



Nathan Hale Elementary School  
2016-2017


Grade Span 4H-05

23-0750-060  
MIDDLESEX  
CARTERET BORO  
678 ROOSEVELT AVENUE  
CARTERET, NJ 07008

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

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

**Navigating through the reports:**

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

**Other Resources:**

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



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	40	37	29
KG	92	62	74
1	94	95	76
2	70	90	98
3	81	66	83
4	63	85	73
5	83	66	85
Ungraded	0	0	0
Total	523	501	518

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	56%	56%	54%
Male	44%	44%	46%
Economically Disadvantaged Students	73%	82%	80%
Students with Disabilities	8%	9%	11%
English Learners	26%	28%	24%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	54.4%
Asian	24.1%
Black or African American	12.7%
White	7.3%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.4%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	39	33	29
PK - Full Day	0	4	0
KG - Half Day	0	0	0
KG - Full Day	92	62	74

Enrollment by Home Language

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

Home Language	% of Students
English	47.5%
Spanish	29.3%
Panjabi	14.3%
Urdu	4.8%
Arabic	1.4%
Other	2.8%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	232	100.0	48.70	46.10	54.90	48.7	49.7	Met Target†
White	18	100.0	72.20	53.30	63.90	72.2	**	**
Hispanic	116	100.0	48.30	39.60	39.80	48.3	42.9	Met Target
Black or African American	31	100.0	45.10	34.10	35.20	45.1	40.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	66	100.0	45.50	62.70	80.70	45.5	62	Not Met
American Indian or Alaska Native	*	*	*	0.00	53.70	*	**	**
Two or More Races	*	*	*	45.20	54.90	*	**	**
Female	130	100.0	54.60	53.00	62.20	54.6		
Male	102	100.0	41.20	39.40	48.10	41.2		
Economically Disadvantaged Students	190	100.0	43.20	43.10	36.20	43.2	46	Met Target†
Non-Economically Disadvantaged Students	42	100.0	73.80	52.60	65.80	73.8		
Students with Disabilities	38	100.0	21.10	8.50	20.50	21.1	22	Met Target†
Students without Disabilities	194	100.0	54.10	51.70	61.90	54.1		
English Learners	67	100.0	23.90	24.50	25.20	23.9	30.5	Met Target†
Non-English Learners	165	100.0	58.80	49.20	57.40	58.8		
Homeless Students	*	*	*	21.40	26.40	*		
Students In Foster Care	N	N	*	80.00	24.80	*		
Military-Connected Students	N	N	*	0.00	53.50	*		
Migrant Students	N	N	*	0.00	23.00	*		

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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	748	740	749	*	18%	29%	46%	*	48%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	44	754	736	734	0%	*	23%	52%	*	57%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	25	745	748	775	*	*	44%	*	0%	36%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	750	*	*	*	*	*	*	52%
Female	45	754	744	753	*	*	*	47%	*	51%	55%
Male	38	741	735	744	*	*	*	45%	*	45%	46%
Economically Disadvantaged Students	67	747	736	730	*	*	*	40%	*	43%	31%
Non-Economically Disadvantaged Students	16	754	748	761	*	*	*	69%	*	69%	63%
Students with Disabilities	12	729	708	720	*	*	*	*	*	17%	24%
Students without Disabilities	71	752	745	754	*	*	*	*	*	54%	55%
English Learners	16	721	717	709	*	*	*	*	*	*	11%
Non-English Learners	67	755	743	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	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	77	739	747	753	*	23%	26%	34%	*	39%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	42	735	741	740	*	26%	26%	36%	*	36%	40%
Black or African American	*	*	*	736	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	18	747	753	777	*	*	*	*	*	44%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	47	743	751	758	*	*	21%	*	*	45%	61%
Male	30	733	744	748	*	*	33%	*	*	30%	51%
Economically Disadvantaged Students	65	737	744	737	*	28%	*	*	*	37%	36%
Non-Economically Disadvantaged Students	12	751	756	764	*	0%	*	*	*	50%	69%
Students with Disabilities	11	705	*	724	*	*	*	*	*	*	25%
Students without Disabilities	66	745	*	759	*	*	*	*	*	*	62%
English Learners	12	705	711	710	*	*	*	*	*	*	10%
Non-English Learners	65	745	750	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%

