



**Central Regional High School**  
 (29-0770-030)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**  
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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](mailto:reportcard@doe.nj.gov) with any questions about the reports

Notes from the New Jersey Department of Education:



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School Contact Information

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 School District
Principal Name	Dr. Douglas Corbett
Address	509 FOREST HILLS PARKWAY BAYVILLE, NJ 08721
Phone Number	732-269-1100
Email Address	<a href="mailto:dcorbett@centralreg.k12.nj.us">dcorbett@centralreg.k12.nj.us</a>
Website	<a href="http://www.centralregional.net">http://www.centralregional.net</a>
Facebook	<a href="https://facebook.com/Central-Regional-School-District-153229481822077">https://facebook.com/Central-Regional-School-District-153229481822077</a>
Twitter	<a href="https://twitter.com/WE_R_CR1">https://twitter.com/WE_R_CR1</a>



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	363	403	401
10	317	358	387
11	280	301	316
12	302	285	307
Total	1,262	1,347	1,411

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.1%	48.4%	48.5%
Male	52.9%	51.6%	51.5%
Economically Disadvantaged Students	32.5%	34.0%	30.3%
Students with Disabilities	17.9%	17.9%	17.9%
English Learners	1.0%	1.0%	0.6%
Homeless Students	0.7%	2.2%	1.3%
Students in Foster Care	1.0%	0.7%	0.2%
Military-Connected Students	0.6%	0.4%	0.9%
Migrant Students	0.0%	0.0%	0.0%

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	72.3%	69.7%	70.5%
Hispanic	14.9%	16.6%	16.8%
Black or African American	6.3%	6.7%	6.5%
Asian	2.2%	2.2%	2.0%
Native Hawaiian or Pacific Islander	0.0%	0.1%	0.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%
Two or More Races	4.0%	4.8%	4.3%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,209	1,295	1,362
Shared Time Students	103	103	96
Full Time Equivalent	1,261	1,347	1,410

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	91.7%
Spanish	6.5%
Other Languages	1.9%



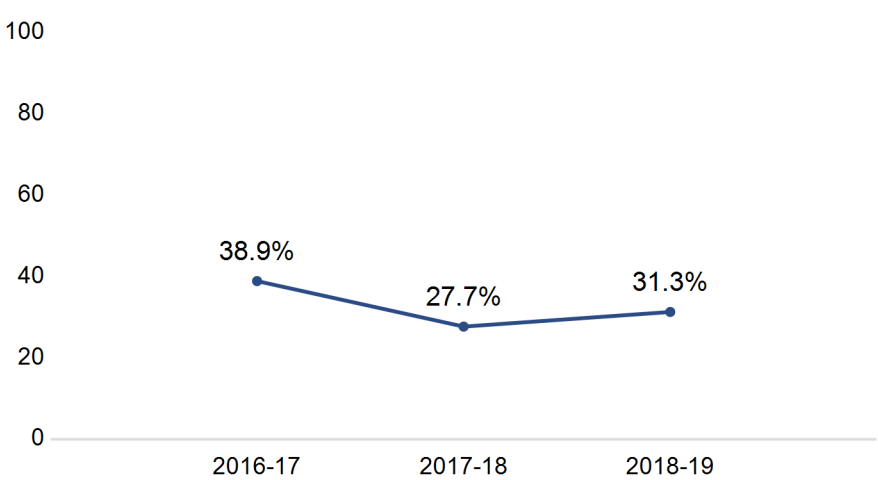
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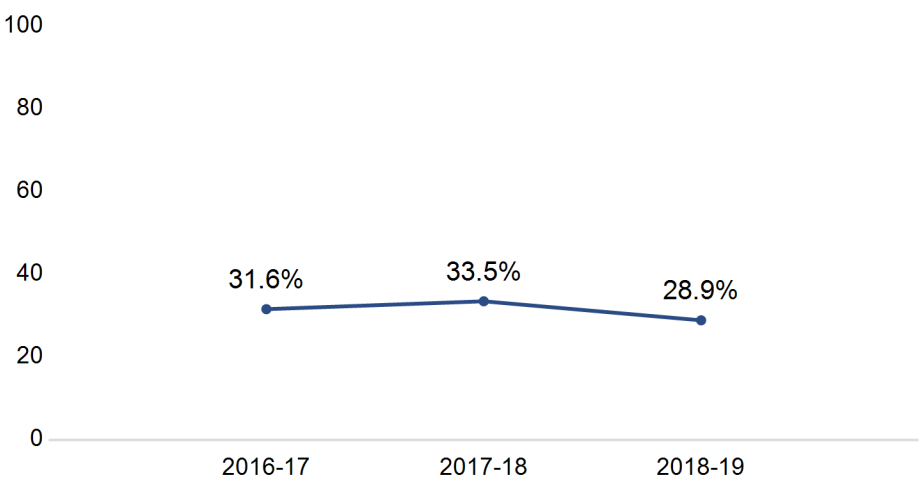
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.7%	96.0%	98.3%	97.1%	97.5%	97.6%
Proficiency Rate for Federal Accountability	38.9%	27.7%	31.3%	31.6%	33.5%	28.9%
Annual Target	33.3%	35.7%	38.2%	33.0%	35.4%	37.9%
Met Annual Target?	Met Target	Not Met	Not Met	Met Target†	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	747	98.3	31.3	36.0	57.9	31.3	38.2	Not Met
White	536	98.5	34.7	39.1	66.9	34.7	40.1	Not Met
Hispanic	121	96.8	21.5	23.6	43.9	21.5	32.7	Not Met
Black or African American	48	98.0	16.7	27.2	38.5	16.7	27.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	12	100.0	58.3	*	82.9	58.3	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	30	100.0	23.3	31.7	64.4	23.3	41.7	Not Met
Female	356	98.6	39.0	44.9	64.8	39.0		
Male	391	98.0	24.3	27.3	51.3	24.3		
Economically Disadvantaged Students	222	97.4	20.3	21.7	40.0	20.3	36.1	Not Met
Non-Economically Disadvantaged Students	525	98.7	36.0	42.1	67.9	36.0		
Students with Disabilities	131	98.5	*	*	22.7	*	16	Not Met
Students without Disabilities	616	98.3	*	*	65.1	*		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

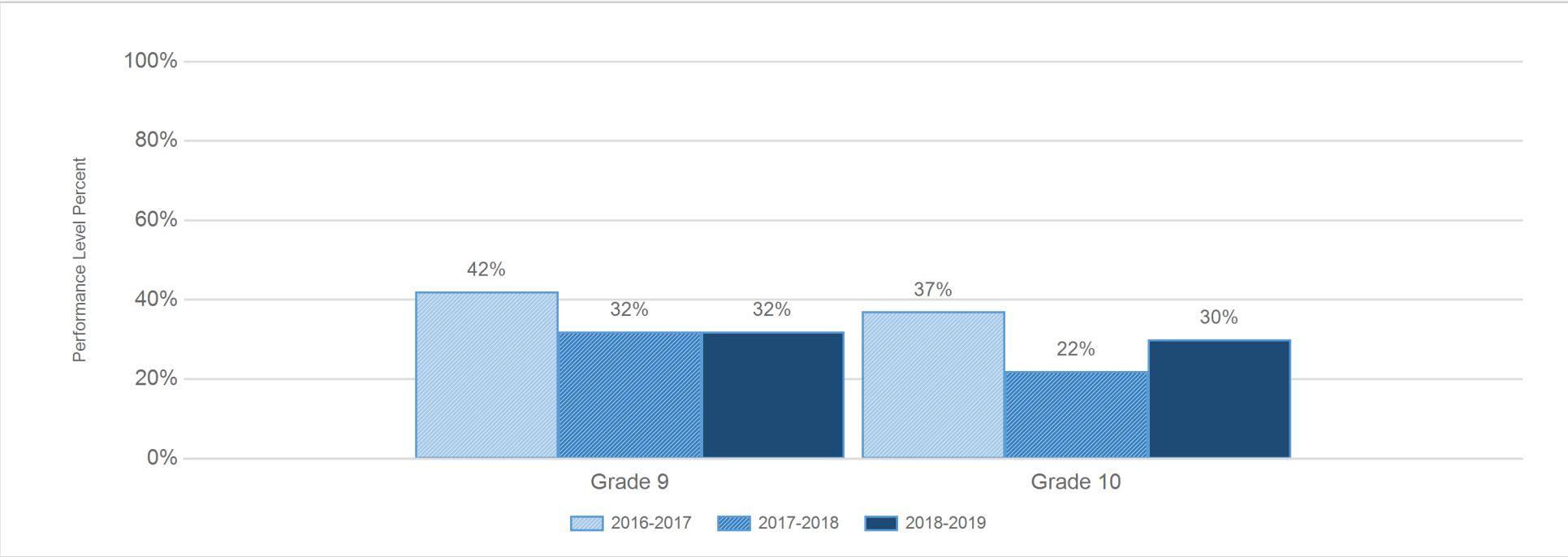


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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## English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	383	733	733	753	19%	22%	28%	27%	5%	32%	56%
White	290	738	738	762	16%	20%	28%	30%	6%	36%	65%
Hispanic	57	726	726	737	19%	30%	32%	*	*	19%	40%
Black or African American	21	701	701	732	48%	*	*	*	*	14%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	179	741	741	760	13%	17%	30%	*	*	40%	63%
Male	204	726	726	746	24%	25%	26%	*	*	25%	49%
Economically Disadvantaged Students	116	718	718	734	30%	25%	25%	*	*	20%	36%
Non-Economically Disadvantaged Students	267	739	739	762	14%	20%	29%	*	*	37%	65%
Students with Disabilities	69	706	706	717	*	*	*	*	*	*	17%
Students without Disabilities	314	739	739	760	*	*	*	*	*	*	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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## English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	368	726	726	757	34%	15%	20%	20%	10%	30%	58%
White	250	726	726	767	33%	16%	19%	22%	10%	32%	67%
Hispanic	63	720	720	738	38%	*	25%	*	*	24%	43%
Black or African American	26	722	722	733	42%	*	*	*	*	19%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	182	736	736	766	24%	16%	24%	24%	13%	37%	66%
Male	186	715	715	749	45%	14%	17%	17%	8%	24%	51%
Economically Disadvantaged Students	107	715	715	735	44%	15%	21%	*	*	21%	40%
Non-Economically Disadvantaged Students	261	730	730	767	30%	15%	20%	*	*	34%	67%
Students with Disabilities	59	675	675	711	*	*	*	*	*	*	19%
Students without Disabilities	309	735	735	765	*	*	*	*	*	*	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%





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## Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	709	97.6	28.9	31.7	44.5	28.9	37.9	Not Met
White	510	97.9	31.0	34.5	54.1	31.0	40	Not Met
Hispanic	115	95.9	22.6	21.3	28.8	22.6	28.3	Met Target†
Black or African American	44	95.7	20.5	20.8	23.0	20.5	24.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	12	100.0	41.7	*	76.5	41.7	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	28	100.0	25.0	31.1	53.3	25.0	43.3	Not Met
Female	337	96.9	30.6	34.5	44.9	30.6		
Male	372	98.2	27.4	29.0	44.2	27.4		
Economically Disadvantaged Students	208	96.8	21.2	20.6	26.3	21.2	35.8	Not Met
Non-Economically Disadvantaged Students	501	97.9	32.1	36.5	54.9	32.1		
Students with Disabilities	79	95.3	*	*	17.4	*	18.7	Not Met
Students without Disabilities	630	97.9	*	*	50.0	*		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	*	*	*	*	23.3	*		

† Target was met within a confidence interval.

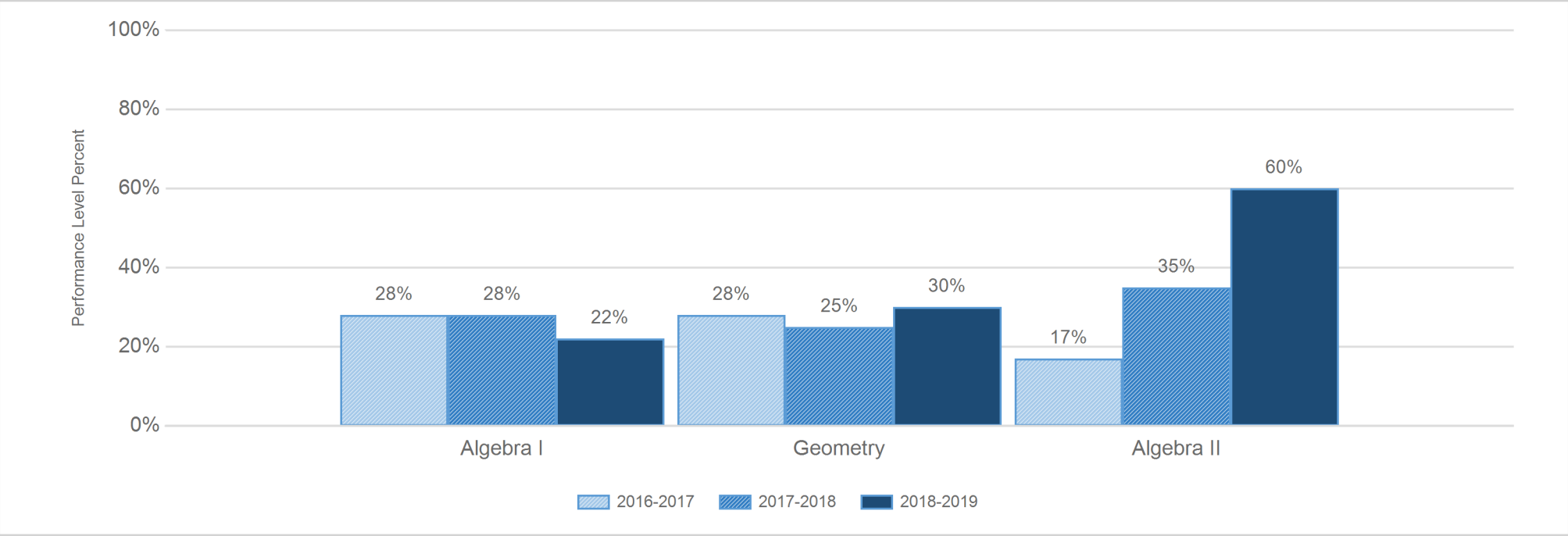


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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## Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	332	727	737	744	14%	38%	26%	22%	0%	22%	42%
White	245	729	739	752	12%	38%	26%	24%	0%	24%	53%
Hispanic	53	724	*	728	*	36%	30%	*	*	19%	24%
Black or African American	20	709	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	743	752	*	*	*	*	*	*	51%
Female	143	732	746	745	11%	31%	29%	28%	0%	28%	44%
Male	189	723	729	743	16%	42%	23%	18%	0%	18%	41%
Economically Disadvantaged Students	110	722	*	727	18%	42%	25%	15%	0%	15%	23%
Non-Economically Disadvantaged Students	222	729	*	752	12%	36%	27%	26%	0%	26%	52%
Students with Disabilities	56	710	710	717	*	*	*	*	*	*	12%
Students without Disabilities	276	730	741	748	*	*	*	*	*	*	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	*	*	*	707	*	*	*	*	*	*	12%



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## Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	321	733	733	737	10%	30%	31%	26%	4%	30%	35%
White	223	735	735	743	9%	27%	32%	26%	5%	31%	43%
Hispanic	55	729	729	724	*	36%	35%	*	*	22%	17%
Black or African American	20	729	729	720	*	*	*	*	*	40%	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	163	733	733	738	7%	34%	33%	*	*	27%	36%
Male	158	734	734	736	13%	26%	29%	*	*	32%	34%
Economically Disadvantaged Students	92	726	726	722	20%	29%	26%	*	*	25%	16%
Non-Economically Disadvantaged Students	229	736	736	743	6%	30%	33%	*	*	31%	43%
Students with Disabilities	19	705	705	712	*	*	*	*	*	11%	*
Students without Disabilities	302	735	735	741	*	*	*	*	*	31%	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	739	*	*	*	*	*	*	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



**Central Regional High School**  
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2018-2019

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## Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	60	758	758	755	*	*	30%	60%	0%	60%	58%
White	45	760	760	758	*	*	29%	64%	0%	64%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	35	754	754	752	*	*	*	54%	0%	54%	55%
Male	25	762	762	758	*	*	*	68%	0%	68%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	N	715	N	N	N	N	N	N	25%
Students without Disabilities	60	758	758	756	*	*	30%	60%	0%	60%	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	60	758	758	755	*	*	30%	60%	0%	60%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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### DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

### English Language 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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 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	N	N	N
3-4	*	*	*
5 or more	*	*	*



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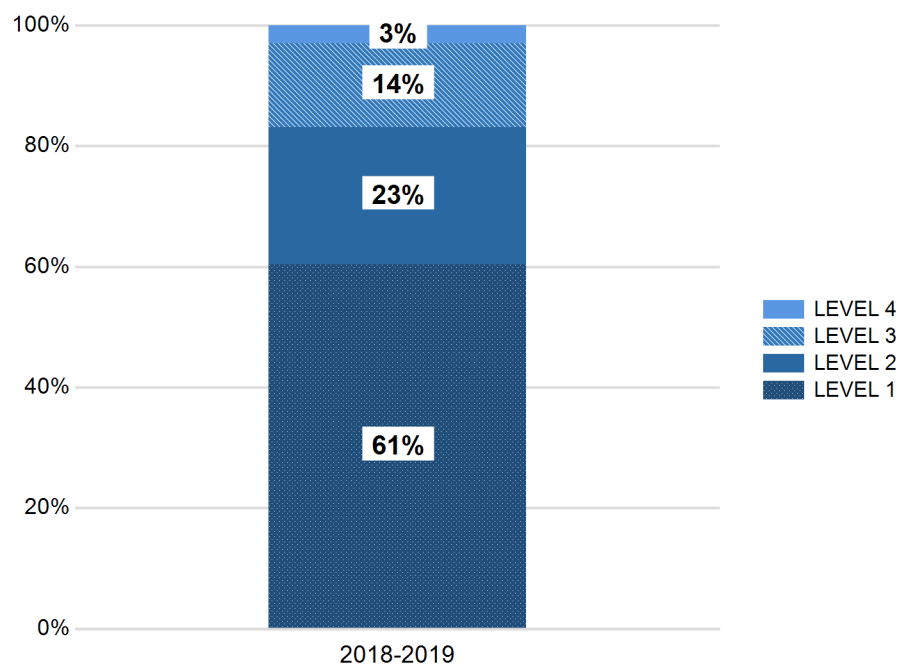
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

### NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



### NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	61	23	14	3
White	57	25	15	3
Hispanic	79	17	2	2
Black or African American	74	21	5	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	58	22	19	1
Male	63	24	8	4
Economically Disadvantaged Students	74	16	8	1
Non-Economically Disadvantaged Students	56	25	16	4
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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

### PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	53.8%	84.5%
12th graders taking SAT in 2018-19 or prior years	59.6%	72.1%
12th graders taking ACT in 2018-19 or prior years	11.7%	19.6%

### PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	474	476	Grade 10: 430 Grade 11: 460	62%	61%
PSAT 10/NMSQT - Math	479	477	Grade 10: 480 Grade 11: 510	40%	43%
SAT - Reading and Writing	529	539	480	75%	70%
SAT - Math	535	541	530	56%	53%
ACT - Reading	23	25	22	58%	66%
ACT - English	21	24	18	81%	81%
ACT - Math	23	24	22	56%	65%
ACT - Science	22	24	23	39%	57%





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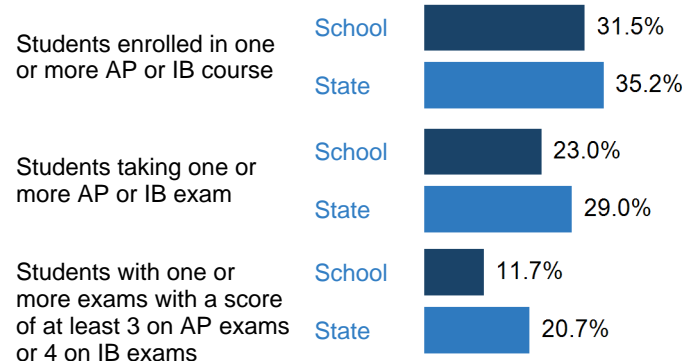
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

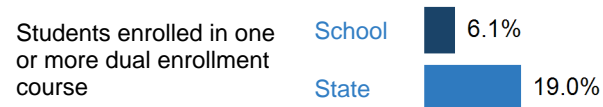
### AP/IB Coursework – Participation and Performance

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



### Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



### AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	1	0
AP Biology	8	8
AP Calculus AB	31	31
AP Chemistry	21	21
AP Computer Science A	0	1
AP Computer Science Principles	1	0
AP English Language and Composition	49	49
AP English Literature and Composition	22	22
AP Environmental Science	59	11
AP Human Geography	1	0
AP Macroeconomics	1	0
AP Music Theory	5	3
AP Physics 1	16	16
AP Psychology	43	43
AP Spanish Language	0	3
AP Statistics	21	21



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AP/IB Course	Students Enrolled	Students Tested
AP U.S. History	36	36
Total Exams taken		265
Exams with scores of at least 3 on AP exams or 4 on IB exams		114



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

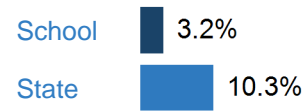
Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants  
(completed only one course in an approved CTE program)



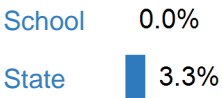
CTE Concentrators  
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences





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### Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	*	3.2%	7.7%	10.3%
White	*	3.1%	6.1%	9.6%
Hispanic	0.0%	5.1%	10.3%	11.3%
Black or African American	0.0%	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	*	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	0.0%	*	6.8%	12.1%
Female	*	2.6%	7.3%	10.6%
Male	*	3.8%	8.0%	10.1%
Economically Disadvantaged Students	0.0%	4.1%	10.4%	11.8%
Students with Disabilities	*	6.2%	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	0.0%	0.0%	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	0.0%	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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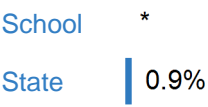
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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	20		
Arts, AV Technology & Communications	10		
Education and Training	*		
Health Science	*		
Hospitality & Tourism	*		
Human Services	14	*	*
Information Technology	*		
Manufacturing	*		
Marketing	*		
Transportation, Distribution & Logistics	19	*	*
Total (All Clusters)	93	10	10



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

### Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	290	62	1	0	0	0	51
10	45	282	42	2	0	0	40
11	8	32	129	56	0	3	116
12	0	8	23	49	45	102	78
Total	343	384	195	107	45	105	285
Enrolled in AP/IB Course					31	21	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

### Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	384	4	0	0	0	10
10	22	339	0	0	5	16
11	7	22	0	44	189	69
12	7	14	0	15	45	151
Total	420	379	0	59	239	246
Enrolled in AP/IB Course	8	21		59	16	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	381	15	0	0	0	1
10	9	367	0	0	0	29
11	2	324	24	1	2	15
12	0	49	29	74	114	77
Total	392	755	53	75	116	122
Enrolled in AP/IB Course	0	36	1	43		1
Enrolled in Dual Enrollment Course	0	14	1	32	18	17

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	94	15	24	0	0	0	0
10	261	54	16	0	0	0	0
11	136	33	4	0	0	0	0
12	34	16	8	0	0	0	0
Total	525	118	52	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	79	11	0	0	0	0	0



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

**Computer Science and Information Technology – Course Participation**

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	N	N	N	N	N	N
11	N	N	N	N	N	N
12	0	0	1	0	0	0
Total	0	0	1	0	0	0
Enrolled in AP/IB Course	0		1			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0





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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0



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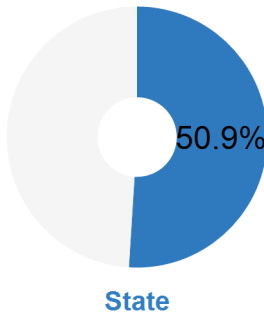
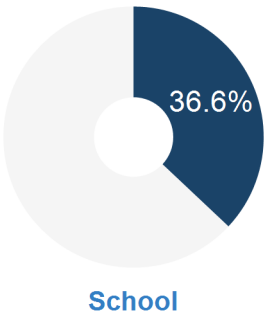
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Visual and Performing Arts – Course Participation

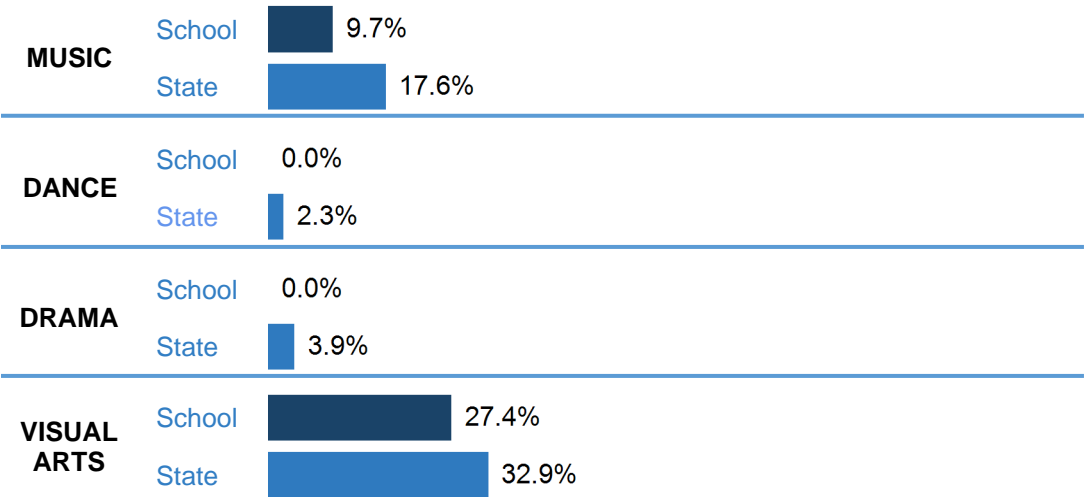
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

**Grades 9-12:**

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



Students enrolled in one or more classes by discipline:





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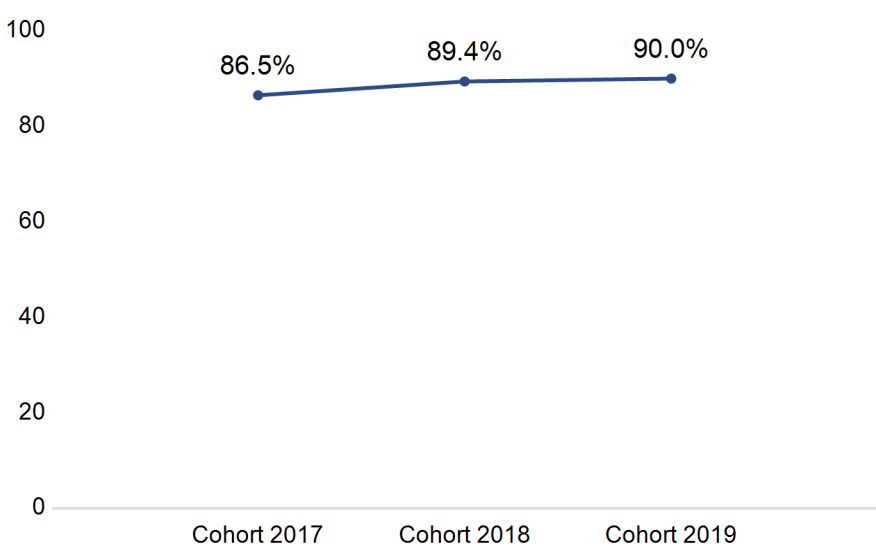
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

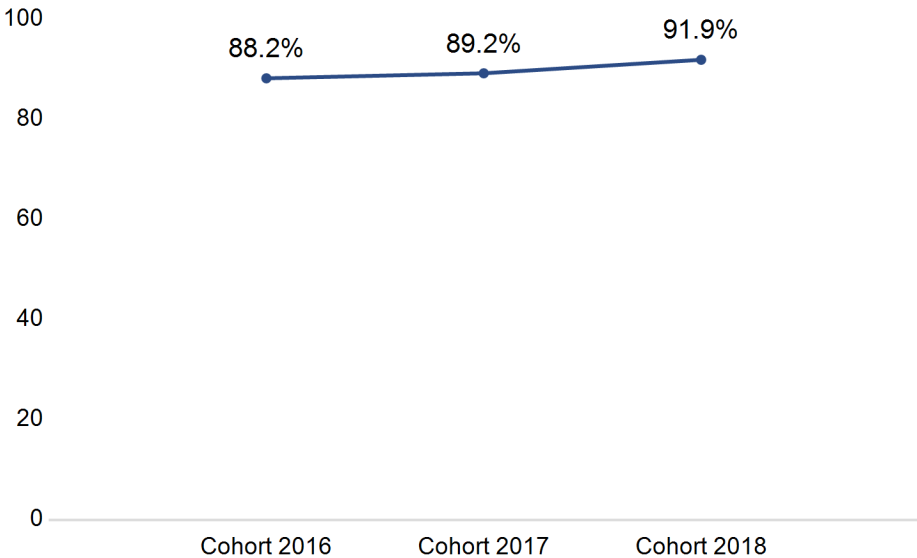
Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	86.5%	89.4%	90.0%	88.2%	89.2%	91.9%
Annual Target	85.2%	85.7%		88.6%	89.0%	
Met Annual Target?	Met Target	Met Target		Not Met	Met Target	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



**Central Regional High School**  
 (29-0770-030)  
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 2018-2019

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

### Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	90.0%	90.6%	91.9%	92.5%	89.4%	85.7%	Met Target	89.2%	89.0%	Met Target
White	89.7%	94.9%	92.9%	95.9%	90.1%	86.2%	Met Target	90.0%	88.2%	Met Target
Hispanic	90.3%	84.5%	92.3%	87.3%	89.7%	85.4%	Met Target	85.4%	92.3%	Not Met
Black or African American	88.5%	83.3%	87.0%	87.1%	82.6%	72.9%	Met Target	80.8%	74.2%	Met Target
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	89.5%	92.8%	93.5%	94.4%	92.3%			89.8%		
Male	90.5%	88.5%	90.4%	90.8%	86.8%			88.6%		
Economically Disadvantaged Students	83.1%	84.0%	89.8%	87.3%	86.6%	78.8%	Met Target	82.2%	83.4%	Not Met
Students with Disabilities	79.7%	79.2%	83.6%	83.8%	75.8%	74.4%	Met Target	73.9%	79.3%	Not Met
English Learners	*	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	*	74.6%	*	78.3%	*			*		
Students in Foster Care	*	57.6%	*	82.5%	*			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



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**Graduation Pathways**

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	52.5%	49.4%
Substitute Competency Test	29.9%	30.9%
Portfolio Appeals Process	3.8%	5.1%
Alternate Requirements specified in IEP	13.7%	14.6%
Unknown	0.0%	0.0%

**Dropout Rate Trends**

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

School Year	School Rate	State Rate
2018-2019	1.0%	1.2%
2017-2018	1.0%	1.2%
2016-2017	1.4%	1.1%



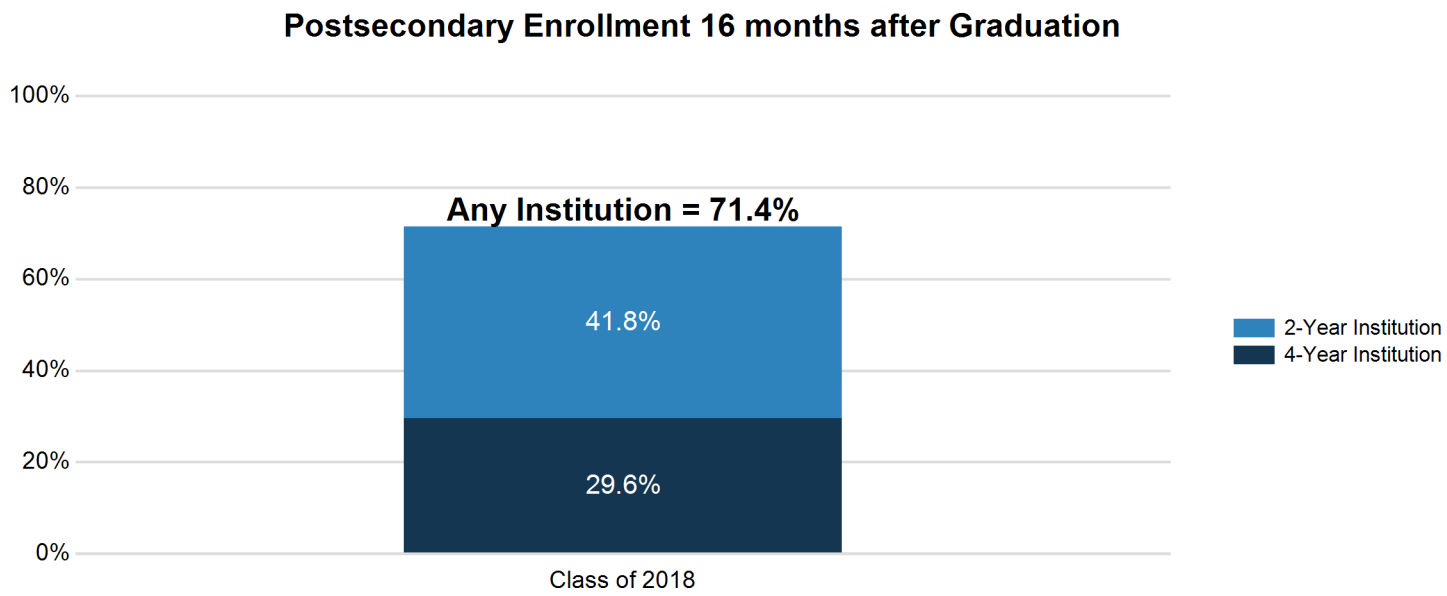
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	41.8%
% Enrolled in 4-Year Institution	29.6%
% Enrolled in Any Postsecondary Institution	71.4%



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

### Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	60.7%	56.1%	43.9%
White	63.7%	54.2%	45.8%
Hispanic	50.9%	65.5%	34.5%
Black or African American	48%	58.3%	41.7%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	56.3%	63%	37%
Students with Disabilities	34.4%	90.5%	9.5%
English Learners	*	*	*

### Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	71.4%	58.5%	41.5%	82.1%	17.9%	84.4%	15.6%
White	74.2%	59.6%	40.4%	82%	18%	83.2%	16.8%
Hispanic	60.5%	56.5%	43.5%	87%	13%	95.7%	4.3%
Black or African American	62.5%	60%	40%	73.3%	26.7%	86.7%	13.3%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	63.9%	62.3%	37.7%	81.2%	18.8%	87%	13%
Students with Disabilities	45.8%	81.8%	18.2%	100%	0%	90.9%	9.1%
English Learners	*	*	*	*	*	*	*



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

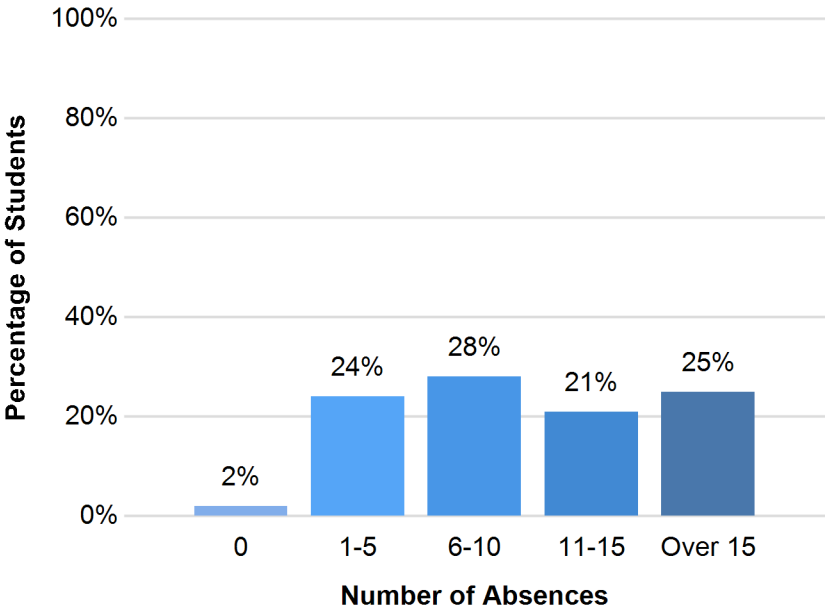
Chronic Absenteeism

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	282	19.2	14.2	Not Met
White	183	17.7	14.2	Not Met
Hispanic	60	24.1	14.2	Not Met
Black or African American	22	23.7	14.2	Not Met
Asian, Native Hawaiian, or Pacific	0	0	14.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	17	27.0	14.2	Not Met
Female	148	21.0		
Male	134	17.6		
Economically Disadvantaged Students	147	32.7	14.2	Not Met
Students with Disabilities	72	25.9	14.2	Not Met
English Learners	*	*	**	**
Homeless Students	13	72.2		
Students in Foster Care	*	*		
Military-Connected Students	3	23.1		
Migrant Students	N	N		

Days Absent

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







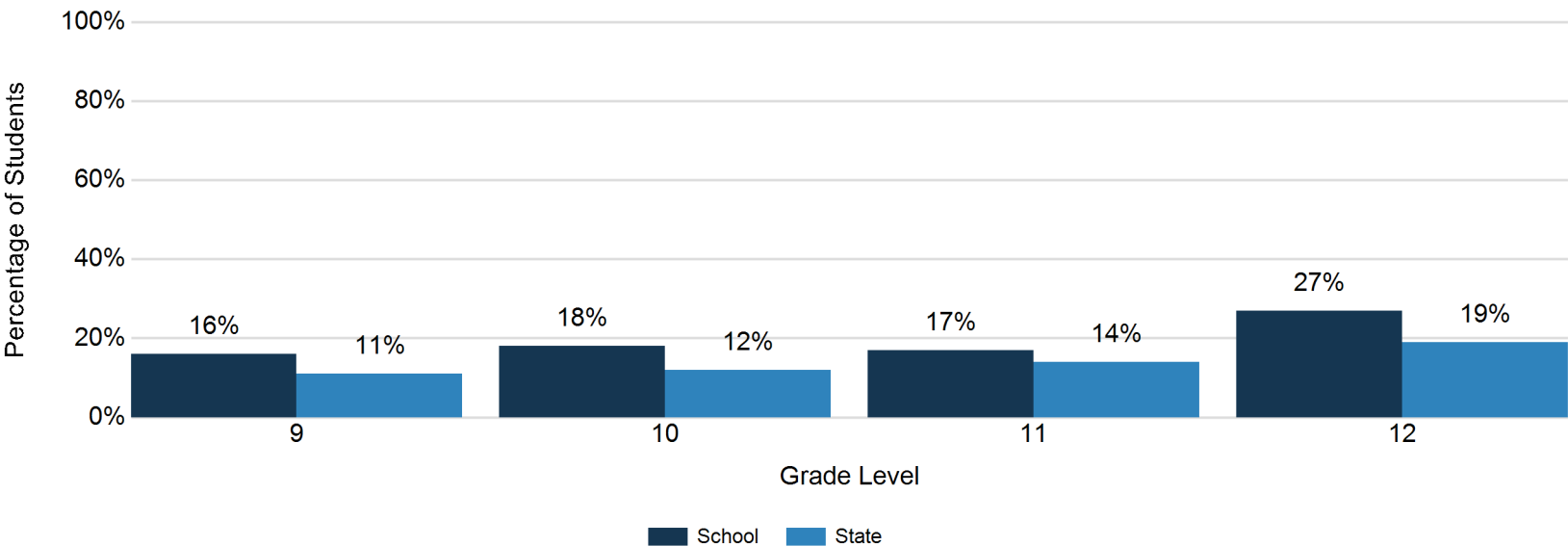
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

### 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	9
Weapons	3
Vandalism	1
Substances	14
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	30
Incidents Per 100 Students Enrolled	2.13

### 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	5
Weapons	2
Vandalism	1
Substances	9
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	2

### Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	1	0	1
Other	1	3	4
No Identified Nature	9		9

### 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	140	9.9%
Out-of-School Suspensions	137	9.7%
Any Suspension	202	14.3%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
1146



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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	7:40 AM
Typical End Time	2:10 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 Mins.

## Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	108	118,214
Average years experience in public schools	12.2	12.1
Average years experience in district	12.2	10.8
Percentage of Teachers with 4 or more years experience in the district	73.1%	75.3%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	14	9,530
Average years experience in public schools	12.8	16.0
Average years experience in district	12.8	12.0
Percentage of Administrators with 4 or more years experience in the district	85.7%	76.9%

**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	13:1	13:1
Students to Administrators	128:1	156:1
Teachers to Administrators	10:1	12:1
Students to Librarians/Media Specialists		1091:1
Students to Nurses		1091:1
Students to Counselors		312:1
Students to Child Study Team Members		273:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.5%	55.6%	36.4%	48.4%	77.1%	54.9%
Male	51.5%	44.4%	63.6%	51.6%	22.9%	45.1%
White	70.5%	94.4%	100.0%	42.4%	83.6%	77.4%
Hispanic	16.8%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	6.5%	4.6%	0.0%	15.0%	6.6%	13.9%
Asian	2.0%	0.9%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.3%	0.0%	0.0%	2.1%	0.2%	0.2%



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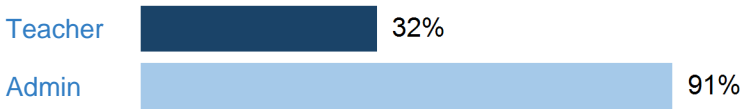
Teachers and Administrators - Level of Education

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

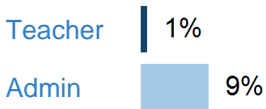
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	96.1%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

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
2018-19	96.6%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

## ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.





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**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

### ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	38.9%	27.7%	31.3%
Math Proficiency	31.6%	33.5%	28.9%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	86.5%	89.4%	90.0%
5-Year Graduation Rate†	88.2%	89.2%	91.9%
Progress toward English Language Proficiency		16.7%	*
Chronic Absenteeism	14.3%	18.8%	19.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



**Central Regional High School**  
 (29-0770-030)  
 Grades Offered: 09-12  
 2018-2019

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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).  
 Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:  
**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.  
**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less  
**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
 Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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### Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Met Target	Met Target	**	Not Met	No
White	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
Hispanic	Not Met	Met Target†	Met Target	Not Met	n/a	Not Met	No
Black or African American	Not Met	Met Target†	Met Target	Met Target	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Not Met	Not Met	**	**	n/a	Not Met	No
Economically Disadvantaged Students	Not Met	Not Met	Met Target	Not Met	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Met Target	Not Met	n/a	Not Met	No
English Learners	**	**	**	**	**	**	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 the school or district directly.

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>For 2018-2019 school year, performance on AP exam improved; scores of 3+ increased to 76 from 57 the previous year.</li> <li>CRHS continued to expand course offerings. Italian and Algebra II/Trigonometry Honors were initiated. Statistic was embedded through OCC providing students the opportunity to earn college credits.</li> <li>CRHS remained committed to providing students a well-rounded high school experience as evident in growth of academic programs, athletics, and extracurricular opportunities.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>To raise the achievement level of all students who enter the doors of the Central Regional School District and to ensure that they master the skills necessary to lead a productive life. Focus Areas include- Positive school climate -High expectations for success -Instructional Leadership -Multiple assessment of student progress -Long range planning -Effective instruction -Parental and community support and understanding. Motto: We Are CR! Home of the Golden Eagles</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>The CRHS Mock Trial Team, better known as the Legal Eagles, won the Ocean County Championship and reached the semi-finals of the state regionals for the first time in school history. The Rocket Club was launched in 2018-2019. The National Honor Society had 95 qualified members based on academic achievement and community/school involvement. The JROTC continued impressive volunteer work in the community during events such as the Color Run, Holiday City Clean Up, St. Patrick's Day parade, etc.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Italian and Algebra II/Trigonometry Honors were two new courses introduced in 2018-2019. OCC embedded course offerings were expanded to include Statistics which enabled students to earn college credits. The Humanities Academy partnership with GCU and Dual Enrollment partnership with OCC enabled approximately 40 students graduate with college credit. The Mentor Program, initiated in 2017-2018, targeted at-risk students. Ongoing professional development and evaluation focused on best practices and technology to improve instruction, curriculum, and the academic success and well-being of all students.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Boys &amp; Girls), Cheerleading (Boys &amp; Girls), Cross Country (Boys &amp; Girls), Field Hockey (Girls), Football (Boys), Golf (Boys &amp; Girls), Gymnastics (Girls), Ice Hockey (Boys), Lacrosse (Girls), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Boys &amp; Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Volleyball (Boys &amp; Girls), Wrestling (Boys)</p> <p>Football finished second and the head coach was the A South Coach of the Year. Boys' Soccer, Tennis, and Baseball were State Sectional Semi-Finalist. Boys' Basketball set a school record with 22 wins. Boys' and Girls' Bowling finished as top 25 teams in the state. Boys' Winter Track was third in the Ocean County Team Championship. Ice Hockey finished in Top 10 Shore Team rankings. Boys' Golf won the B-South Championship. Boys' Track won Huskie Invitational.</p>
 <p>Clubs and Activities:</p>	<p>Class Council, Anime, Autism Awareness, Band, Chorus, Color Guard, Cheer, Chess, CRN TV Production, Discover, Drama, Eagles Voice, E-Sports, Gay Straight Alliance, Interact, Key, Legal Eagles, Looking Glass Writing, Math, National Honor Society, Ocean, SADD, Sailing, Biology, Chemistry, Physics, Spirit/Pep, Student Ambassadors, Student Congress, Surf, Yearbook, Academic &amp; Consumer Bowl</p>






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 <p>Before and After School Programs:</p>	<p>Office Hours provide students additional academic assistance daily after-school. CRHS is involved with Big Brothers and Big Sisters through Ocean County. JROTC program volunteers numerous community service hour in accordance with standards and requirements set forth by Federal Government.</p>
 <p>Staff and Professional Learning:</p>	<p>During faculty meetings and dedicated professional days PLCs focused on best practices using critical literacy and formative assessment. In preparation to possible moving toward a block schedule, professional learning explored instructional strategies utilizing extended minutes. GCN Training was used to meet state requirements, and SimpleK12 Professional Development for Teachers supported research on best practices.</p>
 <p>Postsecondary Information:</p>	<p>Class of 2016 - 4 year College 31%, 2 year College 50%, Vocational/Technical School 4%, Military 6%, Employment 9%</p>






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 <div>Student Supports and Services:</div>	<p>We offer ELL Services, Child Study Team services, a Mentoring Program for struggling students, a Freshman Counselor, Guidance Department, ESL, IR&amp;S, Student Assistance Counselors (SAC) and any other services students may need.</p>
 <div>Student Health and Wellness:</div>	<p>We offer a breakfast program. CRHS boasts a state of the art fitness room open during and after school for student usage. The Pantry discretely provides free food to take home on the weekends, clothes, and other necessities for students if needed. Media Center also provides fruits and power bars after school for students.</p>
 <div>Parent and Community Involvement:</div>	<p>Central Regional has parent portals, PTA, Superintendent Advisory Committee, Principal Advisory Committee, Special Education Committee, CR Alumni Association, Band Parent Group</p>





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 <div>Facilities:</div>	<p>We have a state of the art facility for a building built in 1956. We have AC throughout the high school. CRHS recent updates include new science rooms, new turf and track, new roofs, new windows, new weight room, new bathrooms, new marquee, new score boards, new tables and chairs, with School Choice Funds the building is constantly being upgraded for the students.</p>
 <div>School Safety:</div>	<p>CRHS is very safe with a Reasource Office in the High School along with several security upgrades.</p>





Central Regional High School

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<div> <div>i</div> <div>Other Information</div> </div>	<p>Students have the opportunity to earn college credits through academics and academies taught by college professors at Central for free. The Humanities Academy Partnered with Georgian Court University has had 91 students go through the program and 90 started as sophomores at various colleges and universities such as Rutgers, Penn State, Stockton, Pace, Cabrini, Georgian Court, Fordham, etc... Our Army JROTC has had 8 students receive over 2.8 million in college scholarships. Senior Award Night gave out over \$100,000 in scholarships. The entire campus has WiFi, classroom sets of Chrome Books, Computer labs, smart boards, Alexa and Google homes and light boxes. CR is a Choice District and has 92 students from other districts attending. It is also an International School and has 4 students attending from China. We are very proud of our accomplishments, but not complacent. Our commitment continues to be providing the best education for our children.</p>
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**Central Regional Middle School**  
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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 at 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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**

**Central Regional Middle School**

(29-0770-050)

Grades Offered: 07-08

2018-2019

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## School Contact Information

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 School District
Principal Name	Mr. Joseph Firetto
Address	509 FOREST HILLS PARKWAY BAYVILLE, NJ 08721
Phone Number	732-269-1100
Email Address	<a href="mailto:jfiredto@centralregional.net">jfiredto@centralregional.net</a>
Website	<a href="https://www.centralreg.k12.nj.us/">https://www.centralreg.k12.nj.us/</a>
Facebook	<a href="https://www.facebook.com/Central-Regional-School-District-153229481822077/">https://www.facebook.com/Central-Regional-School-District-153229481822077/</a>
Twitter	<a href="https://twitter.com/WE_R_CR1">https://twitter.com/WE_R_CR1</a>



Central Regional Middle School

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
7	374	372	391
8	378	391	379
Total	753	765	771

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.0%	49.5%	50.5%
Male	53.0%	50.5%	49.5%
Economically Disadvantaged Students	32.9%	31.9%	31.4%
Students with Disabilities	20.1%	21.0%	25.2%
English Learners	0.3%	0.4%	0.4%
Homeless Students	0.1%	0.4%	0.3%
Students in Foster Care	0.3%	0.4%	0.1%
Military-Connected Students	0.1%	0.0%	0.3%
Migrant Students	0.0%	0.0%	0.0%

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	75.7%	73.9%	69.6%
Hispanic	15.0%	15.9%	18.8%
Black or African American	4.6%	4.6%	4.8%
Asian	0.9%	1.7%	2.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.1%	0.4%
Two or More Races	3.6%	3.8%	4.3%

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	4.8%
Other Languages	1.6%



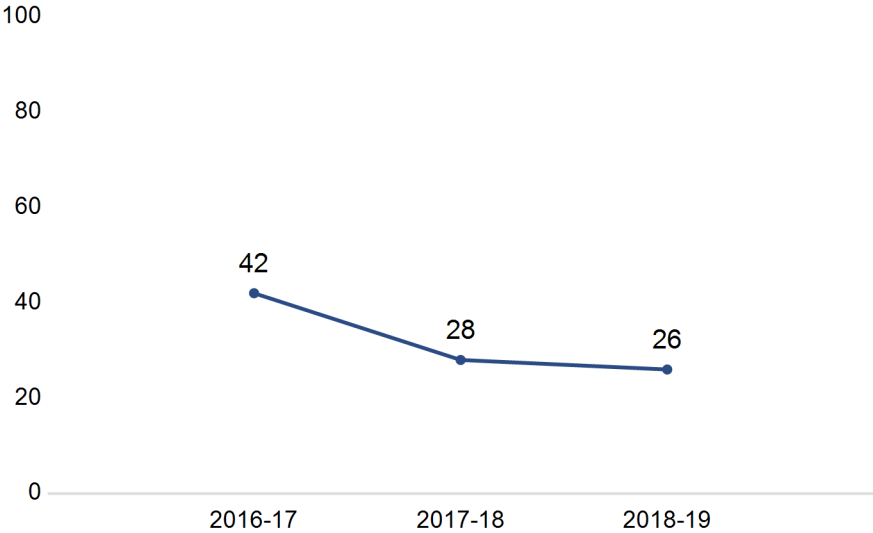
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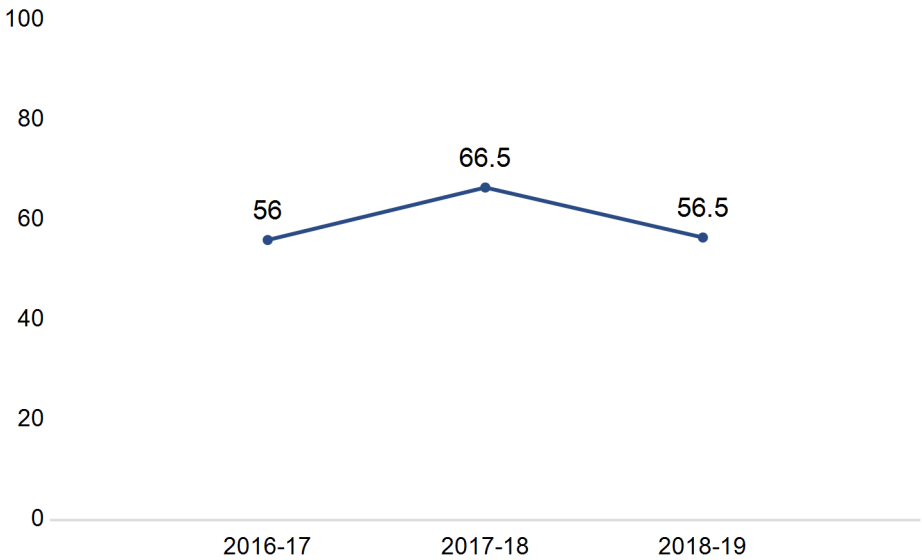
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	42	28	26	56	66.5	56.5
Met Standard (40-59.5)?	Met Standard	Not Met	Not Met	Met Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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 (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 (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	26	26	50	Not Met	56.5	56.5	50	Met Standard
White	28	28	50	Not Met	56	56	52	Met Standard
Hispanic	22	22	49	Not Met	57	57	47	Met Standard
Black or African American	39	39	45	Not Met	41	41	43	**
Asian, Native Hawaiian, or Pacific Islander	54	54	59	**	*	*	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	22	22	49	Not Met	48	48	52	**
Female	30	30	53	N	56	56	50	N
Male	23	23	47	N	57.5	57.5	51	N
Economically Disadvantaged Students	25	25	48	Not Met	52	52	46	Met Standard
Students with Disabilities	25.5	25.5	43	Not Met	44	44	45	Met Standard
English Learners	*	*	52	**	*	*	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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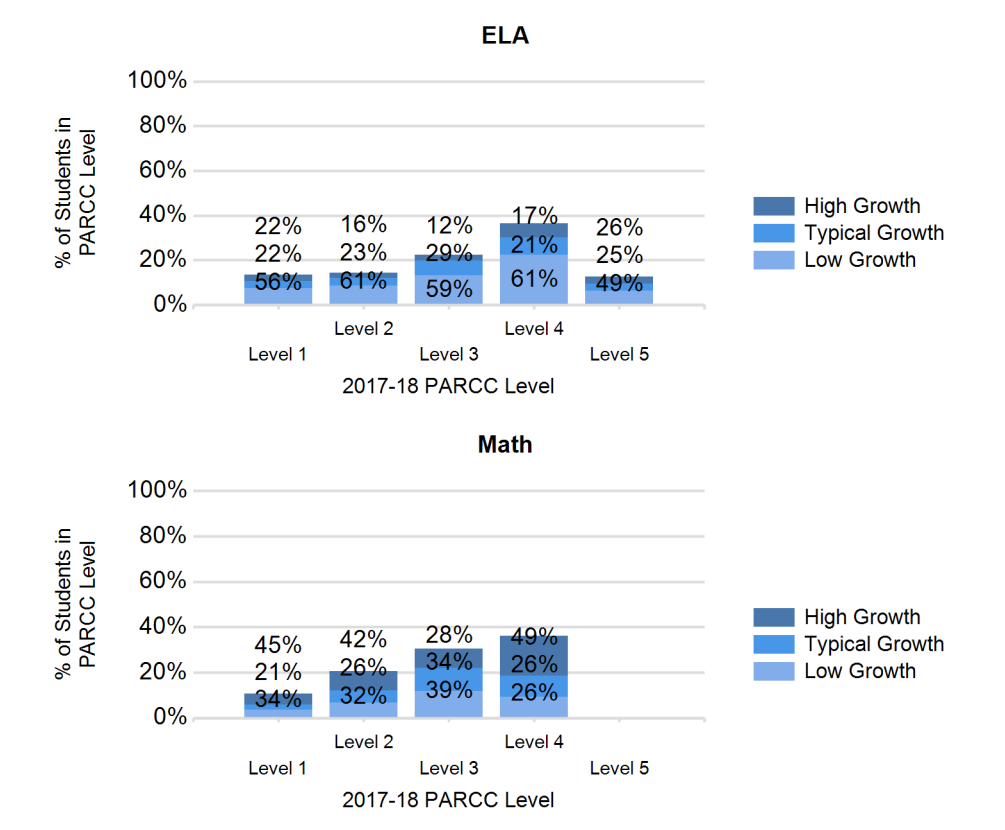
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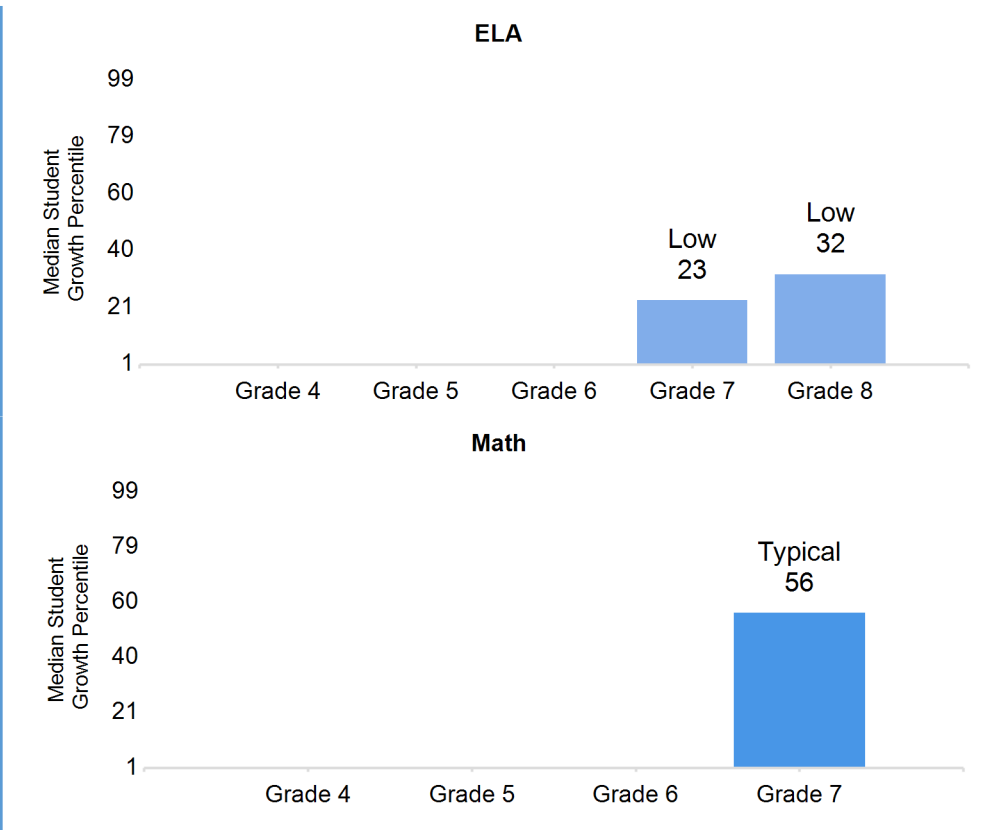
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



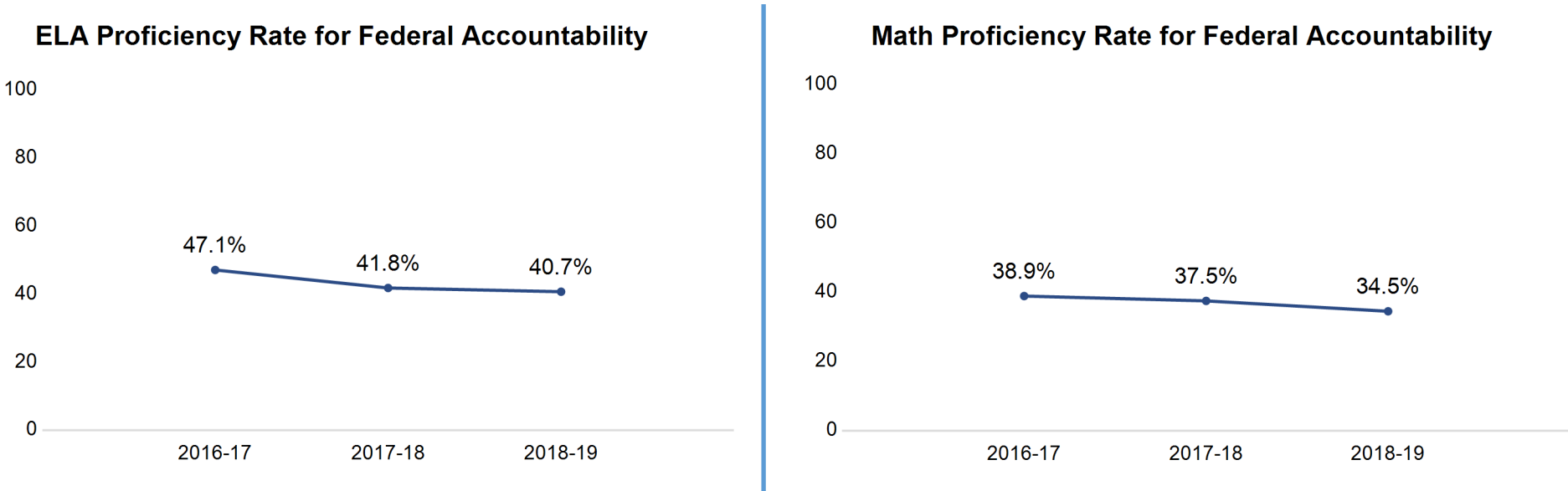


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.6%	97.4%	97.5%	96.4%	98.0%	97.5%
Proficiency Rate for Federal Accountability	47.1%	41.8%	40.7%	38.9%	37.5%	34.5%
Annual Target	44.1%	46.0%	47.9%	41.4%	43.5%	45.5%
Met Annual Target?	Met Target	Not Met	Not Met	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.





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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	740	97.5	40.7	36.0	57.9	40.7	47.9	Not Met
White	518	97.8	43.6	39.1	66.9	43.6	48.9	Not Met
Hispanic	138	96.6	25.4	23.6	43.9	25.4	40.3	Not Met
Black or African American	33	97.3	42.4	27.2	38.5	42.4	38.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	33	97.1	39.4	31.7	64.4	39.4	50.3	Met Target†
Female	379	98.0	50.4	44.9	64.8	50.4		
Male	361	97.1	30.5	27.3	51.3	30.5		
Economically Disadvantaged Students	225	97.9	23.1	21.7	40.0	23.1	36.6	Not Met
Non-Economically Disadvantaged Students	515	97.4	48.3	42.1	67.9	48.3		
Students with Disabilities	185	93.2	*	*	22.7	*	22.6	Not Met
Students without Disabilities	555	99.1	*	*	65.1	*		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

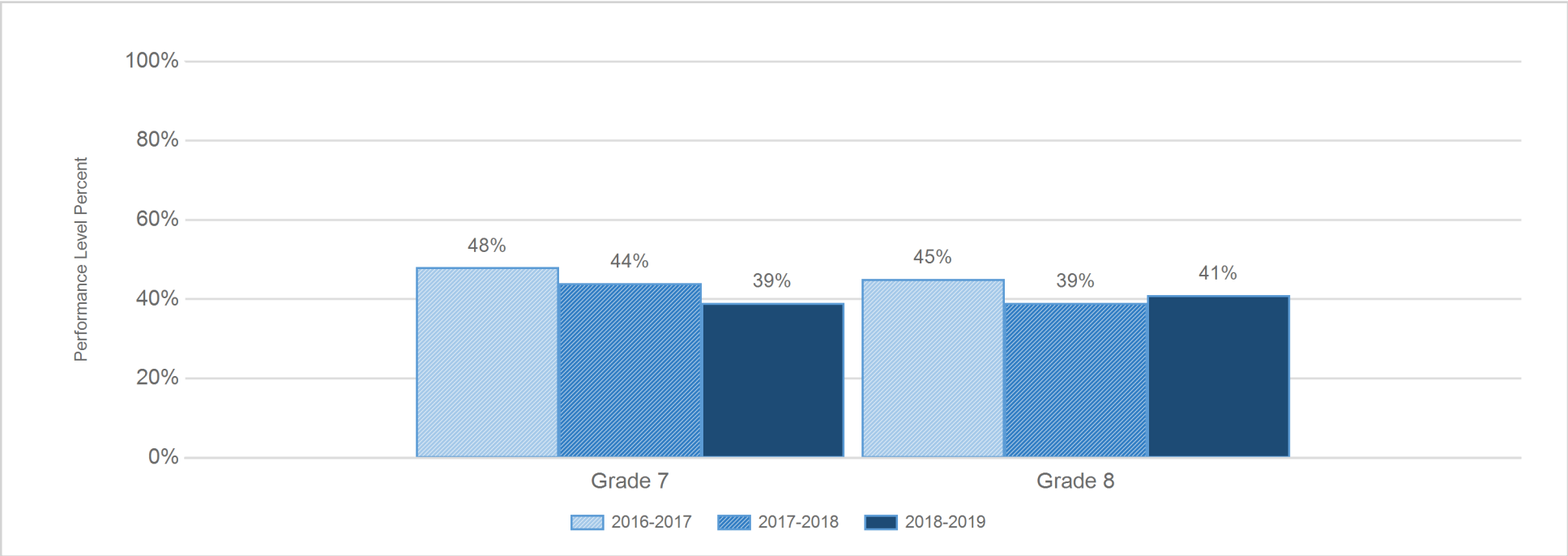


Central Regional Middle School  
(29-0770-050)  
Grades Offered: 07-08  
2018-2019

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





**Central Regional Middle School**  
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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	380	736	736	761	21%	16%	24%	27%	12%	39%	63%
White	260	741	741	769	15%	16%	25%	30%	14%	43%	72%
Hispanic	79	719	719	747	39%	13%	23%	*	*	25%	50%
Black or African American	19	736	736	741	*	*	*	*	*	42%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	12	720	720	768	*	*	*	*	*	17%	68%
Female	187	749	749	769	13%	11%	23%	34%	19%	53%	71%
Male	193	724	724	753	28%	21%	25%	21%	5%	26%	55%
Economically Disadvantaged Students	121	718	718	743	34%	23%	20%	*	*	23%	45%
Non-Economically Disadvantaged Students	259	744	744	771	14%	13%	26%	*	*	47%	73%
Students with Disabilities	93	700	700	720	*	*	*	*	*	*	22%
Students without Disabilities	287	748	748	769	*	*	*	*	*	*	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	359	738	738	762	19%	19%	20%	30%	11%	41%	63%
White	253	741	741	770	17%	17%	21%	33%	11%	44%	72%
Hispanic	61	725	725	747	25%	30%	23%	*	*	23%	49%
Black or African American	17	726	726	741	*	*	*	*	*	35%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	19	749	749	769	*	*	*	*	*	53%	69%
Female	194	748	748	771	12%	18%	22%	*	*	48%	71%
Male	165	727	727	753	28%	21%	18%	*	*	33%	55%
Economically Disadvantaged Students	108	718	718	743	37%	24%	19%	*	*	20%	45%
Non-Economically Disadvantaged Students	251	747	747	772	12%	17%	21%	*	*	50%	72%
Students with Disabilities	81	703	703	721	*	*	*	*	*	*	22%
Students without Disabilities	278	749	749	770	*	*	*	*	*	*	71%
English Learners	N	N	N	708	N	N	N	N	N	N	12%
Non-English Learners	359	738	738	764	19%	19%	20%	30%	11%	41%	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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## Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	740	97.5	34.5	31.7	44.5	34.5	45.5	Not Met
White	518	97.8	38.0	34.5	54.1	38.0	46.3	Not Met
Hispanic	138	96.6	20.3	21.3	28.8	20.3	35.8	Not Met
Black or African American	33	97.3	21.2	20.8	23.0	21.2	46.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	33	97.1	36.4	31.1	53.3	36.4	48.2	Met Target†
Female	378	97.7	38.1	34.5	44.9	38.1		
Male	362	97.4	30.7	29.0	44.2	30.7		
Economically Disadvantaged Students	225	97.9	20.0	20.6	26.3	20.0	35.5	Not Met
Non-Economically Disadvantaged Students	515	97.4	40.8	36.5	54.9	40.8		
Students with Disabilities	186	93.7	*	*	17.4	*	17.3	Not Met
Students without Disabilities	554	98.9	*	*	50.0	*		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

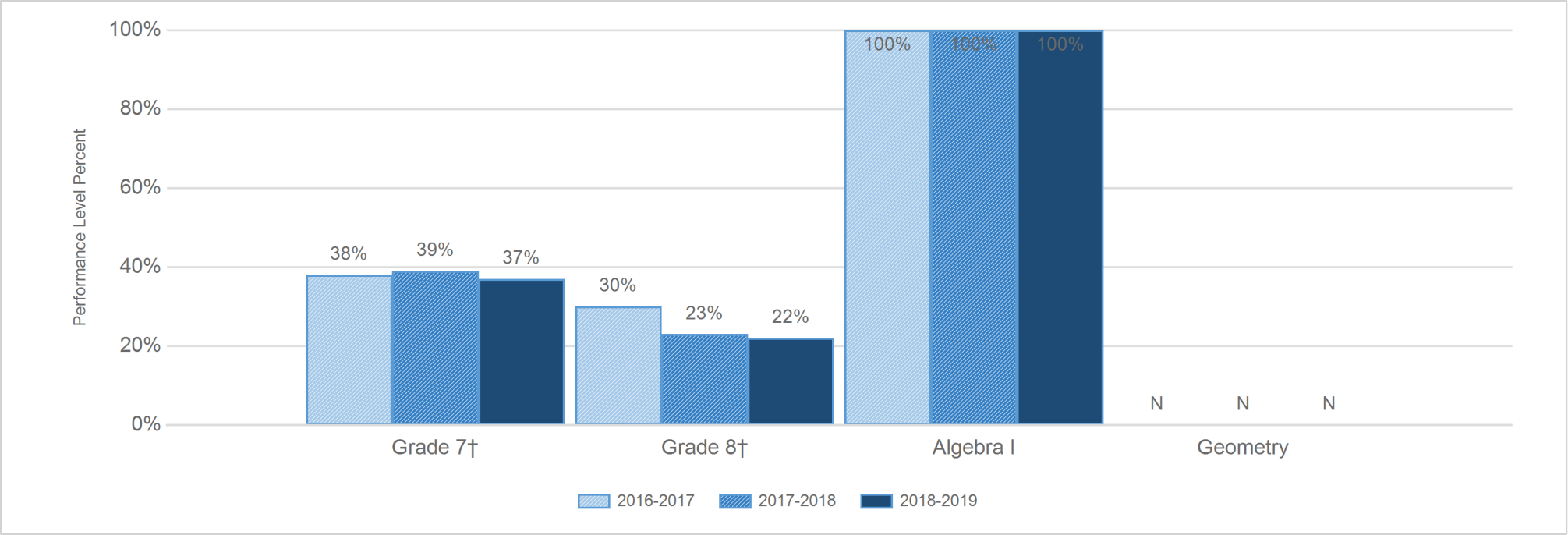


Central Regional Middle School  
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2018-2019

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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## Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	382	740	740	744	9%	22%	32%	30%	7%	37%	42%
White	262	743	743	751	6%	21%	33%	33%	7%	40%	53%
Hispanic	79	731	731	733	15%	24%	37%	*	*	24%	26%
Black or African American	19	729	729	727	*	*	*	*	*	26%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	43%
Two or More Races	12	734	734	749	*	*	*	*	*	33%	51%
Female	187	744	744	744	6%	20%	34%	32%	8%	40%	42%
Male	195	736	736	743	12%	24%	31%	29%	5%	34%	42%
Economically Disadvantaged Students	121	729	729	731	17%	24%	35%	*	*	24%	24%
Non-Economically Disadvantaged Students	261	745	745	751	5%	21%	31%	*	*	43%	53%
Students with Disabilities	95	716	716	718	*	*	*	*	*	*	13%
Students without Disabilities	287	748	748	749	*	*	*	*	*	*	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%





# Central Regional Middle School

(29-0770-050)

Grades Offered: 07-08

2018-2019

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## Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	309	721	721	728	28%	28%	21%	22%	0%	22%	29%
White	212	723	723	737	27%	25%	23%	25%	0%	25%	38%
Hispanic	59	713	713	722	36%	34%	19%	*	*	12%	22%
Black or African American	16	707	707	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	*	*	*	725	*	*	*	*	*	*	29%
Two or More Races	16	726	726	730	*	*	*	*	*	31%	31%
Female	160	724	724	731	24%	32%	21%	24%	0%	24%	31%
Male	149	717	717	726	34%	24%	22%	20%	0%	20%	27%
Economically Disadvantaged Students	105	711	711	719	38%	34%	15%	12%	0%	12%	20%
Non-Economically Disadvantaged Students	204	726	726	735	24%	25%	25%	27%	0%	27%	36%
Students with Disabilities	80	696	696	707	*	*	*	*	*	*	10%
Students without Disabilities	229	730	730	734	*	*	*	*	*	*	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	309	721	721	730	28%	28%	21%	22%	0%	22%	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	*	*	*	735	*	*	*	*	*	*	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%





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### Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	48	805	737	744	0%	0%	0%	52%	48%	100%	42%
White	39	804	739	752	0%	0%	0%	56%	44%	100%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	743	752	*	*	*	*	*	*	51%
Female	33	808	746	745	0%	0%	0%	*	*	100%	44%
Male	15	799	729	743	0%	0%	0%	*	*	100%	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	710	717	N	N	N	N	N	N	12%
Students without Disabilities	48	805	741	748	0%	0%	0%	52%	48%	100%	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	48	805	*	745	0%	0%	0%	52%	48%	100%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	*	707	N	N	N	N	N	N	12%



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### Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	N	N	733	737	N	N	N	N	N	N	35%
White	N	N	735	743	N	N	N	N	N	N	43%
Hispanic	N	N	729	724	N	N	N	N	N	N	17%
Black or African American	N	N	729	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	762	N	N	N	N	N	N	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	*	745	N	N	N	N	N	N	46%
Female	N	N	733	738	N	N	N	N	N	N	36%
Male	N	N	734	736	N	N	N	N	N	N	34%
Economically Disadvantaged Students	N	N	726	722	N	N	N	N	N	N	16%
Non-Economically Disadvantaged Students	N	N	736	743	N	N	N	N	N	N	43%
Students with Disabilities	N	N	705	712	N	N	N	N	N	N	*
Students without Disabilities	N	N	735	741	N	N	N	N	N	N	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	N	N	*	738	N	N	N	N	N	N	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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#### DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	10	10

#### 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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 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



## Central Regional Middle School

(29-0770-050)

Grades Offered: 07-08

2018-2019

### Report Key:

\* Data is not displayed in order to protect student privacy

\*\* Accountability calculations require 20 or more students

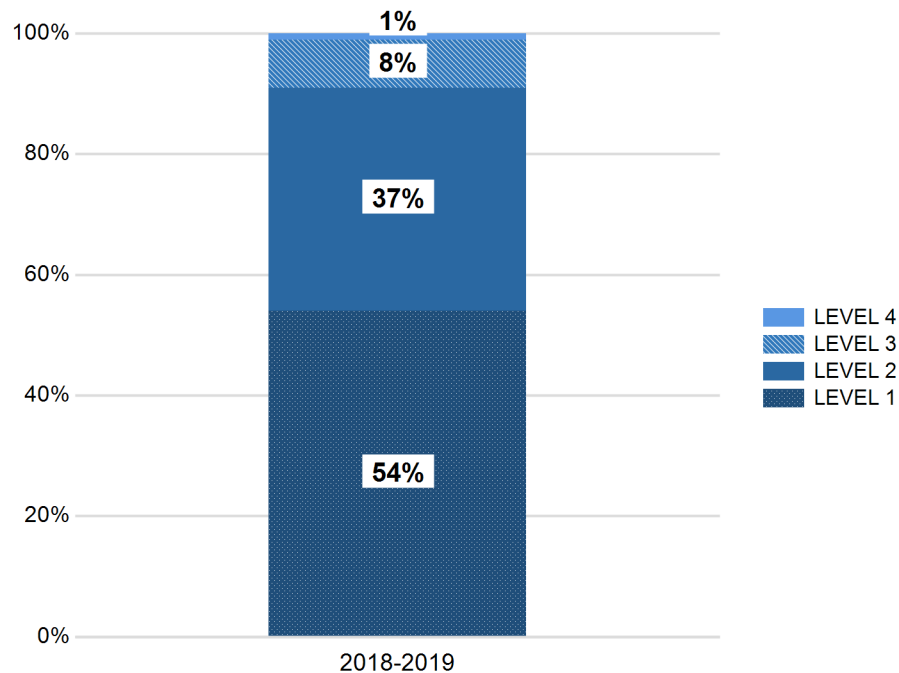
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

### NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



### NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	54	37	8	1
White	49	41	9	1
Hispanic	70	28	2	0
Black or African American	76	24	0	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	47	32	21	0
Female	53	35	10	1
Male	54	39	6	1
Economically Disadvantaged Students	74	21	5	0
Non-Economically Disadvantaged Students	45	44	10	1
Students with Disabilities	88	11	1	0
Students without Disabilities	44	44	10	1
English Learners	N	N	N	N
Non-English Learners	54	37	8	1
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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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
7	0	0	392
8	50	0	328
Total	50	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
7	0	0	0	0	0	0	290
8	240	0	0	0	0	0	2
Total	240	0	0	0	0	0	292



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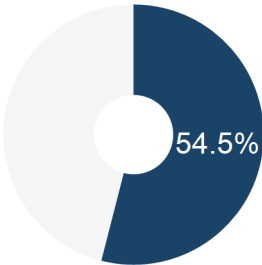
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Visual and Performing Arts – Course Participation

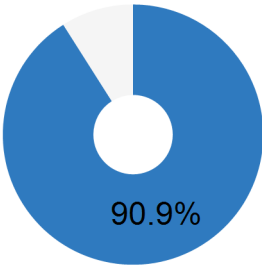
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

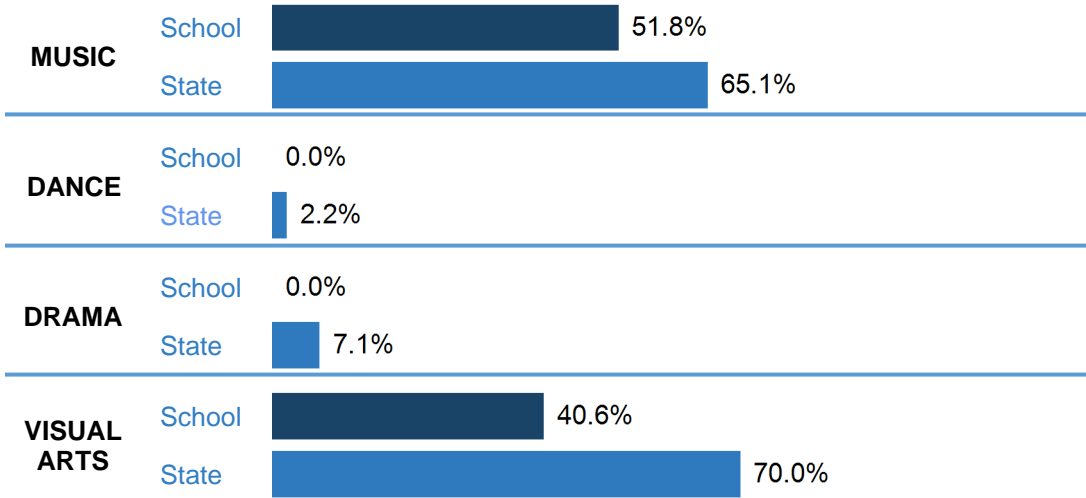


School



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. Students with fewer than 45 days in membership are excluded from attendance calculations.

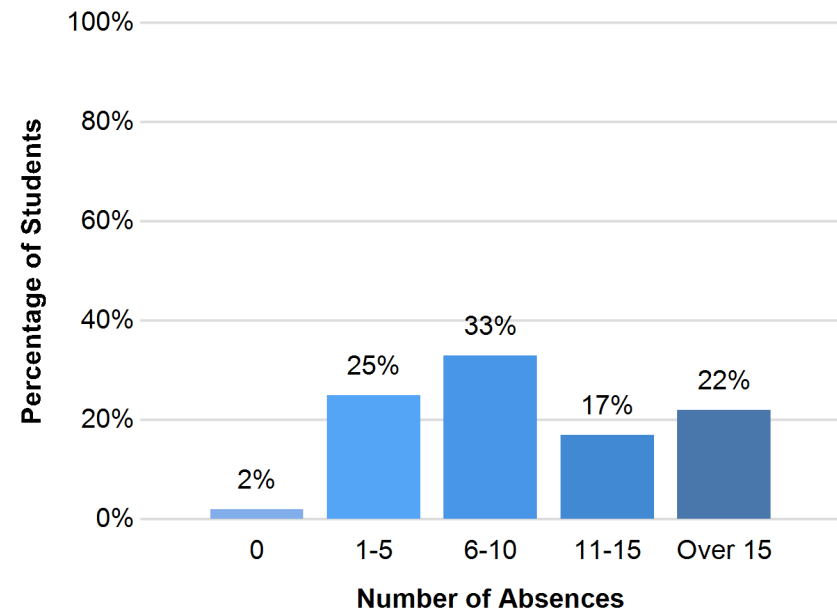
### Chronic Absenteeism

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	142	18.3	9.5	Not Met
White	92	17.0	9.5	Not Met
Hispanic	34	23.1	9.5	Not Met
Black or African American	10	27.0	9.5	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	5	15.2	9.5	Not Met
Female	62	15.8		
Male	80	20.8		
Economically Disadvantaged Students	77	31.7	9.5	Not Met
Students with Disabilities	67	33.5	9.5	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





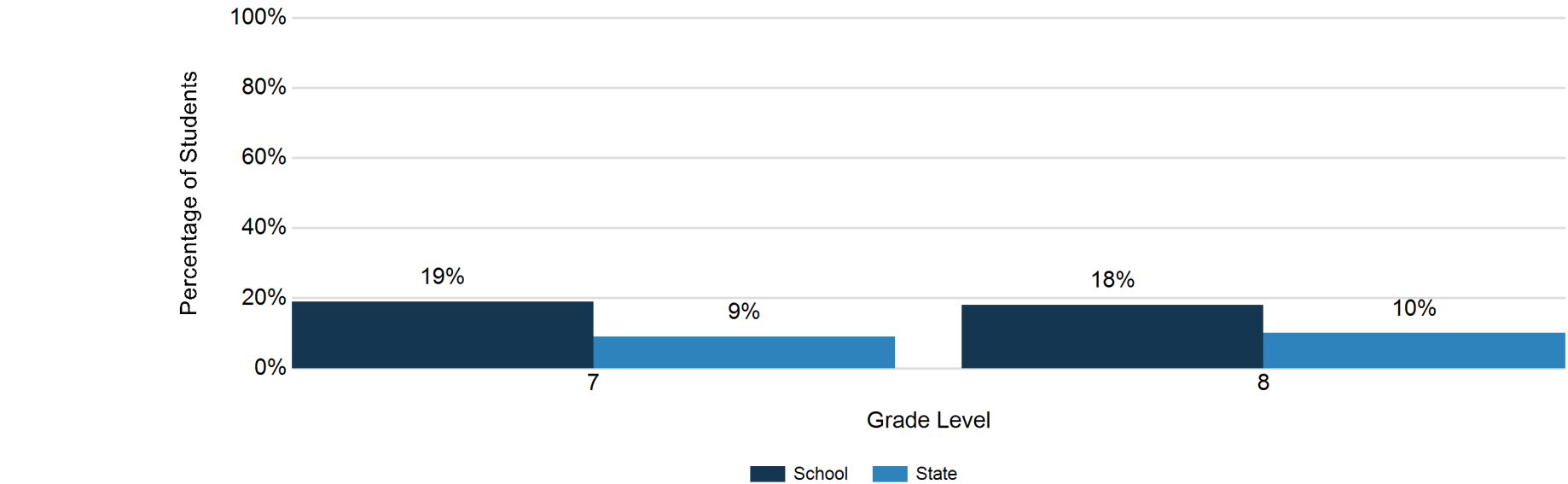
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Chronic Absenteeism by Grade

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







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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	4
Weapons	0
Vandalism	1
Substances	2
Harassment, Intimidation, Bullying (HIB)	22
Total Unique Incidents	28
Incidents Per 100 Students Enrolled	3.63

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	4	7	11
Religion	0	2	2
Ancestry	0	0	0
Gender	2	6	8
Sexual Orientation	1	4	5
Disability	1	2	3
Other	5	8	13
No Identified Nature	6		6

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	4
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0

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	118	15.3%
Out-of-School Suspensions	124	16.1%
Any Suspension	174	22.6%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
777



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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	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	5 Hrs. 26 Mins.

### Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1.2:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	59	118,214
Average years experience in public schools	11.7	12.1
Average years experience in district	11.7	10.8
Percentage of Teachers with 4 or more years experience in the district	78.0%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	14	9,530
Average years experience in public schools	12.8	16.0
Average years experience in district	12.8	12.0
Percentage of Administrators with 4 or more years experience in the district	85.7%	76.9%

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	13:1	13:1
Students to Administrators	257:1	156:1
Teachers to Administrators	20:1	12:1
Students to Librarians/Media Specialists		1091:1
Students to Nurses		1091:1
Students to Counselors		312:1
Students to Child Study Team Members		273:1



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### Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.5%	72.9%	0.0%	48.4%	77.1%	54.9%
Male	49.5%	27.1%	100.0%	51.6%	22.9%	45.1%
White	69.6%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	18.8%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.8%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	2.1%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.3%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

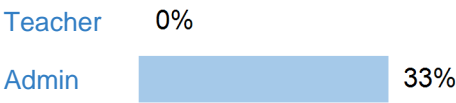
Bachelor’s Degree



Master’s Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	96.1%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

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
2018-19	96.9%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2022
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	Low Performing Student Group (ATSI)
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	47.1%	41.8%	40.7%
Math Proficiency	38.9%	37.5%	34.5%
ELA Growth	42	28	26
Math Growth	56	66	56
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	13.2%	14.2%	18.3%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.





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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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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### Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Not Met	Not Met	Not Met	Met Standard	**	Not Met	No
White	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Hispanic	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Black or African American	Met Target	Not Met	Not Met	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Met Target†	Met Target†	Not Met	**	n/a	Not Met	No
Economically Disadvantaged Students	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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






**Central Regional Middle School**  
 (29-0770-050)  
 Grades Offered: 07-08  
 2018-2019

**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 the school or district directly.

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>• Congrats to our 8th graders who were administered the Algebra 1 NJSLA! Again this year, our students scored higher than other students across the State.</li> <li>• CRMS launched plans for a model classroom and Robotics Rotator Program funded in part from a \$10,000 Ocean First Grant.</li> <li>• WOW! CRMS Band and Chorus won 1st Place for School Spirit as our students competed against others schools at Hershey Park's Music in the Park.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>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 n addition to providing the best possible educational program and facilitating the development of children to their greatest potential.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>CRMS prioritizes the need to recognize students for who they are and what they achieve! We are very proud of our students who exceeded expectations on the NJSLA. A special recognition program honored these students with academic medals and a special recognition breakfast. In addition, students were recognized by the Board for poster and essay contests, as well State Band Competition. We are extremely proud of our students who attended the Glory and Gold Assembly to recognize perfect attendance and outstanding behavior.</p>



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### Courses, Curriculum, Instruction:

The 2018-19 school year provided 90 Minute Block instruction for 7th Grade Math and 8th Grade LAL, while other subjects and electives executed a 45 minute instructional period. This includes a pallet of electives for both 7th and 8th Grade students. Exposing students to Art, Band, Japanese, Spanish, Economics, Character Ed, Learning Strategies and Life Nutrition & Fitness provided an opportunity for students to discover particular interests that grow into talents through high school. 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 & Girls)

We are extremely proud of our student athletes who are required to maintain excellent academic standing. Our coaching staff provide easy access to their players throughout any given day as 95% percent of them also serve as middle school teachers. Our Athletic program provides students with several benefits including the acquisition of valuable life skills that will benefit them throughout their life. These skills are instrumental in developing the whole child and their impact can be powerful and transcending, including time management, self-discipline, team work and effort.



### Clubs and Activities:

CRMS encourages all students to explore interests that often spark inspiration to participate in clubs and organizations both in the middle school and high school. Some longstanding clubs and activities to choose from include Student Council, Peer Leaders, Class Advisory, Poetry and Book Club, Chorus, Newspaper, Chess, Band, Art, Drama, Drum line Robotics and more.





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 <p>Before and After School Programs:</p>	<p>As always, CRMS provides before and after school programs for band and chorus as a convenient instructional option for students. In addition, students are able to receive instructional support provided through our after school Office Hours Monday-Thursday from 3:00-3:30PM. Teachers provide this opportunity for students to make up work, gain extra credit or simply start working on their homework.</p>
 <p>Staff and Professional Learning:</p>	<p>Professional development is an important part of teacher education at CRMS. It helps teachers keep their professional knowledge and skills updated. Through the use of Global Compliance Network (GCN) teachers fulfill annual training as required by the NJDOE. In addition, over 150 modules are accessible to district employees 24/7. In addition, district PD plans serve as the platform to plan and execute PD based on needs and instructional initiatives, most currently transition to Block Instruction. Lastly, through our teacher mentoring program and tech committee we advertise and provide ongoing informal training for the Smartboard, Google Classroom, Classroom Management, Teaching Evaluations, Realtime applications and more.</p>



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### Student Supports and Services:

CRMS provides a variety of student support services, including Guidance Counselors, Student Assistance Counselors, CST Case Managers, 504 Coordinator and the I&RS Team. Members of each of these resources interface regularly with teachers and administrators in an effort to maximize every student's social, emotional and academic success, especially those who are experiencing problems that create barriers to learning. In addition, through the efforts of the 2Gether Program students in crisis are provided mentors as a support system to lead, guide and monitor their journey back to educational success.



### Student Health and Wellness:

CRMS provides breakfast and lunch to students daily with a variety of healthy selections to choose from. Students participate in physical education and health education where the focus lends to making good choices that yield good outcomes. Along with that CRMS recently introduced the Nutrition and Life Fitness class which reinforces the need for all students to become more aware and disciplined in daily exercise and eating habits. In addition, our SAC provides a very diverse sample of groups for students to participate, including bereavement, divorce, social skills, consequential thinking and more to address students' emotional health. Lastly, our school nurse provides health screenings and works closely with our PE teachers and coaches to make certain that student physicals have been cleared and approved.



### Parent and Community Involvement:

CRMS firmly believes that Parent and Community involvement are key to our learning community's success. The more involved, the greater the positive impact on academic achievement, student attitude and behavior. Our Parent-Student Orientations, Transition Night, Parent Portal, Parent-Principal Partnership Meetings, Informative Text Messaging and more keep parents informed and updated regarding school-wide events. In addition, PTA monthly meetings solicit parent involvement in events including our walk-a-thons, dances, book fair and dodge-ball tournament. CRMS's relationship with the community is key to making student learning experiences meaningful and relevant on a daily basis. Ongoing support from OC Library, Berkeley First Aid, VFW Post 1506, OC Vintage Auto Club, Underwater Search and Rescue, OC Prosecutor's Office and more certainly add to our students' learning experiences. We especially thank all of community businesses who donate to our student incentive programs!




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<div>  <div>Other Information</div> </div>	<p>CRMS enrolled 846 students during 2018-19. Students attended CRMS from one of our constituent districts including Berkeley Twp, Island Heights, Ocean Gate, Seaside Heights and Seaside Park. In addition, several students were part of our Choice Program who were from neighboring districts including, Lacey, Lakewood and Toms River. Lastly, we were proud and honored to host international students from China during January. Once again, CRMS was extremely proud of our students' outstanding NJSLA Algebra 1 Scores. We continue to focus on writing, attendance, technology and school culture as priorities in reaching overall student achievement.</p>
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