NJ SCHOOL PERFORMANCE REPORT

CARTERET HIGH SCHOOL
(23-0750-030)
Grades Offered: 09-12
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	MR. SALVATORE
Address	199 WASHINGTON AVENUE CARTERET, NJ 07008
Phone Number	(732)541-8960
Email Address	DSALVATORE@CARTERETSCHOOLS.ORG
Website	http://www.carteretschools.org/CarteretHigh.cfm
Twitter	https://twitter.com/CarteretRambler

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Enrollment 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
9	251	280	262
10	250	257	260
11	265	228	247
12	246	250	227
Total	1,012	1,015	996

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	47.3%	46.2%	47.3%
Male	52.7%	53.8%	52.7%
Economically Disadvantaged Students	62.9%	64.5%	68.6%
Students with Disabilities	8.2%	7.4%	9.5%
English Learners	5.0%	6.9%	8.1%
Homeless Students		0.6%	0.7%
Students in Foster Care		0.0%	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	12.7%	12.3%	11.5%
Hispanic	41.6%	43.3%	44.6%
Black or African American	22.8%	20.6%	19.4%
Asian	21.9%	22.6%	23.2%
Native Hawaiian or Pacific Islander	0.1%	0.2%	0.5%
American Indian or Alaska Native	0.2%	0.2%	0.1%
Two or More Races	0.7%	0.8%	0.7%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	1,010	1,015	996
Shared Time Students	2	0	0
Full Time Equivalent	1,011	1,015	996

Enrollment by Home Language

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

Home Language	% of Students
English	52.9%
Spanish	25.9%
Panjabi	11.5%
Urdu	4.2%
Other Languages	5.4%

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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	488	99.8	47.5	47.1	56.7	47.5	46.9	Met Target
White	*	*	*	55.3	65.6	*	48	Met Target
Hispanic	217	100.0	36.9	39.3	42.5	36.9	38.7	Met Target†
Black or African American	90	98.9	38.8	36.4	37.3	38.8	43.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	120	100.0	68.3	65.1	82.3	68.3	68.6	Met Target†
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	228	100.0	56.1	55.8	64.5	56.1		
Male	260	99.6	40.0	38.9	49.4	40.0		
Economically Disadvantaged Students	349	100.0	47.0	44.5	38.5	47.0	44.2	Met Target
Non-Economically Disadvantaged Students	139	99.3	48.9	54.9	67.5	48.9		
Students with Disabilities	58	98.4	*	*	21.6	*	18.1	Not Met
Students without Disabilities	430	100.0	*	*	63.9	*		
English Learners	50	100.0	*	*	27.3	*	17.2	Not Met
Non-English Learners	438	99.8	*	*	59.4	*		
Homeless Students	*	*	*	37.9	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	*	*	*	*	30.1	*		

† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

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	257	734	734	752	21%	20%	23%	31%	6%	37%	55%
White	*	*	*	760	*	*	*	*	*	*	64%
Hispanic	118	731	731	735	22%	23%	21%	*	*	34%	38%
Black or African American	49	723	723	734	35%	*	*	27%	0%	27%	34%
Asian, Native Hawaiian, or Pacific Islander	61	744	744	782	*	*	25%	*	*	48%	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	115	744	744	759	11%	17%	23%	*	*	49%	63%
Male	142	726	726	744	28%	23%	23%	*	*	27%	46%
Economically Disadvantaged Students	192	732	732	733	22%	20%	21%	*	*	37%	34%
Non-Economically Disadvantaged Students	65	739	739	761	17%	20%	28%	*	*	35%	65%
Students with Disabilities	33	698	698	716	*	*	*	*	*	*	15%
Students without Disabilities	224	739	739	758	*	*	*	*	*	*	62%
English Learners	27	691	691	691	*	*	*	*	*	*	*
Non-English Learners	230	739	739	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	719	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	*	*	*	696	*	*	*	*	*	*	10%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

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	245	754	754	749	14%	9%	20%	37%	20%	57%	51%
White	*	*	*	756	*	*	*	*	*	*	58%
Hispanic	105	741	741	733	19%	14%	27%	30%	10%	40%	38%
Black or African American	44	738	738	728	23%	*	*	*	*	50%	32%
Asian, Native Hawaiian, or Pacific Islander	64	780	780	782	*	*	*	44%	41%	84%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	120	762	762	759	8%	9%	20%	38%	25%	63%	60%
Male	125	747	747	739	19%	8%	21%	37%	15%	52%	42%
Economically Disadvantaged Students	164	754	754	730	*	*	21%	36%	21%	57%	34%
Non-Economically Disadvantaged Students	81	754	754	758	*	*	19%	40%	19%	58%	59%
Students with Disabilities	23	697	697	707	*	*	*	*	*	*	15%
Students without Disabilities	222	760	760	756	*	*	*	*	*	*	57%
English Learners	17	699	699	684	*	*	*	*	*	*	*
Non-English Learners	228	758	758	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11

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).

Note: Grade 11 students who take the AP/IB English exam are exempt from taking the PARCC ELA exam and their performance may not be reflected in the PARCC ELA Grade 11 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	239	750	750	736	15%	9%	22%	38%	17%	55%	39%
White	*	*	*	737	*	*	*	*	*	*	41%
Hispanic	104	746	746	731	16%	*	28%	*	*	48%	35%
Black or African American	48	744	744	729	*	*	23%	*	*	52%	31%
Asian, Native Hawaiian, or Pacific Islander	56	762	762	759	*	*	*	45%	27%	71%	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	113	764	764	745	*	*	21%	39%	27%	65%	48%
Male	126	738	738	728	*	*	22%	37%	8%	45%	31%
Economically Disadvantaged Students	164	746	746	730	*	*	21%	42%	12%	54%	33%
Non-Economically Disadvantaged Students	75	759	759	739	*	*	23%	29%	27%	56%	42%
Students with Disabilities	17	706	706	708	*	*	*	*	*	18%	13%
Students without Disabilities	222	754	754	742	*	*	*	*	*	58%	44%
English Learners	22	710	710	702	*	*	*	*	*	*	*
Non-English Learners	217	754	754	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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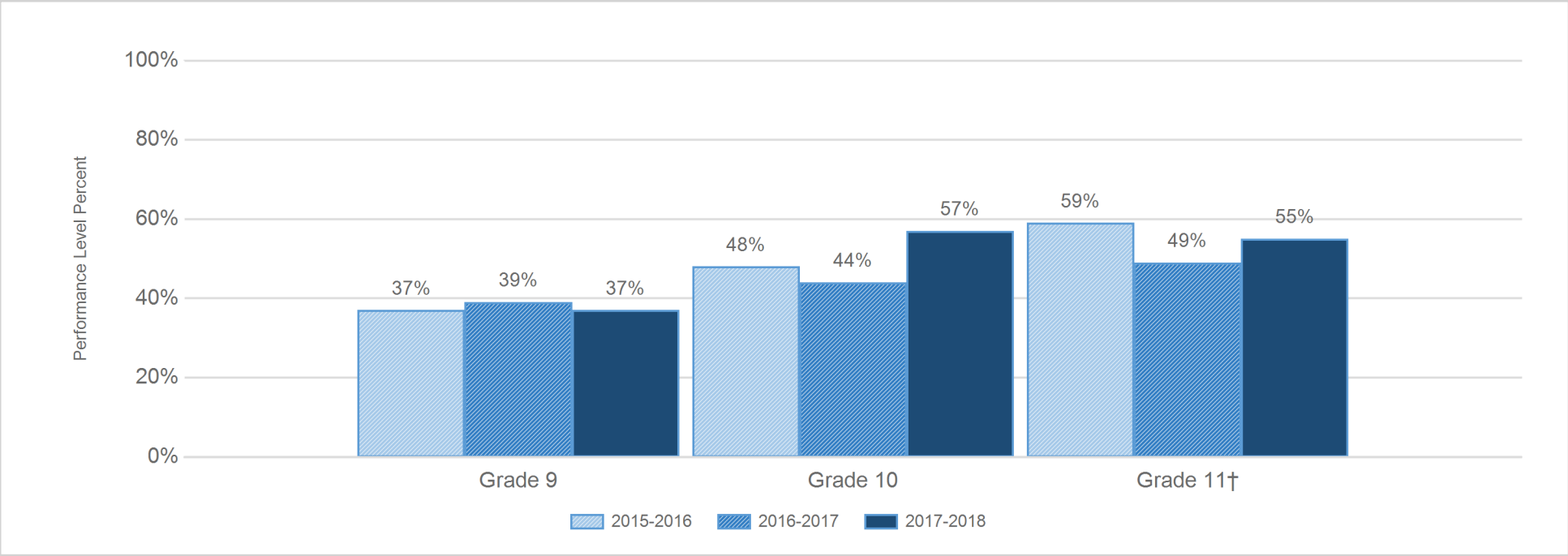
English Language Arts/Literacy Assessment - Performance Trends

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.



† Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.

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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	511	99.6	21.5	32.8	45.0	21.5	24.8	Not Met
White	61	100.0	27.9	42.7	54.1	27.9	25.5	Met Target
Hispanic	227	100.0	15.8	23.9	29.2	15.8	23.8	Not Met
Black or African American	98	98.1	13.3	21.6	23.4	13.3	14.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	121	100.0	36.3	53.2	77.0	36.3	39.2	Met Target†
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	237	100.0	24.9	35.6	46.0	24.9		
Male	274	99.3	18.6	30.2	43.9	18.6		
Economically Disadvantaged Students	363	99.7	20.7	29.9	26.6	20.7	25.6	Not Met
Non-Economically Disadvantaged Students	148	99.4	23.7	41.2	55.9	23.7		
Students with Disabilities	60	98.4	*	*	17.1	*	12.3	Not Met
Students without Disabilities	451	99.8	*	*	50.5	*		
English Learners	52	100.0	11.5	26.2	24.6	11.5	12.2	Met Target†
Non-English Learners	459	99.6	22.6	34.1	46.9	22.6		
Homeless Students	*	*	*	17.9	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	*	*	*	*	23.7	*		

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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	258	723	733	746	24%	29%	30%	17%	0%	17%	46%
White	22	731	*	755	*	*	*	*	*	27%	57%
Hispanic	120	721	728	730	21%	37%	28%	14%	0%	14%	27%
Black or African American	58	717	*	727	36%	26%	24%	*	*	14%	23%
Asian, Native Hawaiian, or Pacific Islander	55	730	748	779	20%	20%	35%	25%	0%	25%	79%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	106	726	736	748	23%	23%	31%	24%	0%	24%	48%
Male	152	720	731	745	24%	34%	29%	13%	0%	13%	44%
Economically Disadvantaged Students	193	722	731	729	25%	28%	30%	17%	0%	17%	25%
Non-Economically Disadvantaged Students	65	726	739	756	18%	31%	31%	20%	0%	20%	57%
Students with Disabilities	35	700	700	716	*	*	*	*	*	*	13%
Students without Disabilities	223	726	737	752	*	*	*	*	*	*	52%
English Learners	35	711	711	710	40%	37%	*	*	*	11%	*
Non-English Learners	223	725	736	749	21%	28%	*	*	*	18%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	*	*	*	720	*	*	*	*	*	*	11%

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Mathematics Assessment - Performance by Test: Geometry

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	234	723	723	735	13%	41%	35%	12%	0%	12%	30%
White	*	*	*	740	*	*	*	*	*	*	37%
Hispanic	116	721	721	723	16%	42%	32%	10%	0%	10%	14%
Black or African American	42	717	717	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	44	731	731	760	*	30%	45%	*	*	18%	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	115	725	725	736	*	*	*	*	*	*	30%
Male	119	721	721	734	*	*	*	*	*	*	29%
Economically Disadvantaged Students	156	722	722	722	13%	42%	35%	10%	0%	10%	13%
Non-Economically Disadvantaged Students	78	725	725	741	13%	37%	36%	14%	0%	14%	38%
Students with Disabilities	24	704	704	713	*	*	*	*	*	*	*
Students without Disabilities	210	725	725	738	*	*	*	*	*	*	*
English Learners	19	713	713	711	*	*	*	*	*	*	*
Non-English Learners	215	724	724	736	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	731	*	*	*	*	*	*	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

CARTERET HIGH SCHOOL
(23-0750-030)
Grades Offered: 09-12
2017-2018

Report Key:
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Mathematics Assessment - Performance by Test: Algebra II

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	235	718	718	727	36%	25%	16%	*	*	23%	30%
White	*	*	*	733	*	*	*	*	*	*	35%
Hispanic	96	710	710	710	42%	29%	16%	*	*	14%	14%
Black or African American	45	708	708	705	40%	29%	*	*	*	11%	11%
Asian, Native Hawaiian, or Pacific Islander	64	737	737	766	23%	17%	16%	*	*	44%	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	112	720	720	728	33%	25%	16%	*	*	26%	30%
Male	123	717	717	727	38%	25%	16%	*	*	20%	30%
Economically Disadvantaged Students	163	717	717	709	37%	25%	16%	*	*	22%	13%
Non-Economically Disadvantaged Students	72	721	721	736	32%	26%	17%	*	*	25%	37%
Students with Disabilities	14	674	674	693	*	*	*	*	*	*	*
Students without Disabilities	221	721	721	732	*	*	*	*	*	*	*
English Learners	14	684	684	691	*	*	*	*	*	*	*
Non-English Learners	221	720	720	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	703	*	*	*	*	*	*	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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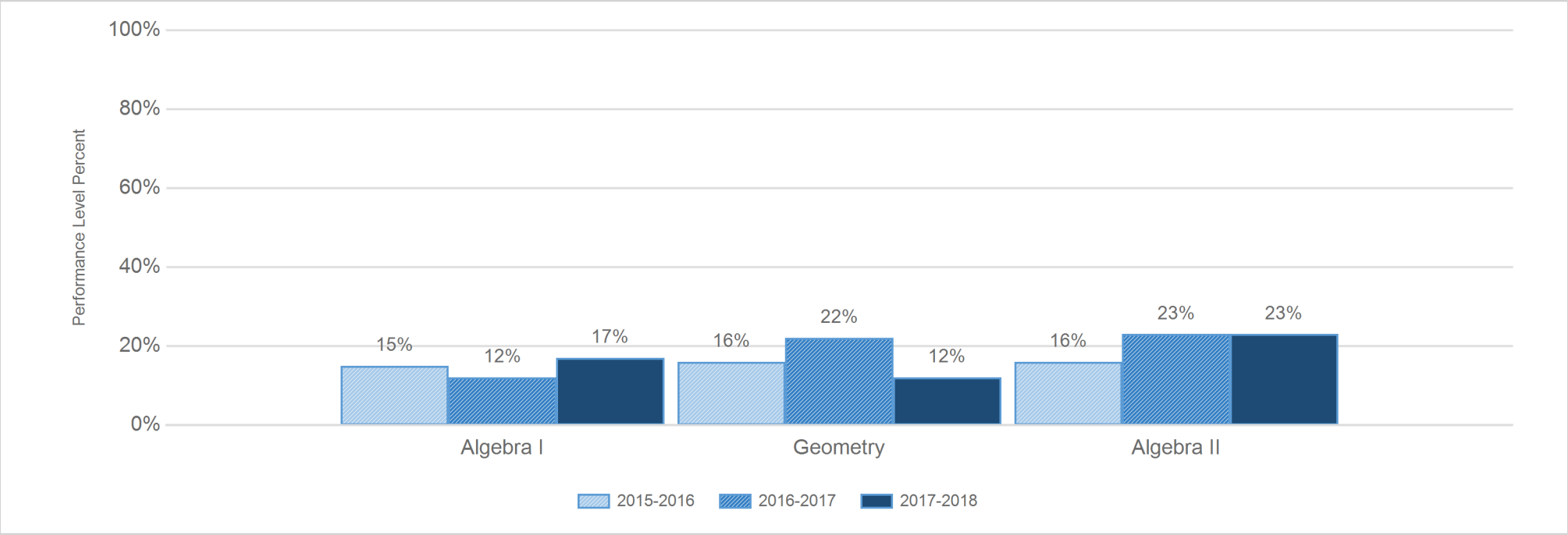
Mathematics Assessment – Performance Trends

