NJ SCHOOL PERFORMANCE REPORT

CARL W. GOETZ MIDDLE SCHOOL
(29-2360-055)
Grades Offered: 06-08
2017-2018

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	OCEAN
District	JACKSON TWP
Principal Name	MR. PERINO
Address	835 PATTERSON ROAD JACKSON, NJ 08527-3497
Phone Number	(732)833-4610
Email Address	CJPERINO@JACKSONSD.ORG
Website	https://www.jacksonsd.org/goetz
Twitter	https://twitter.com/Goetz_JSD

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
6	389	373	368
7	400	394	380
8	413	414	395
Total	1,202	1,181	1,143

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	46.4%	47.3%	48.7%
Male	53.6%	52.7%	51.3%
Economically Disadvantaged Students	15.4%	15.9%	13.2%
Students with Disabilities	13.1%	13.8%	14.1%
English Learners	0.0%	0.0%	0.0%
Homeless Students		0.1%	0.3%
Students in Foster Care		0.3%	0.0%
Military-Connected Students		0.4%	0.6%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	82.7%	82.0%	82.2%
Hispanic	7.2%	8.6%	8.7%
Black or African American	5.9%	5.2%	4.7%
Asian	3.6%	3.5%	3.8%
Native Hawaiian or Pacific Islander	0.2%	0.3%	0.2%
American Indian or Alaska Native	0.0%	0.1%	0.1%
Two or More Races	0.3%	0.3%	0.3%

Enrollment by Home Language

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

Home Language	% of Students
English	97.1%
Spanish	1.6%
Other Languages	1.3%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	51	48	50	Met Standard	48	56	50	Met Standard
White	52	48	50	Met Standard	47	56	51	Met Standard
Hispanic	41	46.5	49	Met Standard	51	54	48	Met Standard
Black or African American	45	43	44	Met Standard	46	50.5	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	67	68	61	Exceeds Standard	51	68	61	Met Standard
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	*	46	49	**	*	60	51	**
Economically Disadvantaged	44	45	48	Met Standard	48	53.5	47	Met Standard
Students with Disabilities	40	44	41	Met Standard	46.5	49.5	43	Met Standard
English Learners	*	51	54	**	*	52	51	**

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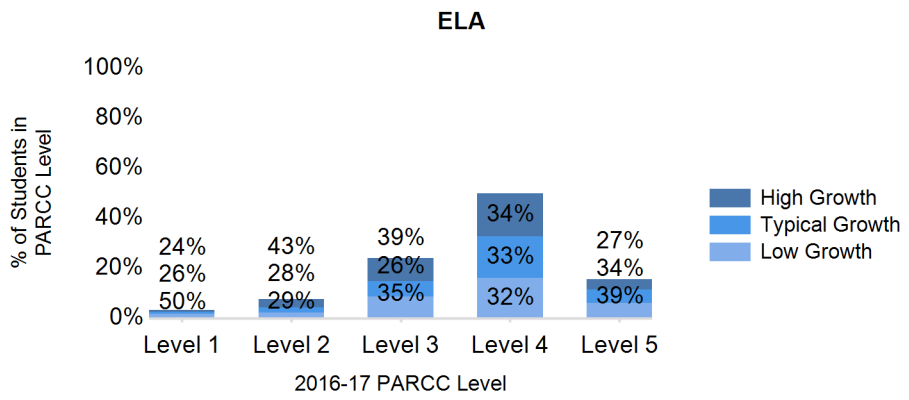
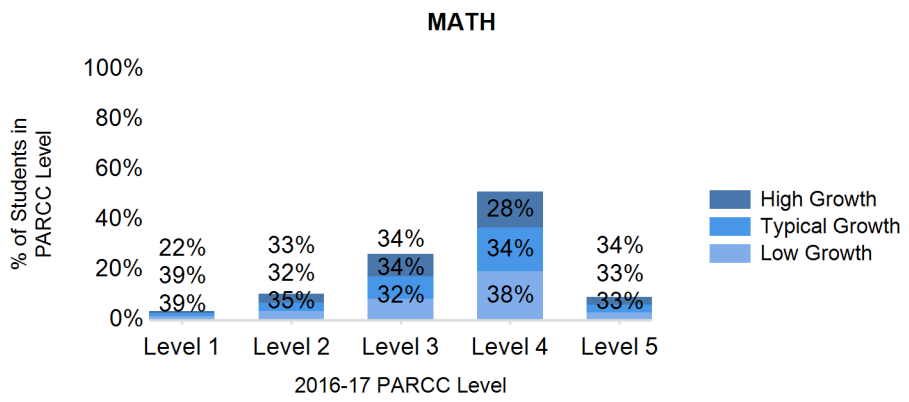
Student Growth by Performance Level

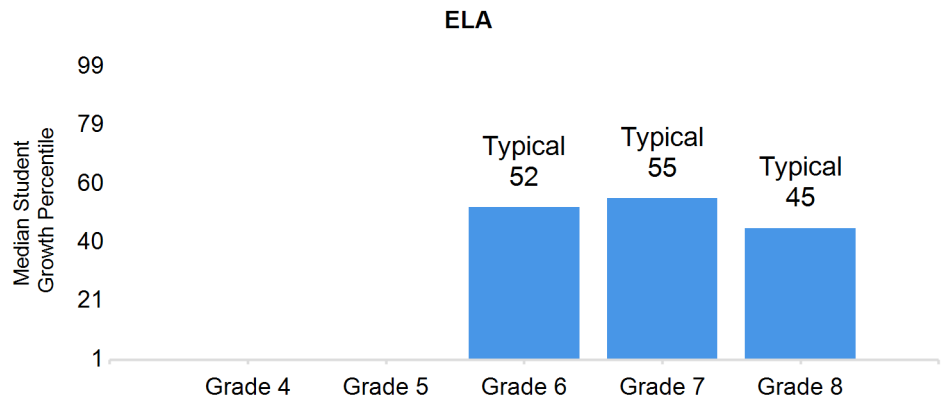
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