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



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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
<b>Schoolwide</b>	93	753	748	755	*	18%	19%	48%	*	56%	59%
White	*	*	*	763	*	*	*	*	*	*	69%
Hispanic	41	749	744	743	*	*	27%	49%	0%	49%	44%
Black or African American	17	745	739	739	*	*	*	*	*	53%	39%
Asian, Native Hawaiian, or Pacific Islander	26	754	758	778	*	*	*	50%	*	58%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	756	N	N	N	N	N	N	60%
Female	49	764	757	761	*	*	*	57%	*	67%	66%
Male	44	740	740	749	*	*	*	39%	*	43%	53%
Economically Disadvantaged Students	69	745	744	739	*	*	*	46%	*	49%	40%
Non-Economically Disadvantaged Students	24	775	757	765	*	*	*	54%	*	75%	71%
Students with Disabilities	16	733	711	724	*	*	*	*	*	31%	22%
Students without Disabilities	77	757	755	761	*	*	*	*	*	61%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	756	*	*	*	*	*	*	60%
Homeless Students	*	*	*	732	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	730	N	N	N	N	N	N	36%

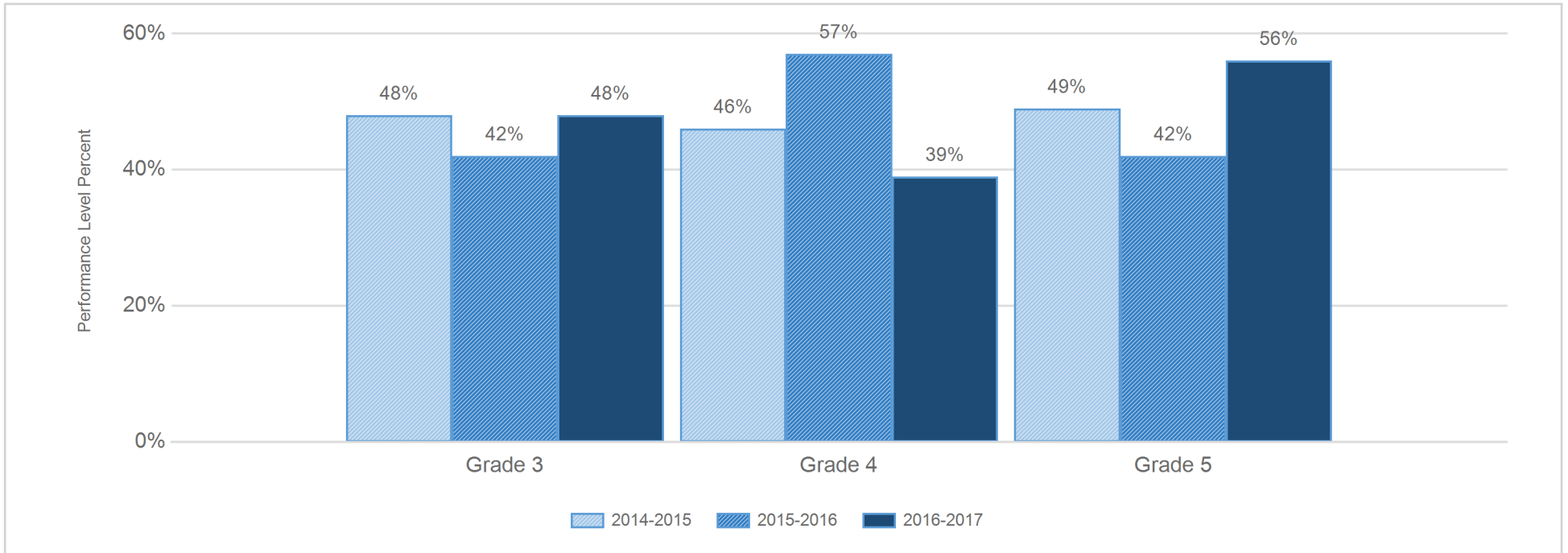


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**English Language Arts/Literacy Assessment - Performance Trends**

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





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**Mathematics Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	233	100.0	40.80	32.30	43.50	40.8	39.6	Met Target
White	18	100.0	50.00	36.70	52.40	50	**	**
Hispanic	117	100.0	36.80	25.00	27.60	36.8	31.2	Met Target
Black or African American	31	100.0	25.80	16.20	21.70	25.8	28.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	66	100.0	53.10	55.10	75.60	53.1	55.5	Met Target†
American Indian or Alaska Native	*	*	*	0.00	42.50	*	**	**
Two or More Races	*	*	*	29.00	44.90	*	**	**
Female	129	100.0	43.40	34.30	44.10	43.4		
Male	104	100.0	37.50	30.40	42.90	37.5		
Economically Disadvantaged Students	192	100.0	34.90	28.30	25.10	34.9	37.1	Met Target†
Non-Economically Disadvantaged Students	41	100.0	68.30	41.30	54.30	68.3		
Students with Disabilities	40	100.0	22.50	8.00	16.50	22.5	26.6	Met Target†
Students without Disabilities	193	100.0	44.60	35.90	48.80	44.6		
English Learners	68	100.0	28.00	*	23.30	28	35	Met Target†
Non-English Learners	165	100.0	46.00	*	45.20	46		
Homeless Students	*	*	*	7.10	16.40	*		
Students In Foster Care	N	N	*	60.00	15.10	*		
Military-Connected Students	N	N	*	0.00	39.90	*		
Migrant Students	N	N	*	0.00	18.20	*		

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	747	739	750	*	12%	37%	38%	*	47%	53%
White	*	*	*	758	*	*	*	*	*	*	63%
Hispanic	47	748	736	738	*	*	34%	45%	*	51%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	25	756	753	778	0%	*	*	*	*	52%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	750	*	*	*	*	*	*	53%
Female	45	748	739	751	*	*	38%	40%	*	47%	52%
Male	41	745	739	750	*	*	37%	37%	*	46%	53%
Economically Disadvantaged Students	70	744	735	735	*	*	*	*	*	43%	34%
Non-Economically Disadvantaged Students	16	757	747	761	*	*	*	*	*	63%	65%
Students with Disabilities	14	730	717	728	*	*	*	*	*	29%	29%
Students without Disabilities	72	750	743	754	*	*	*	*	*	50%	57%
English Learners	19	733	724	724	*	*	*	*	*	21%	21%
Non-English Learners	67	751	741	753	*	*	*	*	*	54%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	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	79	730	736	746	*	32%	32%	23%	*	25%	47%
White	*	*	*	754	*	*	*	*	*	*	59%
Hispanic	43	725	729	734	*	42%	*	*	*	23%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	19	744	748	773	0%	*	*	*	*	37%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	49	732	737	746	*	29%	*	*	*	27%	47%
Male	30	728	736	746	*	37%	*	*	*	23%	48%
Economically Disadvantaged Students	68	728	732	731	*	*	*	*	*	22%	27%
Non-Economically Disadvantaged Students	11	745	749	756	*	*	*	*	*	46%	61%
Students with Disabilities	11	717	*	724	*	*	*	*	*	*	22%
Students without Disabilities	68	733	*	751	*	*	*	*	*	*	52%
English Learners	14	713	717	716	*	*	*	*	*	*	12%
Non-English Learners	65	734	738	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>	92	744	738	746	*	15%	34%	45%	*	47%	46%
White	*	*	*	754	*	*	*	*	*	*	57%
Hispanic	40	739	732	734	*	28%	40%	30%	*	30%	30%
Black or African American	17	735	730	728	*	*	*	*	0%	29%	22%
Asian, Native Hawaiian, or Pacific Islander	26	754	753	774	0%	*	*	65%	*	69%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	746	N	N	N	N	N	N	47%
Female	48	750	743	747	*	*	31%	50%	*	54%	47%
Male	44	738	733	746	*	*	36%	39%	*	39%	46%
Economically Disadvantaged Students	70	740	734	732	*	20%	*	39%	*	39%	27%
Non-Economically Disadvantaged Students	22	759	748	756	*	0%	*	64%	*	73%	59%
Students with Disabilities	16	728	710	724	*	*	*	*	*	31%	19%
Students without Disabilities	76	748	743	751	*	*	*	*	*	50%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	715	N	N	N	N	N	N	18%

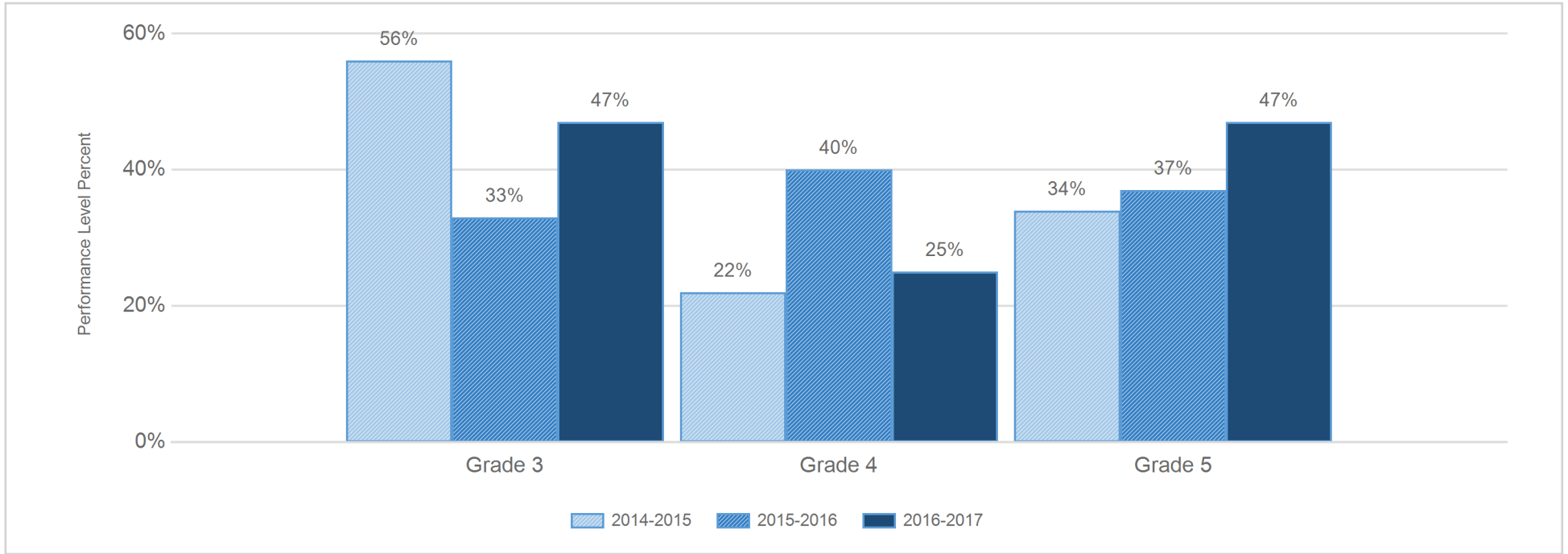


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**Mathematics Assessment – Performance Trends**

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	N	N
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	32	*	*
2	31	*	*
3	28	*	*
4	*	*	*
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.

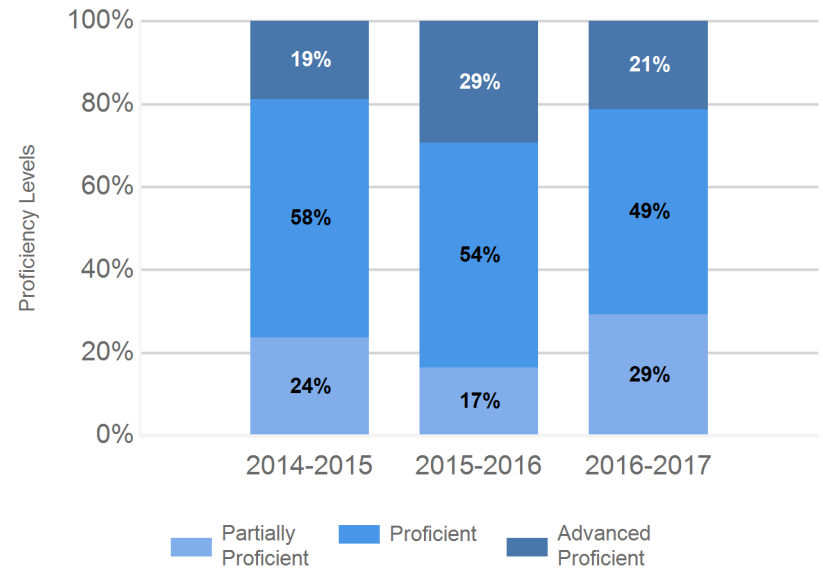
**NJASK Science Assessment Performance: Grade 4**

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	21%	49%	29%
White	*	*	*
Hispanic	18%	50%	32%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	26%	47%	26%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	20%	47%	33%
Students with Disabilities	N	40%	60%
English Learners	N	36%	64%

**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	48	51	50	Met Target	50	48	50	Met Target
White	48	47	50	**	21	*	52	**
Hispanic	47	50	49	Met Target	47	45	47	Met Target
Black or African American	44	*	45	Met Target	43	*	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	53	59	60	Met Target	61	58.5	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	44	50	47	Met Target	50	46	46	Met Target
Students with Disabilities	60.5	39	41	Exceeds Target	52.5	30	43	Met Target
English Learners	41	57.5	53	Met Target	54	50	51	Met Target

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



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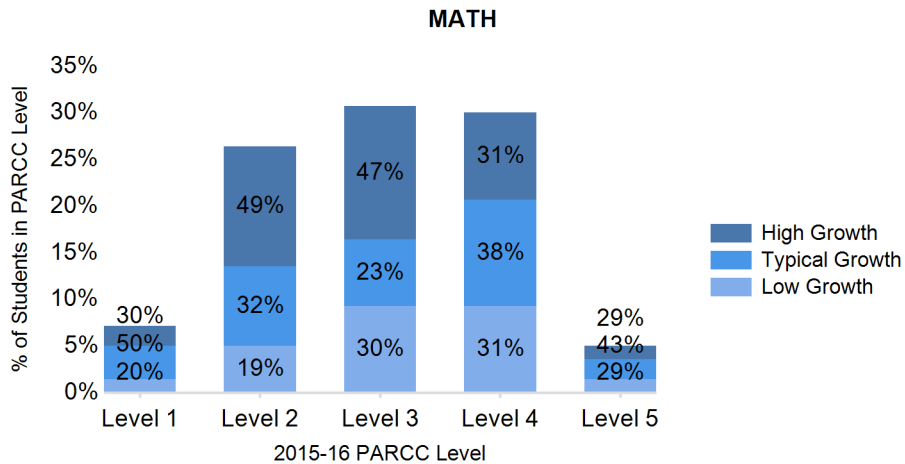
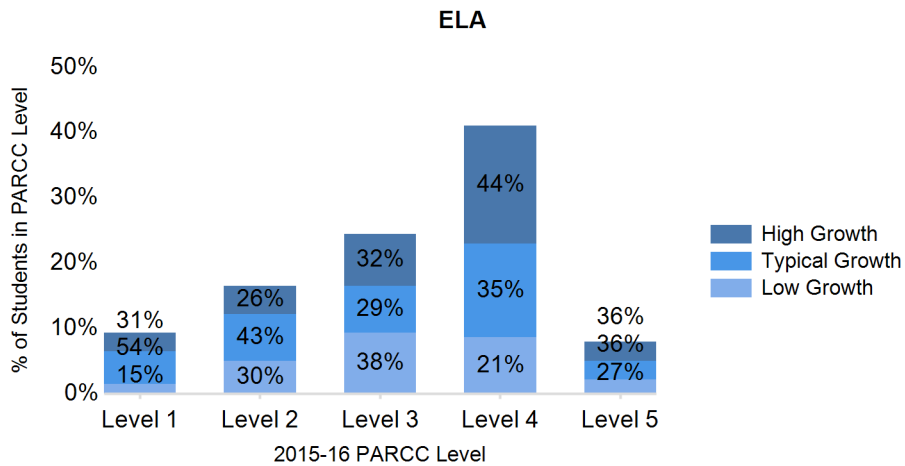
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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

**Low Growth: Less than 35**      **Typical Growth: Between 35 and 65**      **High Growth: Greater than 65**

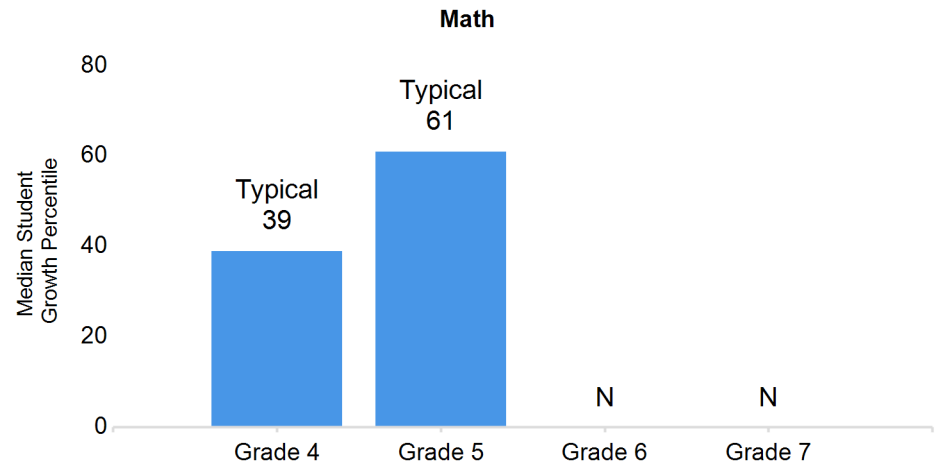
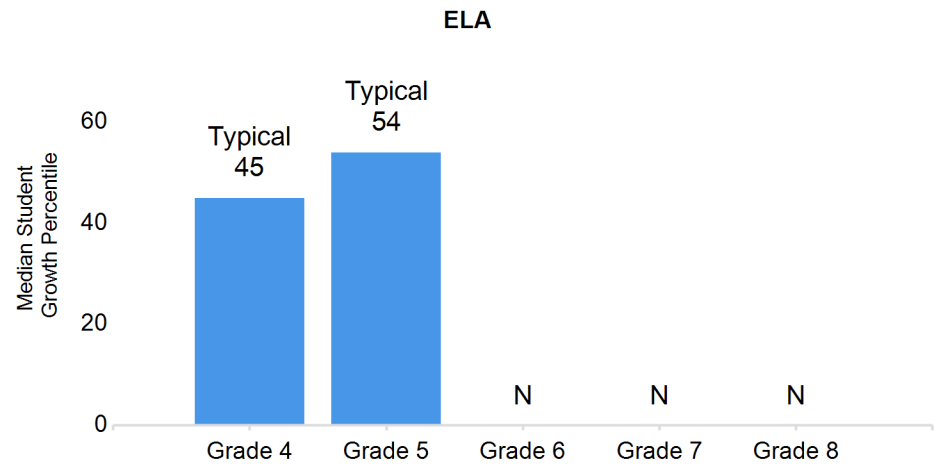
**Student Growth by Performance Level**

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

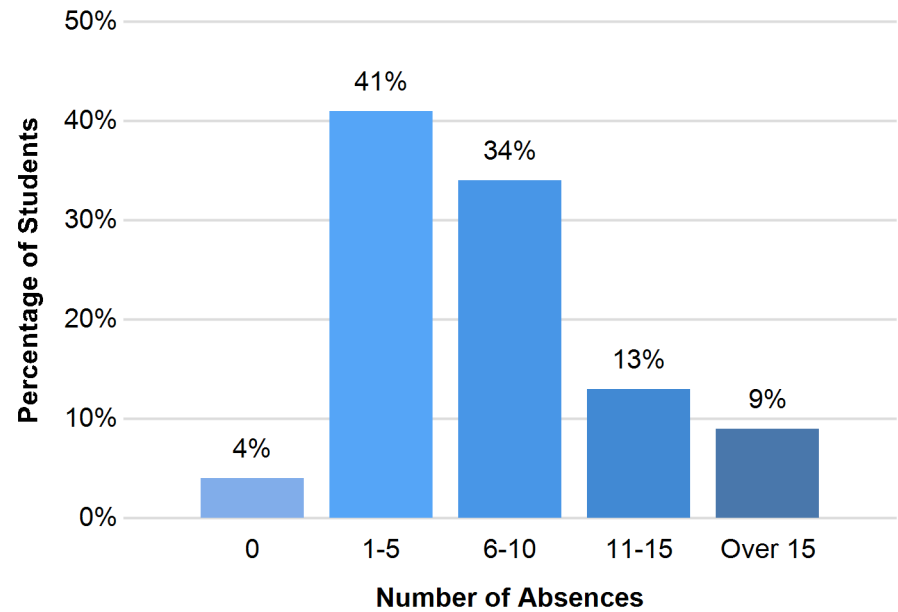
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.40	8.40	Met Target
White	8.30	8.40	Met Target
Hispanic	9.30	8.40	Not Met
Black or African American	7.70	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	0.90	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	0	**	**
Economically Disadvantaged Students	7.00	8.40	Met Target
Students with Disabilities	18.00	8.40	Not Met
English Learners	2.20	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.





