5	27.0	45.7	Not Met
White	29	100.0	41.4	42.6	54.1	41.4	51.3	Met Target†
Hispanic	173	99.5	17.9	24.0	28.8	17.9	44.4	Not Met
Black or African American	81	100.0	24.7	23.2	23.0	24.7	37.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	38	100.0	52.6	53.9	76.5	52.6	61.4	Met Target†
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	168	99.4	28.0	35.9	44.9	28.0		
Male	169	100.0	26.0	30.2	44.2	26.0		
Economically Disadvantaged Students	248	99.6	23.8	30.3	26.3	23.8	44.8	Not Met
Non-Economically Disadvantaged Students	89	100.0	36.0	39.0	54.9	36.0		
Students with Disabilities	68	98.6	*	*	17.4	*	32	Not Met
Students without Disabilities	269	100.0	*	*	50.0	*		
English Learners	63	100.0	28.6	*	25.0	28.6	49.4	Not Met
Non-English Learners	274	99.7	26.6	*	46.5	26.6		
Homeless Students	*	*	*	19.2	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

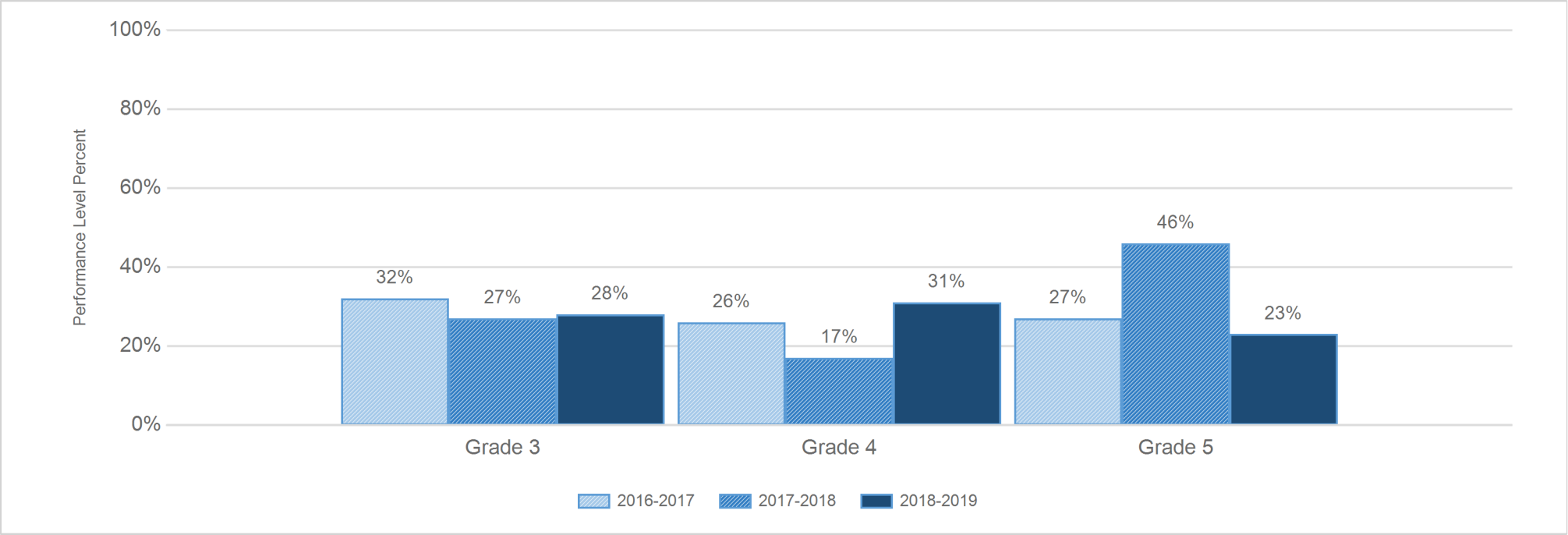


Columbus Elementary School
(23-0750-050)
Grades Offered: PK-05
2018-2019

Report Key:
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



Columbus Elementary School
(23-0750-050)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	108	729	746	752	23%	16%	33%	*	*	28%	55%
White	10	715	748	760	*	*	*	*	*	30%	66%
Hispanic	52	728	740	739	*	23%	40%	*	*	19%	40%
Black or African American	23	716	*	735	*	*	*	*	*	17%	35%
Asian, Native Hawaiian, or Pacific Islander	16	751	766	778	*	*	*	*	*	63%	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	54	726	747	751	26%	*	33%	*	*	26%	54%
Male	54	732	746	752	20%	*	33%	*	*	30%	56%
Economically Disadvantaged Students	82	727	*	737	*	*	32%	*	*	24%	37%
Non-Economically Disadvantaged Students	26	737	*	761	*	*	38%	*	*	38%	67%
Students with Disabilities	15	694	700	731	*	*	*	*	*	*	31%
Students without Disabilities	93	735	752	756	*	*	*	*	*	*	60%
English Learners	17	711	*	728	*	*	*	*	*	*	26%
Non-English Learners	91	732	*	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Columbus Elementary School
(23-0750-050)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	108	731	737	749	18%	20%	31%	*	*	31%	51%
White	*	*	754	757	*	*	*	*	*	*	62%
Hispanic	54	730	730	737	*	26%	33%	*	*	26%	36%
Black or African American	31	722	*	731	*	*	*	*	*	26%	29%
Asian, Native Hawaiian, or Pacific Islander	10	753	751	776	0%	*	*	*	*	50%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	740	754	*	*	*	*	*	*	58%
Female	53	737	741	749	*	19%	28%	*	*	40%	50%
Male	55	727	733	749	*	22%	35%	*	*	22%	52%
Economically Disadvantaged Students	85	728	734	734	*	*	*	*	*	25%	32%
Non-Economically Disadvantaged Students	23	746	747	759	*	*	*	*	*	52%	63%
Students with Disabilities	17	697	704	726	*	*	*	*	*	*	25%
Students without Disabilities	91	738	743	754	*	*	*	*	*	*	56%
English Learners	11	718	719	722	*	*	*	*	*	*	18%
Non-English Learners	97	733	741	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Columbus Elementary School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	134	730	736	747	13%	31%	32%	*	*	23%	47%
White	*	*	741	755	*	*	*	*	*	*	58%
Hispanic	71	723	728	735	20%	30%	41%	*	*	10%	30%
Black or African American	32	731	732	729	*	41%	*	*	*	25%	23%
Asian, Native Hawaiian, or Pacific Islander	16	744	751	775	*	*	*	*	*	50%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	750	753	*	*	*	*	*	*	55%
Female	67	730	738	747	*	31%	34%	*	*	22%	47%
Male	67	729	734	747	*	31%	30%	*	*	24%	47%
Economically Disadvantaged Students	96	727	*	732	*	*	26%	*	*	22%	27%
Non-Economically Disadvantaged Students	38	737	*	757	*	*	47%	*	*	26%	59%
Students with Disabilities	33	707	708	725	*	*	*	*	*	*	19%
Students without Disabilities	101	737	741	752	*	*	*	*	*	*	52%
English Learners	11	708	*	718	*	*	*	*	*	*	12%
Non-English Learners	123	732	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Columbus Elementary School

(23-0750-050)

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2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	28.0%	56.6%	Not Met

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	27	77.8%	22.2%
3-4	19	*	*
5 or more	14	*	*



Columbus Elementary School

(23-0750-050)

Grades Offered: PK-05

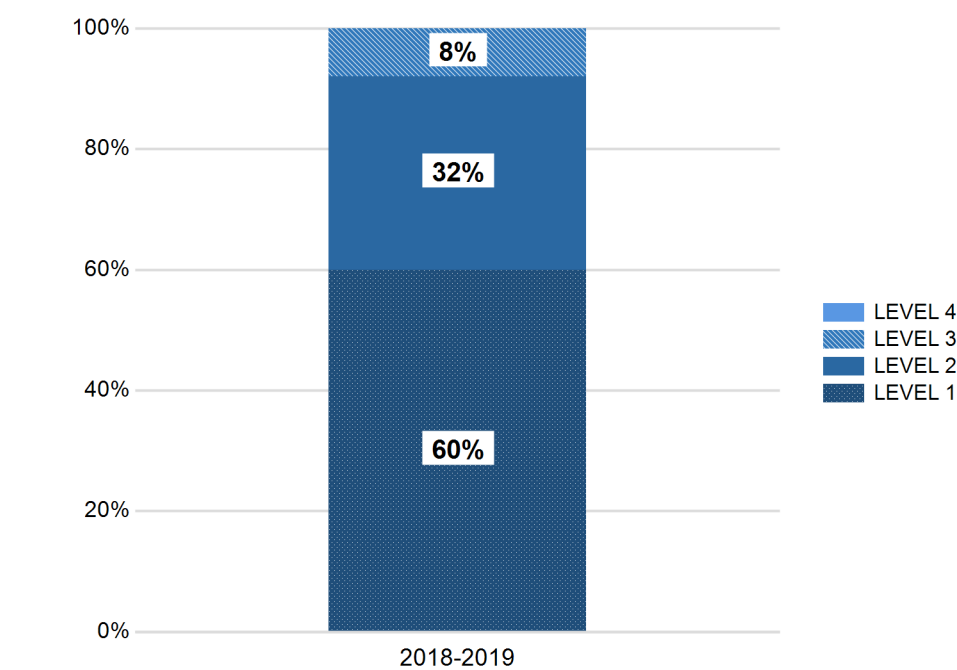
2018-2019

Report Key:
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	60	32	8	0
White	*	*	*	*
Hispanic	77	19	4	0
Black or African American	47	50	3	0
Asian, Native Hawaiian, or Pacific Islander	13	56	31	0
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	64	27	9	0
Male	55	37	7	0
Economically Disadvantaged Students	62	29	8	0
Non-Economically Disadvantaged Students	54	38	8	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	82	18	0	0
Non-English Learners	58	33	9	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Columbus Elementary School

(23-0750-050)

Grades Offered: PK-05

2018-2019

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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

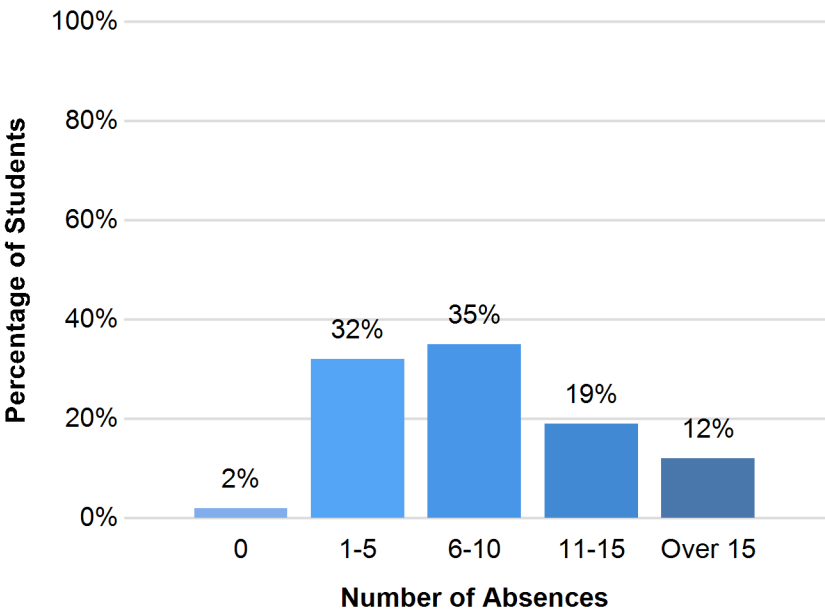
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	56	8.4	8.9	Met
White	9	17.0	8.9	Not Met
Hispanic	27	7.9	8.9	Met
Black or African American	13	8.4	8.9	Met
Asian, Native Hawaiian, or Pacific	7	7.4	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	8.9	Met
Female	33	10.2		
Male	23	6.7		
Economically Disadvantaged Students	43	8.4	8.9	Met
Students with Disabilities	17	13.9	8.9	Not Met
English Learners	2	2.8	8.9	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





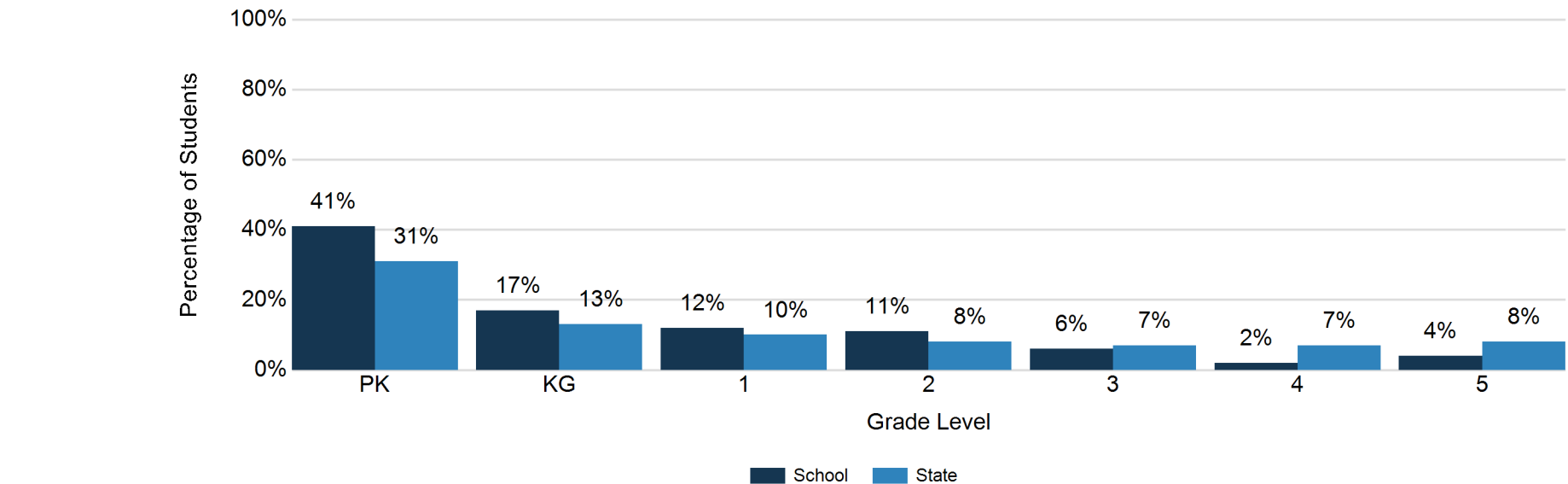
Columbus Elementary School
(23-0750-050)
Grades Offered: PK-05
2018-2019

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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	0.65

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	2	2
No Identified Nature	0		0

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

11



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School Day

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

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

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	60	118,214
Average years experience in public schools	10.3	12.1
Average years experience in district	10.3	10.8
Percentage of Teachers with 4 or more years experience in the district	70.0%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	20	9,530
Average years experience in public schools	15.9	16.0
Average years experience in district	15.6	12.0
Percentage of Administrators with 4 or more years experience in the district	70.0%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	13:1	13:1
Students to Administrators	387:1	196:1
Teachers to Administrators	30:1	15:1
Students to Librarians/Media Specialists		N
Students to Nurses		785:1
Students to Counselors		785:1
Students to Child Study Team Members		245:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.7%	91.7%	50.0%	48.4%	77.1%	54.9%
Male	52.3%	8.3%	50.0%	51.6%	22.9%	45.1%
White	8.3%	76.7%	0.0%	42.4%	83.6%	77.4%
Hispanic	49.3%	11.7%	50.0%	29.9%	7.3%	7.2%
Black or African American	22.6%	1.7%	50.0%	15.0%	6.6%	13.9%
Asian	16.2%	10.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.2%	0.0%	0.0%	2.1%	0.2%	0.2%



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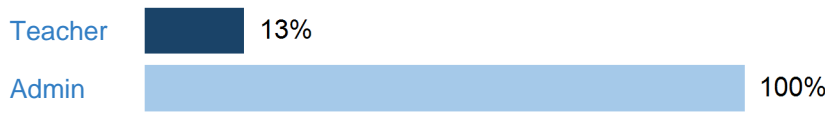
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

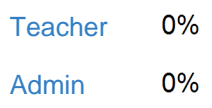
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.6%	90.5%
2017-18 Administrators: Same district 2018-19	84.2%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.9%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	Low Performing Student Group (ATSI)
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	Low Performing Student Group (ATSI)
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	44.2%	37.9%	32.6%
Math Proficiency	28.5%	29.8%	27.0%
ELA Growth	41	31	35
Math Growth	24	45	55
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		45.7%	28.0%
Chronic Absenteeism	10.0%	9.6%	8.4%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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 Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Not Met	Met Standard	Not Met	Met	Yes
White	Not Met	Met Target†	**	**	n/a	Not Met	No
Hispanic	Not Met	Not Met	Not Met	Met Standard	n/a	Met	No
Black or African American	Met Target†	Not Met	Not Met	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target†	Met Target†	Not Met	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	Not Met	Not Met	Not Met	Met Standard	n/a	Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	Yes
English Learners	Met Target†	Not Met	Met Standard	Exceeds Standard	Exceeds Standard	Met	No

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






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School Narrative

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

 <div>Highlights:</div>	<ul style="list-style-type: none">Columbus received a \$25,000 STEM Grant from Amazon to expand the STEM program. Full Day PreK ProgramTeacher selected for New Jersey Exemplary Elementary Educator by the New Jersey Department of Education.National Elementary Honor Society in grades 4 & 5Student Council in grades 3 to 5Ramblers Dance Club in grades 4 to 5
 <div>Mission, Vision, Theme:</div>	<p>The mission of Columbus School is to cultivate a diverse community of creative, critical thinkers. The staff, administration, and Parent Teacher organization is committed to create a collaborative learning community that educates the whole child.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>Columbus Elementary received a \$25,000 STEM Grant from Amazon to expand the STEM program. Our school was visited by Governor Murphy and Commissioner of Education, Dr. Repollet to highlight our Pre-school expansion program. Our students have been recognized by NJPAC for their artwork and some have been accepted into the Elementary Honor Band. Students at Columbus also raised funds for the Happy Feet Foundation, Hoops for Heart and Pennies for Patients.</p>





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 <div>Courses, Curriculum, Instruction:</div>	<p>All K-5 students are immersed in a blended learning environment through the Ready and I-Ready Math program providing all students access to rigorous math instruction and personalized learning opportunities. Our school offers a S.P.A.R.K. program to provide opportunities for identified students to participate in varying units of study that incorporate humanities, independent investigation, and STEM. Students participate in Google Classroom, online programs that enrich the curriculum, and utilize technology to create multi-media presentations and STEM projects. RTI Model Program for Grades K-3 is fully implemented providing interventions including Orton Gillingham, iRead, & Fountas and Pinnell LLI and Systematic Instruction in Phonological Awareness, Phonics and Sight Words. (SIPPS)</p>
 <div>Clubs and Activities:</div>	<p>Columbus School offers students opportunities to take part in extra-curricular activities. Students are able to participate in the following: Scripps National Spelling Bee, Elementary National Honor Society, Student Council, Elementary Dance Club, Student of the Month Program, Choir program, Title I, Title III, and Instrumental Band.</p>





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 <div>Before and After School Programs:</div>	Students in need of additional support in Language Arts and/or Mathematics in grades first through fifth participate in Title 1 After School programs. English Language Learners in need of additional support participate in after school programs focused on English language development. Our district offers a fee for service, Before and After School Program for students in grades kindergarten through fifth grade. The program offered in our school provides homework assistance to students and focuses on developing positive interpersonal relationships.
 <div>Staff and Professional Learning:</div>	Our faculty participates in weekly Professional Learning Communities, analyzing data to guide their instructional plan. Our teachers participate in after-school professional development through the district-offered PD Academy. Novice teachers are supported through a comprehensive and intensive mentoring program.






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 <div>Student Supports and Services:</div>	<p>School resources include a Child Study Team, Intervention and Referral Services, a Reading Specialist, a Math Specialist, a school-based social worker, a behavioral consultant, and specific intervention programs in Response to Intervention. Students requiring additional specialized services are offered in-class resource, in-class support, Self-Contained Autistic, and Multiply Disabled placements.</p>
 <div>Student Health and Wellness:</div>	<p>Our school partnered with Rutgers SNAP-Ed and EFNEP to offer classes about nutrition and healthy food practices. During homeroom our students are offered a breakfast program. Our school partners with the Police Department to offer the LEAD program to 5th grade students. Our Social Worker conducts Social Emotional lessons focused on character education. Our school has also implemented Responsive Classroom and Mindfulness to assist students in developing Social Emotional Skills.</p>
 <div>Parent and Community Involvement:</div>	<p>The PTO works collaboratively with school staff to meet the needs of our students.Our positive working relationship helps to provide quality programs and events, including Pumpkin Patch and Petting Zoo in the fall and Fun Fair and Field Day in the spring. Each grade level has one Parent Involvement Project a year. In addition, teachers use Class Dojo, Remind, and Realtime Parent Portal to communicate with families. A quarterly newsletter is also posted on the school website.</p>






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School Narrative

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

 <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers A climate survey is conducted annually to gauge our school performance. The results of the survey are shared with stakeholders and used to develop goals.</p>
 <div>Facilities:</div>	<p>Facility improvements are made annually. Our building includes a gymnasium, an all-purpose room, a Think Tank which focuses on creative design using STEM activities. Air conditioning units have been installed in all classrooms. Intervention classrooms are designated for IRead and Orton Gillingham instruction. Our halls and classrooms were also recently painted, and flexible seating furniture was added. A new playground was installed to facilitate the development of gross motor skills.</p>
 <div>School Safety:</div>	<p>Full time security personnel are on staff. All staff and students are required to wear school identification. New cameras and door buzzers have been purchased to enhance our security protocols. We have also purchased LobbyGuard, a 7 ID security system allowing us to monitor visitors to the building. Annual training is provided to staff on the topics of Safety and Security. Students and staff participate in monthly security/safety drills. An Anti-Bullying Specialist provides programs and resources to parents, students, faculty and staff. Student safety patrols assist with the monitoring of passing students.</p>





Columbus Elementary School
(23-0750-050)
Grades Offered: PK-05
2018-2019

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School Narrative

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




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School Narrative

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<div></div> <div>Other Information</div>	<p>Located in Carteret, New Jersey, Columbus School has a diverse student populations of different cultures, nationalities, religious backgrounds, and experiences. With approximately seven hundred and fifty students, we strive to cultivate a learning environment that inspires discovery, sparks curiosity and rewards the willingness to take on new challenges. As a Title I school, our focus is to enable each student to succeed in the areas of academic achievement, social and psychological development, and health/wellness. All of our classrooms have interactive Smart Boards, or electronic whiteboards that enhance instruction and learning. The SMART Notebook software makes it possible for teachers to create content-rich, dynamic lessons that address specific student skills. Many of our classrooms implement the Google Classroom model, which equips teachers with the tools to create and organize online learning opportunities, provide feedback to individual students in real time as they work, as well as easily communicate with their whole class. To celebrate student achievement both academically and socially, a student from each class at each grade level is nominated Student of the Month and is recognized throughout the building. To enhance character development, students take part in our annual anti-bullying campaign and are provided leadership opportunities as elected members of Student Council as well as Class Ambassadors. Our S.P.A.R.K. program provides academic enrichment for students who demonstrate exceptional academic ability and as a member of the National Elementary Honor Society we are able to celebrate the achievements of those students who excel at and above grade level in all their subjects. Furthermore, our NBA program recognizes students for perfect attendance in an effort to reduce chronic absenteeism and increase student achievement.</p>
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Nathan Hale Elementary School
(23-0750-060)
Grades Offered: PK-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Nathan Hale Elementary School**

(23-0750-060)

Grades Offered: PK-05

2018-2019

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School Contact Information

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

Type	Contact Information
County	Middlesex
District	Carteret Public School District
Principal Name	Ms. Erika Barrett
Address	678 ROOSEVELT AVENUE CARTERET, NJ 07008
Phone Number	732-541-8960
Email Address	ebarrett@carteretschools.org
Website	https://nhs.carteretschools.org
Facebook	https://instagram.com/NathanHaleSchool
Twitter	https://twitter.com/NathanH_Eagles



Nathan Hale Elementary School
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	29	33	29
KG	74	78	67
1	76	75	83
2	98	74	80
3	83	85	63
4	73	84	89
5	85	68	81
Total	518	497	492

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	53.7%	53.3%	53.3%
Male	46.3%	46.7%	46.7%
Economically Disadvantaged Students	79.7%	83.9%	84.3%
Students with Disabilities	11.4%	9.7%	10.2%
English Learners	24.3%	27.4%	26.2%
Homeless Students	0.8%	0.6%	0.6%
Students in Foster Care	0.4%	0.4%	0.0%
Military-Connected Students	0.0%	0.2%	0.6%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	7.3%	7.2%	7.1%
Hispanic	54.4%	55.1%	58.1%
Black or African American	12.7%	10.7%	11.8%
Asian	24.1%	24.9%	21.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.4%	2.0%	1.8%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	29	33	0
PK - Full Day	0	0	29
KG - Half Day	0	0	0
KG - Full Day	74	78	67

Enrollment by Home Language

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

Home Language	% of Students
English	54.7%
Spanish	27.8%
Panjabi	9.1%
Urdu	4.9%
Hindi	1.0%
Other Languages	2.4%



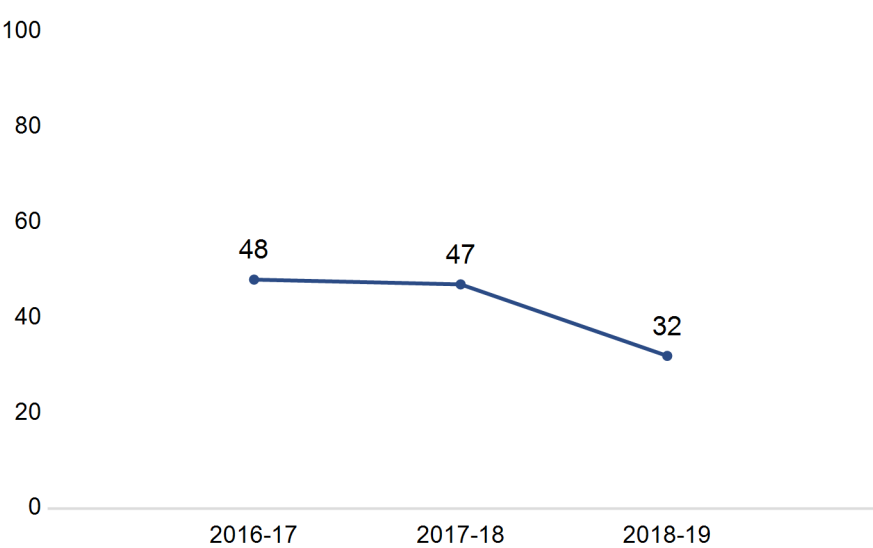
Nathan Hale Elementary School
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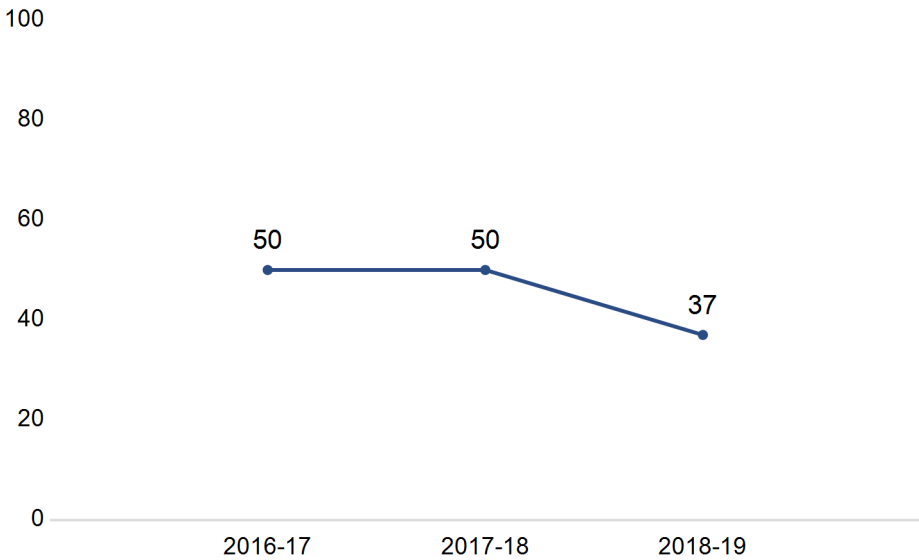
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	48	47	32	50	50	37
Met Standard (40-59.5)?	Met Standard	Met Standard	Not Met	Met Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	32	40	50	Not Met	37	52	50	Not Met
White	*	45	50	**	*	59	52	**
Hispanic	28	38	49	Not Met	35	48	47	Not Met
Black or African American	34	35.5	45	**	40	49	43	**
Asian, Native Hawaiian, or Pacific Islander	42	51	59	Met Standard	37	54	60	Not Met
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	28	49	**	*	55	52	**
Female	43	46	53	N	37	54	50	N
Male	21	34	47	N	38	51	51	N
Economically Disadvantaged Students	31.5	40	48	Not Met	38	50	46	Not Met
Students with Disabilities	29	31.5	43	Not Met	35	35	45	Not Met
English Learners	29	42	52	Not Met	39	56	50	Not Met
Homeless Students	*	19	43	N	*	47	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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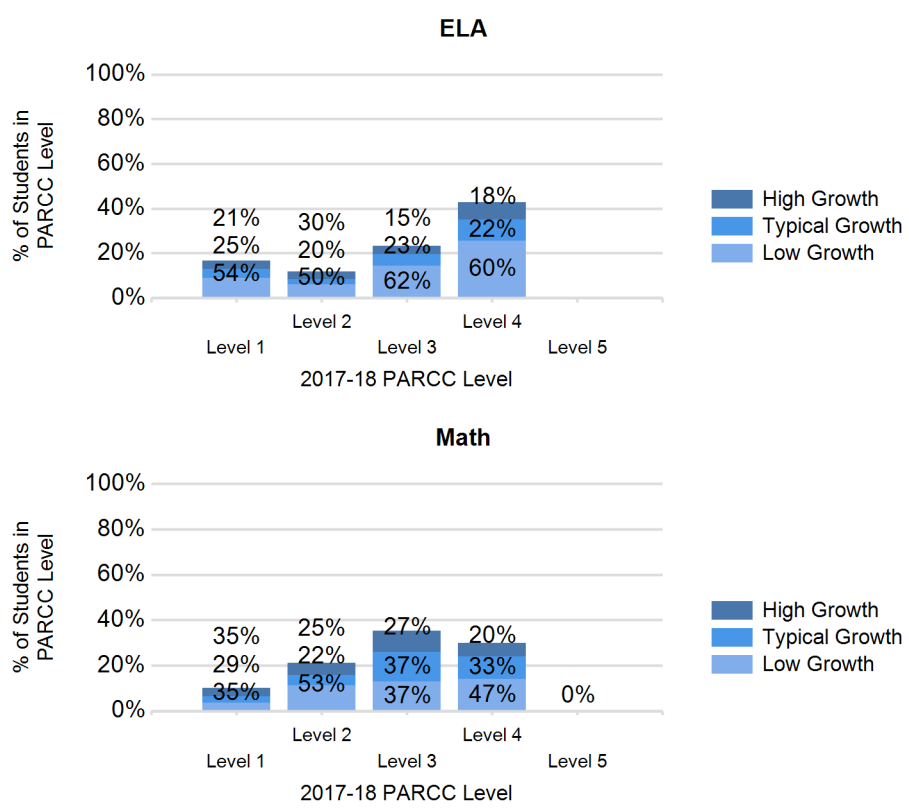
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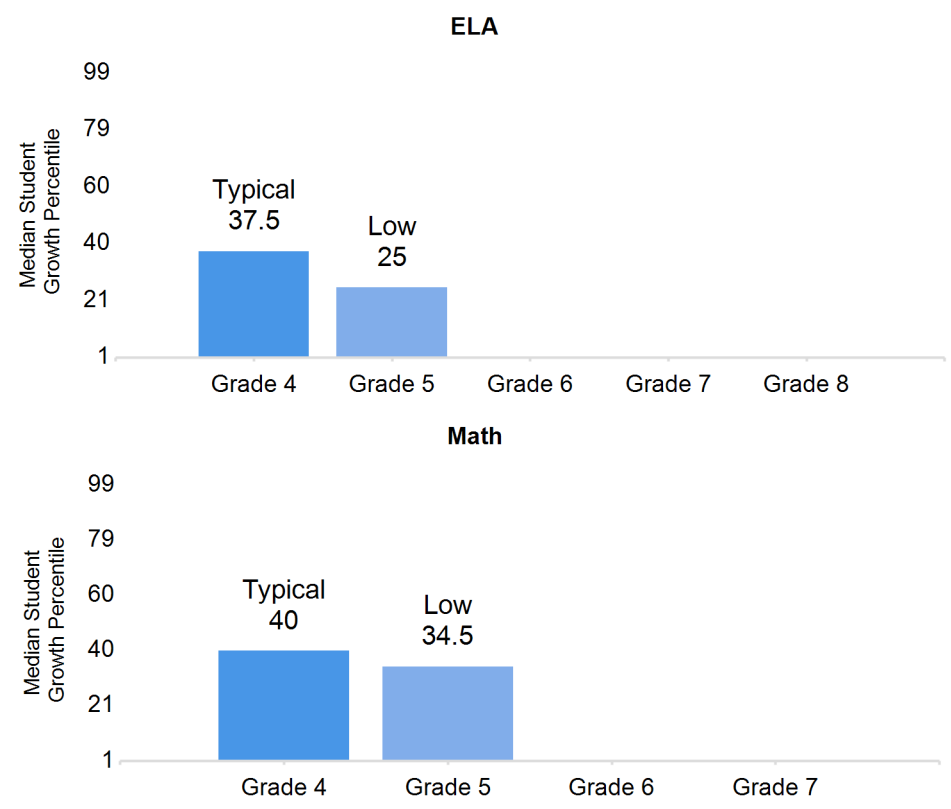
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



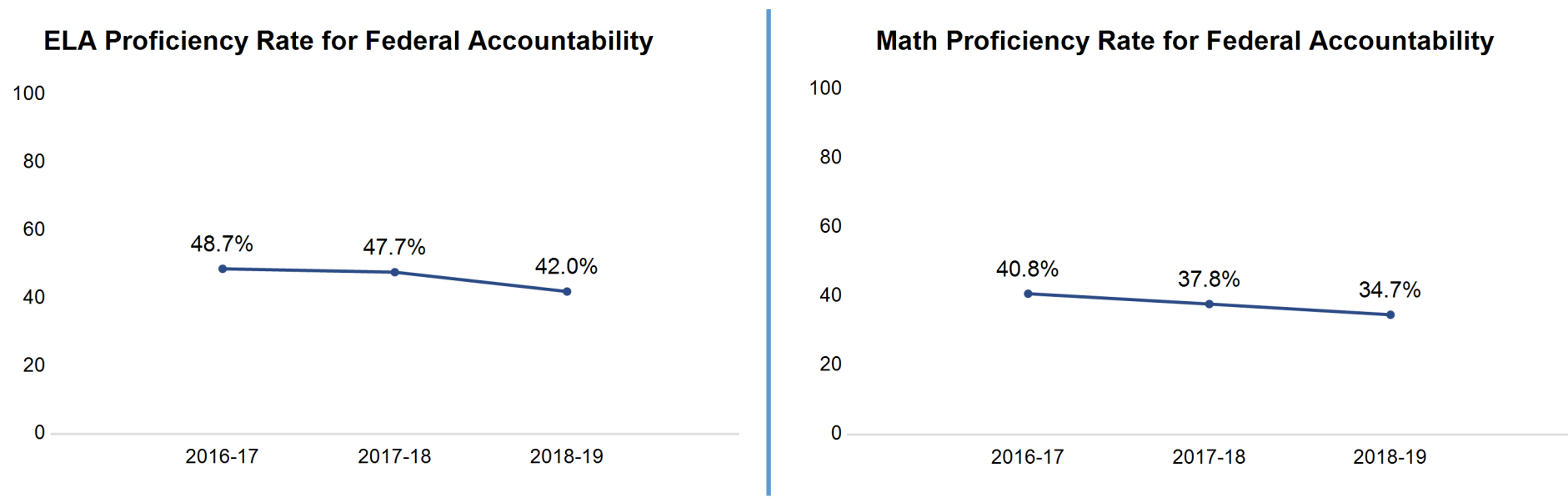


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	99.6%	100.0%	100.0%	100.0%	100.0%
Proficiency Rate for Federal Accountability	48.7%	47.7%	42.0%	40.8%	37.8%	34.7%
Annual Target	49.7%	51.3%	52.9%	39.6%	41.7%	43.9%
Met Annual Target?	Met Target†	Met Target†	Not Met	Met Target	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	219	100.0	42.0	44.2	57.9	42.0	52.9	Not Met
White	*	*	*	51.0	66.9	*	**	**
Hispanic	124	100.0	37.9	36.3	43.9	37.9	46.8	Not Met
Black or African American	31	100.0	32.3	33.8	38.5	32.3	44.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	47	100.0	57.4	64.5	82.9	57.4	63.9	Met Target†
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	110	100.0	48.2	52.0	64.8	48.2		
Male	109	100.0	35.8	36.5	51.3	35.8		
Economically Disadvantaged Students	191	100.0	41.9	40.7	40.0	41.9	49.6	Not Met
Non-Economically Disadvantaged Students	28	100.0	42.9	51.8	67.9	42.9		
Students with Disabilities	34	100.0	20.6	10.6	22.7	20.6	28.2	Met Target†
Students without Disabilities	185	100.0	45.9	49.6	65.1	45.9		
English Learners	70	100.0	32.9	31.1	29.3	32.9	35.7	Met Target†
Non-English Learners	149	100.0	46.3	46.8	60.6	46.3		
Homeless Students	*	*	*	30.8	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

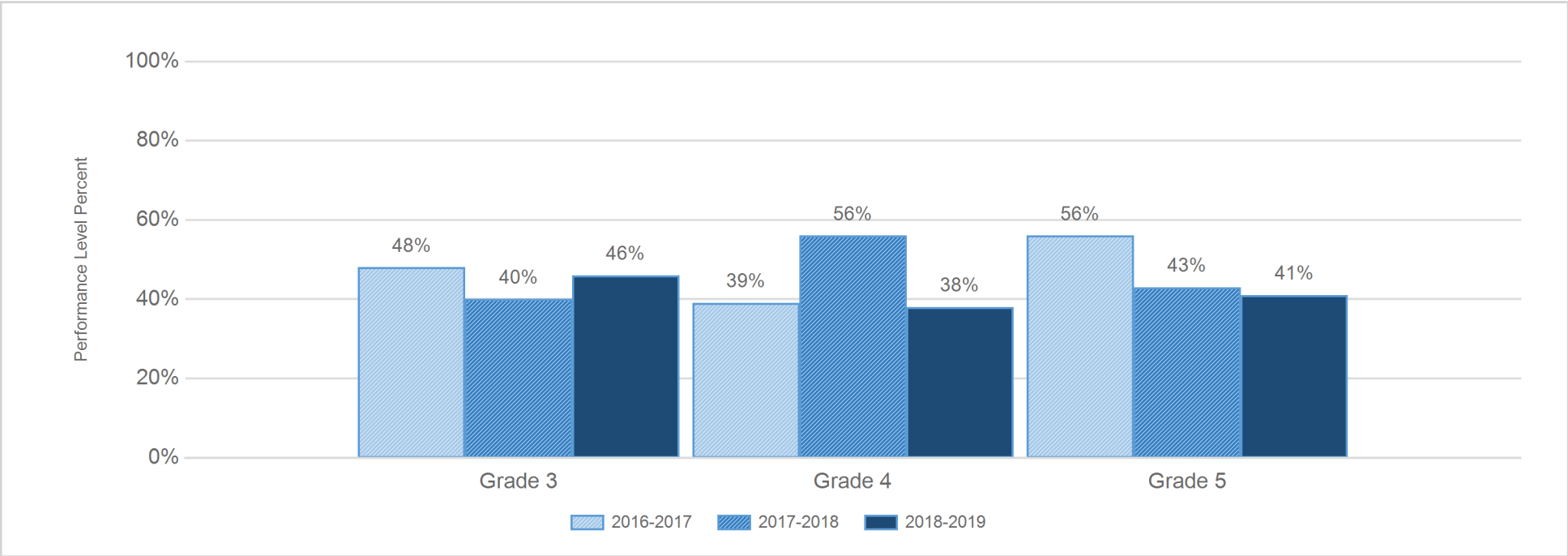


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	734	743	748	25%	*	*	46%	0%	46%	50%
White	*	*	755	757	*	*	*	*	*	*	60%
Hispanic	37	729	736	734	*	*	*	41%	0%	41%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	12	746	757	773	*	*	*	*	*	58%	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	35	734	747	753	*	*	*	43%	0%	43%	55%
Male	28	733	738	743	*	*	*	50%	0%	50%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	*	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	705	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	747	754	*	*	*	*	*	*	56%
English Learners	15	703	*	713	*	*	*	*	*	*	17%
Non-English Learners	48	743	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	737	740	755	16%	20%	25%	*	*	38%	57%
White	*	*	755	763	*	*	*	*	*	*	67%
Hispanic	52	735	734	743	*	21%	27%	*	*	37%	44%
Black or African American	16	732	*	739	*	*	*	*	*	25%	39%
Asian, Native Hawaiian, or Pacific Islander	17	753	*	779	*	*	*	*	*	59%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	737	762	*	*	*	*	*	*	64%
Female	49	741	748	760	*	*	20%	*	*	43%	62%
Male	42	732	731	750	*	*	31%	*	*	33%	53%
Economically Disadvantaged Students	75	734	737	740	*	*	*	*	*	36%	40%
Non-Economically Disadvantaged Students	16	750	751	765	*	*	*	*	*	50%	69%
Students with Disabilities	16	702	697	725	*	*	*	*	*	13%	25%
Students without Disabilities	75	744	748	761	*	*	*	*	*	44%	64%
English Learners	20	712	712	720	*	*	*	*	*	10%	17%
Non-English Learners	71	744	745	758	*	*	*	*	*	46%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	739	740	756	12%	16%	31%	*	*	41%	58%
White	*	*	747	764	*	*	*	*	*	*	68%
Hispanic	46	732	731	743	*	24%	22%	*	*	39%	44%
Black or African American	*	*	738	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	22	750	756	781	*	*	*	*	*	55%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	751	762	*	*	*	*	*	*	65%
Female	35	757	748	761	*	*	*	*	*	60%	64%
Male	48	725	733	750	*	*	*	*	*	27%	52%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	11	718	708	724	*	*	*	*	*	27%	23%
Students without Disabilities	72	742	747	762	*	*	*	*	*	43%	65%
English Learners	10	700	*	713	*	*	*	*	*	10%	11%
Non-English Learners	73	744	*	758	*	*	*	*	*	45%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Nathan Hale Elementary School
(23-0750-060)
Grades Offered: PK-05
2018-2019

Report Key:

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	219	100.0	34.7	33.0	44.5	34.7	43.9	Not Met
White	*	*	*	42.6	54.1	*	**	**
Hispanic	124	100.0	29.8	24.0	28.8	29.8	36.3	Met Target†
Black or African American	31	100.0	19.4	23.2	23.0	19.4	33.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	47	100.0	53.2	53.9	76.5	53.2	58.1	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	110	100.0	40.0	35.9	44.9	40.0		
Male	109	100.0	29.4	30.2	44.2	29.4		
Economically Disadvantaged Students	191	100.0	34.0	30.3	26.3	34.0	41.6	Not Met
Non-Economically Disadvantaged Students	28	100.0	39.3	39.0	54.9	39.3		
Students with Disabilities	34	100.0	14.7	*	17.4	14.7	32.2	Not Met
Students without Disabilities	185	100.0	38.4	*	50.0	38.4		
English Learners	70	100.0	34.3	*	25.0	34.3	39.7	Met Target†
Non-English Learners	149	100.0	34.9	*	46.5	34.9		
Homeless Students	*	*	*	19.2	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

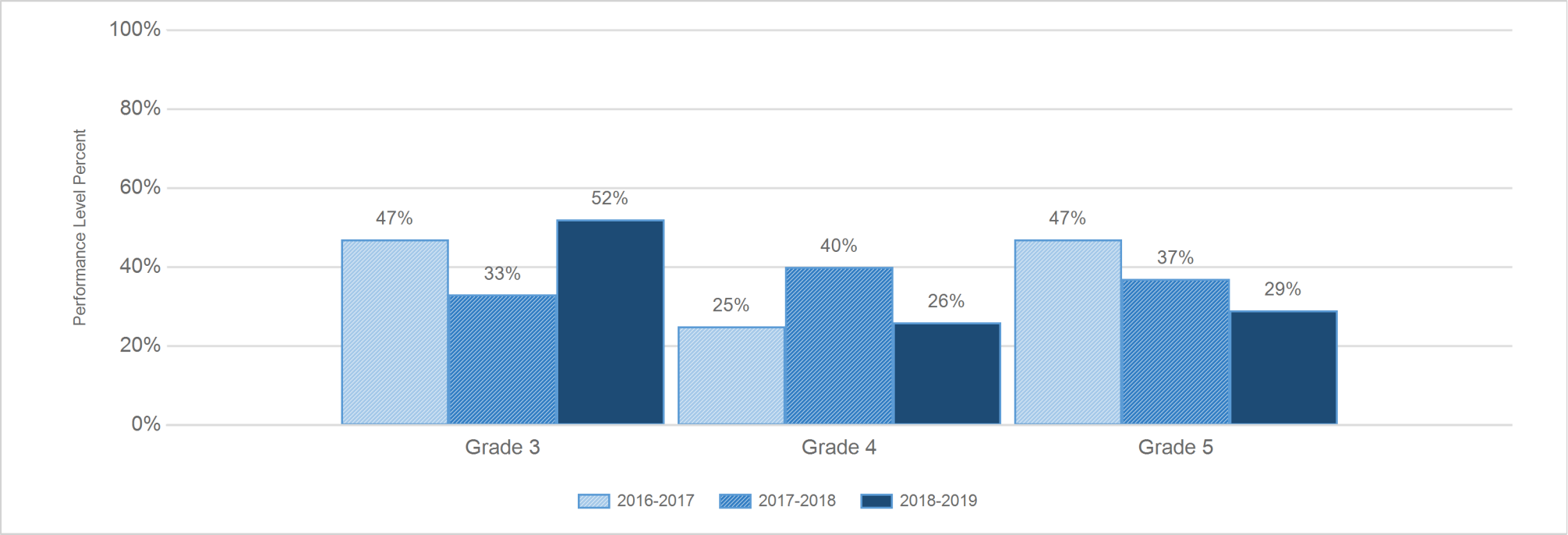


Nathan Hale Elementary School
(23-0750-060)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	746	746	752	*	*	21%	*	*	52%	55%
White	*	*	748	760	*	*	*	*	*	*	66%
Hispanic	37	742	740	739	*	*	*	*	*	51%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	12	758	766	778	0%	*	*	*	*	58%	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	35	744	747	751	*	*	*	*	*	51%	54%
Male	28	748	746	752	*	*	*	*	*	54%	56%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	700	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	752	756	*	*	*	*	*	*	60%
English Learners	15	728	*	728	*	*	*	*	*	13%	26%
Non-English Learners	48	751	*	754	*	*	*	*	*	65%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	93	731	737	749	16%	20%	38%	26%	0%	26%	51%
White	*	*	754	757	*	*	*	*	*	*	62%
Hispanic	53	727	730	737	21%	21%	38%	21%	0%	21%	36%
Black or African American	16	729	*	731	*	*	*	*	*	13%	29%
Asian, Native Hawaiian, or Pacific Islander	18	744	751	776	*	*	*	*	*	50%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	740	754	*	*	*	*	*	*	58%
Female	49	732	741	749	*	*	29%	*	*	31%	50%
Male	44	731	733	749	*	*	48%	*	*	20%	52%
Economically Disadvantaged Students	77	731	734	734	*	*	*	*	*	23%	32%
Non-Economically Disadvantaged Students	16	732	747	759	*	*	*	*	*	38%	63%
Students with Disabilities	16	708	704	726	*	*	*	*	*	13%	25%
Students without Disabilities	77	736	743	754	*	*	*	*	*	29%	56%
English Learners	22	719	719	722	*	*	*	*	*	14%	18%
Non-English Learners	71	735	741	751	*	*	*	*	*	30%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	737	736	747	*	21%	43%	*	*	29%	47%
White	*	*	741	755	*	*	*	*	*	*	58%
Hispanic	46	736	728	735	*	24%	43%	*	*	26%	30%
Black or African American	*	*	732	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	23	743	751	775	*	*	*	*	*	39%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	750	753	*	*	*	*	*	*	55%
Female	35	741	738	747	*	*	37%	*	*	37%	47%
Male	49	734	734	747	*	*	47%	*	*	22%	47%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	59%
Students with Disabilities	11	720	708	725	*	*	*	*	*	18%	19%
Students without Disabilities	73	740	741	752	*	*	*	*	*	30%	52%
English Learners	11	722	*	718	*	*	*	*	*	*	12%
Non-English Learners	73	740	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	47.6%	56.6%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	67	*	*
3-4	29	86.2%	13.8%
5 or more	18	83.3%	16.7%



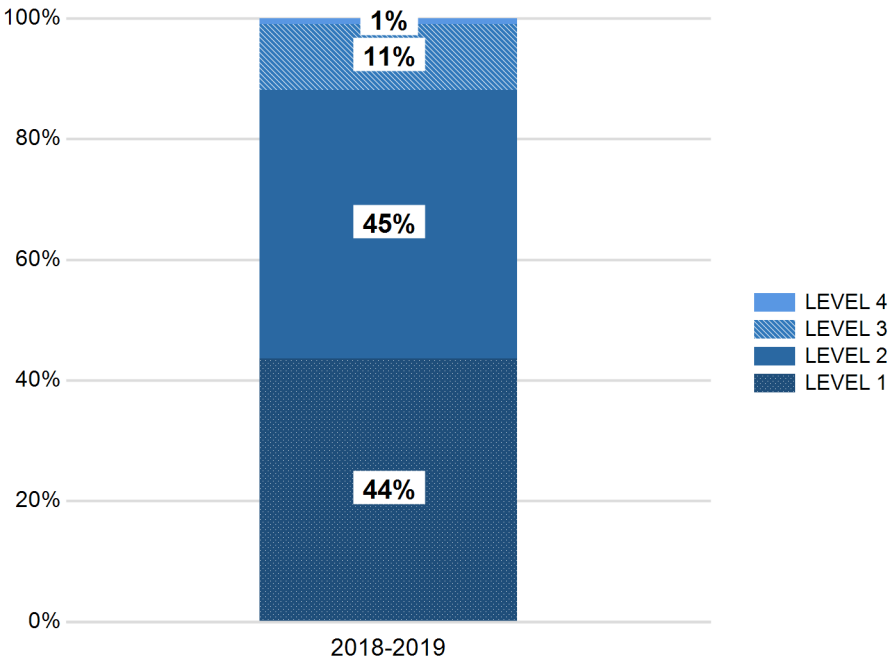
Nathan Hale Elementary School
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	44	45	11	1
White	*	*	*	*
Hispanic	47	43	9	2
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	26	57	17	0
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	34	46	17	3
Male	50	44	6	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	67	33	0	0
Students without Disabilities	40	47	12	1
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

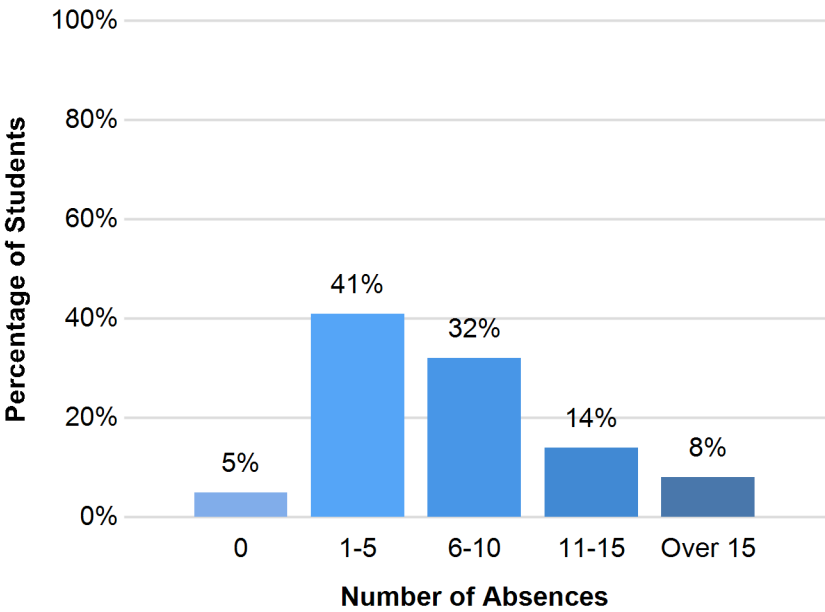
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	25	5.3	8.9	Met
White	*	*	8.9	Met
Hispanic	18	6.5	8.9	Met
Black or African American	4	6.6	8.9	Met
Asian, Native Hawaiian, or Pacific	2	2.1	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	13	5.3		
Male	12	5.3		
Economically Disadvantaged Students	21	5.2	8.9	Met
Students with Disabilities	6	10.7	8.9	Not Met
English Learners	5	4.4	8.9	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





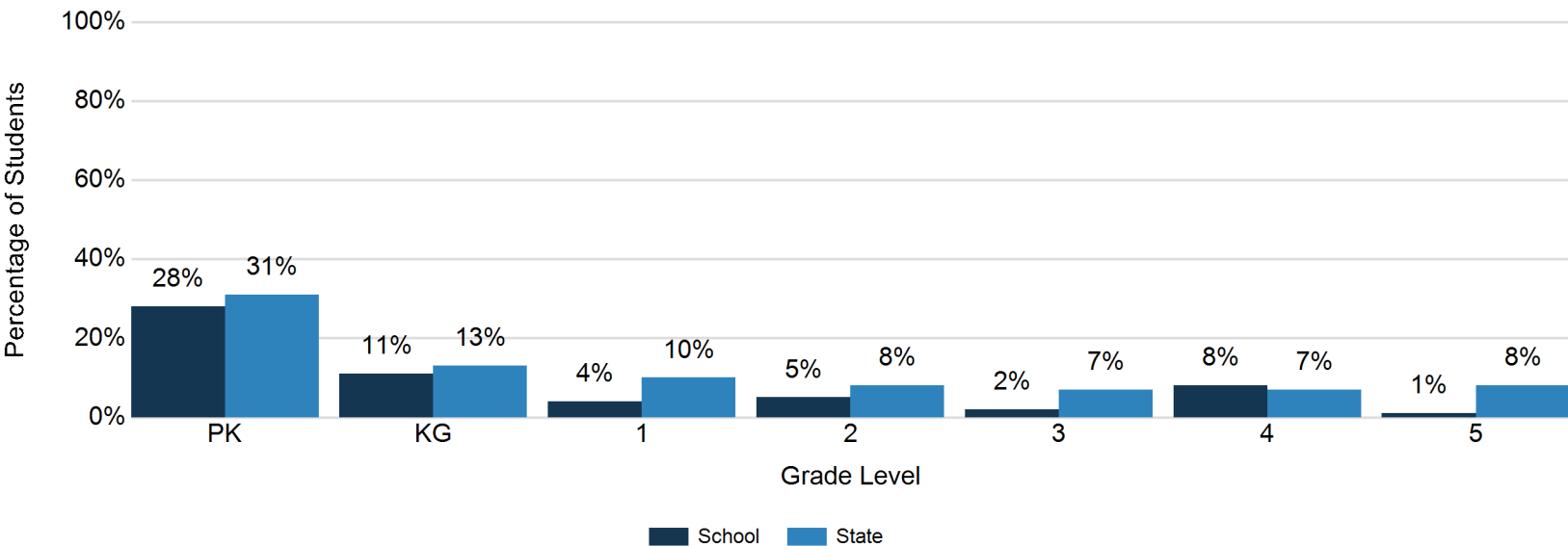
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.41

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

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



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School Day

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

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

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	52	118,214
Average years experience in public schools	13.0	12.1
Average years experience in district	12.5	10.8
Percentage of Teachers with 4 or more years experience in the district	84.3%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	20	9,530
Average years experience in public schools	15.9	16.0
Average years experience in district	15.6	12.0
Percentage of Administrators with 4 or more years experience in the district	70.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	13:1
Students to Administrators	492:1	196:1
Teachers to Administrators	52:1	15:1
Students to Librarians/Media Specialists		N
Students to Nurses		785:1
Students to Counselors		785:1
Students to Child Study Team Members		245:1



Nathan Hale Elementary School
(23-0750-060)
Grades Offered: PK-05
2018-2019

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

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	53.3%	96.2%	100.0%	48.4%	77.1%	54.9%
Male	46.7%	3.8%	0.0%	51.6%	22.9%	45.1%
White	7.1%	73.1%	0.0%	42.4%	83.6%	77.4%
Hispanic	58.1%	17.3%	100.0%	29.9%	7.3%	7.2%
Black or African American	11.8%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	21.1%	7.7%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	1.9%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.8%	0.0%	0.0%	2.1%	0.2%	0.2%



Nathan Hale Elementary School
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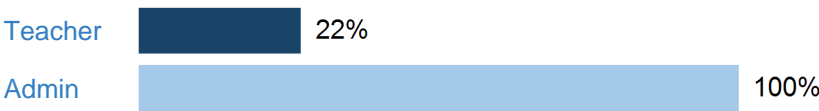
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.6%	90.5%
2017-18 Administrators: Same district 2018-19	84.2%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.2%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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2018-2019

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	48.7%	47.7%	42.0%
Math Proficiency	40.8%	37.8%	34.7%
ELA Growth	48	47	32
Math Growth	50	50	37
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		65.8%	47.6%
Chronic Absenteeism	7.4%	7.4%	5.3%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Not Met	Not Met	Met Target†	Met	No
White	**	**	**	**	n/a	Met	No
Hispanic	Not Met	Met Target†	Not Met	Not Met	n/a	Met	No
Black or African American	Met Target†	Not Met	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target†	Met Target†	Met Standard	Not Met	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Not Met	Not Met	n/a	Met	No
Students with Disabilities	Met Target†	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	Met Target†	Met Target†	Not Met	Not Met	Not Met	Met	No

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






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School Narrative

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

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> Curriculum includes full day Pre-K Tools of the Mind Pre-K & Kindergarten, RTI (K-3), Ready Math, Balanced Literacy, STEM projects created in T.H.I.N.K. Tank. Teacher, Nicole Silva, is the recipient of the Milken Educator Award and received a \$25,000 prize. Our school is a member of the National Elementary Honor Society and offers a GT SPARK program.
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>Nathan Hale pledges to help students acquire the knowledge, skills and positive attitudes necessary for student achievement and success in life. It will instill the idea that the acquisition of positive character values promotes healthy student development and will encourage students to become responsible, contributing members of society. These universal values affirm basic human worth and dignity and will support a healthy school community while pairing with families and the community.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>Nathan Hale is engaged in philanthropic endeavors including the Susan G. Komen Zumba-thon, Nathan Hale Mini-Walkathon for Carteret Conquers Cancer, Caps for Kids. Teacher, Nicole Silva, is the recipient of the Milken Educator Award and received a \$25,000 prize.</p>





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 <p>Courses, Curriculum, Instruction:</p>	<p>All K-5 students are immersed in a blended learning environment through the Ready and I-Ready Math program providing all students access to rigorous math instruction and personalized learning opportunities. Our school offers a S.P.A.R.K. program to provide opportunities for identified students to participate in varying units of study that incorporate humanities, independent investigation, and STEM. Students participate in Google Classroom, online programs that enrich the curriculum, and utilize technology to create multi-media presentations and STEM projects. RTI Model Program for Grades K-3 is full implemented providing interventions including Orton Gillingham, iRead, & Fountas and Pinnell LLI.</p>
 <p>Clubs and Activities:</p>	<p>Nathan Hale offers a variety of clubs and activities including Asian Heritage Club, Science Club, Digital Journalism Club, Elementary National Honor Society, Student of the Month program, Student Council, Choir concerts, Title I, Title III, Zumba-thon, Walk-a-thon, Safety Patrols, School Store, Instrumental Band, and Flutophones for grade 3. Each year, instrumental band students in the fourth and fifth grade participate in a concert.</p>





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 <div>Before and After School Programs:</div>	Students in need of additional support in Language Arts and/or Mathematics in grades first through fifth participate in Title 1 After School programs. English Language Learners in need of additional support participate in after school programs focused on English language development. Our district offers a fee for service, Before and After School Program for students in grades kindergarten through fifth grade. The program offered in our school provides homework assistance to students and focuses on developing positive interpersonal relationships.
 <div>Staff and Professional Learning:</div>	The results of state and local assessments are continuously analyzed by our faculty and school-level data teams to assist in guiding instructional improvement. Focused upon identified district goals and school needs, our faculty participates in mentor programs, professional learning communities, shares research-based instructional practices at grade level meetings, attends workshops and conferences, conducts and shares action research, and completes graduate level courses.



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Student Supports and Services:

School resources include a Child Study Team, Intervention and Referral Services, a Reading Specialist, a Math Coach, a school based social worker, a behavioral consultant, and specific intervention programs in Response to Intervention. High Intensity programs in English as a Second Language and a Bilingual Punjabi tutorial program support the needs of ELL students in mainstream classrooms. Students identified in need of supports for Literacy and Mathematics receive Title 1 services during and after school.



Student Health and Wellness:

Students participated in the Fresh Fruit and Vegetable Program to improve their dietary quality and their exposure to new items. A breakfast program is offered in the classroom during homeroom. Physical education, recess, teachers use GoNoodle and give breaks throughout the day. LEAD program for 5th grade students. Local police visit the school to assist delivering programs to the whole school to promote safety. Gym teachers and the nurse educate students in 4th and 5th grade on body changes.



Parent and Community Involvement:

The PTO works collaboratively with school staff to enrich the learning of our students. Parents engage in Family Literacy Nights, Family Math Night, Student of the Month events, Book Fairs, dances, Bingo events, and family movie nights. Our school uses Class Dojo, Realtime Parent Portal, School Twitter and Instagram Accounts, and Robocalls to keep parents informed. We also host a Grandparents Day, Career Day, and cultural events such as Hispanic Heritage and Asian Heritage celebrations in the evening to allow for community involvement.






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 <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers A school survey is completed once a year by parent, faculty, and students and then it is reviewed through the School Safety & Climate Committee to highlight positive comments and to review areas that need development. The results of the survey are shared with stakeholders through digital graphics. Results from the survey are used to develop goals to improve school climate and culture. The School Safety, Culture, and Climate team meet regularly to develop improvements for school culture. Results of our school climate and culture survey indicate that our school is a safe and supportive learning environment that meets the need of our students.</p>
 <div>Facilities:</div>	<p>Our building is a well maintained facility offering students a bright, inviting and clean learning environment. Air conditioning units have been installed in all classrooms. A T.H.I.N.K. Tank room, which focuses on creative design using STEM activities was recently added, enriching our curriculum. In addition, a new playground was installed for all students to utilize during outdoor recess. We also offer an iRead reading intervention room.</p>
 <div>School Safety:</div>	<p>Full time security personnel are on staff. All staff and students are required to wear school identification. New cameras and door buzzers have been purchased to enhance our security protocols. We have also purchased LobbyGuard, a 7 ID security system allowing us to monitor visitors to the building. Annual training is provided to staff on the topics of Safety and Security. Students and staff participate in monthly security/safety drills. An Anti-Bullying Specialist provides programs and resources to parents, students, faculty and staff. Student safety patrols assist with the monitoring of passing students.</p>





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




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<div>Other Information</div>	Students in all grades attend school from 8:30am-2:55pm. Students participate in academic subjects as well as related arts on a daily basis. Students are required to wear uniforms to school. Communication with parents is on-going through the Realtime Parent portal, the district website, the Remind app, and Class Dojo.
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Private Nicholas Minue Elementary School
(23-0750-057)
Grades Offered: PK-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:


Private Nicholas Minue Elementary School

(23-0750-057)

Grades Offered: PK-05

2018-2019

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School Contact Information

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

Type	Contact Information
County	Middlesex
District	Carteret Public School District
Principal Name	Mrs. Cheryl Bolinger
Address	83 POST BLVD CARTERET, NJ 07008
Phone Number	732-541-8960
Email Address	cbolinger@carteretschools.org
Website	https://min.carteretschools.org/
Twitter	https://twitter.com/Minue_owls



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	59	61	37
KG	83	97	88
1	100	90	99
2	102	97	94
3	116	124	103
4	90	114	128
5	114	97	111
Total	664	680	660

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	51.5%	51.9%	52.1%
Male	48.5%	48.1%	47.9%
Economically Disadvantaged Students	59.5%	63.5%	66.2%
Students with Disabilities	8.9%	8.7%	10.8%
English Learners	19.4%	19.1%	15.3%
Homeless Students	0.5%	0.0%	0.2%
Students in Foster Care	0.3%	0.3%	0.2%
Military-Connected Students	0.0%	0.1%	0.3%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	13.7%	12.1%	11.8%
Hispanic	35.4%	35.3%	35.9%
Black or African American	10.1%	9.4%	8.3%
Asian	37.5%	39.9%	40.3%
Native Hawaiian or Pacific Islander	0.6%	0.1%	0.3%
American Indian or Alaska Native	0.0%	0.3%	0.2%
Two or More Races	2.7%	2.9%	3.2%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	59	61	0
PK - Full Day	0	0	37
KG - Half Day	0	0	0
KG - Full Day	83	97	88

Enrollment by Home Language

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

Home Language	% of Students
English	55.6%
Panjabi	20.6%
Spanish	12.4%
Urdu	7.4%
Arabic	1.1%
Other Languages	2.9%



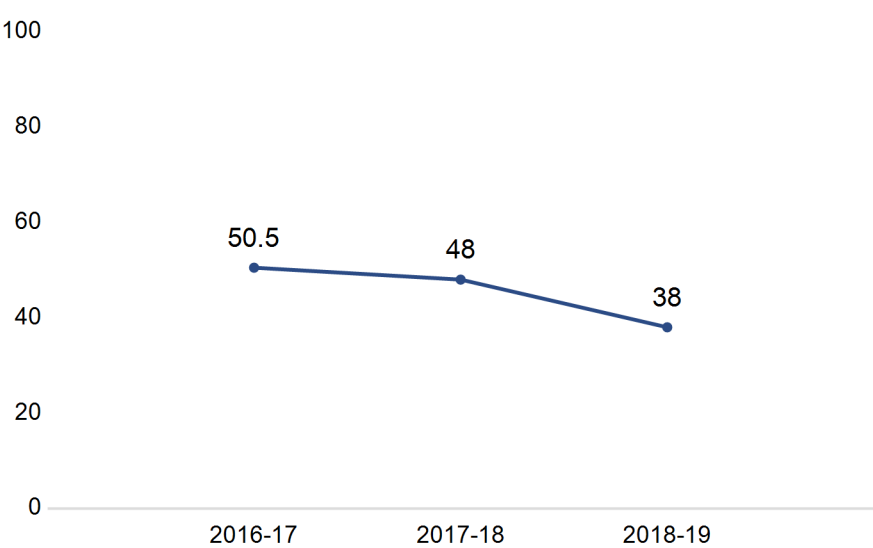
Private Nicholas Minue Elementary School
(23-0750-057)
Grades Offered: PK-05
2018-2019

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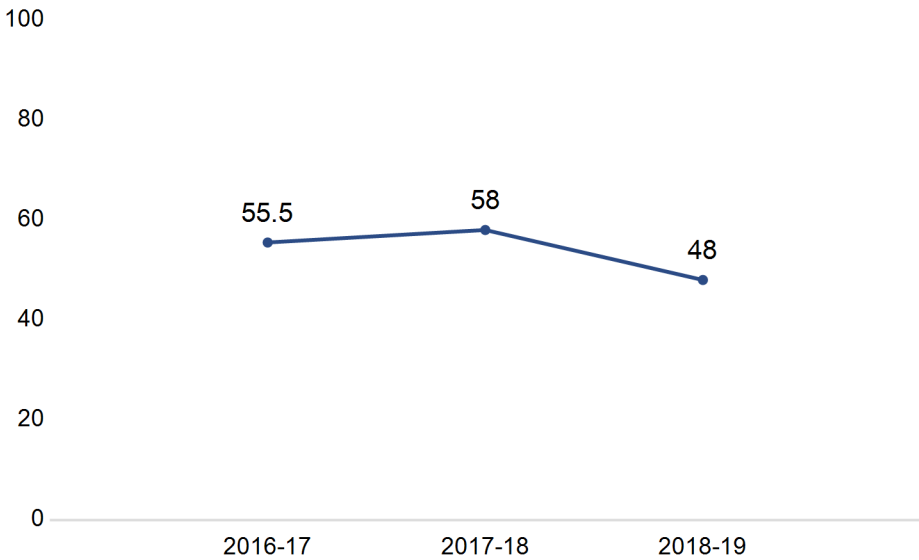
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	50.5	48	38	55.5	58	48
Met Standard (40-59.5)?	Met Standard	Met Standard	Not Met	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	38	40	50	Not Met	48	52	50	Met Standard
White	39.5	45	50	Not Met	52	59	52	Met Standard
Hispanic	34	38	49	Not Met	43	48	47	Met Standard
Black or African American	35	35.5	45	Not Met	50.5	49	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	45.5	51	59	Met Standard	48.5	54	60	Met Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	33.5	28	49	**	46.5	55	52	**
Female	40	46	53	N	52	54	50	N
Male	36	34	47	N	44.5	51	51	N
Economically Disadvantaged Students	39	40	48	Not Met	43	50	46	Met Standard
Students with Disabilities	18	31.5	43	Not Met	27	35	45	Not Met
English Learners	38.5	42	52	Not Met	50.5	56	50	Met Standard
Homeless Students	N	19	43	N	N	47	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	*	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

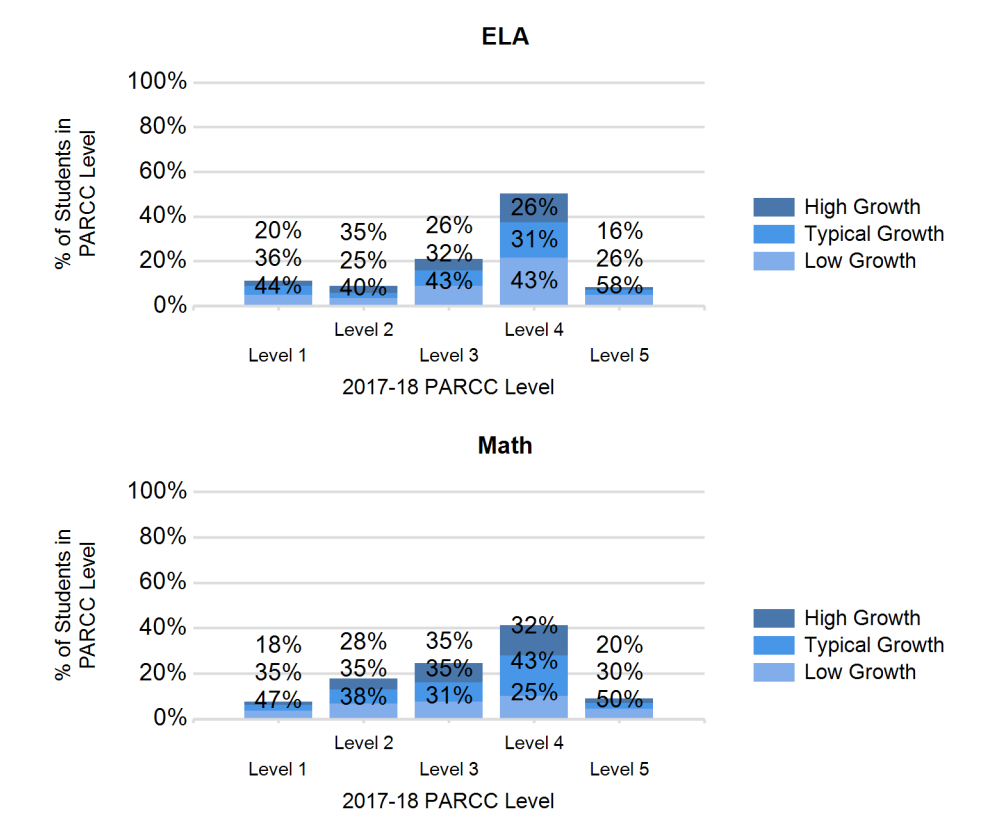
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

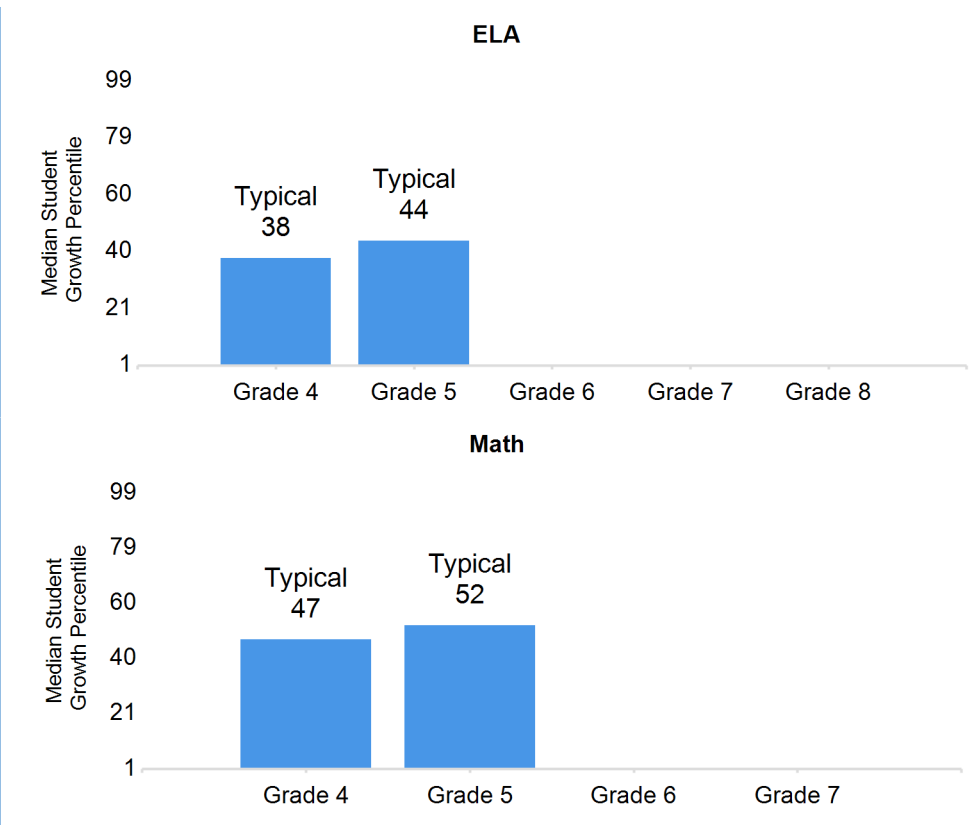
Student Growth by Performance Level

Student Growth by Grade

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



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



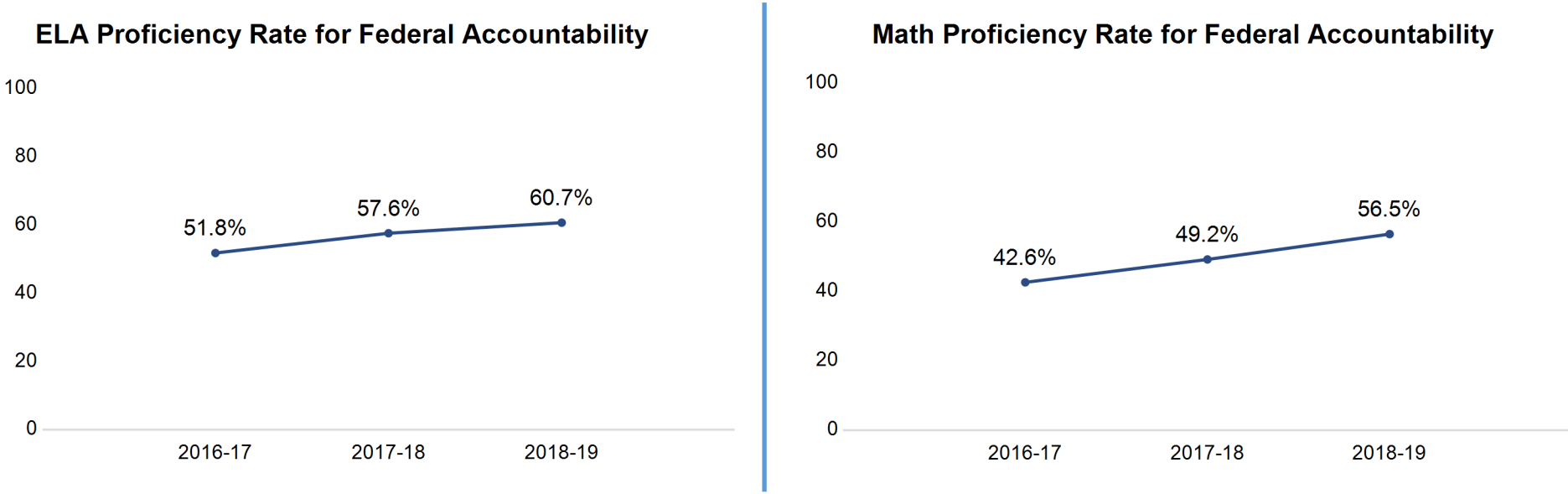


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	99.7%	99.4%	99.7%	99.7%	99.4%
Proficiency Rate for Federal Accountability	51.8%	57.6%	60.7%	42.6%	49.2%	56.5%
Annual Target	46.1%	47.9%	49.7%	47.7%	49.4%	51.1%
Met Annual Target?	Met Target	Met Target	Met Target	Not Met	Met Target†	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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2018-2019

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	305	99.4	60.7	44.2	57.9	60.7	49.7	Met Target
White	43	100.0	65.1	51.0	66.9	65.1	53.6	Met Target
Hispanic	102	98.3	52.9	36.3	43.9	52.9	42.9	Met Target
Black or African American	36	100.0	63.9	33.8	38.5	63.9	46.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	113	100.0	64.6	64.5	82.9	64.6	57.6	Met Target
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	11	100.0	63.6	*	64.4	63.6	**	**
Female	170	100.0	70.0	52.0	64.8	70.0		
Male	135	98.6	48.9	36.5	51.3	48.9		
Economically Disadvantaged Students	186	99.5	55.4	40.7	40.0	55.4	45.2	Met Target
Non-Economically Disadvantaged Students	119	99.2	68.9	51.8	67.9	68.9		
Students with Disabilities	30	96.9	10.0	10.6	22.7	10.0	13.7	Met Target†
Students without Disabilities	275	99.7	66.2	49.6	65.1	66.2		
English Learners	71	100.0	40.8	31.1	29.3	40.8	31	Met Target
Non-English Learners	234	99.2	66.7	46.8	60.6	66.7		
Homeless Students	N	N	N	30.8	29.1	N		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



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Grades Offered: PK-05

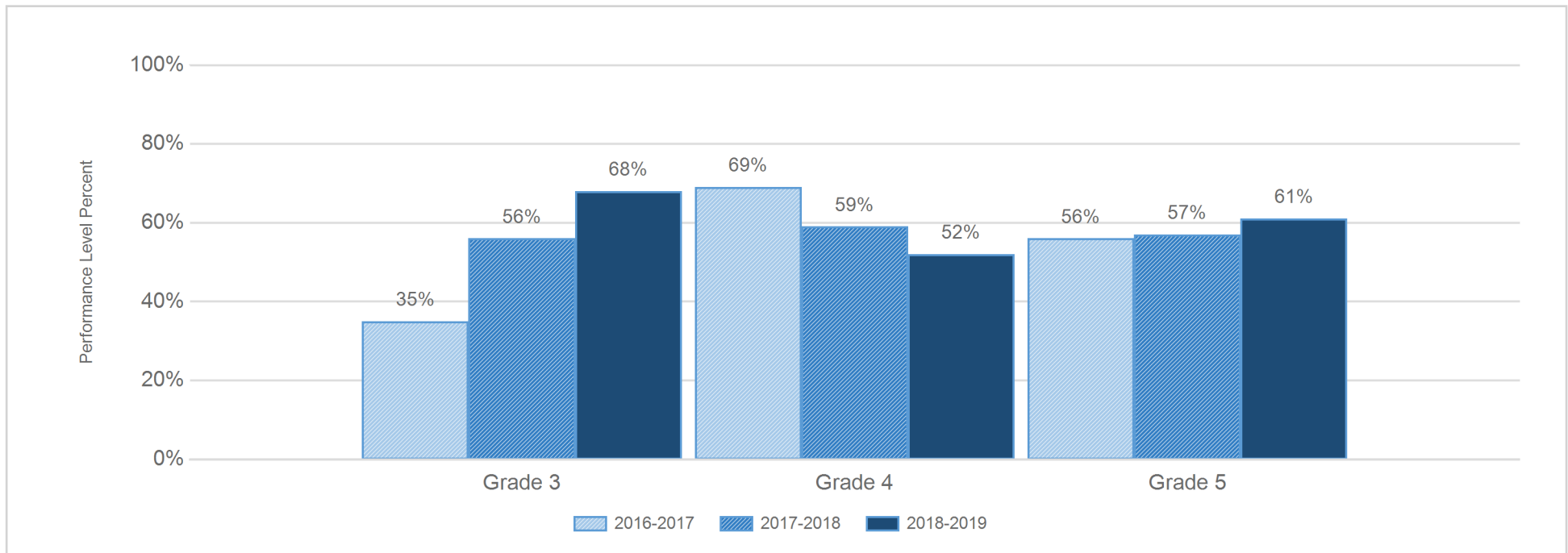
2018-2019

Report Key:

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	761	743	748	*	11%	18%	*	*	68%	50%
White	*	*	755	757	*	*	*	*	*	*	60%
Hispanic	31	755	736	734	*	*	*	*	*	68%	36%
Black or African American	13	746	*	731	*	*	*	*	*	62%	33%
Asian, Native Hawaiian, or Pacific Islander	43	765	757	773	*	*	23%	*	*	67%	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	62	762	747	753	*	*	*	*	*	76%	55%
Male	34	757	738	743	*	*	*	*	*	53%	46%
Economically Disadvantaged Students	60	753	*	731	*	*	*	*	*	60%	33%
Non-Economically Disadvantaged Students	36	772	*	759	*	*	*	*	*	81%	61%
Students with Disabilities	*	*	705	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	747	754	*	*	*	*	*	*	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	124	748	740	755	11%	9%	27%	*	*	52%	57%
White	19	763	755	763	0%	*	*	*	*	63%	67%
Hispanic	43	737	734	743	*	*	33%	*	*	37%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	46	751	*	779	*	*	26%	*	*	57%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	737	762	*	*	*	*	*	*	64%
Female	65	758	748	760	*	*	23%	*	*	66%	62%
Male	59	736	731	750	*	*	32%	*	*	37%	53%
Economically Disadvantaged Students	82	745	737	740	*	*	29%	*	*	48%	40%
Non-Economically Disadvantaged Students	42	753	751	765	*	*	24%	*	*	62%	69%
Students with Disabilities	15	698	697	725	*	*	*	*	*	*	25%
Students without Disabilities	109	754	748	761	*	*	*	*	*	*	64%
English Learners	15	709	712	720	*	*	*	*	*	*	17%
Non-English Learners	109	753	745	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	110	748	740	756	10%	*	21%	*	*	61%	58%
White	16	754	747	764	*	*	*	63%	0%	63%	68%
Hispanic	39	738	731	743	*	*	*	51%	0%	51%	44%
Black or African American	*	*	738	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	37	761	756	781	*	*	*	*	*	73%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	751	762	*	*	*	*	*	*	65%
Female	58	754	748	761	*	*	21%	*	*	67%	64%
Male	52	742	733	750	*	*	21%	*	*	54%	52%
Economically Disadvantaged Students	67	745	*	740	*	*	*	*	*	58%	39%
Non-Economically Disadvantaged Students	43	754	*	766	*	*	*	*	*	65%	69%
Students with Disabilities	11	694	708	724	*	*	*	*	*	*	23%
Students without Disabilities	99	754	747	762	*	*	*	*	*	*	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	308	99.4	56.5	33.0	44.5	56.5	51.1	Met Target
White	43	100.0	60.5	42.6	54.1	60.5	57.3	Met Target
Hispanic	105	98.3	43.8	24.0	28.8	43.8	44.3	Met Target†
Black or African American	36	100.0	44.4	23.2	23.0	44.4	41.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	113	100.0	70.8	53.9	76.5	70.8	60.5	Met Target
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	11	100.0	54.5	*	53.3	54.5	**	**
Female	171	100.0	59.6	35.9	44.9	59.6		
Male	137	98.7	52.6	30.2	44.2	52.6		
Economically Disadvantaged Students	189	99.5	51.3	30.3	26.3	51.3	47.7	Met Target
Non-Economically Disadvantaged Students	119	99.2	64.7	39.0	54.9	64.7		
Students with Disabilities	31	97.0	12.9	*	17.4	12.9	16.2	Met Target†
Students without Disabilities	277	99.7	61.4	*	50.0	61.4		
English Learners	74	100.0	43.2	*	25.0	43.2	31	Met Target
Non-English Learners	234	99.2	60.7	*	46.5	60.7		
Homeless Students	N	N	N	19.2	17.1	N		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

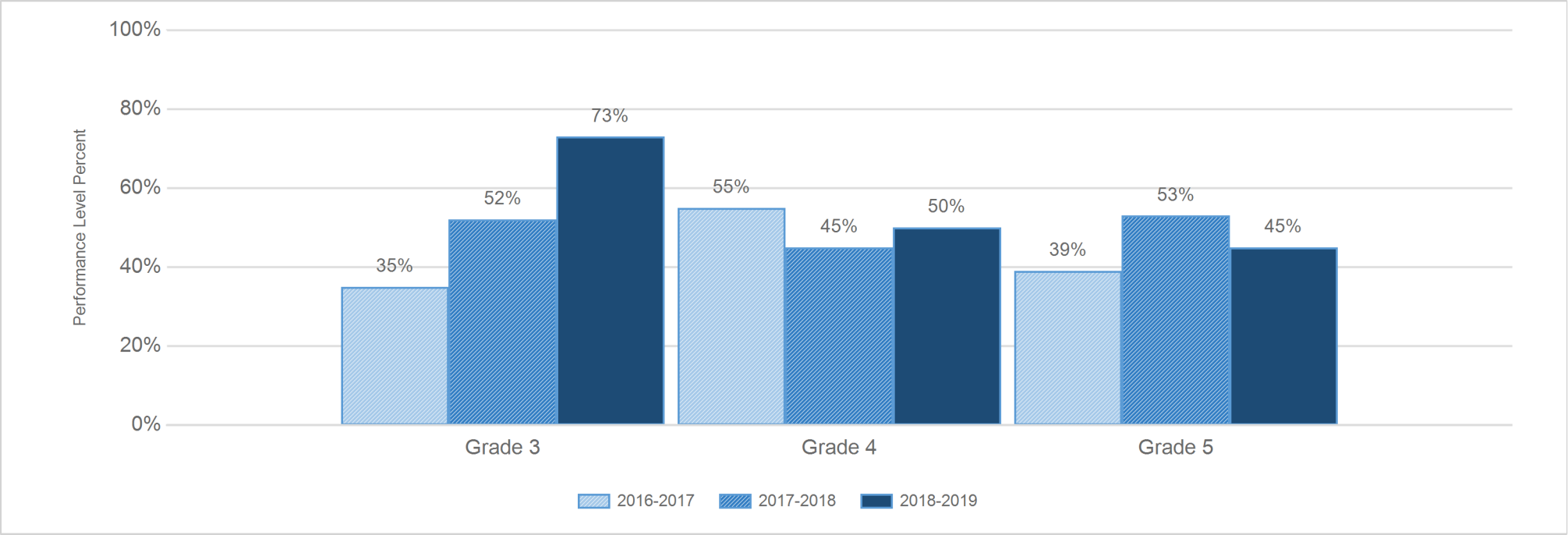


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	766	746	752	*	*	18%	52%	21%	73%	55%
White	*	*	748	760	*	*	*	*	*	*	66%
Hispanic	31	758	740	739	*	*	*	*	*	68%	40%
Black or African American	13	756	*	735	0%	*	*	*	*	62%	35%
Asian, Native Hawaiian, or Pacific Islander	43	774	766	778	*	*	*	53%	28%	81%	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	62	767	747	751	*	*	*	*	*	69%	54%
Male	34	765	746	752	*	*	*	*	*	79%	56%
Economically Disadvantaged Students	60	762	*	737	*	*	*	*	*	70%	37%
Non-Economically Disadvantaged Students	36	774	*	761	*	*	*	*	*	78%	67%
Students with Disabilities	*	*	700	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	752	756	*	*	*	*	*	*	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Private Nicholas Minue Elementary School

(23-0750-057)

Grades Offered: PK-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	127	746	737	749	8%	17%	24%	*	*	50%	51%
White	19	762	754	757	0%	0%	*	*	*	68%	62%
Hispanic	46	734	730	737	*	33%	26%	*	*	30%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	46	754	751	776	*	*	*	*	*	65%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	740	754	*	*	*	*	*	*	58%
Female	66	751	741	749	*	*	24%	*	*	59%	50%
Male	61	741	733	749	*	*	25%	*	*	41%	52%
Economically Disadvantaged Students	85	743	734	734	*	*	24%	*	*	45%	32%
Non-Economically Disadvantaged Students	42	753	747	759	*	*	26%	*	*	62%	63%
Students with Disabilities	16	707	704	726	*	*	*	*	*	13%	25%
Students without Disabilities	111	752	743	754	*	*	*	*	*	56%	56%
English Learners	18	719	719	722	*	*	*	*	*	11%	18%
Non-English Learners	109	751	741	751	*	*	*	*	*	57%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	111	742	736	747	14%	18%	23%	*	*	45%	47%
White	16	747	741	755	*	*	*	*	*	50%	58%
Hispanic	40	726	728	735	*	30%	*	28%	0%	28%	30%
Black or African American	*	*	732	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	37	758	751	775	*	*	*	*	*	68%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	750	753	*	*	*	*	*	*	55%
Female	59	745	738	747	*	*	27%	*	*	44%	47%
Male	52	739	734	747	*	*	19%	*	*	46%	47%
Economically Disadvantaged Students	68	736	*	732	*	*	24%	*	*	40%	27%
Non-Economically Disadvantaged Students	43	751	*	757	*	*	23%	*	*	53%	59%
Students with Disabilities	11	696	708	725	*	*	*	*	*	*	19%
Students without Disabilities	100	747	741	752	*	*	*	*	*	*	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	57.1%	56.6%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	46	82.6%	17.4%
3-4	26	*	*
5 or more	*	*	*



Private Nicholas Minue Elementary School

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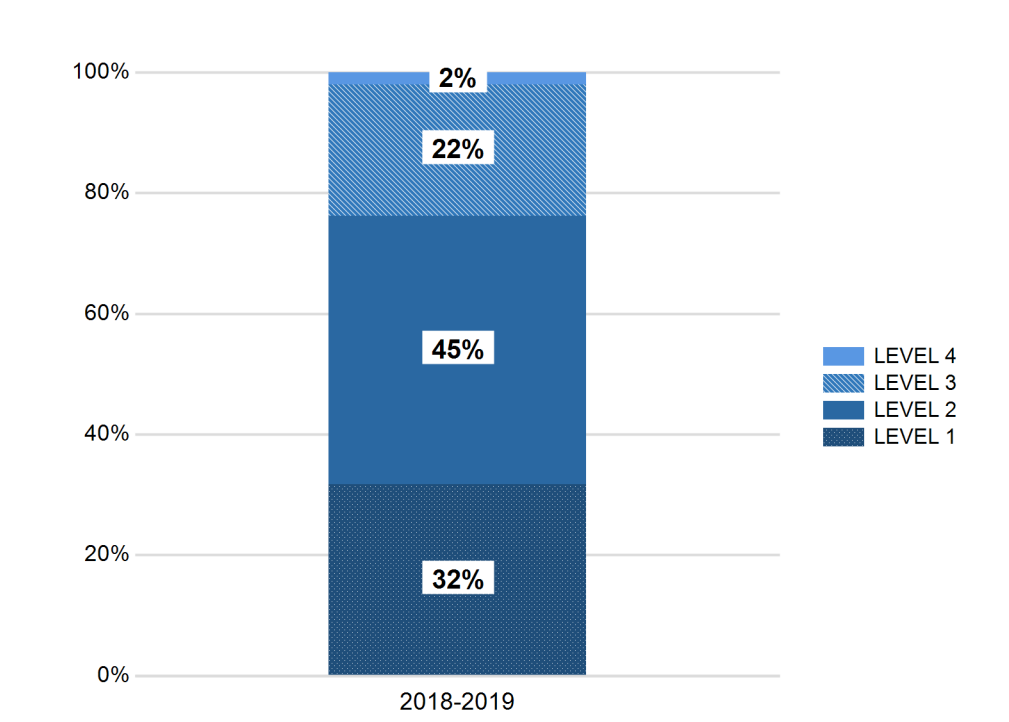
2018-2019

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	32	45	22	2
White	25	31	44	0
Hispanic	43	53	5	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	22	41	32	5
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	27	47	24	2
Male	37	42	19	2
Economically Disadvantaged Students	36	46	16	1
Non-Economically Disadvantaged Students	24	43	31	2
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

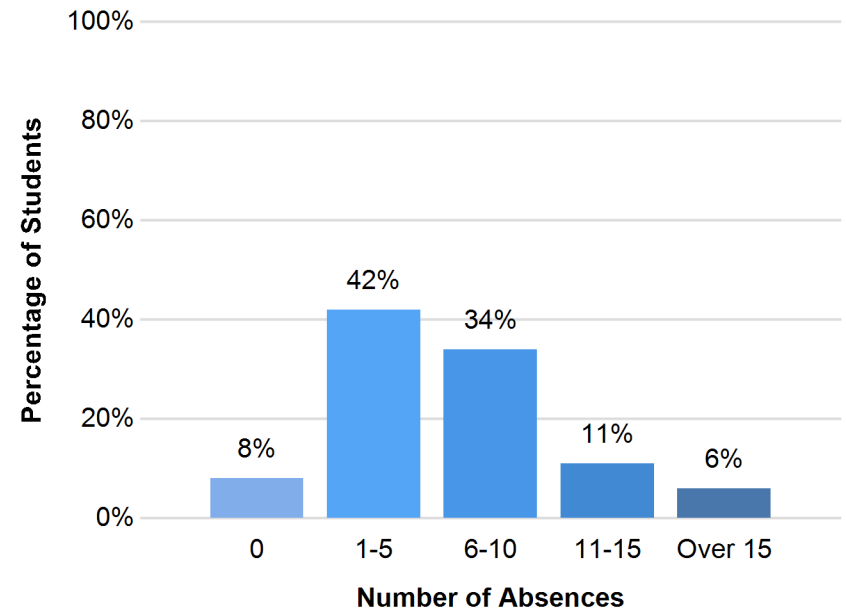
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	18	2.9	8.9	Met
White	2	2.6	8.9	Met
Hispanic	12	5.5	8.9	Met
Black or African American	1	2.0	8.9	Met
Asian, Native Hawaiian, or Pacific	3	1.2	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	8.9	Met
Female	11	3.3		
Male	7	2.4		
Economically Disadvantaged Students	14	3.4	8.9	Met
Students with Disabilities	4	5.8	8.9	Met
English Learners	1	1.3	8.9	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





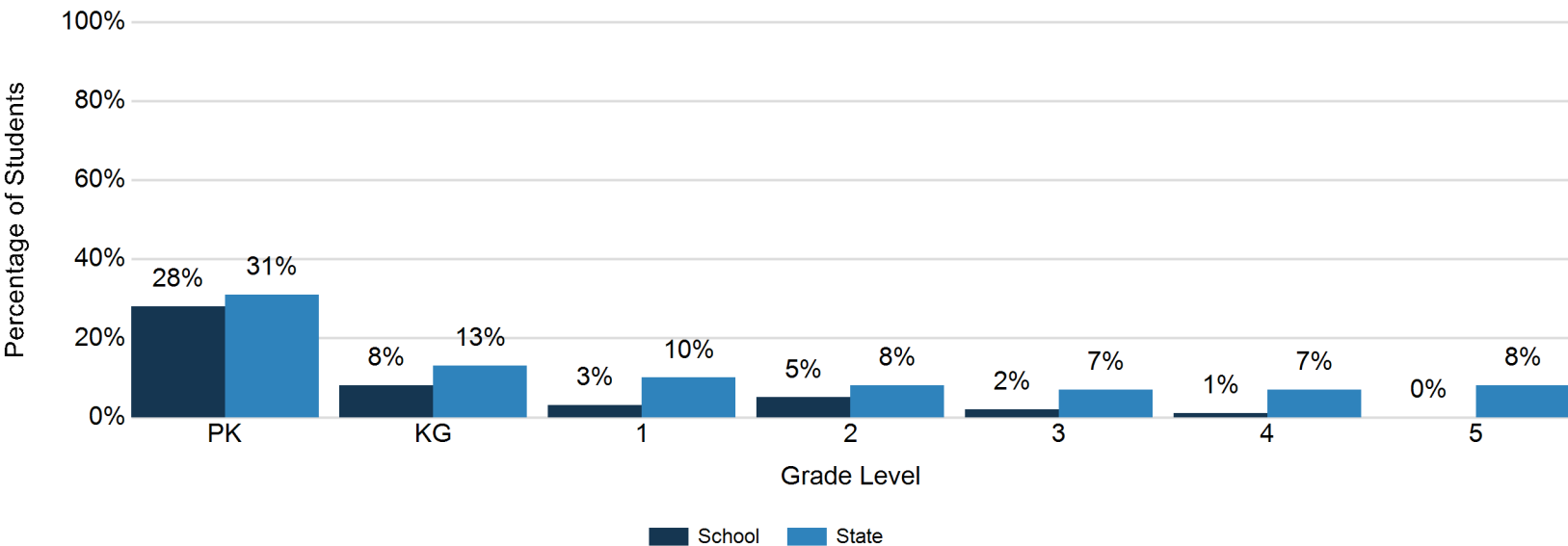
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.45

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
No Identified Nature	4		4

Police Notifications

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

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

Student Disciplinary Removals

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

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

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



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School Day

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

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

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	56	118,214
Average years experience in public schools	12.3	12.1
Average years experience in district	12.3	10.8
Percentage of Teachers with 4 or more years experience in the district	89.3%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	20	9,530
Average years experience in public schools	15.9	16.0
Average years experience in district	15.6	12.0
Percentage of Administrators with 4 or more years experience in the district	70.0%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	12:1	13:1
Students to Administrators	330:1	196:1
Teachers to Administrators	28:1	15:1
Students to Librarians/Media Specialists		N
Students to Nurses		785:1
Students to Counselors		785:1
Students to Child Study Team Members		245:1



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

Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	52.1%	87.5%	100.0%	48.4%	77.1%	54.9%
Male	47.9%	12.5%	0.0%	51.6%	22.9%	45.1%
White	11.8%	75.0%	50.0%	42.4%	83.6%	77.4%
Hispanic	35.9%	16.1%	50.0%	29.9%	7.3%	7.2%
Black or African American	8.3%	1.8%	0.0%	15.0%	6.6%	13.9%
Asian	40.3%	7.1%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.2%	0.0%	0.0%	2.1%	0.2%	0.2%



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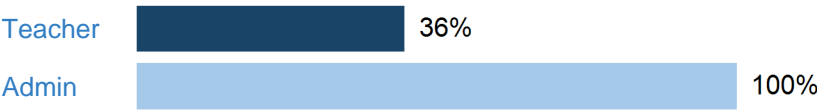
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor’s Degree



Master’s Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.6%	90.5%
2017-18 Administrators: Same district 2018-19	84.2%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.0%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	51.8%	57.6%	60.7%
Math Proficiency	42.6%	49.2%	56.5%
ELA Growth	50	48	38
Math Growth	56	58	48
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		63.8%	57.1%
Chronic Absenteeism	4.3%	6.6%	2.9%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



Private Nicholas Minue Elementary School

(23-0750-057)

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2018-2019

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Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Not Met	Met Standard	Met Target	Met	No
White	Met Target	Met Target	Not Met	Met Standard	n/a	Met	No
Hispanic	Met Target	Met Target†	Not Met	Met Standard	n/a	Met	No
Black or African American	Met Target	Met Target	Not Met	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	Met Target	Met Target	Not Met	Met Standard	n/a	Met	No
Students with Disabilities	Met Target†	Met Target†	Not Met	Not Met	n/a	Met	No
English Learners	Met Target	Met Target	Not Met	Met Standard	Met Standard	Met	No

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






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School Narrative

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

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> Curriculum includes Tools of the Mind framework for pre-kindergarten and kindergarten, Ready Math, Readers' Workshop, Mystery Science, STEM projects, and a RTI Model Program for Grades K-3, Our kindergarten teachers were highlighted in a Tools of the Mind newsletter for exceptional implementation of Power Tools. They were also highlighted as Tools of the Mind Twitter Teachers. Our school is a member of the National Elementary Honor Society.
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>In order to maximize the potential of each student, the Mission of Minue School in partnership with stakeholders, is to provide unique, quality, and rigorous learning opportunities that address our students' individual needs, abilities, and cultures. Through ongoing collaboration with all stakeholders, we, at Minue School, are proud to be a community of learners that dedicates itself to the academic and social-emotional growth of all our students.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>Our school has been recognized and received awards and acknowledgments from various community organizations for outstanding essays, artwork, and philanthropic projects. Two fourth grade students were acknowledged as finalists in a folder cover design contest sponsored by the Partnership for a Drug Free New Jersey.During our annual Kids Heart Challenge our students were recognized for raising \$6,472.00 for the American Heart Association.</p>



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Courses, Curriculum, Instruction:

All K-5 students are immersed in a blended learning environment through the I-Ready Math and Reading program providing all students access to rigorous instruction and personalized learning opportunities. Students participate daily in Google Classroom, online programs that enrich the curriculum, and utilize technology to create multimedia presentations and STEM projects. Our school offers a S.P.A.R.K., Supporting Potential Achievement in Remarkable Kids, program for students in grades 3-5. The goal of the program is to provide opportunities for identified students to participate in varying units of study that incorporate humanities, independent investigation, and STEM. The RTI Model Program for Grades K-3 is fully implemented providing interventions including Orton Gillingham, iRead, & Fountas and Pinnell LLI.



Clubs and Activities:

All students have opportunities to participate in learning activities with their parents during Family Literacy and Family Math Nights. Students in the fifth grade participate in vocal music choir concerts within school and the community. Each year, instrumental band students in the fourth and fifth grade participate in concerts. Students in grades two through five participate in Student Council activities that benefit the school and the community. Fifth graders are eligible for leadership positions as Safety Patrols. Fifth and fourth grade students in the National Elementary Honor Society demonstrate leadership and service by participating in philanthropic activities that benefit charitable organizations and the local community.





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






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






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





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




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