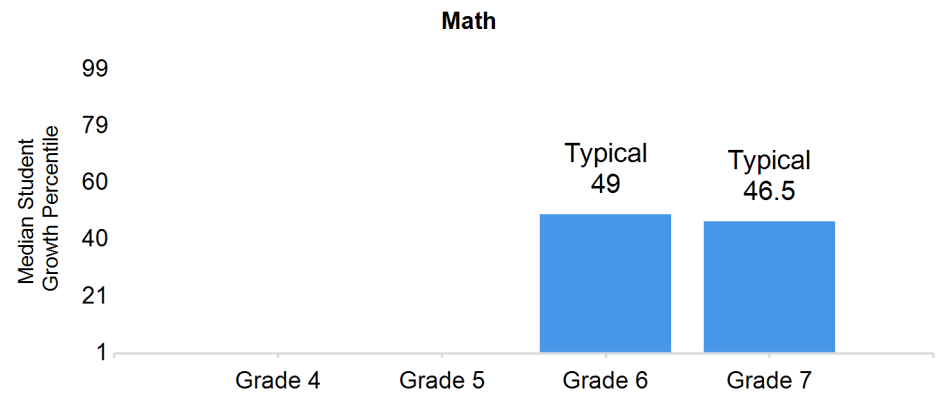




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	1110	97.9	67.3	55.0	56.7	67.3	65.1	Met Target
White	913	97.8	68.4	57.5	65.6	68.4	65.4	Met Target
Hispanic	93	98.0	49.4	40.7	42.5	49.4	59.8	Not Met
Black or African American	54	98.2	53.7	38.8	37.3	53.7	48.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	46	100.0	95.7	82.0	82.3	95.7	80	Met Goal
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	544	98.2	77.6	65.2	64.5	77.6		
Male	566	97.6	57.2	45.5	49.4	57.2		
Economically Disadvantaged Students	139	96.7	51.8	38.6	38.5	51.8	50.6	Met Target
Non-Economically Disadvantaged Students	971	98.1	69.4	59.6	67.5	69.4		
Students with Disabilities	150	95.1	29.3	21.8	21.6	29.3	26.3	Met Target
Students without Disabilities	960	98.4	73.1	61.6	63.9	73.1		
English Learners	*	*	*	30.3	27.3	*	**	**
Non-English Learners	*	*	*	55.9	59.4	*		
Homeless Students	*	*	*	30.8	27.7	*		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	*	*	*	67.9	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	353	757	756	754	*	*	26%	46%	13%	59%	56%
White	297	758	759	761	*	*	25%	47%	14%	61%	66%
Hispanic	25	740	737	742	*	*	40%	*	*	32%	42%
Black or African American	19	752	747	737	*	0%	*	*	*	53%	35%
Asian, Native Hawaiian, or Pacific Islander	10	780	*	779	0%	0%	*	*	*	90%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	178	764	762	761	*	*	20%	*	*	70%	64%
Male	175	750	749	748	*	*	33%	*	*	47%	48%
Economically Disadvantaged Students	54	743	741	739	*	*	28%	*	*	41%	37%
Non-Economically Disadvantaged Students	299	760	760	764	*	*	26%	*	*	62%	68%
Students with Disabilities	42	726	734	723	*	*	33%	*	*	17%	18%
Students without Disabilities	311	761	759	760	*	*	25%	*	*	65%	63%
English Learners	N	N	*	712	N	N	N	N	N	N	*
Non-English Learners	353	757	*	755	*	*	26%	46%	13%	59%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	364	765	762	760	5%	8%	19%	36%	33%	69%	63%
White	297	766	764	768	4%	8%	18%	36%	33%	70%	72%
Hispanic	36	754	750	746	*	*	28%	*	*	56%	49%
Black or African American	16	758	750	740	*	*	*	*	*	63%	42%
Asian, Native Hawaiian, or Pacific Islander	15	784	*	790	0%	0%	*	*	*	87%	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	N	N	*	767	N	N	N	N	N	N	68%
Female	167	775	772	769	*	*	16%	36%	43%	78%	72%
Male	197	757	753	752	*	*	21%	36%	24%	60%	54%
Economically Disadvantaged Students	42	750	749	742	*	*	24%	*	*	55%	44%
Non-Economically Disadvantaged Students	322	767	766	771	*	*	18%	*	*	70%	73%
Students with Disabilities	52	725	722	721	*	*	35%	21%	0%	21%	22%
Students without Disabilities	312	772	770	768	*	*	16%	38%	38%	77%	71%
English Learners	N	N	*	705	N	N	N	N	N	N	11%
Non-English Learners	364	765	*	762	5%	8%	19%	36%	33%	69%	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	387	767	761	759	4%	6%	18%	51%	21%	72%	60%
White	310	767	764	767	4%	5%	17%	53%	21%	74%	70%
Hispanic	33	759	747	744	*	*	33%	*	*	58%	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	197	776	770	768	*	*	13%	53%	29%	82%	69%
Male	190	757	753	751	*	*	22%	50%	13%	63%	52%
Economically Disadvantaged Students	44	753	747	740	*	*	25%	*	*	57%	42%
Non-Economically Disadvantaged Students	343	768	765	769	*	*	17%	*	*	74%	71%
Students with Disabilities	39	724	726	719	*	*	*	*	*	31%	19%
Students without Disabilities	348	771	766	766	*	*	*	*	*	77%	68%
English Learners	N	N	*	703	N	N	N	N	N	N	*
Non-English Learners	387	767	*	761	4%	6%	18%	51%	21%	72%	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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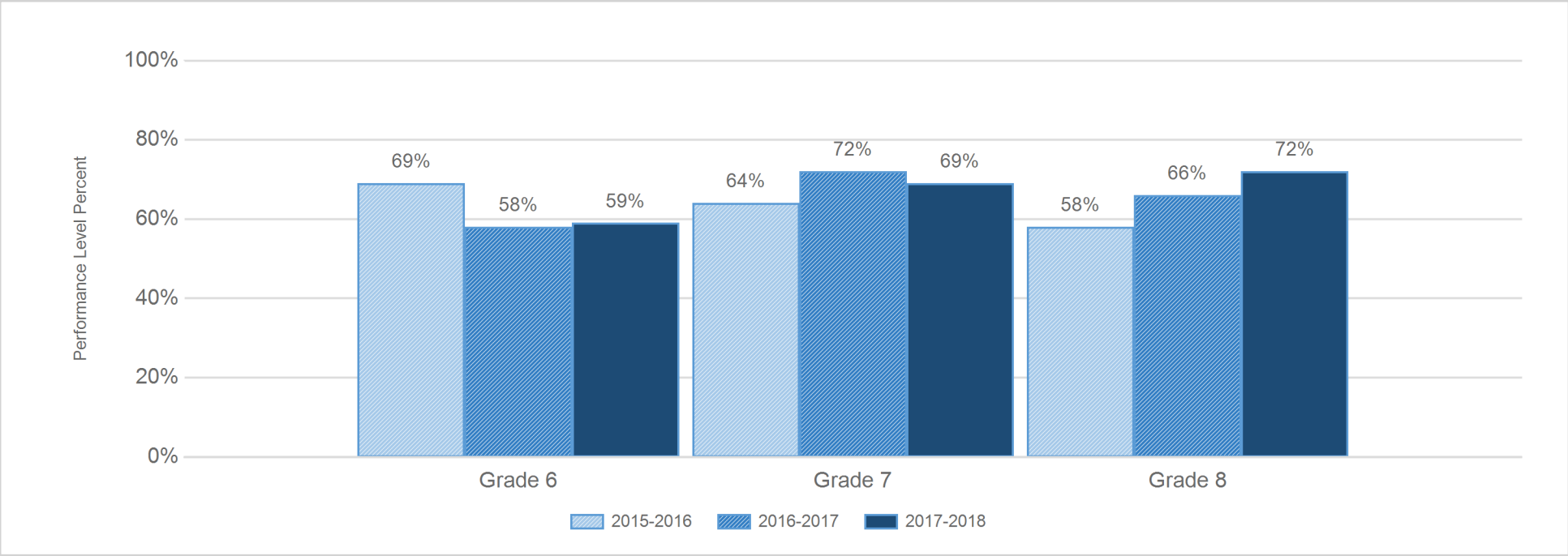
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	1110	97.9	54.7	48.6	45.0	54.7	56.8	Met Target†
White	913	97.8	55.9	51.8	54.1	55.9	57.5	Met Target†
Hispanic	93	98.0	36.6	*	29.2	36.6	41.7	Met Target†
Black or African American	54	98.2	40.7	29.1	23.4	40.7	42.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	46	100.0	80.4	73.3	77.0	80.4	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	544	98.2	55.2	50.0	46.0	55.2		
Male	566	97.6	54.2	47.5	43.9	54.2		
Economically Disadvantaged Students	140	97.4	37.9	32.9	26.6	37.9	39.9	Met Target†
Non-Economically Disadvantaged Students	970	98.0	57.2	53.1	55.9	57.2		
Students with Disabilities	151	96.3	21.2	22.5	17.1	21.2	25.6	Met Target†
Students without Disabilities	959	98.2	60.0	54.0	50.5	60.0		
English Learners	*	*	*	33.9	24.6	*	**	**
Non-English Learners	*	*	*	49.2	46.9	*		
Homeless Students	*	*	*	15.4	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	*	*	*	59.2	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	353	751	749	744	4%	12%	32%	44%	8%	53%	44%
White	297	752	751	751	3%	10%	32%	46%	9%	55%	54%
Hispanic	25	736	733	731	0%	*	52%	*	*	20%	27%
Black or African American	19	737	738	726	*	*	*	*	*	42%	21%
Asian, Native Hawaiian, or Pacific Islander	10	773	*	771	0%	0%	*	*	*	80%	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	178	749	748	745	*	*	27%	*	*	57%	45%
Male	175	752	749	742	*	*	37%	*	*	49%	42%
Economically Disadvantaged Students	55	737	737	729	*	24%	35%	*	*	31%	24%
Non-Economically Disadvantaged Students	298	753	752	753	*	9%	32%	*	*	57%	56%
Students with Disabilities	42	718	731	717	*	*	31%	*	*	10%	13%
Students without Disabilities	311	755	752	748	*	*	32%	*	*	59%	49%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	353	751	*	745	4%	12%	32%	44%	8%	53%	45%
Homeless Students	N	N	*	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	745	*	*	*	*	*	*	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

CARL W. GOETZ MIDDLE SCHOOL
(29-2360-055)
Grades Offered: 06-08
2017-2018

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	342	748	745	743	4%	13%	30%	49%	4%	52%	43%
White	279	750	747	750	*	12%	30%	*	*	54%	54%
Hispanic	35	735	735	732	*	*	31%	31%	0%	31%	27%
Black or African American	15	739	736	727	*	*	*	*	*	40%	21%
Asian, Native Hawaiian, or Pacific Islander	13	756	*	767	0%	*	*	77%	0%	77%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	N	N	*	748	N	N	N	N	N	N	51%
Female	158	748	746	745	*	15%	30%	*	*	51%	45%
Male	184	748	744	741	*	13%	29%	*	*	53%	42%
Economically Disadvantaged Students	41	738	737	730	*	*	44%	27%	0%	27%	24%
Non-Economically Disadvantaged Students	301	749	748	751	*	*	28%	52%	4%	56%	55%
Students with Disabilities	54	722	718	717	*	39%	28%	*	*	15%	12%
Students without Disabilities	288	753	751	748	*	9%	30%	*	*	59%	50%
English Learners	N	N	*	716	N	N	N	N	N	N	10%
Non-English Learners	342	748	*	744	4%	13%	30%	49%	4%	52%	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

CARL W. GOETZ MIDDLE SCHOOL
(29-2360-055)
Grades Offered: 06-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	261	736	733	728	13%	17%	35%	35%	0%	35%	28%
White	207	736	735	736	13%	16%	37%	34%	0%	34%	36%
Hispanic	25	731	723	722	*	*	*	*	*	36%	22%
Black or African American	16	726	718	715	*	*	*	*	*	19%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	135	739	737	731	10%	16%	41%	33%	0%	33%	31%
Male	126	733	728	725	17%	19%	28%	37%	0%	37%	26%
Economically Disadvantaged Students	38	734	727	719	*	*	32%	34%	0%	34%	20%
Non-Economically Disadvantaged Students	223	736	734	735	*	*	35%	35%	0%	35%	35%
Students with Disabilities	37	709	711	705	41%	30%	*	*	*	16%	*
Students without Disabilities	224	741	737	735	8%	15%	*	*	*	38%	*
English Learners	N	N	*	705	N	N	N	N	N	N	10%
Non-English Learners	261	736	*	729	13%	17%	35%	35%	0%	35%	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	734	*	*	*	*	*	*	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

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2017-2018

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	112	775	747	746	0%	0%	*	*	*	96%	46%
White	94	776	749	755	0%	0%	*	*	*	96%	57%
Hispanic	*	*	735	730	*	*	*	*	*	*	27%
Black or African American	*	*	731	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	57	777	750	748	0%	0%	*	*	*	96%	48%
Male	55	773	744	745	0%	0%	*	*	*	95%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	112	775	*	749	0%	0%	*	*	*	96%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	37	769	733	735	0%	0%	*	*	*	95%	30%
White	28	768	735	740	0%	0%	*	*	*	93%	37%
Hispanic	*	*	721	723	*	*	*	*	*	*	14%
Black or African American	N	N	720	719	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	*	741	N	N	N	N	N	N	39%
Female	15	770	*	736	0%	0%	*	*	*	100%	30%
Male	22	768	*	734	0%	0%	*	*	*	91%	29%
Economically Disadvantaged Students	*	*	721	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	736	741	*	*	*	*	*	*	38%
Students with Disabilities	N	N	712	713	N	N	N	N	N	N	*
Students without Disabilities	37	769	737	738	0%	0%	*	*	*	95%	*
English Learners	N	N	*	711	N	N	N	N	N	N	*
Non-English Learners	37	769	*	736	0%	0%	*	*	*	95%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	*	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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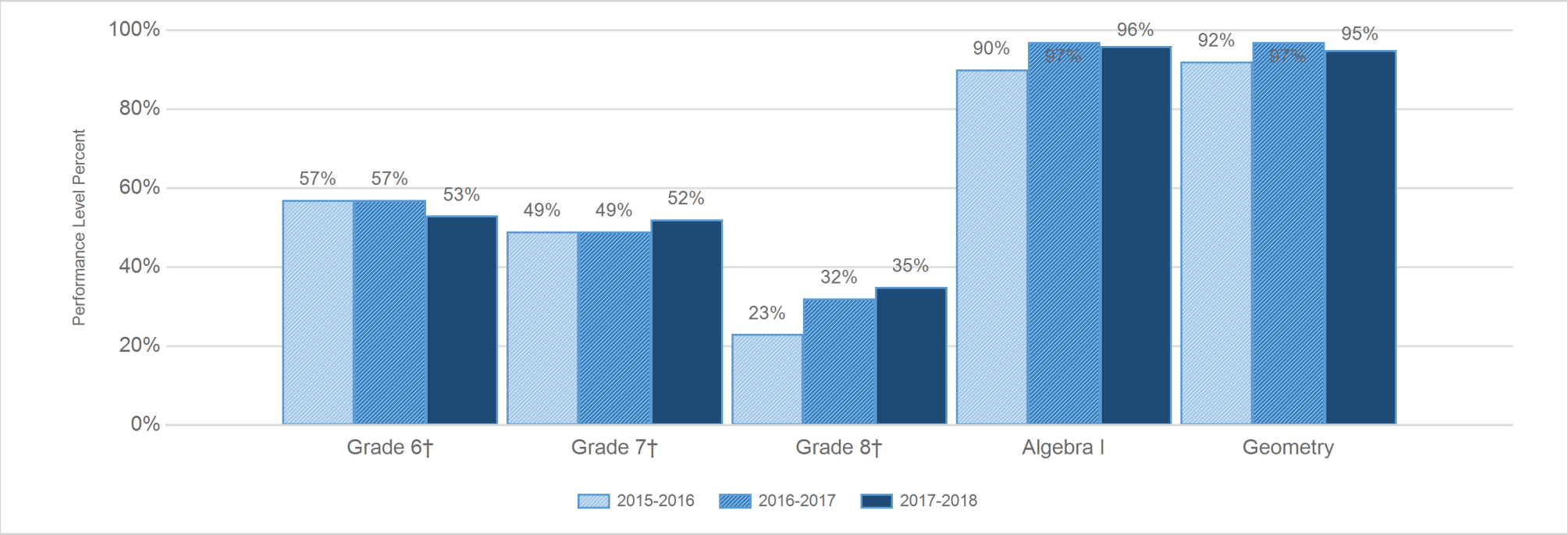
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	13	12
8	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	N	N	N

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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

NJASK Science Assessment Information

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

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	374
7	24	0	363
8	91	37	279
Total	115	37	1016

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	370
7	0	0	0	0	0	0	384
8	32	0	0	0	0	0	363
Total	32	0	0	0	0	0	1117

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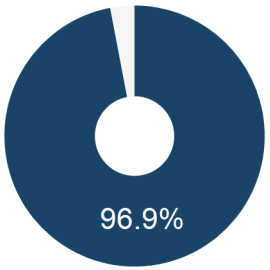
Visual and Performing Arts – Course Participation

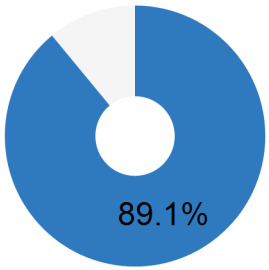
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

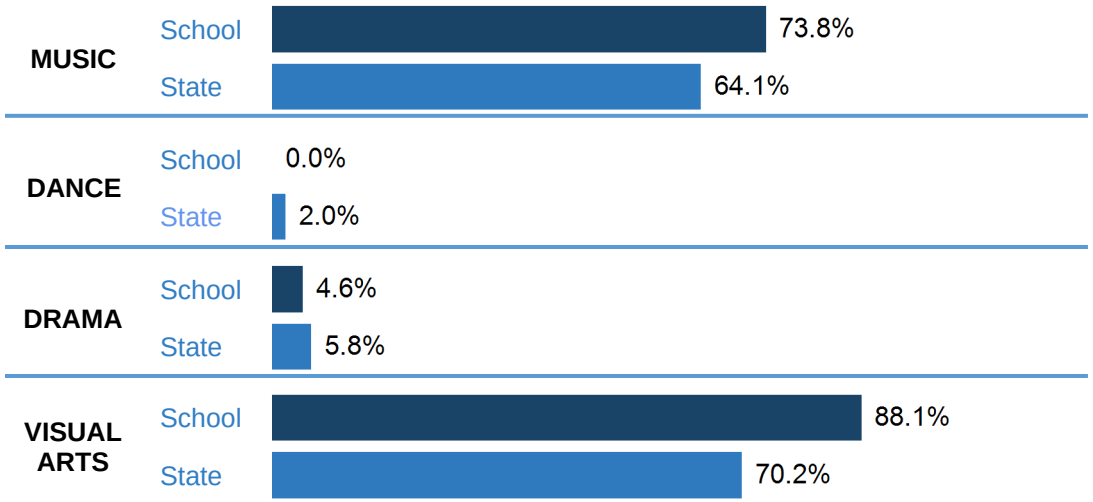


School



State

Students enrolled in one or more classes by discipline:



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

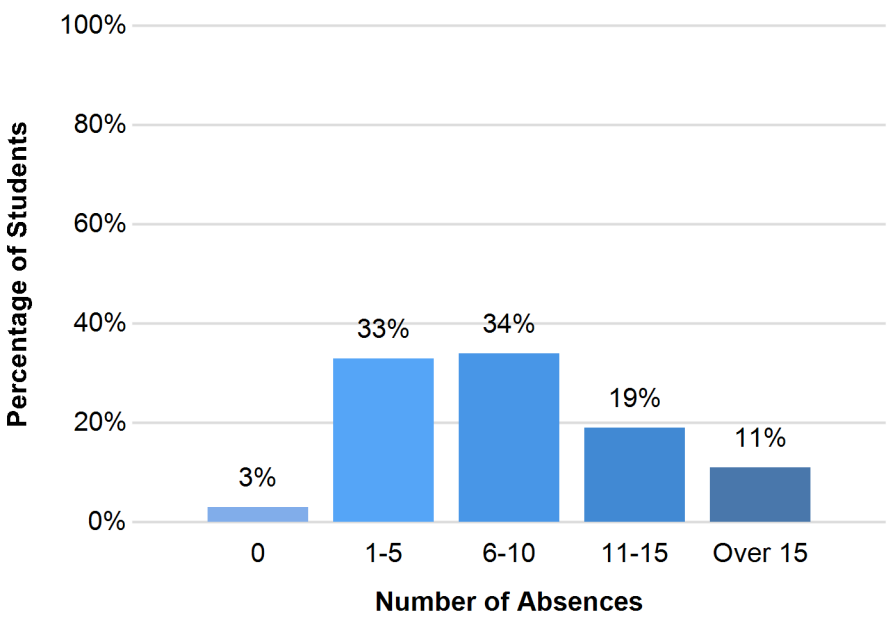
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	75	6.6	9.5	Met
White	60	6.4	9.5	Met
Hispanic	10	10.1	9.5	Not Met
Black or African American	4	7.4	9.5	Met
Asian, Native Hawaiian, or Pacific Islander	1	2.1	9.5	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	22	14.8	9.5	Not Met
Students with Disabilities	17	10.2	9.5	Not Met
English Learners	N	N	N	N

Days Absent

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



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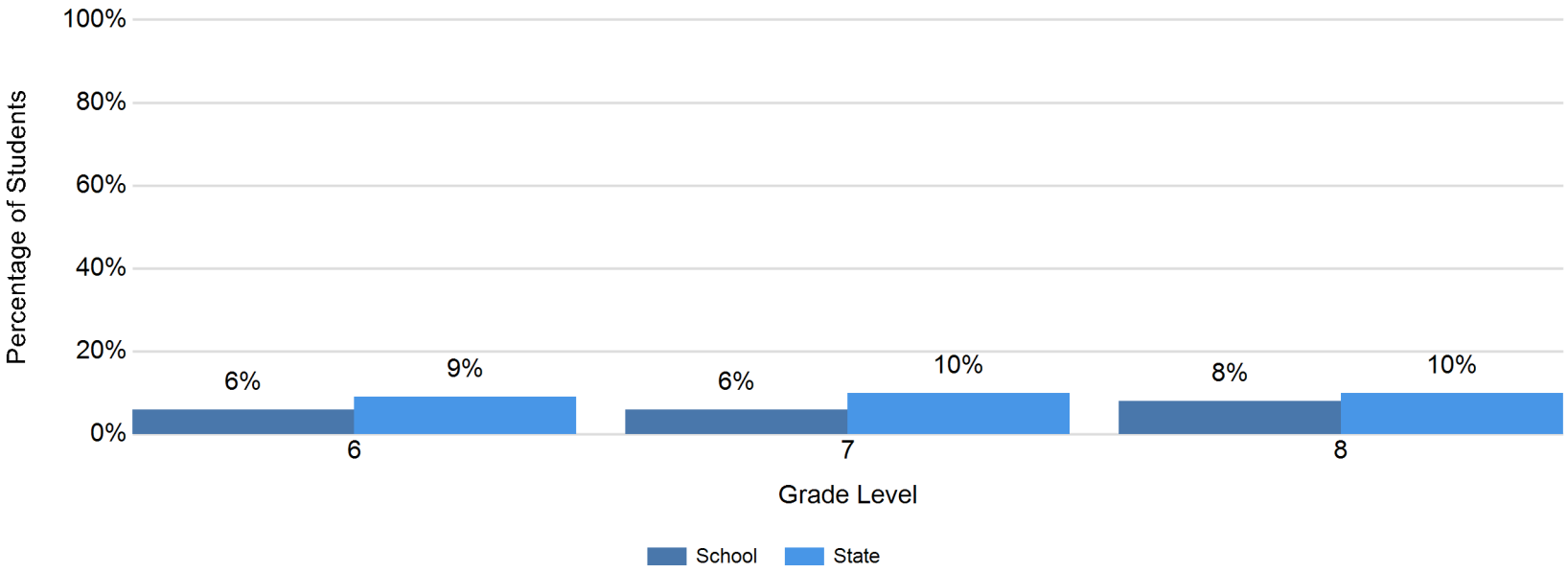
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	1
Vandalism	3
Substances	1
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	0.70

Police Notifications

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

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	1	1
Other	0	1	1
No Identified Nature	7		7

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	13	1.1%
Out-of-School Suspensions	*	*
Any Suspension	18	1.6%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
15

NJ SCHOOL PERFORMANCE REPORT

CARL W. GOETZ MIDDLE SCHOOL
(29-2360-055)
Grades Offered: 06-08
2017-2018

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School Day

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

Category	School
Typical Start Time	8:05 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	2 Hrs. 30 Mins.

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$390	$13,668	$14,058

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	89	117,464
Average years experience in public schools	15.5	12.0
Average years experience in district	12.3	10.7
Teachers in district for 4 or more years	80.9%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	41	9,374
Average years experience in public schools	20.9	16.0
Average years experience in district	12.0	12.0
Administrators in district for 4 or more years	92.7%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	12:1
Students to Administrators	381:1	202:1
Teachers to Administrators	30:1	16:1
Students to Librarians/Media Specialists		827:1
Students to Nurses		551:1
Students to Counselors		344:1
Students to Child Study Team		318:1

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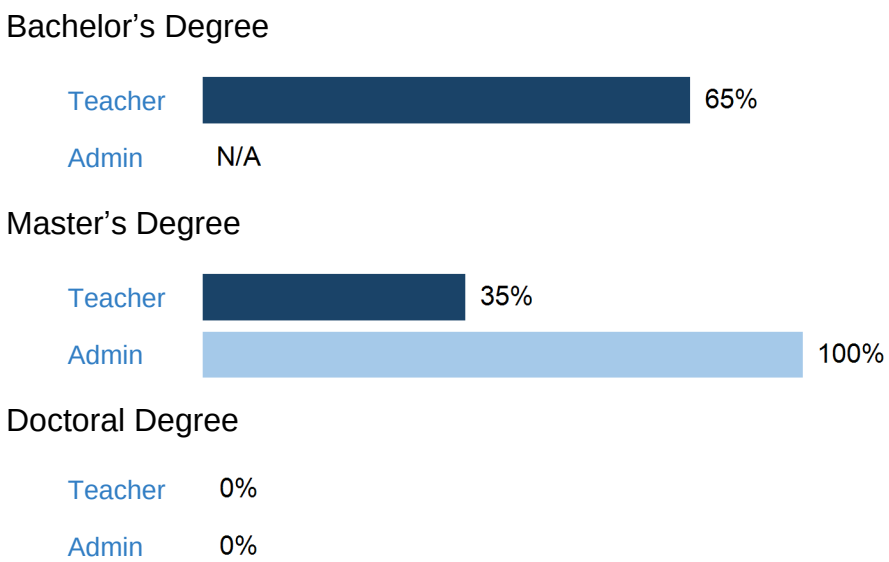
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	94.6%	90.2%
2016-17 Administrators: Same district 2017-18	94.9%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	94.9%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	80.9%	33.3%
Male	19.1%	66.7%
White	94.4%	100.0%
Hispanic	3.4%	0.0%
Black or African American	2.2%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	67.06	17.5%
Mathematics Proficiency	58.12	17.5%
English Language Arts Growth	48.40	25.0%
Mathematics Growth	40.89	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	54.32	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	52.38	n/a
Summative Rating: Percentile Rank of Summative Score	53.02	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target†	Met Standard	Met Standard	N	Met	No
White	47.38	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	48.05	14.08	No	Not Met	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	68.83	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	56.87	14.08	No	Met Goal	Met Goal	Exceeds Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	55.77	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	59.08	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• Goetz Middle School hosts the prestigious Academic Bowl each year. Goetz is proud to announce that we received the highest Literacy mSGP Scores and second highest Math mSGP Scores in Ocean County. • Goetz Middle School traditionally competes for Division Championships in all 13 of our sports teams. • Goetz Band and Chorus students are recognized annually at the county and state level for their performances.
Mission, Vision, Theme:	The Jackson School District is a partnership of dedicated staff, learners and community members committed to developing the unique abilities of each student through compelling learning experiences in a safe and nurturing environment. Our comprehensive, engaging and technology-enriched programs inspire, educate and motivate students to become independent, creative and critical thinkers who will thrive in a diverse, evolving, global society.
Awards, Recognition, Accomplishments:	Goetz was awarded the Bronze Award from Sustainable Jesery through completion of various school related activities/events/curriculum based on requirements set by Sustainable Jersey for Schools. We were also recognized for our efforts in the Crayola Marker Recycling program.

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Courses, Curriculum, Instruction:	Our comprehensive curriculum is fully aligned with the New Jersey Student Learning Standards and mirrors the value the Jackson community places on an educational experience that highlights the humanities, STEM (Science, Technology, Engineering and Math), literacy and the fine and performing arts. We offer diverse instructional opportunities in core subjects and in the fine and performing arts, which are essential to providing an effective and well-rounded education.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Wrestling (Boys & Girls) The Jackson School District believes athletics and extra-curricular activities are valuable to a student?s collective educational experience and to creating a culture of leadership, sportsmanship and initiative.
Clubs and Activities:	There are numerous Clubs and activities in the Goetz community that meet the needs of our diverse population. These clubs include: Anime Club, Arts and Crafts Club, Book Club, Builders Club, Captains Club, Chess Club, Dare to Write, FBLA, Goetz Gazette, Goetz Live, Honors Choir, I.M.P.A.C.T, Ski Club, Math League, National Junior Art Honor Society, National Junior Honor Society (NJHS), R.A.C.E.R., Robotics, Spirit Band, STEM Club, Yearbook Club. We continuously strive to develop programs whereby students can feel connected and make a difference in their school and the community.

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Before and After School Programs:	The Jackson Childcare Academy is a safe and nurturing program for children ranging from K-8th Grade. A dedicated staff of certified teachers and paraprofessionals create rich and rewarding experiences filled with age-appropriate activities, homework assistance, and warm caring relationships. Children are involved in small group learning activities while forming positive relationships that promote growth and achievement.
Staff and Professional Learning:	The Jackson School District is committed to providing meaningful, collaborative opportunities for our staff.Throughout all areas of our curriculum, we provide tools and training to help teachers ensure a rigorous and comprehensive learning experience throughout a student's career. Professional learning includes both in-district and out-of-district experiences, as well as job-embedded collaborative work that is designed to capitalize on the innovative talent within our own educational community.

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Student Supports and Services:	Jackson District Schools offers a comprehensive approach to supporting diverse learners offering programs and interventions based on research and identified best practices. Specialized instruction is offered to English Language Learners. Special needs programs support the least restrictive environment requirements and include inclusion programs, small group instruction and self-contained specialized instructional programs.
Student Health and Wellness:	District and school-based health and wellness committees ensure that all Jackson students participate in a comprehensive, sequential health and physical education program that focuses on the development of knowledge and skills, which influence life-long healthy behaviors within the context of self, family, school and the local and global communities. This sequence includes direct instruction in health and physical education and daily structured recess for all elementary students.
Parent and Community Involvement:	Parent involvement is actively encouraged through parent-school organizations within all ten Jackson schools. All parents have access to key information, such as grades and schedules through the online parent portal. Additionally, the Special Education Advisory Committee (SEAC) provides input to the district on issues concerning students with disabilities and encourages proactive collaboration between parents and school district personnel regarding matters pertaining to special education.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers All Jackson schools annually survey all stakeholders on the topic of school culture. Survey data is shared with school planning committees such as School Improvement Panels (ScIPs) and staff, as well as parent organization groups. Data is used to support existing practices and plan for identified needs. Recent results indicate stakeholders feel safe, cared for and comfortable in the schools.
Facilities:	Jackson Students benefit from investments the district and Board of Education have made in our technology, our curriculum and our facilities - all of which will have a real and lasting impact on how our students learn. Through these investments and with the commitment and dedication of our teachers, staff and parents, we are committed to advancing student achievement and to being an active leader in the evolution of education.
School Safety:	Carl W. Goetz Middle School students and staff benefit from specific drills being conducted monthly such as; fire drills, lockdown drills, evacuation drills, shelter in place drills, AED drills, and active shooter drills. Staff and students are trained in the latest ALICE techniques to combat unwanted visitors to the school. Internal and external cameras as well as receptionists, buzz in systems and sign in books are used to memorialize all visitors to the school.

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Technology and STEM:	Goetz students have access to chromebooks and Smart Boards in each classroom. Through elective courses and unified arts classes students are engaged with technology using various software programs and are exposed to computer coding programs. Goetz has an active STEM and ROBOTICS Club program after school as well.