




Carteret Middle School
2016-2017
Grade Span 06-08

23-0750-055
MIDDLESEX
CARTERET BORO
300 CARTERET AVENUE
CARTERET, NJ 07008

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

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

Navigating through the reports:

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

Other Resources:

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



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Enrollment Trends by Grade

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

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

Enrollment Trends by Student Group

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

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

Enrollment by Racial and Ethnic Group

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

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

Enrollment by Home Language

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

Home Language	% of Students
English	49.1%
Spanish	27.9%
Panjabi	13.4%
Urdu	5.3%
<i>Other</i>	4.1%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	778	99.9	44.60	46.10	54.90	44.6	44.4	Met Target
White	98	100.0	47.90	53.30	63.90	47.9	42.2	Met Target
Hispanic	360	99.7	36.90	39.60	39.80	36.9	36.4	Met Target
Black or African American	129	100.0	28.00	34.10	35.20	28	36.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	184	100.0	68.40	62.70	80.70	68.4	67.7	Met Target
American Indian or Alaska Native	*	*	*	0.00	53.70	*	**	**
Two or More Races	*	*	*	45.20	54.90	*	**	**
Female	384	100.0	51.50	53.00	62.20	51.5		
Male	394	99.8	37.80	39.40	48.10	37.8		
Economically Disadvantaged Students	548	99.8	42.70	43.10	36.20	42.7	42.9	Met Target†
Non-Economically Disadvantaged Students	230	100.0	49.20	52.60	65.80	49.2		
Students with Disabilities	100	100.0	*	8.50	20.50	*	7.6	Met Target†
Students without Disabilities	678	99.9	*	51.70	61.90	*		
English Learners	72	100.0	15.30	24.50	25.20	15.3	12.2	Met Target
Non-English Learners	706	99.9	47.60	49.20	57.40	47.6		
Homeless Students	*	*	*	21.40	26.40	*		
Students In Foster Care	*	*	*	80.00	24.80	*		
Military-Connected Students	N	N	*	0.00	53.50	*		
Migrant Students	N	N	*	0.00	23.00	*		

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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	243	740	740	751	11%	20%	31%	34%	5%	39%	54%
White	27	740	740	758	*	*	*	37%	*	41%	63%
Hispanic	119	735	735	740	*	24%	32%	29%	*	33%	38%
Black or African American	44	733	733	735	*	27%	32%	23%	*	27%	32%
Asian, Native Hawaiian, or Pacific Islander	50	757	757	775	*	*	32%	50%	*	58%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	116	741	741	758	*	20%	28%	39%	*	42%	61%
Male	127	739	739	745	*	21%	32%	30%	*	35%	46%
Economically Disadvantaged Students	189	739	739	737	*	*	29%	34%	*	38%	34%
Non-Economically Disadvantaged Students	54	744	744	760	*	*	37%	35%	*	41%	65%
Students with Disabilities	28	697	697	722	*	*	*	*	*	*	17%
Students without Disabilities	215	746	746	757	*	*	*	*	*	*	61%
English Learners	11	703	703	709	*	*	*	*	*	*	*
Non-English Learners	232	742	742	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	55%
Migrant Students	N	N	N	721	N	N	N	N	N	N	20%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	291	745	745	756	11%	17%	28%	31%	14%	45%	59%
White	35	742	742	763	*	*	37%	37%	*	43%	69%
Hispanic	143	737	737	741	14%	22%	25%	32%	7%	39%	44%
Black or African American	44	736	736	737	*	*	43%	*	*	25%	38%
Asian, Native Hawaiian, or Pacific Islander	67	770	770	783	*	*	19%	36%	34%	70%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	756	*	*	*	*	*	*	59%
Female	140	751	751	764	8%	14%	26%	37%	15%	52%	68%
Male	151	740	740	748	13%	19%	29%	26%	13%	38%	51%
Economically Disadvantaged Students	186	745	745	738	*	13%	27%	33%	*	47%	40%
Non-Economically Disadvantaged Students	105	745	745	765	*	22%	29%	28%	*	42%	70%
Students with Disabilities	35	701	701	719	*	*	*	*	*	*	19%
Students without Disabilities	256	751	751	763	*	*	*	*	*	*	67%
English Learners	12	698	698	700	*	*	*	*	*	*	*
Non-English Learners	279	747	747	757	*	*	*	*	*	*	*
Homeless Students	*	*	*	730	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	286	743	743	757	13%	19%	22%	38%	8%	46%	59%
White	37	753	753	764	*	*	*	46%	*	57%	68%
Hispanic	123	736	736	742	*	23%	28%	32%	*	36%	44%
Black or African American	54	729	729	737	22%	30%	*	26%	*	28%	39%
Asian, Native Hawaiian, or Pacific Islander	70	760	760	785	*	*	*	56%	19%	74%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	145	752	752	765	*	13%	21%	46%	*	57%	68%
Male	141	733	733	748	*	26%	22%	31%	*	35%	50%
Economically Disadvantaged Students	193	738	738	739	*	20%	22%	35%	*	42%	40%
Non-Economically Disadvantaged Students	93	751	751	766	*	17%	22%	44%	*	55%	69%
Students with Disabilities	36	693	693	717	*	*	*	*	*	*	18%
Students without Disabilities	250	750	750	764	*	*	*	*	*	*	67%
English Learners	*	*	*	700	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	720	N	N	N	N	N	N	21%