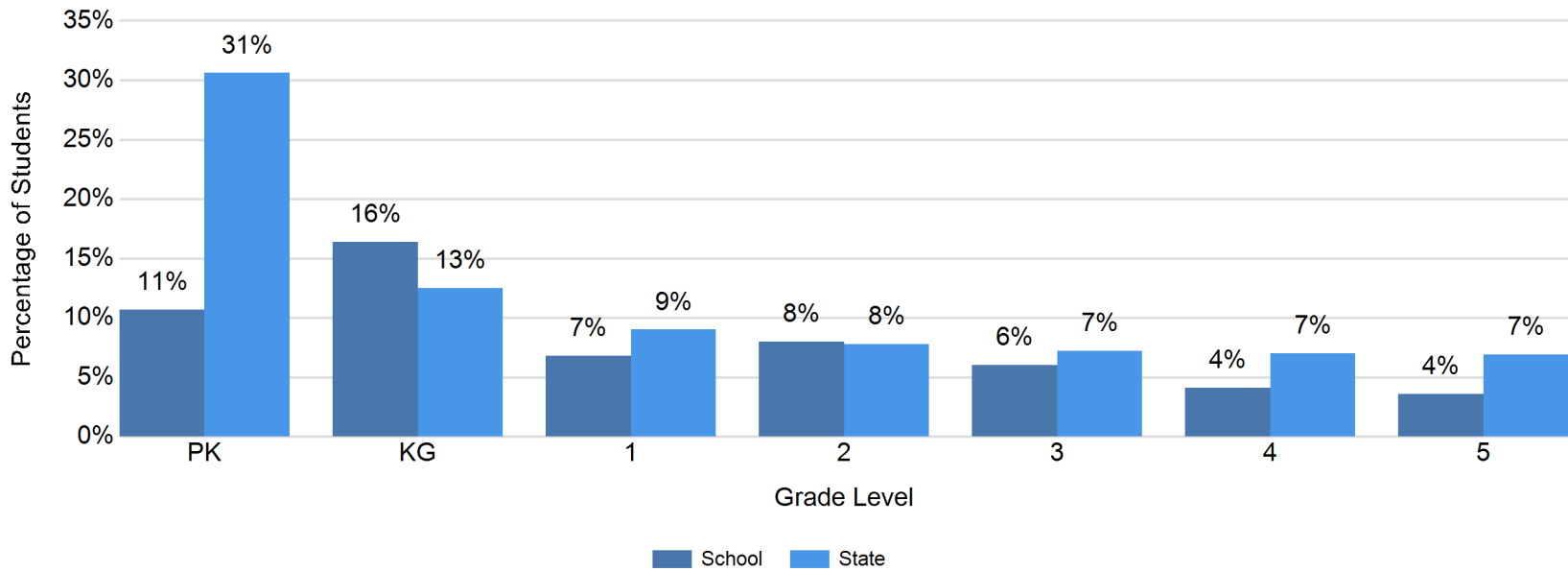
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Chronic Absenteeism by Grade

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**

**Violence, Vandalism, HIB, and Substance Offenses**

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

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

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

Incident Type	Number of Incidents
Violence	2
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.39

**Student Suspension Rate**

**Student Expulsions**

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

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	2.9%
Any Suspension	2.9%

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	1:1.1	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	51	121,048
Average years experience in public schools	10.8	11.8
Average years experience in district	10.6	10.5
Teachers in district for 4 or more years	67%	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	10:1	12:1
Administrators	259:1	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	97%



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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	32	17.5%
Mathematics Proficiency	40	17.5%
English Language Arts Growth	43	25%
Mathematics Growth	53	25%
Chronic Absenteeism	51	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		44.2
<b>Summative Rating:</b> Percentile rank of Summative Score		40 <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†	Met Target	Met Target	Met Target	Met Target	No
White	**	No	**	**	Met Target	**	**	No
Hispanic	52	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Black or African American	58	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	34	No	Not Met	Met Target†	Met Target	Met Target	Exceeds Target	No
American Indian or Alaska Native	**	No	**	**	**	**	**	No
Two or More Races	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	61	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Students with Disabilities	67	No	Met Target†	Met Target†	Not Met	Exceeds Target	Met Target	No
English Learners	52	No	Met Target†	Met Target†	Met Target	Met Target	Met 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>	Mr. Zimmer	<b>Email Address:</b>	<a href="mailto:rdiaz@carteretschools.org">rdiaz@carteretschools.org</a>
<b>Address:</b>	678 ROOSEVELT AVENUE CARTERET, NJ 07008	<b>Website:</b>	<a href="http://www.carteretschools.org/NathanHale.cfm">http://www.carteretschools.org/NathanHale.cfm</a>
<b>Phone:</b>	(732)541-8960	<b>Facebook:</b>	N/A
		<b>Twitter:</b>	<a href="https://twitter.com/PrincipalNHale">https://twitter.com/PrincipalNHale</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>• A recognized chapter of the National Elementary Honor Society</li> <li>• Google classrooms and 1:1 Chromebooks for all students in grades 1-5, with Smartboards in every classroom</li> <li>• The S.P.A.R.K. program challenges advanced students with independent investigations and STEM</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<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>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>Nathan Hale has been recognized for the Shiny Penny Award and engaged in philanthropic endeavors including the Susan G. Komen Zumba-thon, Nathan Hale Mini-Walkathon for Carteret Conquers Cancer, Caps for Kids, and Helping Hands Fundraiser for Hurricane Victims.</p>






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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Our school offers a Gifted and Talented program for students in grades 3-5. The goal of the S.P.A.R.K. program is 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.</p>
 <p><b>Clubs and Activities:</b></p>	<p>We have a variety of clubs and activities including Asian Heritage 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>
 <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 after school programs focused on English language development. Our Asian Heritage Club promotes the appreciation of culture and is open to all K-5 students.</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 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.</p>
 <p><b>Student Supports and Services:</b></p>	<p>Student support services include Title I, Title III/ESL, Bilingual Punjabi, RTI Grades K-3(Response to Intervention), Writing Club, I&amp;RS, Counseling, Behavior Consultant, 504 accomodation plans, Child Study Team, Occupational Therapy, Physical Therapy, and Speech serivces.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Students have New Jersey SNAP-Ed and EFNEP youth classes designed to teach children to improve their dietary quality and their food safety practices. 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. Officer Phil Program offered for the whole school to promote safety. Gym teachers/ Nurse educate students in 4th and 5th grade on body changes.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>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, a School Twitter Account, and Robocalls to keep parents informed.</p>





**Nathan Hale Elementary School  
2016-2017**

**Grade Span 4H-05**

23-0750-060  
MIDDLESEX  
CARTERET BORO  
678 ROOSEVELT AVENUE  
CARTERET, NJ 07008

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 <p><b>Climate Surveys:</b></p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>A school survey is completed once a year and then it is reviewed through the School Safety &amp; Climate Committee to highlight positive comments and to review areas that need development. Suggestions are discussed on how to improve upon these areas for the following year. Results show that 84% of students are proud of our school. Over 91% of students feel safe in their classes. Overall, our school is considered a safe learning environment where families are welcome.</p>
 <p><b>Facilities:</b></p>	<p>Our building is a well maintained facility offering students a bright, inviting and clean learning environment. A T.H.I.N.K. Tank room, which focuses on creative design using STEM activities was recently added enriching our curriculum. We also offer an iRead reading intervention room.</p>



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Other Information:

Nathan Hale School promotes the development of student leaders. A student-led Back to School Night allowed students to share vital school information to the parent audience while demonstrating leadership skills and practicing public speaking. We promote students to be active members of the school community through Student Council, as well as opportunities to shape the culture of our school through writing contests to name our new mascot and raising money for others in need via a Helping Hands fundraiser. Students also participate in organized recess activities like kickball games led by administrators to highlight sportsmanship and promote teamwork and problem solving. While in class, students begin developing leadership and problem-solving skills at the early childhood level, participating in the Tools of the Mind Program in Pre-K and Kindergarten, and receiving RTI throughout their early childhood years. Teachers maximize student engagement and independence by using Google classroom to focus on goals identified by the school data team. This team is comprised of our CRTs, DEACs, SciP, and administration who meet regularly to analyze school data and create and monitor action plans for school goals. Students are also given opportunities to engage in enrichment programs when in fifth grade, in addition to band and choir. We provide teachers and students with additional support through our I&RS team. Beyond these supports, our S.P.A.R.K. G&T program challenges advanced students with varying units of instruction including humanities, independent investigation and STEM. Students also learn the importance of teamwork and collaboration as demonstrated by their teachers who collaborate regularly on all student programming.