



CARTERET BORO
(23-0750)
Grades Offered: PK-12
2017-2018

Report Key:

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- ** Accountability calculations require 20 or more students
- N** No Data is available to display
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How to use this report:

- **Learn more** about this district 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 at the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) for this district.
- 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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District Contact Info

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

Type	Contact Information
County	MIDDLESEX
District	CARTERET BORO
Superintendent Name	MRS. DIAZ
Address	599 ROOSEVELT AVENUE CARTERET, NJ 07008-2912
Phone Number	(732)541-8960 Ext. 6001
Email Address	RDIAZ@CARTERETSCHOOLS.ORG
Website	http://www.carteretschools.org



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Schools in this District

Click on a school name below to access the detailed school-level report for each school.

School Name	Grades Served
CARTERET HIGH SCHOOL	09-12
CARTERET MIDDLE SCHOOL	06-08
COLUMBUS ELEMENTARY SCHOOL	PK-05
NATHAN HALE ELEMENTARY SCHOOL	PK-05
PRIVATE NICHOLAS MINUE ELEMENTARY SCHOOL	PK-05



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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
PK	158	166	236
KG	243	258	282
1	313	276	267
2	312	308	271
3	249	311	316
4	302	262	326
5	253	308	268
6	296	250	285
7	281	295	277
8	299	285	297
9	251	280	262
10	250	257	260
11	265	228	247
12	246	250	227
Total	3,718	3,734	3,821

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	49.8%	48.7%	48.8%
Male	50.2%	51.3%	51.2%
Economically Disadvantaged Students	67.6%	68.7%	70.1%
Students with Disabilities	10.6%	11.0%	12.0%
English Learners	11.8%	11.6%	12.7%
Homeless Students		0.9%	1.0%
Students in Foster Care		0.3%	0.2%
Military-Connected Students		0.0%	0.2%
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	11.9%	11.0%	10.4%
Hispanic	42.8%	44.9%	46.2%
Black or African American	19.0%	17.6%	16.2%
Asian	24.4%	24.5%	25.0%
Native Hawaiian or Pacific Islander	0.2%	0.3%	0.3%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	1.6%	1.6%	1.8%

Enrollment Trends by Full/ Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2015-16	2016-17	2017-18
PK - Half Day	138	161	155
PK - Full Day	20	5	81
KG - Half Day	0	0	0
KG - Full Day	243	258	282

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	3,716	3,732	3,821
Shared Time Students	2	4	0
Full Time Equivalent	3,717	3,734	3,821

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	54.8%
Spanish	22.7%
Panjabi	12.3%
Urdu	5.0%
Arabic	1.2%
Other Languages	3.9%



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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 district are ordered from smallest to largest, the median student growth percentile (mSGP) for the district 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 state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

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



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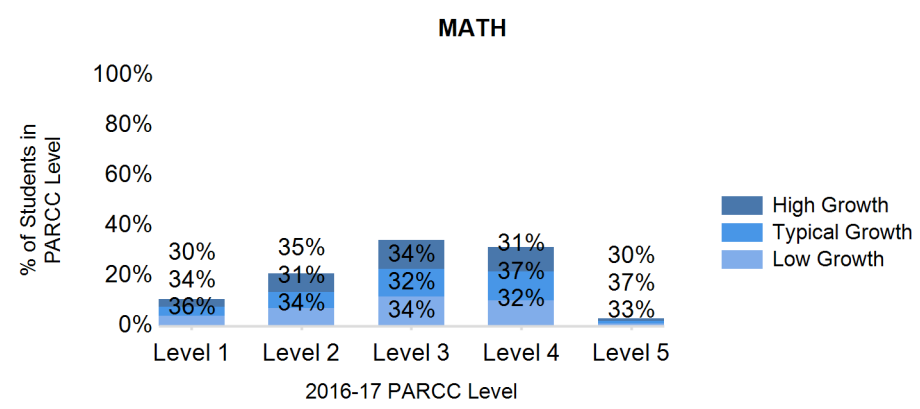
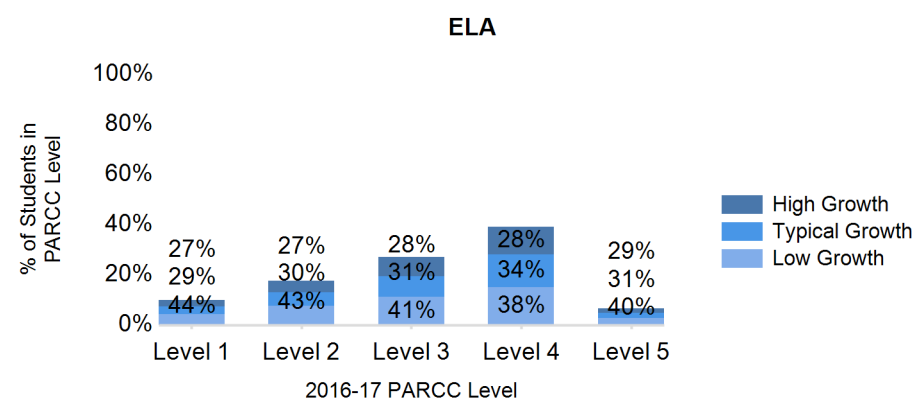
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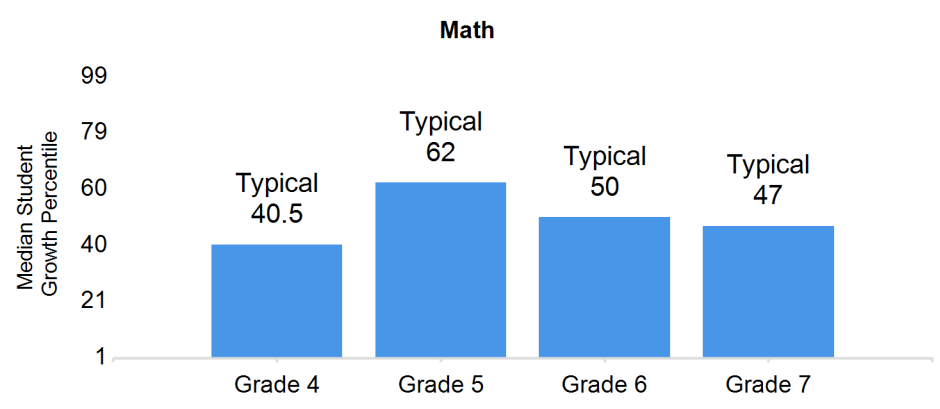
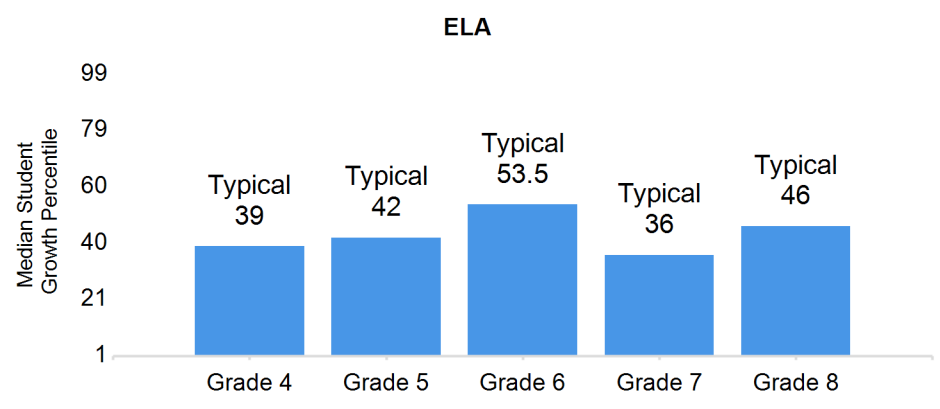
Student Growth by Performance Level