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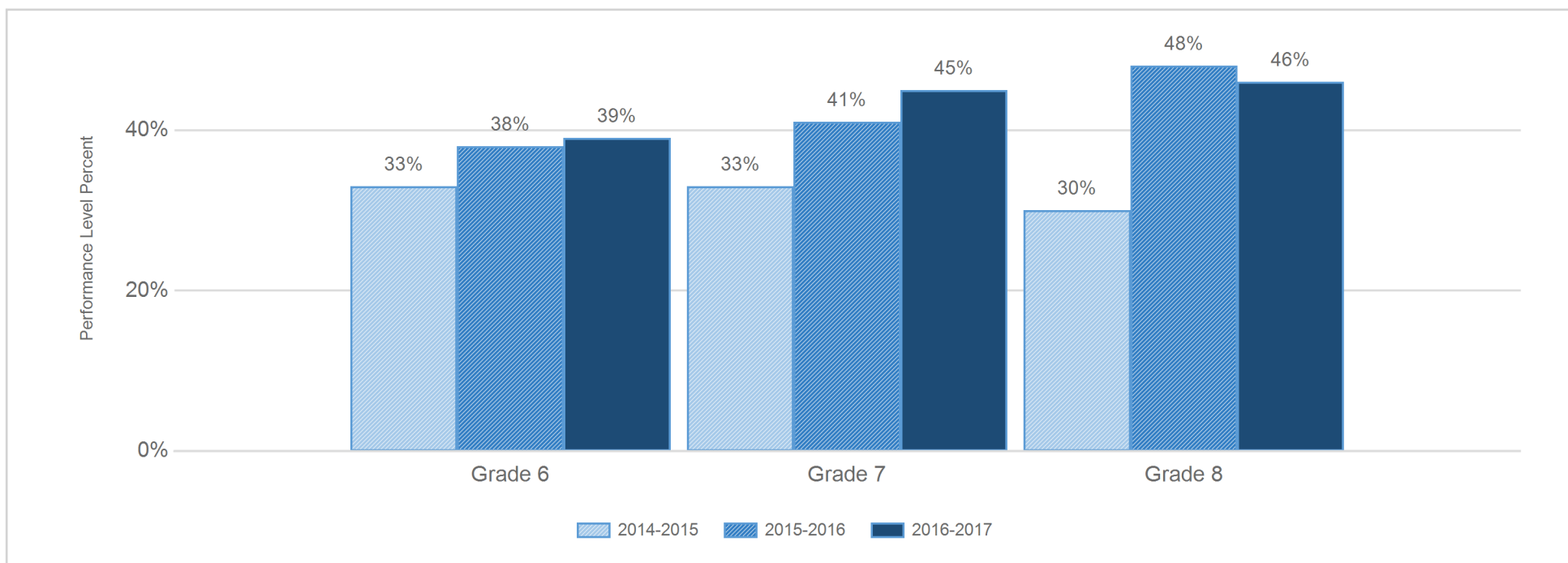


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	774	99.9	32.80	32.30	43.50	32.8	32.8	Met Target
White	97	100.0	36.10	36.70	52.40	36.1	33.3	Met Target
Hispanic	358	99.8	24.90	25.00	27.60	24.9	25.7	Met Target†
Black or African American	128	100.0	14.90	16.20	21.70	14.9	20.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	184	100.0	58.70	55.10	75.60	58.7	55.8	Met Target
American Indian or Alaska Native	*	*	*	0.00	42.50	*	**	**
Two or More Races	*	*	*	29.00	44.90	*	**	**
Female	382	100.0	31.90	34.30	44.10	31.9		
Male	392	99.8	33.60	30.40	42.90	33.6		
Economically Disadvantaged Students	544	99.8	30.70	28.30	25.10	30.7	31.4	Met Target†
Non-Economically Disadvantaged Students	230	100.0	37.80	41.30	54.30	37.8		
Students with Disabilities	99	100.0	*	8.00	16.50	*	9.4	Not Met
Students without Disabilities	675	99.9	*	35.90	48.80	*		
English Learners	72	100.0	16.70	*	23.30	16.7	9.4	Met Target
Non-English Learners	702	99.9	34.50	*	45.20	34.5		
Homeless Students	*	*	*	7.10	16.40	*		
Students In Foster Care	*	*	*	60.00	15.10	*		
Military-Connected Students	N	N	*	0.00	39.90	*		
Migrant Students	N	N	*	0.00	18.20	*		

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Mathematics Assessment - Performance by Grade: Grade 6**

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

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Schoolwide	248	731	731	743	*	28%	31%	27%	*	29%	44%
White	27	728	728	750	*	*	*	*	0%	30%	54%
Hispanic	122	728	728	730	14%	28%	35%	23%	0%	23%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	52	745	745	770	*	*	23%	50%	*	54%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	744	*	*	*	*	*	*	46%
Female	118	729	729	744	*	29%	34%	21%	*	24%	45%
Male	130	732	732	742	*	28%	29%	33%	*	33%	43%
Economically Disadvantaged Students	191	730	730	728	*	26%	31%	27%	*	28%	24%
Non-Economically Disadvantaged Students	57	734	734	752	*	35%	30%	30%	*	30%	56%
Students with Disabilities	28	696	696	716	*	*	*	*	*	*	13%
Students without Disabilities	220	735	735	748	*	*	*	*	*	*	50%
English Learners	17	701	701	709	*	*	*	*	*	*	*
Non-English Learners	231	733	733	744	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7**

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Schoolwide	294	736	736	741	*	24%	35%	29%	*	31%	40%
White	34	737	737	748	*	*	32%	35%	*	38%	49%
Hispanic	145	731	731	729	*	27%	38%	22%	*	23%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	69	751	751	764	*	*	32%	46%	*	54%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	142	735	735	742	*	23%	37%	27%	*	30%	41%
Male	152	736	736	739	*	25%	33%	30%	*	33%	38%
Economically Disadvantaged Students	187	735	735	728	*	24%	35%	28%	*	30%	22%
Non-Economically Disadvantaged Students	107	736	736	748	*	24%	35%	30%	*	34%	50%
Students with Disabilities	35	704	704	716	*	*	*	*	*	*	11%
Students without Disabilities	259	740	740	746	*	*	*	*	*	*	45%
English Learners	16	707	707	711	*	*	*	*	*	*	*
Non-English Learners	278	737	737	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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Schoolwide	216	719	719	727	29%	25%	27%	19%	0%	19%	28%
White	25	721	721	735	*	*	*	*	0%	16%	35%
Hispanic	101	716	716	721	28%	34%	26%	13%	0%	13%	21%
Black or African American	46	712	712	714	41%	*	28%	*	0%	11%	15%
Asian, Native Hawaiian, or Pacific Islander	42	737	737	746	*	*	29%	43%	0%	43%	51%
American Indian or Alaska Native	N	N	N	727	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	101	721	721	730	24%	27%	32%	18%	0%	18%	30%
Male	115	717	717	725	34%	24%	24%	19%	0%	19%	26%
Economically Disadvantaged Students	146	717	717	719	32%	28%	24%	16%	0%	16%	19%
Non-Economically Disadvantaged Students	70	724	724	734	23%	19%	34%	24%	0%	24%	34%
Students with Disabilities	36	687	687	705	*	*	*	*	*	*	*
Students without Disabilities	180	726	726	734	*	*	*	*	*	*	*
English Learners	14	701	701	702	*	*	*	*	*	*	*
Non-English Learners	202	720	720	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	709	*	*	*	*	*	*	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	712	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	763	729	742	0%	*	19%	76%	*	78%	42%
White	12	760	732	750	*	*	*	83%	*	83%	52%
Hispanic	24	759	725	727	0%	*	*	71%	0%	71%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	31	770	748	773	0%	*	*	81%	*	87%	76%
American Indian or Alaska Native	N	N	N	735	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	46	762	733	743	*	*	*	76%	*	76%	43%
Male	28	765	727	741	*	*	*	75%	*	82%	40%
Economically Disadvantaged Students	48	763	730	726	0%	*	*	73%	*	77%	23%
Non-Economically Disadvantaged Students	26	764	729	751	0%	*	*	81%	*	81%	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	74	763	732	747	0%	*	19%	76%	*	78%	47%
English Learners	N	N	N	707	N	N	N	N	N	N	*
Non-English Learners	74	763	732	744	0%	*	19%	76%	*	78%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	741	N	N	N	N	N	N	37%
Migrant Students	N	N	N	714	N	N	N	N	N	N	21%

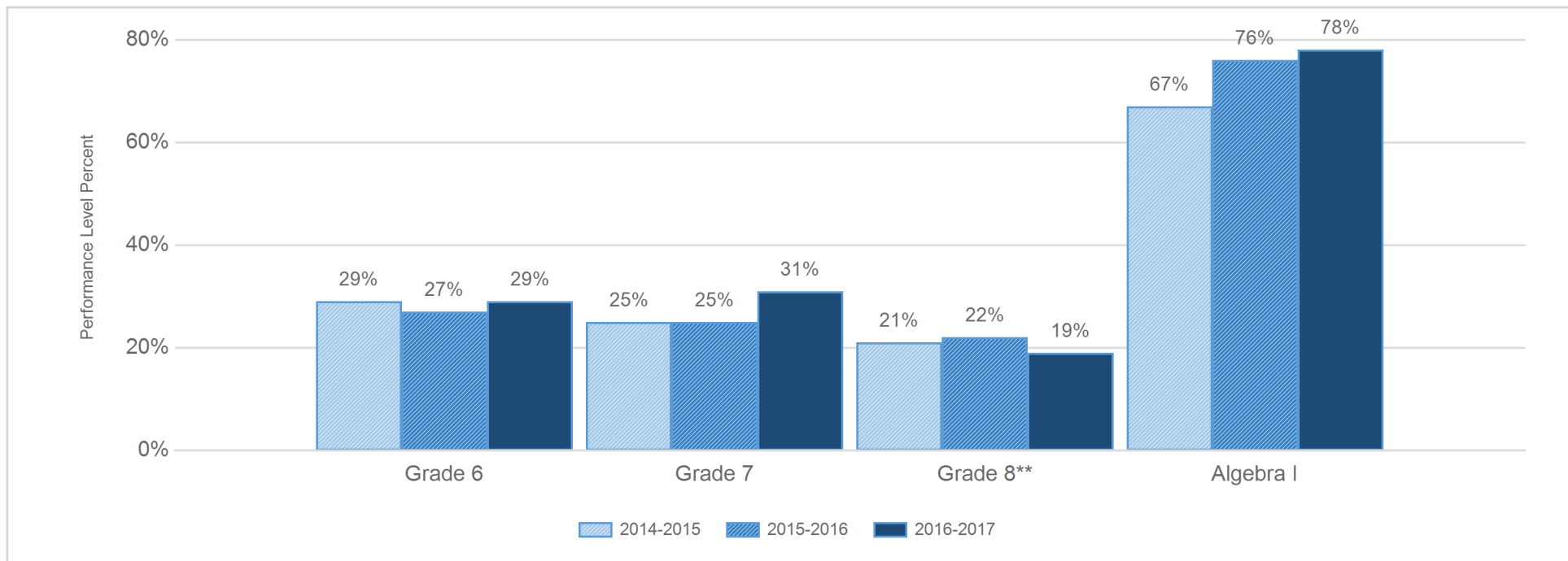


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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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

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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in JUDGHV DQG DQG KDV WKUHH SURILFLHQF\ FDWHJRULHV 6WXGHQWV SHUIRUPHQJ DW 3URILFLHQW DQG \$GYDQFHG 3UR

NJASK Science Assessment Performance: Grade 8

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

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

NJASK Science Assessment Performance Trends: Grade 8

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



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

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

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

Student Growth

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

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

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



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

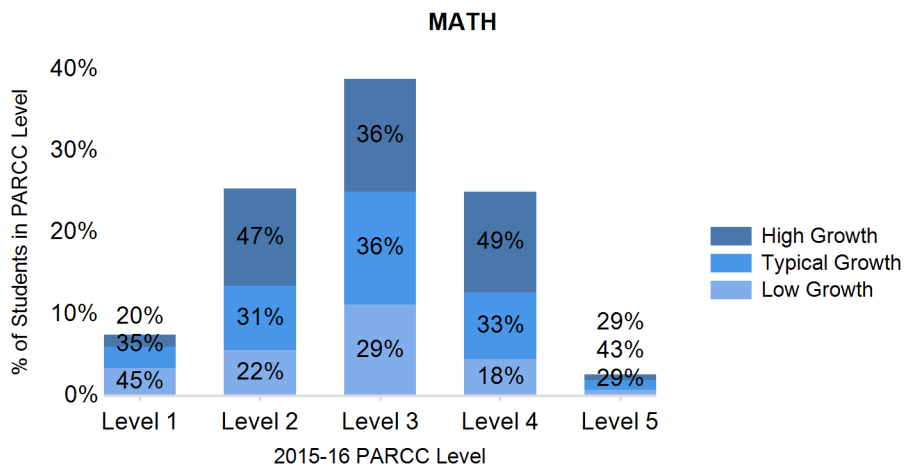
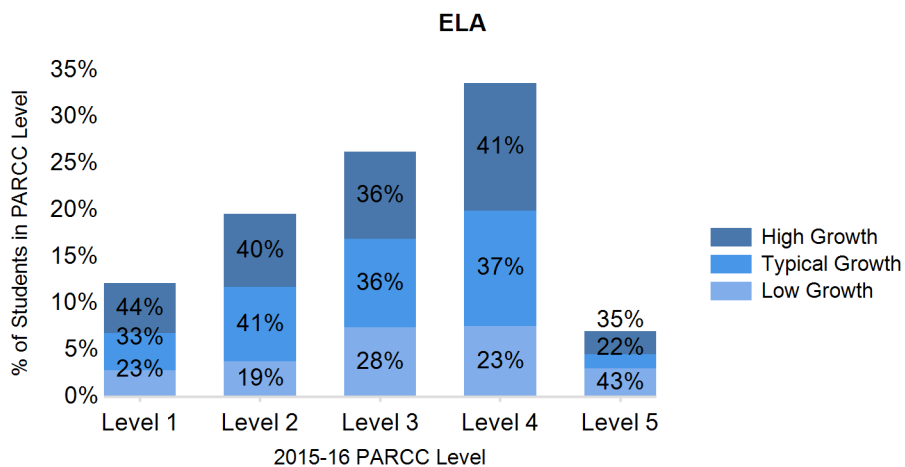
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

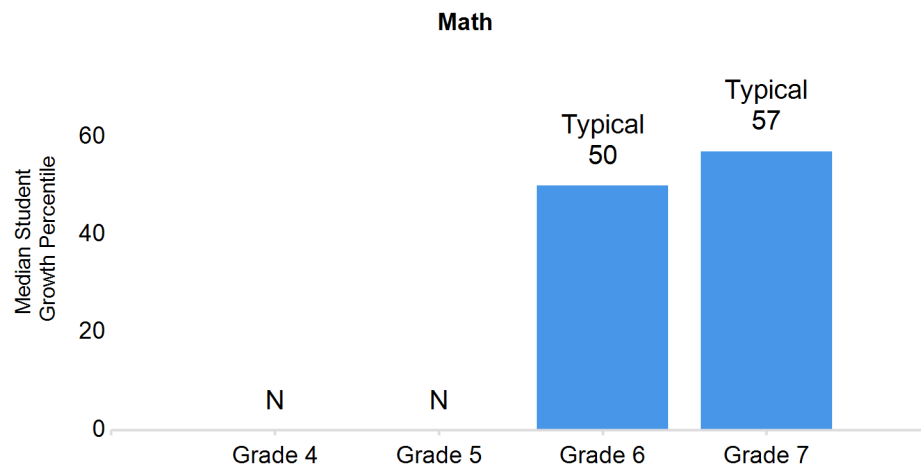
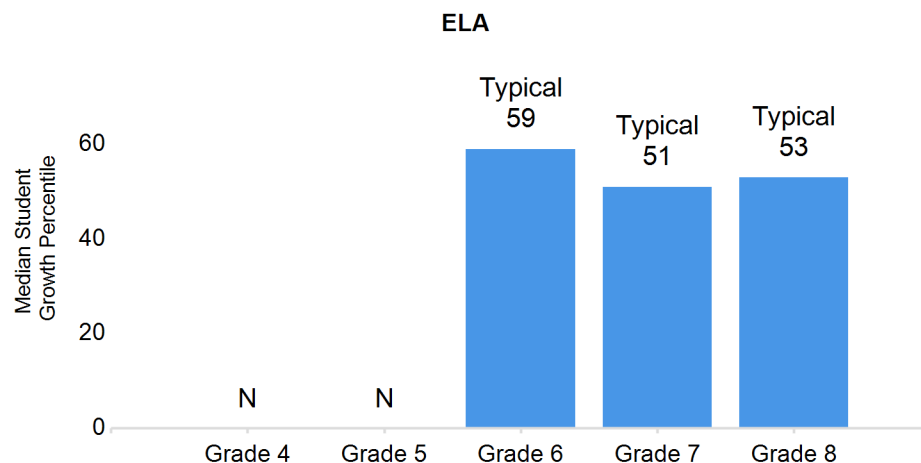
Student Growth by Performance Level

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



Student Growth by Grade

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



An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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

Mathematics - Course Participation

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

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

World Languages - Course Participation

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

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



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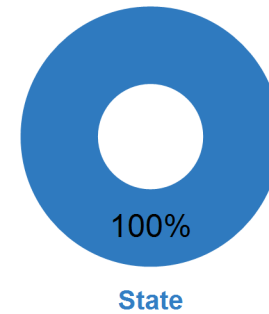
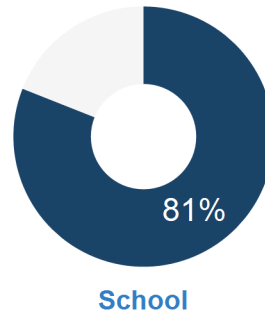
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Visual and Performing Arts – Course Participation

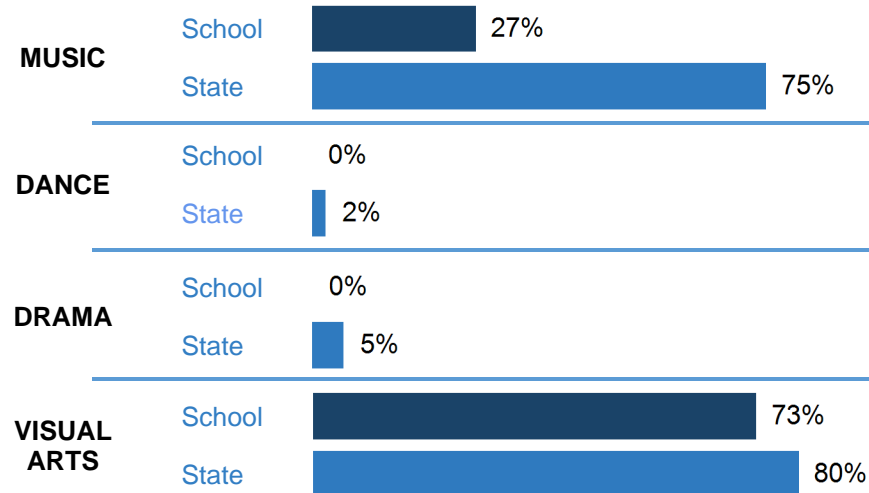
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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

Chronic Absenteeism

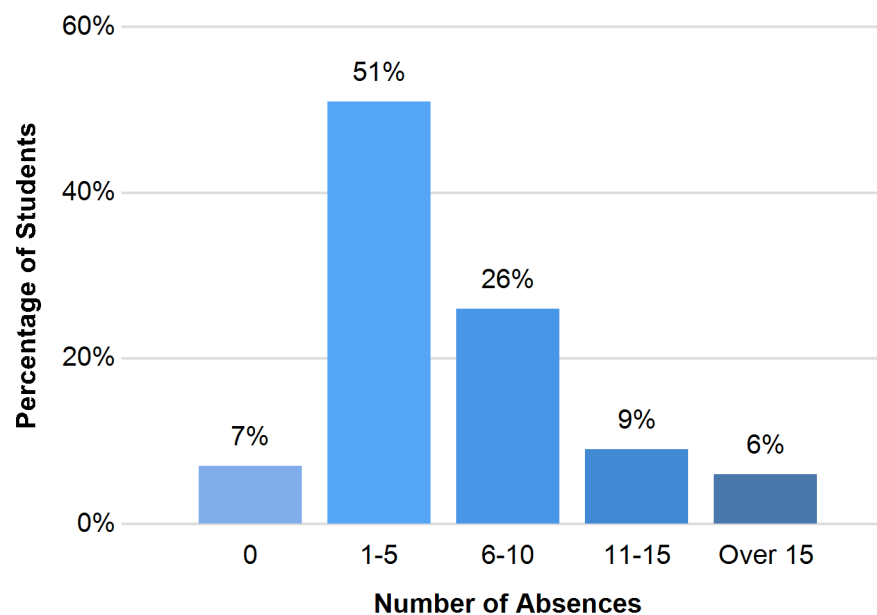
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.50	8.70	Met Target
White	7.00	8.70	Met Target
Hispanic	4.70	8.70	Met Target
Black or African American	9.90	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	3.10	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	0	**	**
Economically Disadvantaged Students	5.20	8.70	Met Target
Students with Disabilities	24.10	8.70	Not Met
English Learners	5.30	8.70	Met Target

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

Days Absent

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



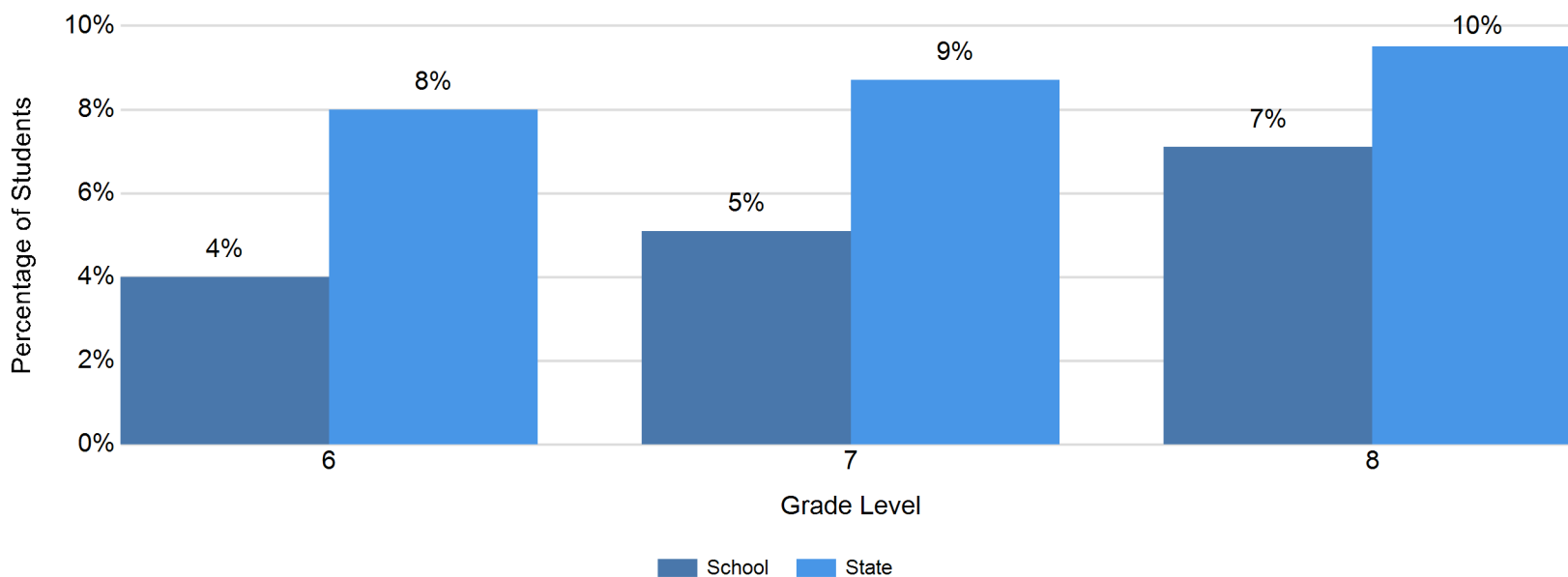


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Chronic Absenteeism by Grade

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





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School Day

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

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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1.4	133.9 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

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



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience and Certifications

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

Category	Teachers in Schools	Teachers in State
Total Number of teachers	69	121,048
Average years experience in public schools	9.8	11.8
Average years experience in district	9.7	10.5
Teachers in district for 4 or more years	68%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	21	9,533
Average years experience in public schools	18.2	15.9
Average years experience in district	18.2	11.6
Administrators in district for 4 or more years	76%	74%

Student to Staff Ratios

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

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



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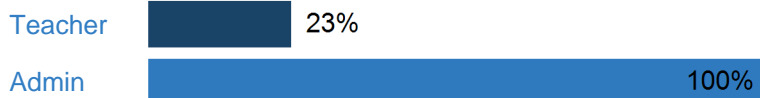
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

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

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	24	17.5%
Mathematics Proficiency	20	17.5%
English Language Arts Growth	57	25%
Mathematics Growth	52	25%
Chronic Absenteeism	56	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		43.3
Summative Rating: Percentile rank of Summative Score		39 th
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	N/A	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	31	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	52	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Black or African American	51	No	Not Met	Not Met	Not Met	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	42	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	No	**	**	**	**	**	No
Two or More Races	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	68	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Students with Disabilities	13	No	Met Target†	Not Met	Not Met	Not Met	Not Met	No
English Learners	49	No	Met Target	Met Target	Met Target	Exceeds Target	Met Target	No

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

† Target was met within a confidence interval.



Carteret Middle School
2016-2017
Grade Span 06-08




23-0750-055
 MIDDLESEX
 CARTERET BORO
 300 CARTERET AVENUE
 CARTERET, NJ 07008

School General Info

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

School Narrative

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

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







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







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 <p>Staff and Professional Learning:</p>	<p>Staff are scheduled for collaborative learning through common planning periods, daily. After school professional development is also offered to all staff to attend or present. Inservice days are provided throughout the year on both a district and building level. Faculty meetings are held every Wednesday throughout the year.</p>
 <p>Student Supports and Services:</p>	<p>Intervention and Referral Services are offered to all families with a full, experienced team. CMS offers a full building based Child Study Team, two certified Guidance Counselors and clinicians through Wellness Springs Prevention. Tutoring is offered afterschool by the students of the National Junior Honor Society and supervised by certified teachers.</p>
 <p>Student Health and Wellness:</p>	<p>A breakfast program is offered each morning during homeroom period. Physical education is offered to all students, daily.</p>
 <p>Parent and Community Involvement:</p>	<p>The middle school has an active Family-School Organization, Special Education Advisory Group, Title 1 Parent Nights, School Climate Team and Student/Board Liason Committee. Our community events include Hispanic Heritage Night, Asian Awareness Night, Black History Night, Sports Awards, Honor Roll Celebrations and Carteret Conquers Cancer 5K Walk. CMS utilizes the district website, parent portal, Facebook, Twitter and all call system.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>CMS developed their own student/staff parent surveys revised yearly. Results are analyzed by the school climate team with staff and administration. The survey results indicate all stakeholders appreciate technology innovation including robotics. Parents appreciated the ease of communication with staff members.</p>
 <p>Facilities:</p>	<p>All classrooms at Carteret Middle School are air conditioned. Classrooms were retrofitted to support new programs. The media center was recently renovated with new furniture, books and computers. We are a completely wireless building with Chromebook carts in every classroom. Each classroom has an interactive smart board.</p>



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Technology continues to be a strength at the middle school with the many course offerings, as well as afterschool clubs such as Robotics, film production, and computer sciences.



Other Information: