




Carteret High School
2016-2017
Grade Span 09-12

23-0750-030
MIDDLESEX
CARTERET BORO
199 WASHINGTON AVENUE
CARTERET, NJ 07008

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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	257	250	277
10	292	250	255
11	263	264	225
12	217	245	246
Ungraded	4	1	12
Total	1033	1010	1015

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	47%	46%
Male	53%	53%	54%
Economically Disadvantaged Students	65%	63%	65%
Students with Disabilities	10%	8%	7%
English Learners	4%	5%	7%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	43.3%
Asian	22.6%
Black or African American	20.6%
White	12.3%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	0.8%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	1015
Shared Time Students	0
Full Time Equivalent	1015

Enrollment by Home Language

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

Home Language	% of Students
English	51.4%
Spanish	26.4%
Panjabi	12.0%
Urdu	4.3%
Arabic	1.1%
Other	4.8%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	445	99.6	44.70	46.10	54.90	44.7	45	Met Target†
White	56	100.0	44.60	53.30	63.90	44.6	46.2	Met Target†
Hispanic	182	99.5	38.40	39.60	39.80	38.4	36.4	Met Target
Black or African American	94	99.1	36.10	34.10	35.20	36.1	41	Met Target†
Asian, Native Hawaiian, or Pacific Islander	108	100.0	64.80	62.70	80.70	64.8	67.9	Met Target†
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	204	100.0	53.40	53.00	62.20	53.4		
Male	241	99.3	37.30	39.40	48.10	37.3		
Economically Disadvantaged Students	282	99.4	43.60	43.10	36.20	43.6	42.2	Met Target
Non-Economically Disadvantaged Students	163	100.0	46.70	52.60	65.80	46.7		
Students with Disabilities	41	98.1	*	*	20.50	*	14.6	Not Met
Students without Disabilities	404	99.8	*	*	61.90	*		
English Learners	36	100.0	13.90	24.50	25.20	13.9	N	N
Non-English Learners	409	99.6	47.40	49.20	57.40	47.4		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† 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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	270	739	739	749	20%	12%	29%	32%	7%	39%	52%
White	32	749	749	757	*	*	34%	31%	*	44%	62%
Hispanic	114	728	728	733	32%	*	26%	25%	*	29%	35%
Black or African American	55	730	730	730	27%	*	40%	24%	*	27%	30%
Asian, Native Hawaiian, or Pacific Islander	66	759	759	777	*	*	20%	53%	*	65%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	120	747	747	756	13%	*	28%	37%	*	48%	60%
Male	150	732	732	741	25%	*	30%	29%	*	31%	43%
Economically Disadvantaged Students	167	736	736	731	24%	*	28%	31%	*	37%	32%
Non-Economically Disadvantaged Students	103	744	744	758	14%	*	32%	34%	*	43%	62%
Students with Disabilities	27	692	692	714	*	*	*	*	*	*	13%
Students without Disabilities	243	744	744	754	*	*	*	*	*	*	58%
English Learners	27	697	697	690	*	*	*	*	*	*	*
Non-English Learners	243	743	743	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	250	739	739	743	17%	17%	22%	37%	7%	44%	46%
White	31	740	740	749	*	*	*	36%	*	48%	52%
Hispanic	102	733	733	728	22%	20%	*	35%	*	40%	34%
Black or African American	57	734	734	725	*	18%	28%	39%	*	39%	31%
Asian, Native Hawaiian, or Pacific Islander	57	756	756	774	*	*	25%	40%	*	56%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	116	748	748	752	16%	*	12%	43%	*	56%	54%
Male	134	732	732	734	18%	*	31%	31%	*	34%	39%
Economically Disadvantaged Students	159	737	737	726	18%	*	22%	40%	*	44%	32%
Non-Economically Disadvantaged Students	91	743	743	751	14%	*	23%	32%	*	44%	54%
Students with Disabilities	18	689	689	704	*	*	*	*	*	*	12%
Students without Disabilities	232	743	743	749	*	*	*	*	*	*	52%
English Learners	22	683	683	681	*	*	*	*	*	*	*
Non-English Learners	228	745	745	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

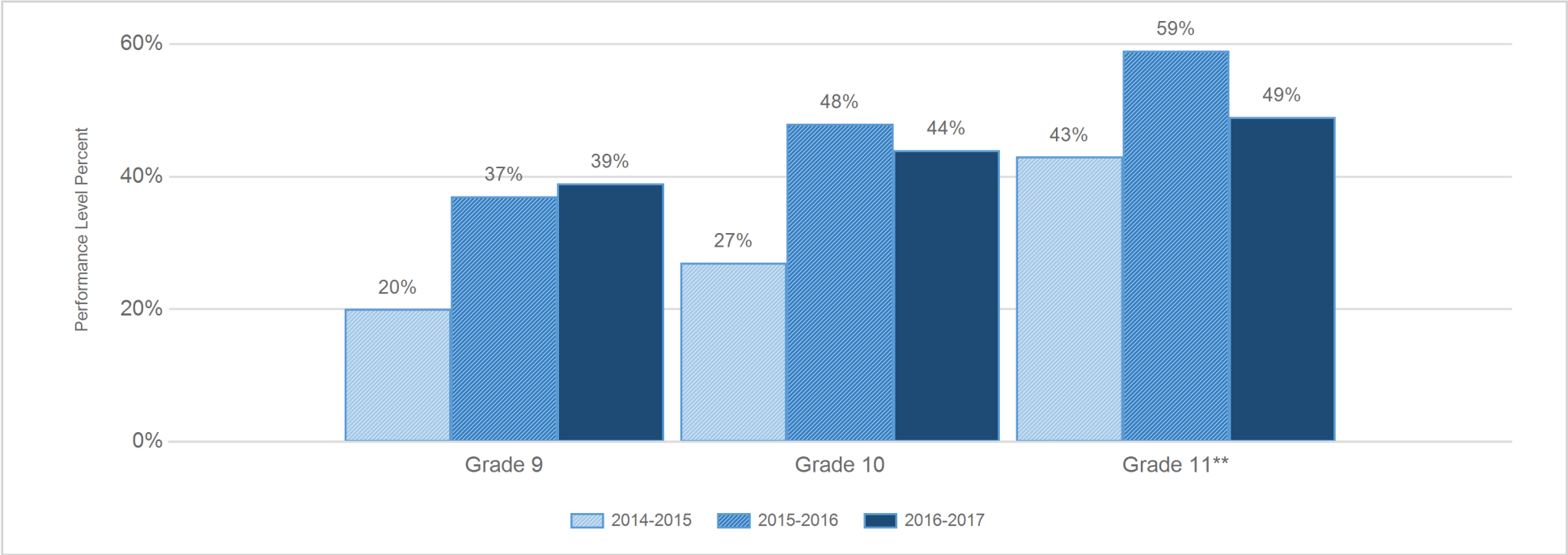
This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	226	743	743	736	19%	14%	18%	35%	14%	49%	38%
White	25	735	735	738	*	*	*	*	0%	32%	40%
Hispanic	95	741	741	731	20%	15%	19%	34%	13%	46%	34%
Black or African American	54	734	734	728	28%	*	20%	30%	*	43%	30%
Asian, Native Hawaiian, or Pacific Islander	51	758	758	756	*	*	*	45%	24%	69%	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	120	748	748	744	16%	9%	22%	37%	17%	53%	46%
Male	106	736	736	729	22%	20%	14%	34%	10%	44%	31%
Economically Disadvantaged Students	144	740	740	729	22%	15%	16%	35%	13%	48%	32%
Non-Economically Disadvantaged Students	82	748	748	740	13%	13%	22%	37%	15%	51%	42%
Students with Disabilities	14	697	697	709	*	*	*	*	0%	14%	12%
Students without Disabilities	212	746	746	741	*	*	*	*	15%	51%	43%
English Learners	12	695	695	699	*	*	*	*	*	*	*
Non-English Learners	214	745	745	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

**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.

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



** Grade 11 students who take AP/IB English are exempt from taking the PARCC/CELS 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	461	99.6	23.20	32.30	43.50	23.2	21.8	Met Target
White	56	100.0	25.00	36.70	52.40	25	22.4	Met Target
Hispanic	193	99.6	16.50	25.00	27.60	16.5	20.7	Met Target†
Black or African American	99	99.2	10.10	16.20	21.70	10.1	10.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	107	100.0	47.70	55.10	75.60	47.7	37	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	211	100.0	27.90	34.30	44.10	27.9		
Male	250	99.3	19.20	30.40	42.90	19.2		
Economically Disadvantaged Students	291	99.4	19.90	28.30	25.10	19.9	22.6	Met Target†
Non-Economically Disadvantaged Students	170	100.0	28.80	41.30	54.30	28.8		
Students with Disabilities	42	98.2	*	*	16.50	*	8.6	Not Met
Students without Disabilities	419	99.8	*	*	48.80	*		
English Learners	35	100.0	*	*	23.30	*	N	N
Non-English Learners	426	99.6	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	241	720	730	743	25%	36%	28%	12%	0%	12%	42%
White	27	719	732	751	*	*	*	*	0%	11%	52%
Hispanic	117	718	725	728	23%	39%	27%	10%	0%	10%	24%
Black or African American	56	716	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	37	731	749	774	*	*	35%	*	0%	24%	76%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	99	720	733	744	25%	31%	31%	12%	0%	12%	43%
Male	142	719	727	741	24%	39%	25%	11%	0%	11%	40%
Economically Disadvantaged Students	147	719	730	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	94	720	730	751	*	*	*	*	*	*	52%
Students with Disabilities	26	706	706	714	*	*	*	*	*	*	10%
Students without Disabilities	215	721	732	747	*	*	*	*	*	*	47%
English Learners	33	706	706	708	*	*	*	*	*	*	*
Non-English Learners	208	722	733	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	272	726	726	734	*	36%	29%	21%	*	22%	30%
White	30	732	732	740	*	*	43%	*	0%	30%	38%
Hispanic	110	722	722	722	17%	44%	23%	*	*	16%	14%
Black or African American	62	716	716	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	68	740	740	758	*	25%	32%	40%	*	40%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	132	727	727	735	*	32%	30%	24%	*	25%	31%
Male	140	726	726	733	*	40%	29%	19%	*	19%	30%
Economically Disadvantaged Students	174	727	727	721	*	38%	33%	20%	*	20%	13%
Non-Economically Disadvantaged Students	98	725	725	740	*	33%	24%	24%	*	25%	39%
Students with Disabilities	20	702	702	711	*	*	*	*	*	*	*
Students without Disabilities	252	728	728	738	*	*	*	*	*	*	*
English Learners	22	705	705	710	*	*	*	*	*	*	*
Non-English Learners	250	728	728	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	212	717	717	725	42%	22%	14%	23%	0%	23%	28%
White	29	714	714	731	48%	*	*	*	0%	28%	33%
Hispanic	82	713	713	710	43%	29%	*	18%	*	18%	14%
Black or African American	46	700	700	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	54	738	738	761	*	22%	20%	43%	*	43%	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	110	718	718	725	40%	24%	12%	25%	0%	25%	27%
Male	102	715	715	725	43%	20%	17%	21%	0%	21%	29%
Economically Disadvantaged Students	136	713	713	708	43%	23%	*	18%	*	18%	13%
Non-Economically Disadvantaged Students	76	724	724	733	38%	20%	*	30%	*	30%	35%
Students with Disabilities	16	685	685	692	*	*	*	*	*	*	*
Students without Disabilities	196	719	719	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

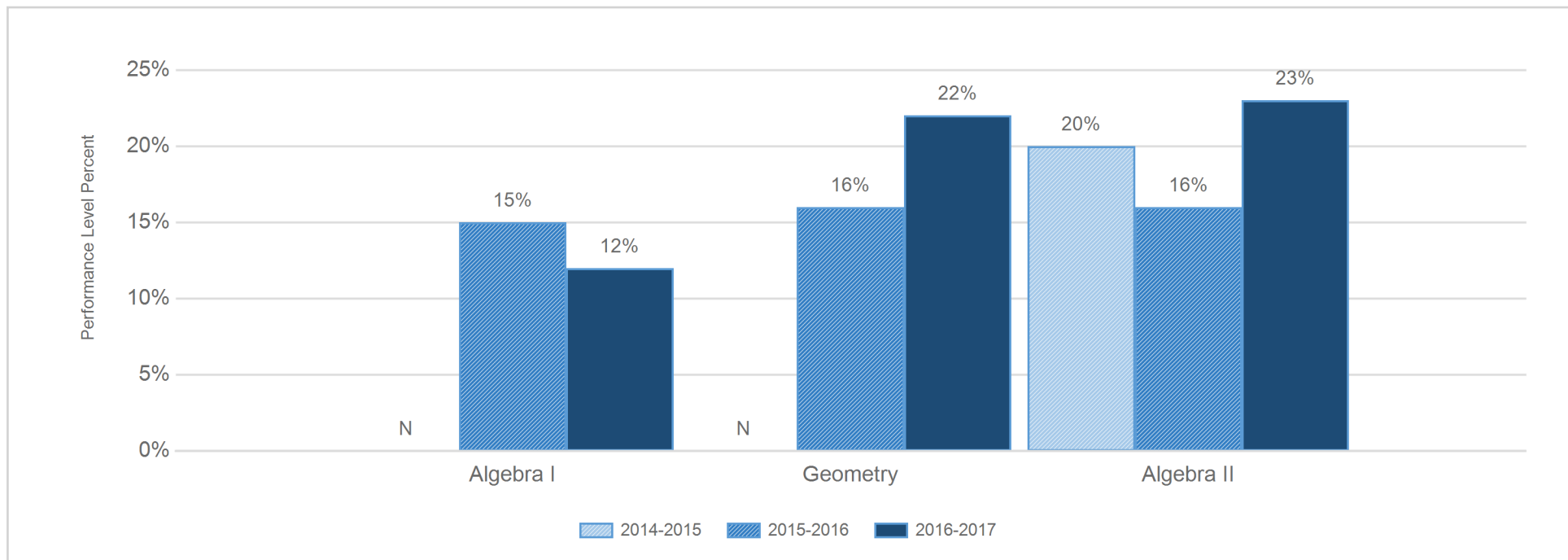


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	30	*	*
2	13	*	*
3	19	*	*
4	*	*	*
5+	*	*	*



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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

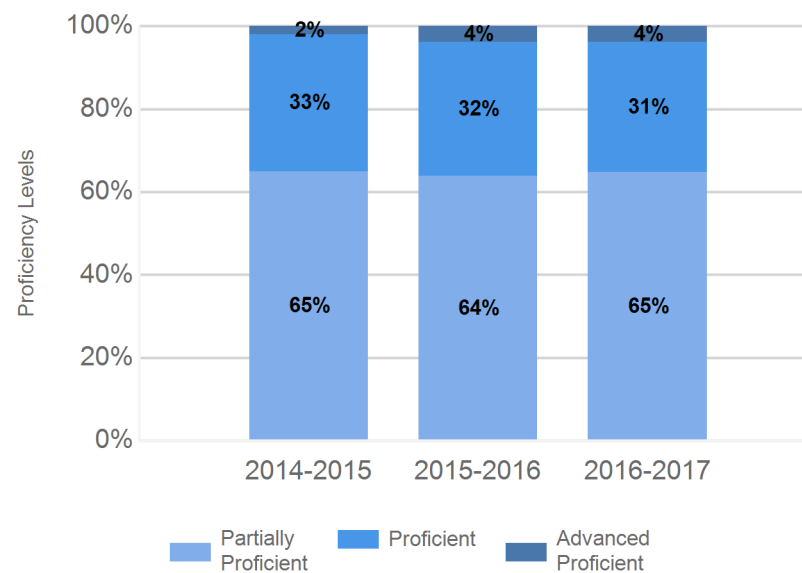
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	4%	31%	65%
White	3%	35%	62%
Hispanic	4%	24%	72%
Black or African American	N	28%	72%
Asian, Native Hawaiian, or Pacific Islander	8%	48%	43%
American Indian or Alaska Native	N	N	*
Two or More Races	N	N	*
Economically Disadvantaged Students	3%	32%	65%
Students with Disabilities	N	N	*
English Learners	N	14%	86%

Biology Assessment - Proficiency Trends

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





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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	100.0%	89.4%
Percentage of students taking the SAT	97.6%	70.0%
Percentage of students taking the ACT	6.5%	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	440	481	Varies By Grade	49%	67%
PSAT - Math	440	483	Varies By Grade	27%	49%
SAT - Reading and Writing	517	551	480	69%	77%
SAT - Math	528	552	530	55%	58%
ACT - Reading	22	24	22	44%	65%
ACT - English	20	24	18	63%	79%
ACT - Math	24	24	22	56%	65%
ACT - Science	21	23	23	31%	54%



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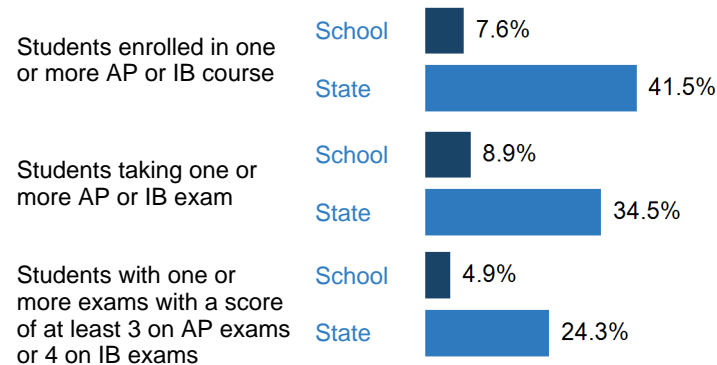
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

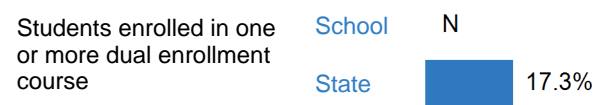
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **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 students enrolled in AP/IB courses and the corresponding exams that were taken. 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 scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	17	13
AP Calculus AB	0	13
AP Calculus BC	0	8
AP Computer Science Principles	0	5
AP English Literature and Composition	17	14
AP French Language and Culture	1	1
AP Macroeconomics	0	1
AP Physics 1	0	5
AP Psychology	6	7
AP Spanish Language	4	3
AP Statistics	19	9
AP U.S. Government and Politics	0	1
AP U.S. History	1	2
AP World History	0	5
Total Exams Taken		87
Exams with scores of at least 3 on AP exams or 4 on IB exams		42



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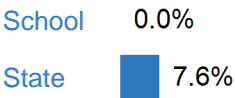
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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

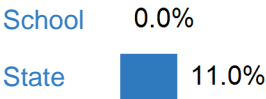
Career and Technical Education Participation

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

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



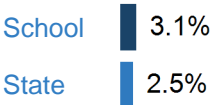
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

**Students may earn credentials in more than one Career Cluster



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	196	69	0	0	0	0	45
10	26	172	54	0	0	0	74
11	6	26	155	14	17	1	56
12	1	8	33	52	19	18	70
Schoolwide	229	275	242	66	36	19	245
Enrolled in AP/IB Course					0	19	0

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	15	0	28	232	0	15
10	222	14	0	15	0	73
11	27	174	0	1	7	69
12	19	13	0	0	34	116
Schoolwide	283	201	28	248	41	273
Enrolled in AP/IB Course	17	0		0	0	0



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	252	18	245	0	0	12
10	16	237	57	7	0	55
11	3	219	48	30	0	87
12	0	28	32	17	0	143
Schoolwide	271	502	382	54	0	297
Enrolled in AP/IB Course	0	0	0	6	0	0

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	164	37	25	0	0	0	0
10	157	31	23	0	0	0	0
11	84	18	16	0	0	0	7
12	34	10	11	0	0	0	3
Schoolwide	439	96	75	0	0	0	10
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	102	26	20	0	0	0	0
Earned Seal of Biliteracy	16	*	*	0	0	0	*



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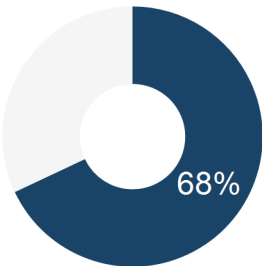
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Visual and Performing Arts – Course Participation

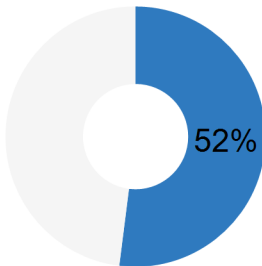
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 9-12:

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

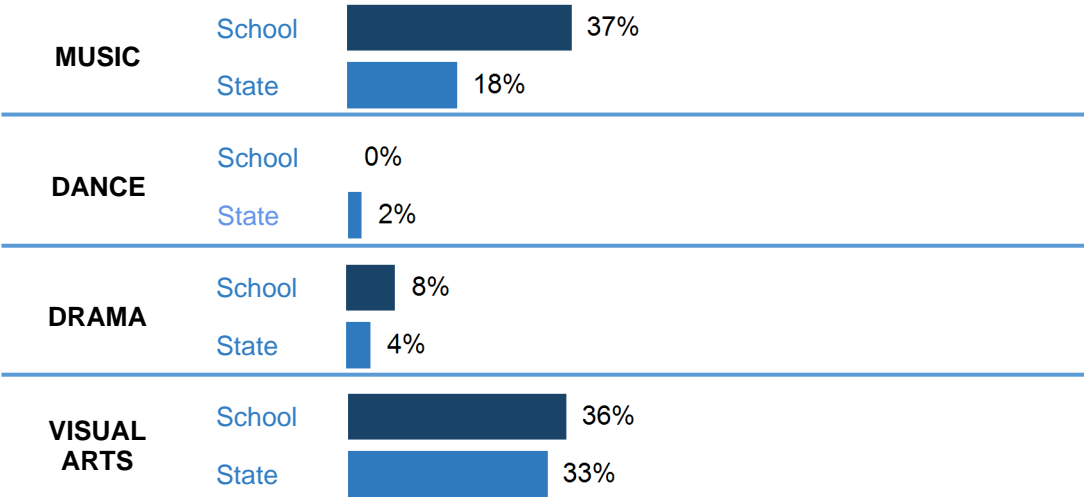


School



State

Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	82.4%	90.5%	90.4%	91.8%	88.3%	84.2%	Met Target	87.0%	90.0%	Not Met
White	80.5%	94.5%	87.2%	95.1%	87.2%	86.4%	Met Target	86.4%	88.4%	Not Met
Hispanic	79.0%	84.3%	*	86.3%	*	84.1%	Not Met	88.5%	88.4%	Met Target
Black or African American	77.1%	83.4%	92.1%	85.3%	87.5%	74.7%	Met Target	*	84.2%	Not Met
Asian, Native Hawaiian or Pacific Islander	96.5%	96.6%	97.0%	97.5%	97.0%	N	Met Goal	93.4%	96.0%	Not Met
American Indian or Alaska Native	*	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	80.5%	83.9%	90.1%	85.6%	88.0%	84.5%	Met Target	88.7%	89.7%	Not Met
Students with Disabilities	62.1%	78.8%	75.8%	82.1%	75.0%	62.3%	Met Target	65.6%	69.0%	Not Met
English Learners	63.2%	76.1%	90.0%	79.7%	90.0%	N	N	66.7%	**	**
Homeless Students	*	73.2%	*	74.4%	*	*	N	N		

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
2017	82.4%	-
2016	88.3%	90.4%
2015	83.6%	87.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	3.5%	1.1%
2015-2016	2.9%	1.1%
2014-2015	2.6%	1.1%

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



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information 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 the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	73.4%	45.2%	54.8%
White	87.1%	40.7%	59.3%
Hispanic	66%	51.4%	48.6%
Black or African American	63%	51.7%	48.3%
Asian, Native Hawaiian, or Pacific Islander	87.3%	37.5%	62.5%
American Indian or Alaska Native	*	0%	*
Two or More Races	*	0%	*
Economically Disadvantaged Students	71.4%	46.7%	53.3%
Students with Disabilities	42.9%	100%	0%
English Learners	*	*	0%

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	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	73%	49.4%	50.6%	79%	21%	92.6%	7.4%
White	*	*	*	*	*	*	*
Hispanic	67.1%	56.1%	43.9%	80.7%	19.3%	94.7%	5.3%
Black or African American	69.1%	47.4%	52.6%	71.1%	29%	86.8%	13.2%
Asian, Native Hawaiian, or Pacific Islander	87.7%	43.9%	56.1%	86%	14%	94.7%	5.3%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	73.7%	49.1%	50.9%	79.5%	20.5%	93.8%	6.3%
Students with Disabilities	50%	80%	20%	80%	20%	100%	0%
English Learners	*	*	*	*	*	*	*



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

Chronic Absenteeism

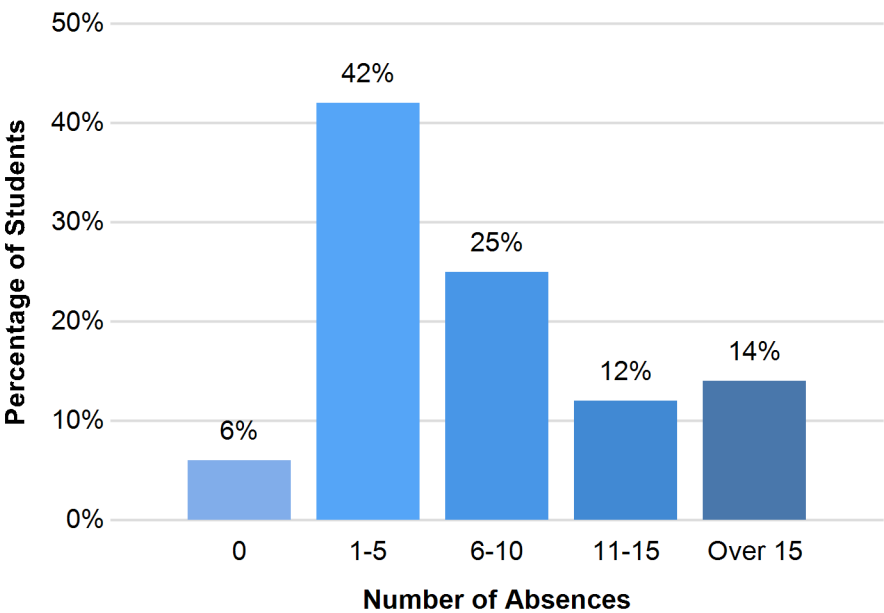
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	12.30	14.30	Met Target
White	21.10	14.30	Not Met
Hispanic	12.60	14.30	Met Target
Black or African American	10.40	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	8.50	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	12.30	14.30	Met Target
Students with Disabilities	44.40	14.30	Not Met
English Learners	16.70	14.30	Not Met

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

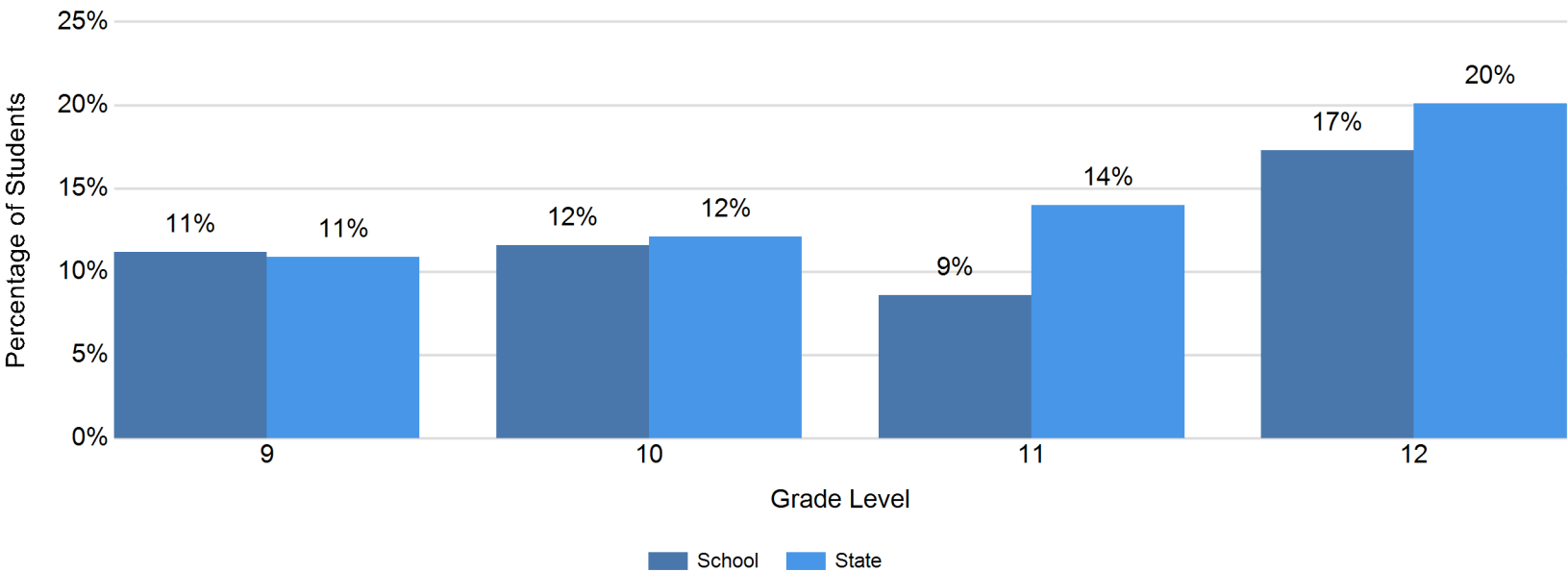
Days Absent

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



Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:55AM
Typical End Time	2:40PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs. 33 Mins.
Shared Time - Instructional Time	3 Hrs. 26 Mins.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	15
Vandalism	1
Weapons	0
Substances	12
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	28
Incidents Per 100 Students Enrolled	2.76

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	5.2%
Out-of-School Suspensions	24.0%
Any Suspension	29.3%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$634	\$12,203	\$12,837



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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	83	120,724
Average years experience in public schools	10.4	11.8
Average years experience in district	10.4	10.5
Teachers in district for 4 or more years	64%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	21	9,506
Average years experience in public schools	18.2	15.9
Average years experience in district	18.2	11.6
Administrators in district for 4 or more years	76%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	203:1	178:1
Librarian/Media Specialists		N
Nurses		747:1
Counselors		622:1
Child Study Team		233:1



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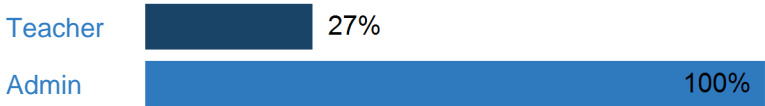
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

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

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	44.2	17.5%
Mathematics Proficiency	37.2	17.5%
Graduation - 4-Year	30.1	25.0%
Graduation - 5-Year	15.5	25.0%
Chronic Absenteeism	35.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		31.0
Summative Rating: Percentile rank of Summative Score		24.5
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	31.0	6.2	No	Met Target†	Met Target	Met Target	Met Target	Not Met	No
White	15.0	6.2	No	Met Target†	Met Target	Not Met	Met Target	Not Met	No
Hispanic	46.6	6.2	No	Met Target	Met Target†	Met Target	Not Met	Met Target	No
Black or African American	49.4	6.2	No	Met Target†	Met Target†	Met Target	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	23.2	6.2	No	Met Target†	Met Target	Met Target	Met Goal	Not Met	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	62.8	6.2	No	Met Target	Met Target†	Met Target	Met Target	Not Met	No
Students with Disabilities	17.8	6.2	No	Not Met	Not Met	Not Met	Met Target	Not Met	No
English Learners	74.9	6.2	No	N	N	Not Met	N	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Salvatore	Email Address:	dsalvatore@carteretschools.org
Address:	199 WASHINGTON AVENUE CARTERET, NJ 07008	Website:	http://www.carteretschools.org/CarteretHigh.cfm
Phone:	(732)541-8960	Twitter:	https://twitter.com/CarteretRambler

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:	<ul style="list-style-type: none"> • Recognized as AP District Honor Roll by AP College Board for expanding opportunities and improved student performance • Competitive sports teams and award winning band & choir • Increased graduation rate by 5.7% in the last reported year
 Mission, Vision, Theme:	<p>The vision of CHS is to ensure a quality public education for all students, so that all students graduate on time and are prepared to attend the post-secondary institution/training of their choice. Our graduates will be diverse thinkers who are competent, confident, and respectful young adults. CHS respects the individual needs of the students; fosters a caring and creative environment; and emphasizes the social, emotional, physical, and intellectual development of each student.</p>
 Awards, Recognition, Accomplishments:	<p>CHS is recognized at the state and local level. CHS was named to the 7th Annual AP District Honor Roll. 27 students were awarded the Seal of Biliteracy from the DOE. Our music department was granted 6 awards for performances. Wind ensemble received a rating of excellent. Concert and Chamber Choirs received ratings of superior and outstanding & 1st place for hs choir. CHS was also recognized for outstanding JAG Specialist. Our student was awarded to serve as JAG student spokesperson for SY17-18.</p>







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 Courses, Curriculum, Instruction:	<p>New courses at CHS include JAG, Engineering & Design, Comics in American History, Chamber & Concert Choir, Music Theory, Coding, & AP Computer Principles. AE in Math has been redesigned, and our Punjabi, Video Production, AP Courses, and ELA & Math portfolio offerings have all been expanded. The ELA, Math, & Science curriculums have all been updated digitally to reflect standards-based instruction. All teachers are using the LinkIt System to create common assessments and analyze results/trends.</p>
 Sports and Athletics:	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Football (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Tennis (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys)</p> <p>The CHS Girls Bowling Team won the Group 1 Sectional State Championship in 2017. Also, CHS Athletics annually participate 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 addition, one of our softball players reached her 100th hit and one of our wrestlers reached his 100th win. We also celebrate our GMC athlete of the week.</p>
 Clubs and Activities:	<p>CHS offers opportunities for students to expand their interests & abilities to meaningfully contribute to the school & increase college and career readiness. CHS offers Band, Choir, Drama & World Language Travel clubs, Engineering & Gaming clubs, and Student Council. Students can also join activities including Ladies of Royalty, Prevention Players, Yearbook, and Guidance Ambassadors. World Language and National Honor Societies were established for many students who have demonstrated excellence.</p>
 Before and After School Programs:	<p>After school programs are accessible to all students in grades 9-12, such programs include tutoring sessions, computer coding, SAT Prep, and AP Exam Prep classes. Our Teen Outreach Program (TOP) focuses on decision making and goal setting. Aspire High is offered to our ESL students and the aim of the program is on college and career readiness. Additionally, several teachers offer course supplements in which instruction is provided to learn the prerequisite material for advanced courses.</p>








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 Staff and Professional Learning:	<p>Continuous professional learning opportunities are priority and are offered to ensure staff continues to strengthen their practice and focus on the needs of students. Professional learning opportunities are provided through various avenues, including PD Academy, teacher in-service, & professional learning communities. The Connected Action Roadmap has been adopted for teams to collaboratively create coherent plans by connecting student learning, assessment, standards, and educator effectiveness.</p>
 Postsecondary Information:	<p>In 2017, 140 of 248 students were college bound; 59 entered 2 year colleges, while 78 entered 4 year colleges. Other students attended technical/trade schools, private junior college programs, or pursued military careers. The PSAT's and the ASVAB are offered annually during the school day. Fee waivers are provided to eligible students for AP exams, SAT's and ACT's. Annual Financial Aide Nights, College Fairs, and on-site visits from colleges & trade schools promote success after graduation.</p>
 Student Supports and Services:	<p>CHS has redesigned ESL services; students are placed by proficiency level & we created a new entrant course. Achieve 3000 is now utilized in all ESL classes. Regarding special education, 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.</p>
 Student Health and Wellness:	<p>CHS provides a breakfast program that serves an average of 145 students per day. All students receive daily physical education instruction. CHS also houses Pathways, a school-based counseling program that provides individual and family counseling, as well as programs such as SADD, the Great American Smokeout, Opioid Awareness Day, bullying prevention, Gender and Sexuality Alliance, PALS Community Service, the Breakfast Club, Teen Outreach Program, and a mentor program for middle school students.</p>
 Parent and Community Involvement:	<p>CHS offers the Parent Portal where all aspects of the students day, including grades & attendance, are available. The CHS FSSO consists of a dedicated group of parents and staff working closely together. Evening seminars are provided on financial aid/college planning, HIB/bullying prevention, and CHS programs. CHS hosts a Thanksgiving luncheon for our community's senior citizens, disabled adults, and veterans. Students serve on the Carteret's Blazing Star Cultural Center Teen Advisory Board.</p>





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<div></div> <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>CHS utilizes Survey Monkey, distributed once annually, to ascertain how students, faculty, & parents feel about school climate & culture. The results indicate students believe there are numerous opportunities for them to be involved in the school. Students feel we have a warm & welcoming environment in which they are engaged in becoming positive school community members. Staff responses indicate that students generally respect each others' differences and are tolerant of many different cultures.</p>
<div></div> <div>Facilities:</div>	<p>The CHS field will undergo a full renovation complete with a turf field offering students of multiple sports the opportunity to compete at home. Other updates: installation of air conditioning in all classroom, added classrooms, new computer lab, and new computers in the WL Lab. Updates were also made to the auditorium sound & lighting systems. Administrative, guidance, and support staff offices were all relocated, are handicap accessible, and now include conference rooms.</p>



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School Narrative

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



Other Information:

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. Highlights include new technology in the art rooms which afforded the opportunity for students to expand in the current curriculum. CHS continued an expansion of chromebook carts for classroom use throughout the building. When engaging in lessons and activities, all students have access to some form of technology to heighten their learning capacity. Additionally, the multimedia classroom received new cameras and editing software to enhance students learning experiences. These additions to the multimedia classroom allow students to be in sync with current technological advances and fully understand the technological connectedness to future. Carteret High School's I&RS team has redesigned the student referral process. All student I&RS referrals and record-keeping are now digitally based, creating a greater seamless flow to the process and to better serve our students. Recently, CHS implemented a new bell schedule that reflects the learning needs of our students and contributes to their success. Our new schedule increases the quality of instruction for students to master concepts and skills, earn credits, and graduate on time.




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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
6	269	296	242
7	304	281	286
8	275	299	278
Ungraded	2	0	25
Total	850	876	831

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	49%	49%
Male	51%	52%	51%
Economically Disadvantaged Students	72%	68%	72%
Students with Disabilities	10%	11%	12%
English Learners	3%	4%	5%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	47.9%
Asian	22.9%
Black or African American	16.5%
White	11.6%
Native Hawaiian or Pacific Islander	0.4%
American Indian or Alaska Native	0.0%
Two or More Races	0.7%

Enrollment by Home Language

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

Home Language	% of Students
English	49.1%
Spanish	27.9%
Punjabi	13.4%
Urdu	5.3%
Other	4.1%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	778	99.9	44.60	46.10	54.90	44.6	44.4	Met Target
White	98	100.0	47.90	53.30	63.90	47.9	42.2	Met Target
Hispanic	360	99.7	36.90	39.60	39.80	36.9	36.4	Met Target
Black or African American	129	100.0	28.00	34.10	35.20	28	36.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	184	100.0	68.40	62.70	80.70	68.4	67.7	Met Target
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	384	100.0	51.50	53.00	62.20	51.5		
Male	394	99.8	37.80	39.40	48.10	37.8		
Economically Disadvantaged Students	548	99.8	42.70	43.10	36.20	42.7	42.9	Met Target†
Non-Economically Disadvantaged Students	230	100.0	49.20	52.60	65.80	49.2		
Students with Disabilities	100	100.0	*	*	20.50	*	7.6	Met Target†
Students without Disabilities	678	99.9	*	*	61.90	*		
English Learners	72	100.0	15.30	24.50	25.20	15.3	12.2	Met Target
Non-English Learners	706	99.9	47.60	49.20	57.40	47.6		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† 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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	243	741	741	752	11%	20%	31%	34%	5%	39%	54%
White	27	741	741	758	*	*	*	37%	*	41%	63%
Hispanic	119	736	736	740	*	24%	32%	29%	*	33%	38%
Black or African American	44	734	734	736	*	27%	32%	23%	*	27%	32%
Asian, Native Hawaiian, or Pacific Islander	50	757	757	776	*	*	32%	50%	*	58%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	116	742	742	758	*	20%	28%	39%	*	42%	61%
Male	127	740	740	746	*	21%	32%	30%	*	35%	46%
Economically Disadvantaged Students	189	740	740	737	*	*	29%	34%	*	38%	34%
Non-Economically Disadvantaged Students	54	744	744	761	*	*	37%	35%	*	41%	65%
Students with Disabilities	28	698	698	722	*	*	*	*	*	*	17%
Students without Disabilities	215	746	746	758	*	*	*	*	*	*	61%
English Learners	11	704	704	710	*	*	*	*	*	*	*
Non-English Learners	232	743	743	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	291	746	746	756	11%	17%	28%	31%	14%	45%	59%
White	35	743	743	764	*	*	37%	37%	*	43%	69%
Hispanic	143	737	737	742	14%	22%	25%	32%	7%	39%	44%
Black or African American	44	736	736	737	*	*	43%	*	*	25%	38%
Asian, Native Hawaiian, or Pacific Islander	67	770	770	784	*	*	19%	36%	34%	70%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	140	751	751	764	8%	14%	26%	37%	15%	52%	68%
Male	151	741	741	749	13%	19%	29%	26%	13%	38%	51%
Economically Disadvantaged Students	186	746	746	739	*	13%	27%	33%	*	47%	40%
Non-Economically Disadvantaged Students	105	746	746	766	*	22%	29%	28%	*	42%	70%
Students with Disabilities	35	701	701	719	*	*	*	*	*	*	19%
Students without Disabilities	256	752	752	763	*	*	*	*	*	*	67%
English Learners	12	698	698	701	*	*	*	*	*	*	*
Non-English Learners	279	748	748	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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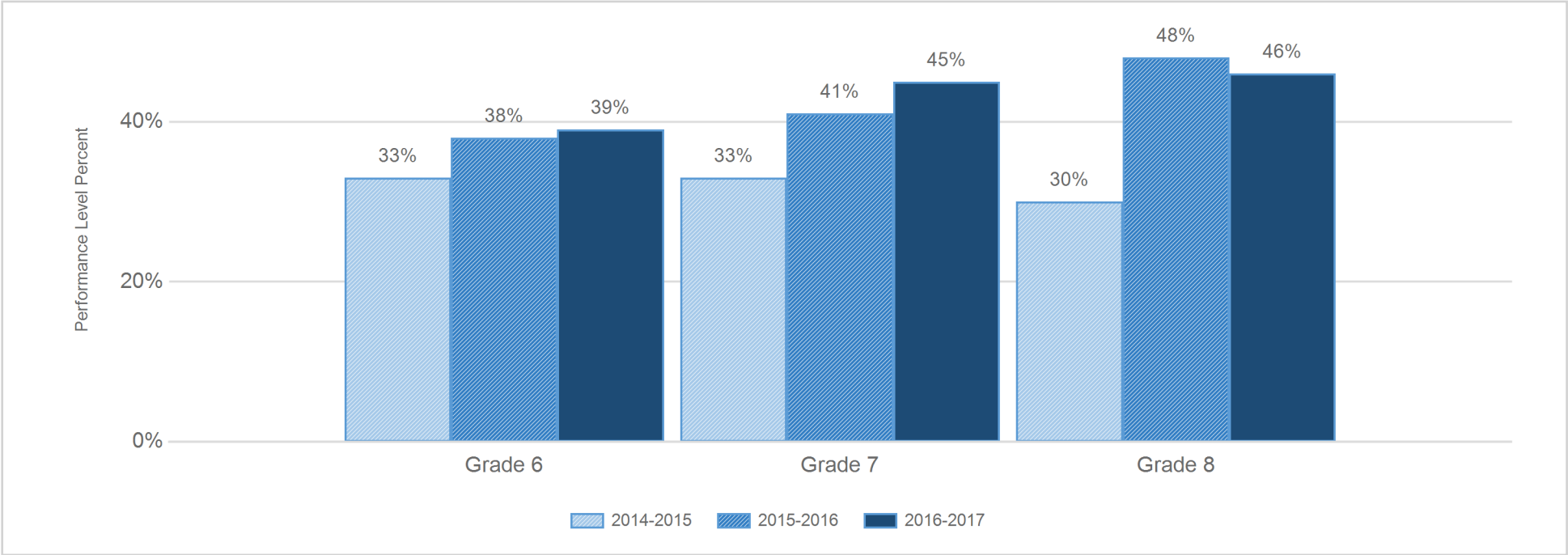
English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	286	743	743	757	13%	19%	22%	38%	8%	46%	59%
White	37	753	753	764	*	*	*	46%	*	57%	68%
Hispanic	123	737	737	742	*	23%	28%	32%	*	36%	44%
Black or African American	54	729	729	738	22%	30%	*	26%	*	28%	39%
Asian, Native Hawaiian, or Pacific Islander	70	761	761	786	*	*	*	56%	19%	74%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	145	753	753	766	*	13%	21%	46%	*	57%	68%
Male	141	733	733	749	*	26%	22%	31%	*	35%	50%
Economically Disadvantaged Students	193	739	739	739	*	20%	22%	35%	*	42%	40%
Non-Economically Disadvantaged Students	93	752	752	766	*	17%	22%	44%	*	55%	69%
Students with Disabilities	36	693	693	718	*	*	*	*	*	*	18%
Students without Disabilities	250	750	750	764	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

English Language Arts/Literacy Assessment - Performance Trends

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	774	99.9	32.80	32.30	43.50	32.8	32.8	Met Target
White	97	100.0	36.10	36.70	52.40	36.1	33.3	Met Target
Hispanic	358	99.8	24.90	25.00	27.60	24.9	25.7	Met Target†
Black or African American	128	100.0	14.90	16.20	21.70	14.9	20.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	184	100.0	58.70	55.10	75.60	58.7	55.8	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	382	100.0	31.90	34.30	44.10	31.9		
Male	392	99.8	33.60	30.40	42.90	33.6		
Economically Disadvantaged Students	544	99.8	30.70	28.30	25.10	30.7	31.4	Met Target†
Non-Economically Disadvantaged Students	230	100.0	37.80	41.30	54.30	37.8		
Students with Disabilities	99	100.0	*	*	16.50	*	9.4	Not Met
Students without Disabilities	675	99.9	*	*	48.80	*		
English Learners	72	100.0	16.70	*	23.30	16.7	9.4	Met Target
Non-English Learners	702	99.9	34.50	*	45.20	34.5		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	248	731	731	743	*	28%	31%	27%	*	29%	44%
White	27	729	729	751	*	*	*	*	0%	30%	54%
Hispanic	122	728	728	731	14%	28%	35%	23%	0%	23%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	52	746	746	771	*	*	23%	50%	*	54%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	118	730	730	745	*	29%	34%	21%	*	24%	45%
Male	130	733	733	742	*	28%	29%	33%	*	33%	43%
Economically Disadvantaged Students	191	730	730	728	*	26%	31%	27%	*	28%	24%
Non-Economically Disadvantaged Students	57	735	735	752	*	35%	30%	30%	*	30%	56%
Students with Disabilities	28	696	696	717	*	*	*	*	*	*	13%
Students without Disabilities	220	736	736	748	*	*	*	*	*	*	50%
English Learners	17	702	702	710	*	*	*	*	*	*	*
Non-English Learners	231	733	733	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	294	736	736	741	*	24%	35%	29%	*	31%	40%
White	34	738	738	748	*	*	32%	35%	*	38%	49%
Hispanic	145	731	731	730	*	27%	38%	22%	*	23%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	69	752	752	764	*	*	32%	46%	*	54%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	142	736	736	743	*	23%	37%	27%	*	30%	41%
Male	152	736	736	740	*	25%	33%	30%	*	33%	38%
Economically Disadvantaged Students	187	736	736	729	*	24%	35%	28%	*	30%	22%
Non-Economically Disadvantaged Students	107	737	737	749	*	24%	35%	30%	*	34%	50%
Students with Disabilities	35	705	705	716	*	*	*	*	*	*	11%
Students without Disabilities	259	740	740	746	*	*	*	*	*	*	45%
English Learners	16	707	707	712	*	*	*	*	*	*	*
Non-English Learners	278	738	738	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	216	720	720	728	29%	25%	27%	19%	0%	19%	28%
White	25	722	722	736	*	*	*	*	0%	16%	35%
Hispanic	101	716	716	721	28%	34%	26%	13%	0%	13%	21%
Black or African American	46	713	713	715	41%	*	28%	*	0%	11%	15%
Asian, Native Hawaiian, or Pacific Islander	42	737	737	747	*	*	29%	43%	0%	43%	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	101	722	722	730	24%	27%	32%	18%	0%	18%	30%
Male	115	718	718	725	34%	24%	24%	19%	0%	19%	26%
Economically Disadvantaged Students	146	717	717	719	32%	28%	24%	16%	0%	16%	19%
Non-Economically Disadvantaged Students	70	724	724	734	23%	19%	34%	24%	0%	24%	34%
Students with Disabilities	36	687	687	705	*	*	*	*	*	*	*
Students without Disabilities	180	726	726	734	*	*	*	*	*	*	*
English Learners	14	701	701	703	*	*	*	*	*	*	*
Non-English Learners	202	721	721	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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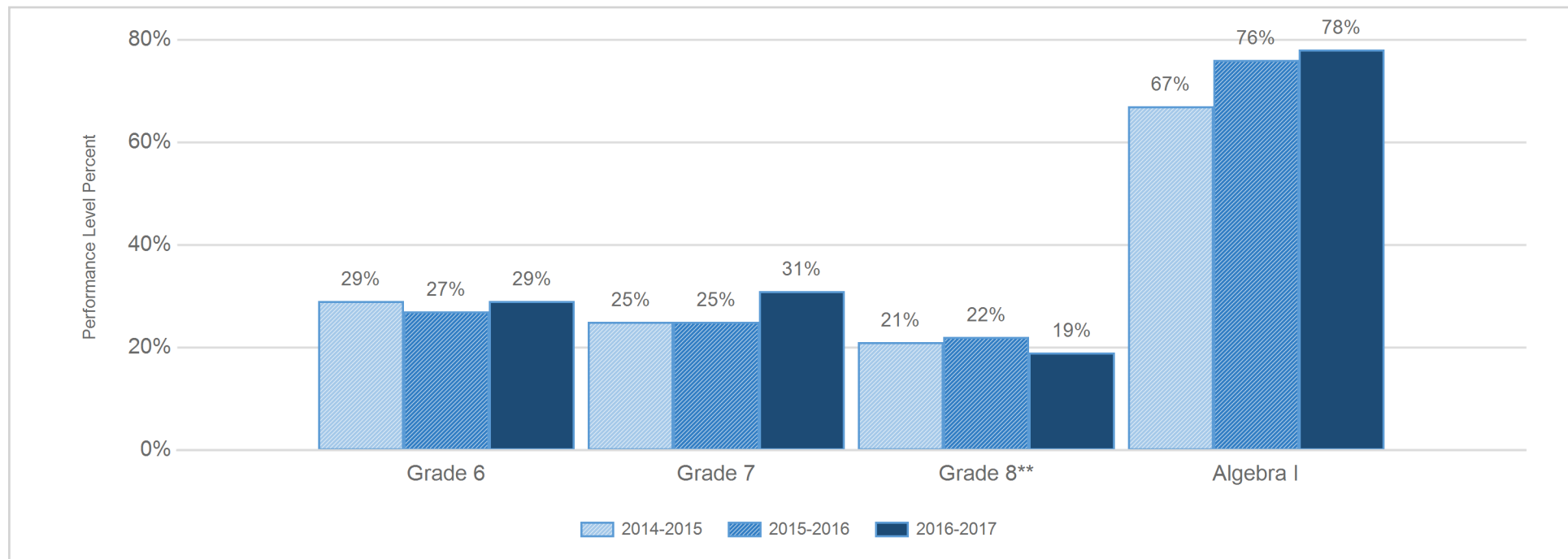
Mathematics Assessment - Performance by Test: Algebra I

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	764	730	743	0%	*	19%	76%	*	78%	42%
White	12	761	732	751	*	*	*	83%	*	83%	52%
Hispanic	24	759	725	728	0%	*	*	71%	0%	71%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	31	770	749	774	0%	*	*	81%	*	87%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	46	763	733	744	*	*	*	76%	*	76%	43%
Male	28	766	727	741	*	*	*	75%	*	82%	40%
Economically Disadvantaged Students	48	763	730	727	0%	*	*	73%	*	77%	23%
Non-Economically Disadvantaged Students	26	765	730	751	0%	*	*	81%	*	81%	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	74	764	732	747	0%	*	19%	76%	*	78%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	74	764	733	745	0%	*	19%	76%	*	78%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	20	*	*
2	14	71.4%	28.6%
3	*	*	*
4	N	N	N
5+	*	*	*



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

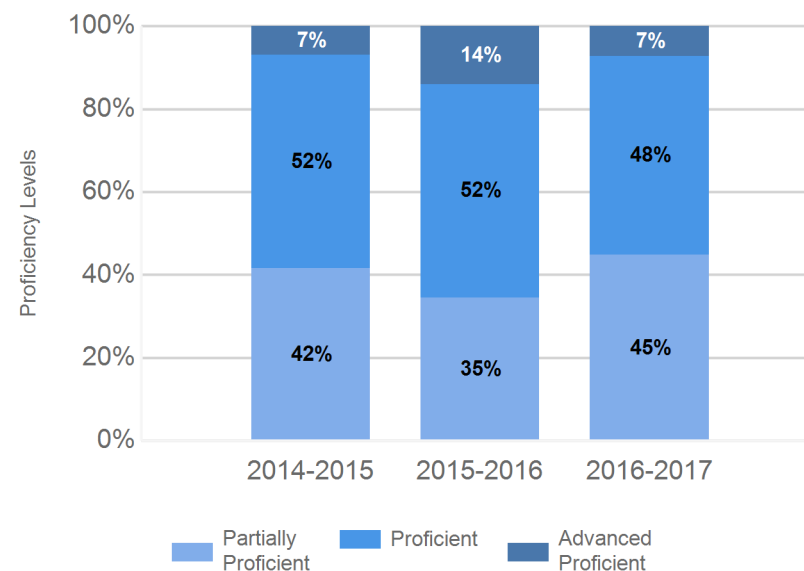
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	7%	48%	45%
White	13%	*	*
Hispanic	4%	44%	52%
Black or African American	4%	34%	62%
Asian, Native Hawaiian, or Pacific Islander	12%	59%	29%
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	6%	43%	51%
Students with Disabilities	N	*	*
English Learners	N	14%	86%

NJASK Science Assessment Performance Trends: Grade 8

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





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

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	53	51	50	Met Target	53	48	50	Met Target
White	*	47	50	Met Target	*	*	52	Met Target
Hispanic	50.5	50	49	Met Target	50	45	47	Met Target
Black or African American	48	*	45	Met Target	48	*	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	64	59	60	Exceeds Target	63.5	58.5	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	46	51	**	*	*	52	**
Economically Disadvantaged	52	50	47	Met Target	51	46	46	Met Target
Students with Disabilities	34.5	39	41	Not Met	24	30	43	Not Met
English Learners	60.5	57.5	53	Exceeds Target	46	50	51	Met Target

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



Carteret Middle School
2016-2017

Grade Span 06-08

23-0750-055
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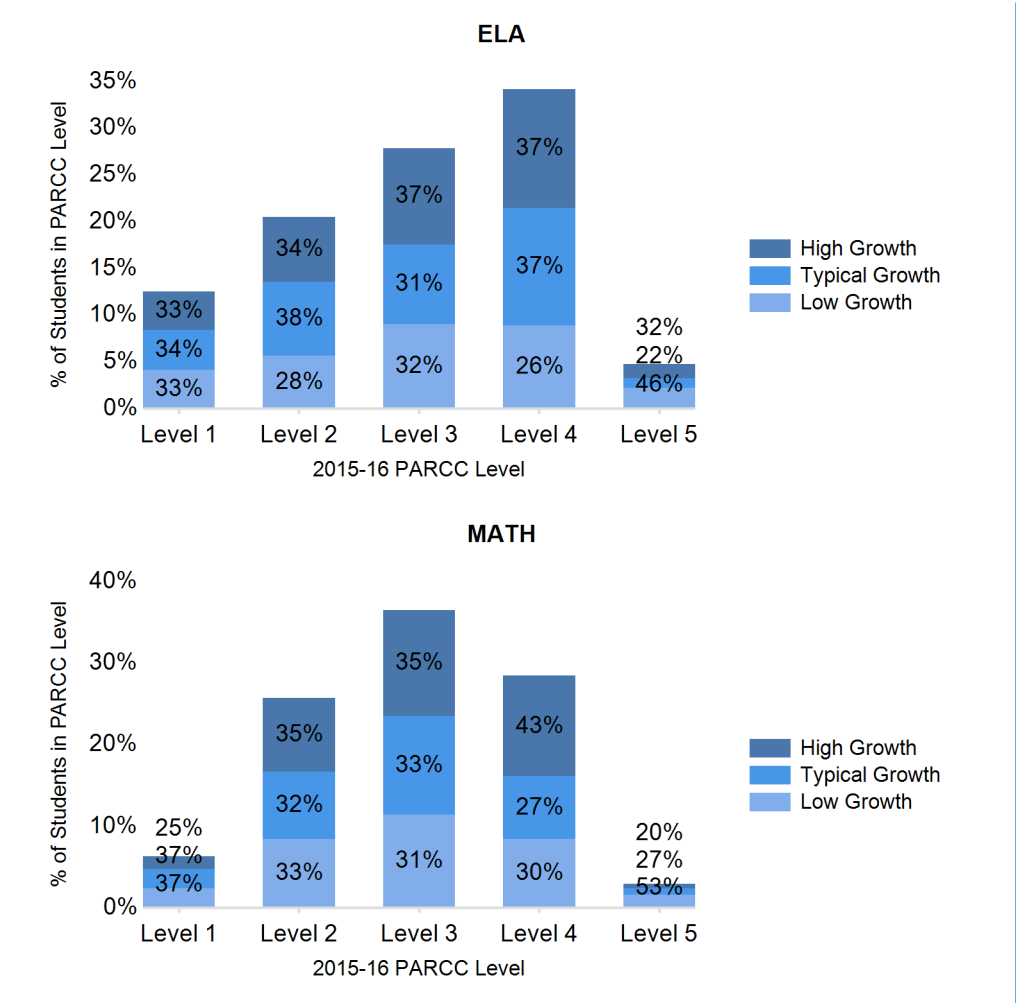
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

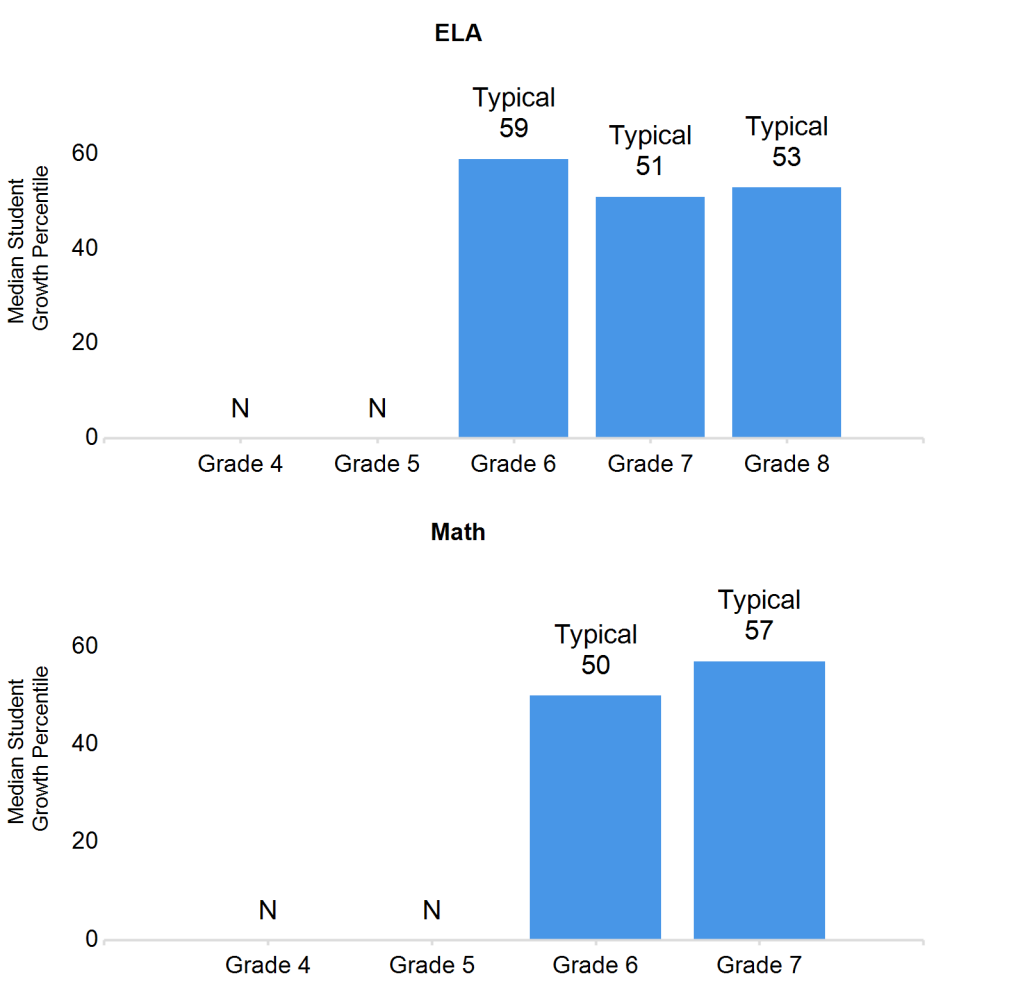
Student Growth by Performance Level

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



Student Growth by Grade

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





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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	251
7	0	0	296
8	75	0	214
Schoolwide	75	0	761

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	181	0	0	0	0	0	0
7	235	0	0	0	0	0	0
8	240	0	0	0	0	0	0
Schoolwide	656	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



Carteret Middle School
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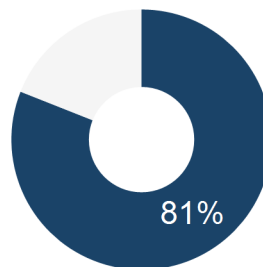
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Visual and Performing Arts – Course Participation

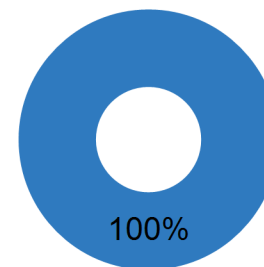
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

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

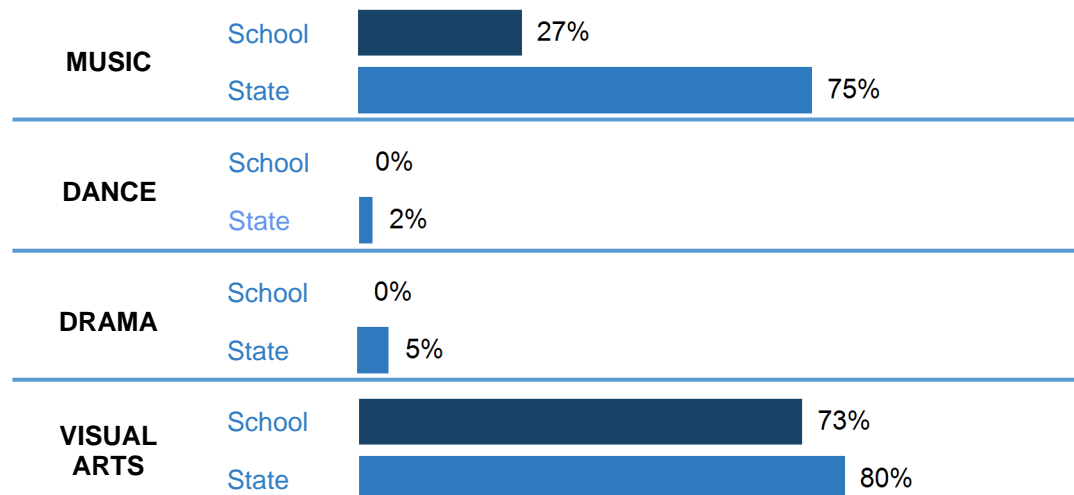


School



State

Students enrolled in one or more classes by discipline:





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

Chronic Absenteeism

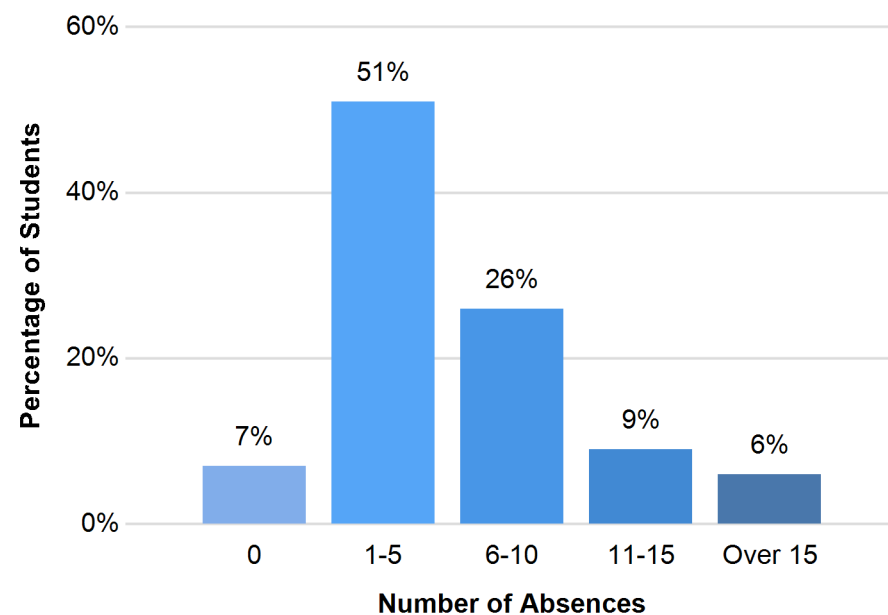
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.50	8.70	Met Target
White	7.00	8.70	Met Target
Hispanic	4.70	8.70	Met Target
Black or African American	9.90	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	3.10	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	5.20	8.70	Met Target
Students with Disabilities	24.10	8.70	Not Met
English Learners	5.30	8.70	Met Target

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

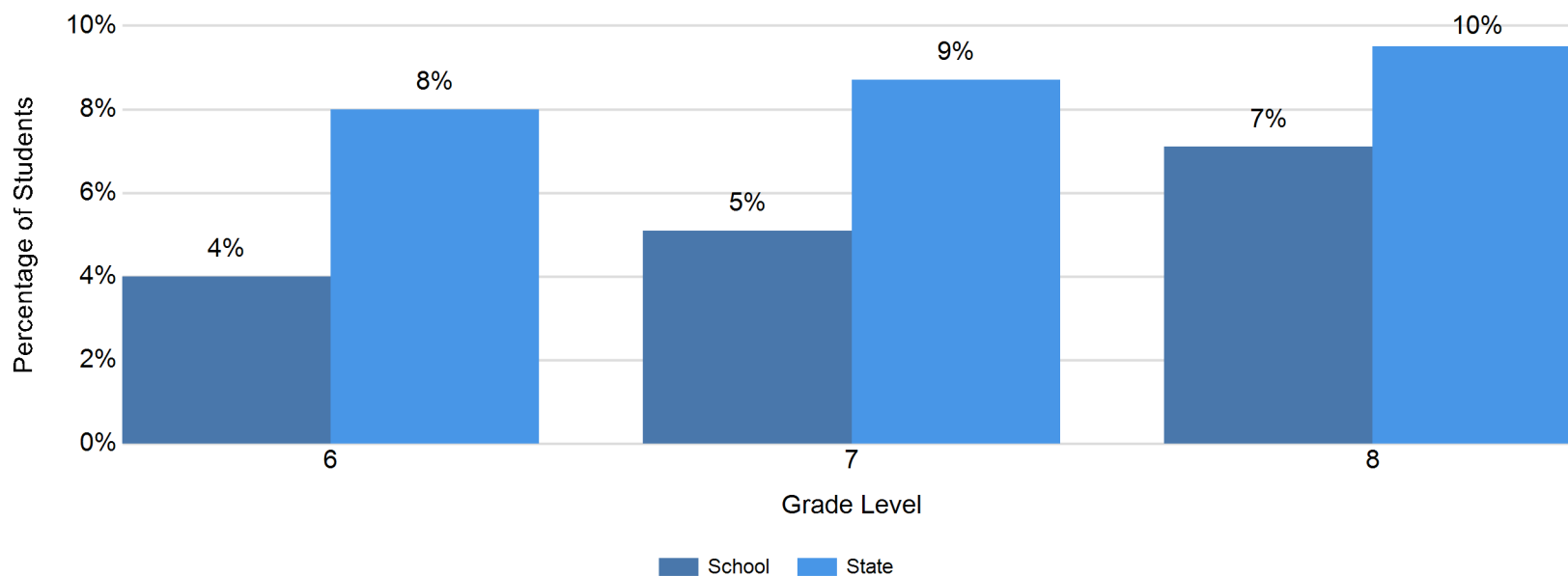
Days Absent

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



Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:10AM
Typical End Time	2:55PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs. 44 Mins.
Shared Time - Instructional Time	3 Hrs. 29 Mins.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	20
Vandalism	4
Weapons	1
Substances	5
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	33
Incidents Per 100 Students Enrolled	3.98

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	14.3%
Out-of-School Suspensions	6.7%
Any Suspension	17.2%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$634	\$12,203	\$12,837



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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	68	120,724
Average years experience in public schools	9.9	11.8
Average years experience in district	9.9	10.5
Teachers in district for 4 or more years	69%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	21	9,506
Average years experience in public schools	18.2	15.9
Average years experience in district	18.2	11.6
Administrators in district for 4 or more years	76%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	12:1
Administrators	277:1	178:1
Librarian/Media Specialists		N
Nurses		747:1
Counselors		622:1
Child Study Team		233:1



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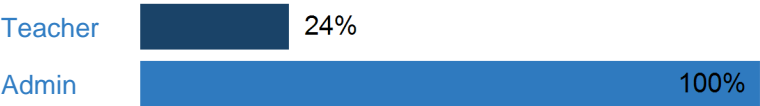
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

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

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	23.5	17.5%
Mathematics Proficiency	19.9	17.5%
English Language Arts Growth	57.4	25.0%
Mathematics Growth	51.6	25.0%
Chronic Absenteeism	56.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		43.3
Summative Rating: Percentile rank of Summative Score		39.4
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	43.3	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	31.2	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	52.0	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Black or African American	51.0	11.9	No	Not Met	Not Met	Not Met	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	42.4	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	67.9	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Students with Disabilities	12.8	11.9	No	Met Target†	Not Met	Not Met	Not Met	Not Met	No
English Learners	48.9	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Met Target	No

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

† Target was met within a confidence interval.



Carteret Middle School
2016-2017
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School General Info

Principal:	Ms. Spiga	Email Address:	mspiga@carteretschools.org
Address:	300 CARTERET AVENUE CARTERET, NJ 07008	Website:	http://www.carteretschools.org/CarteretMiddle.cfm
Phone:	(732)541-8960		

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:	<ul style="list-style-type: none"> • Technology is a part of each school day with 1:1 chromebooks • Read 180 and Systems 44 Program has produced superior gains • Girls and Boys Basketball team had undefeated seasons in 2016-2017 season
 Mission, Vision, Theme:	<p>Our shared vision is to create a highly-regarded, safe, and supportive middle school that fosters high levels of student achievement, as well as productive and responsible members of a global society. The mission of CMS is to create a safe, dynamic and student centered learning environment that fosters academic, social, and personal growth.</p>
 Awards, Recognition, Accomplishments:	<p>Special Education Innovation Award, Scholastic Read 180 Student Award, Undefeated Boys and Girls Basketball Teams, individual wrestling awards for all state, all county and all division, individual track and field county awards.</p>







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School Narrative

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

 Courses, Curriculum, Instruction:	<p>A comprehensive curriculum is offered including Language Arts, Math, Science, Social Studies, World Language, Computer Sciences, Digital Journalism, and Health and Physical Educaion. Art, Chorus, and Band programs are offered with many exhibition and performance opportunities throughout the year. Honors classes are offered in math and language arts for high performing students. Intervention classes are also available for identified students. Chromebook Carts are available in all classrooms.</p>
 Sports and Athletics:	<p>Sports Offered: Basketball (Boys & Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys)</p> <p>Undefeated Boys and Girls Basketball Teams; Individual Awards and Champions in Wrestling and Track & Field.</p>
 Clubs and Activities:	<p>A variety of clubs are available for students including Robotics, Chorus, Spanish Club, Asian Club, Science Club, Student Council, National Junior Honor Society, Gamers Club, Odyssey of the Mind, Math Olympiad, Eagle Squad, Eagle Spirit Squad, CMS Newspaper Club and Sports Club.</p>
 Before and After School Programs:	<p>Pathways Volleyball Club, Peer Tutoring Opportunities, Pathways Girls Group/Boys Group, Talent Show</p>







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School Narrative

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 Staff and Professional Learning:	<p>Staff are scheduled for collaborative learning through common planning periods, daily. After school professional development is also offered to all staff to attend or present. Inservice days are provided throughout the year on both a district and building level. Faculty meetings are held every Wednesday throughout the year.</p>
 Student Supports and Services:	<p>Intervention and Referral Services are offered to all families with a full, experienced team. CMS offers a full building based Child Study Team, two certified Guidance Counselors and clinicians through Wellness Springs Prevention. Tutoring is offered afterschool by the students of the National Junior Honor Society and supervised by certified teachers.</p>
 Student Health and Wellness:	<p>A breakfast program is offered each morning during homeroom period. Physical education is offered to all students, daily.</p>
 Parent and Community Involvement:	<p>The middle school has an active Family-School Organization, Special Education Advisory Group, Title 1 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 all call system.</p>





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School Narrative

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

<div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>CMS developed their own student/staff parent surveys revised yearly. Results are analyzed by the school climate team with staff and administration. The survey results indicate all stakeholders appreciate technology innovation including robotics. Parents appreciated the ease of communication with staff members.</p>
<div>Facilities:</div>	<p>All classrooms at Carteret Middle School are air conditioned. Classrooms were retrofitted 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.</p>




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School Narrative

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

<div>Other Information:</div>	<p>Technology continues to be a strength at the middle school with the many course offerings, as well as afterschool clubs such as Robotics, film production, and computer sciences.</p>
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Columbus Elementary School
2016-2017
Grade Span PK-05

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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

1. An "" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



Columbus Elementary School
2016-2017
Grade Span PK-05

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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	45	64	66
KG	91	93	95
1	117	114	100
2	96	114	102
3	80	92	102
4	89	102	92
5	85	91	100
Ungraded	33	9	50
Total	636	679	707

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	48%	46%
Male	51%	52%	54%
Economically Disadvantaged Students	69%	73%	71%
Students with Disabilities	13%	18%	17%
English Learners	9%	10%	10%
Homeless Students			2%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
Hispanic	45.7%
Black or African American	25.0%
Asian	17.3%
White	8.8%
Native Hawaiian or Pacific Islander	0.1%
American Indian or Alaska Native	0.0%
Two or More Races	3.1%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	57	52	65
PK - Full Day	4	12	1
KG - Half Day	0	0	0
KG - Full Day	99	93	95

Enrollment by Home Language

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

Home Language	% of Students
English	66.3%
Spanish	17.0%
Panjabi	5.4%
Urdu	5.0%
Hindi	1.3%
Other	4.8%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	278	98.4	44.20	46.10	54.90	44.2	43.7	Met Target
White	24	96.0	62.50	53.30	63.90	62.5	55.1	Met Target
Hispanic	129	99.3	34.90	39.60	39.80	34.9	41.7	Met Target†
Black or African American	71	98.8	35.20	34.10	35.20	35.2	36.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	46	96.0	73.90	62.70	80.70	73.9	52.6	Met Target
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	129	97.9	49.70	53.00	62.20	49.7		
Male	149	98.8	39.60	39.40	48.10	39.6		
Economically Disadvantaged Students	215	99.2	40.90	43.10	36.20	40.9	44.2	Met Target†
Non-Economically Disadvantaged Students	63	95.9	55.60	52.60	65.80	55.6		
Students with Disabilities	49	98.0	*	*	20.50	*	13.3	Met Target†
Students without Disabilities	229	98.5	*	*	61.90	*		
English Learners	39	97.6	41.00	24.50	25.20	41	34.4	Met Target
Non-English Learners	239	98.5	44.70	49.20	57.40	44.7		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	106	735	740	749	17%	24%	23%	37%	0%	37%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	49	727	737	734	20%	29%	27%	25%	0%	25%	35%
Black or African American	30	734	*	731	*	*	*	37%	0%	37%	32%
Asian, Native Hawaiian, or Pacific Islander	13	757	748	775	*	*	*	*	0%	69%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	52	740	745	754	*	23%	23%	40%	*	40%	55%
Male	54	731	735	745	*	24%	22%	33%	*	33%	46%
Economically Disadvantaged Students	78	731	736	731	*	*	*	33%	0%	33%	31%
Non-Economically Disadvantaged Students	28	746	748	762	*	*	*	46%	0%	46%	63%
Students with Disabilities	16	702	708	720	*	*	*	*	*	*	24%
Students without Disabilities	90	741	745	755	*	*	*	*	*	*	55%
English Learners	10	722	718	709	*	*	*	*	0%	30%	11%
Non-English Learners	96	737	743	752	*	*	*	*	0%	38%	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	748	748	753	*	15%	32%	44%	*	49%	56%
White	13	754	*	762	*	0%	*	*	*	62%	67%
Hispanic	41	745	742	740	*	*	42%	32%	*	37%	40%
Black or African American	21	744	*	737	*	*	*	52%	0%	52%	36%
Asian, Native Hawaiian, or Pacific Islander	16	759	754	777	*	0%	*	*	*	69%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	44	750	751	758	*	*	30%	43%	*	52%	61%
Male	48	746	745	749	*	*	33%	44%	*	46%	51%
Economically Disadvantaged Students	71	748	745	737	*	*	*	39%	*	47%	36%
Non-Economically Disadvantaged Students	21	748	757	764	*	*	*	57%	*	57%	69%
Students with Disabilities	10	712	*	725	*	*	*	*	*	10%	25%
Students without Disabilities	82	753	*	759	*	*	*	*	*	54%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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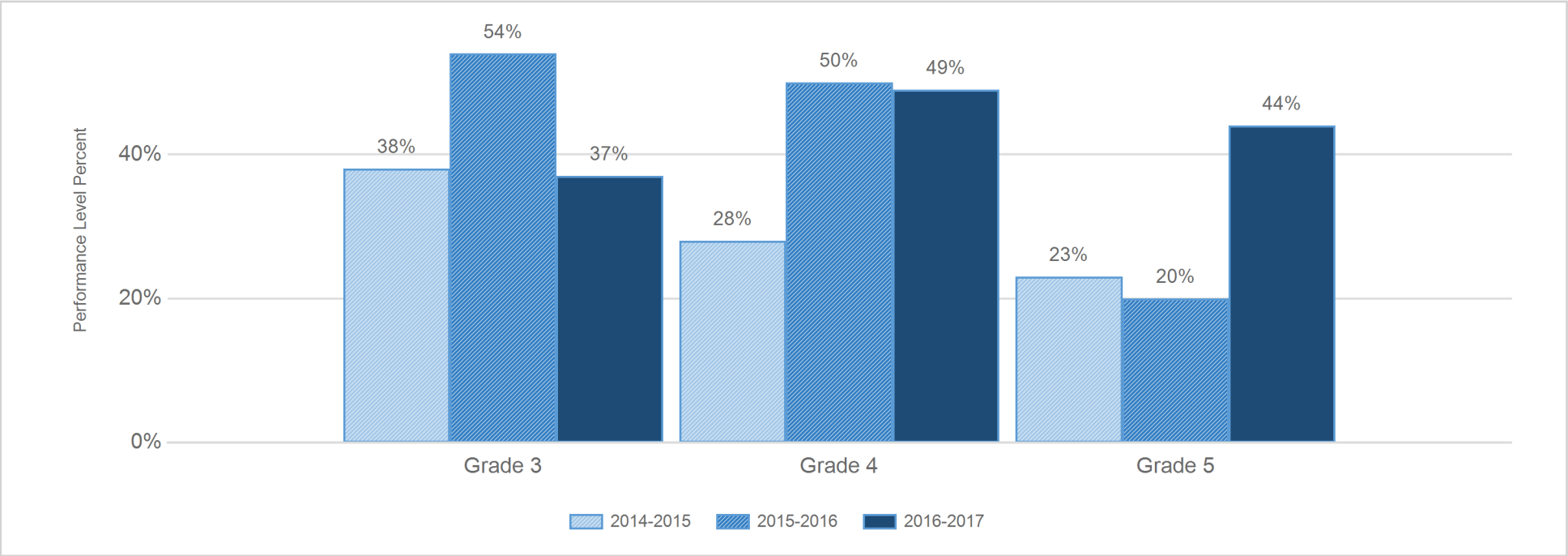
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	101	745	749	756	*	26%	24%	37%	*	44%	59%
White	*	*	*	763	*	*	*	*	*	*	69%
Hispanic	53	742	745	743	*	28%	30%	28%	*	36%	44%
Black or African American	25	734	739	740	*	*	*	*	0%	28%	39%
Asian, Native Hawaiian, or Pacific Islander	19	762	758	779	*	*	*	58%	*	74%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	42	756	758	761	*	*	26%	41%	*	55%	66%
Male	59	738	740	750	*	*	22%	34%	*	36%	53%
Economically Disadvantaged Students	80	742	745	740	*	*	*	31%	*	39%	40%
Non-Economically Disadvantaged Students	21	757	758	765	*	*	*	57%	*	62%	71%
Students with Disabilities	17	704	711	725	*	*	*	*	*	*	22%
Students without Disabilities	84	754	756	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	278	98.7	28.50	32.30	43.50	28.5	41.7	Not Met
White	24	100.0	37.50	36.70	52.40	37.5	47.9	Met Target†
Hispanic	130	99.3	25.30	25.00	27.60	25.3	40.2	Not Met
Black or African American	70	98.7	14.30	16.20	21.70	14.3	32.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	46	96.1	54.40	55.10	75.60	54.4	59.2	Met Target†
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	129	97.9	31.00	34.30	44.10	31		
Male	149	99.4	26.20	30.40	42.90	26.2		
Economically Disadvantaged Students	214	99.2	22.90	28.30	25.10	22.9	40.7	Not Met
Non-Economically Disadvantaged Students	64	97.3	46.90	41.30	54.30	46.9		
Students with Disabilities	49	98.0	10.20	*	16.50	10.2	26.3	Not Met
Students without Disabilities	229	98.8	32.30	*	48.80	32.3		
English Learners	40	97.7	22.50	*	23.30	22.5	45.8	Not Met
Non-English Learners	238	98.9	29.40	*	45.20	29.4		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	107	736	739	751	*	17%	37%	29%	*	32%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	50	732	736	738	*	*	42%	24%	*	26%	37%
Black or African American	30	733	*	733	*	*	*	*	*	30%	32%
Asian, Native Hawaiian, or Pacific Islander	13	759	753	779	0%	0%	*	*	*	62%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	53	736	740	751	*	*	42%	26%	*	30%	52%
Male	54	736	739	751	*	*	33%	32%	*	33%	53%
Economically Disadvantaged Students	78	732	736	736	*	*	*	24%	*	26%	34%
Non-Economically Disadvantaged Students	29	747	748	761	*	*	*	41%	*	48%	65%
Students with Disabilities	16	720	717	729	*	*	*	*	*	19%	29%
Students without Disabilities	91	739	743	755	*	*	*	*	*	34%	57%
English Learners	11	734	725	724	*	*	*	*	*	*	21%
Non-English Learners	96	737	742	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	731	737	747	13%	29%	32%	26%	0%	26%	47%
White	13	741	*	755	*	*	*	*	0%	46%	59%
Hispanic	41	729	729	734	*	32%	29%	24%	*	24%	30%
Black or African American	20	720	*	729	*	*	*	*	0%	10%	25%
Asian, Native Hawaiian, or Pacific Islander	16	738	749	774	0%	*	*	*	0%	38%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	43	731	737	747	*	*	30%	33%	*	33%	47%
Male	48	730	737	747	*	*	33%	21%	*	21%	48%
Economically Disadvantaged Students	70	729	732	732	*	*	*	*	0%	23%	27%
Non-Economically Disadvantaged Students	21	737	750	757	*	*	*	*	0%	38%	61%
Students with Disabilities	10	704	*	724	*	*	*	*	*	*	22%
Students without Disabilities	81	734	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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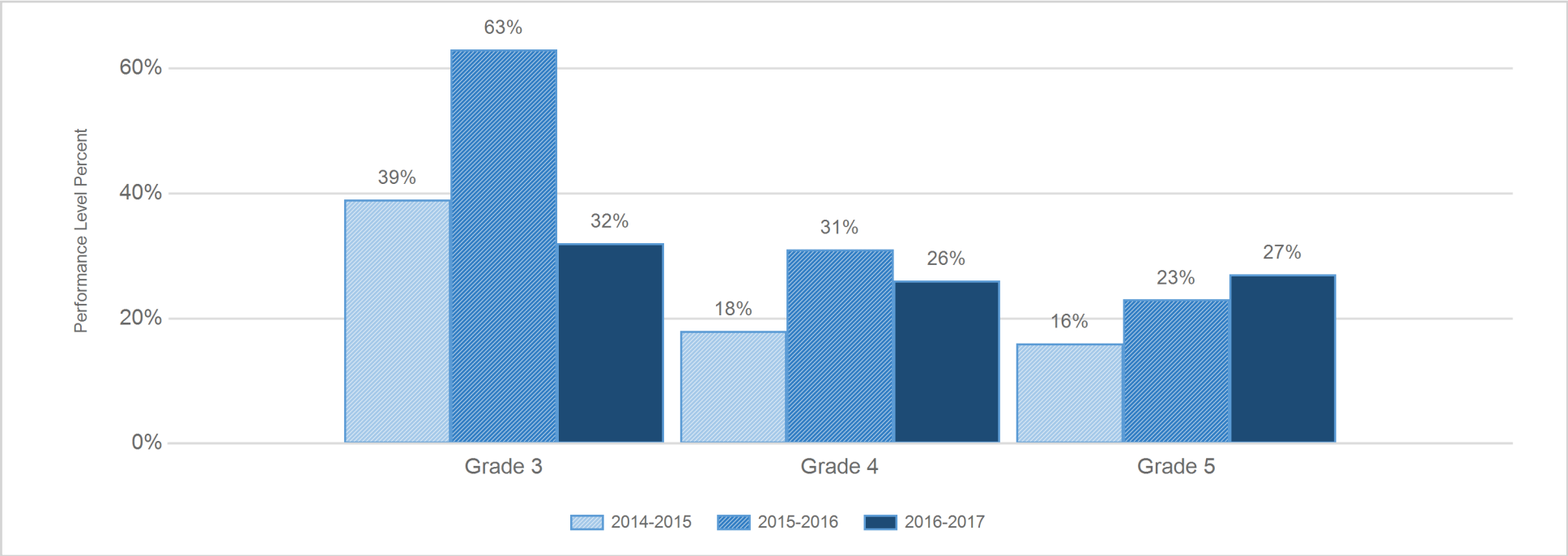
Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	102	732	739	747	*	25%	38%	23%	*	27%	46%
White	*	*	*	754	*	*	*	*	*	*	57%
Hispanic	53	730	732	735	*	30%	36%	23%	*	25%	30%
Black or African American	25	721	730	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	20	750	753	774	*	*	*	*	*	55%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	43	738	744	747	*	*	37%	28%	*	35%	47%
Male	59	727	734	746	*	*	39%	19%	*	20%	46%
Economically Disadvantaged Students	80	728	734	732	*	*	*	*	*	20%	27%
Non-Economically Disadvantaged Students	22	748	749	756	*	*	*	*	*	50%	59%
Students with Disabilities	17	705	710	725	*	*	*	*	*	*	19%
Students without Disabilities	85	737	744	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	13	84.6%	15.4%
3	10	*	*
4	*	*	*
5+	*	*	*



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

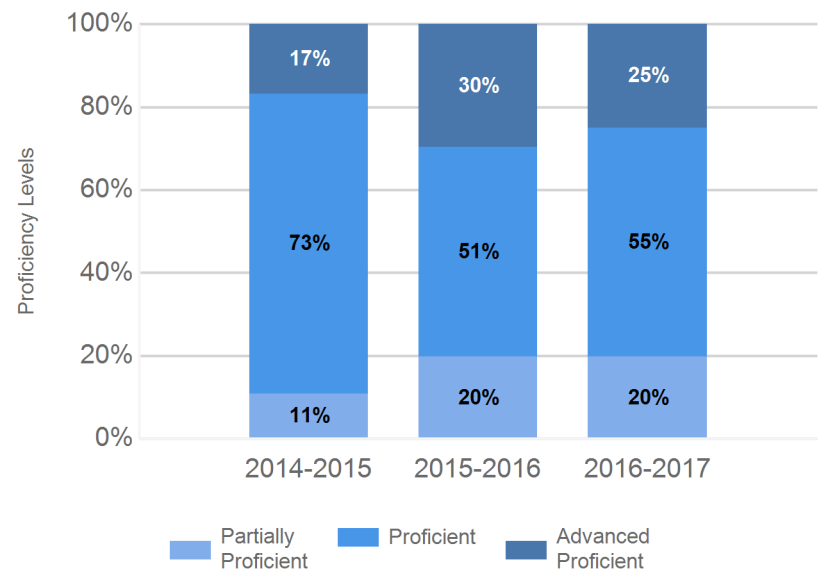
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	25%	55%	20%
White	57%	*	*
Hispanic	17%	64%	19%
Black or African American	14%	50%	36%
Asian, Native Hawaiian, or Pacific Islander	38%	56%	6%
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	20%	60%	20%
Students with Disabilities	N	46%	55%
English Learners	N	*	N

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	41	51	50	Met Target	24.5	48	50	Not Met
White	*	47	50	**	*	*	52	**
Hispanic	42	50	49	Met Target	26	45	47	Not Met
Black or African American	29	*	45	Not Met	17.5	*	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	50	59	60	Met Target	33	58.5	59	Not Met
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	46	51	**	*	*	52	**
Economically Disadvantaged	41	50	47	Met Target	21	46	46	Not Met
Students with Disabilities	27	39	41	Not Met	25	30	43	Not Met
English Learners	48	57.5	53	Met Target	20	50	51	Not Met

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



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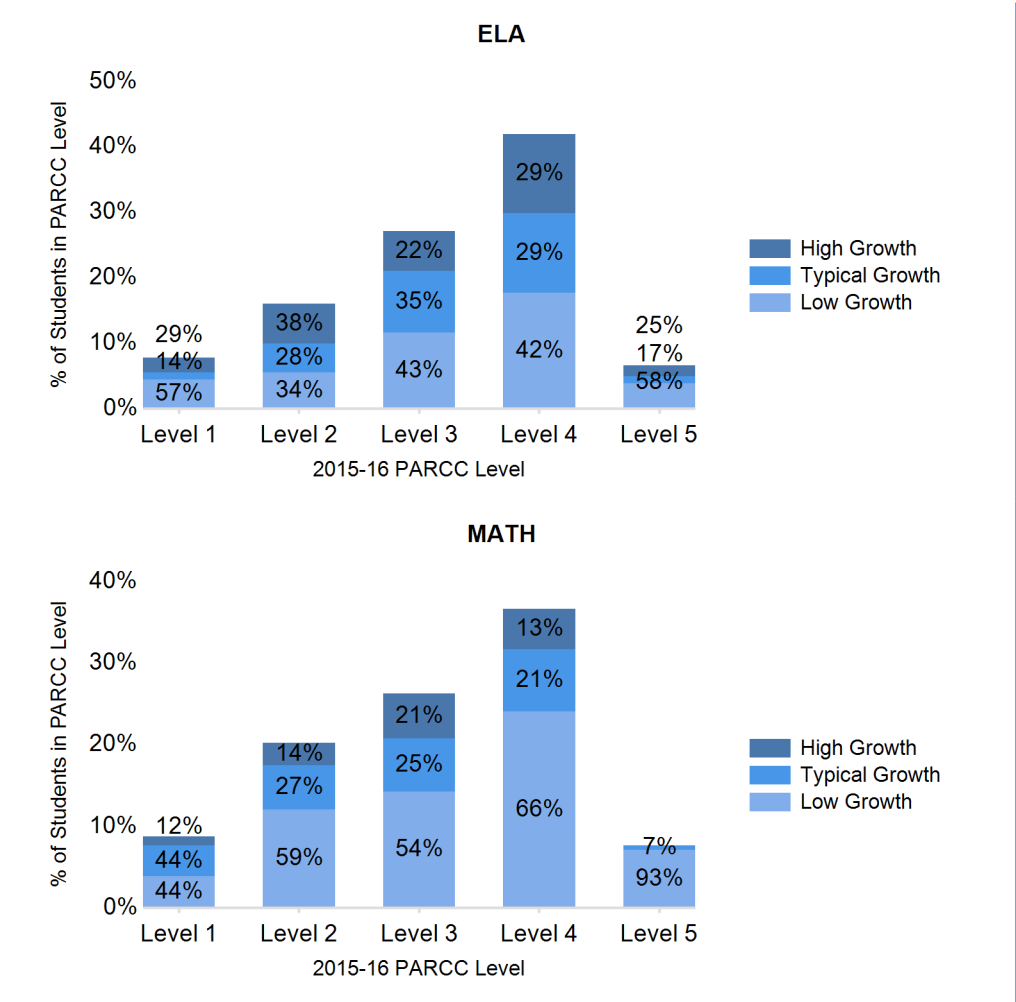
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

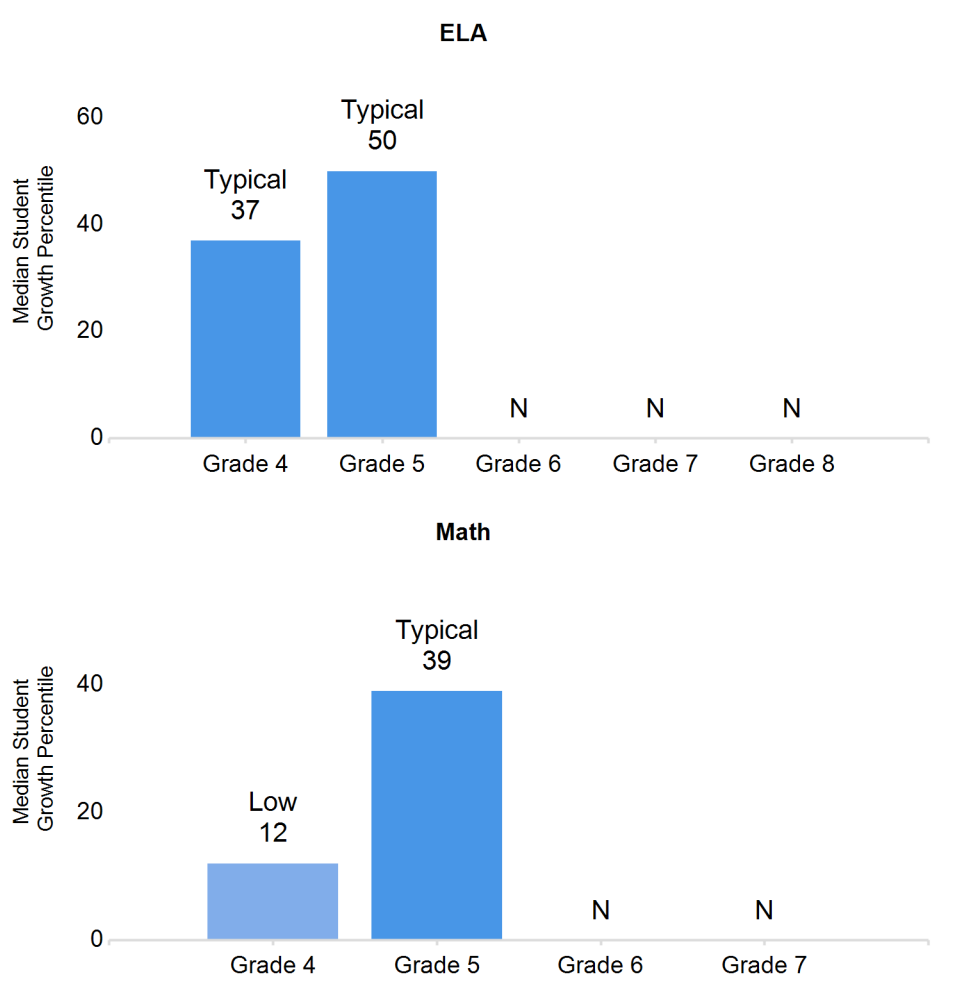
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

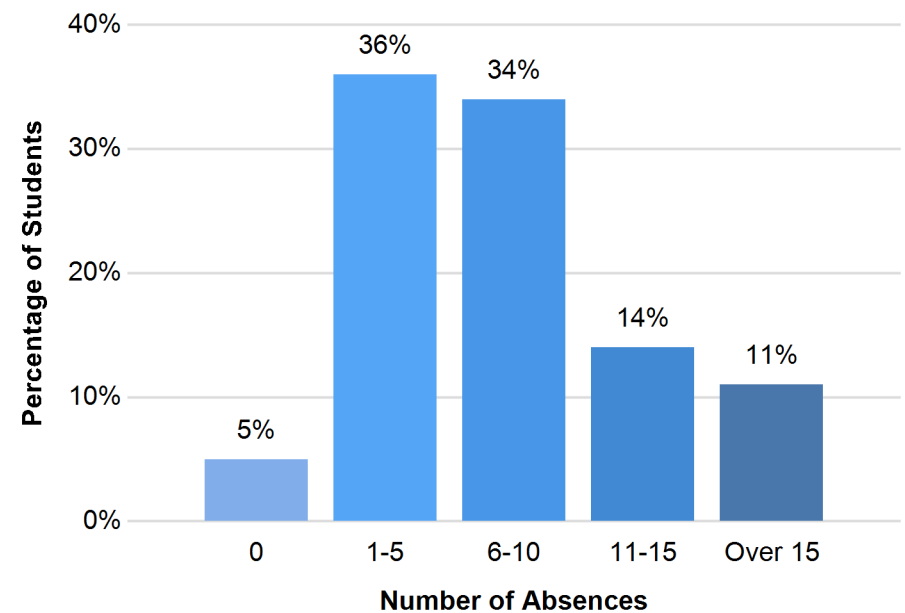
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	10.00	8.40	Not Met
White	12.70	8.40	Not Met
Hispanic	9.40	8.40	Not Met
Black or African American	9.60	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	8.00	8.40	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	22.70	8.40	Not Met
Economically Disadvantaged Students	9.70	8.40	Not Met
Students with Disabilities	21.40	8.40	Not Met
English Learners	3.00	8.40	Met Target

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

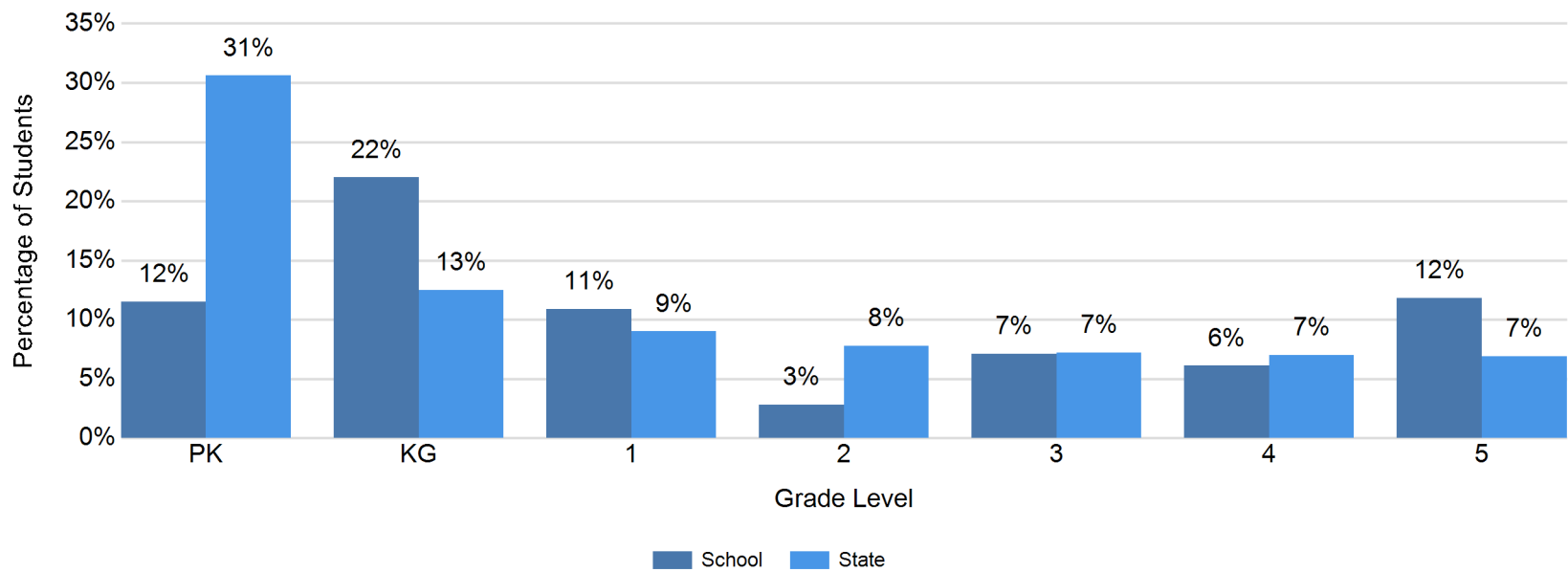
Days Absent

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



Chronic Absenteeism by Grade

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





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School Day

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

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	29
Vandalism	1
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	33
Incidents Per 100 Students Enrolled	4.67

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.3%
Out-of-School Suspensions	7.9%
Any Suspension	8.2%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.0:1	133.9 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$634	\$12,203	\$12,837



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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	56	120,724
Average years experience in public schools	11.1	11.8
Average years experience in district	11.1	10.5
Teachers in district for 4 or more years	77%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	21	9,506
Average years experience in public schools	18.2	15.9
Average years experience in district	18.2	11.6
Administrators in district for 4 or more years	76%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	12:1
Administrators	354:1	178:1
Librarian/Media Specialists		N
Nurses		747:1
Counselors		622:1
Child Study Team		233:1



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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

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

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	30.6	17.5%
Mathematics Proficiency	16.2	17.5%
English Language Arts Growth	15.5	25.0%
Mathematics Growth	1.2	25.0%
Chronic Absenteeism	22.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		15.8
Summative Rating: Percentile rank of Summative Score		6.0
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	15.8	11.9	Targeted	Met Target	Not Met	Not Met	Met Target	Not Met	No
White	**	**	No	Met Target	Met Target†	Not Met	**	**	No
Hispanic	24.6	11.9	No	Met Target†	Not Met	Not Met	Met Target	Not Met	No
Black or African American	23.9	11.9	No	Met Target†	Not Met	Not Met	Not Met	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	11.5	11.9	Targeted	Met Target	Met Target†	Met Target	Met Target	Not Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Not Met	**	**	No
Economically Disadvantaged Students	32.0	11.9	No	Met Target†	Not Met	Not Met	Met Target	Not Met	No
Students with Disabilities	14.3	11.9	No	Met Target†	Not Met	Not Met	Not Met	Not Met	No
English Learners	44.5	11.9	No	Met Target	Not Met	Met Target	Met Target	Not Met	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Peters	Email Address:	speters@carteretschools.org
Address:	1 CARTERET AVENUE CARTERET, NJ 07008	Website:	http://www.carteretschools.org/Columbus.cfm
Phone:	(732)541-8960		

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:	<ul style="list-style-type: none"> • Curriculum includes Model RTI Program for Literacy in Grades K-3, Math in Focus and GT S.P.A.R.K. program • STEM Learning through T.H.I.N.K. TANKS similar to a Maker's Space • National Elementary Honor Society
 Mission, Vision, Theme:	<p>The Mission of Columbus School is to cultivate a diverse community of creative, critical thinkers. The staff, administration, and Parent Teacher Organization work together to create a collaborative learning community where all of our students are able to flourish.</p>
 Awards, Recognition, Accomplishments:	<p>Columbus Elementary was recognized by the Ronald McDonald House (RMH) for collecting 1,000,000 pop tabs to raise funds for families whose children are seriously ill and require care at an area hospital. Students at Columbus also raised funds for the Happy Feet Foundation, Hoops for Heart and Pennies for Patients. Our students have been recognized by NJPAC for their artwork and some have been accepted into the Elementary Honor Band.</p>






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 <div>Courses, Curriculum, Instruction:</div>	Our school offers many rigorous programs to meet the needs of every student. An RTI model in grades K-3, Fountas and Pinnell, IREAD Series and Orton Gillingham are part of the balanced literacy curriculum available to students. Our gifted and talented program S.P.A.R.K. enables students to participate in various units of study, utilize technology, and create STEM projects.
 <div>Clubs and Activities:</div>	National Geography Bee, Elementary National Honor Society, Student Council, Student of the Month Program, Choir program, Instrumental Band, Title I, Title III services
 <div>Before and After School Programs:</div>	Our school provides students with a Before care program, After Care Homework Help for students, Title I Literacy & Math After School Programs, as well as a Title III Bilingual/ESL Program.







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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.

 Staff and Professional Learning:	<p>Our faculty participates in weekly PLC's and keeps a data binder that assists them in analyzing data to guide their instructional plan. Our teachers participate in after school professional development through the PD Academy, in addition to mentoring programs, and attendance at workshops and conferences provided by the school district.</p>
 Student Supports and Services:	<p>Student Support Services include: I&RS Team, Behavior Consultant, RTI Intervention Program Grades K-3, CST Team, OT, PT, Speech Services, ICR Classes, ICS Classes, Self-Contained for Autistic Students and other significant disabilities, and Counseling.</p>
 Student Health and Wellness:	<p>Our school partnered with Rutgers SNAP-Ed and EFNEP to offer classes about nutrition and healthy food practices. During homeroom our students are offered a breakfast program. Our school partners with the Police Department to offer the LEAD program to 5th grade students. Our Social Worker gives students Social Emotional lessons focused on character. P.E, Nurse and Health teachers educate students in grades 4 and 5.</p>
 Parent and Community Involvement:	<p>Our close relationship with the PTO is a tremendous benefit to the entire school and has become a mainstay in providing quality programs and events for our students, including Pumpkin Patch and Petting Zoo in the fall and Fun Fair and Field Day in the spring. Each grade level has one Parent Involvement Project a year. In addition teachers use Class Dojo, Remind, and Realtime Parent Portal to communicate with families. A quarterly newsletter is also posted on the School website.</p>

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.



Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers

The survey is given once a year. It is adapted from the NJ State Education Department and is shared with all stakeholders involved.



Facilities:

Our school was painted this summer and a T.H.I.N.K. TANK room which is used for STEM Learning and the Gifted and Talented program, was added.

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.



Other Information:

Located in Carteret, New Jersey, Columbus School is a rich collection of students from diverse cultures, nationalities, religious backgrounds, and experiences. With approximately seven hundred students, we strive to cultivate a learning environment that inspires discovery, sparks curiosity and rewards the willingness to take on new challenges. As a Title I school, our focus is to enable each student to succeed in the areas of academic achievement, social and psychological development, and health/wellness. The majority of our classrooms have interactive Smart Boards, or electronic whiteboards that enhance instruction and learning. The SMART Notebook software makes it possible for teachers to create content-rich, dynamic lessons that address specific student skills. In 2014 our school initiated a one-to-one Chromebook initiative. Many of our classrooms implement the Google Classroom model, which equips teachers with the tools to create and organize online learning opportunities, provide feedback to individual students in real time as they work, as well as easily communicate with their whole class. To celebrate student achievement both academically and socially, a student from each class at each grade level is nominated Student of the Month and is recognized throughout the building. To enhance character development, students take part in our annual anti-bullying campaign and are provided leadership opportunities as elected members of Student Council as well as Class Ambassadors. Our Cougar Pride program recognizes students for their exemplary behavior and rewards them with game days, certificates and prizes from raffle drawings and the Dojo point system. Our S.P.A.R.K. program provides academic enrichment for students who demonstrate exceptional academic ability and as a member of the National Elementary Honor Society we are able to celebrate the achievements of those students who excel at and above grade level in all their subjects.




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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

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

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

Enrollment Trends by Student Group

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

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

Enrollment by Racial and Ethnic Group

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

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

PreK and K - Full Day and Half Day

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

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

Enrollment by Home Language

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

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



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English Language Arts/Literacy Assessment - Participation and Performance

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

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

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	749	740	749	*	18%	29%	46%	*	48%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	44	755	737	734	0%	*	23%	52%	*	57%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	25	746	748	775	*	*	44%	*	0%	36%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	45	755	745	754	*	*	*	47%	*	51%	55%
Male	38	742	735	745	*	*	*	45%	*	45%	46%
Economically Disadvantaged Students	67	748	736	731	*	*	*	40%	*	43%	31%
Non-Economically Disadvantaged Students	16	755	748	762	*	*	*	69%	*	69%	63%
Students with Disabilities	12	729	708	720	*	*	*	*	*	17%	24%
Students without Disabilities	71	752	745	755	*	*	*	*	*	54%	55%
English Learners	16	721	718	709	*	*	*	*	*	*	11%
Non-English Learners	67	756	743	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	740	748	753	*	23%	26%	34%	*	39%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	42	735	742	740	*	26%	26%	36%	*	36%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	18	747	754	777	*	*	*	*	*	44%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	47	744	751	758	*	*	21%	*	*	45%	61%
Male	30	734	745	749	*	*	33%	*	*	30%	51%
Economically Disadvantaged Students	65	738	745	737	*	28%	*	*	*	37%	36%
Non-Economically Disadvantaged Students	12	752	757	764	*	0%	*	*	*	50%	69%
Students with Disabilities	11	706	*	725	*	*	*	*	*	*	25%
Students without Disabilities	66	745	*	759	*	*	*	*	*	*	62%
English Learners	12	706	712	711	*	*	*	*	*	*	10%
Non-English Learners	65	746	750	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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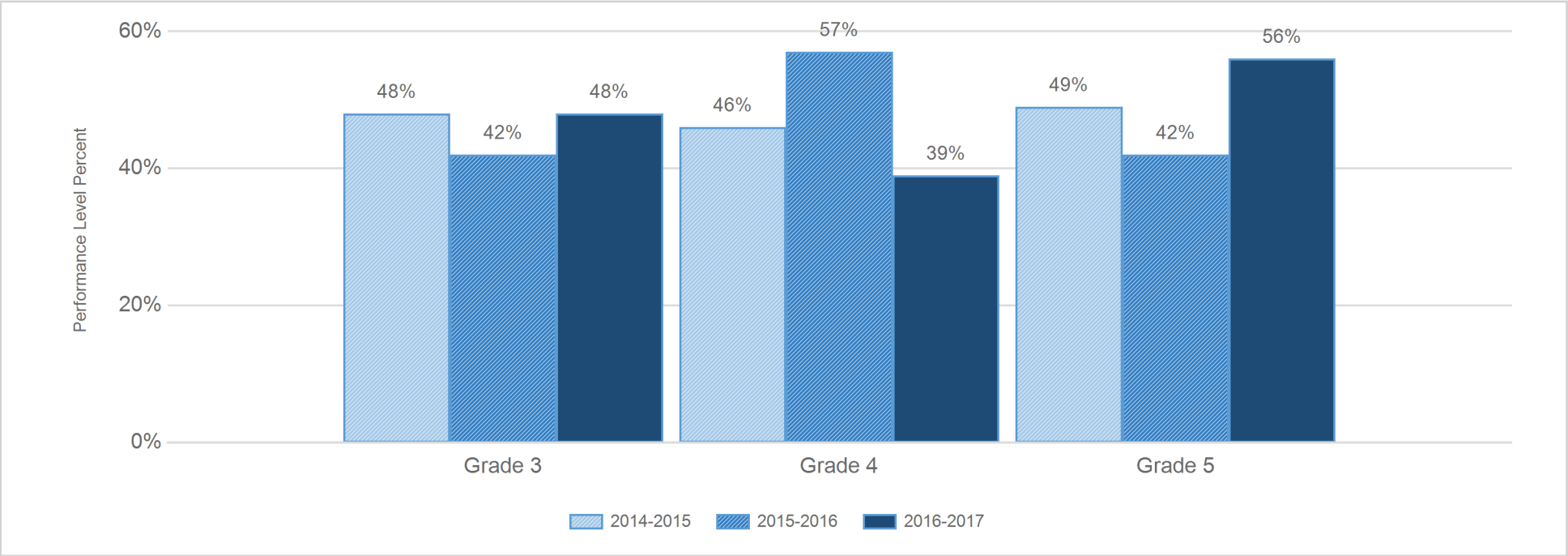
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	93	753	749	756	*	18%	19%	48%	*	56%	59%
White	*	*	*	763	*	*	*	*	*	*	69%
Hispanic	41	749	745	743	*	*	27%	49%	0%	49%	44%
Black or African American	17	746	739	740	*	*	*	*	*	53%	39%
Asian, Native Hawaiian, or Pacific Islander	26	755	758	779	*	*	*	50%	*	58%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	49	765	758	761	*	*	*	57%	*	67%	66%
Male	44	740	740	750	*	*	*	39%	*	43%	53%
Economically Disadvantaged Students	69	745	745	740	*	*	*	46%	*	49%	40%
Non-Economically Disadvantaged Students	24	775	758	765	*	*	*	54%	*	75%	71%
Students with Disabilities	16	733	711	725	*	*	*	*	*	31%	22%
Students without Disabilities	77	757	756	762	*	*	*	*	*	61%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

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

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

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	747	739	751	*	12%	37%	38%	*	47%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	47	749	736	738	*	*	34%	45%	*	51%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	25	756	753	779	0%	*	*	*	*	52%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	45	749	740	751	*	*	38%	40%	*	47%	52%
Male	41	746	739	751	*	*	37%	37%	*	46%	53%
Economically Disadvantaged Students	70	745	736	736	*	*	*	*	*	43%	34%
Non-Economically Disadvantaged Students	16	758	748	761	*	*	*	*	*	63%	65%
Students with Disabilities	14	730	717	729	*	*	*	*	*	29%	29%
Students without Disabilities	72	751	743	755	*	*	*	*	*	50%	57%
English Learners	19	733	725	724	*	*	*	*	*	21%	21%
Non-English Learners	67	751	742	753	*	*	*	*	*	54%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	731	737	747	*	32%	32%	23%	*	25%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	43	725	729	734	*	42%	*	*	*	23%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	19	745	749	774	0%	*	*	*	*	37%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	49	732	737	747	*	29%	*	*	*	27%	47%
Male	30	729	737	747	*	37%	*	*	*	23%	48%
Economically Disadvantaged Students	68	729	732	732	*	*	*	*	*	22%	27%
Non-Economically Disadvantaged Students	11	745	750	757	*	*	*	*	*	46%	61%
Students with Disabilities	11	717	*	724	*	*	*	*	*	*	22%
Students without Disabilities	68	733	*	751	*	*	*	*	*	*	52%
English Learners	14	713	717	716	*	*	*	*	*	*	12%
Non-English Learners	65	735	739	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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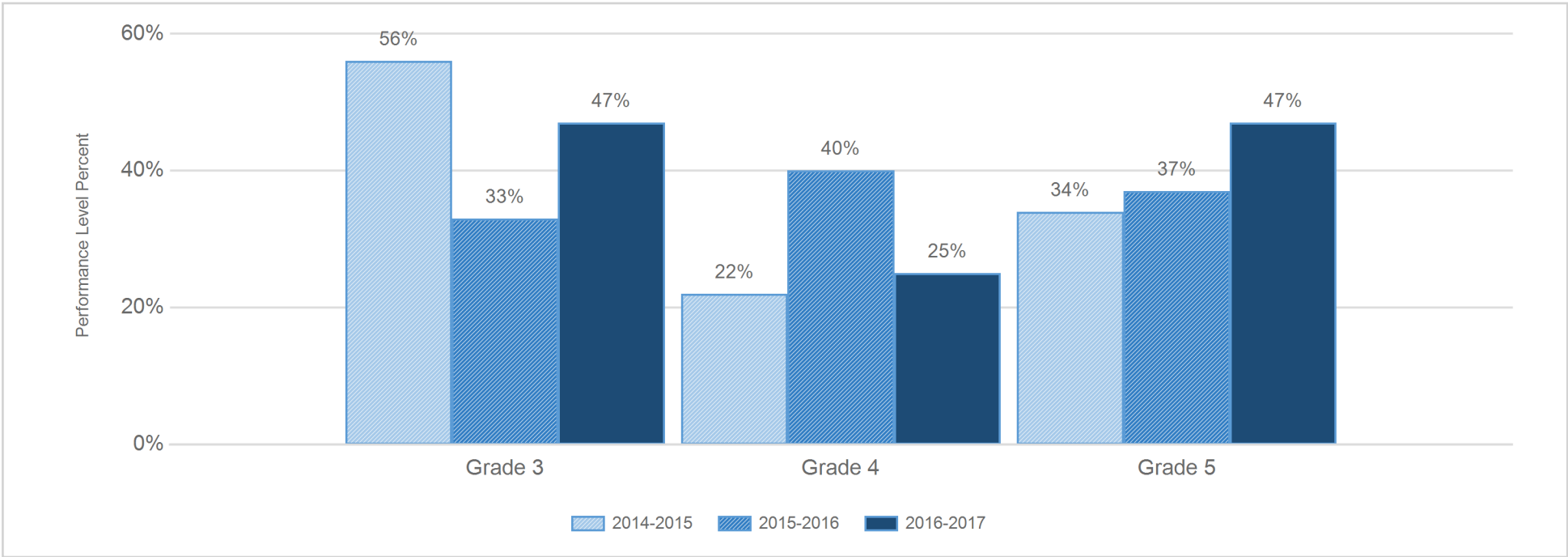
Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	745	739	747	*	15%	34%	45%	*	47%	46%
White	*	*	*	754	*	*	*	*	*	*	57%
Hispanic	40	739	732	735	*	28%	40%	30%	*	30%	30%
Black or African American	17	736	730	729	*	*	*	*	0%	29%	22%
Asian, Native Hawaiian, or Pacific Islander	26	755	753	774	0%	*	*	65%	*	69%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	48	750	744	747	*	*	31%	50%	*	54%	47%
Male	44	739	734	746	*	*	36%	39%	*	39%	46%
Economically Disadvantaged Students	70	740	734	732	*	20%	*	39%	*	39%	27%
Non-Economically Disadvantaged Students	22	759	749	756	*	0%	*	64%	*	73%	59%
Students with Disabilities	16	729	710	725	*	*	*	*	*	31%	19%
Students without Disabilities	76	748	744	751	*	*	*	*	*	50%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	32	*	*
2	31	*	*
3	28	*	*
4	*	*	*
5+	*	*	*



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

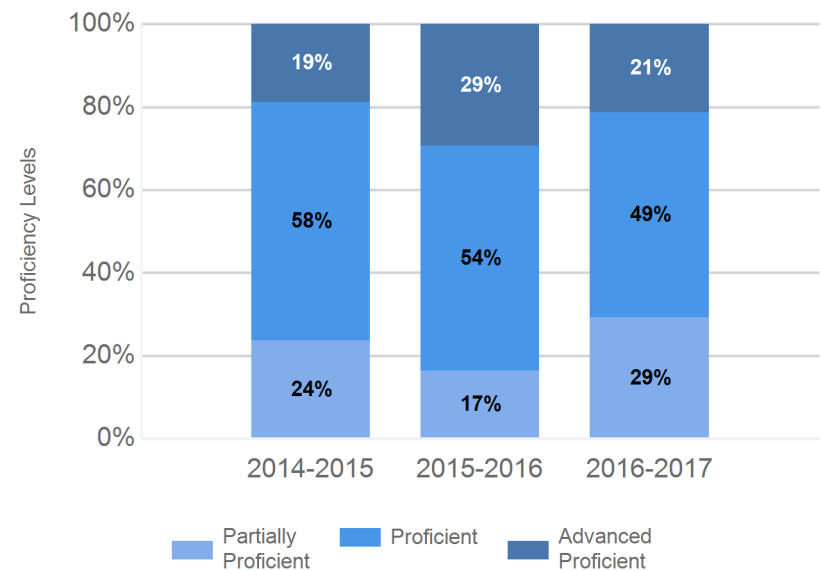
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	21%	49%	29%
White	*	*	*
Hispanic	18%	50%	32%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	26%	47%	26%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	20%	47%	33%
Students with Disabilities	N	40%	60%
English Learners	N	36%	64%

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	48	51	50	Met Target	50	48	50	Met Target
White	48	47	50	**	21	*	52	**
Hispanic	47	50	49	Met Target	47	45	47	Met Target
Black or African American	44	*	45	Met Target	43	*	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	53	59	60	Met Target	61	58.5	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	44	50	47	Met Target	50	46	46	Met Target
Students with Disabilities	60.5	39	41	Exceeds Target	52.5	30	43	Met Target
English Learners	41	57.5	53	Met Target	54	50	51	Met Target

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



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Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

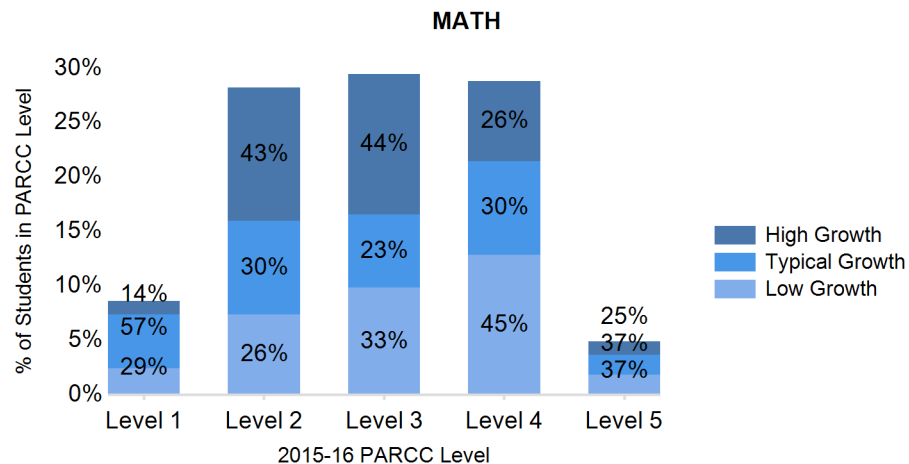
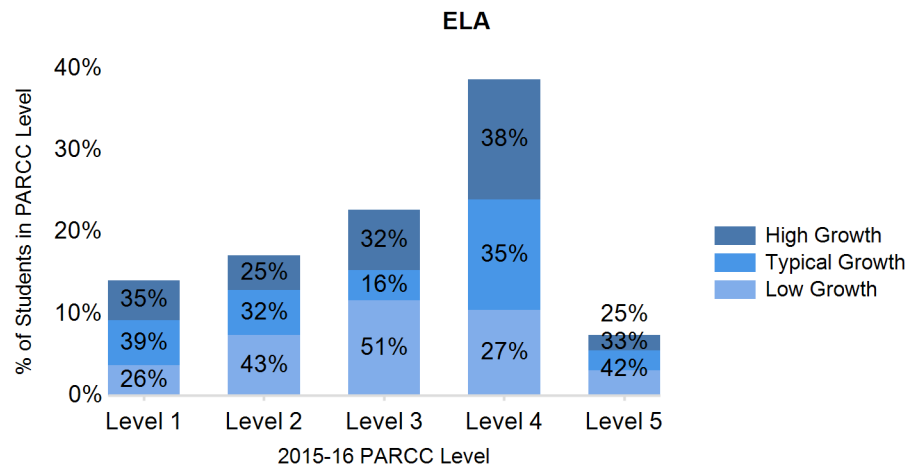
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

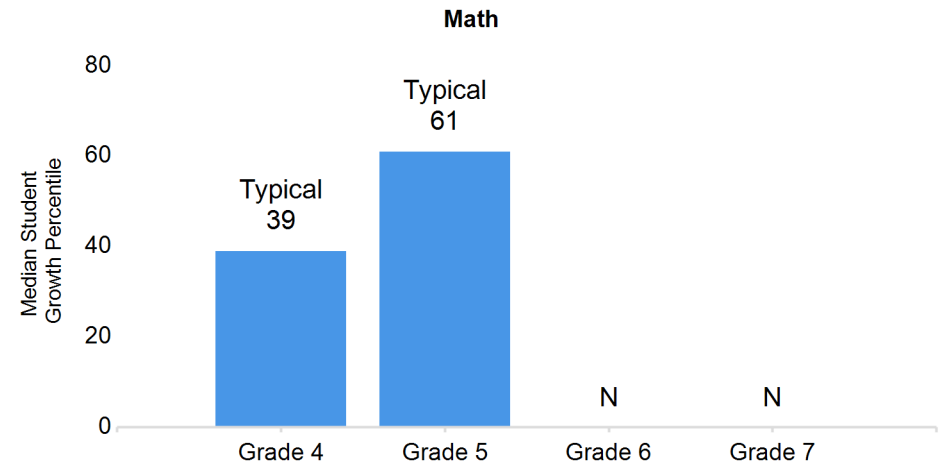
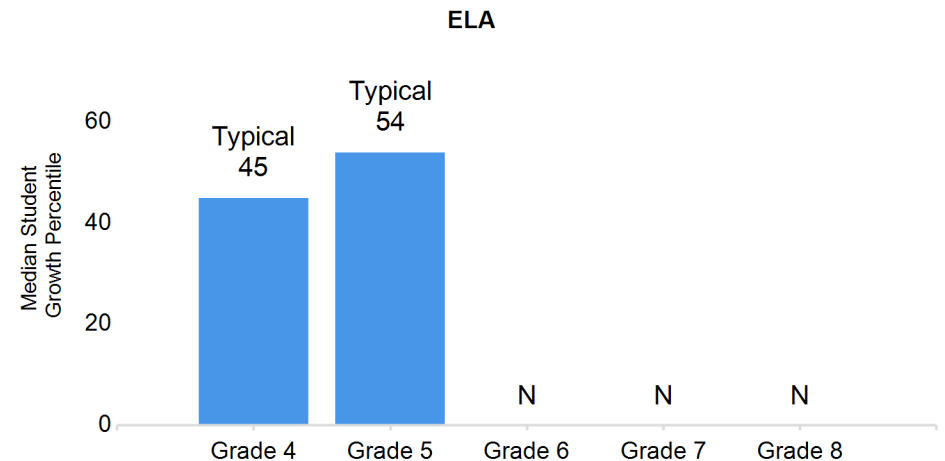
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

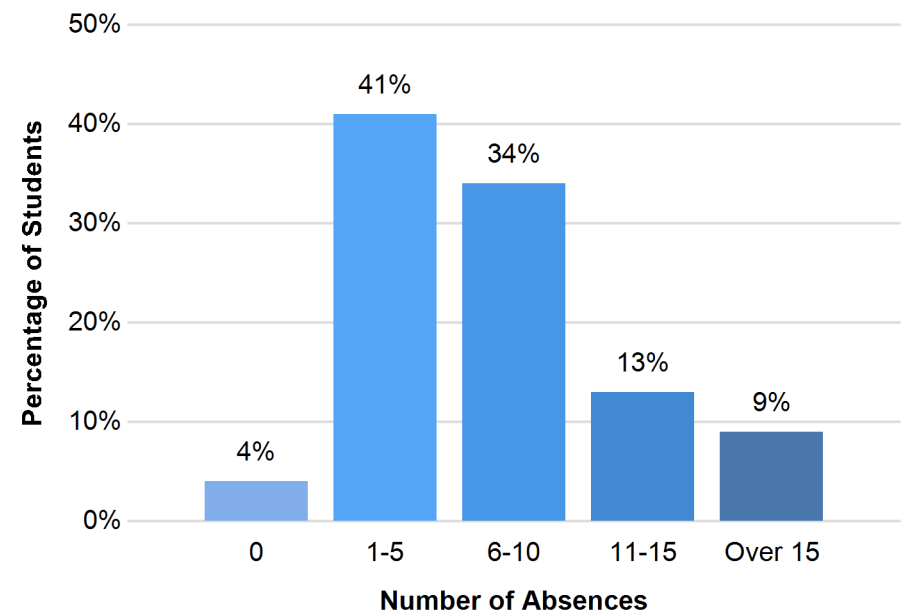
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

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

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

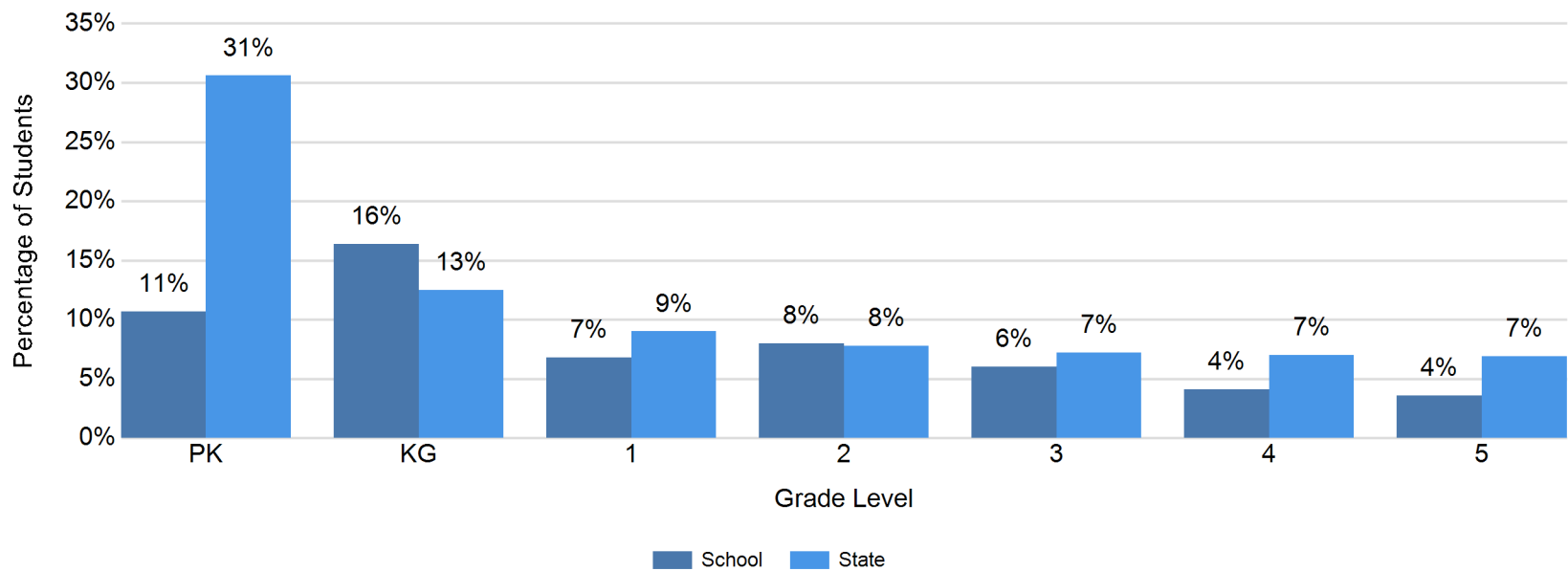
Days Absent

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



Chronic Absenteeism by Grade

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





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School Day

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

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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$634	\$12,203	\$12,837



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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	50	120,724
Average years experience in public schools	10.9	11.8
Average years experience in district	10.7	10.5
Teachers in district for 4 or more years	68%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	21	9,506
Average years experience in public schools	18.2	15.9
Average years experience in district	18.2	11.6
Administrators in district for 4 or more years	76%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	12:1
Administrators	259:1	178:1
Librarian/Media Specialists		N
Nurses		747:1
Counselors		622:1
Child Study Team		233:1



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

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

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	32.1	17.5%
Mathematics Proficiency	39.5	17.5%
English Language Arts Growth	42.9	25.0%
Mathematics Growth	53.1	25.0%
Chronic Absenteeism	50.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		44.2
Summative Rating: Percentile rank of Summative Score		40.4
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	44.2	11.9	No	Met Target†	Met Target	Met Target	Met Target	Met Target	No
White	**	**	No	**	**	Met Target	**	**	No
Hispanic	51.7	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Black or African American	58.3	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	33.8	11.9	No	Not Met	Met Target†	Met Target	Met Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	60.8	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Students with Disabilities	66.6	11.9	No	Met Target†	Met Target†	Not Met	Exceeds Target	Met Target	No
English Learners	52.4	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No

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

† Target was met within a confidence interval.



Nathan Hale Elementary School
2016-2017
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School General Info

Principal:	Mr. Zimmer	Email Address:	rdiaz@carteretschools.org
Address:	678 ROOSEVELT AVENUE CARTERET, NJ 07008	Website:	http://www.carteretschools.org/NathanHale.cfm
Phone:	(732)541-8960	Twitter:	https://twitter.com/PrincipalNHale

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:	<ul style="list-style-type: none"> • A recognized chapter of the National Elementary Honor Society • Google classrooms and 1:1 Chromebooks for all students in grades 1-5, with Smartboards in every classroom • The S.P.A.R.K. program challenges advanced students with independent investigations and STEM
 Mission, Vision, Theme:	<p>Nathan Hale pledges to help students acquire the knowledge, skills and positive attitudes necessary for student achievement and success in life. It will instill the idea that the acquisition of positive character values promotes healthy student development and will encourage students to become responsible, contributing members of society. These universal values affirm basic human worth and dignity and will support a healthy school community while pairing with families and the community.</p>
 Awards, Recognition, Accomplishments:	<p>Nathan Hale has been recognized for the Shiny Penny Award and engaged in philanthropic endeavors including the Susan G. Komen Zumba-thon, Nathan Hale Mini-Walkathon for Carteret Conquers Cancer, Caps for Kids, and Helping Hands Fundraiser for Hurricane Victims.</p>





Nathan Hale Elementary School
2016-2017
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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.

 Courses, Curriculum, Instruction:	<p>Our school offers a Gifted and Talented program for students in grades 3-5. The goal of the S.P.A.R.K. program is to provide opportunities for identified students to participate in varying units of study that incorporate humanities, independent investigation, and STEM. Students participate in Google Classroom, online programs that enrich the curriculum, and utilize technology to create multi-media presentations and STEM projects.</p>
 Clubs and Activities:	<p>We have a variety of clubs and activities including Asian Heritage Club, Elementary National Honor Society, Student of the Month program, Student Council, Choir concerts, Title I, Title III, Zumba-thon, Walk-a-thon, Safety Patrols, School Store, Instrumental Band, and Flutophones for grade 3. Each year, instrumental band students in the fourth and fifth grade participate in a concert.</p>
 Before and After School Programs:	<p>Students in need of additional support in language arts and/or mathematics in grades first through fifth participate in Title I after school programs. English Language Learners in need of extra support participate in after school programs focused on English language development. Our Asian Heritage Club promotes the appreciation of culture and is open to all K-5 students.</p>







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School Narrative

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.

 Staff and Professional Learning:	<p>The results of state and local assessments are continuously analyzed by our faculty and school-level data teams to assist in guiding instructional improvement. Focused upon identified district goals and school needs, our faculty participates in mentor programs, professional learning communities, shares research-based instructional practices at grade level meetings, attends workshops and conferences, conducts and shares action research, and completes graduate level courses.</p>
 Student Supports and Services:	<p>Student support services include Title I, Title III/ESL, Bilingual Punjabi, RTI Grades K-3(Response to Intervention), Writing Club, I&RS, Counseling, Behavior Consultant, 504 accomodation plans, Child Study Team, Occupational Therapy, Physical Therapy, and Speech serivces.</p>
 Student Health and Wellness:	<p>Students have New Jersey SNAP-Ed and EFNEP youth classes designed to teach children to improve their dietary quality and their food safety practices. A breakfast program is offered in the classroom during homeroom. Physical education, recess, teachers use "GoNoodle" and give breaks throughout the day. LEAD program for 5th grade students. Officer Phil Program offered for the whole school to promote safety. Gym teachers/ Nurse educate students in 4th and 5th grade on body changes.</p>
 Parent and Community Involvement:	<p>The PTO works collaboratively with school staff to enrich the learning of our students. Parents engage in Family Literacy Nights, Family Math Night, Student of the Month events, Book Fairs, dances, Bingo events, and family movie nights. Our school uses Class Dojo, Realtime Parent Portal, a School Twitter Account, and Robocalls to keep parents informed.</p>





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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.

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



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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.



Other Information:

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




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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

1. An "" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

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

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

Enrollment Trends by Student Group

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

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

Enrollment by Racial and Ethnic Group

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

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

PreK and K - Full Day and Half Day

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

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

Enrollment by Home Language

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

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



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English Language Arts/Literacy Assessment - Participation and Performance

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

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

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	114	738	740	749	*	18%	33%	33%	*	35%	50%
White	15	738	746	759	*	*	*	*	0%	53%	61%
Hispanic	40	729	737	734	*	*	33%	25%	0%	25%	35%
Black or African American	12	734	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	40	747	748	775	*	*	33%	38%	*	45%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	62	741	745	754	*	*	31%	37%	*	40%	55%
Male	52	734	735	745	*	*	37%	27%	*	29%	46%
Economically Disadvantaged Students	65	731	736	731	*	*	34%	26%	*	28%	31%
Non-Economically Disadvantaged Students	49	747	748	762	*	*	33%	41%	*	45%	63%
Students with Disabilities	14	698	708	720	*	*	0%	*	*	14%	24%
Students without Disabilities	100	743	745	755	*	*	38%	*	*	38%	55%
English Learners	11	709	718	709	*	*	*	*	*	*	11%
Non-English Learners	103	741	743	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	755	748	753	*	*	14%	57%	12%	69%	56%
White	17	769	*	762	*	0%	0%	59%	*	88%	67%
Hispanic	27	746	742	740	*	*	*	59%	*	63%	40%
Black or African American	12	757	*	737	0%	*	*	*	*	67%	36%
Asian, Native Hawaiian, or Pacific Islander	24	755	754	777	*	*	*	50%	*	63%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	31	764	751	758	*	*	*	68%	*	84%	61%
Male	50	750	745	749	*	*	*	50%	*	60%	51%
Economically Disadvantaged Students	47	749	745	737	*	*	*	49%	*	57%	36%
Non-Economically Disadvantaged Students	34	764	757	764	*	*	*	68%	*	85%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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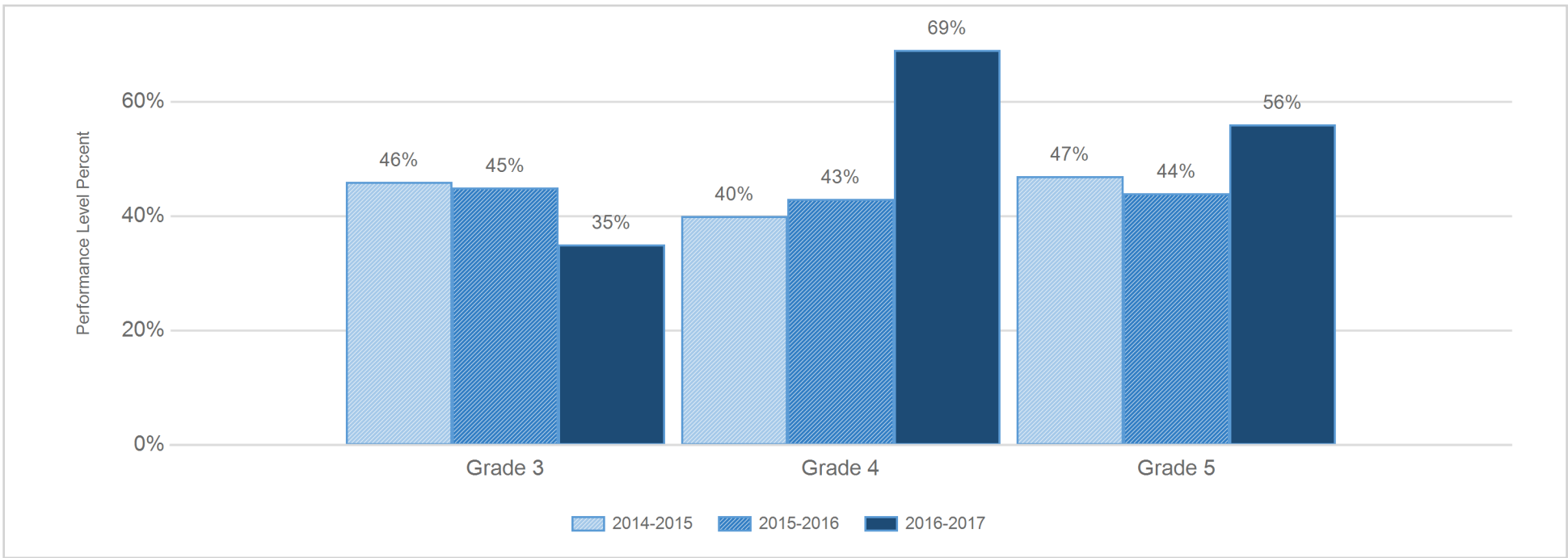
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	107	748	749	756	*	*	23%	51%	*	56%	59%
White	12	744	761	763	*	*	*	*	*	42%	69%
Hispanic	48	743	745	743	*	*	*	52%	*	54%	44%
Black or African American	10	743	739	740	0%	*	*	*	0%	40%	39%
Asian, Native Hawaiian, or Pacific Islander	35	758	758	779	*	0%	*	63%	*	69%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	54	753	758	761	*	*	24%	54%	*	59%	66%
Male	53	743	740	750	*	*	23%	49%	*	53%	53%
Economically Disadvantaged Students	59	747	745	740	*	*	20%	54%	*	58%	40%
Non-Economically Disadvantaged Students	48	749	758	765	*	*	27%	48%	*	54%	71%
Students with Disabilities	14	695	711	725	*	*	*	*	*	*	22%
Students without Disabilities	93	756	756	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	279	99.7	42.60	32.30	43.50	42.6	47.7	Not Met
White	42	100.0	47.70	36.70	52.40	47.7	54.6	Met Target†
Hispanic	103	100.0	28.20	25.00	27.60	28.2	40.1	Not Met
Black or African American	30	100.0	36.70	16.20	21.70	36.7	37.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	94	99.0	58.50	55.10	75.60	58.5	58.2	Met Target
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	10	100.0	40.00	29.00	44.90	40	**	**
Female	134	100.0	45.60	34.30	44.10	45.6		
Male	145	99.4	40.00	30.40	42.90	40		
Economically Disadvantaged Students	160	99.4	34.40	28.30	25.10	34.4	43.9	Not Met
Non-Economically Disadvantaged Students	119	100.0	53.80	41.30	54.30	53.8		
Students with Disabilities	33	100.0	*	*	16.50	*	N	N
Students without Disabilities	246	99.6	*	*	48.80	*		
English Learners	44	98.1	36.30	*	23.30	36.3	25.3	Met Target
Non-English Learners	235	100.0	43.80	*	45.20	43.8		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	117	737	739	751	17%	17%	31%	27%	9%	35%	53%
White	15	731	735	759	*	*	*	*	0%	40%	63%
Hispanic	41	727	736	738	*	27%	32%	*	*	20%	37%
Black or African American	12	732	*	733	*	*	*	*	0%	33%	32%
Asian, Native Hawaiian, or Pacific Islander	42	749	753	779	*	*	33%	31%	*	50%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	63	736	740	751	*	*	33%	25%	*	33%	52%
Male	54	738	739	751	*	*	28%	28%	*	37%	53%
Economically Disadvantaged Students	68	731	736	736	*	*	32%	*	*	25%	34%
Non-Economically Disadvantaged Students	49	745	748	761	*	*	29%	*	*	49%	65%
Students with Disabilities	15	702	717	729	67%	*	*	*	0%	13%	29%
Students without Disabilities	102	742	743	755	10%	*	*	*	10%	38%	57%
English Learners	14	705	725	724	*	*	*	*	*	*	21%
Non-English Learners	103	741	742	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	85	749	737	747	12%	*	24%	47%	*	55%	47%
White	17	764	*	755	*	0%	*	59%	*	71%	59%
Hispanic	30	736	729	734	*	*	*	37%	*	40%	30%
Black or African American	12	740	*	729	*	*	*	*	0%	42%	25%
Asian, Native Hawaiian, or Pacific Islander	25	759	749	774	*	*	*	52%	*	68%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	33	753	737	747	*	*	*	49%	*	61%	47%
Male	52	747	737	747	*	*	*	46%	*	52%	48%
Economically Disadvantaged Students	49	742	732	732	*	*	*	43%	*	47%	27%
Non-Economically Disadvantaged Students	36	759	750	757	*	*	*	53%	*	67%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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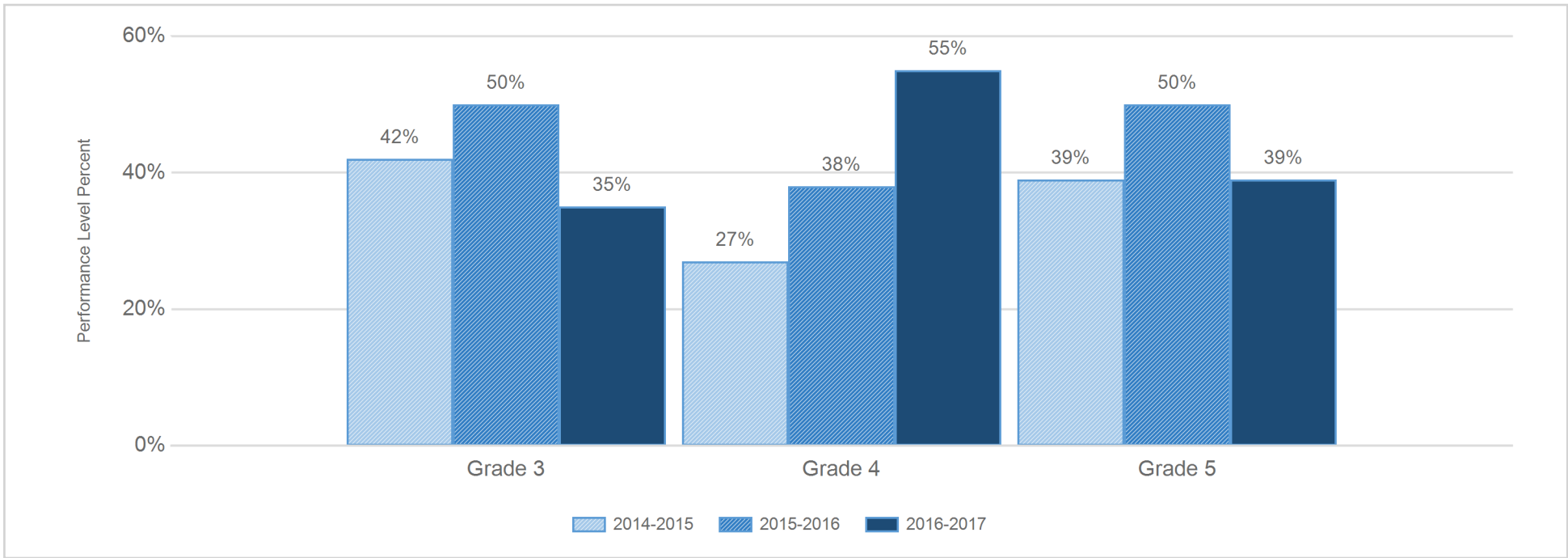
Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	109	739	739	747	*	17%	34%	38%	*	39%	46%
White	12	742	748	754	*	*	*	*	0%	33%	57%
Hispanic	50	729	732	735	*	24%	34%	22%	*	24%	30%
Black or African American	10	744	730	729	0%	*	*	*	0%	40%	22%
Asian, Native Hawaiian, or Pacific Islander	35	754	753	774	0%	*	*	60%	*	63%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	54	742	744	747	*	*	24%	44%	*	46%	47%
Male	55	737	734	746	*	*	44%	31%	*	33%	46%
Economically Disadvantaged Students	60	735	734	732	*	*	35%	33%	*	33%	27%
Non-Economically Disadvantaged Students	49	744	749	756	*	*	33%	43%	*	47%	59%
Students with Disabilities	14	697	710	725	*	*	*	*	*	*	19%
Students without Disabilities	95	746	744	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

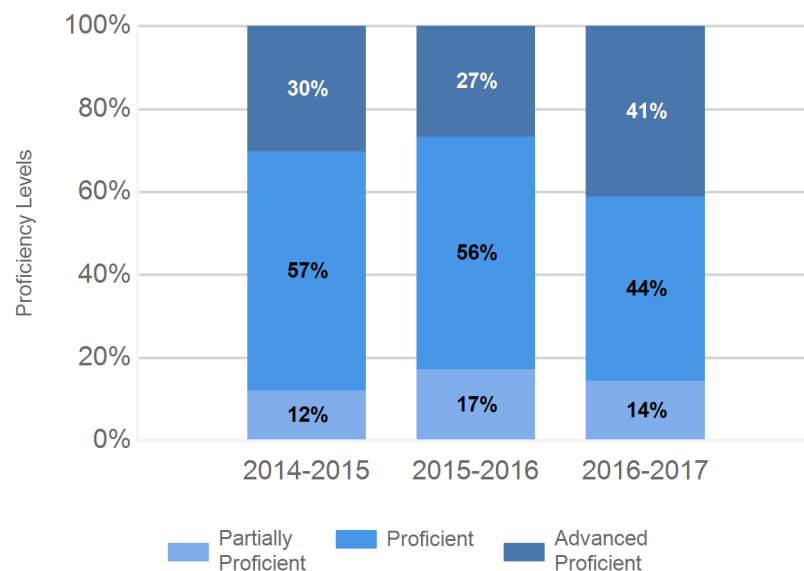
NJASK Science Assessment Performance: Grade 4

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

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

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

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

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

Student Growth

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

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

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



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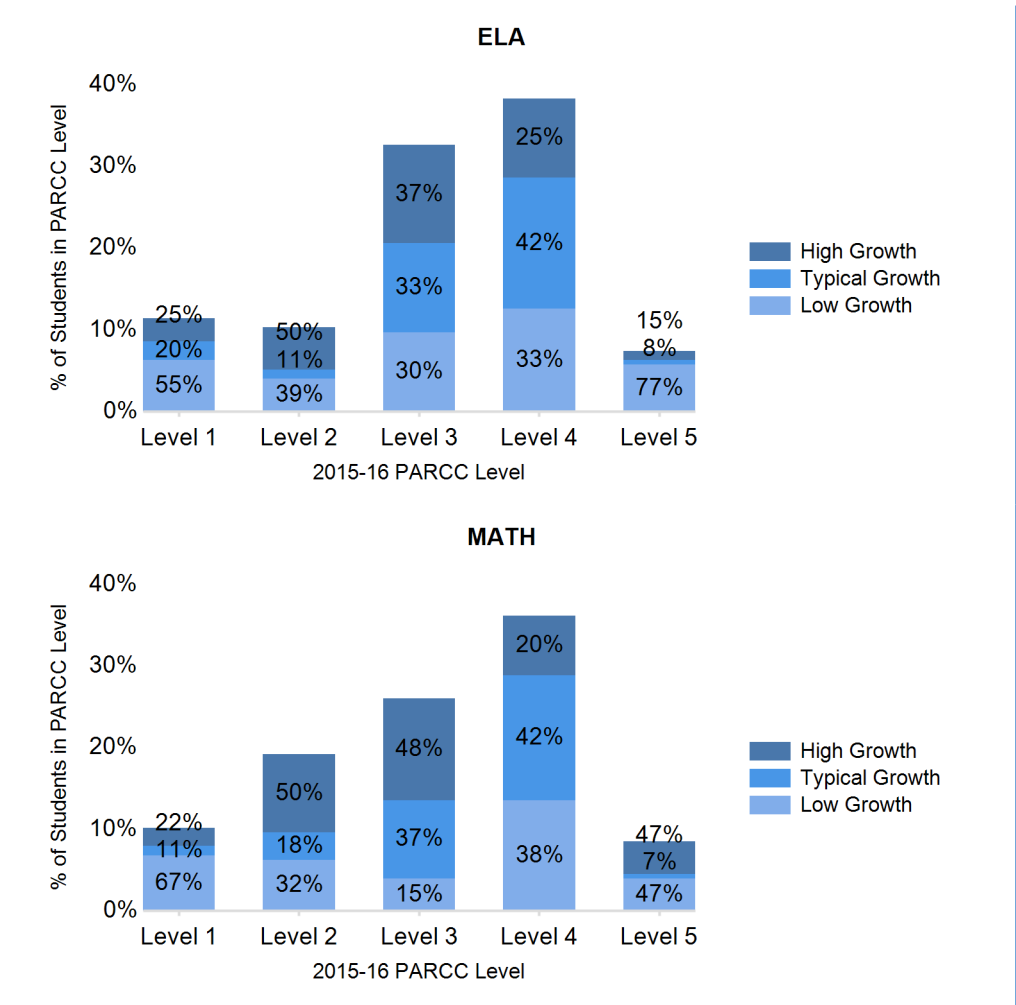
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

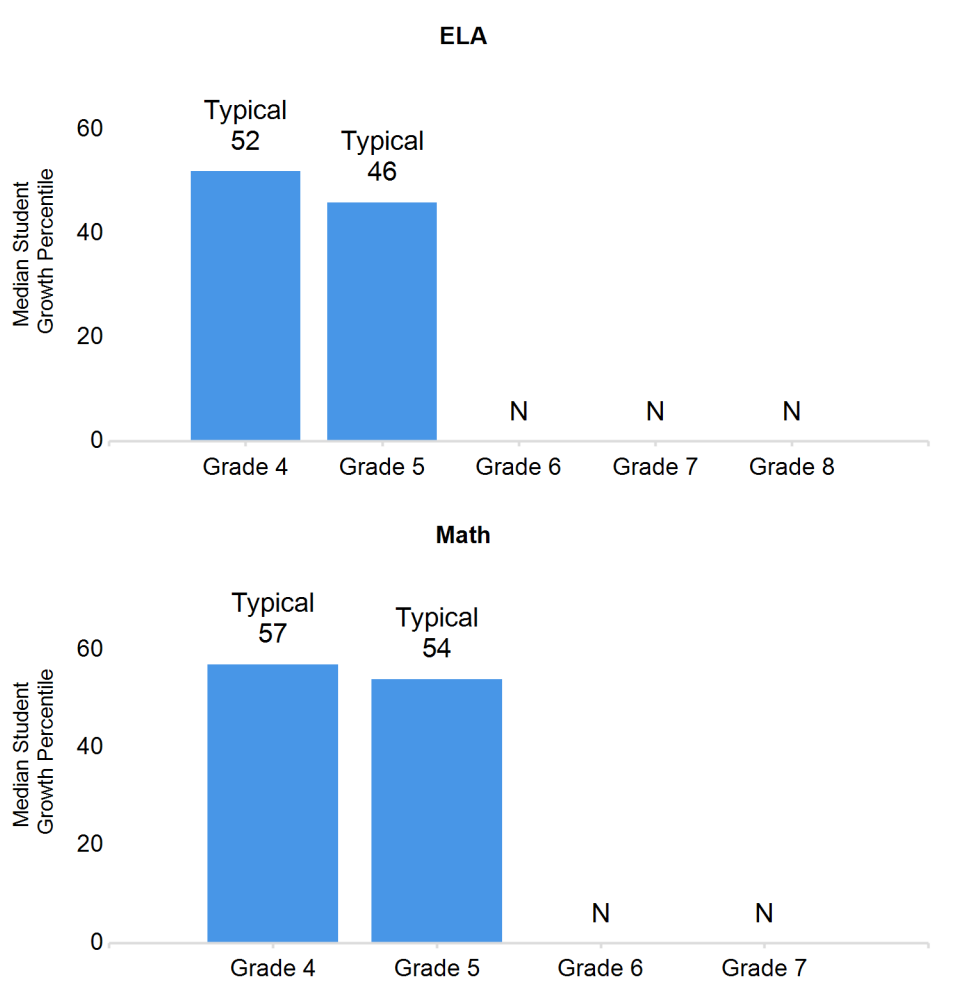
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

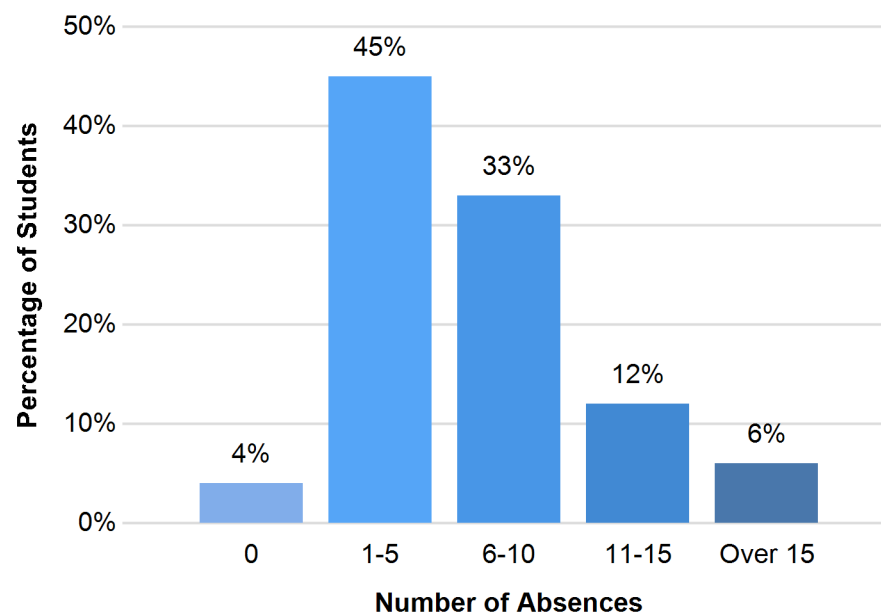
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

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

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

Days Absent

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



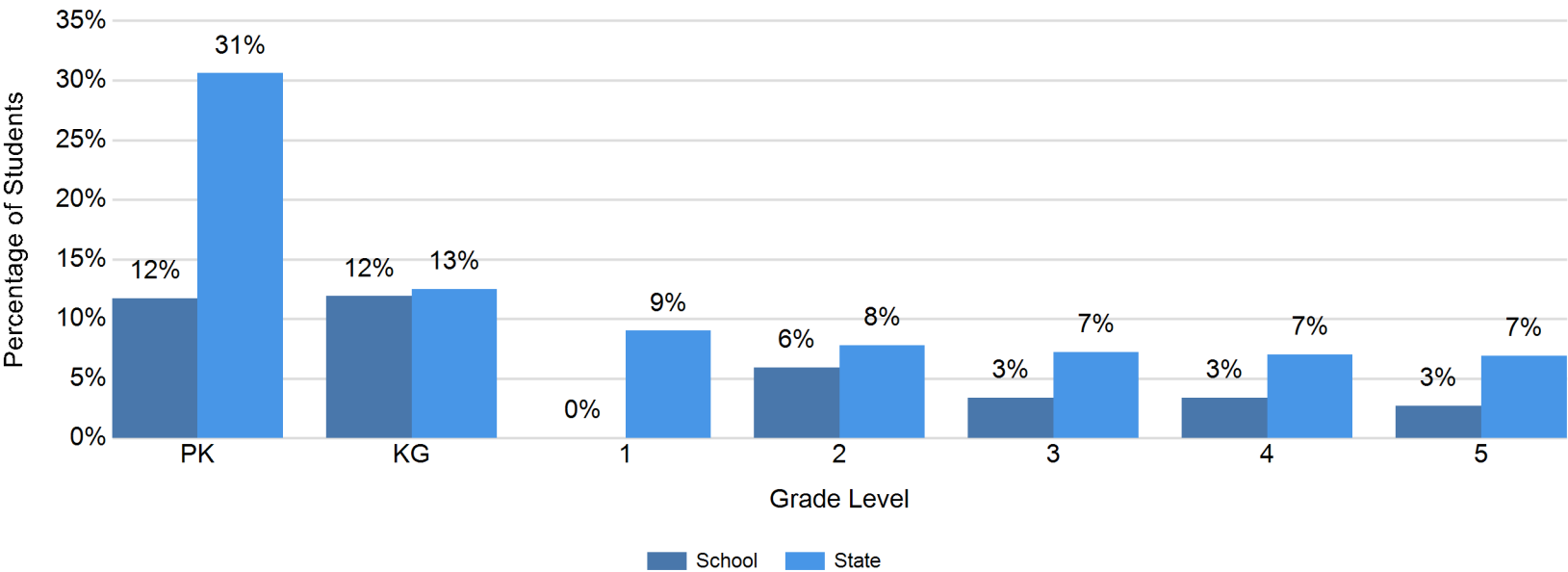


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Chronic Absenteeism by Grade

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





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School Day

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

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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.1:1	133.9 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$634	\$12,203	\$12,837



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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	58	120,724
Average years experience in public schools	11.7	11.8
Average years experience in district	11.7	10.5
Teachers in district for 4 or more years	74%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	21	9,506
Average years experience in public schools	18.2	15.9
Average years experience in district	18.2	11.6
Administrators in district for 4 or more years	76%	74%

Student to Staff Ratios

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

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



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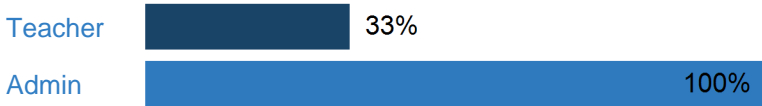
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

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

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	36.7	17.5%
Mathematics Proficiency	40.2	17.5%
English Language Arts Growth	50.3	25.0%
Mathematics Growth	69.8	25.0%
Chronic Absenteeism	73.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		54.5
Summative Rating: Percentile rank of Summative Score		56.6
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	54.5	11.9	No	Met Target	Not Met	Met Target	Met Target	Met Target	No
White	41.7	11.9	No	Met Target	Met Target†	Not Met	Met Target	Exceeds Target	No
Hispanic	60.0	11.9	No	Met Target	Not Met	Met Target	Met Target	Met Target	No
Black or African American	67.5	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	32.8	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	76.8	11.9	No	Met Target	Not Met	Met Target	Met Target	Met Target	No
Students with Disabilities	**	**	No	N	N	Not Met	**	**	No
English Learners	76.8	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Bolinger	Email Address:	cbolinger@carteretschools.org
Address:	83 POST BLVD CARTERET, NJ 07008	Website:	http://carteretschools.org/NicholasMinue.cfm
Phone:	(732)541-8960		




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

School Narrative

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 <div>Courses, Curriculum, Instruction:</div>	<p>Our school offers a Gifted and Talented program (S.P.A.R.K.) for students in grades 3-5. The goal of the program is provide opportunities for identified students to participate in varying units of study that incorporate humanities, independent investigation, and STEM. Students participate in Google Classroom, online programs that enrich the curriculum, and utilize technology to create multimedia presentations and STEM projects.</p>
 <div>Clubs and Activities:</div>	<p>Students have opportunities to participate in learning activities with their parents during Family Literacy and Family Math Nights. Students in the fifth grade participate in the vocal music choir concerts within school and the community. Each year, instrumental band students in the fourth and fifth grade participate in a concert. Students in grades two through five participate in Student Council. Fifth graders are eligible for Safety Patrol positions.</p>
 <div>Before and After School Programs:</div>	<p>Students in need of additional support in language arts and/or mathematics in grades first through fifth participate in Title I after school programs. English Language Learners in need of extra support participate in afterschool programs focused on English language development.</p>







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 Staff and Professional Learning:	<p>The results of state and local assessments are continuously analyzed by our faculty to assist in guiding instructional improvement. Focused upon identified district goals and school needs, our faculty participates in mentor programs, professional learning communities, shares research based instructional practices at grade level meetings, attends workshops and conferences, conducts and shares action research, and completes graduate level courses.</p>
 Student Supports and Services:	<p>School resources include a Child Study Team, OT, PT, Speech, Intervention and Referral Services, a Reading Specialist, a school based social worker, and Response to Intervention. A program for students with behavioral disabilities is supported by mental health professionals, a psychologist, and a psychiatrist. High Intensity programs in English as a Second Language and a Bilingual Punjabi tutorial program support the needs of students in mainstream classrooms.</p>
 Student Health and Wellness:	<p>New Jersey SNAP-Ed and EFNEP youth classes designed to teach youth to improve their dietary quality and their food safety practices, a "Breakfast in the Classroom" is offered to all students. Students engage in physical activity through physical education classes and recess. Students in third, fourth, and fifth grades participate in Health courses on a quarterly basis.</p>
 Parent and Community Involvement:	<p>Our PTO is a highly active and positive component of Minue School. The PTO works collaboratively with school staff to meet the needs of our students and enrich the curriculum. Parents engage in Family Literacy Nights, Family Math Night, Student Awards events, Book Fairs, and activities specific to individual grade levels. Minue School has developed supportive relationships with various community organizations. Parents are informed of school events via Robo calls and calendars.</p>



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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. The results of the survey is shared with stakeholders through digital graphics. Results are used to develop goals to improve school climate. The School Safety Team meets quarterly to develop improvements to the school climate. Results show that our school is regarded as a safe learning environment.



Facilities:

Our building includes a gymnasium, an all-purpose room, and "T.H.I.N.K. Tank" which focuses on creative design using STEM activities. There is also an iRead room which is used as a reading intervention program.



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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.



Other Information:

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