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



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 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	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
Districtwide	2172	99.8	47.1	56.7	47.1	47.1	Met Target
White	235	98.8	55.3	65.6	55.3	49	Met Target
Hispanic	1008	99.9	39.3	42.5	39.3	40.3	Met Target†
Black or African American	376	99.7	36.4	37.3	36.4	40.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	519	100.0	65.1	82.3	65.1	64.3	Met Target
American Indian or Alaska Native	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	63.4	*	46.9	Met Target
Female	1048	99.8	55.8	64.5	55.8		
Male	1124	99.7	38.9	49.4	38.9		
Economically Disadvantaged Students	1624	99.8	44.5	38.5	44.5	45.1	Met Target†
Non-Economically Disadvantaged Students	548	99.7	54.9	67.5	54.9		
Students with Disabilities	296	98.7	*	21.6	*	14.4	Not Met
Students without Disabilities	1876	99.9	*	63.9	*		
English Learners	357	100.0	*	27.3	30.2	27.1	Met Target
Non-English Learners	1815	99.7	*	59.4	50.4		
Homeless Students	29	100.0	37.9	27.7	37.9		
Students In Foster Care	*	*	*	26.3	*		
Military-Connected Students	*	*	*	57.4	*		
Migrant Students	*	*	*	30.1	*		

† Target was met within a confidence interval.



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	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
Districtwide	308	743	750	18%	13%	22%	41%	5%	46%	52%
White	34	761	759	*	*	*	*	*	68%	61%
Hispanic	132	736	736	22%	13%	27%	*	*	38%	38%
Black or African American	58	*	733	24%	17%	28%	*	*	31%	35%
Asian, Native Hawaiian, or Pacific Islander	73	*	777	*	*	14%	*	*	63%	77%
American Indian or Alaska Native	N	N	743	N	N	N	N	N	N	46%
Two or More Races	11	741	758	*	*	*	*	*	55%	58%
Female	158	749	756	16%	11%	16%	*	*	57%	57%
Male	150	736	744	19%	16%	29%	*	*	35%	46%
Economically Disadvantaged Students	240	737	733	*	*	23%	*	*	41%	34%
Non-Economically Disadvantaged Students	68	761	762	*	*	19%	*	*	66%	64%
Students with Disabilities	41	*	719	*	*	*	*	*	*	24%
Students without Disabilities	267	*	756	*	*	*	*	*	*	57%
English Learners	49	*	712	45%	*	22%	*	*	14%	15%
Non-English Learners	259	*	753	13%	*	22%	*	*	53%	55%
Homeless Students	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	722	*	*	*	*	*	*	23%
Military-Connected Students	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	741	N	N	N	N	N	N	48%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	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
Districtwide	321	744	756	13%	12%	28%	40%	7%	47%	58%
White	27	753	764	*	*	*	*	*	56%	68%
Hispanic	154	737	744	18%	15%	29%	*	*	39%	44%
Black or African American	51	742	739	*	*	45%	*	*	39%	39%
Asian, Native Hawaiian, or Pacific Islander	76	755	782	*	*	22%	47%	16%	63%	83%
American Indian or Alaska Native	N	N	758	N	N	N	N	N	N	60%
Two or More Races	13	751	763	*	*	*	*	*	62%	63%
Female	160	750	762	9%	8%	28%	*	*	55%	63%
Male	161	737	751	16%	16%	29%	*	*	39%	53%
Economically Disadvantaged Students	248	*	740	*	*	31%	40%	4%	44%	40%
Non-Economically Disadvantaged Students	73	*	767	*	*	21%	40%	18%	58%	70%
Students with Disabilities	50	715	726	44%	20%	20%	*	*	16%	25%
Students without Disabilities	271	749	762	7%	10%	30%	*	*	53%	64%
English Learners	44	719	720	36%	*	27%	*	*	23%	17%
Non-English Learners	277	748	759	9%	*	29%	*	*	51%	61%
Homeless Students	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	732	N	N	N	N	N	N	33%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	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
Districtwide	260	747	755	7%	17%	27%	44%	4%	48%	58%
White	38	756	763	*	*	*	*	*	63%	68%
Hispanic	115	739	743	12%	22%	24%	*	*	42%	43%
Black or African American	42	*	738	*	*	33%	45%	0%	45%	38%
Asian, Native Hawaiian, or Pacific Islander	62	757	780	*	*	31%	*	*	55%	84%
American Indian or Alaska Native	*	*	752	*	*	*	*	*	*	53%
Two or More Races	*	*	763	*	*	*	*	*	*	65%
Female	132	752	762	*	17%	20%	*	*	58%	66%
Male	128	741	749	*	18%	34%	*	*	39%	51%
Economically Disadvantaged Students	197	*	739	*	*	28%	*	*	43%	39%
Non-Economically Disadvantaged Students	63	*	766	*	*	22%	*	*	65%	71%
Students with Disabilities	28	705	724	*	*	*	*	*	*	22%
Students without Disabilities	232	752	762	*	*	*	*	*	*	65%
English Learners	17	712	712	*	*	*	*	*	*	11%
Non-English Learners	243	749	757	*	*	*	*	*	*	60%
Homeless Students	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	*	*	728	*	*	*	*	*	*	27%
Military-Connected Students	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	732	N	N	N	N	N	N	33%



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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	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
Districtwide	284	747	754	12%	16%	22%	41%	9%	50%	56%
White	*	*	761	*	*	*	*	*	*	66%
Hispanic	136	742	742	14%	19%	24%	*	*	43%	42%
Black or African American	46	737	737	*	24%	26%	*	*	35%	35%
Asian, Native Hawaiian, or Pacific Islander	76	761	779	*	*	14%	57%	14%	71%	83%
American Indian or Alaska Native	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	761	*	*	*	*	*	*	64%
Female	125	758	761	*	*	16%	*	*	66%	64%
Male	159	738	748	*	*	26%	*	*	38%	48%
Economically Disadvantaged Students	212	744	739	*	*	22%	40%	8%	47%	37%
Non-Economically Disadvantaged Students	72	756	764	*	*	22%	46%	14%	60%	68%
Students with Disabilities	41	707	723	*	*	*	*	*	*	18%
Students without Disabilities	243	754	760	*	*	*	*	*	*	63%
English Learners	11	713	712	*	*	*	*	*	*	*
Non-English Learners	273	748	755	*	*	*	*	*	*	*
Homeless Students	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	752	N	N	N	N	N	N	55%
Migrant Students	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	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
Districtwide	265	738	760	17%	17%	27%	29%	10%	40%	63%
White	*	*	768	*	*	*	*	*	*	72%
Hispanic	130	734	746	17%	22%	26%	26%	9%	35%	49%
Black or African American	47	729	740	23%	21%	23%	*	*	32%	42%
Asian, Native Hawaiian, or Pacific Islander	57	757	790	*	*	30%	40%	18%	58%	87%
American Indian or Alaska Native	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	767	*	*	*	*	*	*	68%
Female	126	742	769	12%	17%	28%	33%	11%	44%	72%
Male	139	734	752	21%	17%	27%	27%	9%	36%	54%
Economically Disadvantaged Students	210	737	742	*	16%	28%	*	*	39%	44%
Non-Economically Disadvantaged Students	55	742	771	*	18%	25%	*	*	42%	73%
Students with Disabilities	29	687	721	*	*	*	*	*	*	22%
Students without Disabilities	236	744	768	*	*	*	*	*	*	71%
English Learners	17	698	705	*	*	*	*	*	*	11%
Non-English Learners	248	741	762	*	*	*	*	*	*	64%
Homeless Students	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	*	*	758	*	*	*	*	*	*	64%
Migrant Students	N	N	716	N	N	N	N	N	N	21%



CARTERET BORO
(23-0750)
Grades Offered: PK-12
2017-2018

Report Key:

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

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	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
Districtwide	293	748	759	12%	13%	27%	37%	11%	48%	60%
White	*	*	767	*	*	*	*	*	*	70%
Hispanic	145	742	744	14%	12%	34%	32%	7%	39%	45%
Black or African American	38	731	739	*	*	*	*	*	32%	39%
Asian, Native Hawaiian, or Pacific Islander	72	772	789	*	*	17%	44%	28%	72%	86%
American Indian or Alaska Native	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	766	*	*	*	*	*	*	66%
Female	142	755	768	8%	9%	25%	46%	11%	57%	69%
Male	151	741	751	16%	16%	29%	28%	11%	39%	52%
Economically Disadvantaged Students	205	747	740	*	*	27%	37%	10%	47%	42%
Non-Economically Disadvantaged Students	88	750	769	*	*	28%	35%	14%	49%	71%
Students with Disabilities	36	697	719	*	*	*	*	*	*	19%
Students without Disabilities	257	755	766	*	*	*	*	*	*	68%
English Learners	12	697	703	*	*	*	*	*	*	*
Non-English Learners	281	750	761	*	*	*	*	*	*	*
Homeless Students	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	718	N	N	N	N	N	N	21%



CARTERET BORO
(23-0750)
Grades Offered: PK-12
2017-2018

Report Key:

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

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

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



CARTERET BORO
(23-0750)
Grades Offered: PK-12
2017-2018

Report Key:

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

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

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



CARTERET BORO
(23-0750)
Grades Offered: PK-12
2017-2018

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

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

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

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	239	750	736	15%	9%	22%	38%	17%	55%	39%
White	*	*	737	*	*	*	*	*	*	41%
Hispanic	104	746	731	16%	*	28%	*	*	48%	35%
Black or African American	48	744	729	*	*	23%	*	*	52%	31%
Asian, Native Hawaiian, or Pacific Islander	56	762	759	*	*	*	45%	27%	71%	60%
American Indian or Alaska Native	N	N	730	N	N	N	N	N	N	25%
Two or More Races	*	*	737	*	*	*	*	*	*	39%
Female	113	764	745	*	*	21%	39%	27%	65%	48%
Male	126	738	728	*	*	22%	37%	8%	45%	31%
Economically Disadvantaged Students	164	746	730	*	*	21%	42%	12%	54%	33%
Non-Economically Disadvantaged Students	75	759	739	*	*	23%	29%	27%	56%	42%
Students with Disabilities	17	706	708	*	*	*	*	*	18%	13%
Students without Disabilities	222	754	742	*	*	*	*	*	58%	44%
English Learners	22	710	702	*	*	*	*	*	*	*
Non-English Learners	217	754	738	*	*	*	*	*	*	*
Homeless Students	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	707	N	N	N	N	N	N	*

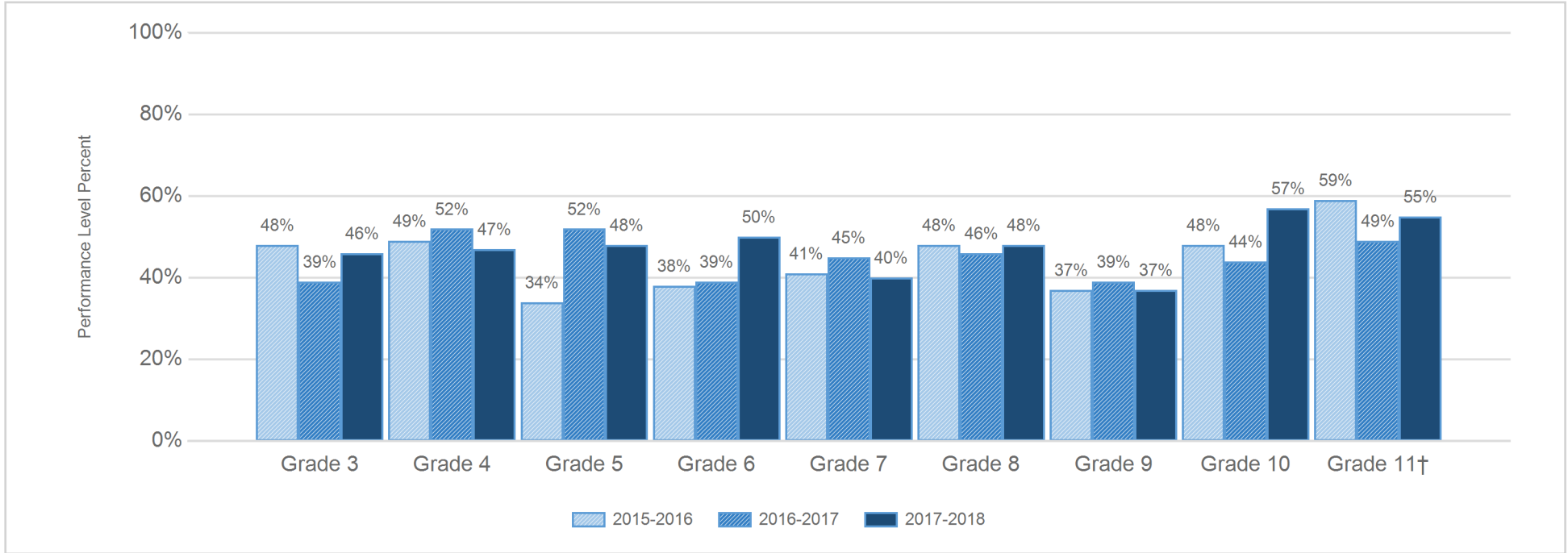


CARTERET BORO
(23-0750)
Grades Offered: PK-12
2017-2018

Report Key:
 * Data is not displayed in order to protect student privacy
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N No Data is available to display
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English Language Arts/Literacy Assessment - Performance Trends

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



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



CARTERET BORO
(23-0750)
Grades Offered: PK-12
2017-2018

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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 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	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
Districtwide	2211	99.8	32.8	45.0	32.8	36.5	Not Met
White	241	99.2	42.7	54.1	42.7	39.6	Met Target
Hispanic	1024	100.0	23.9	29.2	23.9	31.7	Not Met
Black or African American	385	99.5	21.6	23.4	21.6	24.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	525	100.0	53.2	77.0	53.2	54	Met Target†
American Indian or Alaska Native	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	53.0	*	31.5	Met Target
Female	1063	99.8	35.6	46.0	35.6		
Male	1148	99.8	30.2	43.9	30.2		
Economically Disadvantaged Students	1651	99.8	29.9	26.6	29.9	35.6	Not Met
Non-Economically Disadvantaged Students	560	99.8	41.2	55.9	41.2		
Students with Disabilities	300	99.1	*	17.1	*	16.9	Not Met
Students without Disabilities	1911	100.0	*	50.5	*		
English Learners	374	100.0	26.2	24.6	26.2	29.2	Met Target†
Non-English Learners	1837	99.8	34.1	46.9	34.1		
Homeless Students	28	100.0	17.9	17.3	17.9		
Students In Foster Care	*	*	*	16.2	*		
Military-Connected Students	*	*	*	45.8	*		
Migrant Students	*	*	*	23.7	*		

† Target was met within a confidence interval.



