NJ SCHOOL PERFORMANCE REPORT

CARTERET MIDDLE SCHOOL
(23-0750-055)
Grades Offered: 06-08
2017-2018

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MIDDLESEX
District	CARTERET BORO
Principal Name	MRS. ROMERO
Address	300 CARTERET AVENUE CARTERET, NJ 07008
Phone Number	(732)541-8960
Email Address	tromero@carteretschools.org
Website	https://cms.carteretschools.org
Twitter	https://twitter.com/CMS_eagles

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
6	296	250	285
7	281	295	277
8	299	285	297
Total	876	830	859

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	48.5%	48.7%	46.8%
Male	51.5%	51.3%	53.2%
Economically Disadvantaged Students	68.3%	72.2%	72.2%
Students with Disabilities	10.7%	11.6%	12.7%
English Learners	4.2%	4.7%	6.4%
Homeless Students		0.8%	1.0%
Students in Foster Care		0.6%	0.1%
Military-Connected Students		0.0%	0.1%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	13.0%	11.6%	10.2%
Hispanic	44.5%	47.9%	49.1%
Black or African American	18.2%	16.5%	15.6%
Asian	23.5%	22.9%	23.7%
Native Hawaiian or Pacific Islander	0.1%	0.4%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.7%	0.7%	0.9%

Enrollment by Home Language

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

Home Language	% of Students
English	50.2%
Spanish	26.8%
Panjabi	12.5%
Urdu	4.9%
Arabic	1.0%
Other Languages	4.7%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	45	43	50	Met Standard	49	50	50	Met Standard
White	29	35	50	Not Met	40.5	45	51	Met Standard
Hispanic	46	42	49	Met Standard	44.5	46	48	Met Standard
Black or African American	36	35.5	44	Not Met	42	43.5	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	54	52.5	61	Met Standard	61	60.5	61	Exceeds Standard
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	39.5	49	**	*	57.5	51	**
Economically Disadvantaged	44	42	48	Met Standard	50	50	47	Met Standard
Students with Disabilities	27.5	30	41	Not Met	36	30	43	Not Met
English Learners	48	45	54	Met Standard	53.5	56.5	51	Met Standard

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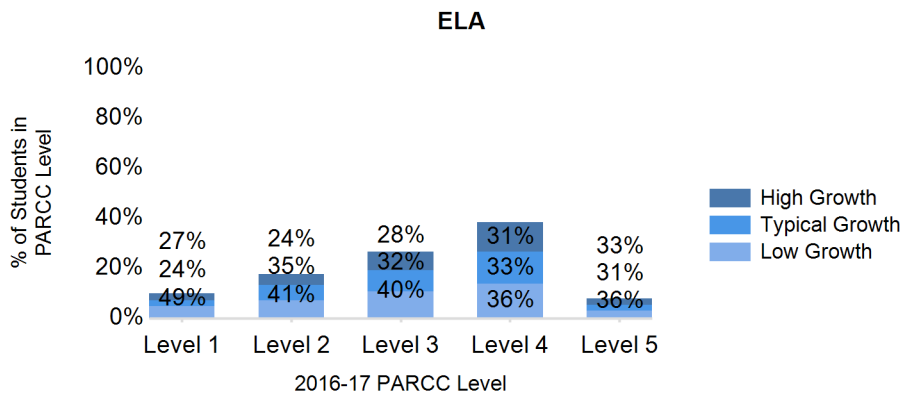
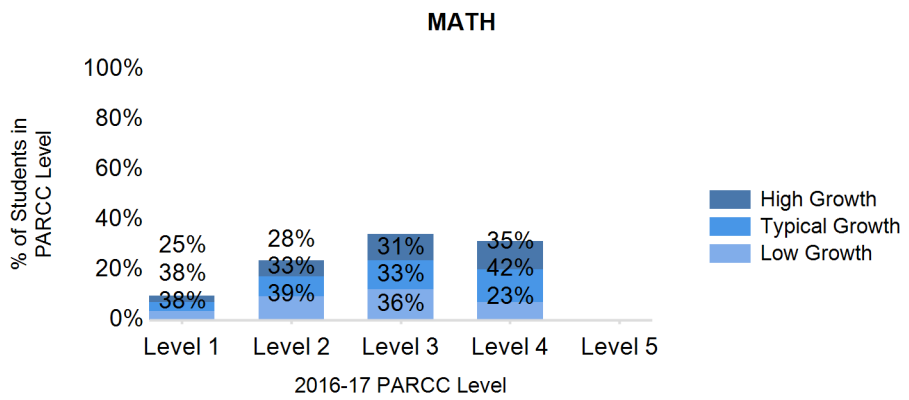
Student Growth by Performance Level

