



Private Nicholas Minue Elementary School  
2016-2017


Grade Span 4H-05

23-0750-057  
MIDDLESEX  
CARTERET BORO  
83 POST BLVD  
CARTERET, NJ 07008

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

#### Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

#### Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.state.nj.us](mailto:reportcard@doe.state.nj.us)



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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. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

This table shows the percentage of students by racial and ethnic group.

Grade	2014-15	2015-16	2016-17
PK	61	53	58
KG	93	88	83
1	103	104	99
2	88	106	101
3	112	89	115
4	97	113	90
5	116	91	112
Ungraded	5	6	6
Total	675	650	664

Student Group	2014-15	2015-16	2016-17
Female	48%	52%	52%
Male	52%	48%	49%
Economically Disadvantaged Students	54%	57%	60%
Students with Disabilities	7%	9%	9%
English Learners	21%	22%	19%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
Asian	37.5%
Hispanic	35.4%
White	13.7%
Black or African American	10.1%
Native Hawaiian or Pacific Islander	0.6%
American Indian or Alaska Native	0.0%
Two or More Races	2.7%

PreK and K - Full Day and Half Day

Enrollment by Home Language

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

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	68	50	58
PK - Full Day	0	3	0
KG - Half Day	0	0	0
KG - Full Day	94	88	83

Home Language	% of Students
English	50.3%
Punjabi	21.4%
Spanish	16.0%
Urdu	7.5%
Arabic	1.4%
Other	3.9%



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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	278	100.0	51.80	46.10	54.90	51.8	46.1	Met Target
White	42	100.0	64.30	53.30	63.90	64.3	50.5	Met Target
Hispanic	102	100.0	47.10	39.60	39.80	47.1	38.6	Met Target
Black or African American	30	100.0	40.00	34.10	35.20	40	42.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	94	100.0	55.30	62.70	80.70	55.3	54.9	Met Target
American Indian or Alaska Native	N	N	*	0.00	53.70	*	**	**
Two or More Races	10	100.0	50.00	45.20	54.90	50	**	**
Female	134	100.0	58.20	53.00	62.20	58.2		
Male	144	100.0	45.90	39.40	48.10	45.9		
Economically Disadvantaged Students	159	100.0	46.50	43.10	36.20	46.5	41.1	Met Target
Non-Economically Disadvantaged Students	119	100.0	58.90	52.60	65.80	58.9		
Students with Disabilities	32	100.0	*	8.50	20.50	*	N	N
Students without Disabilities	246	100.0	*	51.70	61.90	*		
English Learners	44	100.0	34.10	24.50	25.20	34.1	25.3	Met Target
Non-English Learners	234	100.0	55.10	49.20	57.40	55.1		
Homeless Students	*	*	*	21.40	26.40	*		
Students In Foster Care	N	N	*	80.00	24.80	*		
Military-Connected Students	N	N	*	0.00	53.50	*		
Migrant Students	N	N	*	0.00	23.00	*		

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



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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 3**

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	114	737	740	749	*	18%	33%	33%	*	35%	50%
White	15	738	745	759	*	*	*	*	0%	53%	61%
Hispanic	40	728	736	734	*	*	33%	25%	0%	25%	35%
Black or African American	12	733	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	40	746	748	775	*	*	33%	38%	*	45%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	750	*	*	*	*	*	*	52%
Female	62	741	744	753	*	*	31%	37%	*	40%	55%
Male	52	733	735	744	*	*	37%	27%	*	29%	46%
Economically Disadvantaged Students	65	731	736	730	*	*	34%	26%	*	28%	31%
Non-Economically Disadvantaged Students	49	746	748	761	*	*	33%	41%	*	45%	63%
Students with Disabilities	14	698	708	720	*	*	0%	*	*	14%	24%
Students without Disabilities	100	743	745	754	*	*	38%	*	*	38%	55%
English Learners	11	708	717	709	*	*	*	*	*	*	11%
Non-English Learners	103	740	743	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	733	N	N	N	N	N	N	29%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	755	747	753	*	*	14%	57%	12%	69%	56%
White	17	768	*	762	*	0%	0%	59%	*	88%	67%
Hispanic	27	745	741	740	*	*	*	59%	*	63%	40%
Black or African American	12	756	*	736	0%	*	*	*	*	67%	36%
Asian, Native Hawaiian, or Pacific Islander	24	755	753	777	*	*	*	50%	*	63%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	31	764	751	758	*	*	*	68%	*	84%	61%
Male	50	749	744	748	*	*	*	50%	*	60%	51%
Economically Disadvantaged Students	47	748	744	737	*	*	*	49%	*	57%	36%
Non-Economically Disadvantaged Students	34	764	756	764	*	*	*	68%	*	85%	69%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	*	*	*	710	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	107	747	748	755	*	*	23%	51%	*	56%	59%
White	12	743	761	763	*	*	*	*	*	42%	69%
Hispanic	48	742	744	743	*	*	*	52%	*	54%	44%
Black or African American	10	743	739	739	0%	*	*	*	0%	40%	39%
Asian, Native Hawaiian, or Pacific Islander	35	758	758	778	*	0%	*	63%	*	69%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	756	*	*	*	*	*	*	60%
Female	54	752	757	761	*	*	24%	54%	*	59%	66%
Male	53	742	740	749	*	*	23%	49%	*	53%	53%
Economically Disadvantaged Students	59	746	744	739	*	*	20%	54%	*	58%	40%
Non-Economically Disadvantaged Students	48	749	757	765	*	*	27%	48%	*	54%	71%
Students with Disabilities	14	694	711	724	*	*	*	*	*	*	22%
Students without Disabilities	93	755	755	761	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	756	*	*	*	*	*	*	60%
Homeless Students	N	N	N	732	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	730	N	N	N	N	N	N	36%