CARTERET BORO
(23-0750)
Grades Offered: PK-12
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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	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
Districtwide	316	738	752	13%	24%	24%	30%	9%	39%	53%
White	35	*	760	*	*	*	*	*	60%	64%
Hispanic	136	732	739	15%	30%	25%	*	*	30%	38%
Black or African American	58	*	734	22%	31%	24%	*	*	22%	32%
Asian, Native Hawaiian, or Pacific Islander	76	*	780	*	*	21%	42%	14%	57%	83%
American Indian or Alaska Native	N	N	747	N	N	N	N	N	N	49%
Two or More Races	11	740	757	0%	*	*	*	*	36%	59%
Female	162	742	752	12%	20%	23%	34%	10%	44%	53%
Male	154	733	751	14%	29%	25%	26%	6%	32%	53%
Economically Disadvantaged Students	246	734	736	*	*	26%	26%	7%	32%	35%
Non-Economically Disadvantaged Students	70	753	762	*	*	17%	46%	16%	61%	66%
Students with Disabilities	42	704	730	*	*	*	*	*	*	29%
Students without Disabilities	274	743	756	*	*	*	*	*	*	57%
English Learners	56	*	726	29%	27%	34%	*	*	11%	23%
Non-English Learners	260	*	754	10%	23%	22%	*	*	45%	56%
Homeless Students	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	*	*	725	*	*	*	*	*	*	23%
Military-Connected Students	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	737	N	N	N	N	N	N	46%



CARTERET BORO
(23-0750)
Grades Offered: PK-12
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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	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
Districtwide	323	735	748	13%	21%	33%	*	*	33%	49%
White	28	737	755	*	*	*	50%	0%	50%	60%
Hispanic	155	729	737	16%	27%	34%	23%	0%	23%	34%
Black or African American	51	728	730	*	29%	35%	*	*	22%	27%
Asian, Native Hawaiian, or Pacific Islander	76	751	774	*	*	33%	*	*	53%	80%
American Indian or Alaska Native	N	N	748	N	N	N	N	N	N	46%
Two or More Races	13	741	752	*	*	*	*	*	46%	55%
Female	160	737	748	11%	19%	36%	*	*	34%	50%
Male	163	733	748	15%	23%	29%	*	*	32%	49%
Economically Disadvantaged Students	249	*	733	*	21%	35%	*	*	29%	30%
Non-Economically Disadvantaged Students	74	*	758	*	20%	23%	*	*	49%	62%
Students with Disabilities	50	710	725	50%	20%	20%	*	*	10%	22%
Students without Disabilities	273	740	753	7%	21%	35%	*	*	37%	55%
English Learners	46	720	722	33%	*	37%	*	*	13%	16%
Non-English Learners	277	738	750	10%	*	32%	*	*	36%	52%
Homeless Students	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	731	N	N	N	N	N	N	32%



CARTERET BORO
(23-0750)
Grades Offered: PK-12
2017-2018

Report Key:

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- N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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	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
Districtwide	264	744	748	7%	19%	28%	40%	6%	46%	49%
White	38	750	756	*	*	*	*	*	58%	60%
Hispanic	118	736	736	8%	25%	34%	*	*	33%	32%
Black or African American	42	*	730	*	*	26%	45%	0%	45%	26%
Asian, Native Hawaiian, or Pacific Islander	63	757	777	*	*	25%	*	*	60%	82%
American Indian or Alaska Native	*	*	745	*	*	*	*	*	*	42%
Two or More Races	*	*	754	*	*	*	*	*	*	55%
Female	133	747	749	*	19%	23%	*	*	53%	50%
Male	131	741	747	*	20%	33%	*	*	38%	48%
Economically Disadvantaged Students	201	*	733	*	*	30%	*	*	42%	29%
Non-Economically Disadvantaged Students	63	*	758	*	*	22%	*	*	59%	62%
Students with Disabilities	28	705	726	*	*	*	*	*	*	20%
Students without Disabilities	236	749	752	*	*	*	*	*	*	55%
English Learners	21	722	718	*	48%	*	*	*	14%	13%
Non-English Learners	243	746	750	*	17%	*	*	*	49%	51%
Homeless Students	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	*	*	722	*	*	*	*	*	*	20%
Military-Connected Students	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	728	N	N	N	N	N	N	29%



CARTERET BORO
(23-0750)
Grades Offered: PK-12
2017-2018

Report Key:

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- † This indicates a table specific note, see note below table

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	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
Districtwide	286	736	744	12%	23%	32%	*	*	33%	44%
White	*	*	751	*	*	*	*	*	*	54%
Hispanic	137	729	731	14%	32%	31%	*	*	23%	27%
Black or African American	47	729	726	*	26%	40%	*	*	19%	21%
Asian, Native Hawaiian, or Pacific Islander	76	753	771	*	*	25%	*	*	62%	78%
American Indian or Alaska Native	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	749	*	*	*	*	*	*	52%
Female	125	741	745	*	23%	32%	*	*	38%	45%
Male	161	732	742	*	23%	32%	*	*	30%	42%
Economically Disadvantaged Students	213	734	729	*	*	30%	*	*	30%	24%
Non-Economically Disadvantaged Students	73	743	753	*	*	38%	*	*	42%	56%
Students with Disabilities	41	706	717	44%	34%	*	*	*	12%	13%
Students without Disabilities	245	741	748	6%	21%	*	*	*	37%	49%
English Learners	13	721	713	*	*	*	*	*	15%	11%
Non-English Learners	273	737	745	*	*	*	*	*	34%	45%
Homeless Students	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	717	N	N	N	N	N	N	18%



CARTERET BORO
(23-0750)
Grades Offered: PK-12
2017-2018

Report Key:

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- † This indicates a table specific note, see note below table

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	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
Districtwide	274	732	743	13%	26%	33%	*	*	28%	43%
White	*	*	750	*	*	*	*	*	*	54%
Hispanic	133	728	732	14%	29%	36%	*	*	21%	27%
Black or African American	47	723	727	23%	34%	26%	*	*	17%	21%
Asian, Native Hawaiian, or Pacific Islander	60	748	767	*	*	33%	*	*	50%	75%
American Indian or Alaska Native	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	748	*	*	*	*	*	*	51%
Female	131	731	745	12%	27%	36%	*	*	25%	45%
Male	143	734	741	14%	24%	30%	*	*	31%	42%
Economically Disadvantaged Students	214	732	730	12%	27%	34%	*	*	28%	24%
Non-Economically Disadvantaged Students	60	732	751	17%	22%	30%	*	*	32%	55%
Students with Disabilities	30	700	717	*	*	*	*	*	*	12%
Students without Disabilities	244	736	748	*	*	*	*	*	*	50%
English Learners	25	710	716	*	*	*	*	*	*	10%
Non-English Learners	249	734	744	*	*	*	*	*	*	45%
Homeless Students	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	*	*	743	*	*	*	*	*	*	42%
Migrant Students	N	N	718	N	N	N	N	N	N	11%



CARTERET BORO
(23-0750)
Grades Offered: PK-12
2017-2018

Report Key:

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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	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
Districtwide	229	727	728	18%	25%	34%	*	*	23%	28%
White	*	*	736	*	*	*	*	*	*	36%
Hispanic	125	724	722	19%	27%	34%	*	*	20%	22%
Black or African American	35	723	715	*	31%	31%	*	*	17%	15%
Asian, Native Hawaiian, or Pacific Islander	39	736	747	*	*	44%	33%	0%	33%	51%
American Indian or Alaska Native	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	729	*	*	*	*	*	*	28%
Female	112	728	731	16%	26%	34%	*	*	24%	31%
Male	117	725	725	21%	24%	33%	*	*	22%	26%
Economically Disadvantaged Students	168	726	719	18%	26%	33%	*	*	23%	20%
Non-Economically Disadvantaged Students	61	729	735	18%	23%	36%	*	*	23%	35%
Students with Disabilities	36	699	705	*	*	*	*	*	*	*
Students without Disabilities	193	732	735	*	*	*	*	*	*	*
English Learners	15	696	705	*	*	*	*	*	*	10%
Non-English Learners	214	729	729	*	*	*	*	*	*	29%
Homeless Students	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	703	N	N	N	N	N	N	10%



CARTERET BORO
(23-0750)
Grades Offered: PK-12
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	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
Districtwide	325	733	746	19%	23%	27%	*	*	31%	46%
White	30	*	755	*	*	37%	40%	0%	40%	57%
Hispanic	142	728	730	18%	31%	27%	*	*	24%	27%
Black or African American	61	*	727	34%	25%	23%	18%	0%	18%	23%
Asian, Native Hawaiian, or Pacific Islander	89	748	779	12%	12%	25%	*	*	51%	79%
American Indian or Alaska Native	*	*	746	*	*	*	*	*	*	49%
Two or More Races	*	*	755	*	*	*	*	*	*	54%
Female	136	736	748	18%	18%	29%	*	*	36%	48%
Male	189	731	745	20%	27%	25%	*	*	28%	44%
Economically Disadvantaged Students	233	731	729	21%	24%	26%	*	*	29%	25%
Non-Economically Disadvantaged Students	92	739	756	13%	22%	28%	*	*	37%	57%
Students with Disabilities	35	700	716	*	*	*	*	*	*	13%
Students without Disabilities	290	737	752	*	*	*	*	*	*	52%
English Learners	35	711	710	40%	37%	*	*	*	11%	*
Non-English Learners	290	736	749	16%	21%	*	*	*	34%	*
Homeless Students	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	N	N	752	N	N	N	N	N	N	49%
Migrant Students	*	*	720	*	*	*	*	*	*	11%



CARTERET BORO
(23-0750)
Grades Offered: PK-12
2017-2018

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



CARTERET BORO
(23-0750)
Grades Offered: PK-12
2017-2018

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Mathematics Assessment - Performance by Test: Algebra II

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

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

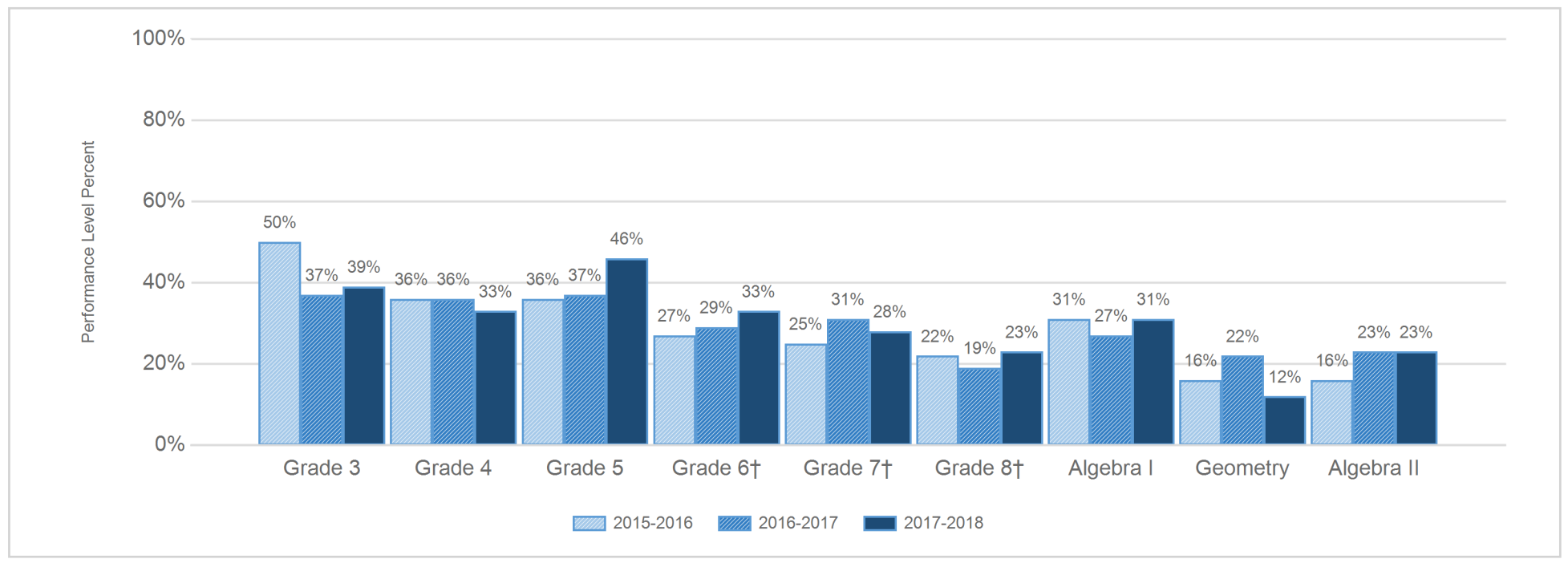


CARTERET BORO
(23-0750)
Grades Offered: PK-12
2017-2018

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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
3	*	*
4	*	*
5	*	*
6	*	*
7	*	*
8	*	*
9	N	N
10	N	N
11	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the district'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	55.3	56.6%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	246	84.1%	15.9%
3-4	114	87.7%	12.3%
5 or more	37	83.8%	16.2%



CARTERET BORO
 (23-0750)
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

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

Biology Assessment Information

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



CARTERET BORO
(23-0750)
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2017-2018

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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

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

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

PSAT, SAT, & ACT - Performance

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

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



CARTERET BORO
(23-0750)
Grades Offered: PK-12
2017-2018

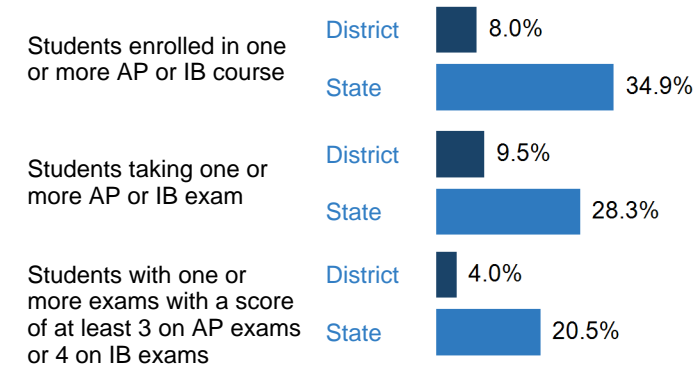
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

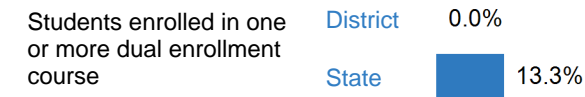
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

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



CARTERET BORO
 (23-0750)
 Grades Offered: PK-12
 2017-2018

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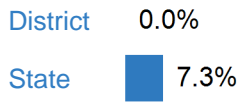
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

Career and Technical Education Participation

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

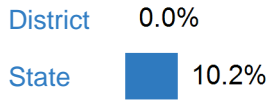
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

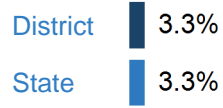
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences





CARTERET BORO
(23-0750)
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2017-2018

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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/>.

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

District 0.0%
 State 0.9%

Industry-Valued Credentials by Career Cluster

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

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



CARTERET BORO
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2017-2018

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
6	0	0	0	0	0	0	287
7	0	0	0	0	0	0	277
8	67	0	0	0	0	0	235
9	203	49	0	0	0	0	58
10	45	166	49	0	0	0	68
11	147	32	26	33	12	0	43
12	38	5	3	47	7	24	94
Total	500	252	78	80	19	24	1062
Enrolled in AP/IB Course					0	24	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

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



CARTERET BORO
(23-0750)
Grades Offered: PK-12
2017-2018

Report Key:

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

Social Studies and History - Course Participation

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

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



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(23-0750)
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World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	232	0	0	0	0	0	0
7	239	0	0	0	0	0	0
8	269	0	0	0	0	0	0
9	175	28	17	0	0	0	6
10	167	34	19	0	0	0	3
11	94	18	14	0	0	0	4
12	43	9	6	0	0	0	7
Total	1219	89	56	0	0	0	20
Enrolled in AP/IB Course	4	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	93	23	13	0	0	0	0



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2017-2018

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Seal of Biliteracy

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

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



CARTERET BORO
(23-0750)
Grades Offered: PK-12
2017-2018

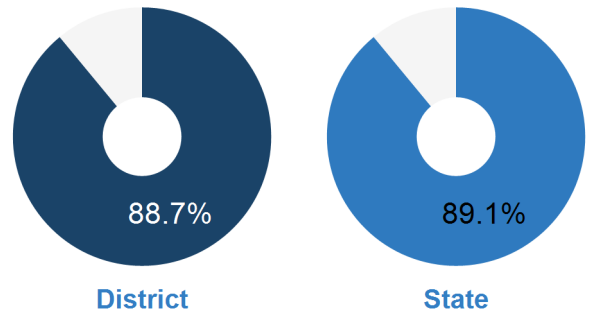
Report Key:
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Visual and Performing Arts – Course Participation

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.

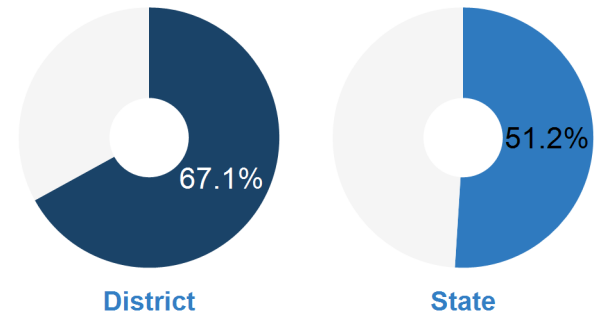
Grades 6-8:

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

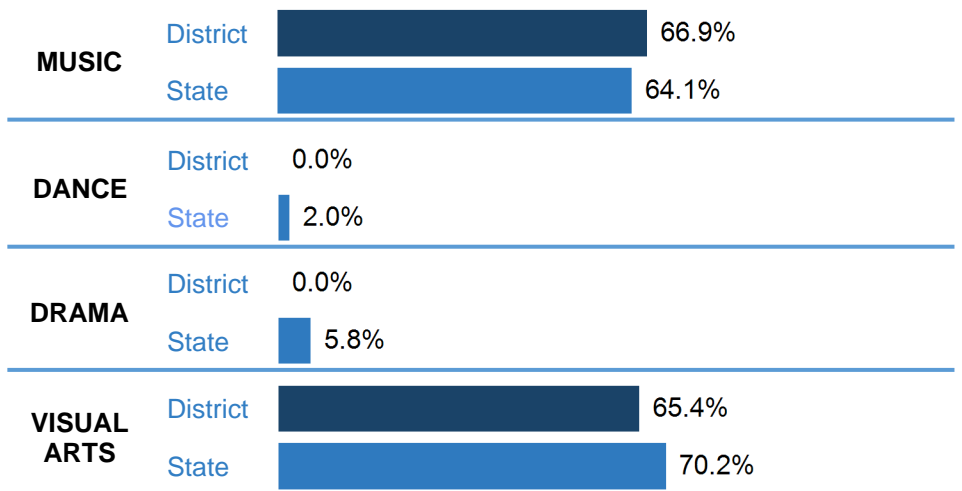


Grades 9-12:

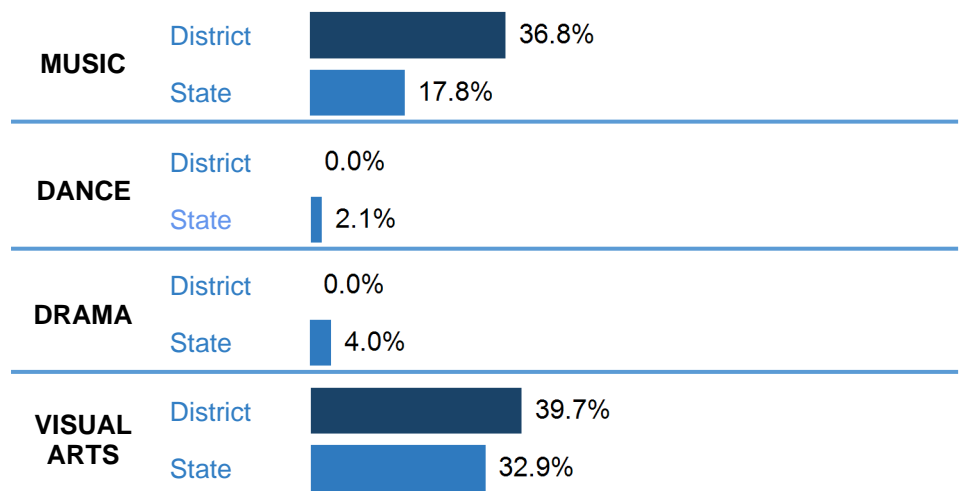
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:





CARTERET BORO
(23-0750)
Grades Offered: PK-12
2017-2018

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

Graduation Rates

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

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



CARTERET BORO
 (23-0750)
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 2017-2018

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Graduation Pathways

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

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

Graduation Rate Trends

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

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

Dropout Rate Trends

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

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



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

Postsecondary Enrollment Rates: Fall

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

Postsecondary Enrollment Rates: 16 month

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

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

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



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2017-2018

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

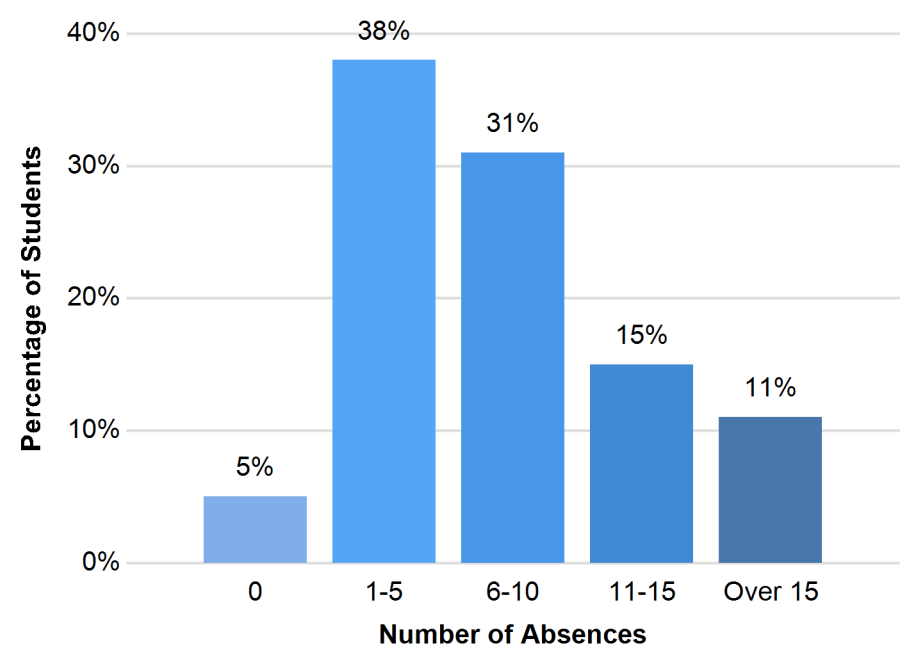
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Districtwide	341	9.4	9.1	Not Met
White	55	14.2	9.1	Not Met
Hispanic	165	9.8	9.1	Not Met
Black or African American	75	12.2	9.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	41	4.6	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	9.1	Met
Economically Disadvantaged Students	241	9.2	9.1	Not Met
Students with Disabilities	132	27.2	9.1	Not Met
English Learners	33	7.9	9.1	Met

Days Absent

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





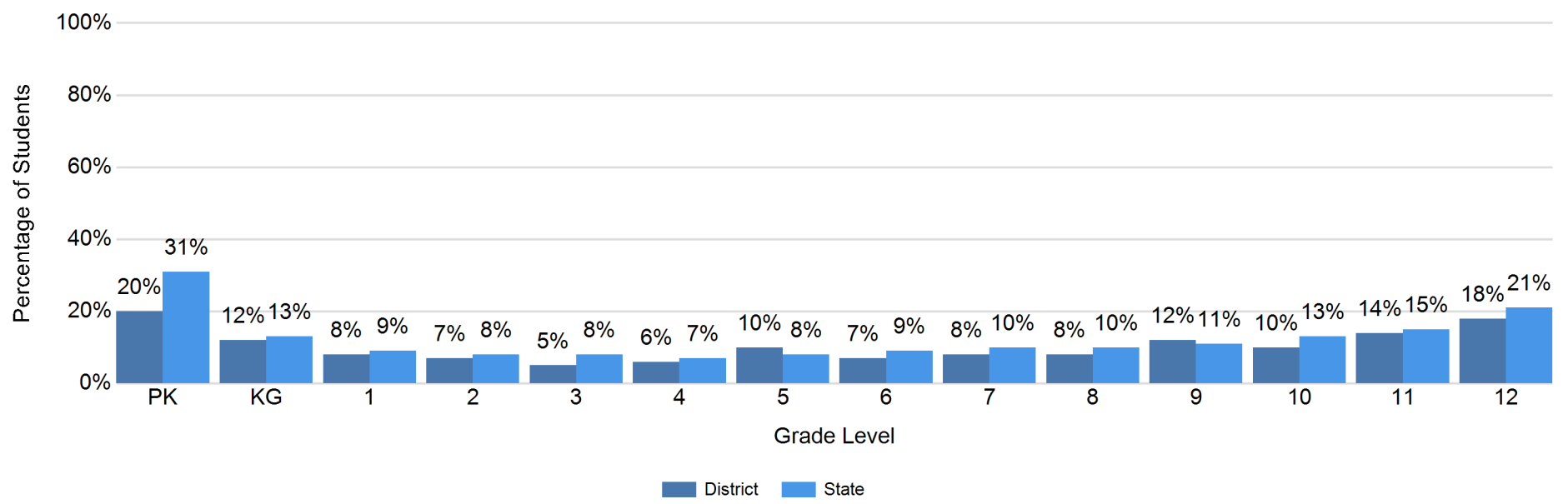
CARTERET BORO
 (23-0750)
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 2017-2018

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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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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	56
Wapons	3
Vandalism	3
Substances	6
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	75
Incidents Per 100 Students Enrolled	1.96

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	3
Weapons	3
Vandalism	2
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	5	6
No Identified Nature	17		17

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	16	0.4%
Out-of-School	88	2.3%
Any Suspension	101	2.6%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
279



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Per-Pupil Expenditures (District Level)

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

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



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Key terms for staff data:

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

Teachers – Experience

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

Category	Teachers in District	Teachers in State
Total Number of teachers	295	117,464
Average years experience in public schools	10.8	12.0
Average years experience in district	10.7	10.7
Teachers in district for 4 or more years	73.1%	75.5%

Administrators – Experience (District Level)

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

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

Student and Staff Ratios

This table shows ratios of students and staff members in the district.

Ratio	District Ratio
Students to Teachers	13:1
Students to Administrators	201:1
Teachers to Administrators	16:1
Students to Librarian/Media Specialists	N
Students to Nurses	955:1
Students to Counselors	764:1
Students to Child Study Team	255:1



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Teachers: All classroom teachers

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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.

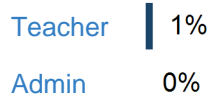
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

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

Faculty Attendance

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

School Year	% Days Present
2017-18	96.5%



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Teachers: All classroom teachers

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	76.3%	73.7%
Male	23.7%	26.3%
White	76.3%	57.9%
Hispanic	13.2%	31.6%
Black or African American	3.1%	10.5%
Asian	7.1%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.3%	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](#).

Schools Identified as Requiring Comprehensive or Targeted Support - Districtwide

The table below shows the list of schools in the district that are identified as requiring Comprehensive or Targeted Support and Improvement during the 2019-20 school year. 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. Schools where any student group has a summative score that would be in the bottom 5% of schools or where any student group missed annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. If a school requires Targeted Support and Improvement, the last column of the table lists the student groups that were identified. The schools below may have been identified based on either data from the 2016-17 or 2017-18 school year. See school level performance reports for more details.

County Code	County Name	District Code	District Name	School Code	School Name	School requires Comprehensive Support during the 2019-20 School Year	Any Student Group (s) Requiring Targeted Support during the 2019-20 School Year	Student Group(s) Requiring Targeted Support during the 2019-20 School Year
23	MIDDLESEX	0750	CARTERET BORO	050	COLUMBUS ELEMENTARY SCHOOL	No	Yes	Asian, Native Hawaiian, or Pacific Islander; Students with Disabilities
23	MIDDLESEX	0750	CARTERET BORO	055	CARTERET MIDDLE SCHOOL	No	Yes	White



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Accountability Summary by Student Group

This table shows whether the district and each student group met annual ESSA accountability targets for each indicator. Annual targets for proficiency and graduation rate were set based on a district 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 district. For more details on accountability targets, see these [accountability resources](#).

Student Group	ELA Proficiency: Met Target?	Math Proficiency: Met Target?	4-Year Graduation Rate: Met Target?	5-Year Graduation Rate: Met Target?	ELA Student Growth: Met Standard?	Math Student Growth: Met Standard?	Progress Towards English Language Proficiency: Met Annual Target?	Chronic Absenteeism: Met State Average?
Districtwide	Met Target	Not Met	Not Met	Met Target	Met Standard	Met Standard	Met Target†	Not Met
White	Met Target	Met Target	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met
Hispanic	Met Target†	Not Met	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met
Black or African American	Not Met	Met Target†	Met Target	Met Target	Not Met	Met Standard	n/a	Not Met
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target†	Met Goal	Met Goal	Met Standard	Exceeds Standard	n/a	Met
American Indian or Alaska Native	**	**	**	N	**	**	n/a	**
Two or More Races	Met Target	Met Target	**	**	Not Met	Met Standard	n/a	Met
Economically Disadvantaged Students	Met Target†	Not Met	Not Met	Met Target	Met Standard	Met Standard	n/a	Not Met
Students with Disabilities	Not Met	Not Met	Not Met	Met Target	Not Met	Not Met	n/a	Not Met
English Learners	Met Target	Met Target†	**	N	Met Standard	Met Standard	Met Target†	Met

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






CARTERET BORO
 (23-0750)
 Grades Offered: PK-12
 2017-2018

Report Key:

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

District 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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Carteret Teacher Nicole Silva honored as the only NJ recipient of the Milken Educator Award and given a \$25,000 reward. • Carteret Public Schools offers full day Pre-K after receiving additional \$1.3 million for Pre-K expansion. • New turf athletic field and restored track was unveiled and will be home to our football, soccer and track and field teams.
 <p>Mission, Vision, Theme:</p>	<p>Carteret Public Schools believes in inspiring and empowering our students to become the innovative leaders of tomorrow. We are committed to preparing our students to be competitive, socially conscious and productive members of society who lead meaningful lives. Drawing on our cultural richness, grit, and unparalleled desire to persevere, we will continue to embrace challenges, so we can develop leaders who will shape the world.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Carteret Elementary Teacher Nicole Silva honored as the only NJ recipient of the Milken Education Award and given a \$25,000 prize. The Amazon Corporation awards Columbus Elementary School \$25,000 to support STEM initiatives. Governor Murphy and Commissioner Repollet visited Carteret Public Schools to highlight our model Preschool expansion program. Carteret High School's Jobs for America's Graduates (JAG) program received top honors at the national leadership conference in Washington DC. Middle school club, Odyssey of the Mind, named Regional Champs, received 2nd Place in States and 6th Place in the World Finals. Varsity Vocals, our elite Acapella group, received rave reviews for their performance at the NJ School Boards Conference in Atlantic City. Two students received the prestigious Paper Mill Playhouse Rising Star award, including Best Lead Actor. Former Carteret student and administrator, Dr. Lamont Repollet, named NJ Commissioner of Education.</p>





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 <p>Courses, Curriculum, Instruction:</p>	<p>A wide-ranging curriculum addresses the diverse needs of our students. Elementary offers the Tools of the Mind framework for Early Childhood while also providing a rigorous standard-based program for Grades 1-5. Response to Intervention (RTI) is an added support targeting struggling students. High performing students are challenged with the S.P.A.R.K. G&T program. Middle School students are offered similar tracks with RTI supports and honors courses all enhanced by technology platforms. High School students begin their experience with a Freshman Academy which includes a new 1:1 device. Our course guide offers paths for all learners including those that are college and career bound. Partnerships with universities provide students opportunities to receive college credit and collaborations with trade schools, such as Lincoln Tech, give alternatives for those interested in specific vocations.</p>
 <p>Sports and Athletics:</p>	<p>Carteret offers a broad and competitive athletic program. The strong feeder programs at the middle school level lead to successful teams at the high school. Boys and Girls are given the opportunity to participate in multiple sports during the school year.</p>






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 <p>Before and After School Programs:</p>	<p>Carteret Public Schools offers Before and Aftercare services to elementary students. Homework assistance is provided by certificated staff and recreational activities are incorporated to enhance the program's experience.</p>
 <p>Staff and Professional Learning:</p>	<p>A comprehensive professional development plan drives our staff learning. The district offers a PD Academy where best practices are shared by Master Teachers. Novice teachers are afforded sustained and ongoing training through mentorship and hired consulting staff.</p>
 <p>Postsecondary Information:</p>	<p>College and career readiness continues to be a focus for the district. We aim to create paths for students that lead to individual success. Partnerships with universities enable us to provide dual enrollment courses wherein students earn college credit. Collaborations with trade schools also afford students the opportunity to experience on-site training in a vocation of their choice.</p>



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Parent and Community Involvement:

A strong home-school connection is integral to the success of the whole child. Our schools believe in creating opportunities for parents to visit our buildings, meet with teachers, share their perspectives and partake in school events. Parents and community members in Carteret nurture those relationships and work closely to offer our students unique and creative programming.





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 <p>Facilities:</p>	<p>Carteret Schools is committed to providing an educational learning environment that stimulates critical thinking and supports innovation. Many of our buildings have undergone major facility renovations and upgrades including the creation of additional classrooms, LED Lighting, flooring, and painting. New innovative furniture designed for next generation learning has been ordered for all math classes and the newly designed Media Center at the high school and all T.H.I.N.K. Tank STEM labs at the elementary and middle schools.</p>
 <p>School Safety:</p>	<p>School Safety is the first priority for Carteret Schools. The district has purchased LobbyGuard, a 7 ID security system allowing us to monitor visitors to the buildings. New Cameras and Aiphone door buzzers have been purchased to enhance our security protocols. Annual training is provided to staff on the topics of Safety and Security. Students and staff participate in monthly security/safety drills. Full time security personnel ensures the safety of all students during the school day and after school activities.</p>





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 <p>Technology and STEM:</p>	<p>Technology enhancements have been made across the district. Pre-K and Kindergarten classrooms are now utilizing iPads for digital learning. Chromebooks are now available for all Grades 1-12 students to increase student engagement and supplement instruction. All three elementary schools and the middle school have new STEM labs named T.H.I.N.K. Tanks (Teaching Hands-On Inquiry Nurtures Knowledge). These new spaces offer innovative experiences for curious minds and furniture designed for learning and exploration.</p>
 <p>Early Childhood Education:</p>	<p>Carteret received an additional \$1.3 million dollars which enabled us to provide the community with full day Pre-K. The district was also able to expand the number of Pre-K classrooms and partner with Acelero. Governor Murphy and the Commissioner of Education, Dr. Repollet visited the district to highlight our model program.</p>