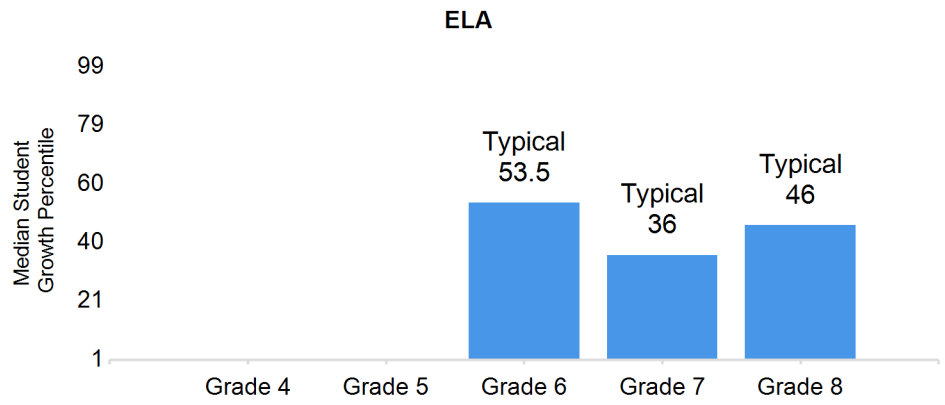
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

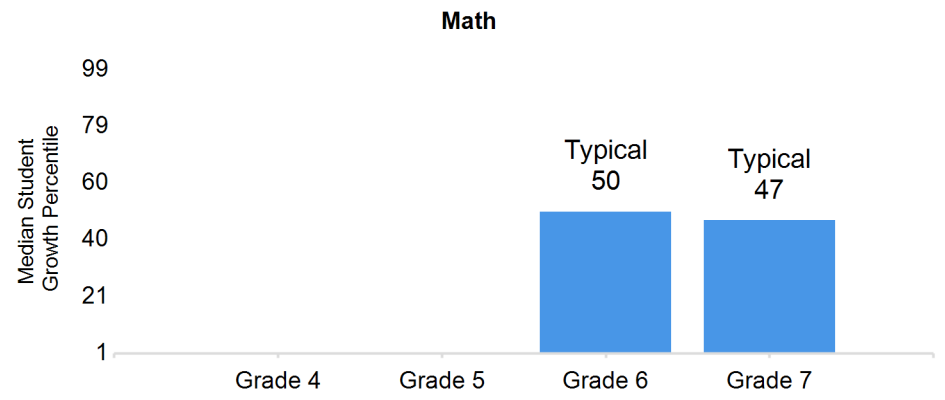




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	826	99.8	46.3	47.1	56.7	46.3	46.3	Met Target
White	*	*	*	55.3	65.6	*	44.2	Met Target
Hispanic	405	100.0	39.7	39.3	42.5	39.7	38.7	Met Target
Black or African American	133	100.0	33.1	36.4	37.3	33.1	38.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	199	100.0	67.8	65.1	82.3	67.8	68.3	Met Target†
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	388	99.7	55.2	55.8	64.5	55.2		
Male	438	99.8	38.3	38.9	49.4	38.3		
Economically Disadvantaged Students	618	99.7	44.6	44.5	38.5	44.6	44.9	Met Target†
Non-Economically Disadvantaged Students	208	100.0	51.0	54.9	67.5	51.0		
Students with Disabilities	112	99.2	*	*	21.6	*	11.4	Met Target†
Students without Disabilities	714	99.9	*	*	63.9	*		
English Learners	107	100.0	29.0	*	27.3	29.0	15.7	Met Target
Non-English Learners	719	99.7	48.8	*	59.4	48.8		
Homeless Students	10	100.0	40.0	37.9	27.7	40.0		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	*	30.1	N		

† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	284	747	747	754	12%	16%	22%	41%	9%	50%	56%
White	*	*	*	761	*	*	*	*	*	*	66%
Hispanic	136	742	742	742	14%	19%	24%	*	*	43%	42%
Black or African American	46	737	737	737	*	24%	26%	*	*	35%	35%
Asian, Native Hawaiian, or Pacific Islander	76	761	761	779	*	*	14%	57%	14%	71%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	125	758	758	761	*	*	16%	*	*	66%	64%
Male	159	738	738	748	*	*	26%	*	*	38%	48%
Economically Disadvantaged Students	212	744	744	739	*	*	22%	40%	8%	47%	37%
Non-Economically Disadvantaged Students	72	756	756	764	*	*	22%	46%	14%	60%	68%
Students with Disabilities	41	707	707	723	*	*	*	*	*	*	18%
Students without Disabilities	243	754	754	760	*	*	*	*	*	*	63%
English Learners	11	713	713	712	*	*	*	*	*	*	*
Non-English Learners	273	748	748	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	265	738	738	760	17%	17%	27%	29%	10%	40%	63%
White	*	*	*	768	*	*	*	*	*	*	72%
Hispanic	130	734	734	746	17%	22%	26%	26%	9%	35%	49%
Black or African American	47	729	729	740	23%	21%	23%	*	*	32%	42%
Asian, Native Hawaiian, or Pacific Islander	57	757	757	790	*	*	30%	40%	18%	58%	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	126	742	742	769	12%	17%	28%	33%	11%	44%	72%
Male	139	734	734	752	21%	17%	27%	27%	9%	36%	54%
Economically Disadvantaged Students	210	737	737	742	*	16%	28%	*	*	39%	44%
Non-Economically Disadvantaged Students	55	742	742	771	*	18%	25%	*	*	42%	73%
Students with Disabilities	29	687	687	721	*	*	*	*	*	*	22%
Students without Disabilities	236	744	744	768	*	*	*	*	*	*	71%
English Learners	17	698	698	705	*	*	*	*	*	*	11%
Non-English Learners	248	741	741	762	*	*	*	*	*	*	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	293	748	748	759	12%	13%	27%	37%	11%	48%	60%
White	*	*	*	767	*	*	*	*	*	*	70%
Hispanic	145	742	742	744	14%	12%	34%	32%	7%	39%	45%
Black or African American	38	731	731	739	*	*	*	*	*	32%	39%
Asian, Native Hawaiian, or Pacific Islander	72	772	772	789	*	*	17%	44%	28%	72%	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	142	755	755	768	8%	9%	25%	46%	11%	57%	69%
Male	151	741	741	751	16%	16%	29%	28%	11%	39%	52%
Economically Disadvantaged Students	205	747	747	740	*	*	27%	37%	10%	47%	42%
Non-Economically Disadvantaged Students	88	750	750	769	*	*	28%	35%	14%	49%	71%
Students with Disabilities	36	697	697	719	*	*	*	*	*	*	19%
Students without Disabilities	257	755	755	766	*	*	*	*	*	*	68%
English Learners	12	697	697	703	*	*	*	*	*	*	*
Non-English Learners	281	750	750	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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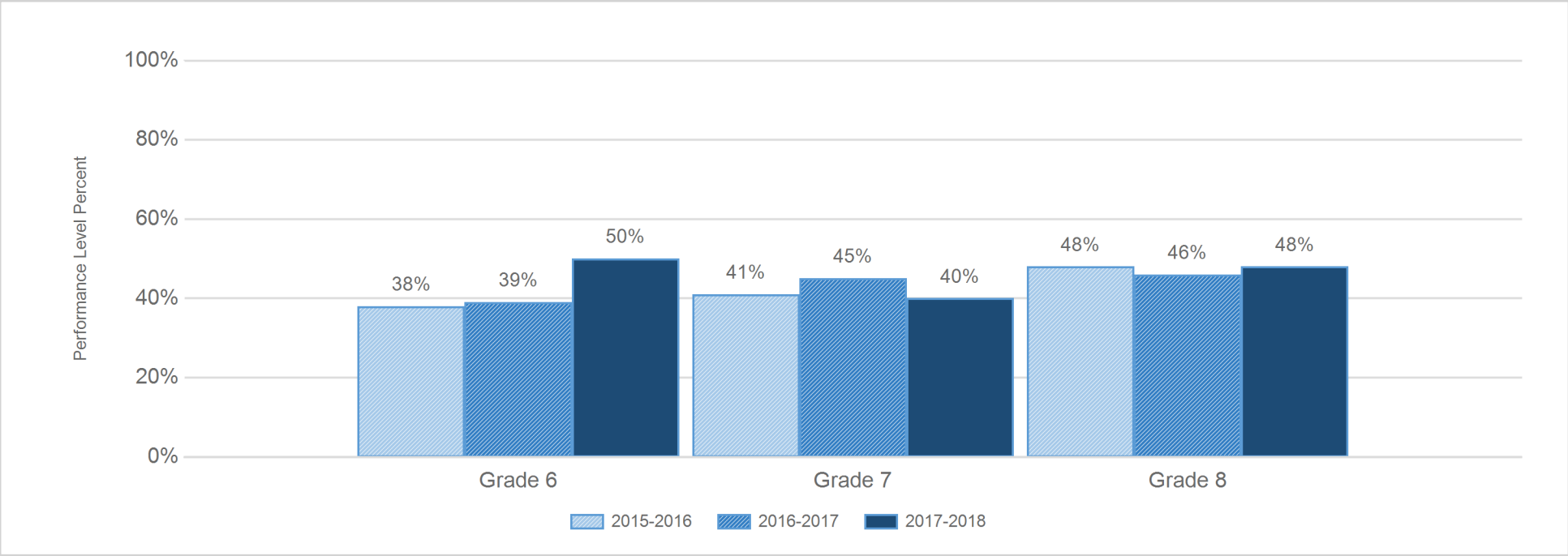
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	832	99.9	33.1	32.8	45.0	33.1	35.3	Met Target†
White	*	*	*	42.7	54.1	*	35.7	Met Target
Hispanic	406	100.0	24.1	23.9	29.2	24.1	28.5	Not Met
Black or African American	134	100.0	20.1	21.6	23.4	20.1	23.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	201	100.0	58.2	53.2	77.0	58.2	57.1	Met Target
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	390	99.8	33.1	35.6	46.0	33.1		
Male	442	100.0	33.3	30.2	43.9	33.3		
Economically Disadvantaged Students	623	99.8	31.3	29.9	26.6	31.3	33.9	Met Target†
Non-Economically Disadvantaged Students	209	100.0	38.7	41.2	55.9	38.7		
Students with Disabilities	113	99.2	*	*	17.1	*	13.1	Met Target†
Students without Disabilities	719	100.0	*	*	50.5	*		
English Learners	113	100.0	25.7	26.2	24.6	25.7	13.1	Met Target
Non-English Learners	719	99.9	34.3	34.1	46.9	34.3		
Homeless Students	10	100.0	30.0	17.9	17.3	30.0		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	*	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	286	736	736	744	12%	23%	32%	*	*	33%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	137	729	729	731	14%	32%	31%	*	*	23%	27%
Black or African American	47	729	729	726	*	26%	40%	*	*	19%	21%
Asian, Native Hawaiian, or Pacific Islander	76	753	753	771	*	*	25%	*	*	62%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	125	741	741	745	*	23%	32%	*	*	38%	45%
Male	161	732	732	742	*	23%	32%	*	*	30%	42%
Economically Disadvantaged Students	213	734	734	729	*	*	30%	*	*	30%	24%
Non-Economically Disadvantaged Students	73	743	743	753	*	*	38%	*	*	42%	56%
Students with Disabilities	41	706	706	717	44%	34%	*	*	*	12%	13%
Students without Disabilities	245	741	741	748	6%	21%	*	*	*	37%	49%
English Learners	13	721	721	713	*	*	*	*	*	15%	11%
Non-English Learners	273	737	737	745	*	*	*	*	*	34%	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

CARTERET MIDDLE SCHOOL
(23-0750-055)
Grades Offered: 06-08
2017-2018

Report Key:
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	274	732	732	743	13%	26%	33%	*	*	28%	43%
White	*	*	*	750	*	*	*	*	*	*	54%
Hispanic	133	728	728	732	14%	29%	36%	*	*	21%	27%
Black or African American	47	723	723	727	23%	34%	26%	*	*	17%	21%
Asian, Native Hawaiian, or Pacific Islander	60	748	748	767	*	*	33%	*	*	50%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	131	731	731	745	12%	27%	36%	*	*	25%	45%
Male	143	734	734	741	14%	24%	30%	*	*	31%	42%
Economically Disadvantaged Students	214	732	732	730	12%	27%	34%	*	*	28%	24%
Non-Economically Disadvantaged Students	60	732	732	751	17%	22%	30%	*	*	32%	55%
Students with Disabilities	30	700	700	717	*	*	*	*	*	*	12%
Students without Disabilities	244	736	736	748	*	*	*	*	*	*	50%
English Learners	25	710	710	716	*	*	*	*	*	*	10%
Non-English Learners	249	734	734	744	*	*	*	*	*	*	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

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(23-0750-055)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	229	727	727	728	18%	25%	34%	*	*	23%	28%
White	*	*	*	736	*	*	*	*	*	*	36%
Hispanic	125	724	724	722	19%	27%	34%	*	*	20%	22%
Black or African American	35	723	723	715	*	31%	31%	*	*	17%	15%
Asian, Native Hawaiian, or Pacific Islander	39	736	736	747	*	*	44%	33%	0%	33%	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	112	728	728	731	16%	26%	34%	*	*	24%	31%
Male	117	725	725	725	21%	24%	33%	*	*	22%	26%
Economically Disadvantaged Students	168	726	726	719	18%	26%	33%	*	*	23%	20%
Non-Economically Disadvantaged Students	61	729	729	735	18%	23%	36%	*	*	23%	35%
Students with Disabilities	36	699	699	705	*	*	*	*	*	*	*
Students without Disabilities	193	732	732	735	*	*	*	*	*	*	*
English Learners	15	696	696	705	*	*	*	*	*	*	10%
Non-English Learners	214	729	729	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

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(23-0750-055)
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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	67	773	733	746	0%	0%	15%	*	*	85%	46%
White	*	*	*	755	*	*	*	*	*	*	57%
Hispanic	22	769	728	730	0%	0%	*	*	*	77%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	34	777	748	779	0%	0%	*	*	*	91%	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	30	772	736	748	0%	0%	*	*	*	80%	48%
Male	37	774	731	745	0%	0%	*	*	*	89%	44%
Economically Disadvantaged Students	40	776	731	729	0%	0%	*	*	*	90%	25%
Non-Economically Disadvantaged Students	27	769	739	756	0%	0%	*	*	*	78%	57%
Students with Disabilities	N	N	700	716	N	N	N	N	N	N	13%
Students without Disabilities	67	773	737	752	0%	0%	15%	*	*	85%	52%
English Learners	N	N	711	710	N	N	N	N	N	N	*
Non-English Learners	67	773	736	749	0%	0%	15%	*	*	85%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	*	720	N	N	N	N	N	N	11%

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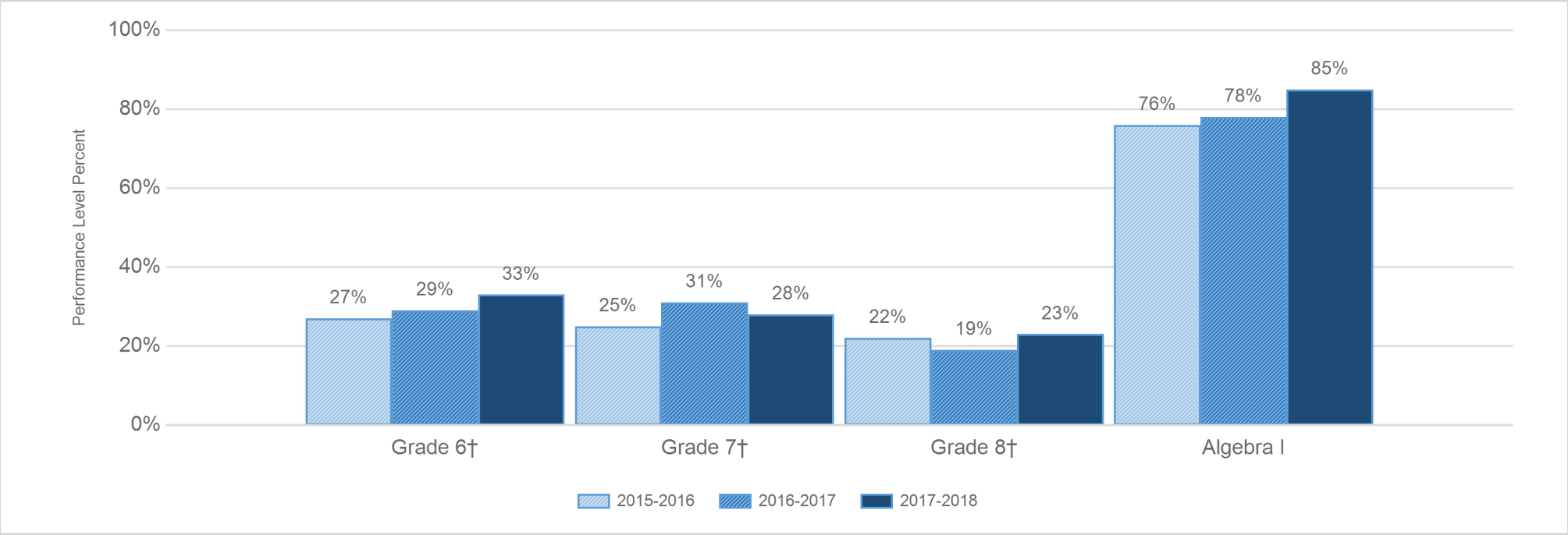
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	29.7%	46.8%	Not Met

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	35	*	*
3-4	14	*	*
5 or more	*	*	*

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

NJASK Science Assessment Information

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

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	287
7	0	0	277
8	67	0	235
Total	67	0	799

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	232	0	0	0	0	0	0
7	239	0	0	0	0	0	0
8	269	0	0	0	0	0	0
Total	740	0	0	0	0	0	0

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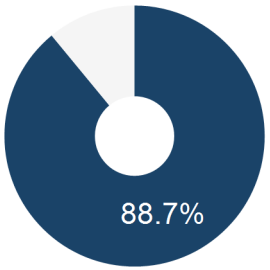
Visual and Performing Arts – Course Participation

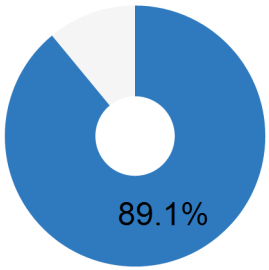
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

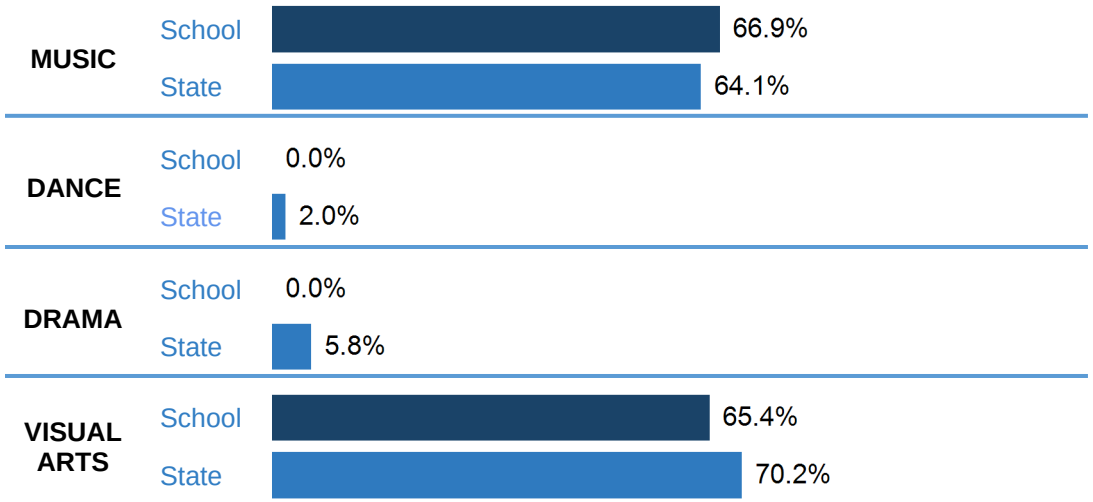


School



State

Students enrolled in one or more classes by discipline:



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

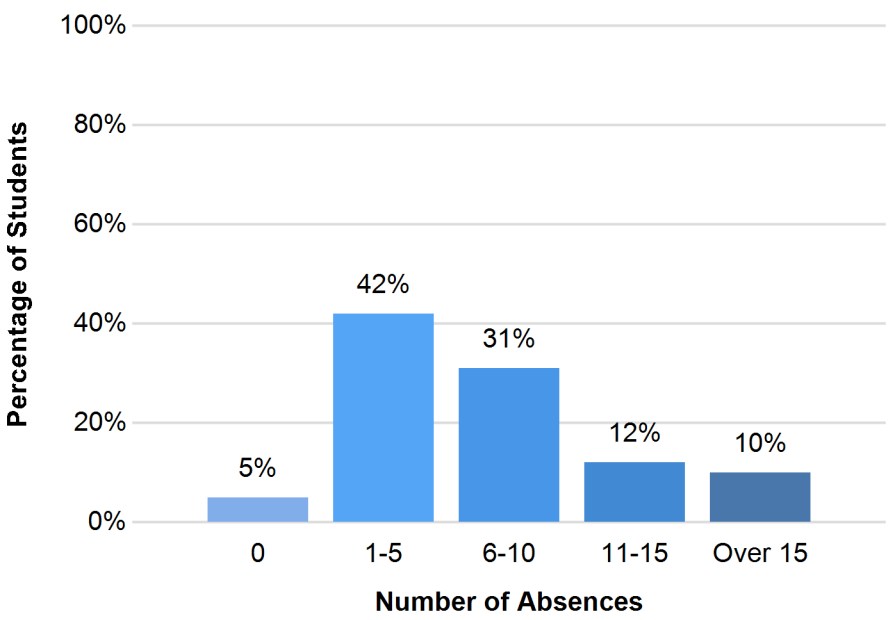
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	66	7.6	9.5	Met
White	*	*	9.5	Not Met
Hispanic	32	7.5	9.5	Met
Black or African American	18	12.9	9.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	5	2.4	9.5	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	55	8.8	9.5	Met
Students with Disabilities	27	22.3	9.5	Not Met
English Learners	5	9.3	9.5	Met

Days Absent

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



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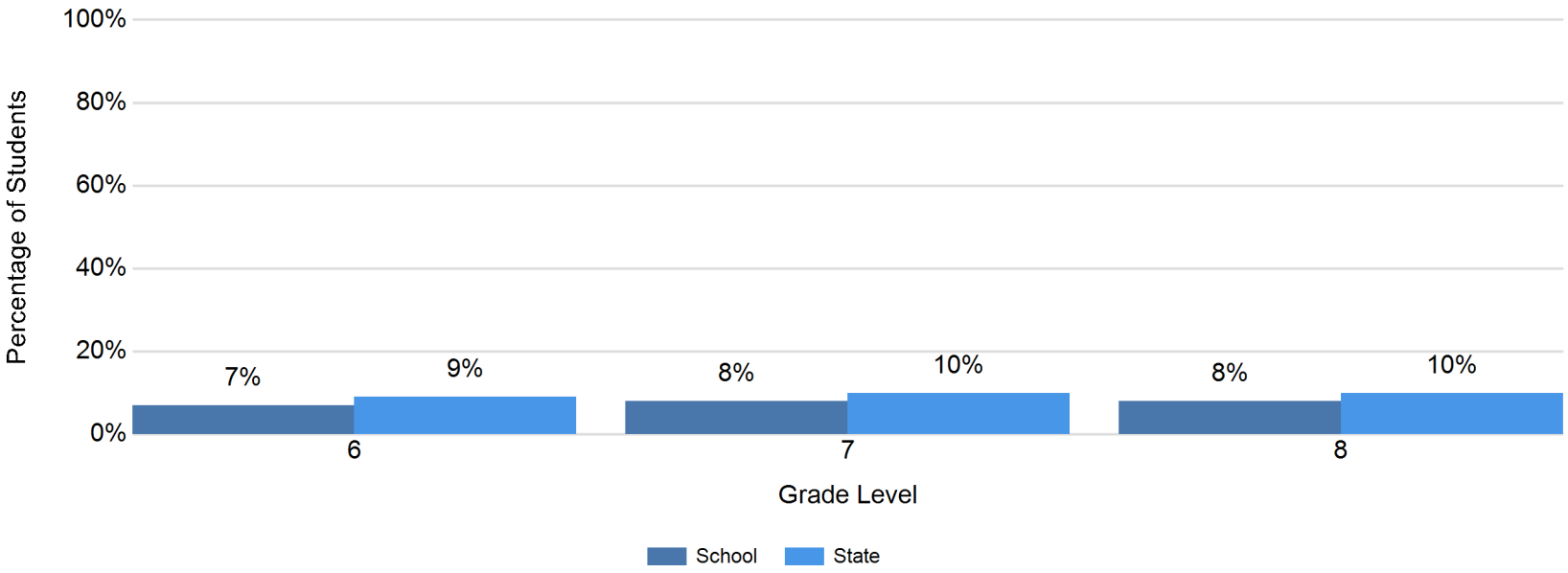
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	32
Weapons	2
Vandalism	1
Substances	2
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	38
Incidents Per 100 Students Enrolled	4.42

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	2
Weapons	2
Vandalism	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	13	1.5%
Out-of-School Suspensions	40	4.7%
Any Suspension	50	5.8%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
122

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School Day

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

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

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

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

NJ SCHOOL PERFORMANCE REPORT

CARTERET MIDDLE SCHOOL
(23-0750-055)
Grades Offered: 06-08
2017-2018

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	62	117,464
Average years experience in public schools	10.5	12.0
Average years experience in district	10.5	10.7
Teachers in district for 4 or more years	72.6%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	19	9,374
Average years experience in public schools	18.7	16.0
Average years experience in district	17.9	12.0
Administrators in district for 4 or more years	73.7%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	13:1
Students to Administrators	286:1	201:1
Teachers to Administrators	21:1	16:1
Students to Librarians/Media Specialists		N
Students to Nurses		955:1
Students to Counselors		764:1
Students to Child Study Team		255:1

NJ SCHOOL PERFORMANCE REPORT

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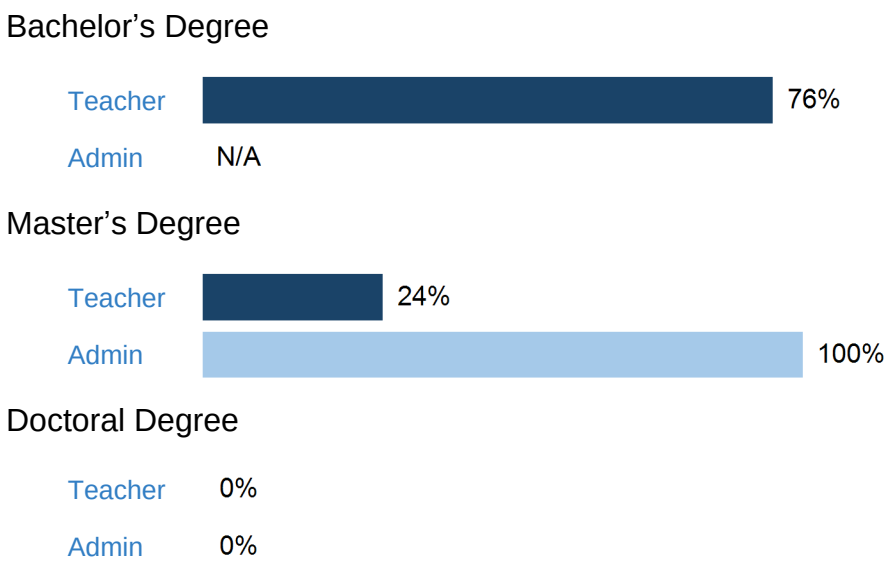
Teachers and Administrators - Level of Education

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



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

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

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

Faculty Attendance

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

School Year	% Days Present
2017-18	96.6%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	71.0%	66.7%
Male	29.0%	33.3%
White	77.4%	100.0%
Hispanic	16.1%	0.0%
Black or African American	3.2%	0.0%
Asian	3.2%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	24.41	15.0%
Mathematics Proficiency	18.96	15.0%
English Language Arts Growth	22.87	20.0%
Mathematics Growth	39.82	20.0%
Progress Towards English Language Proficiency	7.45	20.0%
Chronic Absenteeism	40.65	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	24.60	n/a
Summative Rating: Percentile Rank of Summative Score	12.80	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	Yes	Met Target	Met Target†	Met Standard	Met Standard	Not Met	Met	No
White	8.42	14.08	Yes	Met Target	Met Target	Not Met	Met Standard	n/a	Not Met	No
Hispanic	39.48	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Black or African American	37.97	14.08	No	Met Target†	Met Target†	Not Met	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	31.87	14.08	No	Met Target†	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	56.70	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	18.12	14.08	No	Met Target†	Met Target†	Not Met	Not Met	n/a	Not Met	No
English Learners	40.34	14.08	No	Met Target	Met Target	Met Standard	Met Standard	Met Standard	Met	No

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

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School Narrative

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

Highlights:	• Odyssey of the Mind finalists in the World Championship. It is a creative problem-solving competition in which students work together to solve a predefined long-term problem and present solutions. • The CMS Choir receives the Spirit Award and was a finalist in the Music in the Parks Competition. • STEAM is an integral part of our school day from our chromebook initiative, T.H.I.N.K. Tanks, robotics, iPads, financial literacy, expanded performing arts and college and career readiness programs.
Mission, Vision, Theme:	Our shared vision is to create a highly-regarded, safe, and supportive middle school that fosters high levels of student achievement, as well as productive and responsible members of a global society. The mission of the Carteret Middle School is to create a safe, dynamic and student centered learning environment that fosters academic, social, and personal growth.
Awards, Recognition, Accomplishments:	Our school has been recognized for various achievements including: Top 10 finalist in the Odyssey of the Mind World Champions, Special Education Innovation Award, Scholastic Read 180 Student Award, individual wrestling awards for All-State, All-County and All-Division, individual track and field county awards. The CMS Choir received the Spirit Award and was a finalist in the Music in the Parks Competition.

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Courses, Curriculum, Instruction:	Our comprehensive curriculum consists of Language Arts, Math, Science, Social Studies, World Language, Computer Sciences, Digital Journalism, and Health and Physical Education. Art, Chorus, and Band programs are offered with many exhibition and performance opportunities throughout the year. Honors classes are offered in math and language arts for high performing students. Intervention classes are also available for identified students. Chromebook Carts are available in all classrooms.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys & Girls) Carteret Middle School students have received individual awards and were celebrated as champions in Wrestling and Track & Field.
Clubs and Activities:	A variety of clubs are available for students including Odyssey of the Mind, Robotics, Chorus, Spanish Club, Asian Club, Science Club, Student Council, National Junior Honor Society, Gamers Club, Math Olympiad, Eagle Squad, Eagle Spirit Squad, CMS Newspaper Club, Pathways/PROPS for boys, Pathways/Girl Talk, and Title I.

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

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Student Supports and Services:	Intervention and Referral Services are offered to all families with an experienced team. CMS offers a building-based Child Study Team, two certified Guidance Counselors and clinicians through Wellness Springs Prevention. Tutoring is offered after-school by the students of the National Junior Honor Society and supervised by certified teachers.
Student Health and Wellness:	A breakfast program is offered each morning during homeroom period. Physical education is offered to all students, daily. Positive Behavioral Support In Schools (PBSIS) is a course focused on increasing students' self awareness and developing social-emotional skills.
Parent and Community Involvement:	The middle school has an active Family-School Organization, Special Education Advisory Group, Title I Parent Nights, School Climate Team and Student/Board Liason Committee. Our community events include Hispanic Heritage Night, Asian Awareness Night, Black History Night, Sports Awards, Honor Roll Celebrations and Carteret Conquers Cancer 5K Walk. CMS utilizes the district website, parent portal, Facebook, Twitter and the Sangha call system to maintain and support a home-school connection.

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

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Technology and STEM:	Technology is embedded into all curricula and each teacher uses Google Classroom for interactive lessons. Course offerings and after-school clubs include Robotics, film production, coding, computer sciences, and a Think Tank which focuses on creative design using STEAM activities.

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Other Information:	Students in all grades attend school from 8:10 am-2:48 pm. Students participate in academic subjects as well as related arts on a daily basis. Students are required to wear uniforms to school. Communication with parents is on-going through the Realtime Parent portal, the district website, the Remind app, and Class Dojo.