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
9	N	N
10	N	N
11	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. 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	52.0%	46.8%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	51	*	*
3-4	24	*	*
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.

Biology Assessment Information

New Jersey transitioned from the Biology Assessment 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 participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2017-18. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	100.0%	85.0%
12th graders taking SAT in 2017-18 or prior years	62.1%	72.2%
12th graders taking ACT in 2017-18 or prior years	4.4%	24.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	433	478	Grade 10: 430 Grade 11: 460	43%	62%
PSAT 10/NMSQT - Math	436	478	Grade 10: 480 Grade 11: 510	23%	42%
SAT - Reading and Writing	497	542	480	62%	72%
SAT - Math	499	543	530	32%	54%
ACT - Reading	22	24	22	40%	62%
ACT - English	21	24	18	60%	78%
ACT - Math	20	24	22	50%	62%
ACT - Science	21	23	23	50%	53%

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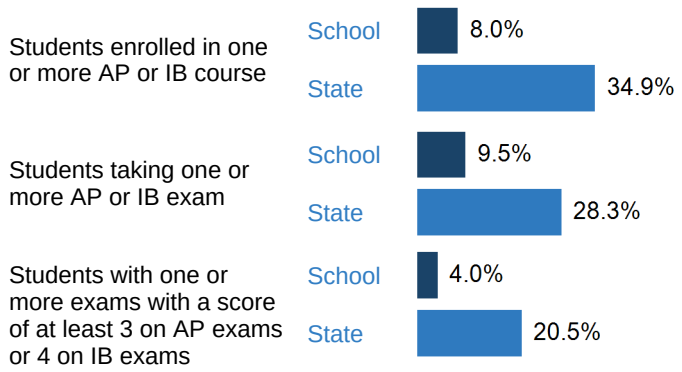
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

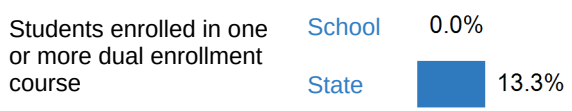
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	18	16
AP Calculus AB	0	11
AP Calculus BC	0	7
AP Computer Science Principles	0	9
AP English Literature and Composition	14	14
AP Physics 1	0	1
AP Psychology	5	5
AP Spanish Language	4	3
AP Statistics	24	18
AP U.S. History	0	1
AP World History	0	7
Total Exams taken		92
Exams with scores of at least 3 on AP exams or 4 on IB exams		30

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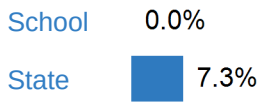
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

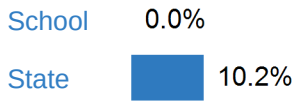
Career and Technical Education Participation

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

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



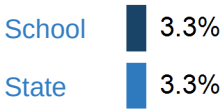
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School	0.0%
State	0.9%

Industry-Valued Credentials by Career Cluster

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

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

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	203	49	0	0	0	0	58
10	45	166	49	0	0	0	68
11	147	32	26	33	12	0	43
12	38	5	3	47	7	24	94
Total	433	252	78	80	19	24	263
Enrolled in AP/IB Course					0	24	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	19	0	26	220	0	5
10	229	15	1	17	0	68
11	17	204	0	16	5	75
12	23	30	0	3	20	81
Total	288	249	27	256	25	229
Enrolled in AP/IB Course	18	0		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	240	14	222	0	0	6
10	12	243	32	12	0	78
11	4	235	35	19	0	68
12	13	27	26	18	0	106
Total	269	519	315	49	0	258
Enrolled in AP/IB Course	0	0	0	5		0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	175	28	17	0	0	0	6
10	167	34	19	0	0	0	3
11	94	18	14	0	0	0	4
12	43	9	6	0	0	0	7
Total	479	89	56	0	0	0	20
Enrolled in AP/IB Course	4	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	93	23	13	0	0	0	0

