NJ SCHOOL PERFORMANCE REPORT

CENTRAL REGIONAL MIDDLE SCHOOL
(29-0770-050)
Grades Offered: 07-08
2017-2018

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

NJ SCHOOL PERFORMANCE REPORT

CENTRAL REGIONAL MIDDLE SCHOOL
(29-0770-050)
Grades Offered: 07-08
2017-2018

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

School Contact Info

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

Type	Contact Information
County	OCEAN
District	CENTRAL REGIONAL
Principal Name	MR. FIRETTO
Address	509 FOREST HILLS PARKWAY BAYVILLE, NJ 08721
Phone Number	(732)269-1100
Email Address	JFIRETTO@CENTRALREGIONAL.NET
Website	https://www.centralreg.k12.nj.us/
Facebook	https://www.facebook.com/Central-Regional-School-District-153229481822077/
Twitter	https://twitter.com/WE_R_CR1

NJ SCHOOL PERFORMANCE REPORT

CENTRAL REGIONAL MIDDLE SCHOOL
(29-0770-050)
Grades Offered: 07-08
2017-2018

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

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
7	372	374	372
8	348	378	391
Total	722	753	765

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	46.0%	47.0%	49.5%
Male	54.0%	53.0%	50.5%
Economically Disadvantaged Students	35.0%	32.9%	31.9%
Students with Disabilities	22.0%	20.1%	21.0%
English Learners	0.1%	0.3%	0.4%
Homeless Students		0.1%	0.4%
Students in Foster Care		0.3%	0.4%
Military-Connected Students		0.1%	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	71.6%	75.7%	73.9%
Hispanic	15.5%	15.0%	15.9%
Black or African American	5.1%	4.6%	4.6%
Asian	1.2%	0.9%	1.7%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.0%
American Indian or Alaska Native	0.1%	0.0%	0.1%
Two or More Races	6.2%	3.6%	3.8%

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	93.6%
Spanish	4.4%
Other Languages	2.0%

NJ SCHOOL PERFORMANCE REPORT

CENTRAL REGIONAL MIDDLE SCHOOL
(29-0770-050)
Grades Offered: 07-08
2017-2018

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

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	28	28	50	Not Met	66.5	66.5	50	Exceeds Standard
White	30	30	50	Not Met	67	67	51	Exceeds Standard
Hispanic	20.5	20.5	49	Not Met	59	59	48	Met Standard
Black or African American	31	31	44	Not Met	64	64	44	**
Asian, Native Hawaiian, or Pacific Islander	74	74	61	**	*	*	61	**
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	20.5	20.5	49	Not Met	72	72	51	**
Economically Disadvantaged	20	20	48	Not Met	51.5	51.5	47	Met Standard
Students with Disabilities	28	28	41	Not Met	34	34	43	Not Met
English Learners	N	N	54	**	N	N	51	**

NJ SCHOOL PERFORMANCE REPORT

CENTRAL REGIONAL MIDDLE SCHOOL
(29-0770-050)
Grades Offered: 07-08
2017-2018

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

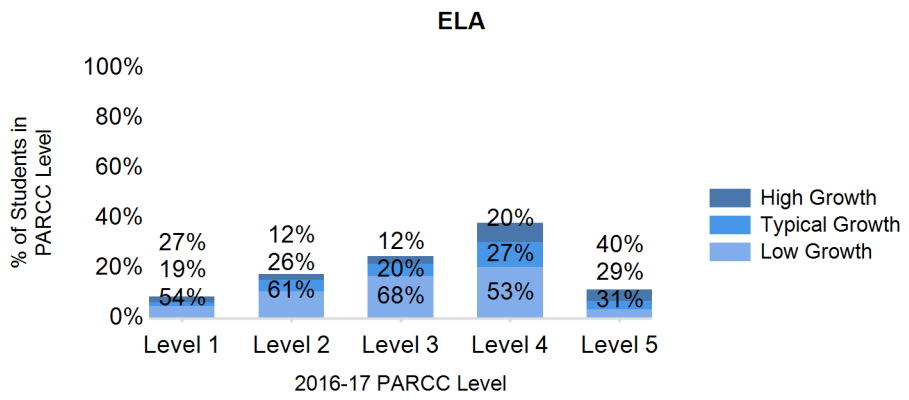
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same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

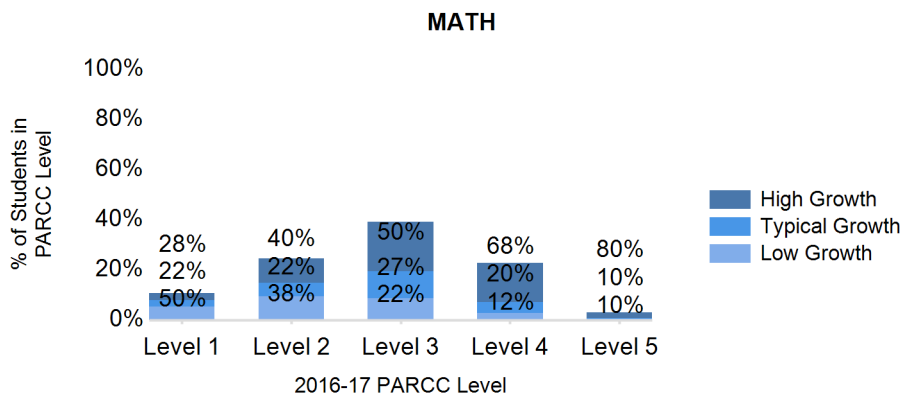
A student's SGP falls between 1 and 99 and can be grouped into three level **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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 by Performance Level

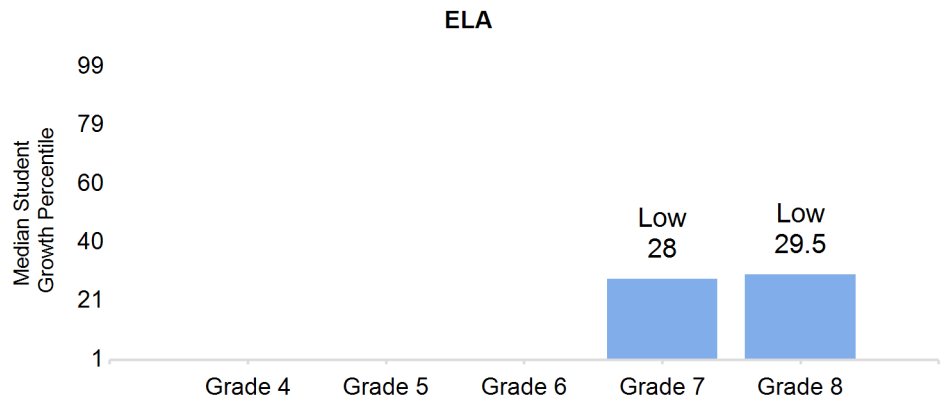
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

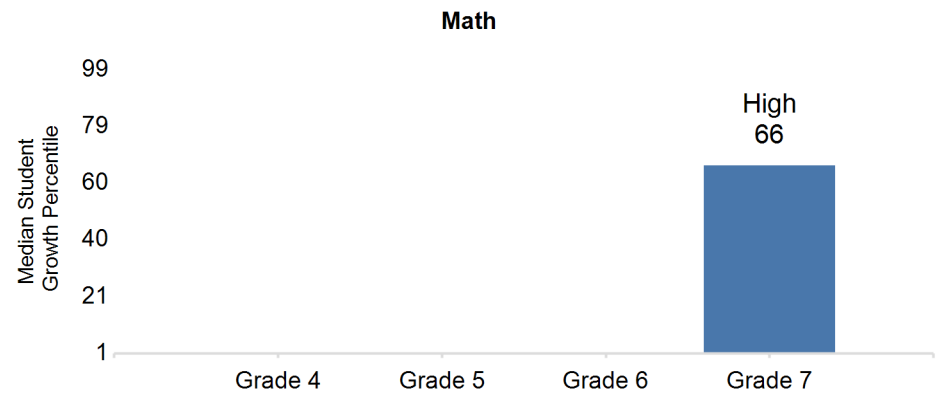




Student Growth by Grade

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





NJ SCHOOL PERFORMANCE REPORT

CENTRAL REGIONAL MIDDLE SCHOOL
(29-0770-050)
Grades Offered: 07-08
2017-2018

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

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	722	97.4	41.8	34.8	56.7	41.8	46	Not Met
White	539	98.0	46.0	38.3	65.6	46.0	47.1	Met Target†
Hispanic	115	95.9	24.4	20.5	42.5	24.4	38	Not Met
Black or African American	27	91.4	22.2	25.4	37.3	21.0	36.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	27	96.4	44.4	34.8	63.4	44.4	48.6	Met Target†
Female	358	97.6	49.5	42.4	64.5	49.5		
Male	364	97.1	34.3	27.4	49.4	34.3		
Economically Disadvantaged Students	224	95.9	23.2	19.4	38.5	23.2	34	Not Met
Non-Economically Disadvantaged Students	498	98.1	50.2	42.0	67.5	50.2		
Students with Disabilities	162	96.5	*	*	21.6	*	19.2	Not Met
Students without Disabilities	560	97.6	*	*	63.9	*		
English Learners	*	*	*	*	27.3	*	**	**
Non-English Learners	*	*	*	*	59.4	*		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
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.

NJ SCHOOL PERFORMANCE REPORT

CENTRAL REGIONAL MIDDLE SCHOOL
(29-0770-050)
Grades Offered: 07-08
2017-2018

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

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	355	740	740	760	23%	16%	17%	29%	15%	44%	63%
White	250	742	742	768	20%	14%	19%	32%	15%	47%	72%
Hispanic	61	722	722	746	30%	28%	*	*	*	28%	49%
Black or African American	15	732	732	740	*	*	*	*	*	40%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	57%
Two or More Races	20	750	750	767	*	*	*	*	*	55%	68%
Female	189	750	750	769	16%	12%	20%	31%	21%	51%	72%
Male	166	728	728	752	30%	20%	14%	27%	10%	36%	54%
Economically Disadvantaged Students	113	715	715	742	45%	20%	13%	12%	9%	21%	44%
Non-Economically Disadvantaged Students	242	751	751	771	12%	14%	19%	36%	19%	55%	73%
Students with Disabilities	82	702	702	721	*	*	*	*	*	*	22%
Students without Disabilities	273	751	751	768	*	*	*	*	*	*	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

CENTRAL REGIONAL MIDDLE SCHOOL
(29-0770-050)
Grades Offered: 07-08
2017-2018

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

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	375	741	741	759	15%	22%	23%	27%	12%	39%	60%
White	293	747	747	767	12%	22%	22%	31%	14%	45%	70%
Hispanic	55	727	727	744	24%	25%	31%	*	*	20%	45%
Black or African American	15	701	701	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	174	753	753	768	7%	20%	25%	30%	17%	47%	69%
Male	201	732	732	751	22%	24%	21%	24%	8%	32%	52%
Economically Disadvantaged Students	113	726	726	740	27%	21%	27%	*	*	24%	42%
Non-Economically Disadvantaged Students	262	748	748	769	10%	23%	21%	*	*	46%	71%
Students with Disabilities	72	712	712	719	32%	31%	26%	*	*	11%	19%
Students without Disabilities	303	748	748	766	11%	20%	22%	*	*	46%	68%
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	375	741	741	761	15%	22%	23%	27%	12%	39%	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	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%

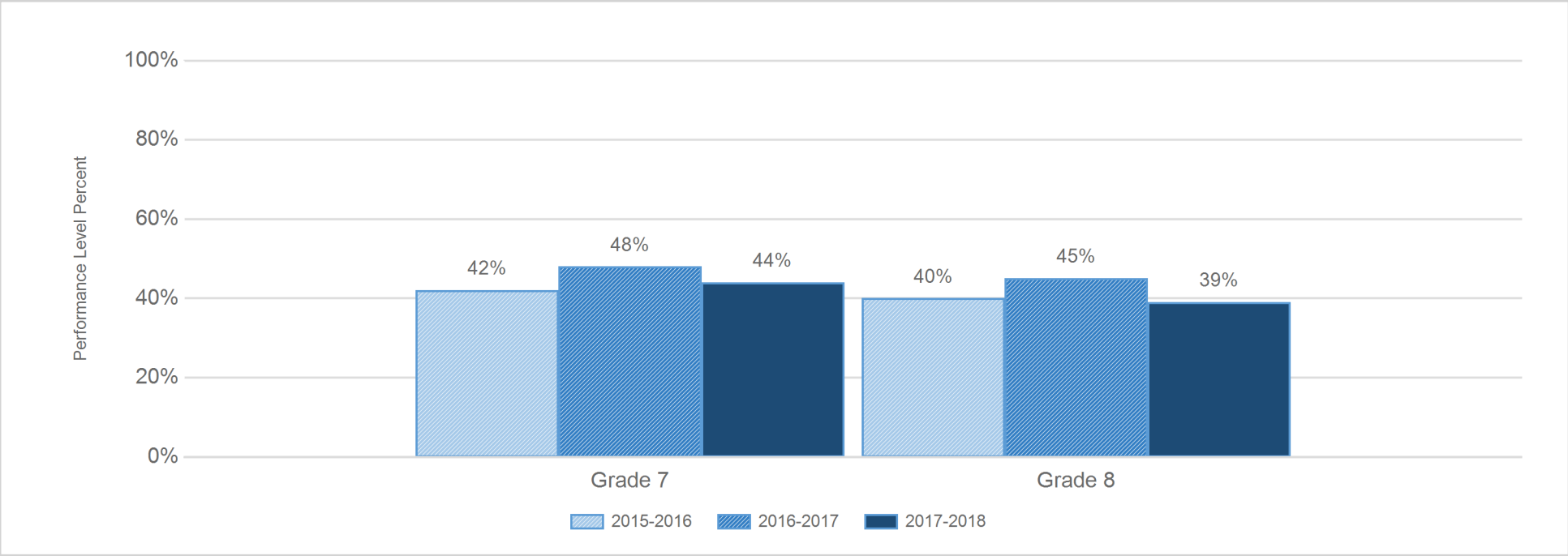
NJ SCHOOL PERFORMANCE REPORT

CENTRAL REGIONAL MIDDLE SCHOOL
(29-0770-050)
Grades Offered: 07-08
2017-2018

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

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.



NJ SCHOOL PERFORMANCE REPORT

CENTRAL REGIONAL MIDDLE SCHOOL
(29-0770-050)
Grades Offered: 07-08
2017-2018

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

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	728	98.0	37.5	35.6	45.0	37.5	43.5	Not Met
White	542	98.4	41.9	38.8	54.1	41.9	44.4	Met Target†
Hispanic	118	98.3	20.3	22.4	29.2	20.3	33.2	Not Met
Black or African American	27	91.4	14.8	21.2	23.4	14.0	44.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	27	96.4	37.0	32.3	53.0	37.0	46.3	Met Target†
Female	361	98.4	41.6	38.4	46.0	41.6		
Male	367	97.7	33.5	32.7	43.9	33.5		
Economically Disadvantaged Students	229	97.5	23.1	22.6	26.6	23.1	32.8	Not Met
Non-Economically Disadvantaged Students	499	98.3	44.1	41.7	55.9	44.1		
Students with Disabilities	164	97.1	*	*	17.1	*	13.6	Not Met
Students without Disabilities	564	98.3	*	*	50.5	*		
English Learners	*	*	*	*	24.6	*	**	**
Non-English Learners	*	*	*	*	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

CENTRAL REGIONAL MIDDLE SCHOOL
(29-0770-050)
Grades Offered: 07-08
2017-2018

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

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	357	740	740	743	10%	21%	30%	32%	7%	39%	43%
White	251	742	742	750	10%	19%	27%	37%	7%	44%	54%
Hispanic	62	729	729	732	16%	26%	40%	*	*	18%	27%
Black or African American	15	724	724	727	*	*	*	*	*	27%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	39%
Two or More Races	20	747	747	748	0%	*	*	*	*	45%	51%
Female	190	745	745	745	6%	18%	33%	*	*	42%	45%
Male	167	734	734	741	14%	24%	26%	*	*	36%	42%
Economically Disadvantaged Students	114	724	724	730	23%	31%	26%	*	*	20%	24%
Non-Economically Disadvantaged Students	243	748	748	751	4%	16%	31%	*	*	48%	55%
Students with Disabilities	83	711	711	717	*	*	*	*	*	*	12%
Students without Disabilities	274	749	749	748	*	*	*	*	*	*	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	N	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 REGIONAL MIDDLE SCHOOL
(29-0770-050)
Grades Offered: 07-08
2017-2018

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

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	314	725	725	728	25%	20%	32%	*	*	23%	28%
White	237	728	728	736	23%	20%	32%	*	*	26%	36%
Hispanic	52	723	723	722	25%	21%	38%	*	*	15%	22%
Black or African American	15	704	704	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	140	730	730	731	21%	19%	36%	*	*	25%	31%
Male	174	722	722	725	29%	21%	29%	*	*	21%	26%
Economically Disadvantaged Students	107	718	718	719	34%	20%	28%	*	*	19%	20%
Non-Economically Disadvantaged Students	207	729	729	735	21%	20%	34%	*	*	25%	35%
Students with Disabilities	73	699	699	705	*	*	*	*	*	*	*
Students without Disabilities	241	733	733	735	*	*	*	*	*	*	*
English Learners	N	N	N	705	N	N	N	N	N	N	10%
Non-English Learners	314	725	725	729	25%	20%	32%	*	*	23%	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	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 REGIONAL MIDDLE SCHOOL
(29-0770-050)
Grades Offered: 07-08
2017-2018

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

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	65	813	743	746	0%	0%	0%	29%	71%	100%	46%
White	58	813	747	755	0%	0%	0%	29%	71%	100%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	N	N	730	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	N	N	733	755	N	N	N	N	N	N	54%
Female	36	812	746	748	0%	0%	0%	*	*	100%	48%
Male	29	815	740	745	0%	0%	0%	*	*	100%	44%
Economically Disadvantaged Students	10	807	731	729	0%	0%	0%	*	*	100%	25%
Non-Economically Disadvantaged Students	55	815	750	756	0%	0%	0%	*	*	100%	57%
Students with Disabilities	N	N	699	716	N	N	N	N	N	N	13%
Students without Disabilities	65	813	752	752	0%	0%	0%	29%	71%	100%	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	65	813	*	749	0%	0%	0%	29%	71%	100%	*
Homeless Students	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	*	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 REGIONAL MIDDLE SCHOOL
(29-0770-050)
Grades Offered: 07-08
2017-2018

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

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	N	N	731	735	N	N	N	N	N	N	30%
White	N	N	732	740	N	N	N	N	N	N	37%
Hispanic	N	N	724	723	N	N	N	N	N	N	14%
Black or African American	N	N	*	719	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	760	N	N	N	N	N	N	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	729	741	N	N	N	N	N	N	39%
Female	N	N	732	736	N	N	N	N	N	N	30%
Male	N	N	729	734	N	N	N	N	N	N	29%
Economically Disadvantaged Students	N	N	723	722	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	N	N	734	741	N	N	N	N	N	N	38%
Students with Disabilities	N	N	707	713	N	N	N	N	N	N	*
Students without Disabilities	N	N	734	738	N	N	N	N	N	N	*
English Learners	N	N	*	711	N	N	N	N	N	N	*
Non-English Learners	N	N	*	736	N	N	N	N	N	N	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	*	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

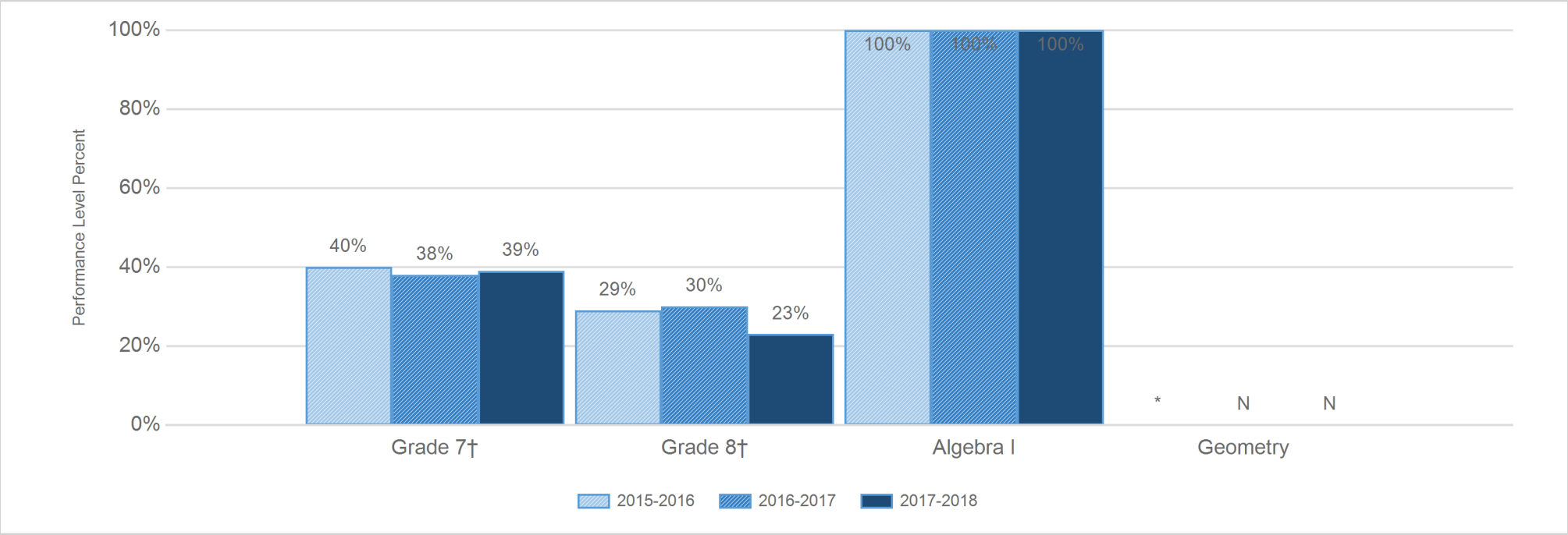
NJ SCHOOL PERFORMANCE REPORT

CENTRAL REGIONAL MIDDLE SCHOOL
(29-0770-050)
Grades Offered: 07-08
2017-2018

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

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

CENTRAL REGIONAL MIDDLE SCHOOL
(29-0770-050)
Grades Offered: 07-08
2017-2018

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

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
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	*	*	*

† 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	*	*	*
3-4	N	N	N
5 or more	N	N	N

NJ SCHOOL PERFORMANCE REPORT

CENTRAL REGIONAL MIDDLE SCHOOL
(29-0770-050)
Grades Offered: 07-08
2017-2018

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

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.

NJ SCHOOL PERFORMANCE REPORT

CENTRAL REGIONAL MIDDLE SCHOOL
(29-0770-050)
Grades Offered: 07-08
2017-2018

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

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
7	0	0	372
8	65	0	326
Total	65	0	698

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
7	0	0	0	0	0	0	247
8	15	0	0	0	0	0	1
Total	15	0	0	0	0	0	248

NJ SCHOOL PERFORMANCE REPORT

CENTRAL REGIONAL MIDDLE SCHOOL
(29-0770-050)
Grades Offered: 07-08
2017-2018

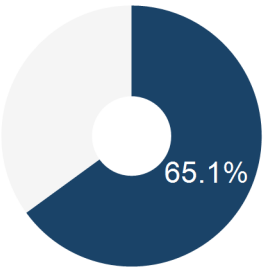
Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Visual and Performing Arts – Course Participation

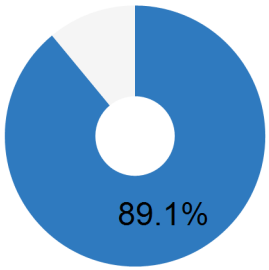
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

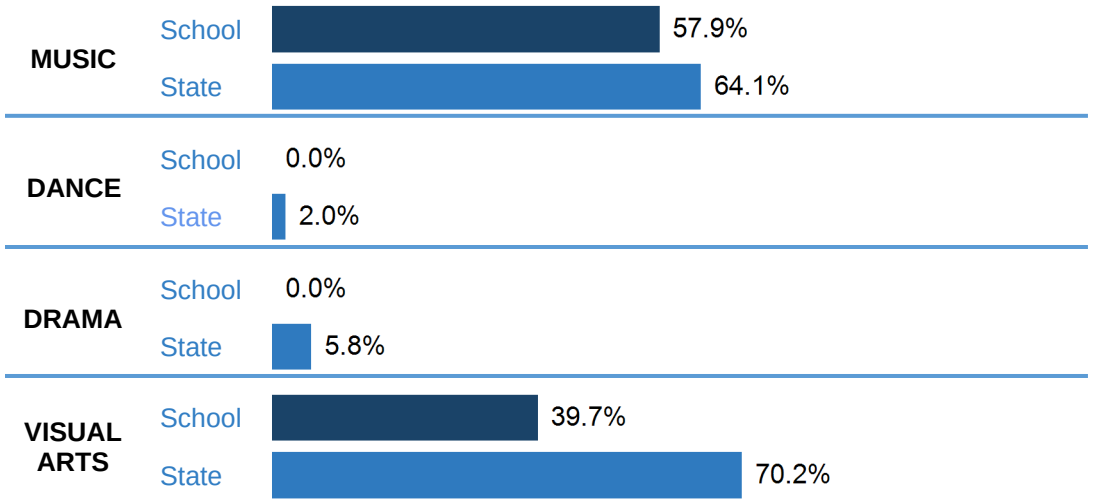


School



State

Students enrolled in one or more classes by discipline:



NJ SCHOOL PERFORMANCE REPORT

CENTRAL REGIONAL MIDDLE SCHOOL
(29-0770-050)
Grades Offered: 07-08
2017-2018

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

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.

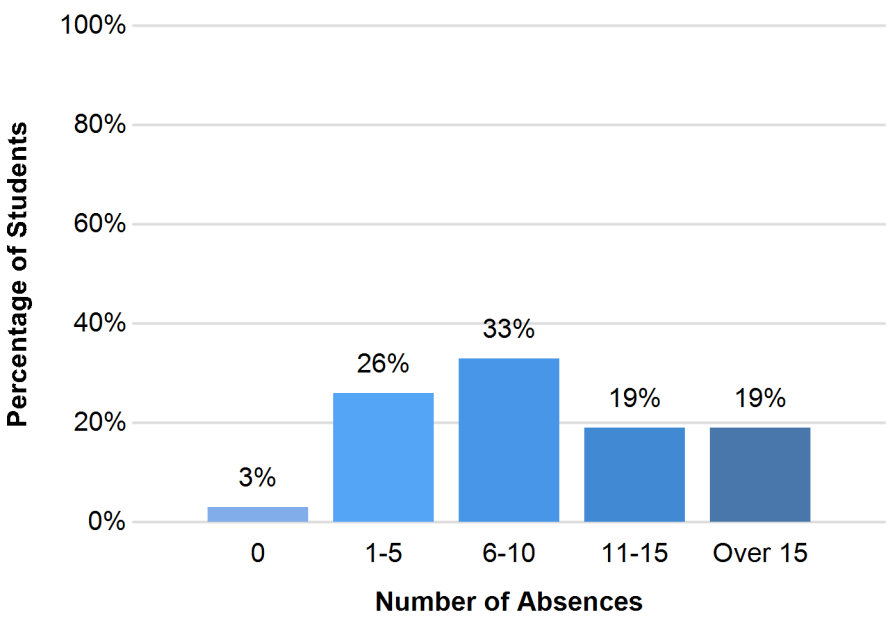
Chronic Absenteeism

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	108	14.2	10.0	Not Met
White	77	13.7	10.0	Not Met
Hispanic	16	13.1	10.0	Not Met
Black or African American	9	26.5	10.0	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	6	20.7	10.0	Not Met
Economically Disadvantaged Students	53	21.7	10.0	Not Met
Students with Disabilities	35	21.5	10.0	Not Met
English Learners	*	*	**	**

Days Absent

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



NJ SCHOOL PERFORMANCE REPORT

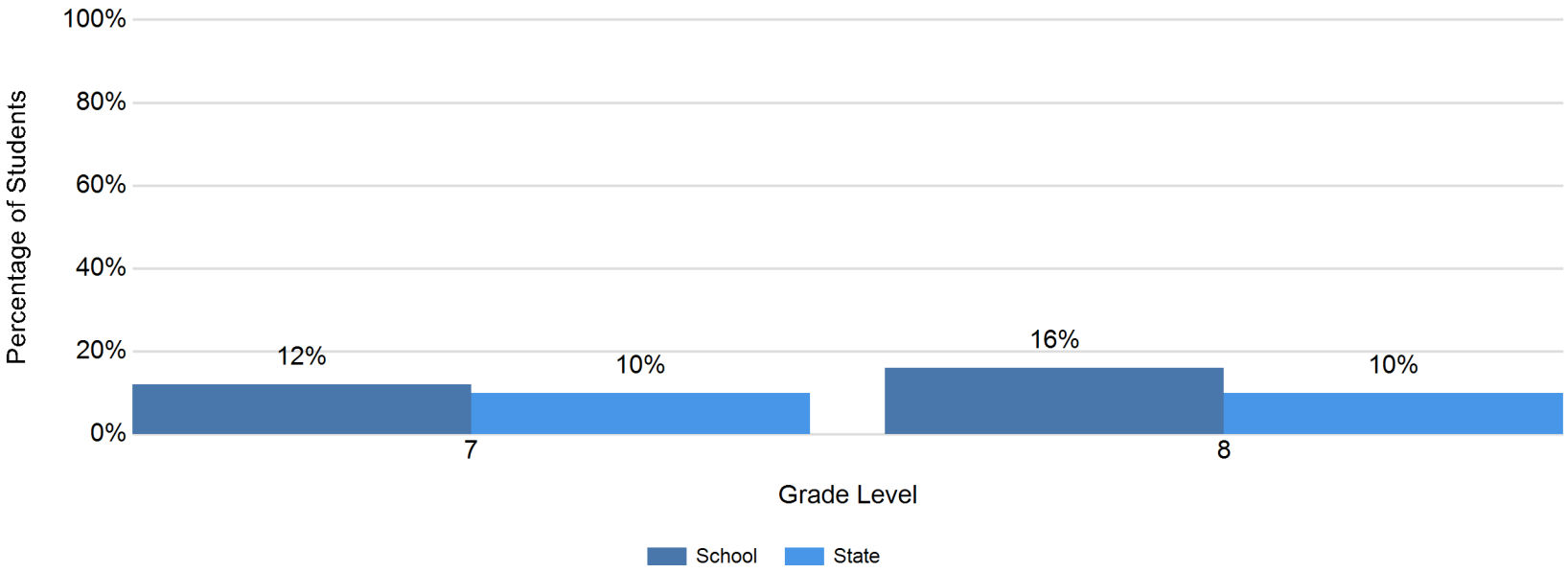
CENTRAL REGIONAL MIDDLE SCHOOL
(29-0770-050)
Grades Offered: 07-08
2017-2018

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

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 REGIONAL MIDDLE SCHOOL
(29-0770-050)
Grades Offered: 07-08
2017-2018

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

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	3
Weapons	2
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	11
Total Unique Incidents	17
Incidents Per 100 Students Enrolled	2.22

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

NJ SCHOOL PERFORMANCE REPORT

CENTRAL REGIONAL MIDDLE SCHOOL
(29-0770-050)
Grades Offered: 07-08
2017-2018

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	3	3
Religion	0	1	1
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	2	2
Disability	0	0	0
Other	5	5	10
No Identified Nature	3		3

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	86	11.2%
Out-of-School Suspensions	91	11.9%
Any Suspension	120	15.7%
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
518

NJ SCHOOL PERFORMANCE REPORT

CENTRAL REGIONAL MIDDLE SCHOOL
(29-0770-050)
Grades Offered: 07-08
2017-2018

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

School Day

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

Category	School
Typical Start Time	8:40 AM
Typical End Time	3:10 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 26 Mins
Shared Time - Instructional Time	N

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	9.0:1

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)	$533	$14,485	$15,018

NJ SCHOOL PERFORMANCE REPORT

CENTRAL REGIONAL MIDDLE SCHOOL
(29-0770-050)
Grades Offered: 07-08
2017-2018

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

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	56	117,464
Average years experience in public schools	11.4	12.0
Average years experience in district	11.4	10.7
Teachers in district for 4 or more years	78.6%	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	14	9,374
Average years experience in public schools	11.8	16.0
Average years experience in district	11.8	12.0
Administrators in district for 4 or more years	85.7%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	14:1
Students to Administrators	383:1	151:1
Teachers to Administrators	28:1	11:1
Students to Librarians/Media Specialists		1056:1
Students to Nurses		704:1
Students to Counselors		302:1
Students to Child Study Team		264:1

NJ SCHOOL PERFORMANCE REPORT

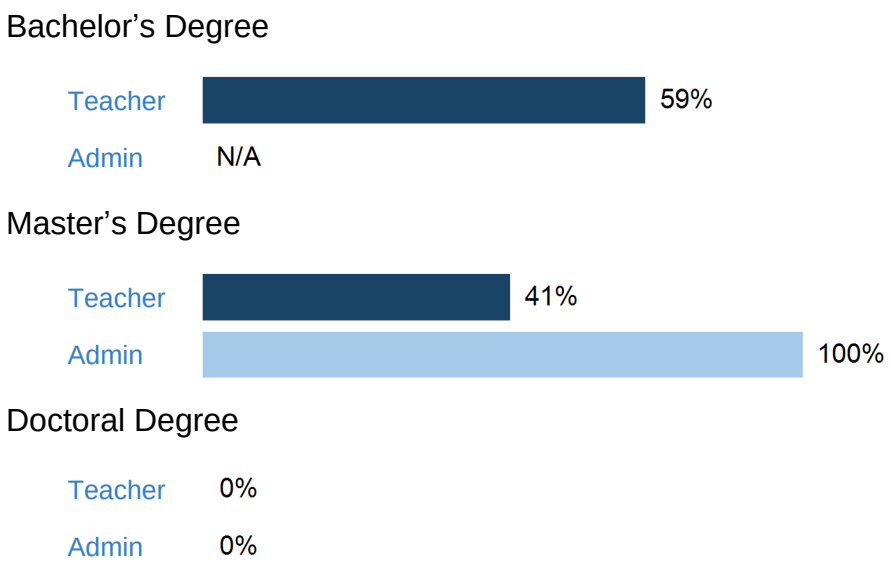
CENTRAL REGIONAL MIDDLE SCHOOL
(29-0770-050)
Grades Offered: 07-08
2017-2018

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

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 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	97.4%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.5%

NJ SCHOOL PERFORMANCE REPORT

CENTRAL REGIONAL MIDDLE SCHOOL
(29-0770-050)
Grades Offered: 07-08
2017-2018

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

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 and Administrators – Demographics

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

Category	Teachers	Administrators
Female	75.0%	50.0%
Male	25.0%	50.0%
White	100.0%	100.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

NJ SCHOOL PERFORMANCE REPORT

CENTRAL REGIONAL MIDDLE SCHOOL
(29-0770-050)
Grades Offered: 07-08
2017-2018

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

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	Yes	No	Yes
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	Yes		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

NJ SCHOOL PERFORMANCE REPORT

CENTRAL REGIONAL MIDDLE SCHOOL
(29-0770-050)
Grades Offered: 07-08
2017-2018

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

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	13.51	17.5%
Mathematics Proficiency	19.73	17.5%
English Language Arts Growth	1.30	25.0%
Mathematics Growth	84.81	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	10.55	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	28.93	n/a
Summative Rating: Percentile Rank of Summative Score	17.18	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

NJ SCHOOL PERFORMANCE REPORT

CENTRAL REGIONAL MIDDLE SCHOOL
(29-0770-050)
Grades Offered: 07-08
2017-2018

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

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	Yes	Not Met	Not Met	Not Met	Exceeds Standard	**	Not Met	No
White	28.47	14.08	No	Met Target†	Met Target†	Not Met	Exceeds Standard	n/a	Not Met	No
Hispanic	29.53	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Black or African American	14.30	14.08	No	Not Met	Not Met	Not Met	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	8.12	14.08	Yes	Met Target†	Met Target†	Not Met	**	n/a	Not Met	No
Economically Disadvantaged Students	25.43	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	15.19	14.08	No	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

NJ SCHOOL PERFORMANCE REPORT

CENTRAL REGIONAL MIDDLE SCHOOL
(29-0770-050)
Grades Offered: 07-08
2017-2018

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

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:	• CRMS 8th graders who were administered the PARCC Algebra 1 scored higher than other students NJ and Cross-State for three consecutive years. • CRMS was the recipient of the Ocean First $10,000 Grant. Awarded money will be used to integrate a STEM program within the science curriculum. • Student athletes earned the O.C.I.A.L. RED DIVISION MIDDLE SCHOOL WRESTLING CHAMPION and OC Middle School Champion. Also, CRMS students were recipients for the Christie Pierce Sportsmanship Awards
Mission, Vision, Theme:	Central Regional Middle School's mission is to raise the achievement level of all students who enter the doors of the CRSD and to ensure that they master the skills necessary to lead a productive life?.in addition to provide the best possible educational program ...and to facilitate the development of a child to his/her greatest potential.
Awards, Recognition, Accomplishments:	Student recognition is something that is prioritized at CRMS. We are very proud of our students who exceeded expectations on the PARCC. A special recognition program honored these students with academic medals and a special recognition breakfast. In addition, students were recognized for winning 1st, 2nd and 3rd Places in the Ocean County Robotics Competition. Furthermore, Board recognition was given to students who earned Eagle Scout Ranks and were identified as finalists in the VFW's Patriot Pen essay contest and State Band Competition.

NJ SCHOOL PERFORMANCE REPORT

CENTRAL REGIONAL MIDDLE SCHOOL
(29-0770-050)
Grades Offered: 07-08
2017-2018

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

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.

Courses, Curriculum, Instruction:	CRMS offers a variety of student rotators or electives, including Silent Sustained Reading, Art, Band, Italian, Spanish and Spanish. In addition, CRMS caters to all levels of learners from Honors to Resource and In-Class Support with textbooks no more than 2 years old. Use of on-line textbooks, use of Google Classroom , access to chromebooks, Smartboards and other interactive resources provide students with opportunities for ongoing engagement.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys) CRMS offers an athletic middle school program that promotes the physical, mental, social and emotional growth of all students. CRMS is committed to offering competitive interscholastic sports to all students who desire to participate as long as they maintain good academic standing. In addition, all students are required to obtain a sports physical and updated short form for each respective athletic season.
Clubs and Activities:	With a wide variety of clubs and programs to choose from, our students spend time before , during and after school meeting with classmates learning of new interests, passions and talents that perhaps never existed before. As students become one step closer to high school and more independent, we provide ongoing opportunities for students to cultivate their interests. There simply is something for everyone! Clubs include, but are not limited to the following: Robotics, Chess, Drama, Drumline, Newspaper, NJHS, Peer leaders, Poetry/Reading, Science, Newspaper, Debate team,Student Council, Yearbook, Band, Chorus and technology to name a few.

NJ SCHOOL PERFORMANCE REPORT

CENTRAL REGIONAL MIDDLE SCHOOL
(29-0770-050)
Grades Offered: 07-08
2017-2018

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

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.

Before and After School Programs:	CRMS provides students a daily schedule of tutoring or Office Hours from 3:10-3:40 pm. Office Hours are provided to students Monday-Thursday with their respective subject area teachers. Although students are welcome to report to Office Hours to work on homework, the main goal is to help students become more responsible as students and independent learners. Office Hours give students an opportunity to ask in-depth questions and to explore points of confusion or interest that were not fully grasped in class. Teachers constantly encourage students to report to Office Hours using their time in a wisely and productively .
Staff and Professional Learning:	As educators, the staff at CRMS recognizes the importance of life-long learning and participating in relevant and meaningful learning experiences. CRMS staff has access to GCN Training or Global Compliance Network, with over 150 tutorials covering a broad range of topics including classroom management and use of critical thinking to Policies and Regulations. Training modules are accessible to teachers and staff 24/7 with the convenience of their log-in and password. In addition, Professional Learning Communities and ongoing collaboration among staff is an integral part of our district PDP. In addition, our school based technology committee provides ongoing training to staff in an effort to maximize student engagement and an enthusiasm to learn.

NJ SCHOOL PERFORMANCE REPORT

CENTRAL REGIONAL MIDDLE SCHOOL
(29-0770-050)
Grades Offered: 07-08
2017-2018

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

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.

Student Supports and Services:	CRMS provides direct support services to all students, especially those who may be experiencing difficulties that create barriers to learning and success. Administrators work very closely and interface on an ongoing basis with counselors, case managers and the 504 Coordinator and I&RS Team. They make certain that prevention, assistance, transition and follow up services are implemented for students as needed. In addition, they make certain that a mechanism is in place to coordinate additional wrap-a-round services for outside agencies that may be of assistance in meeting the educational, social or emotional needs of CRMS students. Lastly, through the inception of the 2Gether Mentoring Program many students have gained the academic , social and emotional support of staff members who have been trained to serve as mentors and role models.
Student Health and Wellness:	Central Regional Middle School promotes student health and wellness by supporting good nutrition and regular physical activity within the learning community. In addition to providing breakfast and lunch programs, student ambassadors meet with administration and the food service director regarding the promotion of healthy food choices. Our Physical Education Department provides gym classes and health to all students five days a week. In addition, the recent introduction of our Lifetime and Wellness Rotator exposes students to all levels of fitness and provides an introduction to the study of healthy life styles and the importance of incorporating physical fitness into daily living.
Parent and Community Involvement:	CRMS firmly believes that parent involvement is one of the most important ingredients for sustained educational growth in middle school. CRMS does everything possible to see that teachers actively involve parents and engage community resources to effectively assist in meeting the needs of students. Provisions are set up early in the year to prioritize communication, including events such as 6th Grade Orientation, Transition Night, Back to School Night and ongoing parent conferences. Parent participation and involvement at all levels serve as excellent tools and resources for communication. Also, attending and giving back to the school community with our Community Carnival, Parent-Principal Partnership Meetings, World Language Night, Math/Science Fair, etc convey a message to the learning community that parents support programs and are partners in adding to their child's success story. Lastly, several student recognition programs are made possible by donations from local businesses.

NJ SCHOOL PERFORMANCE REPORT

CENTRAL REGIONAL MIDDLE SCHOOL
(29-0770-050)
Grades Offered: 07-08
2017-2018

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

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.

Other Information:	CRMS has a faculty and staff of 80 and a student population of 776. Students are from 5 constituent districts and 9 students are enrolled in our Choice Program from surrounding districts. Initiatives for 2018-19 include Improving Student Attendance, Increasing Interactive Learning through use of technology, and prioritizing enthusiasm and engagement in the classroom. The CRMS schedule consists of 11 Periods. The focus of instruction lends to 90 minutes of Math for 7th Graders, and 8th graders have 90 minutes of LA Literacy with teachers aligning instruction to NJSLS and differentiating instruction based on the needs of learners and inclusive environments. Students have a variety of rotators including, Art, Band, Chorus, Japanese, Italian, and Lifetime Fitness to name a few. The adoption of Edmentum provides students an opportunity to reinforce sub-skill areas as identified on PARCC Evidence Statements.