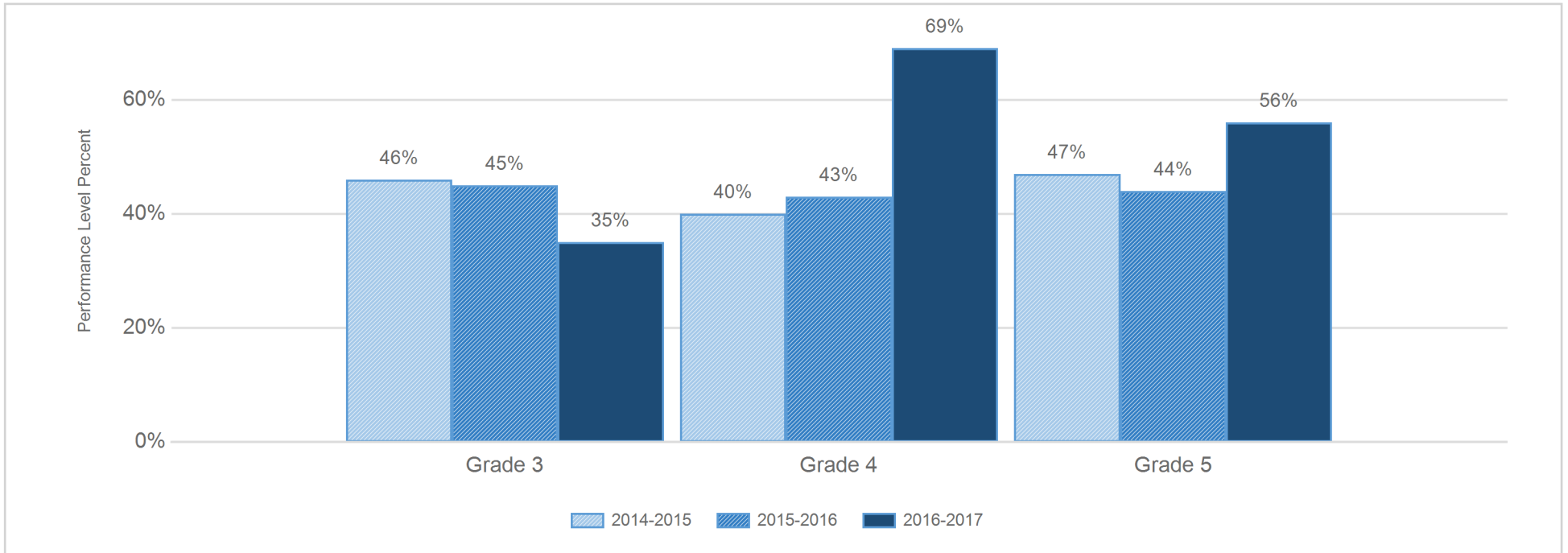


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**English Language Arts/Literacy Assessment - Performance Trends**

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







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**Mathematics Assessment - Participation and Performance**

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

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Schoolwide	279	99.7	42.60	32.30	43.50	42.6	47.7	Not Met
White	42	100.0	47.70	36.70	52.40	47.7	54.6	Met Target†
Hispanic	103	100.0	28.20	25.00	27.60	28.2	40.1	Not Met
Black or African American	30	100.0	36.70	16.20	21.70	36.7	37.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	94	99.0	58.50	55.10	75.60	58.5	58.2	Met Target
American Indian or Alaska Native	N	N	*	0.00	42.50	*	**	**
Two or More Races	10	100.0	40.00	29.00	44.90	40	**	**
Female	134	100.0	45.60	34.30	44.10	45.6		
Male	145	99.4	40.00	30.40	42.90	40		
Economically Disadvantaged Students	160	99.4	34.40	28.30	25.10	34.4	43.9	Not Met
Non-Economically Disadvantaged Students	119	100.0	53.80	41.30	54.30	53.8		
Students with Disabilities	33	100.0	*	8.00	16.50	*	N	N
Students without Disabilities	246	99.6	*	35.90	48.80	*		
English Learners	44	98.1	36.30	*	23.30	36.3	25.3	Met Target
Non-English Learners	235	100.0	43.80	*	45.20	43.8		
Homeless Students	*	*	*	7.10	16.40	*		
Students In Foster Care	N	N	*	60.00	15.10	*		
Military-Connected Students	N	N	*	0.00	39.90	*		
Migrant Students	N	N	*	0.00	18.20	*		

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Mathematics Assessment - Performance by Grade: Grade 3

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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
<b>Schoolwide</b>	117	736	739	750	17%	17%	31%	27%	9%	35%	53%
White	15	730	734	758	*	*	*	*	0%	40%	63%
Hispanic	41	726	736	738	*	27%	32%	*	*	20%	37%
Black or African American	12	732	*	733	*	*	*	*	0%	33%	32%
Asian, Native Hawaiian, or Pacific Islander	42	749	753	778	*	*	33%	31%	*	50%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	750	*	*	*	*	*	*	53%
Female	63	735	739	751	*	*	33%	25%	*	33%	52%
Male	54	737	739	750	*	*	28%	28%	*	37%	53%
Economically Disadvantaged Students	68	730	735	735	*	*	32%	*	*	25%	34%
Non-Economically Disadvantaged Students	49	745	747	761	*	*	29%	*	*	49%	65%
Students with Disabilities	15	701	717	728	67%	*	*	*	0%	13%	29%
Students without Disabilities	102	741	743	754	10%	*	*	*	10%	38%	57%
English Learners	14	705	724	724	*	*	*	*	*	*	21%
Non-English Learners	103	740	741	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	725	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	85	749	736	746	12%	*	24%	47%	*	55%	47%
White	17	763	*	754	*	0%	*	59%	*	71%	59%
Hispanic	30	735	729	734	*	*	*	37%	*	40%	30%
Black or African American	12	740	*	729	*	*	*	*	0%	42%	25%
Asian, Native Hawaiian, or Pacific Islander	25	758	748	773	*	*	*	52%	*	68%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	33	753	737	746	*	*	*	49%	*	61%	47%
Male	52	747	736	746	*	*	*	46%	*	52%	48%
Economically Disadvantaged Students	49	742	732	731	*	*	*	43%	*	47%	27%
Non-Economically Disadvantaged Students	36	758	749	756	*	*	*	53%	*	67%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	49%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	109	739	738	746	*	17%	34%	38%	*	39%	46%
White	12	741	748	754	*	*	*	*	0%	33%	57%
Hispanic	50	729	732	734	*	24%	34%	22%	*	24%	30%
Black or African American	10	744	730	728	0%	*	*	*	0%	40%	22%
Asian, Native Hawaiian, or Pacific Islander	35	753	753	774	0%	*	*	60%	*	63%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	746	*	*	*	*	*	*	47%
Female	54	742	743	747	*	*	24%	44%	*	46%	47%
Male	55	736	733	746	*	*	44%	31%	*	33%	46%
Economically Disadvantaged Students	60	735	734	732	*	*	35%	33%	*	33%	27%
Non-Economically Disadvantaged Students	49	744	748	756	*	*	33%	43%	*	47%	59%
Students with Disabilities	14	696	710	724	*	*	*	*	*	*	19%
Students without Disabilities	95	745	743	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	715	N	N	N	N	N	N	18%

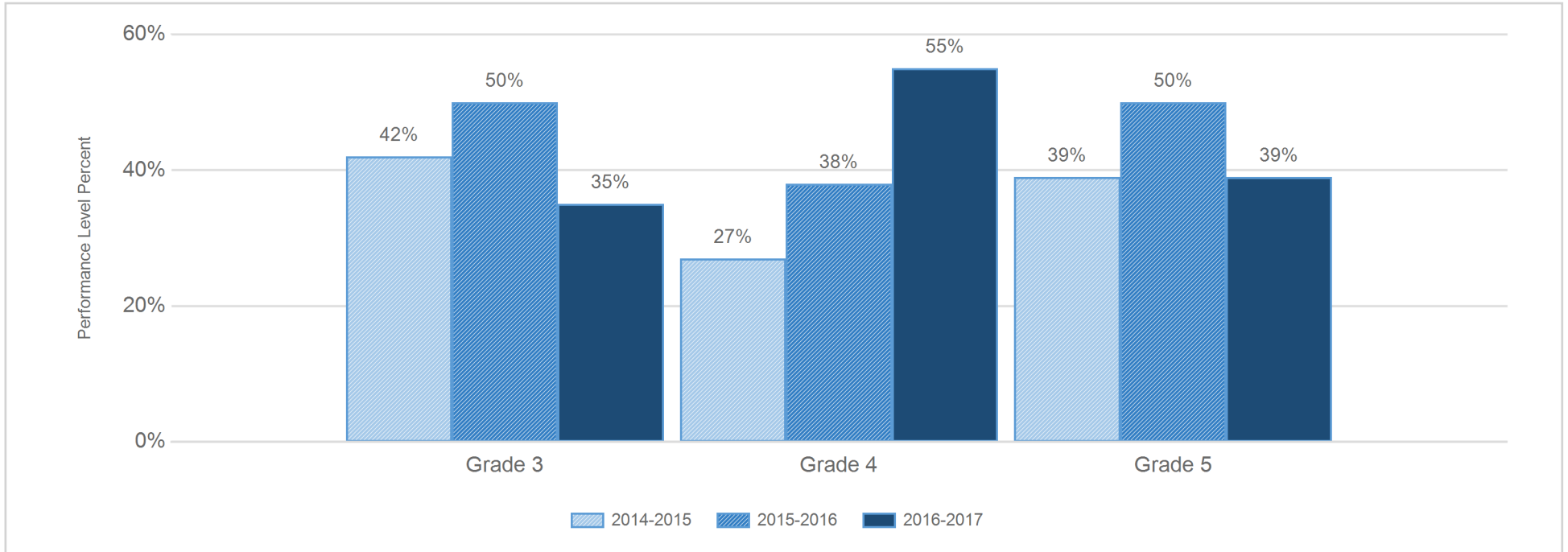


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**Mathematics Assessment – Performance Trends**

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





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**Alternate Assessments - Participation**

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

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

**English Language Proficiency Test - Participation and Performance**

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	27	88.9%	11.1%
2	23	73.9%	26.1%
3	14	78.6%	21.4%
4	11	81.8%	18.2%
5+	*	*	*



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

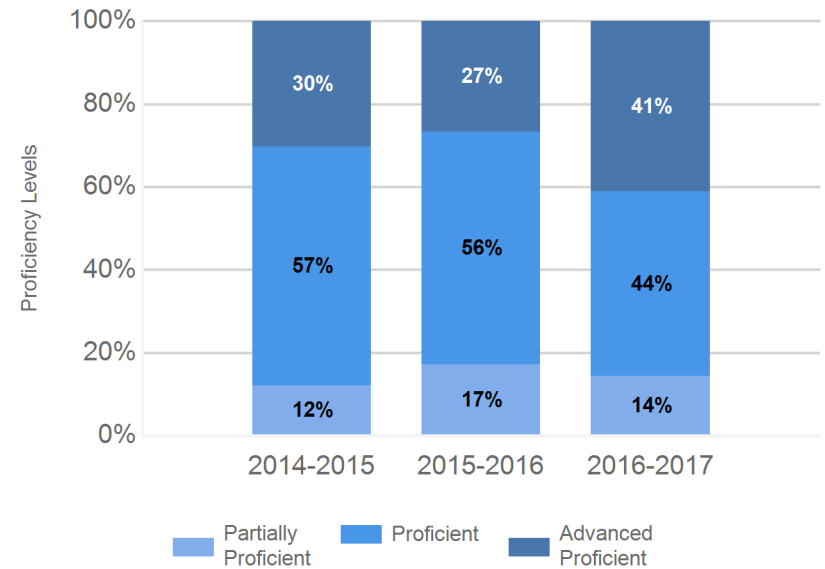
**NJASK Science Assessment Performance: Grade 4**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	41%	44%	14%
White	44%	50%	6%
Hispanic	30%	49%	21%
Black or African American	*	50%	8%
Asian, Native Hawaiian, or Pacific Islander	50%	35%	15%
American Indian or Alaska Native	N	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	32%	48%	20%
Students with Disabilities	*	*	*
English Learners	9%	46%	46%

**NJASK Science Assessment Performance Trends: Grade 4**

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





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

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	50.5	51	50	Met Target	55.5	48	50	Met Target
White	43.5	47	50	Met Target	62.5	*	52	Exceeds Target
Hispanic	52	50	49	Met Target	51	45	47	Met Target
Black or African American	*	*	45	Met Target	*	*	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	55	59	60	Met Target	59.5	58.5	59	Met Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	46	51	**	*	*	52	**
Economically Disadvantaged	56	50	47	Met Target	53	46	46	Met Target
Students with Disabilities	16	39	41	**	15	30	43	**
English Learners	59	57.5	53	Met Target	61	50	51	Exceeds Target

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





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

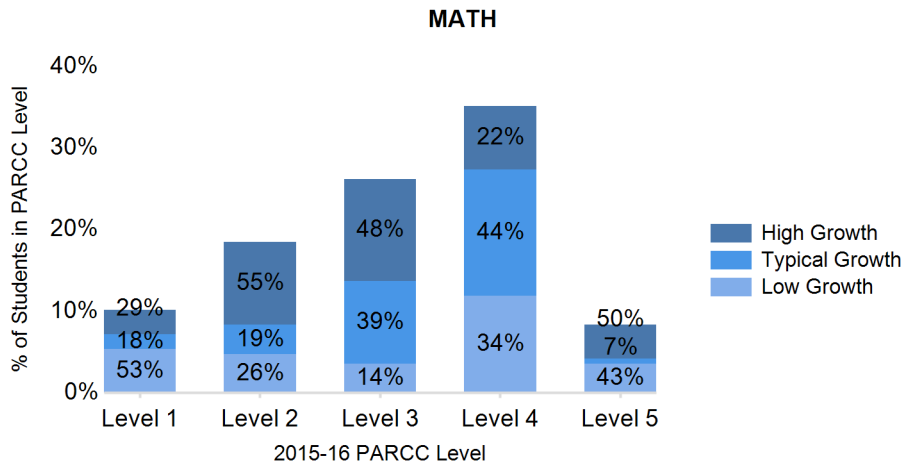
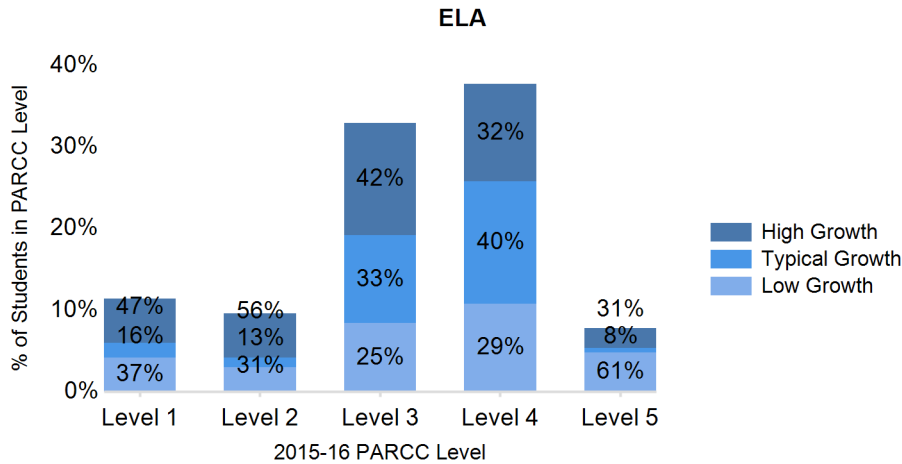
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

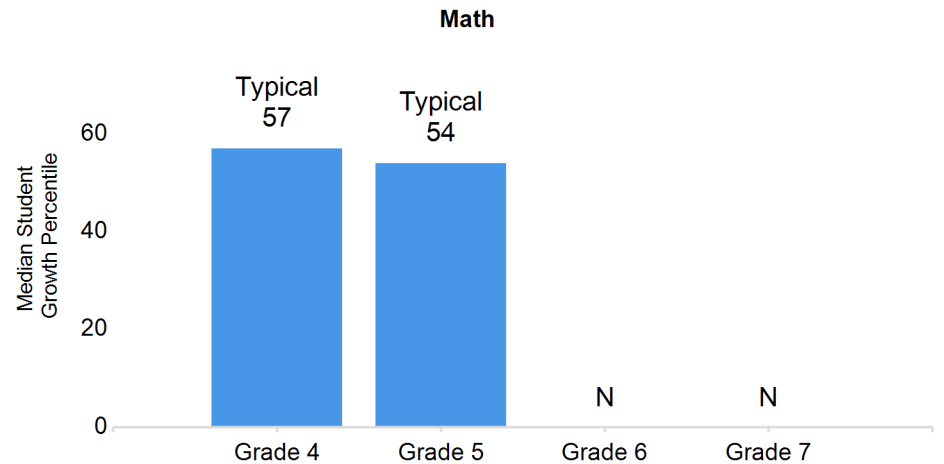
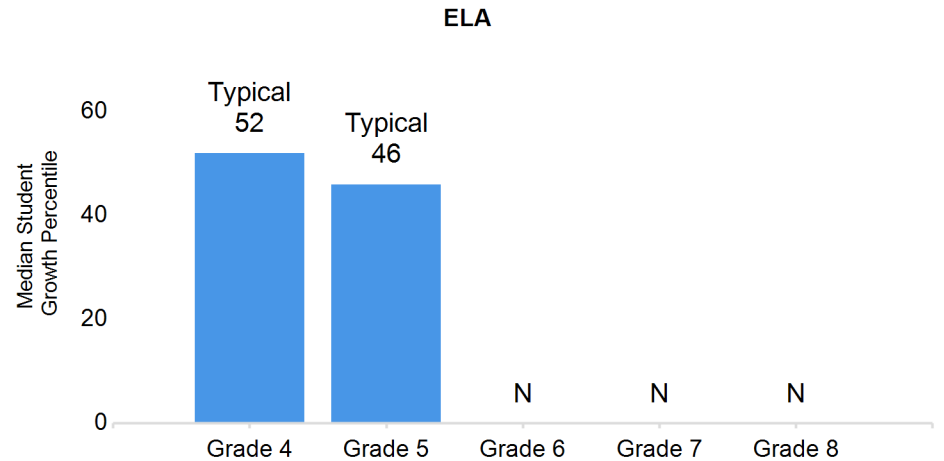
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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



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



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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

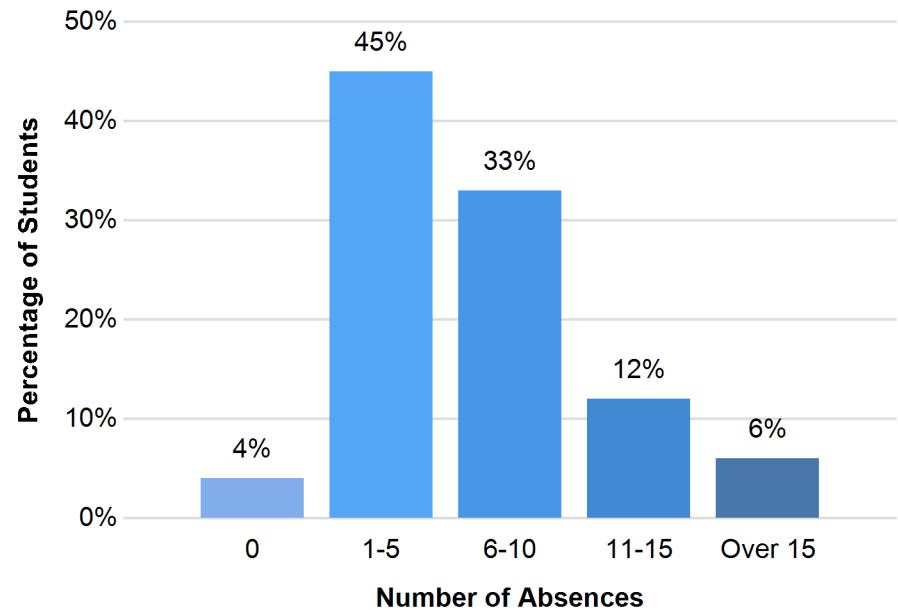
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.30	8.40	Met Target
White	10.80	8.40	Not Met
Hispanic	4.70	8.40	Met Target
Black or African American	4.50	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	1.80	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	0	**	**
Economically Disadvantaged Students	4.30	8.40	Met Target
Students with Disabilities	14.50	8.40	Not Met
English Learners	0	8.40	Met Target

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

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





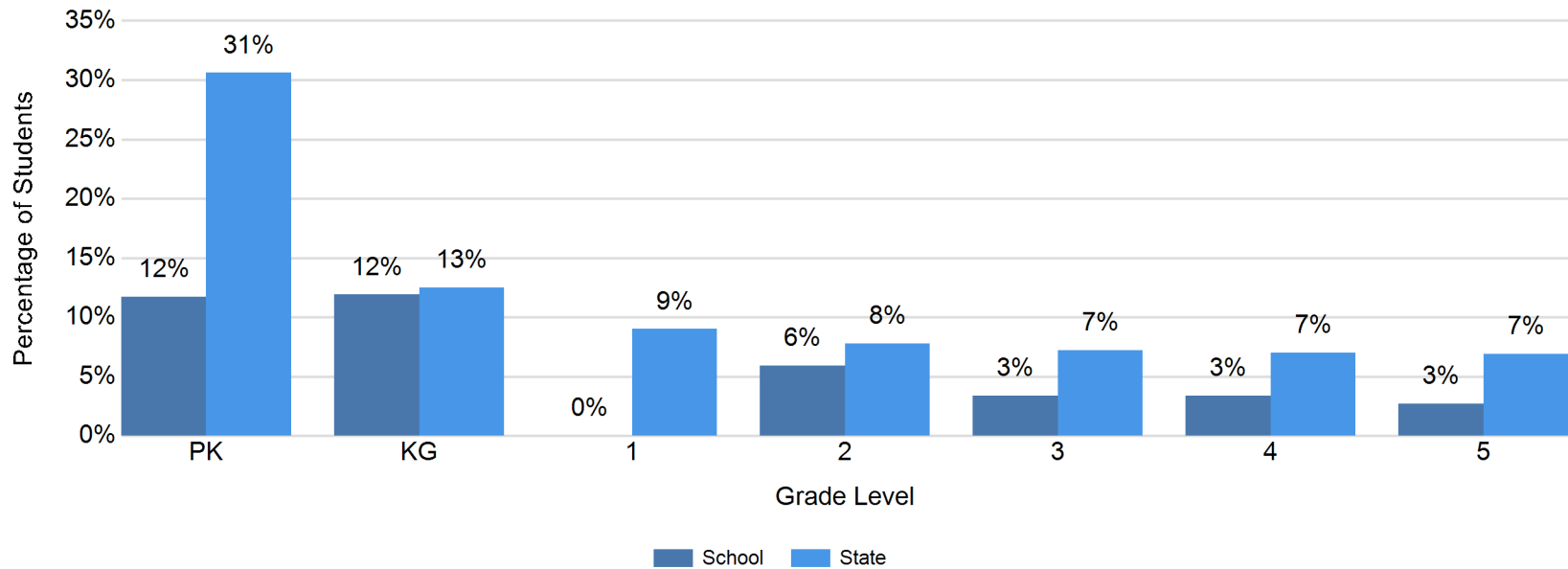
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

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

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.30

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	3.0%
Any Suspension	3.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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**Technology Readiness**

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:0.9	133.9 kbps	100 kbps	Yes	Fiber	Fiber	Yes

**Per-Pupil Expenditures (District Level)**

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$634	\$12,203	\$12,837



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

**Teachers:** All classroom teachers

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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

**Teachers – Experience and Certifications**

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

Category	Teachers in Schools	Teachers in State
Total Number of teachers	58	121,048
Average years experience in public schools	11.7	11.8
Average years experience in district	11.7	10.5
Teachers in district for 4 or more years	74%	74%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	21	9,533
Average years experience in public schools	18.2	15.9
Average years experience in district	18.2	11.6
Administrators in district for 4 or more years	76%	74%

**Student to Staff Ratios**

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	12:1
Administrators	332:1	178:1
Librarian/Media Specialists		N
Nurses		747:1
Counselors		622:1
Child Study Team		233:1



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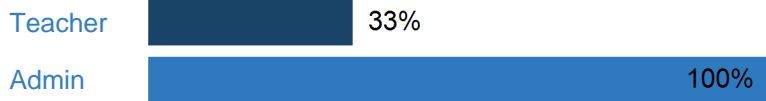
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	92%	89%
2015-16 Administrators: Same district 2016-17	95%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%





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**Accountability Indicator Scores and Summative Rating**

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	37	17.5%
Mathematics Proficiency	40	17.5%
English Language Arts Growth	50	25%
Mathematics Growth	70	25%
Chronic Absenteeism	73	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		54.5
<b>Summative Rating:</b> Percentile rank of Summative Score		57 <sup>th</sup>
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	N/A	No	Met Target	Not Met	Met Target	Met Target	Met Target	No
White	42	No	Met Target	Met Target†	Not Met	Met Target	Exceeds Target	No
Hispanic	60	No	Met Target	Not Met	Met Target	Met Target	Met Target	No
Black or African American	68	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	33	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
American Indian or Alaska Native	**	No	**	**	**	**	**	No
Two or More Races	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	77	No	Met Target	Not Met	Met Target	Met Target	Met Target	No
Students with Disabilities	**	No	N	N	Not Met	**	**	No
English Learners	77	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mrs. Bolinger	<b>Email Address:</b>	<a href="mailto:cbolinger@carteretschools.org">cbolinger@carteretschools.org</a>
<b>Address:</b>	83 POST BLVD CARTERET, NJ 07008	<b>Website:</b>	<a href="http://carteretschools.org/NicholasMinue.cfm">http://carteretschools.org/NicholasMinue.cfm</a>
<b>Phone:</b>	(732)541-8960	<b>Facebook:</b>	N/A
		<b>Twitter:</b>	N/A

School Narrative

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

 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>• Curriculum includes Tools of the Mind, RTI Model Program for Grades K-3, Math in Focus, Balanced Literacy and STEM.</li> <li>• Technology is part of each school day, utilizing 1:1 Chromebooks for grades first through fifth and class Smartboards</li> <li>• Recognized Chapter of the National Elementary Honor Society</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>In order to maximize the potential of each student, the Mission of Minue School in partnership with stakeholders, is to provide unique quality learning opportunities that address our students' individual needs, abilities, and cultures.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>Our school has been recognized and received awards and acknowledgments from various community organizations for outstanding essays, artwork, and philanthropic projects. A fifth grade math teacher was selected by the New Jersey Department of Education as an " Exemplary Educator of the Year" for 2016.</p>






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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Our school offers a Gifted and Talented program (S.P.A.R.K.) for students in grades 3-5. The goal of the program is 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 multimedia presentations and STEM projects.</p>
 <p><b>Clubs and Activities:</b></p>	<p>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 the vocal music choir concerts within school and the community. Each year, instrumental band students in the fourth and fifth grade participate in a concert. Students in grades two through five participate in Student Council. Fifth graders are eligible for Safety Patrol positions.</p>
 <p><b>Before and After School Programs:</b></p>	<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 extra support participate in afterschool programs focused on English language development.</p>







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**School Narrative**

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 <p><b>Staff and Professional Learning:</b></p>	<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 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.</p>
 <p><b>Student Supports and Services:</b></p>	<p>School resources include a Child Study Team, OT, PT, Speech, Intervention and Referral Services, a Reading Specialist, a school based social worker, and 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 students in mainstream classrooms.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>New Jersey SNAP-Ed and EFNEP youth classes designed to teach youth to improve their dietary quality and their food safety practices, a "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.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Our PTO is a highly active and positive component of Minue School. The PTO works collaboratively with school staff to meet the needs of our students and enrich the curriculum. Parents engage in Family Literacy Nights, Family Math Night, Student Awards events, Book Fairs, and activities specific to individual grade levels. Minue School has developed supportive relationships with various community organizations. Parents are informed of school events via Robo calls and calendars.</p>





**Private Nicholas Minue Elementary School  
2016-2017**

23-0750-057  
MIDDLESEX  
CARTERET BORO  
83 POST BLVD  
CARTERET, NJ 07008

**Grade Span 4H-05**

**School Narrative**

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 <p><b>Climate Surveys:</b></p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>A school climate survey is conducted once a year. The results of the survey is shared with stakeholders through digital graphics. Results are used to develop goals to improve school climate. The School Safety Team meets quarterly to develop improvements to the school climate. Results show that our school is regarded as a safe learning environment.</p>
 <p><b>Facilities:</b></p>	<p>Our building includes a gymnasium, an all-purpose room, and "T.H.I.N.K. Tank" which focuses on creative design using STEM activities. There is also an iRead room which is used as a reading intervention program.</p>



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Other Information:

A data team composed of DEACs, SciP, CRT, and administration meet consistently to analyze school data which is used to create and monitor action plans for school goals. Grade level and faculty meetings promote collaboration among staff. The Officer Phil Program teaches students safety procedures. Minue School provides a comprehensive core curriculum including a balanced literacy program in Language Arts and a hands-on approach to authentic and relevant Mathematics and Science instruction. Instruction is enhanced and supported through the integration of technology across the curriculum. Core subject instruction is provided in blocks. Our pre-kindergarten and kindergarten program utilizes the research based "Tools of the Mind" curriculum which focuses on developing self-regulation and foundational skills in literacy and mathematics through scaffolded instruction. In order to address the needs of the whole child, social-emotional learning activities that focus on developing social-emotional growth are included and integrated within the curriculum. Parents are informed of student progress through access to real time grades via the Parent Portal. We continue to take pride in numerous programs that have been developed and put in place to provide parental support for the academic program. Through 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 our students.