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Chinese	*
Italian	*
Punjabi	*
Spanish	15
Total	21

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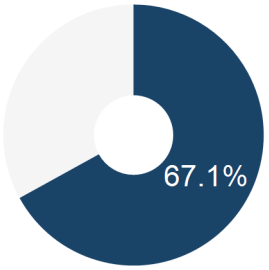
Visual and Performing Arts – Course Participation

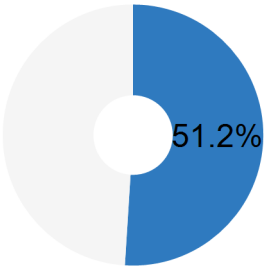
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

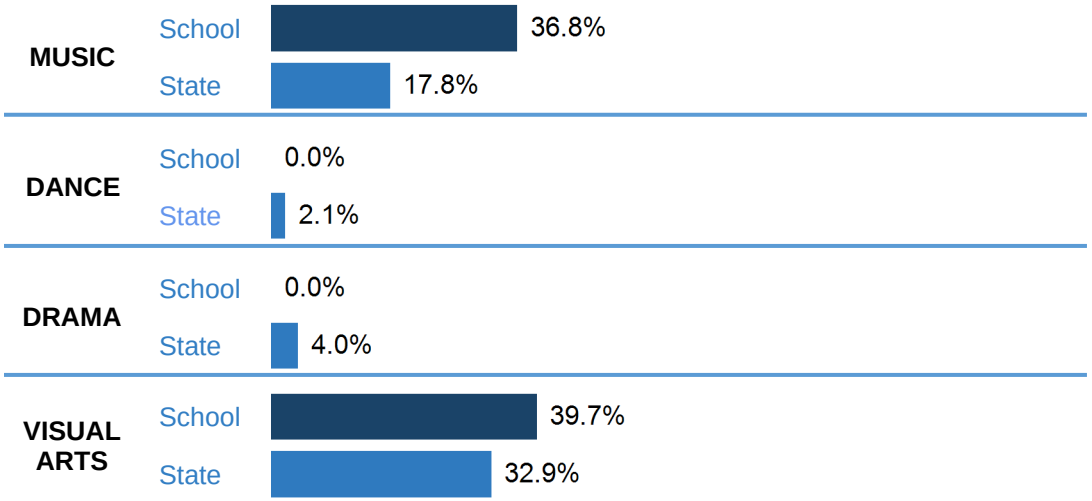


School



State

Students enrolled in one or more classes by discipline:



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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	82.6%	90.9%	84.3%	92.4%	82.4%	84.7%	Not Met	90.4%	90.3%	Met Target
White	*	95.0%	80.5%	95.7%	80.5%	86.9%	Not Met	*	88.8%	Not Met
Hispanic	79.5%	84.8%	81.8%	87.3%	78.9%	84.6%	Not Met	86.0%	88.8%	Not Met
Black or African American	75.0%	84.2%	78.7%	86.8%	77.0%	75.7%	Met Target	92.1%	84.8%	Met Target
Asian, Native Hawaiian or Pacific Islander	96.2%	97.0%	98.2%	97.7%	96.5%	N	Met Goal	97.0%	N	Met Goal
American Indian or Alaska Native	N	86.5%	*	94.1%	*	**	**	N	N	N
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	81.4%	84.6%	83.1%	87.0%	80.5%	85.1%	Not Met	90.1%	90.1%	Met Target
Students with Disabilities	65.5%	80.1%	65.5%	83.5%	62.1%	64.0%	Not Met	75.8%	70.4%	Met Target
English Learners	60.9%	75.8%	77.8%	81.8%	63.2%	**	**	90.0%	N	N
Homeless Students	*	72.6%	*	79.1%	*			*		
Students in Foster Care	N	62.6%	N	64.9%						

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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Pathways

This table shows the percentage of Class of 2018 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	48.9%	36.3%
Substitute Competency Test	31.8%	39.9%
Portfolio Appeals Process	12.6%	17.0%
Alternate Requirements specified in IEP	5.4%	5.4%
Unknown	1.3%	1.3%

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2018	82.6%	-
2017	82.4%	84.3%
2016	88.3%	90.4%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	2.0%	1.2%
2016-2017	3.4%	1.1%
2015-2016	2.9%	1.2%

NJ SCHOOL PERFORMANCE REPORT

CARTERET HIGH SCHOOL
(23-0750-030)
Grades Offered: 09-12
2017-2018

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

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	60.1%	44%	56%
White	*	*	*
Hispanic	59.1%	56.4%	43.6%
Black or African American	51%	28%	72%
Asian, Native Hawaiian, or Pacific Islander	82.7%	37.2%	62.8%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	63.3%	40.9%	59.1%
Students with Disabilities	21.1%	75%	25%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	80.1%	44%	56%	79.8%	20.2%	88.1%	11.9%
White	90.3%	39.3%	60.7%	78.6%	21.4%	89.3%	10.7%
Hispanic	71.7%	47.4%	52.6%	78.9%	21.1%	90.8%	9.2%
Black or African American	73.9%	50%	50%	79.4%	20.6%	88.2%	11.8%
Asian, Native Hawaiian, or Pacific Islander	94.5%	40.4%	59.6%	84.6%	15.4%	86.5%	13.5%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	80.3%	45.8%	54.2%	77.1%	22.9%	87.3%	12.7%
Students with Disabilities	42.9%	66.7%	33.3%	83.3%	16.7%	66.7%	33.3%
English Learners	*	*	*	*	*	*	*

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2017-2018

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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.

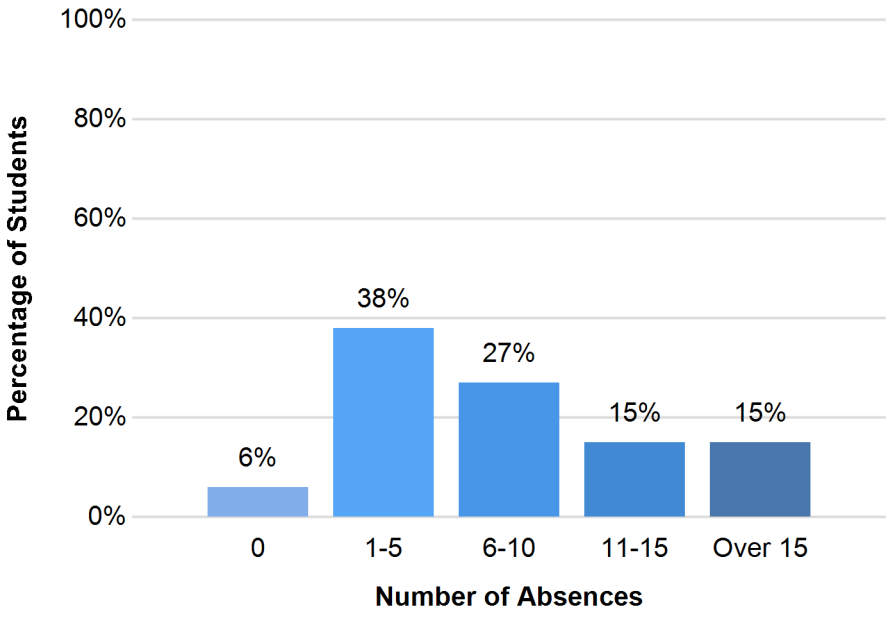
Chronic Absenteeism

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	134	13.0	14.9	Met
White	24	19.5	14.9	Not Met
Hispanic	58	12.8	14.9	Met
Black or African American	31	15.0	14.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	19	7.9	14.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	81	11.7	14.9	Met
Students with Disabilities	52	39.4	14.9	Not Met
English Learners	10	12.5	14.9	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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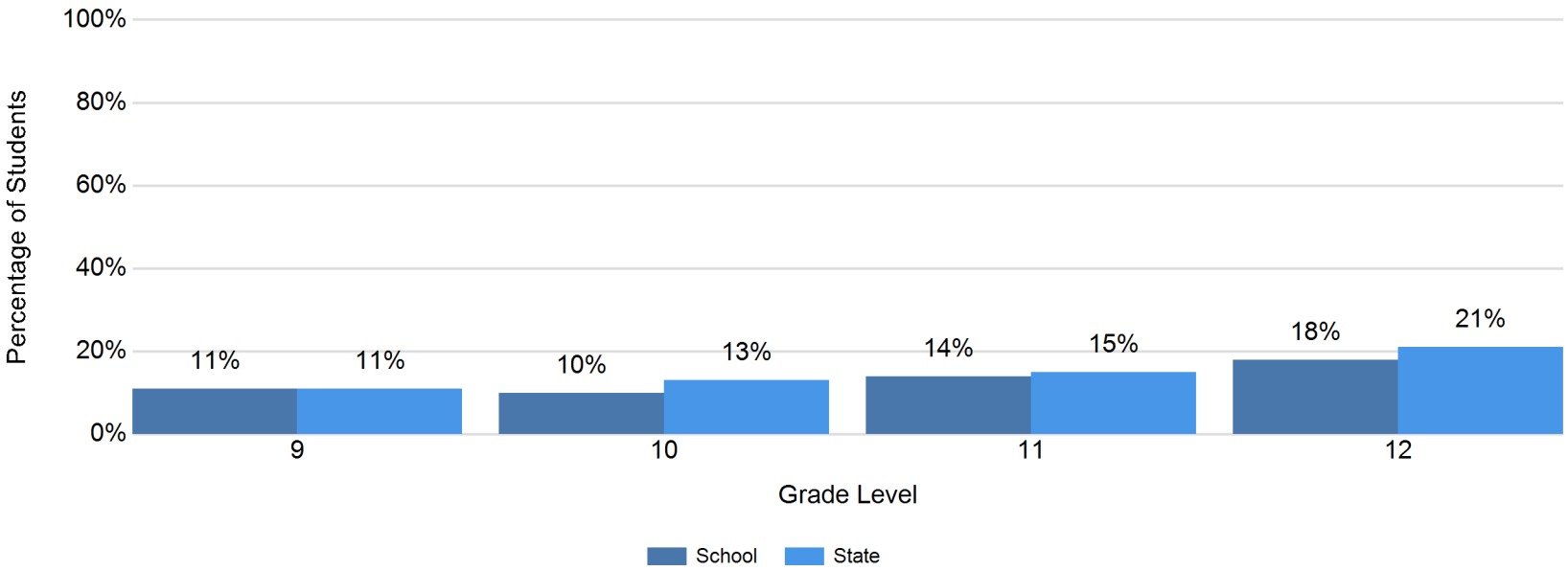
Chronic Absenteeism by Grade

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	18
Weapons	1
Vandalism	2
Substances	4
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	26
Incidents Per 100 Students Enrolled	2.61

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	1
Vandalism	1
Substances	0
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	1	1	2
No Identified Nature	1		1

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	35	3.5%
Any Suspension	36	3.6%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
130

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School Day

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

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

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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	80	117,464
Average years experience in public schools	10.7	12.0
Average years experience in district	10.7	10.7
Teachers in district for 4 or more years	73.8%	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	12:1	13:1
Students to Administrators	199:1	201:1
Teachers to Administrators	16:1	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

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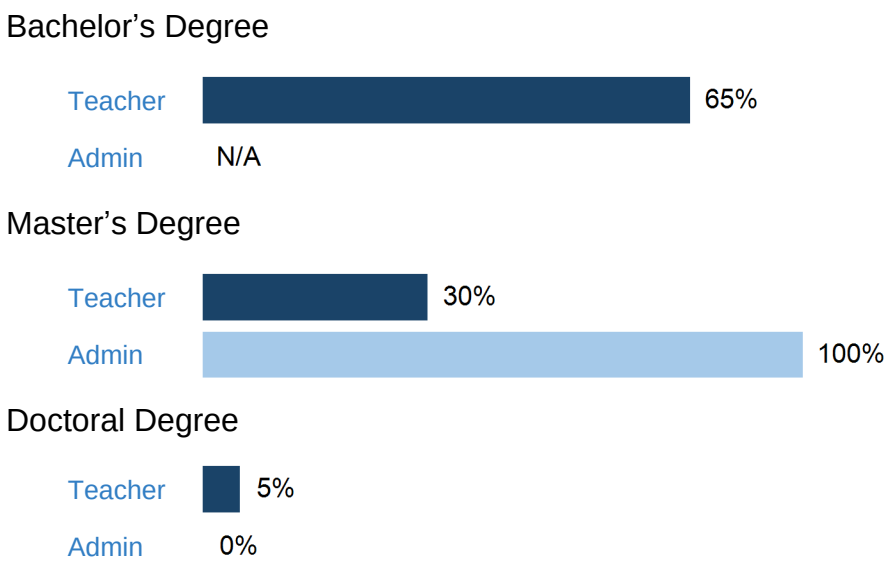
Teachers and Administrators - Level of Education

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	96.2%

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Teachers: All classroom teachers
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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	52.5%	80.0%
Male	47.5%	20.0%
White	77.5%	40.0%
Hispanic	10.0%	40.0%
Black or African American	6.3%	20.0%
Asian	6.3%	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	No	n/a	n/a
White	No		
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	41.26	15.0%
Mathematics Proficiency	30.09	15.0%
Graduation Rate - 4-Year	11.46	20.0%
Graduation Rate - 5-Year	26.44	20.0%
Progress Towards English Language Proficiency	67.27	20.0%
Chronic Absenteeism	36.78	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	35.41	n/a
Summative Rating: Percentile Rank of Summative Score	26.65	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	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	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Not Met	Not Met	Met Target	Met Target	Met	No
White	17.20	8.94	No	Met Target	Met Target	Not Met	Not Met	n/a	Not Met	No
Hispanic	34.08	8.94	No	Met Target†	Not Met	Not Met	Not Met	n/a	Met	No
Black or African American	50.33	8.94	No	Met Target†	Met Target†	Met Target	Met Target	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	25.36	8.94	No	Met Target†	Met Target†	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	N	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	56.30	8.94	No	Met Target	Not Met	Not Met	Met Target	n/a	Met	No
Students with Disabilities	15.70	8.94	No	Not Met	Not Met	Not Met	Met Target	n/a	Not Met	No
English Learners	71.95	8.94	No	Not Met	Met Target†	**	N	**	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:	• Carteret High School completed the Middle States Accreditation Process led by teacher leaders. • Carteret High School Jobs for America Graduates (JAG) program received top honors at the national leadership conference in Washington DC. • Twenty-one students were awarded the Seal of Biliteracy, demonstrating proficiency in two languages.
Mission, Vision, Theme:	The vision of CHS is to ensure a quality public education for all students, so that all students graduate on time and are prepared to attend the post-secondary institution/training of their choice. Our graduates will be diverse thinkers who are competent, confident, and respectful young adults. CHS respects the individual needs of the students; fosters a caring and creative environment; and emphasizes the social, emotional, physical, and intellectual development of each student.
Awards, Recognition, Accomplishments:	Carteret High School has been recognized for its outstanding achievement in the visual and performing arts. The Rambler Marching Band earned 3rd place in the Atlantic Coast Championship. Our elite Chamber Choir received the following accolades: NJACDA HS Choir Festival- Outstanding Rating, Music in the Parks- Superior performance rating, Music in the Parks- Outstanding Overall Choir, World Strides OnStage in Virginia- Superior Performance & 1st Place in category. Also, Varsity Vocals competed in their first international competition and also performed at the NJ School Boards Convention. Drama Club students were honored at the Paper Mill Playhouse Rising Star Awards. Two students were recipients of the Student Achievement Award-Lighting Design and Outstanding Performance of a Lead Actor.

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Courses, Curriculum, Instruction:	CHS continues to prepare students for college and career choices in preparation for graduation. Higher level courses are offered through dual enrollment with Kean University and Middlesex County College. New courses at CHS include: Global Logistics, Future Teachers of America, Intro to Robotics, Financial Literacy, Intro to Fashion and Design, Intro to Acting, Theater Production, Intro to Piano/Keyboarding, School to Career Principles and Experience. We partnered with Lincoln Tech for career training opportunities in a certificated program. All of our first year students participate in Freshman Seminar. We continue to utilize the LinkIt System to create common assessments and analyze results/trends.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Football (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys & Girls) The Carteret High School prides itself on its high performing and competitive sports programs. The CHS Girls Bowling Team won the GMC Blue Division Championship. The CHS Boys Basketball Team won the GMC Blue Division Championship. Also, CHS Athletics annually participates in NJ Women in Sports events, NJSIAA and GMC Scholar Athlete Awards, NJ News 12/NJEA Scholar Athlete Program, and the GMC Sportsmanship Awards. Outstanding athletes are honored at our annual athletic awards night. In keeping with the Carteret spirit of competition, one of our male basketball players reached the 1,000 point milestone.
Clubs and Activities:	CHS offers opportunities for students to expand their interests & nurture their abilities to meaningfully contribute to the school community. CHS offers Band, Choir, Drama, Engineering & Gaming clubs, and Student Council. Celebrating culture and diversity, our World Language club travels to destinations in Europe annually. Students can also join Ladies of Royalty, RWJ Safety Ambassadors, Prevention Players, Yearbook, and Guidance Ambassadors. National Honor Societies have also been established for students who have demonstrated excellence.

NJ SCHOOL PERFORMANCE REPORT

CARTERET HIGH SCHOOL
(23-0750-030)
Grades Offered: 09-12
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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.

Before and After School Programs:	After school programs are accessible to all students in grades 9-12. We offer the Teen Outreach Program (TOP) which focuses on decision making and goal setting. Aspire High empowers our ESL students and aims to instill college and career readiness skills. Additionally, study sessions for advanced courses are afforded to students by highly qualified staff. Prevention Players is a student led organization that teaches character education and builds leadership skills through outreach and community service. Ladies of Royalty helps students develop character, leadership and life skills, promoting positive decision making.
Staff and Professional Learning:	Professional learning opportunities are provided through various avenues, including PD Academy, teacher in-service, & professional learning communities. A major focus this year has been intensive Problem-Based Learning for all content areas. The Connected Action Roadmap has been adopted for the 3rd year. Teams collaboratively create coherent plans by connecting student learning, assessment, standards, and educator effectiveness.
Postsecondary Information:	For the 2017-2018 school year, we had 229 graduates, 132 were college bound with 44 attending a 2 year college and 86 attending a 4 year college. One of our students was awarded with a full scholarship to Princeton University. Other students attended technical/trade schools, private junior college programs, or pursued military careers. The PSAT and the ASVAB are offered annually during the school day. Fee waivers are provided to eligible students for AP exams, SAT and ACT. Annual Financial Aid Nights, College Fairs, and on-site visits from colleges & trade schools promote success after graduation.

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

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers CHS utilizes Survey Monkey, distributed once annually, to ascertain how students, faculty, & parents feel about school climate & culture. The results indicate students believe there are numerous opportunities for them to be involved in the school. Students feel we have a warm & welcoming environment in which they are engaged in becoming positive school community members. Staff responses indicate that students generally respect each other's differences and are tolerant of many different cultures.
Facilities:	CHS has undergone upgrades which have renovated our main entrance lobby and main floor, including LED lighting, painting and flooring. Carteret High School has received a brand new media center design, complete with soft seating, smart tables, computer tables on wheels, and high cafe tables with connectivity capability. A brand new state-of-the-art athletic field was unveiled this year.A color digital marquee now welcomes the school community with continuous news and updates.
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.

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Technology and STEM:	Carteret High School prides itself on expanding technology and other services to assist our students in reaching academic success, as well as being college and career ready. CHS continued an expansion of chromebook carts for classroom use throughout the building. CHS has adopted a 1-to-1 chromebook initiative for our students for this year's Freshmen Academy. The high school has a number of new technology-based classes. When engaging in lessons and activities, all students have access to some form of technology to heighten their learning capacity.