NJ SCHOOL PERFORMANCE REPORT

CENTRAL MIDDLE SCHOOL
(27-3950-060)
Grades Offered: 06-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MORRIS
District	PARSIPPANY-TROY HILLS TWP
Principal Name	MR. GRAY
Address	1620 ROUTE 46 PARSIPPANY, NJ 07054
Phone Number	(973)263-7125
Email Address	MGRAY@PTHSD.NET
Website	http://cms.pthsd.k12.nj.us/
Twitter	https://twitter.com/cmsmrgray

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
6	274	256	265
7	260	272	254
8	253	257	277
Total	787	785	796

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	46.5%	46.5%	47.7%
Male	53.5%	53.5%	52.3%
Economically Disadvantaged Students	16.5%	18.9%	18.6%
Students with Disabilities	12.3%	12.0%	12.1%
English Learners	2.7%	3.2%	2.8%
Homeless Students		0.3%	0.4%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.3%	0.0%
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	41.8%	40.5%	38.1%
Hispanic	13.1%	14.3%	16.2%
Black or African American	3.2%	2.9%	3.6%
Asian	39.0%	40.0%	39.3%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.7%	2.0%	2.6%

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	64.1%
Spanish	7.4%
Gujarati	6.0%
Telugu	4.0%
Chinese	2.9%
Other Languages	15.6%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	59	54	50	Met Standard	40	53	50	Met Standard
White	53	47	50	Met Standard	34.5	48	51	Not Met
Hispanic	55.5	50	49	Met Standard	41	49	48	Met Standard
Black or African American	53	51	44	Met Standard	25	42	44	**
Asian, Native Hawaiian, or Pacific Islander	66	61	61	Exceeds Standard	47	59	61	Met Standard
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	71.5	45.5	49	Exceeds Standard	40.5	48	51	**
Economically Disadvantaged	55	54	48	Met Standard	36.5	45	47	Not Met
Students with Disabilities	60	49	41	Exceeds Standard	42	43	43	Met Standard
English Learners	66	56	54	Exceeds Standard	38	57.5	51	Not Met

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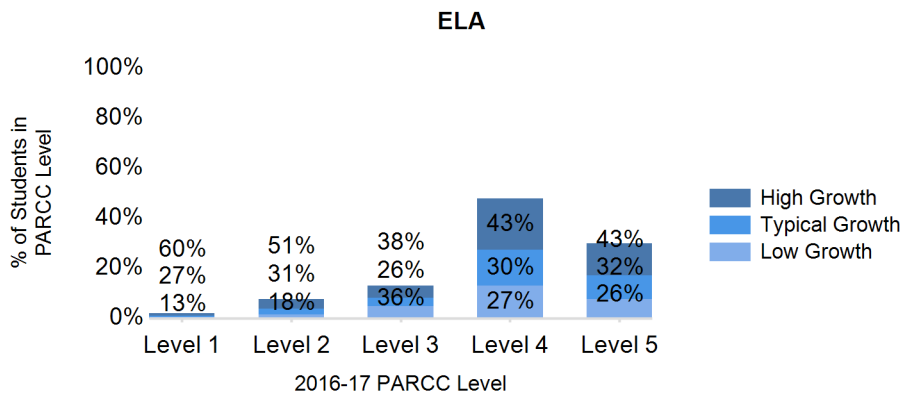
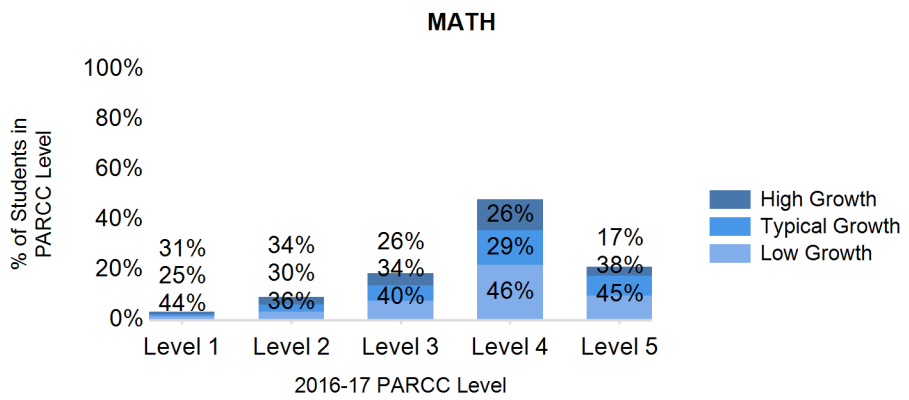
Student Growth by Performance Level

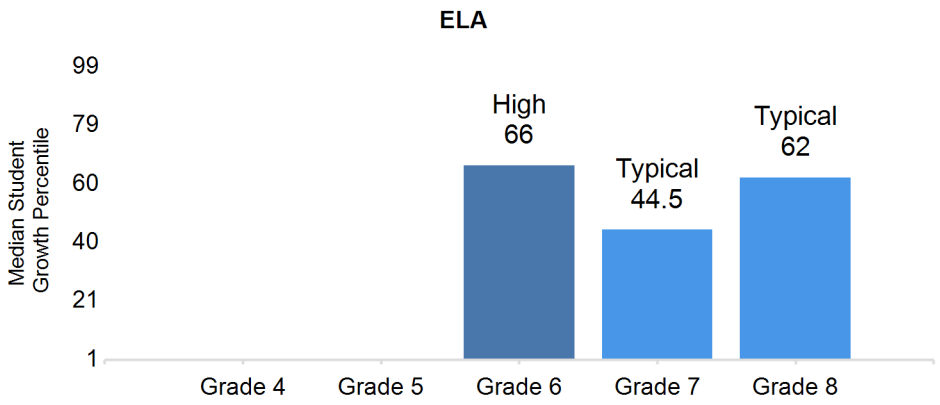
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

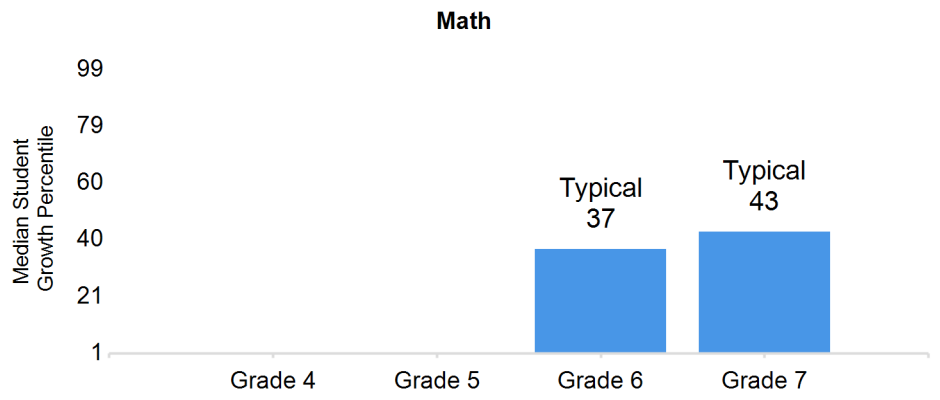




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	777	98.3	76.1	73.7	56.7	76.1	74.1	Met Target
White	293	96.4	71.3	69.0	65.6	71.3	66.9	Met Target
Hispanic	123	99.2	65.0	58.7	42.5	65.0	57.8	Met Target
Black or African American	29	100.0	62.0	*	37.3	62.0	53	Met Target
Asian, Native Hawaiian, or Pacific Islander	310	99.4	85.9	84.1	82.3	85.9	80	Met Goal
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	22	100.0	81.8	77.7	63.4	81.8	76.6	Met Goal
Female	371	98.2	85.2	81.3	64.5	85.2		
Male	406	98.3	67.7	66.6	49.4	67.7		
Economically Disadvantaged Students	132	96.5	61.4	*	38.5	61.4	57.7	Met Target
Non-Economically Disadvantaged Students	645	98.6	79.0	*	67.5	79.0		
Students with Disabilities	101	98.1	22.8	28.5	21.6	22.8	23.3	Met Target†
Students without Disabilities	676	98.3	84.0	81.7	63.9	84.0		
English Learners	68	100.0	42.6	53.8	27.3	42.6	47.9	Met Target†
Non-English Learners	709	98.1	79.3	76.4	59.4	79.3		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	263	772	764	754	*	*	16%	40%	32%	72%	56%
White	95	766	758	761	*	*	18%	45%	24%	69%	66%
Hispanic	50	759	753	742	*	*	26%	36%	20%	56%	42%
Black or African American	12	745	*	737	*	*	*	*	*	50%	35%
Asian, Native Hawaiian, or Pacific Islander	96	784	774	779	0%	*	*	40%	44%	83%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	10	803	*	761	0%	0%	*	*	*	90%	64%
Female	132	781	769	761	*	*	11%	42%	40%	82%	64%
Male	131	762	759	748	*	*	21%	39%	23%	62%	48%
Economically Disadvantaged Students	49	752	747	739	*	*	29%	*	*	45%	37%
Non-Economically Disadvantaged Students	214	776	767	764	*	*	14%	*	*	78%	68%
Students with Disabilities	46	732	730	723	*	*	37%	*	*	20%	18%
Students without Disabilities	217	780	770	760	*	*	12%	*	*	83%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	246	774	772	760	*	*	15%	35%	41%	75%	63%
White	102	765	764	768	*	*	20%	40%	29%	70%	72%
Hispanic	33	761	755	746	*	*	*	*	*	73%	49%
Black or African American	*	*	750	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	99	789	786	790	*	*	10%	26%	59%	85%	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	767	767	*	*	*	*	*	*	68%
Female	127	784	779	769	*	*	12%	32%	52%	84%	72%
Male	119	763	765	752	*	*	19%	37%	29%	66%	54%
Economically Disadvantaged Students	39	765	759	742	*	*	*	44%	28%	72%	44%
Non-Economically Disadvantaged Students	207	775	774	771	*	*	*	33%	43%	76%	73%
Students with Disabilities	19	745	732	721	*	*	*	*	*	42%	22%
Students without Disabilities	227	776	778	768	*	*	*	*	*	78%	71%
English Learners	*	*	700	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	773	762	*	*	*	*	*	*	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	*	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	271	781	780	759	*	*	12%	40%	41%	81%	60%
White	97	771	768	767	*	*	15%	49%	26%	75%	70%
Hispanic	41	756	759	744	*	*	*	*	*	66%	45%
Black or African American	*	*	762	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	117	798	798	789	*	0%	*	25%	65%	90%	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	790	766	*	*	*	*	*	*	66%
Female	116	790	789	768	*	*	*	39%	52%	91%	69%
Male	155	774	772	751	*	*	*	41%	33%	74%	52%
Economically Disadvantaged Students	47	756	753	740	*	*	*	*	*	66%	42%
Non-Economically Disadvantaged Students	224	786	784	769	*	*	*	*	*	84%	71%
Students with Disabilities	28	730	729	719	*	*	46%	*	*	11%	19%
Students without Disabilities	243	787	788	766	*	*	8%	*	*	89%	68%
English Learners	10	705	*	703	*	*	*	*	*	10%	*
Non-English Learners	261	784	*	761	*	*	*	*	*	84%	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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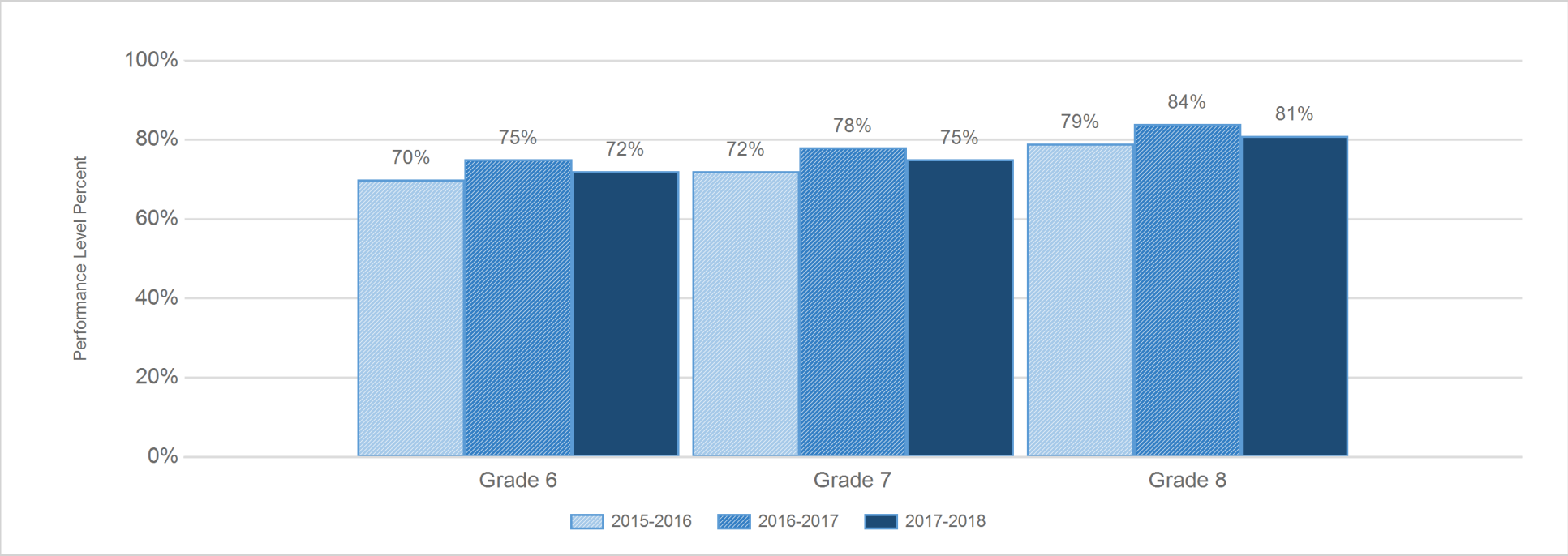
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	780	98.3	62.6	66.0	45.0	62.6	62.2	Met Target
White	293	96.4	53.9	57.7	54.1	53.9	52.5	Met Target
Hispanic	124	99.2	42.7	46.3	29.2	42.7	41.8	Met Target
Black or African American	29	100.0	37.9	*	23.4	37.9	32.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	312	99.4	81.1	82.0	77.0	81.1	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	22	100.0	63.7	69.7	53.0	63.7	59.4	Met Target
Female	372	98.2	65.3	67.9	46.0	65.3		
Male	408	98.3	60.3	64.0	43.9	60.3		
Economically Disadvantaged Students	133	96.5	41.4	*	26.6	41.4	41.4	Met Target
Non-Economically Disadvantaged Students	647	98.6	67.1	*	55.9	67.1		
Students with Disabilities	101	98.1	14.9	*	17.1	14.9	18.9	Met Target†
Students without Disabilities	679	98.3	69.8	*	50.5	69.8		
English Learners	71	100.0	39.4	56.1	24.6	39.4	42	Met Target†
Non-English Learners	709	98.1	65.0	67.2	46.9	65.0		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	264	753	756	744	4%	15%	23%	47%	10%	57%	44%
White	95	747	750	751	*	17%	34%	*	*	46%	54%
Hispanic	51	739	743	731	*	*	31%	37%	0%	37%	27%
Black or African American	12	725	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	96	768	768	771	*	*	*	58%	23%	81%	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	10	770	*	749	0%	*	0%	*	*	90%	52%
Female	132	757	757	745	*	14%	23%	*	*	61%	45%
Male	132	749	756	742	*	16%	23%	*	*	54%	42%
Economically Disadvantaged Students	50	731	735	729	*	*	28%	*	*	28%	24%
Non-Economically Disadvantaged Students	214	758	760	753	*	*	22%	*	*	64%	56%
Students with Disabilities	46	721	725	717	*	*	*	*	*	17%	13%
Students without Disabilities	218	760	762	748	*	*	*	*	*	66%	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

CENTRAL MIDDLE SCHOOL
(27-3950-060)
Grades Offered: 06-08
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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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	247	757	759	743	4%	9%	28%	43%	17%	60%	43%
White	101	747	751	750	*	14%	32%	*	*	50%	54%
Hispanic	33	744	743	732	*	*	30%	*	*	52%	27%
Black or African American	*	*	736	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	101	773	773	767	*	*	21%	39%	37%	75%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	760	748	*	*	*	*	*	*	51%
Female	128	758	759	745	*	*	23%	45%	19%	64%	45%
Male	119	756	759	741	*	*	32%	39%	16%	55%	42%
Economically Disadvantaged Students	38	746	743	730	*	*	42%	*	*	47%	24%
Non-Economically Disadvantaged Students	209	759	761	751	*	*	25%	*	*	62%	55%
Students with Disabilities	19	718	724	717	*	*	*	*	*	16%	12%
Students without Disabilities	228	760	764	748	*	*	*	*	*	64%	50%
English Learners	*	*	719	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	760	744	*	*	*	*	*	*	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

CENTRAL MIDDLE SCHOOL
(27-3950-060)
Grades Offered: 06-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	173	751	748	728	9%	9%	29%	*	*	53%	28%
White	74	750	744	736	*	*	27%	*	*	53%	36%
Hispanic	39	737	738	722	*	*	33%	*	*	36%	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	46	763	763	747	*	*	24%	*	*	67%	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	77	754	752	731	*	*	27%	*	*	58%	31%
Male	96	748	745	725	*	*	30%	*	*	49%	26%
Economically Disadvantaged Students	44	739	738	719	*	*	34%	*	*	39%	20%
Non-Economically Disadvantaged Students	129	755	750	735	*	*	27%	*	*	58%	35%
Students with Disabilities	27	713	718	705	*	*	*	*	*	*	*
Students without Disabilities	146	758	756	735	*	*	*	*	*	*	*
English Learners	11	702	*	705	*	*	*	*	*	*	10%
Non-English Learners	162	754	*	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

CENTRAL MIDDLE SCHOOL
(27-3950-060)
Grades Offered: 06-08
2017-2018

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	98	801	767	746	0%	0%	0%	61%	39%	100%	46%
White	24	789	754	755	0%	0%	0%	*	*	100%	57%
Hispanic	*	*	748	730	*	*	*	*	*	*	27%
Black or African American	N	N	742	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	69	805	786	779	0%	0%	0%	55%	45%	100%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	766	755	*	*	*	*	*	*	54%
Female	38	794	765	748	0%	0%	0%	74%	26%	100%	48%
Male	60	806	769	745	0%	0%	0%	53%	47%	100%	44%
Economically Disadvantaged Students	*	*	748	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	770	756	*	*	*	*	*	*	57%
Students with Disabilities	*	*	722	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	774	752	*	*	*	*	*	*	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	98	801	*	749	0%	0%	0%	61%	39%	100%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

CENTRAL MIDDLE SCHOOL
(27-3950-060)
Grades Offered: 06-08
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	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	*	*	746	735	*	*	*	*	*	*	30%
White	N	N	742	740	N	N	N	N	N	N	37%
Hispanic	N	N	729	723	N	N	N	N	N	N	14%
Black or African American	N	N	725	719	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	759	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	*	734	N	N	N	N	N	N	28%
Two or More Races	N	N	*	741	N	N	N	N	N	N	39%
Female	*	*	*	736	*	*	*	*	*	*	30%
Male	N	N	*	734	N	N	N	N	N	N	29%
Economically Disadvantaged Students	N	N	732	722	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	*	*	748	741	*	*	*	*	*	*	38%
Students with Disabilities	N	N	725	713	N	N	N	N	N	N	*
Students without Disabilities	*	*	750	738	*	*	*	*	*	*	*
English Learners	N	N	*	711	N	N	N	N	N	N	*
Non-English Learners	*	*	*	736	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

CENTRAL MIDDLE SCHOOL
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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	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	*	*	745	727	*	*	*	*	*	*	30%
White	N	N	732	733	N	N	N	N	N	N	35%
Hispanic	N	N	717	710	N	N	N	N	N	N	14%
Black or African American	N	N	721	705	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	*	729	N	N	N	N	N	N	28%
Two or More Races	N	N	*	736	N	N	N	N	N	N	37%
Female	N	N	745	728	N	N	N	N	N	N	30%
Male	*	*	745	727	*	*	*	*	*	*	30%
Economically Disadvantaged Students	N	N	724	709	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	*	*	749	736	*	*	*	*	*	*	37%
Students with Disabilities	N	N	699	693	N	N	N	N	N	N	*
Students without Disabilities	*	*	754	732	*	*	*	*	*	*	*
English Learners	N	N	*	691	N	N	N	N	N	N	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	*	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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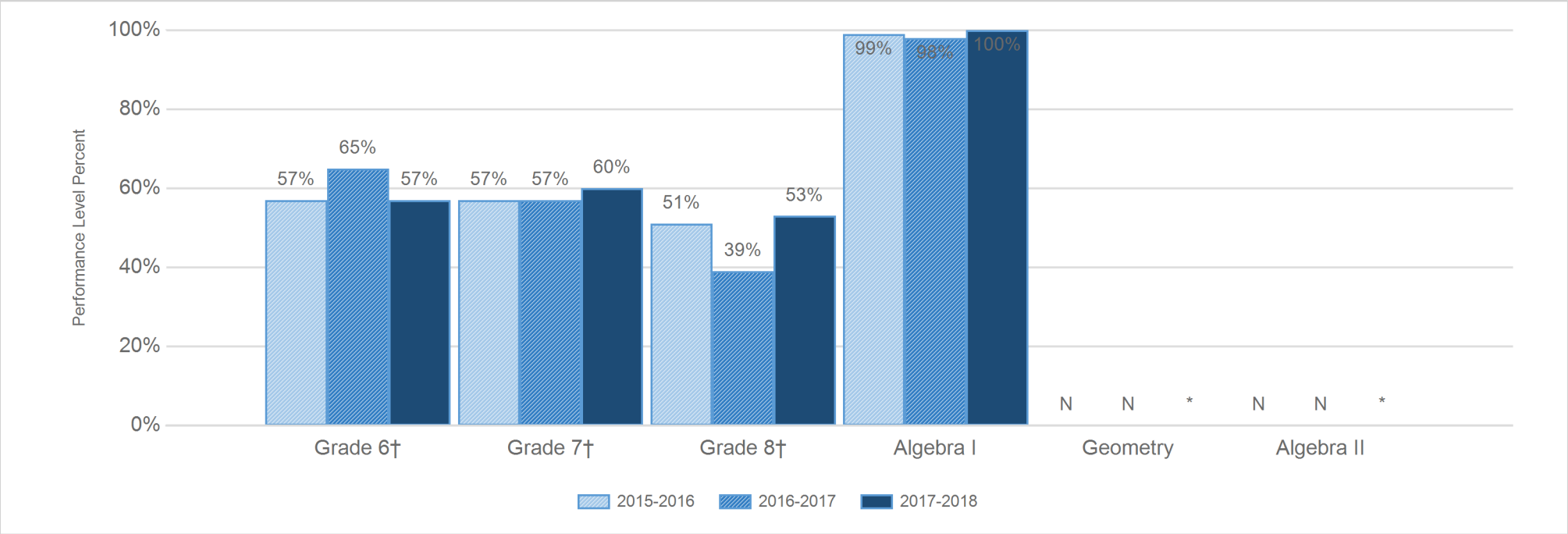
Mathematics Assessment – Performance Trends

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.

NJ SCHOOL PERFORMANCE REPORT

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	42.1%	**	**

† 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	12	83.3%	16.7%
3-4	*	*	*
5 or more	*	*	*

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

NJASK Science Assessment Information

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

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	272
7	1	0	264
8	98	0	184
Total	99	0	720

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	134	34	70	0	0	0	0
7	157	34	49	0	0	0	0
8	158	35	69	0	0	0	0
Total	449	103	188	0	0	0	0

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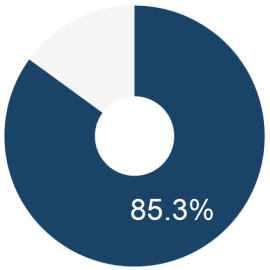
Visual and Performing Arts – Course Participation

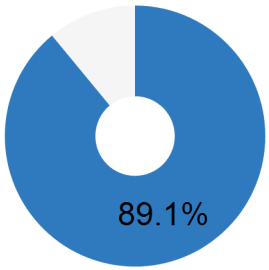
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

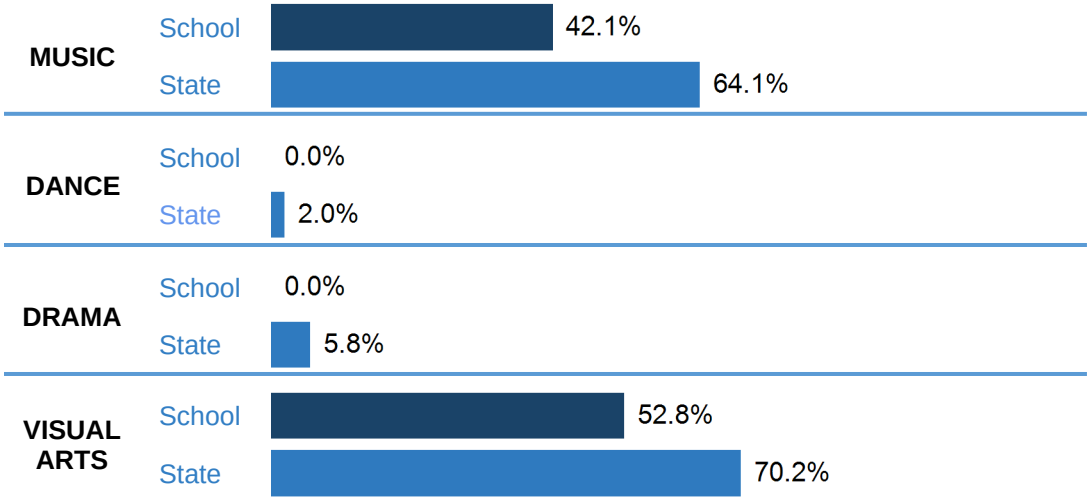


School



State

Students enrolled in one or more classes by discipline:



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

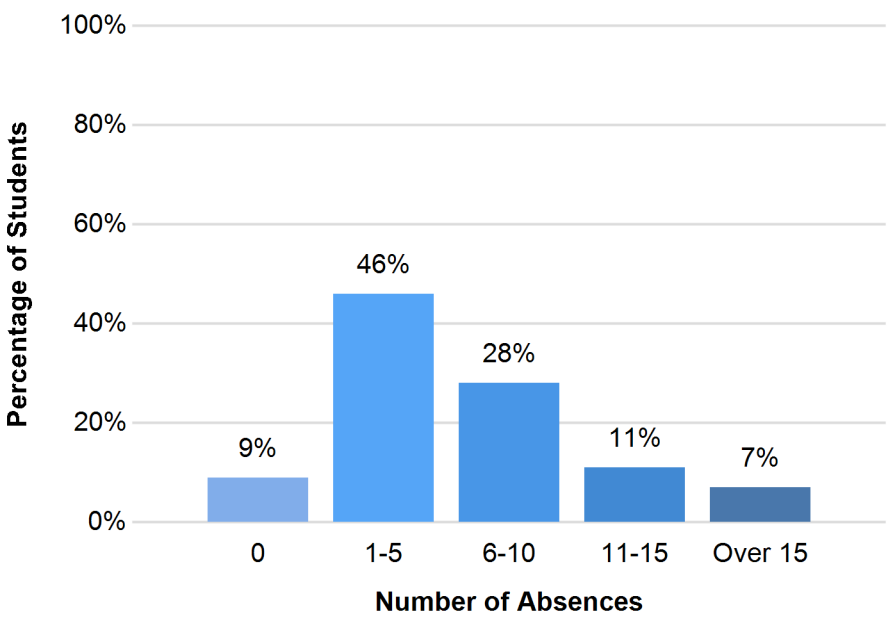
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	35	4.4	9.5	Met
White	17	5.6	9.5	Met
Hispanic	8	6.2	9.5	Met
Black or African American	1	3.4	9.5	Met
Asian, Native Hawaiian, or Pacific Islander	8	2.5	9.5	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	4.8	9.5	Met
Economically Disadvantaged Students	13	8.7	9.5	Met
Students with Disabilities	9	8.9	9.5	Met
English Learners	0	0	9.5	Met

Days Absent

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



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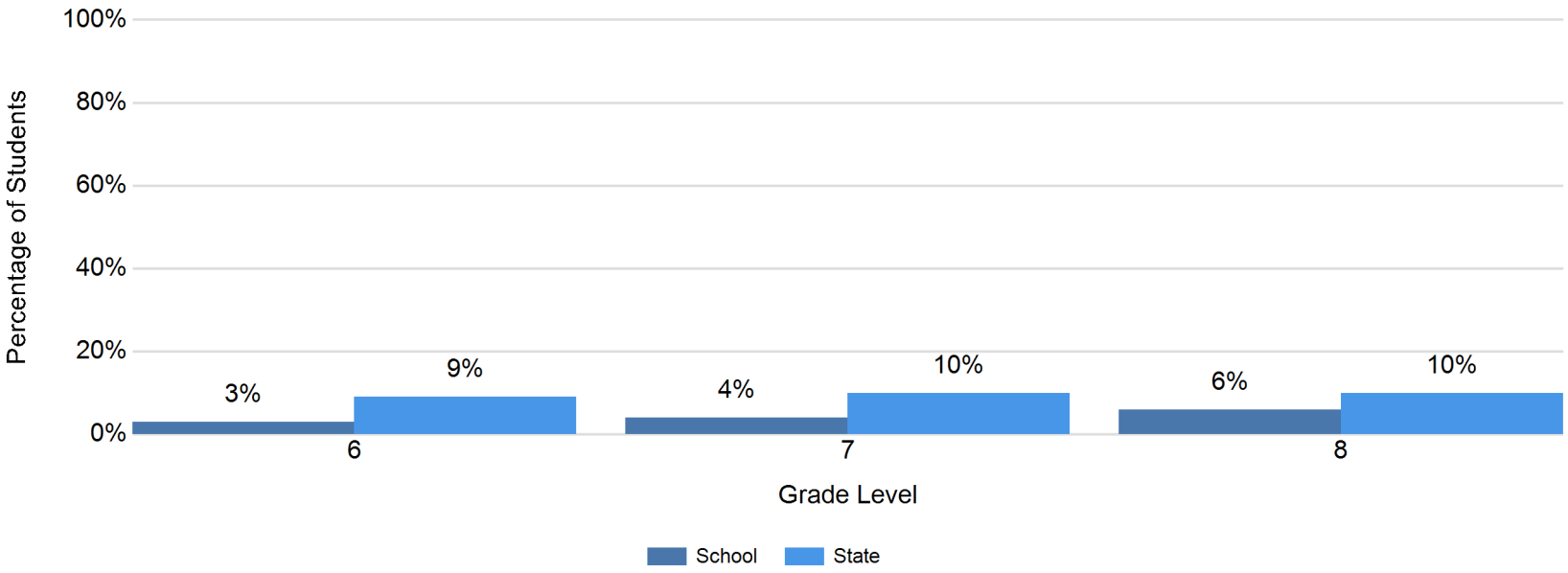
Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality 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 by Grade

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



NJ SCHOOL PERFORMANCE REPORT

CENTRAL MIDDLE SCHOOL
(27-3950-060)
Grades Offered: 06-08
2017-2018

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	1
Vandalism	1
Substances	3
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	12
Incidents Per 100 Students Enrolled	1.51

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	1
Vandalism	1
Substances	3
Harassment, Intimidation, Bullying (HIB)	3
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	3	3
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	1	1
Other	3	2	5
No Identified Nature	1		1

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	*	*
Out-of-School Suspensions	*	*
Any Suspension	11	1.4%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
14

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School Day

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

Category	School
Typical Start Time	7:55 AM
Typical End Time	2:35 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	4 Hrs. 1 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2017-18	1.7:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$324	$16,643	$16,967

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	82	117,464
Average years experience in public schools	10.1	12.0
Average years experience in district	10.1	10.7
Teachers in district for 4 or more years	79.3%	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	42	9,374
Average years experience in public schools	9.9	16.0
Average years experience in district	9.9	12.0
Administrators in district for 4 or more years	64.3%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	265:1	167:1
Teachers to Administrators	27:1	15:1
Students to Librarians/Media Specialists		502:1
Students to Nurses		502:1
Students to Counselors		260:1
Students to Child Study Team		234:1

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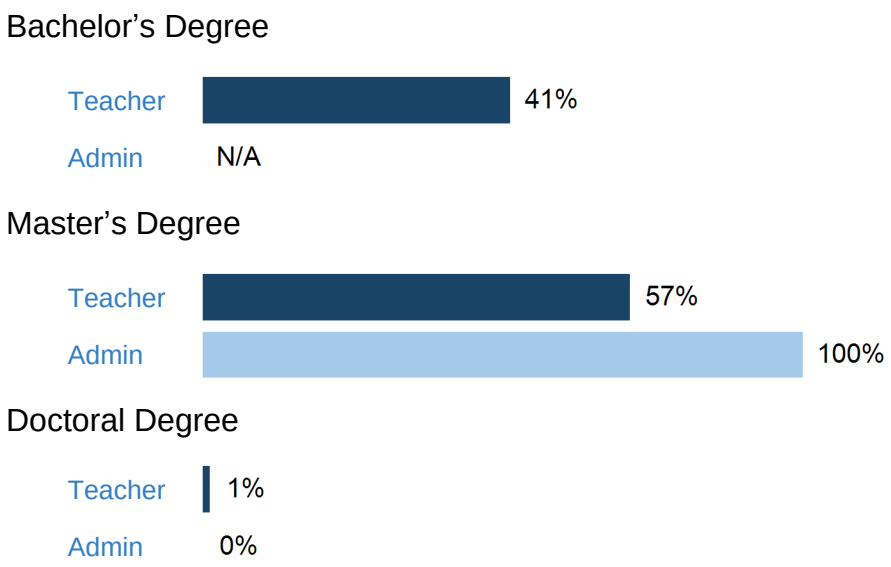
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	94.8%	90.2%
2016-17 Administrators: Same district 2017-18	83.7%	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	98.3%

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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	79.3%	0.0%
Male	20.7%	100.0%
White	95.1%	100.0%
Hispanic	2.4%	0.0%
Black or African American	0.0%	0.0%
Asian	2.4%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	77.96	17.5%
Mathematics Proficiency	66.47	17.5%
English Language Arts Growth	80.51	25.0%
Mathematics Growth	15.31	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	79.20	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	61.11	n/a
Summative Rating: Percentile Rank of Summative Score	68.54	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Standard	Met Standard	**	Met	No
White	43.22	14.08	No	Met Target	Met Target	Met Standard	Not Met	n/a	Met	No
Hispanic	63.10	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Black or African American	85.47	14.08	No	Met Target	Met Target	Met Standard	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	46.86	14.08	No	Met Goal	Met Goal	Exceeds Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	77.06	14.08	No	Met Goal	Met Target	Exceeds Standard	**	n/a	Met	No
Economically Disadvantaged Students	65.06	14.08	No	Met Target	Met Target	Met Standard	Not Met	n/a	Met	No
Students with Disabilities	62.22	14.08	No	Met Target†	Met Target†	Exceeds Standard	Met Standard	n/a	Met	No
English Learners	66.70	14.08	No	Met Target†	Met Target†	Exceeds Standard	Not Met	Not Met	Met	No

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

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School Narrative

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

Highlights:	• Literacy coaches infuse reading and writing skills into science and social studies courses. • Curriculum includes STEAM formatted instruction and Next Generation Science Standards. • Curriculum includes Robotics, Current and Emerging Technology, Young Makers and MultiMedia courses.
Mission, Vision, Theme:	The mission of the Parsippany-Troy Hills Township School District, in partnership with families and the greater community, is to challenge and nurture all students academically and to develop confident learners who are compassionate, generous, appreciative, and invested in their diverse world. This will be accomplished through innovative opportunities inspiring life-long learning, critical thinking and problem solving, creative exploration, and democratic collaboration among students and staff.
Awards, Recognition, Accomplishments:	Central has outstanding music programs.The CMS band and chorus both received "Superior" ratings at the High Note Music Festival, and multiple students participated in Junior Region Chorus, Junior Region Band, and Junior Region Orchestra. Six students from the 6th grade participated in Honors Elementary Band. The Central Middle School History Day Club reached the national level and competed at Maryland State University. The National History Day Club had three groups chosen to compete at the state level.

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Courses, Curriculum, Instruction:	In math, we offer accelerated courses in Grades 6-8 with algebra options in Grade 8. Social studies and ELA have honors choices in Grades 6-8. In science we offer students an 8th grade honors option. For electives, we offer robotics, computer coding, culinary arts, sports and literature, and music/art/IA and engineering choices. These electives support the exploratory nature of middle school instruction. The World Language program is an effective enrichment program where students choose to study one of three languages: Spanish, French, or Italian. The use of Google Classroom in many courses offers students access to course-related materials and resources on campus and at home. Homework is meant to extend learning opportunities and is 30-45 minutes per subject.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Wrestling (Coed)
Clubs and Activities:	Cheerleading is also offered in the fall and spring. Boys Cross Country won their 4th straight Morris County Championship. Boys Soccer reached the county semi-finals. Wrestling took ninth place overall in the Morris County Tournament with three medal winners. Boys Basketball reached the county semi-finals. Boys Baseball reached the county semi-finals. Girls Softball took second place in the Morris County Tournament .

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Staff and Professional Learning:	Our endeavors focus on integrating reading and writing into our science and social studies curriculum. In ELA, our strategies focus on incorporating the Reading and Writing Workshop model into our courses. We have established literacy centers staffed by literacy coaches who conduct good writing practice in these subjects. PLC's focus on tracking student growth through our quarterly assessments and meet daily to coordinate curriculum. Social Studies teachers continue to implement activities that promote critical thinking via primary and secondary source analysis and DBQ activities. Mathematics teachers continue to develop strategies and activities to develop Growth Mindsets in their students. With the addition of Chromebooks to the middle schools, teachers will have additional training on different technologies and how they can be infused into the curriculum.

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Student Supports and Services:	Special Education programs; Multiple Disabled, Resource Room, Co-Teaching, Physical Therapy, Occupational Therapy, Speech and Language Services. Intervention and Referral Services are provided to students struggle academically and/or behaviorally. ELL students are provided at least one full period of ESL instruction per day from a certified ESL teacher. Students in High-Intensity ESL programs receive 2 periods of ESL per day from a certified ESL teacher.
Student Health and Wellness:	School Breakfast program is offered. Students engage in PE and Health every day for 46 minutes. School staff are CPR Certified. There is a Certified Food Handler as the Food Service Manager. Standards based nutrition education is offered in a variety of subjects.
Parent and Community Involvement:	Parent/Community Involvement is essential to our students' success. In Parsippany-Troy Hills Township Schools, participation is encouraged with activities planned annually: DARE Program, K-Kids, Interact, Girl/Boy Scouts, PAL, Peacemakers, Big Brothers/Big Sisters, and PACE, just to name a few. The Superintendent and Administration work closely with our PTAs who are very involved in all of our schools. Parents have access to student data through Genesis Portal on our website and receive up to date information through SchoolMessenger and our District SharePoint Virtual Folders. The district supports a "Parents of Exceptional Children" committee and offers opportunities for parents to participate in Book Study opportunities and other learning throughout the year.

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Other Information:	Central Middle School follows an eight period day structure with each period lasting forty-six minutes. The purpose of our curriculum is to help students learn by developing their intellectual, creative, and physical potential through a student-centered approach to instruction. Our program is responsive to the needs and abilities of the early adolescent learner. It attends to both the mastery of basic skills and higher cognitive processes, including problem solving and drawing conclusions. The instructional program seeks to have all student experience frequent academic success and provides a variety of learning experiences. exploratory areas of study for all children include language arts, mathematics, social studies, science, health and physical education, instrumental music, vocal music, food and nutrition, metalworking, woodworking, art, world languages (Spanish, Italian and French), S.T.E.A.M., multi-media skills, technology education and media/library studies. Student safety is of the highest priority. The School Culture and Climate Committee, made up of representatives of all stakeholders, meets monthly. Safety and security drills are also conducted twice a month in conjunction with townships police department. The school has a security officer as well as an SRO. Everyone involved in the Central Middle School community is committed to meeting the on-going and ever-changing needs of the school's student population. The staff recognizes the need to develop a close partnership with parents in order to sustain high academic achievement and personal growth for students. At all grade levels, parents maintain a close working relationship with their child's teachers through newsletters, electronic school-to-parent communication, parent-teacher conferences and the use of the district/school website. At Central Middle School, stakeholders believe and adhere to the importance of high expectations for learning, student achievement, respect and teamwork.