



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



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### Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
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 for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2014-15	2015-16	2016-17
Full Time Students	0	1010	1015
Shared Time Students	0	0	0
Full Time Equivalent	0	1010	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	*	*	*	0.00	53.70	*	**	**
Two or More Races	*	*	*	45.20	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	*	8.50	20.50	*	14.6	Not Met
Students without Disabilities	404	99.8	*	51.70	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	*	*	*	21.40	26.40	*		
Students In Foster Care	N	N	*	80.00	24.80	*		
Military-Connected Students	N	N	*	0.00	53.50	*		
Migrant Students	N	N	*	0.00	23.00	*		

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



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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 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
<b>Schoolwide</b>	270	738	738	748	20%	12%	29%	32%	7%	39%	52%
White	32	748	748	757	*	*	34%	31%	*	44%	62%
Hispanic	114	728	728	732	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	776	*	*	20%	53%	*	65%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	745	*	*	*	*	*	*	48%
Female	120	747	747	756	13%	*	28%	37%	*	48%	60%
Male	150	731	731	741	25%	*	30%	29%	*	31%	43%
Economically Disadvantaged Students	167	735	735	730	24%	*	28%	31%	*	37%	32%
Non-Economically Disadvantaged Students	103	743	743	757	14%	*	32%	34%	*	43%	62%
Students with Disabilities	27	692	692	714	*	*	*	*	*	*	13%
Students without Disabilities	243	743	743	754	*	*	*	*	*	*	58%
English Learners	27	696	696	690	*	*	*	*	*	*	*
Non-English Learners	243	743	743	751	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	704	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
<b>Schoolwide</b>	250	739	739	742	17%	17%	22%	37%	7%	44%	46%
White	31	740	740	749	*	*	*	36%	*	48%	52%
Hispanic	102	732	732	727	22%	20%	*	35%	*	40%	34%
Black or African American	57	733	733	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	739	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	116	747	747	751	16%	*	12%	43%	*	56%	54%
Male	134	731	731	733	18%	*	31%	31%	*	34%	39%
Economically Disadvantaged Students	159	737	737	726	18%	*	22%	40%	*	44%	32%
Non-Economically Disadvantaged Students	91	742	742	750	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	680	*	*	*	*	*	*	*
Non-English Learners	228	744	744	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	714	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	732	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
<b>Schoolwide</b>	226	742	742	735	19%	14%	18%	35%	14%	49%	38%
White	25	735	735	738	*	*	*	*	0%	32%	40%
Hispanic	95	740	740	731	20%	15%	19%	34%	13%	46%	34%
Black or African American	54	734	734	727	28%	*	20%	30%	*	43%	30%
Asian, Native Hawaiian, or Pacific Islander	51	757	757	755	*	*	*	45%	24%	69%	58%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	120	748	748	743	16%	9%	22%	37%	17%	53%	46%
Male	106	736	736	728	22%	20%	14%	34%	10%	44%	31%
Economically Disadvantaged Students	144	739	739	729	22%	15%	16%	35%	13%	48%	32%
Non-Economically Disadvantaged Students	82	748	748	739	13%	13%	22%	37%	15%	51%	42%
Students with Disabilities	14	697	697	709	*	*	*	*	0%	14%	12%
Students without Disabilities	212	745	745	741	*	*	*	*	15%	51%	43%
English Learners	12	694	694	699	*	*	*	*	*	*	*
Non-English Learners	214	745	745	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	712	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.

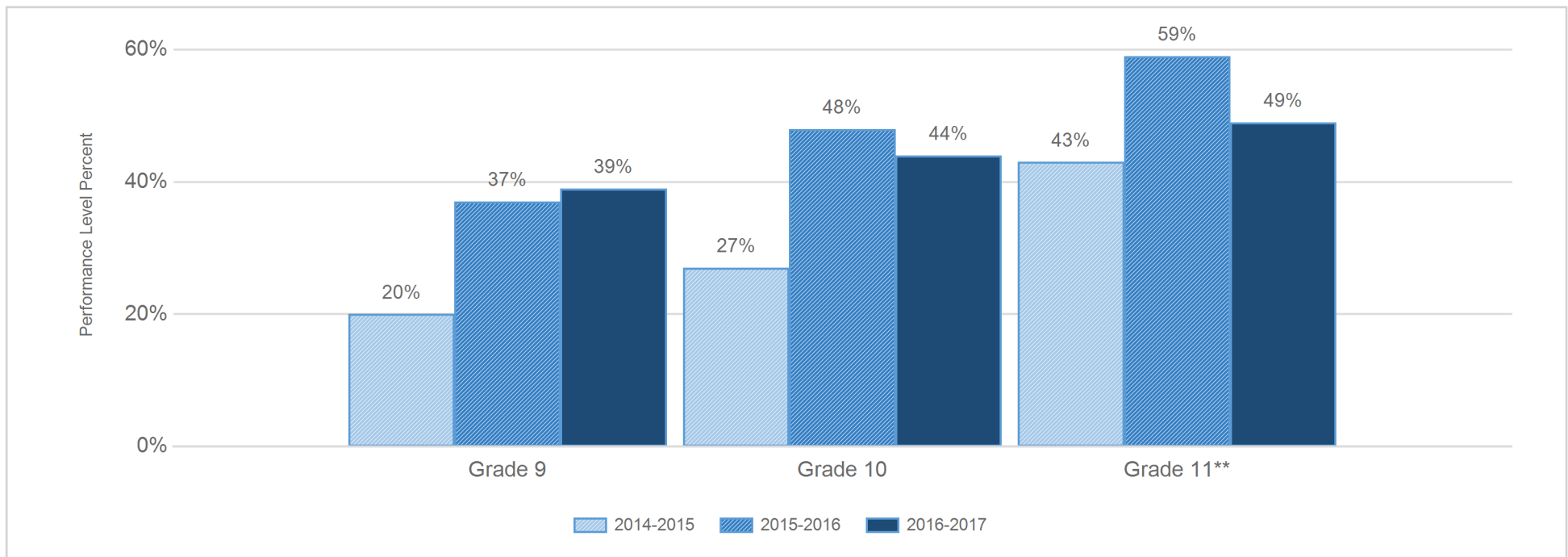


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**English Language Arts/Literacy Assessment - Performance Trends**

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



\*\* 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	*	*	*	0.00	42.50	*	**	**
Two or More Races	*	*	*	29.00	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	*	8.00	16.50	*	8.6	Not Met
Students without Disabilities	419	99.8	*	35.90	48.80	*		
English Learners	35	100.0	*	*	23.30	*	N	N
Non-English Learners	426	99.6	*	*	45.20	*		
Homeless Students	*	*	*	7.10	16.40	*		
Students In Foster Care	N	N	*	60.00	15.10	*		
Military-Connected Students	N	N	*	0.00	39.90	*		
Migrant Students	N	N	*	0.00	18.20	*		

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**Mathematics Assessment - Performance by 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
<b>Schoolwide</b>	241	719	729	742	25%	36%	28%	12%	0%	12%	42%
White	27	719	732	750	*	*	*	*	0%	11%	52%
Hispanic	117	718	725	727	23%	39%	27%	10%	0%	10%	24%
Black or African American	56	716	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	37	730	748	773	*	*	35%	*	0%	24%	76%
American Indian or Alaska Native	*	*	*	735	*	*	*	*	*	*	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	99	719	733	743	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	726	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	94	720	729	751	*	*	*	*	*	*	52%
Students with Disabilities	26	705	705	714	*	*	*	*	*	*	10%
Students without Disabilities	215	721	732	747	*	*	*	*	*	*	47%
English Learners	33	706	706	707	*	*	*	*	*	*	*
Non-English Learners	208	721	732	744	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	741	N	N	N	N	N	N	37%
Migrant Students	N	N	N	714	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
<b>Schoolwide</b>	272	726	726	733	*	36%	29%	21%	*	22%	30%
White	30	732	732	739	*	*	43%	*	0%	30%	38%
Hispanic	110	721	721	722	17%	44%	23%	*	*	16%	14%
Black or African American	62	716	716	718	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	68	740	740	757	*	25%	32%	40%	*	40%	65%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	132	727	727	734	*	32%	30%	24%	*	25%	31%
Male	140	725	725	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	701	701	711	*	*	*	*	*	*	*
Students without Disabilities	252	728	728	737	*	*	*	*	*	*	*
English Learners	22	704	704	709	*	*	*	*	*	*	*
Non-English Learners	250	728	728	734	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	726	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
<b>Schoolwide</b>	212	716	716	724	42%	22%	14%	23%	0%	23%	28%
White	29	714	714	731	48%	*	*	*	0%	28%	33%
Hispanic	82	712	712	709	43%	29%	*	18%	*	18%	14%
Black or African American	46	699	699	702	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	54	738	738	760	*	22%	20%	43%	*	43%	62%
American Indian or Alaska Native	N	N	N	714	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	110	718	718	724	40%	24%	12%	25%	0%	25%	27%
Male	102	714	714	724	43%	20%	17%	21%	0%	21%	29%
Economically Disadvantaged Students	136	712	712	708	43%	23%	*	18%	*	18%	13%
Non-Economically Disadvantaged Students	76	723	723	732	38%	20%	*	30%	*	30%	35%
Students with Disabilities	16	684	684	692	*	*	*	*	*	*	*
Students without Disabilities	196	719	719	728	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	725	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	709	N	N	N	N	N	N	14%
Migrant Students	N	N	N	701	N	N	N	N	N	N	14%



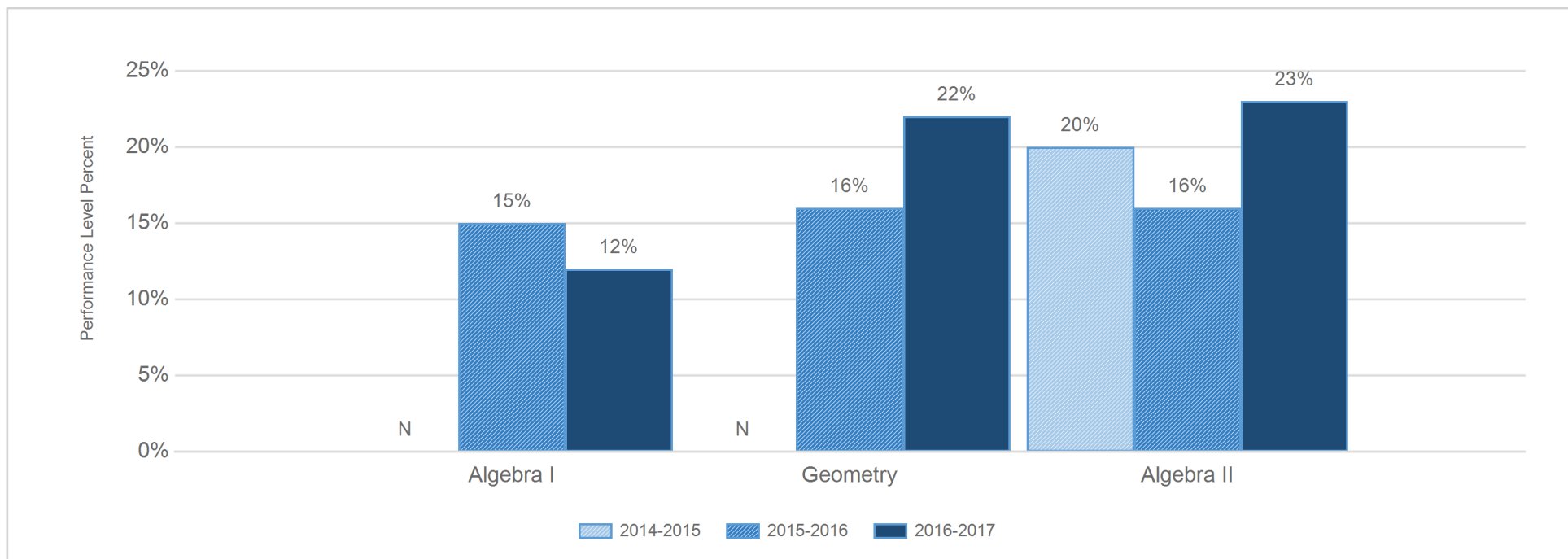
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### Mathematics Assessment – Performance Trends

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





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### Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
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.

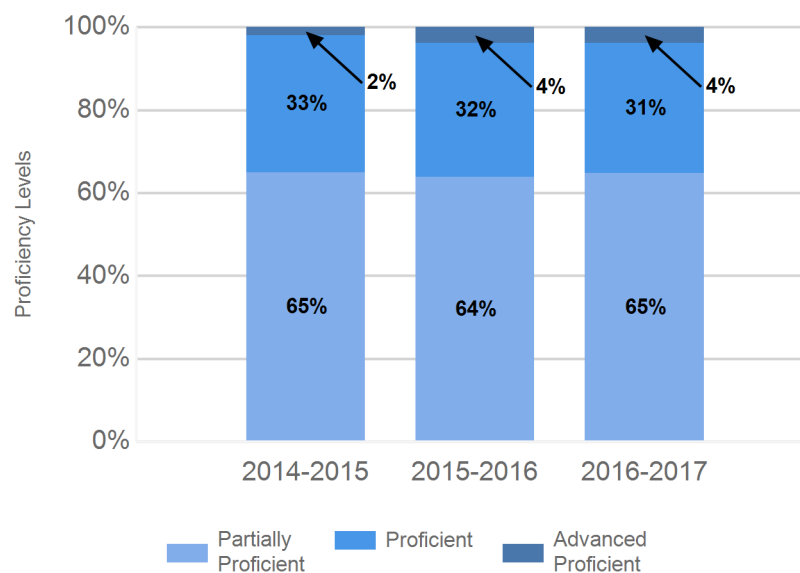
**Biology Assessment - Performance**

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%	94.7%
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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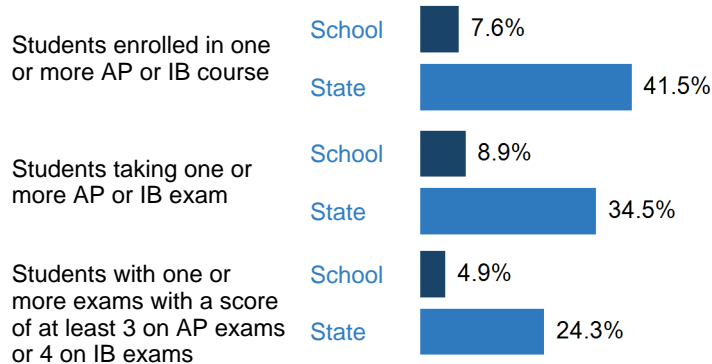
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

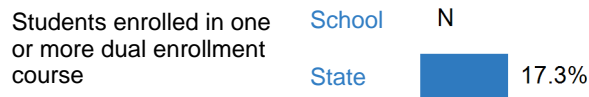
**AP/IB Coursework – Participation and Performance**

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
<b>Total Exams Taken</b>		87
<b>Exams with scores of at least 3 on AP exams or 4 on IB exams</b>		42





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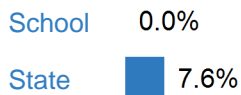
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

### 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.

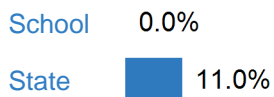
#### CTE Participants

(completed only one course in an approved CTE program)



#### CTE Concentrators

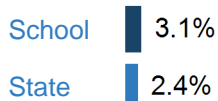
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



### 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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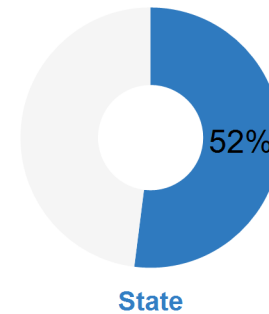
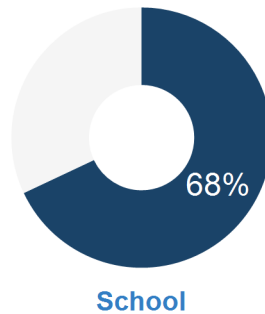
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**Visual and Performing Arts – Course Participation**

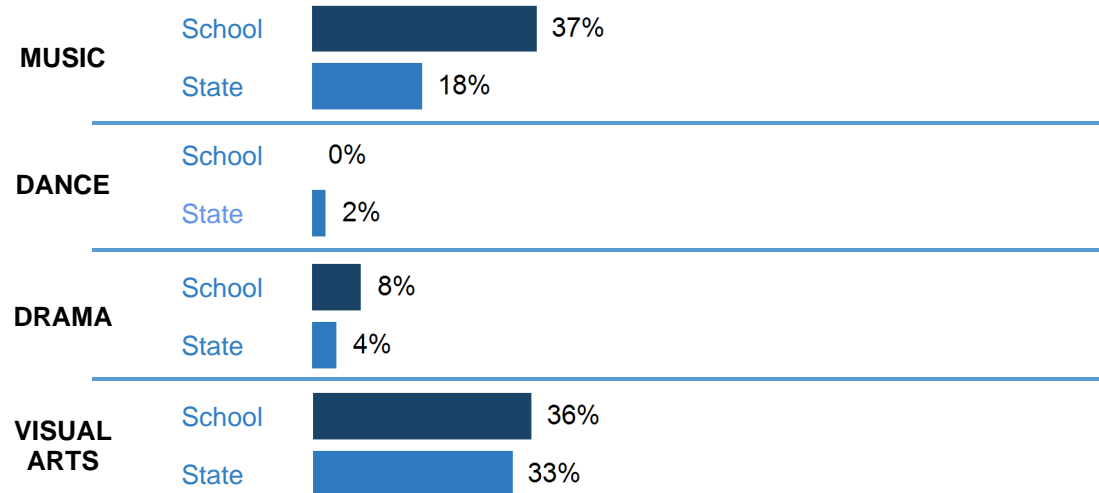
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

**Grades 9-12:**

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



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%	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%	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%	97.5%	97%	N	Met Goal	93.4%	96.0%	Not Met
American Indian or Alaska Native	*	92.3%	*	86.6%	*	*	*	*	*	*
Two or More Races	*	91.9%	*	93.7%	*	**	**	*	**	**
Economically Disadvantaged Students	80.5%	83.9%	90.1%	85.6%	88%	84.5%	Met Target	88.7%	89.7%	Not Met
Students with Disabilities	62.1%	78.8%	75.8%	82.1%	75%	62.3%	Met Target	65.6%	69.0%	Not Met
English Learners	63.2%	76.1%	90%	79.7%	90%	N	N	66.7%	**	**
Homeless Students	*	73.2%	*	74.4%	*	*	*	*		

**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%	90.4%
2015	84%	87%

**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.

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%

**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	% 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	68.6%	50%	50%	70.8%	29.2%	91.7%	8.3%
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	0%	0%	0%	0%	0%	0%	0%
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	*	*	0%	*	0%	*	0%



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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**

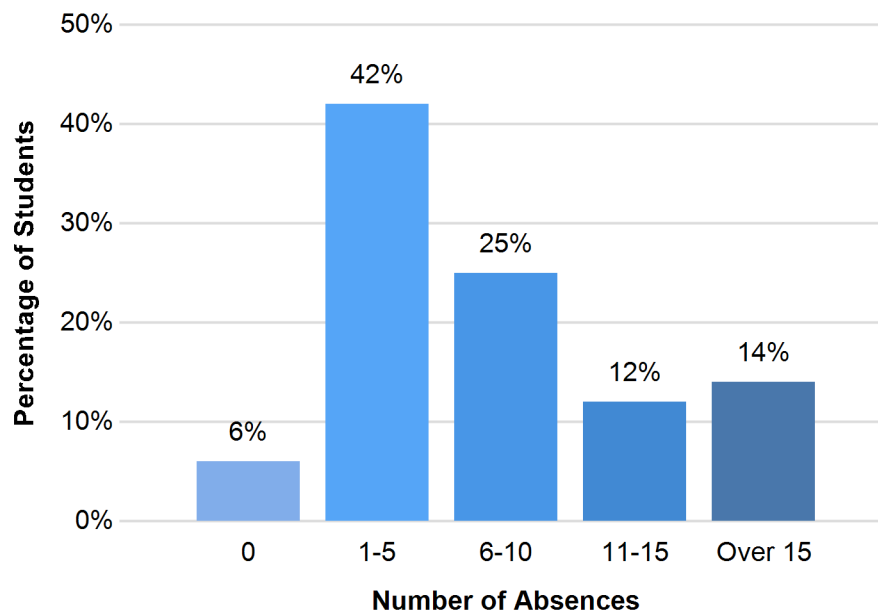
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

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	0	**	**
Two or More Races	0	**	**
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.



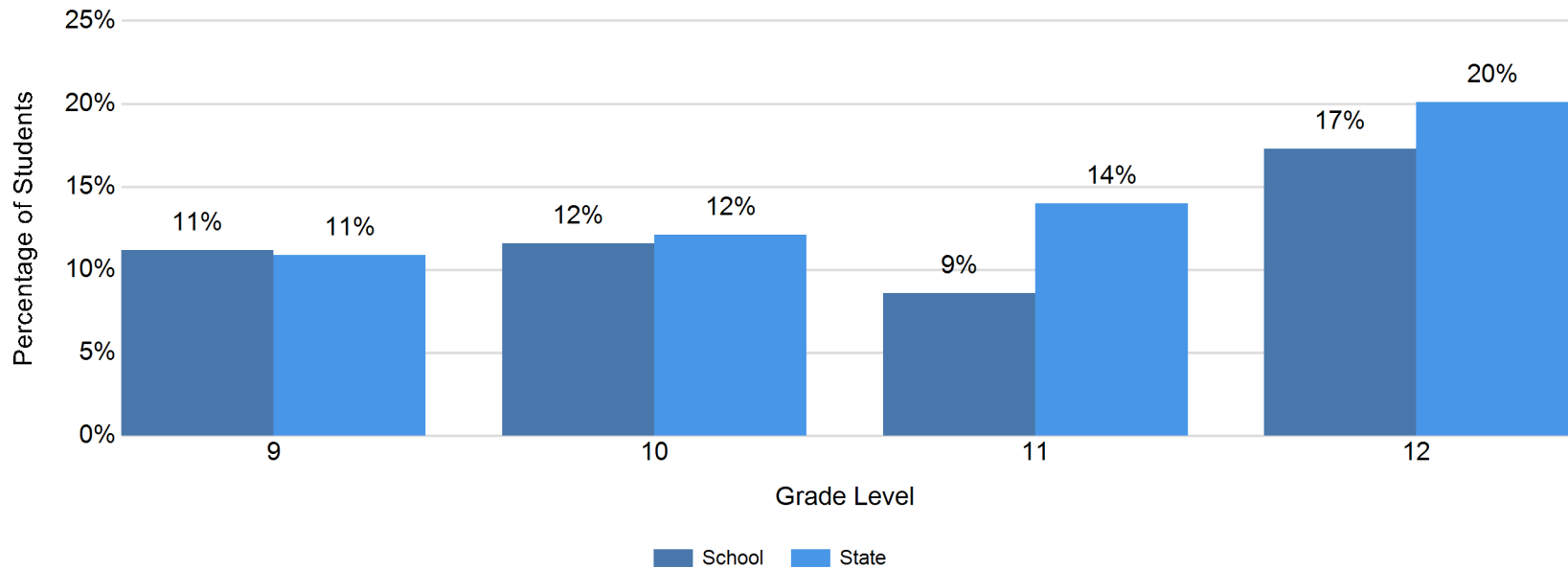


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### Chronic Absenteeism by Grade

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	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	1:1.5	133.9 kbps	100 kbps	Yes	Fiber	Fiber	Yes

**Per-Pupil Expenditures (District Level)**

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

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



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

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

**Teachers:** All classroom teachers

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

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

**Teachers – Experience and Certifications**

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

Category	Teachers in Schools	Teachers in State
Total Number of teachers	83	121,048
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	9,533
Average years experience in public schools	18.2	15.9
Average years experience in district	18.2	11.6
Administrators in district for 4 or more years	76%	74%

**Student to Staff Ratios**

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	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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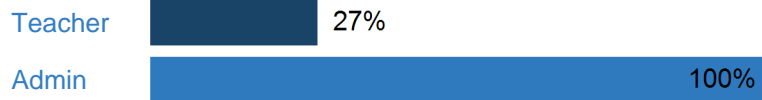
**Teachers and Administrators - Level of Education**

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.

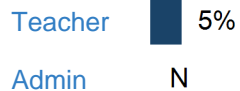
**Bachelor's Degree**



**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	17.5%
Mathematics Proficiency	37	17.5%
Graduation - 4-Year	30	25%
Graduation - 5-Year	16	25%
Chronic Absenteeism	36	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		31
<b>Summative Rating:</b> Percentile rank of Summative Score		25 <sup>th</sup>
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No
<b>Requires Comprehensive Support:</b> 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	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	N/A	No	Met Target†	Met Target	Met Target	Met Target	Not Met	No
White	15	No	Met Target†	Met Target	Not Met	Met Target	Not Met	No
Hispanic	47	No	Met Target	Met Target†	Met Target	Not Met	Met Target	No
Black or African American	49	No	Met Target†	Met Target†	Met Target	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	23	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	63	No	Met Target	Met Target†	Met Target	Met Target	Not Met	No
Students with Disabilities	18	No	Not Met	Not Met	Not Met	Met Target	Not Met	No
English Learners	75	No	N	N	Not Met	N	**	No

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† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. Salvatore	<b>Email Address:</b>	<a href="mailto:dsalvatore@carteretschools.org">dsalvatore@carteretschools.org</a>
<b>Address:</b>	199 WASHINGTON AVENUE CARTERET, NJ 07008	<b>Website:</b>	<a href="http://www.carteretschools.org/CarteretHigh.cfm">http://www.carteretschools.org/CarteretHigh.cfm</a>
<b>Phone:</b>	(732)541-8960	<b>Facebook:</b>	N/A
		<b>Twitter:</b>	<a href="https://twitter.com/CarteretRambler">https://twitter.com/CarteretRambler</a>

School Narrative

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

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Recognized as AP District Honor Roll by AP College Board for expanding opportunities and improved student performance</li> <li>• Competitive sports teams and award winning band &amp; choir</li> <li>• Increased graduation rate by 5.7% in the last reported year</li> </ul>
 <b>Mission, Vision, Theme:</b>	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.
 <b>Awards, Recognition, Accomplishments:</b>	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.







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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>New courses at CHS include JAG, Engineering &amp; Design, Comics in American History, Chamber &amp; Concert Choir, Music Theory, Coding, &amp; AP Computer Principles. AE in Math has been redesigned, and our Punjabi, Video Production, AP Courses, and ELA &amp; Math portfolio offerings have all been expanded. The ELA, Math, &amp; 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>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys and Girls), Bowling (Boys and Girls), Football (Boys and Girls), Soccer (Boys and Girls), Softball (Girls), Tennis (Girls), Track and Field - Spring (Boys and 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>
 <p><b>Clubs and Activities:</b></p>	<p>CHS offers opportunities for students to expand their interests &amp; abilities to meaningfully contribute to the school &amp; increase college and career readiness. CHS offers Band, Choir, Drama &amp; World Language Travel clubs, Engineering &amp; 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>
 <p><b>Before and After School Programs:</b></p>	<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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 <p><b>Staff and Professional Learning:</b></p>	<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, &amp; 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>
 <p><b>Postsecondary Information:</b></p>	<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 &amp; trade schools promote success after graduation.</p>
 <p><b>Student Supports and Services:</b></p>	<p>CHS has redesigned ESL services; students are placed by proficiency level &amp; 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, &amp; new teaching partnerships. Curriculum &amp; programming expansion includes redesigned life skills, career explorations, &amp; community-based instruction courses, as well as new classes for our special needs population.</p>
 <p><b>Student Health and Wellness:</b></p>	<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>
 <p><b>Parent and Community Involvement:</b></p>	<p>CHS offers the Parent Portal where all aspects of the students day, including grades &amp; 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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 <p><b>Climate Surveys:</b></p>	<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, &amp; parents feel about school climate &amp; culture. The results indicate students believe there are numerous opportunities for them to be involved in the school. Students feel we have a warm &amp; 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>
 <p><b>Facilities:</b></p>	<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 &amp; lighting systems. Administrative, guidance, and support staff offices were all relocated, are handicap accessible, and now include conference rooms.</p>



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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.



Other Information: