




Central Regional High School  
2016-2017  
Grade Span 09-12

29-0770-030  
OCEAN  
CENTRAL REGIONAL  
509 FOREST HILLS PARKWAY  
BAYVILLE, NJ 08721

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

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

#### Navigating through the reports:

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

#### Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
  
- Want to give us feedback? Take our feedback survey: [surveylink](#)
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### Footnotes

1. An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. \*\* ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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### Enrollment Trends by Grade

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

| Grade    | 2014-15 | 2015-16 | 2016-17 |
|----------|---------|---------|---------|
| 9        | 327     | 298     | 336     |
| 10       | 346     | 298     | 298     |
| 11       | 290     | 286     | 266     |
| 12       | 268     | 252     | 291     |
| Ungraded | 51      | 54      | 71      |
| Total    | 1282    | 1188    | 1262    |

### Enrollment Trends by Student Group

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

| Student Group                       | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female                              | 46%     | 48%     | 47%     |
| Male                                | 54%     | 52%     | 53%     |
| Economically Disadvantaged Students | 35%     | 33%     | 33%     |
| Students with Disabilities          | 19%     | 18%     | 18%     |
| English Learners                    | 1%      | 1%      | 1%      |
| Homeless Students                   |         |         | 1%      |
| Students in Foster Care             |         |         | 1%      |
| Military-Connected Students         |         |         | 1%      |
| Migrant Students                    |         |         | 0%      |

### Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group             | % of Students |
|-------------------------------------|---------------|
| White                               | 72.3%         |
| Hispanic                            | 14.9%         |
| Black or African American           | 6.3%          |
| Asian                               | 2.2%          |
| American Indian or Alaska Native    | 0.2%          |
| Native Hawaiian or Pacific Islander | 0.0%          |
| <i>Two or More Races</i>            | 4.0%          |

### Enrollment Trends by Full and Shared Time

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

| Enrollment Status    | 2016-17 |
|----------------------|---------|
| Full Time Students   | 1209    |
| Shared Time Students | 103     |
| Full Time Equivalent | 1261    |

### Enrollment by Home Language

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

| Home Language | % of Students |
|---------------|---------------|
| English       | 93.5%         |
| Spanish       | 4.8%          |
| <i>Other</i>  | 1.9%          |



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**English Language Arts/Literacy Assessment - Participation and Performance**

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

| Student Group                               | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide                                  | 594          | 97.7                      | 38.90  | 43.20  | 54.90   | 38.9  | 33.3                  | Met Target                |
| White                                       | 424          | 97.9                      | 40.50  | 45.90  | 63.90   | 40.5  | 35.4                  | Met Target                |
| Hispanic                                    | 94           | 96.4                      | 24.50  | 29.50  | 39.80   | 24.5  | 27.2                  | Met Target†               |
| Black or African American                   | 32           | 100.0                     | 28.20  | 29.30  | 35.20   | 28.2  | 21.5                  | Met Target                |
| Asian, Native Hawaiian, or Pacific Islander | 14           | 100.0                     | 92.80  | *  | 80.70   | 92.8  | **                    | **                        |
| American Indian or Alaska Native            | N            | N                         | N  | *  | 53.70   | N   | **                    | **                        |
| Two or More Races                           | 30           | 100.0                     | 46.70  | 42.90  | 54.90   | 46.7  | 37.3                  | Met Target                |
| Female                                      | 284          | 97.8                      | 43.70  | 51.00  | 62.20   | 43.7  |                       |                           |
| Male  | 310          | 97.7                      | 34.50  | 36.10  | 48.10   | 34.5  |                       |                           |
| Economically Disadvantaged Students         | 205          | 96.7                      | 28.30  | 29.90  | 36.20   | 28.3  | 31                    | Met Target†               |
| Non-Economically Disadvantaged Students     | 389          | 98.3                      | 44.50  | 49.70  | 65.80   | 44.5  |                       |                           |
| Students with Disabilities                  | 113          | 95.3                      | *  | *  | 20.50   | *   | 8.5                   | Met Target†               |
| Students without Disabilities               | 481          | 98.3                      | *  | *  | 61.90   | *   |                       |                           |
| English Learners                            | *            | *                         | *  | *  | 25.20   | *   | **                    | **                        |
| Non-English Learners                        | *            | *                         | *  | *  | 57.40   | *   |                       |                           |
| Homeless Students                           | *            | *                         | *  | *  | 26.40   | *   |                       |                           |
| Students In Foster Care                     | *            | *                         | *  | *  | 24.80   | *   |                       |                           |
| Military-Connected Students                 | *            | *                         | *  | *  | 53.50   | *   |                       |                           |
| Migrant Students                            | N            | N                         | N  | N  | 23.00   | N   |                       |                           |

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

† Target was met within a confidence interval.



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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 345          | 741              | 741                       | 749                    | 15%                                      | 16%                                   | 28%                                | 33%                         | 9%                               | 42%                                     | 52%   |
| White                                       | 238          | 743              | 743                       | 757                    | 13%                                      | 14%                                   | 27%                                | 37%                         | 9%                               | 45%                                     | 62%   |
| Hispanic                                    | 61           | 730              | 730                       | 733                    | *  | 23%                                   | 33%                                | 23%                         | *                                | 25%                                     | 35%   |
| Black or African American                   | 17           | 721              | 721                       | 730                    | *  | *                                     | *                                  | *                           | *                                | 24%                                     | 30%   |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 777                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 80%   |
| American Indian or Alaska Native            | N            | N                | N                         | 745                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 49%   |
| Two or More Races                           | 23           | 746              | 746                       | 746                    | *  | *                                     | *                                  | *                           | *                                | 48%                                     | 48%   |
| Female                                      | 159          | 750              | 750                       | 756                    | 9%                                       | *                                     | 26%                                | 37%                         | *                                | 51%                                     | 60%   |
| Male  | 186          | 733              | 733                       | 741                    | 19%                                      | *                                     | 29%                                | 30%                         | *                                | 34%                                     | 43%   |
| Economically Disadvantaged Students         | 124          | 728              | 728                       | 731                    | 26%                                      | *                                     | 30%                                | 21%                         | *                                | 27%                                     | 32%   |
| Non-Economically Disadvantaged Students     | 221          | 748              | 748                       | 758                    | 9%                                       | *                                     | 26%                                | 40%                         | *                                | 50%                                     | 62%   |
| Students with Disabilities                  | 71           | 709              | 709                       | 714                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 13%   |
| Students without Disabilities               | 274          | 749              | 749                       | 754                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 58%   |
| English Learners                            | *            | *                | *                         | 690                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 752                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | *            | *                | *                         | 719                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 21%   |
| Students in Foster Care                     | *            | *                | *                         | 718                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 21%   |
| Military-Connected Students                 | *            | *                | *                         | 746                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 45%   |
| Migrant Students                            | N            | N                | N                         | 705                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |



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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 303          | 732              | 732                       | 743                    | 25%                                      | 15%                                   | 23%                                | 31%                         | 5%                               | 37%                                     | 46%   |
| White                                       | 218          | 735              | 735                       | 749                    | 24%                                      | 15%                                   | 24%                                | 32%                         | 6%                               | 38%                                     | 52%   |
| Hispanic                                    | 47           | 727              | 727                       | 728                    | 23%                                      | *                                     | 30%                                | 23%                         | *                                | 28%                                     | 34%   |
| Black or African American                   | 21           | 714              | 714                       | 725                    | 48%                                      | *                                     | *                                  | *                           | *                                | 24%                                     | 31%   |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 774                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 74%   |
| American Indian or Alaska Native            | N            | N                | N                         | 740                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 42%   |
| Two or More Races                           | *            | *                | *                         | 737                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 42%   |
| Female                                      | 150          | 736              | 736                       | 752                    | 20%                                      | *                                     | 25%                                | 31%                         | *                                | 37%                                     | 54%   |
| Male  | 153          | 728              | 728                       | 734                    | 31%                                      | *                                     | 20%                                | 32%                         | *                                | 37%                                     | 39%   |
| Economically Disadvantaged Students         | 107          | 727              | 727                       | 726                    | 28%                                      | *                                     | 22%                                | 25%                         | *                                | 31%                                     | 32%   |
| Non-Economically Disadvantaged Students     | 196          | 735              | 735                       | 751                    | 24%                                      | *                                     | 24%                                | 35%                         | *                                | 40%                                     | 54%   |
| Students with Disabilities                  | 48           | 694              | 694                       | 704                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 12%   |
| Students without Disabilities               | 255          | 739              | 739                       | 749                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 52%   |
| English Learners                            | *            | *                | *                         | 681                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 745                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | *            | *                | *                         | 715                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 21%   |
| Students in Foster Care                     | N            | N                | N                         | 710                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 20%   |
| Military-Connected Students                 | *            | *                | *                         | 733                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 35%   |
| Migrant Students                            | N            | N                | N                         | 694                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |



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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 248          | 719              | 719                       | 736                    | 25%                                      | 33%                                   | 27%                                | *                           | *                                | 16%                                     | 38%   |
| White                                       | 178          | 721              | 721                       | 738                    | 24%                                      | 32%                                   | 26%                                | *                           | *                                | 18%                                     | 40%   |
| Hispanic                                    | 33           | 720              | 720                       | 731                    | *  | 39%                                   | 30%                                | *                           | 0%                               | 12%                                     | 34%   |
| Black or African American                   | 23           | 716              | 716                       | 728                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 30%   |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 756                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 58%   |
| American Indian or Alaska Native            | N            | N                | N                         | 731                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 30%   |
| Two or More Races                           | *            | *                | *                         | 731                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 36%   |
| Female                                      | 117          | 726              | 726                       | 744                    | 16%                                      | 34%                                   | 28%                                | *                           | *                                | 21%                                     | 46%   |
| Male  | 131          | 713              | 713                       | 729                    | 32%                                      | 31%                                   | 25%                                | *                           | *                                | 12%                                     | 31%   |
| Economically Disadvantaged Students         | 89           | 717              | 717                       | 729                    | 25%                                      | 37%                                   | 28%                                | *                           | *                                | 10%                                     | 32%   |
| Non-Economically Disadvantaged Students     | 159          | 721              | 721                       | 740                    | 25%                                      | 30%                                   | 26%                                | *                           | *                                | 20%                                     | 42%   |
| Students with Disabilities                  | 54           | 710              | 710                       | 709                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 12%   |
| Students without Disabilities               | 194          | 722              | 722                       | 741                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 43%   |
| English Learners                            | *            | *                | *                         | 699                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 737                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | *            | *                | *                         | 722                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 24%   |
| Students in Foster Care                     | *            | *                | *                         | 713                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 19%   |
| Military-Connected Students                 | N            | N                | N                         | 723                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 24%   |
| Migrant Students                            | N            | N                | N                         | 713                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 26%   |

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

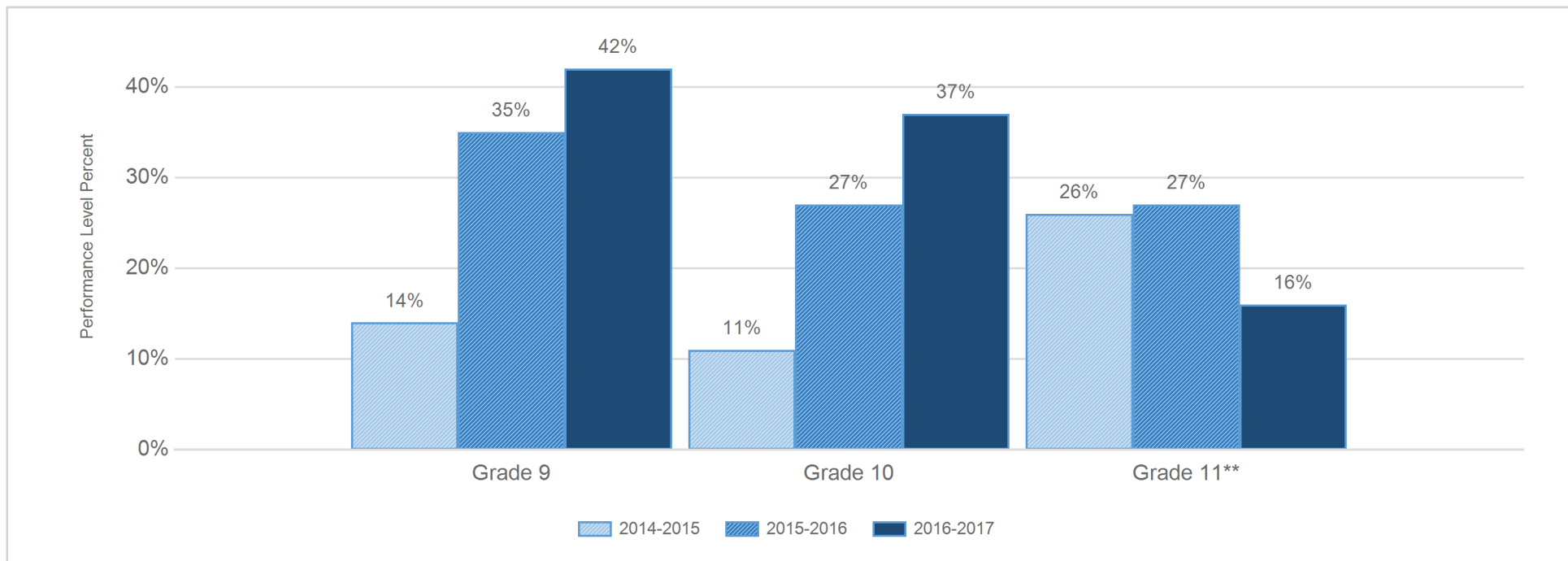


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**English Language Arts/Literacy Assessment - Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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



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**Mathematics Assessment - Participation and Performance**

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

| Student Group                               | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide                                  | 545          | 97.1                      | 31.60  | 35.60  | 43.50   | 31.6  | 33                    | Met Target†               |
| White                                       | 386          | 97.4                      | 34.20  | 38.10  | 52.40   | 34.2  | 35.3                  | Met Target†               |
| Hispanic                                    | 93           | 97.2                      | 15.10  | 21.30  | 27.60   | 15.1  | 22.2                  | Not Met                   |
| Black or African American                   | 27           | 97.0                      | 18.50  | 25.00  | 21.70   | 18.5  | 17.9                  | Met Target                |
| Asian, Native Hawaiian, or Pacific Islander | 14           | 100.0                     | 71.40  | *  | 75.60   | 71.4  | **                    | **                        |
| American Indian or Alaska Native            | N            | N                         | N  | *  | 42.50   | N   | **                    | **                        |
| Two or More Races                           | 25           | 96.3                      | 44.00  | 39.20  | 44.90   | 44  | 39                    | Met Target                |
| Female                                      | 265          | 97.6                      | 29.80  | 35.80  | 44.10   | 29.8  |                       |                           |
| Male  | 280          | 96.6                      | 33.30  | 35.40  | 42.90   | 33.3  |                       |                           |
| Economically Disadvantaged Students         | 181          | 94.0                      | 23.30  | 26.00  | 25.10   | 22.9  | 30.6                  | Not Met                   |
| Non-Economically Disadvantaged Students     | 364          | 98.7                      | 35.70  | 40.10  | 54.30   | 35.7  |                       |                           |
| Students with Disabilities                  | 60           | 97.0                      | *  | *  | 16.50   | *   | 11.5                  | Not Met                   |
| Students without Disabilities               | 485          | 97.1                      | *  | *  | 48.80   | *   |                       |                           |
| English Learners                            | 10           | 100.0                     | 10.00  | *  | 23.30   | 10  | **                    | **                        |
| Non-English Learners                        | 535          | 97.0                      | 32.00  | *  | 45.20   | 32  |                       |                           |
| Homeless Students                           | *            | *                         | *  | *  | 16.40   | *   |                       |                           |
| Students In Foster Care                     | *            | *                         | *  | *  | 15.10   | *   |                       |                           |
| Military-Connected Students                 | *            | *                         | *  | *  | 39.90   | *   |                       |                           |
| Migrant Students                            | N            | N                         | N  | N  | 18.20   | N   |                       |                           |

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

† Target was met within a confidence interval.



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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 284          | 731              | 742                       | 743                    | *  | 25%                                   | 31%                                | 28%                         | *                                | 28%                                     | 42%   |
| White                                       | 187          | 732              | 746                       | 751                    | *  | 24%                                   | 31%                                | 29%                         | *                                | 29%                                     | 52%   |
| Hispanic                                    | 60           | 729              | *                         | 728                    | *  | 33%                                   | 33%                                | 20%                         | *                                | 20%                                     | 24%   |
| Black or African American                   | 16           | 713              | *                         | 724                    | *  | *                                     | *                                  | *                           | 0%                               | 13%                                     | 19%   |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 774                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 76%   |
| American Indian or Alaska Native            | N            | N                | N                         | 736                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 30%   |
| Two or More Races                           | 18           | 742              | *                         | 741                    | *  | *                                     | *                                  | *                           | 0%                               | 39%                                     | 41%   |
| Female                                      | 134          | 731              | 742                       | 744                    | *  | 25%                                   | 36%                                | 23%                         | *                                | 24%                                     | 43%   |
| Male  | 150          | 732              | 743                       | 741                    | *  | 25%                                   | 27%                                | 31%                         | *                                | 31%                                     | 40%   |
| Economically Disadvantaged Students         | 105          | 727              | *                         | 727                    | 21%                                      | 25%                                   | 33%                                | *                           | *                                | 21%                                     | 23%   |
| Non-Economically Disadvantaged Students     | 179          | 734              | *                         | 751                    | 12%                                      | 26%                                   | 30%                                | *                           | *                                | 32%                                     | 52%   |
| Students with Disabilities                  | 49           | 704              | *                         | 714                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 10%   |
| Students without Disabilities               | 235          | 737              | *                         | 747                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 47%   |
| English Learners                            | *            | *                | *                         | 708                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 745                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | *            | *                | *                         | 718                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 13%   |
| Students in Foster Care                     | *            | *                | *                         | 711                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Military-Connected Students                 | *            | *                | *                         | 742                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 37%   |
| Migrant Students                            | N            | N                | N                         | 715                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 21%   |

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**Mathematics Assessment - Performance by Test: Geometry**

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 306          | 730              | 730                       | 734                    | *  | 31%                                   | 28%                                | 26%                         | *                                | 28%                                     | 30%   |
| White                                       | 223          | 733              | 733                       | 740                    | *  | 29%                                   | 27%                                | 30%                         | *                                | 33%                                     | 38%   |
| Hispanic                                    | 46           | 721              | 721                       | 722                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 14%   |
| Black or African American                   | 18           | 708              | 708                       | 719                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Asian, Native Hawaiian, or Pacific Islander | 10           | 752              | 752                       | 758                    | 0%                                       | *                                     | *                                  | *                           | 0%                               | 50%                                     | 65%   |
| American Indian or Alaska Native            | N            | N                | N                         | 730                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 29%   |
| Two or More Races                           | *            | *                | *                         | 733                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 32%   |
| Female                                      | 150          | 732              | 732                       | 735                    | *  | 28%                                   | 28%                                | 27%                         | *                                | 30%                                     | 31%   |
| Male  | 156          | 729              | 729                       | 733                    | *  | 34%                                   | 29%                                | 25%                         | *                                | 26%                                     | 30%   |
| Economically Disadvantaged Students         | 103          | 723              | 723                       | 721                    | *  | 41%                                   | 28%                                | 16%                         | *                                | 16%                                     | 13%   |
| Non-Economically Disadvantaged Students     | 203          | 734              | 734                       | 740                    | *  | 26%                                   | 29%                                | 31%                         | *                                | 34%                                     | 39%   |
| Students with Disabilities                  | 35           | 702              | 702                       | 711                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Students without Disabilities               | 271          | 734              | 734                       | 738                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| English Learners                            | *            | *                | *                         | 710                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 735                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | *            | *                | *                         | 717                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Students in Foster Care                     | *            | *                | *                         | 713                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Military-Connected Students                 | *            | *                | *                         | 727                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 15%   |
| Migrant Students                            | N            | N                | N                         | 704                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |



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**Mathematics Assessment - Performance by Test: Algebra II**

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 179          | 717              | 717                       | 725                    | 35%                                      | 26%                                   | 21%                                | 17%                         | 0%                               | 17%                                     | 28%   |
| White                                       | 137          | 718              | 718                       | 731                    | 34%                                      | 27%                                   | 22%                                | 18%                         | 0%                               | 18%                                     | 33%   |
| Hispanic                                    | 20           | 708              | 708                       | 710                    | *  | *                                     | *                                  | *                           | 0%                               | 10%                                     | 14%   |
| Black or African American                   | 11           | 712              | 712                       | 703                    | *  | *                                     | *                                  | *                           | 0%                               | 18%                                     | *   |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 761                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 62%   |
| American Indian or Alaska Native            | N            | N                | N                         | 715                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 20%   |
| Two or More Races                           | *            | *                | *                         | 718                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 25%   |
| Female                                      | 94           | 718              | 718                       | 725                    | 32%                                      | 27%                                   | 28%                                | 14%                         | 0%                               | 14%                                     | 27%   |
| Male  | 85           | 716              | 716                       | 725                    | 39%                                      | 26%                                   | 14%                                | 21%                         | 0%                               | 21%                                     | 29%   |
| Economically Disadvantaged Students         | 46           | 717              | 717                       | 708                    | 35%                                      | 22%                                   | 24%                                | *                           | *                                | 20%                                     | 13%   |
| Non-Economically Disadvantaged Students     | 133          | 716              | 716                       | 733                    | 35%                                      | 28%                                   | 20%                                | *                           | *                                | 17%                                     | 35%   |
| Students with Disabilities                  | *            | *                | *                         | 692                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Students without Disabilities               | *            | *                | *                         | 729                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| English Learners                            | *            | *                | *                         | 692                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 726                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | *            | *                | *                         | 702                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Students in Foster Care                     | N            | N                | N                         | 692                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |
| Military-Connected Students                 | N            | N                | N                         | 710                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 14%   |
| Migrant Students                            | N            | N                | N                         | 702                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 14%   |

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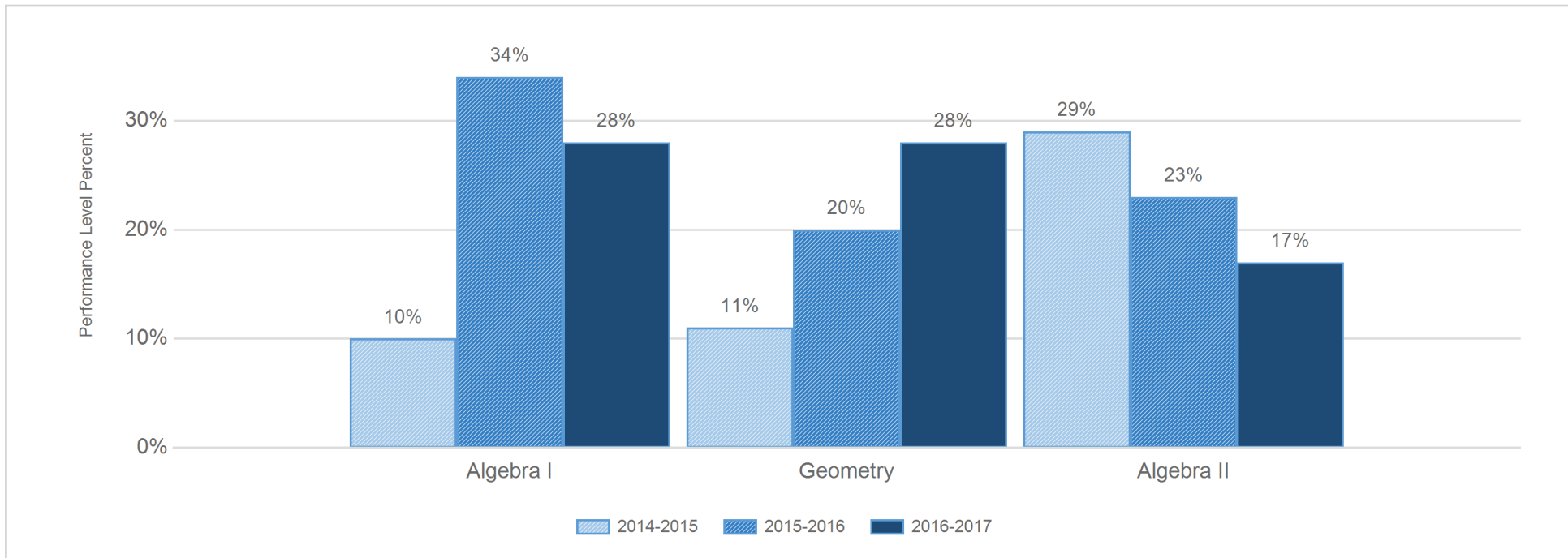


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**Mathematics Assessment – Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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### Alternate Assessments - Participation

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

| Grade | ELA:<br># Students Tested | Math:<br># Students Tested |
|-------|---------------------------|----------------------------|
| 9     | N                         | N                          |
| 10    | N                         | N                          |
| 11    | *                         | *                          |

### English Language Proficiency Test - Participation and Performance

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

| Years in District | # Students Tested | % Students with Overall Score Below 4.5 | % Students with Overall Score of 4.5 and above |
|-------------------|-------------------|---|--|
| 1                 | N                 | N                                       | N  |
| 2                 | *                 | *                                       | *  |
| 3                 | *                 | *                                       | *  |
| 4                 | N                 | N                                       | N  |
| 5+                | *                 | *                                       | *  |



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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

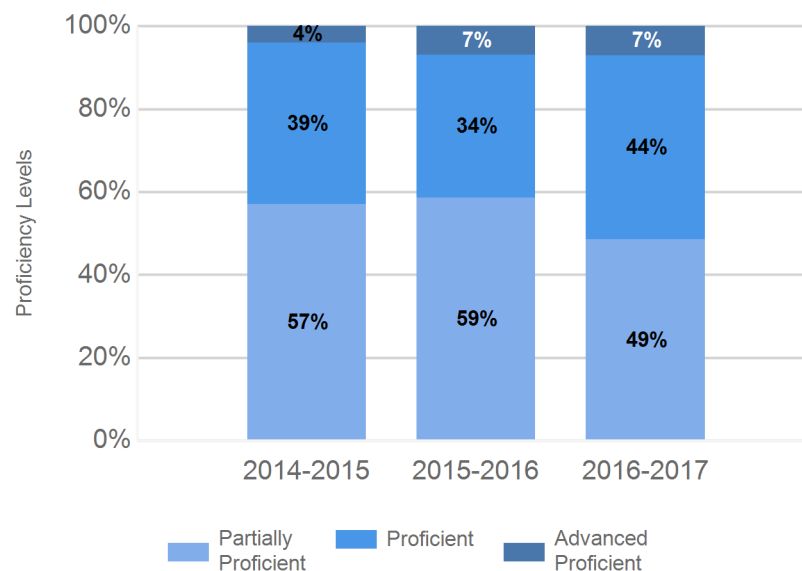
**Biology Assessment - Performance**

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

| Student Group                               | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide                                   | 16%                   | 42%          | 42%                    |
| Schoolwide                                  | 7%                    | 44%          | 49%                    |
| White                                       | 10%                   | 47%          | 44%                    |
| Hispanic                                    | N                     | 41%          | 59%                    |
| Black or African American                   | N                     | *            | 78%                    |
| Asian, Native Hawaiian, or Pacific Islander | *                     | *            | N                      |
| American Indian or Alaska Native            | N                     | N            | N                      |
| Two or More Races                           | *                     | 39%          | 57%                    |
| Economically Disadvantaged Students         | 5%                    | 32%          | 63%                    |
| Students with Disabilities                  | N                     | 14%          | 86%                    |
| English Learners                            | N                     | N            | N                      |

**Biology Assessment - Proficiency Trends**

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





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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

**PSAT/SAT/ACT - Participation**

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

| Test                                   | % of Students in School | % of Students in State |
|--|-------------------------|------------------------|
| Percentage of students taking the PSAT | 62.7%                   | 89.4%                  |
| Percentage of students taking the SAT  | 92.6%                   | 70.0%                  |
| Percentage of students taking the ACT  | 18.6%                   | 28.3%                  |

**PSAT/SAT/ACT - Performance**

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

| Test                       | School Average Score | State Average Score | College Readiness Benchmarks | School - % of Students scoring at or above Benchmark | State - % of Students scoring at or above Benchmark |
|----------------------------|----------------------|---------------------|------------------------------|--|---|
| PSAT - Reading and Writing | 478                  | 481                 | Varies By Grade              | 66%  | 67%   |
| PSAT - Math                | 479                  | 483                 | Varies By Grade              | 45%  | 49%   |
| SAT - Reading and Writing  | 544                  | 551                 | 480                          | 84%  | 77%   |
| SAT - Math                 | 549                  | 552                 | 530                          | 64%  | 58%   |
| ACT - Reading              | 22                   | 24                  | 22                           | 46%  | 65%   |
| ACT - English              | 20                   | 24                  | 18                           | 61%  | 79%   |
| ACT - Math                 | 22                   | 24                  | 22                           | 57%  | 65%   |
| ACT - Science              | 21                   | 23                  | 23                           | 41%  | 54%   |



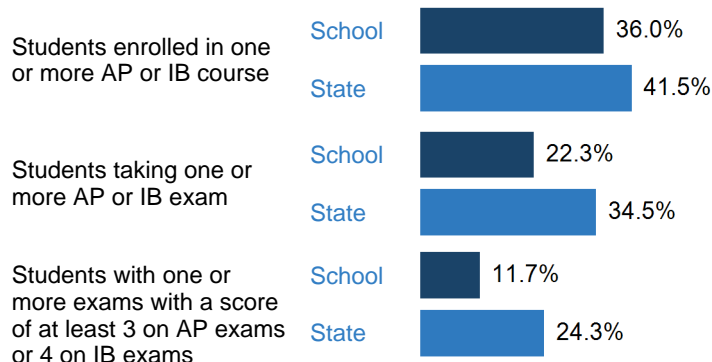
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

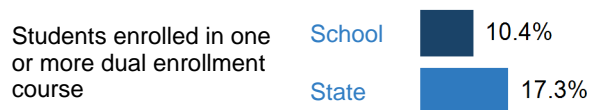
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **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 students enrolled in AP/IB courses and the corresponding exams that were taken. 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 scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

| AP/IB Course   | Students Enrolled | Students Tested |
|--|-------------------|-----------------|
| AP Biology   | 24                | 24              |
| AP Calculus AB   | 18                | 18              |
| AP Chemistry   | 16                | 16              |
| AP Chinese Language and Culture                              | 0                 | 1               |
| AP English Language and Composition                          | 40                | 41              |
| AP English Literature and Composition                        | 18                | 18              |
| AP Environmental Science                                     | 60                | 7               |
| AP European History  | 9                 | 9               |
| AP Music Theory  | 1                 | 1               |
| AP Physics 1   | 0                 | 21              |
| AP Physics B   | 20                | 0               |
| AP Psychology  | 31                | 32              |
| AP Spanish Language  | 0                 | 4               |
| AP U.S. Government and Politics                              | 0                 | 1               |
| AP U.S. History  | 57                | 34              |
| AP World History   | 0                 | 1               |
| Total Exams Taken  |                   | 228             |
| Exams with scores of at least 3 on AP exams or 4 on IB exams |                   | 94              |



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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

**Career and Technical Education Participation**

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

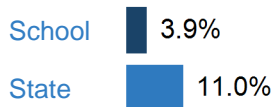
**CTE Participants**

(completed only one course in an approved CTE program)



**CTE Concentrators**

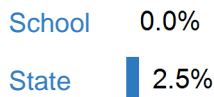
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



**Structured Learning Experiences Participation**

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

**Structured Learning Experiences**



**Industry-Valued Credentials Earned**

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

| Career Cluster                                     | Students with at least one credential earned | Industry credentials earned |
|--|--|-----------------------------|
| Human Services                                     | 11   | 11                          |
| Manufacturing                                      | *  | *                           |
| Transportation, Distribution & Logistics           | *  | *                           |
| Total non-duplicated number of students**          | 19   |                             |
| Total number of credentials earned in all clusters |  | 19                          |

\*\*Students may earn credentials in more than one Career Cluster



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

**Mathematics - Course Participation**

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

| Grade                    | Algebra I | Geometry | Algebra II | Pre-Calculus | Calculus | Statistics | Other Math |
|--------------------------|-----------|----------|------------|--------------|----------|------------|------------|
| 9                        | 261       | 48       | 0          | 0            | 0        | 0          | 53         |
| 10                       | 26        | 242      | 38         | 0            | 0        | 0          | 17         |
| 11                       | 5         | 35       | 148        | 38           | 0        | 3          | 81         |
| 12                       | 4         | 6        | 40         | 52           | 30       | 93         | 51         |
| Schoolwide               | 296       | 331      | 226        | 90           | 30       | 96         | 202        |
| Enrolled in AP/IB Course |           |          |            |              | 18       | 0          | 0          |

**Science - Course Participation**

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

| Grade                    | Biology | Chemistry | Earth and Space Science | Environmental Science | Physics | Other Science |
|--------------------------|---------|-----------|-------------------------|-----------------------|---------|---------------|
| 9                        | 335     | 6         | 0                       | 1                     | 0       | 16            |
| 10                       | 18      | 282       | 0                       | 0                     | 4       | 9             |
| 11                       | 3       | 18        | 0                       | 47                    | 177     | 26            |
| 12                       | 24      | 21        | 0                       | 11                    | 36      | 145           |
| Schoolwide               | 380     | 327       | 0                       | 59                    | 217     | 196           |
| Enrolled in AP/IB Course | 24      | 16        |                         | 59                    | 20      | 0             |



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

**Social Studies and History - Course Participation**

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

| Grade                    | World History | US History I & II | Economics | Psychology | Sociology | Other Social Studies or History |
|--------------------------|---------------|-------------------|-----------|------------|-----------|---------------------------------|
| 9                        | 338           | 11                | 0         | 0          | 0         | 5                               |
| 10                       | 6             | 303               | 4         | 0          | 1         | 17                              |
| 11                       | 1             | 276               | 12        | 1          | 0         | 30                              |
| 12                       | 0             | 16                | 38        | 30         | 92        | 69                              |
| Schoolwide               | 345           | 606               | 54        | 31         | 93        | 121                             |
| Enrolled in AP/IB Course | 0             | 57                | 0         | 31         | 0         | 9                               |

**World Languages - Course Participation**

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

| Grade                         | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
|-------------------------------|---------|--------|---------|-------|--------|---------|-----------------|
| 9                             | 144     | 18     | 0       | 0     | 0      | 0       | 0               |
| 10                            | 196     | 57     | 0       | 0     | 0      | 0       | 15              |
| 11                            | 108     | 6      | 0       | 0     | 0      | 0       | 6               |
| 12                            | 43      | 4      | 0       | 0     | 0      | 0       | 1               |
| Schoolwide                    | 491     | 85     | 0       | 0     | 0      | 0       | 22              |
| Enrolled in AP/IB Course      | N       | N      | N       | N     | N      | N       | N               |
| Enrolled in Level 3 or Higher | 72      | 1      | 0       | 0     | 0      | 0       | 0               |
| Earned Seal of Biliteracy     | N       | N      | N       | N     | N      | N       | N               |



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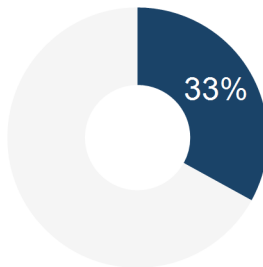
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Visual and Performing Arts – Course Participation

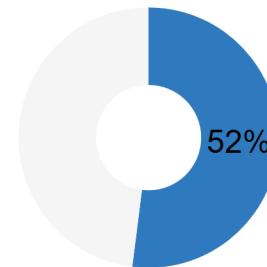
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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

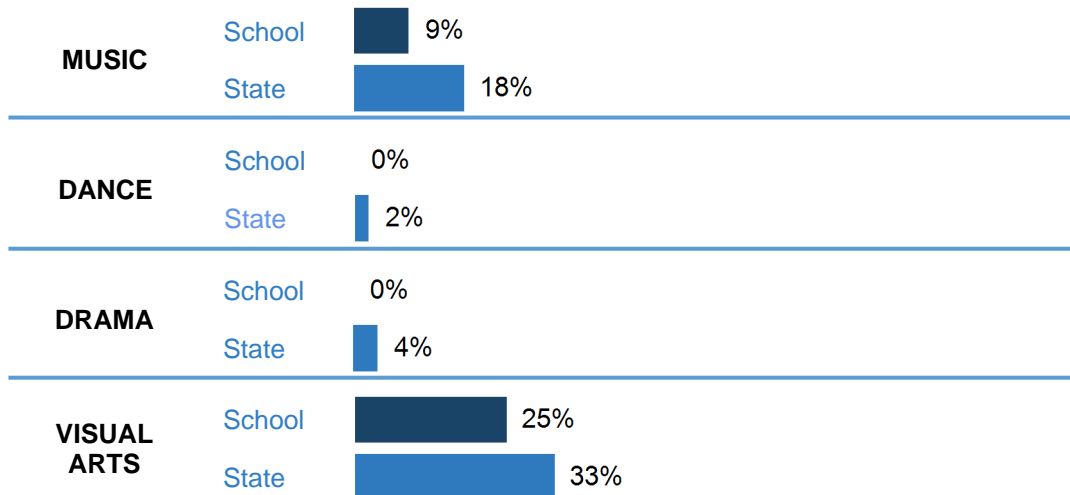


School



State

Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

### Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

| Student Group                              | School - Class of 2017: 4 Year Rate | State - Class of 2017: 4 Year Rate | School - Class of 2016: 5 Year Rate | State - Class of 2016: 5 Year Rate | Class of 2016: 4 Year Rate | Class of 2016: 4 Year Target | Met Target? | Class of 2015: 5 Year Rate | Class of 2015: 5 Year Target | Met Target? |
|--|-------------------------------------|------------------------------------|-------------------------------------|------------------------------------|----------------------------|------------------------------|-------------|----------------------------|------------------------------|-------------|
| Schoolwide                                 | 86.5%                               | 90.5%                              | 88.2%                               | 91.8%                              | 87.1%                      | 84.6%                        | Met Target  | 85.9%                      | 88.2%                        | Not Met     |
| White                                      | 88.6%                               | 94.5%                              | 89.8%                               | 95.1%                              | 88.9%                      | 85.2%                        | Met Target  | 87.0%                      | 87.3%                        | Not Met     |
| Hispanic                                   | 81.4%                               | 84.3%                              | 88.5%                               | 86.3%                              | 87.0%                      | 84.3%                        | Met Target  | 83.7%                      | 91.9%                        | Not Met     |
| Black or African American                  | 70.4%                               | 83.4%                              | *                                   | 85.3%                              | *                          | N                            | N           | 76.5%                      | **                           | **          |
| Asian, Native Hawaiian or Pacific Islander | *                                   | 96.6%                              | *                                   | 97.5%                              | *                          | **                           | **          | *                          | **                           | **          |
| American Indian or Alaska Native           | N                                   | 92.3%                              | N                                   | 86.6%                              | N                          | N                            | N           | N                          | **                           | **          |
| Two or More Races                          | *                                   | 91.9%                              | 90.9%                               | 93.7%                              | 91.7%                      | **                           | **          | *                          | **                           | **          |
| Economically Disadvantaged Students        | 77.9%                               | 83.9%                              | 78.7%                               | 85.6%                              | 75.5%                      | 76.9%                        | Not Met     | 80.6%                      | 81.9%                        | Not Met     |
| Students with Disabilities                 | 67.6%                               | 78.8%                              | 83.8%                               | 82.1%                              | 77.8%                      | 72.0%                        | Met Target  | 75.4%                      | 77.4%                        | Not Met     |
| English Learners                           | *                                   | 76.1%                              | *                                   | 79.7%                              | *                          | **                           | **          | *                          | **                           | **          |
| Homeless Students                          | *                                   | 73.2%                              | N                                   | 74.4%                              | N                          | N                            | N           | N                          |                              |             |

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

### Graduation Rate Trends

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

| Class of | 4-Year Rate | 5-Year Rate |
|----------|-------------|-------------|
| 2017     | 86.5%       | -           |
| 2016     | 87.1%       | 88.2%       |
| 2015     | 84.1%       | 85.9%       |

### Dropout Rate Trends

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

| School Year | School Rate | State Rate |
|-------------|-------------|------------|
| 2016-2017   | 1.4%        | 1.1%       |
| 2015-2016   | 1.4%        | 1.1%       |
| 2014-2015   | 1.9%        | 1.1%       |



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information 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 the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

| Student Group                               | % Enrolled in Any Institution | % Enrolled in 2-Year Institution | % Enrolled in 4-Year Institution |
|---|-------------------------------|----------------------------------|----------------------------------|
| Statewide                                   | 71.1%                         | 29.5%                            | 70.5%                            |
| Schoolwide                                  | 68.9%                         | 39.4%                            | 60.6%                            |
| White                                       | 71.1%                         | 39.3%                            | 60.7%                            |
| Hispanic                                    | 54.8%                         | 58.8%                            | 41.2%                            |
| Black or African American                   | 73.3%                         | 27.3%                            | 72.7%                            |
| Asian, Native Hawaiian, or Pacific Islander | *                             | *                                | *                                |
| American Indian or Alaska Native            | N                             | N                                | N                                |
| Two or More Races                           | *                             | *                                | *                                |
| Economically Disadvantaged Students         | 50.8%                         | 51.5%                            | 48.5%                            |
| Students with Disabilities                  | 44.1%                         | 86.7%                            | 13.3%                            |
| English Learners                            | 0%                            | 0%                               | 0%                               |

**Postsecondary Enrollment Rates: 16 month**

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

| 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                                   | 76.1%                         | 33.6%                            | 66.5%                            | 73.6%                            | 26.4%                             | 65.5%                              | 34.6%                                  |
| Schoolwide                                  | 68%                           | 66.1%                            | 33.9%                            | 81.6%                            | 18.4%                             | 81.6%                              | 18.4%                                  |
| White                                       | 67.6%                         | 68.5%                            | 31.5%                            | 85%                              | 15%                               | 85%                                | 15%                                    |
| Hispanic                                    | 62.2%                         | 73.9%                            | 26.1%                            | 73.9%                            | 26.1%                             | 78.3%                              | 21.7%                                  |
| Black or African American                   | 73.7%                         | 35.7%                            | 64.3%                            | 57.1%                            | 42.9%                             | 57.1%                              | 42.9%                                  |
| 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         | 62.2%                         | 65.2%                            | 34.8%                            | 76.1%                            | 23.9%                             | 76.1%                              | 23.9%                                  |
| Students with Disabilities                  | 48.7%                         | 100%                             | 0%                               | 100%                             | 0%                                | 100%                               | 0%                                     |
| English Learners                            | *                             | *                                | *                                | *                                | *                                 | *                                  | *                                      |

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



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

**Chronic Absenteeism**

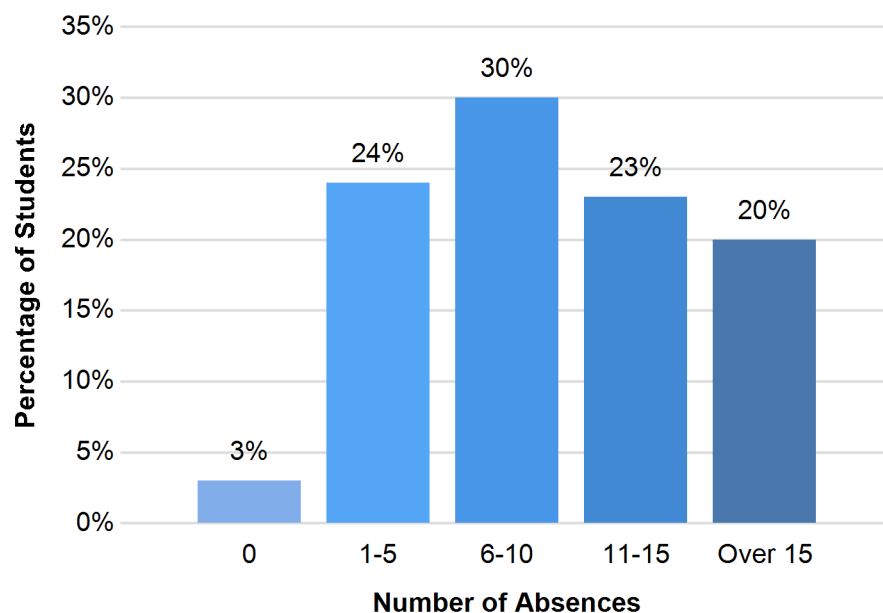
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

| Student Group                               | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide                                  | 14.30                | 14.30          | Met Target         |
| White                                       | 14.40                | 14.30          | Not Met            |
| Hispanic                                    | 13.60                | 14.30          | Met Target         |
| Black or African American                   | 21.20                | 14.30          | Not Met            |
| Asian, Native Hawaiian, or Pacific Islander | 3.40                 | 14.30          | Met Target         |
| American Indian or Alaska Native            | N                    | **             | **                 |
| Two or More Races                           | 7.50                 | 14.30          | Met Target         |
| Economically Disadvantaged Students         | 22.00                | 14.30          | Not Met            |
| Students with Disabilities                  | 17.90                | 14.30          | Not Met            |
| English Learners                            | N                    | **             | **                 |

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

**Days Absent**

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



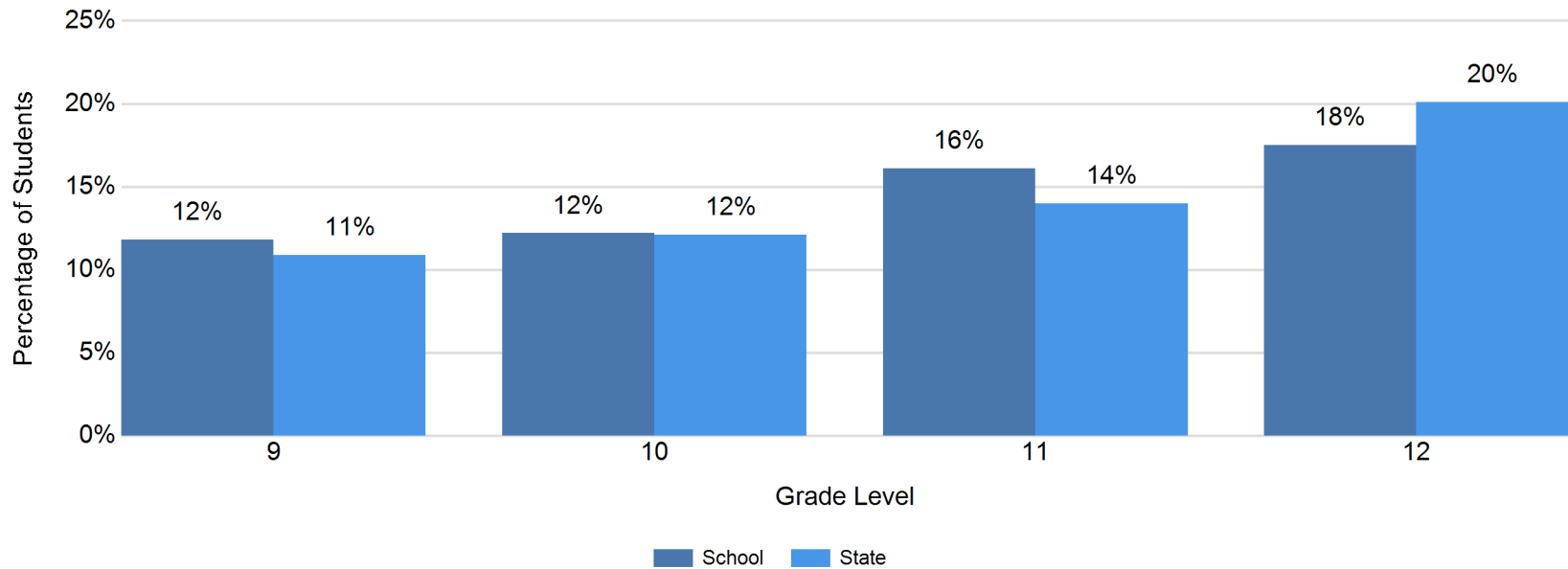


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**Chronic Absenteeism by Grade**

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





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### School Day

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

| Category                         | School          |
|----------------------------------|-----------------|
| Typical Start Time               | 7:40AM          |
| Typical End Time                 | 2:10PM          |
| Length of School Day             | 6 Hrs 30 Mins   |
| Full Time - Instructional Time   | 5 Hrs. 36 Mins. |
| Shared Time - Instructional Time | 4 Hrs. 0 Mins.  |

### Violence, Vandalism, HIB, and Substance Offenses

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

| Incident Type                            | Number of Incidents |
|--|---------------------|
| Violence                                 | 2                   |
| Vandalism                                | 1                   |
| Weapons                                  | 3                   |
| Substances                               | 3                   |
| Harassment, Intimidation, Bullying (HIB) | 6                   |
| Total Unique Incidents                   | 11                  |
| Incidents Per 100 Students Enrolled      | 0.87                |

### Student Suspension Rate

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

| Suspension Types          | % of Students |
|---------------------------|---------------|
| In-School Suspensions     | 11.0%         |
| Out-of-School Suspensions | 7.4%          |
| Any Suspension            | 18.4%         |

### Student Expulsions

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

| Category   | Number of Students |
|------------|--------------------|
| Expulsions | 0                  |



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**Technology Readiness**

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

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17     | 1.0:1                   | 49.7 kbps      | 100 kbps                   | No                     | N                            | Fiber                    | N                             |

**Per-Pupil Expenditures (District Level)**

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

| Per-Pupil Expenditures     | Federal | State/ Local | Total    |
|----------------------------|---------|--------------|----------|
| District Total (2015-2016) | \$554   | \$14,626     | \$15,180 |



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

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

**Teachers:** All classroom teachers

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

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

**Teachers – Experience**

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

| Category                                   | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers                   | 105                | 120,724           |
| Average years experience in public schools | 11.6               | 11.8              |
| Average years experience in district       | 11.6               | 10.5              |
| Teachers in district for 4 or more years   | 78%                | 74%               |

**Administrators – Experience (District Level)**

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

| Category                                       | Admin. in District | Admin. in State |
|--|--------------------|-----------------|
| Total Number of administrators                 | 14                 | 9,506           |
| Average years experience in public schools     | 10.8               | 15.9            |
| Average years experience in district           | 10.8               | 11.6            |
| Administrators in district for 4 or more years | 79%                | 74%             |

**Student to Staff Ratios**

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

| Staff Type                  | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers                    | 12:1                   | 13:1                     |
| Administrators              | 105:1                  | 144:1                    |
| Librarian/Media Specialists |                        | 1007:1                   |
| Nurses                      |                        | 1007:1                   |
| Counselors                  |                        | 288:1                    |
| Child Study Team            |                        | 252:1                    |



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

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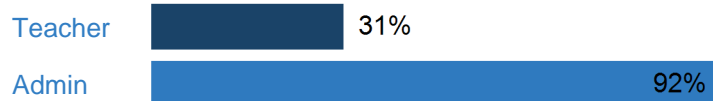
**Teachers and Administrators - Level of Education**

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

**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

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

| Job Type                                      | District | State |
|---|----------|-------|
| 2015-16 Teachers: Same district 2016-17       | 94%      | 89%   |
| 2015-16 Administrators: Same district 2016-17 | 100%     | 88%   |

**Faculty Attendance**

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

| School Year | % Days Present |
|-------------|----------------|
| 2016-17     | 96%            |



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**Accountability Indicator Scores and Summative Rating**

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

| Accountability Indicator  | Indicator Score | Indicator Weight |
|---|-----------------|------------------|
| English Language Arts Proficiency   | 32.3            | 17.5%            |
| Mathematics Proficiency   | 57.5            | 17.5%            |
| Graduation - 4-Year   | 19.7            | 25.0%            |
| Graduation - 5-Year   | 14.4            | 25.0%            |
| Chronic Absenteeism   | 42.4            | 15.0%            |
| Progress Towards English Language Proficiency (coming 2018)                                     | N/A             | N/A              |
| <b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights             |                 | 30.6             |
| <b>Summative Rating:</b> Percentile rank of Summative Score                                     |                 | 23.1             |
| <b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile |                 | No               |
| <b>Requires Comprehensive Support:</b> 4-year Graduation Rate less than or equal to 67%         |                 | No               |

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

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



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**Accountability Summary by Student Group**

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

| Student Group                               | Summative Score | Cut-off Score for Targeted Support and Improvement | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | Graduation Rate - 4-Year | Graduation Rate - 5-Year | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------|--------------------------|--|
| Schoolwide                                  | 30.6            | 6.2  | No  | Met Target                        | Met Target†             | Met Target          | Met Target               | Not Met                  | No   |
| White                                       | 22.1            | 6.2  | No  | Met Target                        | Met Target†             | Not Met             | Met Target               | Not Met                  | No   |
| Hispanic                                    | 37.6            | 6.2  | No  | Met Target†                       | Not Met                 | Met Target          | Met Target               | Not Met                  | No   |
| Black or African American                   | 40.5            | 6.2  | No  | Met Target                        | Met Target              | Not Met             | N                        | **                       | No   |
| Asian, Native Hawaiian, or Pacific Islander | **              | **   | No  | **                                | **                      | Met Target          | **                       | **                       | No   |
| American Indian or Alaska Native            | **              | **   | No  | **                                | **                      | **                  | N                        | **                       | No   |
| Two or More Races                           | **              | **   | No  | Met Target                        | Met Target              | Met Target          | **                       | **                       | No   |
| Economically Disadvantaged Students         | 33.0            | 6.2  | No  | Met Target†                       | Not Met                 | Not Met             | Not Met                  | Not Met                  | No   |
| Students with Disabilities                  | 33.7            | 6.2  | No  | Met Target†                       | Not Met                 | Not Met             | Met Target               | Not Met                  | No   |
| English Learners                            | **              | **   | No  | **                                | **                      | **                  | **                       | **                       | No   |

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

† Target was met within a confidence interval.



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School General Info

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

School Narrative

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

|  |   |
|--|---|
|  <p><b>Highlights:</b></p>                            | <ul style="list-style-type: none"> <li>• Central Regional named to Niche.com's list of top school districts in New Jersey.</li> <li>• CRHS offered new Digital Media and Leadership Academies in addition to Humanities Academy and JROTC program.</li> <li>• Class of 2017 had 53 graduates (17%) earn a full semester or more of college credits.</li> </ul>  |
|  <p><b>Mission, Vision, Theme:</b></p>               | <p>Our Mission: 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><b>Awards, Recognition, Accomplishments:</b></p> | <p>Central Regional High School continued to outperform other DFG B school on standardized tests. Over 300 students were recognized for high academic achievements during the annual Academic Spectacular. Numerous student-athletes were honored as All Division A-South, All Shore, or State. Students also enjoyed success as members of the Marching Band, various clubs, play, etc... Overall, the 2016-2017 school year was filled with positive memories for students, staff, and community alike.</p> |







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**School Narrative**

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|  |   |
|--|---|
|  <p><b>Courses, Curriculum, Instruction:</b></p>   | <p>Central Regional High School expanded opportunities for students to earn college credits through partnerships with OCC and the Humanities Academy with GCU in addition to providing Advanced Placement courses. The Digital Media and Leadership Academies were initiated in 2016-2017. The Social Studies department purchased new textbooks. Technology upgrades included new WiFi and more Chromebooks added for individual and mobile lab usage bringing the total amount to over 1000.</p>  |
|  <p><b>Sports and Athletics:</b></p>               | <p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (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><b>Clubs and Activities:</b></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>   |
|  <p><b>Before and After School Programs:</b></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>  |








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**School Narrative**

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|  |  |
|--|--|
|  <p><b>Staff and Professional Learning:</b></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><b>Postsecondary Information:</b></p>          | <p>Class of 2016 - 4 year College 31%, 2 year College 50%, Vocational/Technical School 4%, Military 6%, Employment 9%</p>  |
|  <p><b>Student Supports and Services:</b></p>      | <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>  |
|  <p><b>Student Health and Wellness:</b></p>      | <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>   |
|  <p><b>Parent and Community Involvement:</b></p> | <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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Facilities:

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.



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School Narrative

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Other Information:

The District uses a traditional schedule with 45 minute classes. 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 of which 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. Our Senior Award Night gave out over \$100,000 in scholarships. The School is very safe with a Reasource Office in the High School along with several security upgrades. The entire 98 acre campus has WiFi, classroom sets of Chrome Books, Computer labs, smart boards, Alexa and Google homes and light boxes. Central Regional is a School Choice District and has 92 students from other districts attending. It is also an International School and has four International students attending from China. Trips, dances, assemblies, and guest speakers enhance school experiences for all our high school students. We are very proud of our accomplishments, but not complacent. Our commitment continues to be providing the best education for our children.



## Central Regional Middle School

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

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

**Navigating through the reports:**

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

**Other Resources:**

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



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## Footnotes

1. An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. \*\* ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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### Enrollment Trends by Grade

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

| Grade        | 2014-15    | 2015-16    | 2016-17    |
|--------------|------------|------------|------------|
| 7            | 315        | 337        | 342        |
| 8            | 303        | 319        | 346        |
| Ungraded     | 51         | 66         | 65         |
| <b>Total</b> | <b>669</b> | <b>722</b> | <b>753</b> |

### Enrollment Trends by Student Group

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

| Student Group                       | 2014-15 | 2015-16 | 2016-17 |
|-------------------------------------|---------|---------|---------|
| Female                              | 48%     | 46%     | 47%     |
| Male                                | 52%     | 54%     | 53%     |
| Economically Disadvantaged Students | 38%     | 35%     | 33%     |
| Students with Disabilities          | 22%     | 22%     | 20%     |
| English Learners                    | 0%      | 0%      | 0%      |
| Homeless Students                   |         |         | 0%      |
| Students in Foster Care             |         |         | 0%      |
| Military-Connected Students         |         |         | 0%      |
| Migrant Students                    |         |         | 0%      |

### Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group             | % of Students |
|-------------------------------------|---------------|
| White                               | 75.7%         |
| Hispanic                            | 15.0%         |
| Black or African American           | 4.6%          |
| Asian                               | 0.9%          |
| Native Hawaiian or Pacific Islander | 0.1%          |
| American Indian or Alaska Native    | 0.0%          |
| <i>Two or More Races</i>            | 3.6%          |

### Enrollment by Home Language

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

| Home Language | % of Students |
|---------------|---------------|
| English       | 93.5%         |
| Spanish       | 5.4%          |
| <i>Other</i>  | 0.9%          |



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**English Language Arts/Literacy Assessment - Participation and Performance**

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

| Student Group                               | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide                                  | 660          | 96.6                      | 47.10  | 43.20  | 54.90   | 47.1  | 44.1                  | Met Target                |
| White                                       | 501          | 96.5                      | 50.30  | 45.90  | 63.90   | 50.3  | 45.2                  | Met Target                |
| Hispanic                                    | 99           | 99.1                      | 34.30  | 29.50  | 39.80   | 34.3  | 35.6                  | Met Target†               |
| Black or African American                   | 26           | 94.4                      | 30.70  | 29.30  | 35.20   | 30.1  | 33.7                  | Met Target†               |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                         | *  | *  | 80.70   | *   | **                    | **                        |
| American Indian or Alaska Native            | *            | *                         | *  | *  | 53.70   | N   | **                    | **                        |
| Two or More Races                           | 26           | 89.7                      | 38.50  | 42.90  | 54.90   | 36.2  | 46.8                  | Met Target†               |
| Female                                      | 316          | 98.0                      | 57.60  | 51.00  | 62.20   | 57.6  |                       |                           |
| Male  | 344          | 95.3                      | 37.50  | 36.10  | 48.10   | 37.5  |                       |                           |
| Economically Disadvantaged Students         | 206          | 95.4                      | 31.50  | 29.90  | 36.20   | 31.5  | 31.5                  | Met Target                |
| Non-Economically Disadvantaged Students     | 454          | 97.2                      | 54.20  | 49.70  | 65.80   | 54.2  |                       |                           |
| Students with Disabilities                  | 140          | 94.4                      | *  | *  | 20.50   | *   | 15.9                  | Not Met                   |
| Students without Disabilities               | 520          | 97.2                      | *  | *  | 61.90   | *   |                       |                           |
| English Learners                            | *            | *                         | *  | *  | 25.20   | *   | **                    | **                        |
| Non-English Learners                        | *            | *                         | *  | *  | 57.40   | *   |                       |                           |
| Homeless Students                           | N            | N                         | N  | *  | 26.40   | N   |                       |                           |
| Students In Foster Care                     | *            | *                         | *  | *  | 24.80   | *   |                       |                           |
| Military-Connected Students                 | N            | N                         | N  | *  | 53.50   | N   |                       |                           |
| Migrant Students                            | N            | N                         | N  | N  | 23.00   | N   |                       |                           |

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

† Target was met within a confidence interval.



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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 364          | 747              | 747                       | 756                    | 10%                                      | 18%                                   | 23%                                | 31%                         | 17%                              | 48%                                     | 59%   |
| White                                       | 287          | 750              | 750                       | 764                    | 9%                                       | 17%                                   | 23%                                | 32%                         | 19%                              | 52%                                     | 69%   |
| Hispanic                                    | 54           | 737              | 737                       | 742                    | *  | 24%                                   | 26%                                | 30%                         | *                                | 37%                                     | 44%   |
| Black or African American                   | 11           | 716              | 716                       | 737                    | *  | *                                     | *                                  | *                           | 0%                               | 18%                                     | 38%   |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 784                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 85%   |
| American Indian or Alaska Native            | N            | N                | N                         | 755                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 59%   |
| Two or More Races                           | *            | *                | *                         | 757                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 59%   |
| Female                                      | 170          | 757              | 757                       | 764                    | 7%                                       | 12%                                   | 21%                                | 37%                         | 24%                              | 61%                                     | 68%   |
| Male  | 194          | 738              | 738                       | 749                    | 14%                                      | 23%                                   | 26%                                | 26%                         | 11%                              | 37%                                     | 51%   |
| Economically Disadvantaged Students         | 119          | 732              | 732                       | 739                    | *  | 24%                                   | 27%                                | 25%                         | *                                | 32%                                     | 40%   |
| Non-Economically Disadvantaged Students     | 245          | 754              | 754                       | 766                    | *  | 16%                                   | 22%                                | 34%                         | *                                | 56%                                     | 70%   |
| Students with Disabilities                  | 79           | 713              | 713                       | 719                    | 30%                                      | 33%                                   | 27%                                | *                           | *                                | 10%                                     | 19%   |
| Students without Disabilities               | 285          | 756              | 756                       | 763                    | 5%                                       | 14%                                   | 23%                                | *                           | *                                | 59%                                     | 67%   |
| English Learners                            | N            | N                | N                         | 701                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |
| Non-English Learners                        | 364          | 747              | 747                       | 758                    | 10%                                      | 18%                                   | 23%                                | 31%                         | 17%                              | 48%                                     | *   |
| Homeless Students                           | N            | N                | N                         | 731                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 31%   |
| Students in Foster Care                     | *            | *                | *                         | 727                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 27%   |
| Military-Connected Students                 | N            | N                | N                         | 756                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 64%   |
| Migrant Students                            | N            | N                | N                         | 708                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 15%   |



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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 360          | 744              | 744                       | 757                    | 14%                                      | 16%                                   | 25%                                | 36%                         | 9%                               | 45%                                     | 59%   |
| White                                       | 258          | 746              | 746                       | 764                    | 12%                                      | 15%                                   | 25%                                | 37%                         | 11%                              | 48%                                     | 68%   |
| Hispanic                                    | 58           | 732              | 732                       | 742                    | *  | 24%                                   | 28%                                | 28%                         | *                                | 29%                                     | 44%   |
| Black or African American                   | 22           | 732              | 732                       | 738                    | *  | *                                     | *                                  | *                           | *                                | 36%                                     | 39%   |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 786                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 86%   |
| American Indian or Alaska Native            | N            | N                | N                         | 751                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 52%   |
| Two or More Races                           | *            | *                | *                         | 758                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 60%   |
| Female                                      | 177          | 753              | 753                       | 766                    | 7%                                       | 11%                                   | 27%                                | 44%                         | 11%                              | 55%                                     | 68%   |
| Male  | 183          | 734              | 734                       | 749                    | 21%                                      | 21%                                   | 23%                                | 28%                         | 7%                               | 35%                                     | 50%   |
| Economically Disadvantaged Students         | 123          | 733              | 733                       | 739                    | *  | 24%                                   | 32%                                | 24%                         | *                                | 29%                                     | 40%   |
| Non-Economically Disadvantaged Students     | 237          | 749              | 749                       | 766                    | *  | 12%                                   | 22%                                | 42%                         | *                                | 53%                                     | 69%   |
| Students with Disabilities                  | 64           | 698              | 698                       | 718                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 18%   |
| Students without Disabilities               | 296          | 753              | 753                       | 764                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 67%   |
| English Learners                            | *            | *                | *                         | 701                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 759                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | N            | N                | N                         | 727                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 28%   |
| Students in Foster Care                     | *            | *                | *                         | 722                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 28%   |
| Military-Connected Students                 | *            | *                | *                         | 756                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 61%   |
| Migrant Students                            | N            | N                | N                         | 721                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 21%   |



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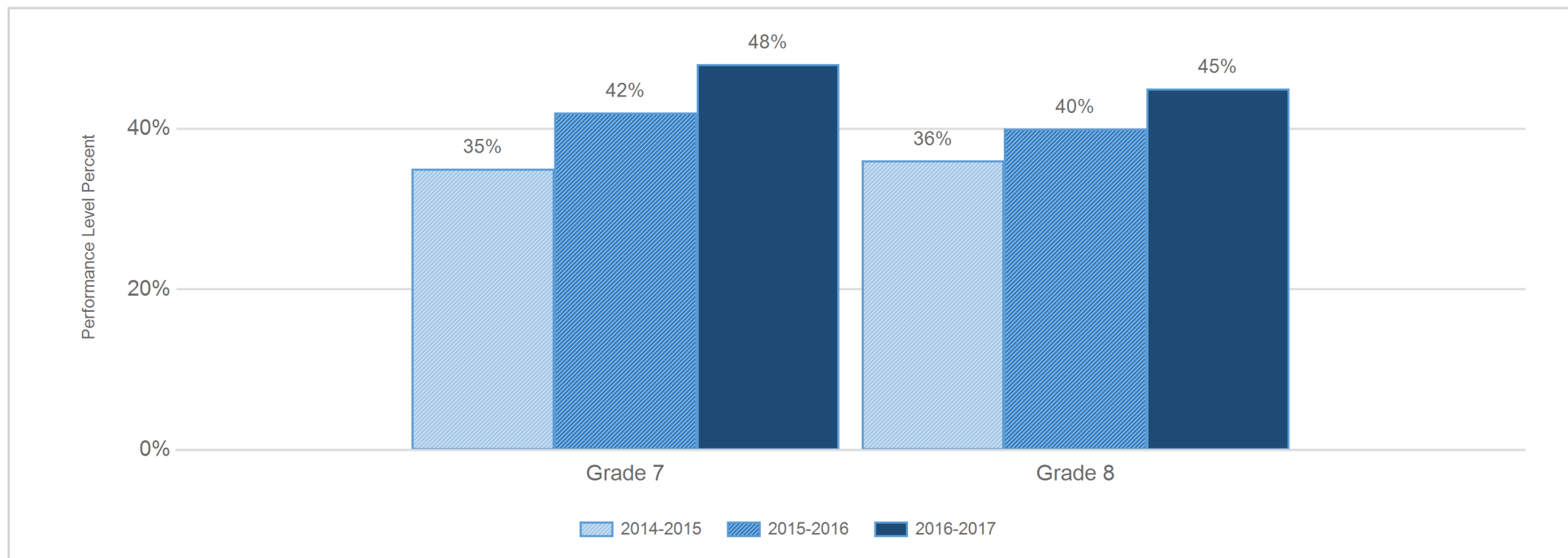
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### English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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**Mathematics Assessment - Participation and Performance**

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

| Student Group                               | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2016-17 Annual Target | Met 2016-17 Annual Target |
|---|--------------|---------------------------|--|--|---|---|-----------------------|---------------------------|
| Schoolwide                                  | 658          | 96.4                      | 38.90  | 35.60  | 43.50   | 38.9  | 41.4                  | Met Target†               |
| White                                       | 500          | 96.5                      | 41.20  | 38.10  | 52.40   | 41.2  | 42.4                  | Met Target†               |
| Hispanic                                    | 99           | 99.1                      | 27.30  | 21.30  | 27.60   | 27.3  | 30.6                  | Met Target†               |
| Black or African American                   | 25           | 91.7                      | 32.00  | 25.00  | 21.70   | 30.1  | 42.6                  | Met Target†               |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                         | *  | *  | 75.60   | *   | **                    | **                        |
| American Indian or Alaska Native            | *            | *                         | *  | *  | 42.50   | N   | **                    | **                        |
| Two or More Races                           | 26           | 89.7                      | 34.60  | 39.20  | 44.90   | 32.6  | 44.5                  | Met Target†               |
| Female                                      | 314          | 97.7                      | 40.80  | 35.80  | 44.10   | 40.8  |                       |                           |
| Male  | 344          | 95.3                      | 37.20  | 35.40  | 42.90   | 37.2  |                       |                           |
| Economically Disadvantaged Students         | 204          | 95.0                      | 28.50  | 26.00  | 25.10   | 28.5  | 30.2                  | Met Target†               |
| Non-Economically Disadvantaged Students     | 454          | 97.2                      | 43.60  | 40.10  | 54.30   | 43.6  |                       |                           |
| Students with Disabilities                  | 138          | 93.7                      | *  | *  | 16.50   | *   | 9.9                   | Not Met                   |
| Students without Disabilities               | 520          | 97.2                      | *  | *  | 48.80   | *   |                       |                           |
| English Learners                            | *            | *                         | *  | *  | 23.30   | *   | **                    | **                        |
| Non-English Learners                        | *            | *                         | *  | *  | 45.20   | *   |                       |                           |
| Homeless Students                           | N            | N                         | N  | *  | 16.40   | N   |                       |                           |
| Students In Foster Care                     | *            | *                         | *  | *  | 15.10   | *   |                       |                           |
| Military-Connected Students                 | N            | N                         | N  | *  | 39.90   | N   |                       |                           |
| Migrant Students                            | N            | N                         | N  | N  | 18.20   | N   |                       |                           |

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

† Target was met within a confidence interval.



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**Mathematics Assessment - Performance by Grade: Grade 7\*\***

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 363          | 742              | 742                       | 741                    | 7%                                       | 21%                                   | 34%                                | 30%                         | 9%                               | 38%                                     | 40%   |
| White                                       | 287          | 745              | 745                       | 748                    | 5%                                       | 20%                                   | 33%                                | 31%                         | 10%                              | 41%                                     | 49%   |
| Hispanic                                    | *            | *                | *                         | 730                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 23%   |
| Black or African American                   | *            | *                | *                         | 726                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 19%   |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 764                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 72%   |
| American Indian or Alaska Native            | N            | N                | N                         | 741                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 45%   |
| Two or More Races                           | *            | *                | *                         | 740                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 39%   |
| Female                                      | 169          | 746              | 746                       | 743                    | 8%                                       | 15%                                   | 33%                                | 33%                         | 11%                              | 44%                                     | 41%   |
| Male  | 194          | 739              | 739                       | 740                    | 7%                                       | 26%                                   | 34%                                | 26%                         | 7%                               | 34%                                     | 38%   |
| Economically Disadvantaged Students         | 118          | 734              | 734                       | 729                    | *  | 31%                                   | 33%                                | 26%                         | *                                | 28%                                     | 22%   |
| Non-Economically Disadvantaged Students     | 245          | 746              | 746                       | 749                    | *  | 16%                                   | 34%                                | 31%                         | *                                | 43%                                     | 50%   |
| Students with Disabilities                  | 78           | 715              | 715                       | 716                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 11%   |
| Students without Disabilities               | 285          | 750              | 750                       | 746                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 45%   |
| English Learners                            | N            | N                | N                         | 712                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |
| Non-English Learners                        | 363          | 742              | 742                       | 742                    | 7%                                       | 21%                                   | 34%                                | 30%                         | 9%                               | 38%                                     | *   |
| Homeless Students                           | N            | N                | N                         | 722                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 15%   |
| Students in Foster Care                     | *            | *                | *                         | 718                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 15%   |
| Military-Connected Students                 | N            | N                | N                         | 743                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 43%   |
| Migrant Students                            | N            | N                | N                         | 708                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |

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



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Mathematics Assessment - Performance by Grade: Grade 8\*\*

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 313          | 730              | 730                       | 728                    | 23%                                      | *                                     | 27%                                | 29%                         | *                                | 30%                                     | 28%   |
| White                                       | 218          | 732              | 732                       | 736                    | 20%                                      | *                                     | 29%                                | 30%                         | *                                | 31%                                     | 35%   |
| Hispanic                                    | *            | *                | *                         | 721                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 21%   |
| Black or African American                   | 21           | 722              | 722                       | 715                    | *  | *                                     | *                                  | *                           | *                                | 38%                                     | 15%   |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 747                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 51%   |
| American Indian or Alaska Native            | N            | N                | N                         | 728                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 28%   |
| Two or More Races                           | 18           | 731              | 731                       | 726                    | *  | *                                     | *                                  | *                           | *                                | 39%                                     | 28%   |
| Female                                      | 153          | 732              | 732                       | 730                    | *  | *                                     | *                                  | 29%                         | *                                | 30%                                     | 30%   |
| Male  | 160          | 728              | 728                       | 725                    | *  | *                                     | *                                  | 28%                         | *                                | 31%                                     | 26%   |
| Economically Disadvantaged Students         | 119          | 724              | 724                       | 719                    | 26%                                      | *                                     | *                                  | 24%                         | *                                | 25%                                     | 19%   |
| Non-Economically Disadvantaged Students     | 194          | 733              | 733                       | 734                    | 21%                                      | *                                     | *                                  | 31%                         | *                                | 34%                                     | 34%   |
| Students with Disabilities                  | 63           | 692              | 692                       | 705                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Students without Disabilities               | 250          | 739              | 739                       | 734                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| English Learners                            | *            | *                | *                         | 703                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Non-English Learners                        | *            | *                | *                         | 729                    | *  | *                                     | *                                  | *                           | *                                | *                                       | *   |
| Homeless Students                           | N            | N                | N                         | 710                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 11%   |
| Students in Foster Care                     | *            | *                | *                         | 705                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 12%   |
| Military-Connected Students                 | *            | *                | *                         | 733                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 35%   |
| Migrant Students                            | N            | N                | N                         | 713                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |

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



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

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | 47           | 810              | 742                       | 743                    | 0%                                       | 0%                                    | 0%                                 | 45%                         | 55%                              | 100%                                    | 42%   |
| White                                       | 40           | 810              | 746                       | 751                    | 0%                                       | 0%                                    | 0%                                 | 48%                         | 53%                              | 100%                                    | 52%   |
| Hispanic                                    | *            | *                | *                         | 728                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 24%   |
| Black or African American                   | *            | *                | *                         | 724                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 19%   |
| Asian, Native Hawaiian, or Pacific Islander | *            | *                | *                         | 774                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 76%   |
| American Indian or Alaska Native            | N            | N                | N                         | 736                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 30%   |
| Two or More Races                           | *            | *                | *                         | 741                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 41%   |
| Female                                      | 24           | 803              | 742                       | 744                    | *  | *                                     | *                                  | *                           | 46%                              | 100%                                    | 43%   |
| Male  | 23           | 818              | 743                       | 741                    | *  | *                                     | *                                  | *                           | 65%                              | 100%                                    | 40%   |
| Economically Disadvantaged Students         | *            | *                | *                         | 727                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 23%   |
| Non-Economically Disadvantaged Students     | *            | *                | *                         | 751                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 52%   |
| Students with Disabilities                  | *            | *                | *                         | 714                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 10%   |
| Students without Disabilities               | *            | *                | *                         | 747                    | *  | *                                     | *                                  | *                           | *                                | *                                       | 47%   |
| English Learners                            | N            | N                | N                         | 708                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |
| Non-English Learners                        | 47           | 810              | *                         | 745                    | 0%                                       | 0%                                    | 0%                                 | 45%                         | 55%                              | 100%                                    | *   |
| Homeless Students                           | N            | N                | N                         | 718                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 13%   |
| Students in Foster Care                     | N            | N                | N                         | 711                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |
| Military-Connected Students                 | N            | N                | N                         | 742                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 37%   |
| Migrant Students                            | N            | N                | N                         | 715                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 21%   |



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**Mathematics Assessment - Performance by Test: Geometry**

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

| Student Group                               | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| <b>Schoolwide</b>                           | N            | N                | N                         | 734                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 30%   |
| White                                       | N            | N                | N                         | 740                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 38%   |
| Hispanic                                    | N            | N                | N                         | 722                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 14%   |
| Black or African American                   | N            | N                | N                         | 719                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |
| Asian, Native Hawaiian, or Pacific Islander | N            | N                | N                         | 758                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 65%   |
| American Indian or Alaska Native            | N            | N                | N                         | 730                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 29%   |
| Two or More Races                           | N            | N                | N                         | 733                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 32%   |
| Female                                      | N            | N                | N                         | 735                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 31%   |
| Male  | N            | N                | N                         | 733                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 30%   |
| Economically Disadvantaged Students         | N            | N                | N                         | 721                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 13%   |
| Non-Economically Disadvantaged Students     | N            | N                | N                         | 740                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 39%   |
| Students with Disabilities                  | N            | N                | N                         | 711                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |
| Students without Disabilities               | N            | N                | N                         | 738                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |
| English Learners                            | N            | N                | N                         | 710                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |
| Non-English Learners                        | N            | N                | N                         | 735                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |
| Homeless Students                           | N            | 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                | N                         | 727                    | N  | N                                     | N                                  | N                           | N                                | N                                       | 15%   |
| Migrant Students                            | N            | N                | N                         | 704                    | N  | N                                     | N                                  | N                           | N                                | N                                       | *   |

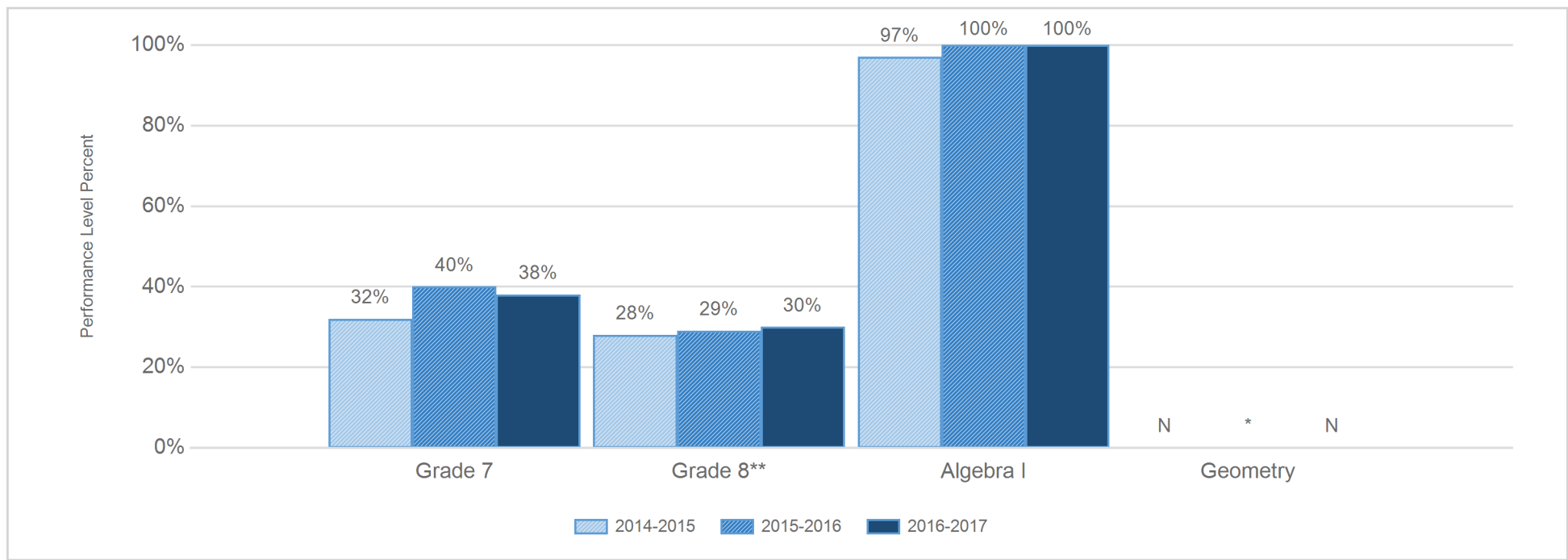


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**Mathematics Assessment – Performance Trends**

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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



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Alternate Assessments - Participation

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

| Grade | ELA:<br># Students Tested | Math:<br># Students Tested |
|-------|---------------------------|----------------------------|
| 7     | *                         | *                          |
| 8     | *                         | *                          |

English Language Proficiency Test - Participation and Performance

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

| Years in District | # Students Tested | % Students with Overall Score Below 4.5 | % Students with Overall Score of 4.5 and above |
|-------------------|-------------------|---|--|
| 1                 | N                 | N                                       | N  |
| 2                 | *                 | *                                       | *  |
| 3                 | N                 | N                                       | N  |
| 4                 | N                 | N                                       | N  |
| 5+                | N                 | N                                       | N  |



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

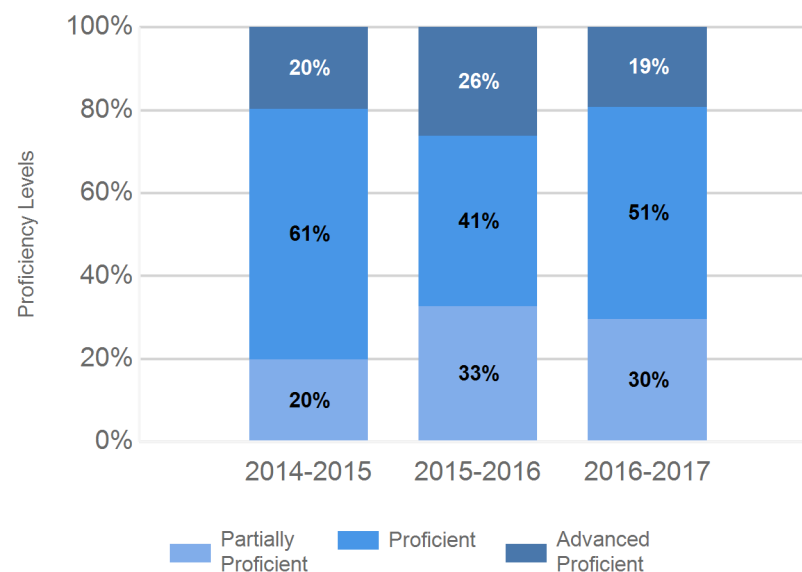
### NJASK Science Assessment Performance: Grade 8

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

| Student Group                               | % Advanced Proficient | % Proficient | % Partially Proficient |
|---|-----------------------|--------------|------------------------|
| Statewide                                   | 27%                   | 47%          | 27%                    |
| Schoolwide                                  | 19%                   | 51%          | 30%                    |
| White                                       | 20%                   | 53%          | 28%                    |
| Hispanic                                    | 18%                   | 46%          | 37%                    |
| Black or African American                   | 20%                   | *            | *                      |
| Asian, Native Hawaiian, or Pacific Islander | N                     | *            | *                      |
| American Indian or Alaska Native            | N                     | N            | N                      |
| Two or More Races                           | 24%                   | 48%          | 29%                    |
| Economically Disadvantaged Students         | 10%                   | 56%          | 35%                    |
| Students with Disabilities                  | 2%                    | 32%          | 66%                    |
| English Learners                            | N                     | N            | *                      |

### NJASK Science Assessment Performance Trends: Grade 8

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





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

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

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

**Student Growth**

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

| Student Group                               | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Target of 40 | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Target of 40 |
|---|--------------------|----------------------|-----------------------|-----------------------|---------------------|-----------------------|------------------------|------------------------|
| Schoolwide                                  | 42                 | 42                   | 50                    | Met Target            | 56                  | 56                    | 50                     | Met Target             |
| White                                       | 43                 | 43                   | 50                    | Met Target            | 56                  | 56                    | 52                     | Met Target             |
| Hispanic                                    | 38.5               | 38.5                 | 49                    | Not Met               | 57                  | 57                    | 47                     | Met Target             |
| Black or African American                   | *                  | *                    | 45                    | Not Met               | *                   | *                     | 43                     | **                     |
| Asian, Native Hawaiian, or Pacific Islander | *                  | *                    | 60                    | **                    | *                   | *                     | 59                     | **                     |
| American Indian or Alaska Native            | N                  | N                    | N                     | N                     | N                   | N                     | N                      | N                      |
| Two or More Races                           | 48                 | 48                   | 51                    | Met Target            | *                   | *                     | 52                     | **                     |
| Economically Disadvantaged                  | 40                 | 40                   | 47                    | Met Target            | 48                  | 48                    | 46                     | Met Target             |
| Students with Disabilities                  | 41                 | 41                   | 41                    | Met Target            | 44                  | 44                    | 43                     | Met Target             |
| English Learners                            | *                  | *                    | 53                    | **                    | N                   | N                     | N                      | N                      |

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



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Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

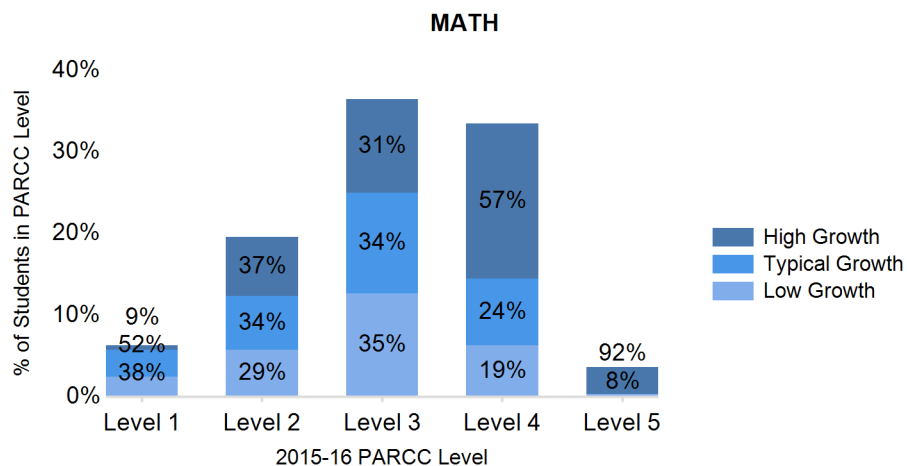
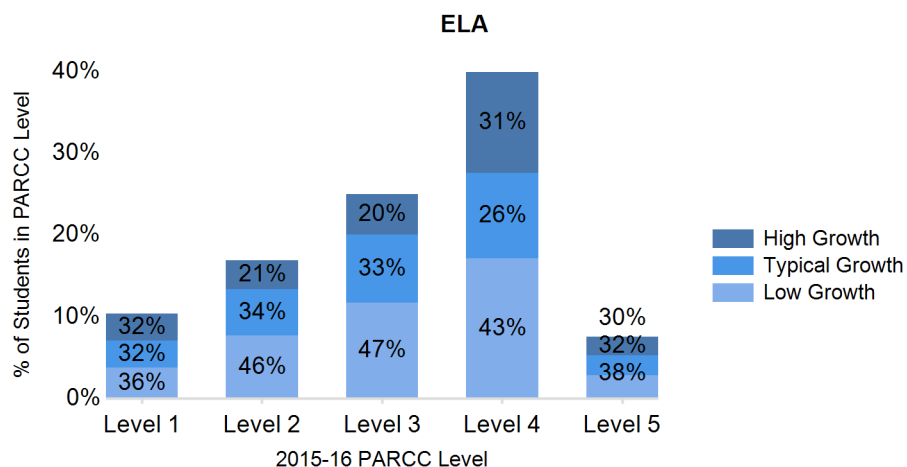
**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

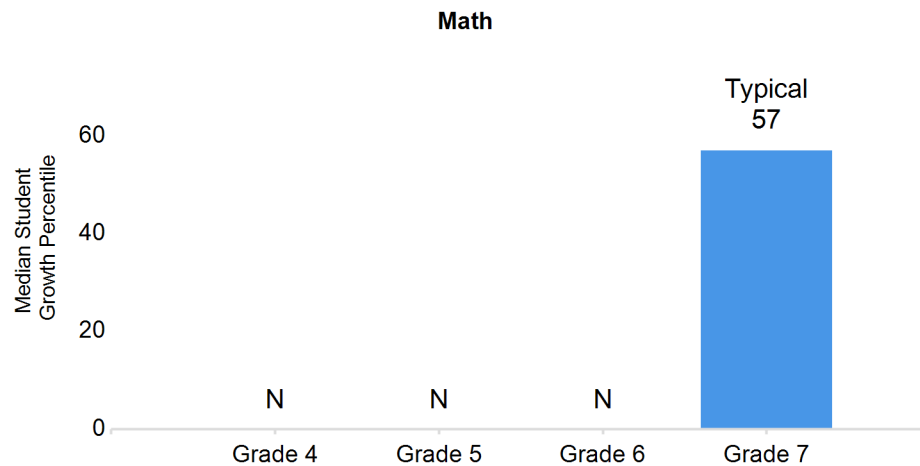
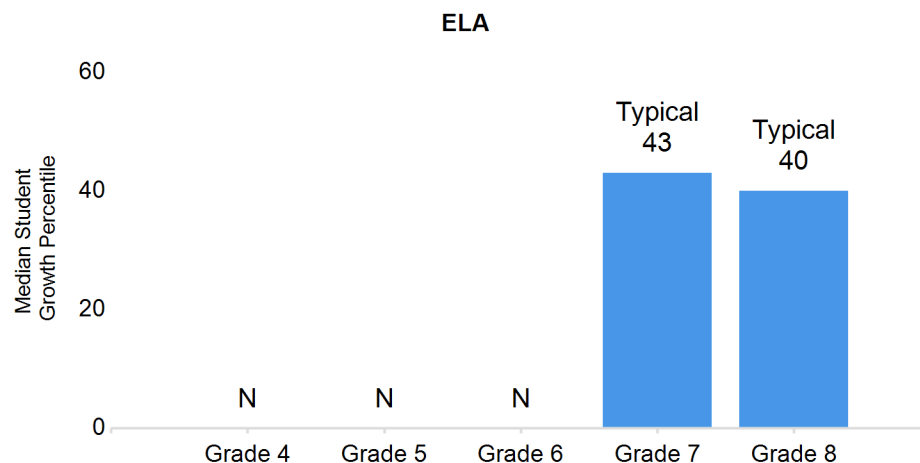
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





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

## Mathematics - Course Participation

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

| Grade      | Algebra I | Geometry | Grade Level and Other Math |
|------------|-----------|----------|----------------------------|
| 7          | 0         | 0        | 374                        |
| 8          | 47        | 0        | 331                        |
| Schoolwide | 47        | 0        | 705                        |

## World Languages - Course Participation

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

| Grade                         | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
|-------------------------------|---------|--------|---------|-------|--------|---------|-----------------|
| 7                             | N       | N      | N       | N     | N      | N       | N               |
| 8                             | 23      | 0      | 0       | 0     | 0      | 0       | 0               |
| Schoolwide                    | 23      | 0      | 0       | 0     | 0      | 0       | 0               |
| Enrolled in Level 3 or Higher | N       | N      | N       | N     | N      | N       | N               |



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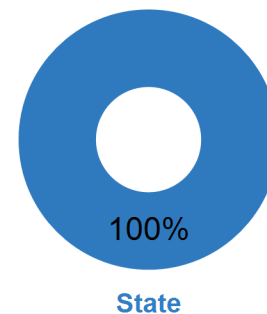
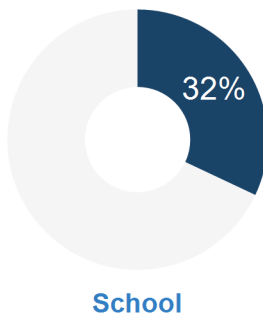
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Visual and Performing Arts – Course Participation

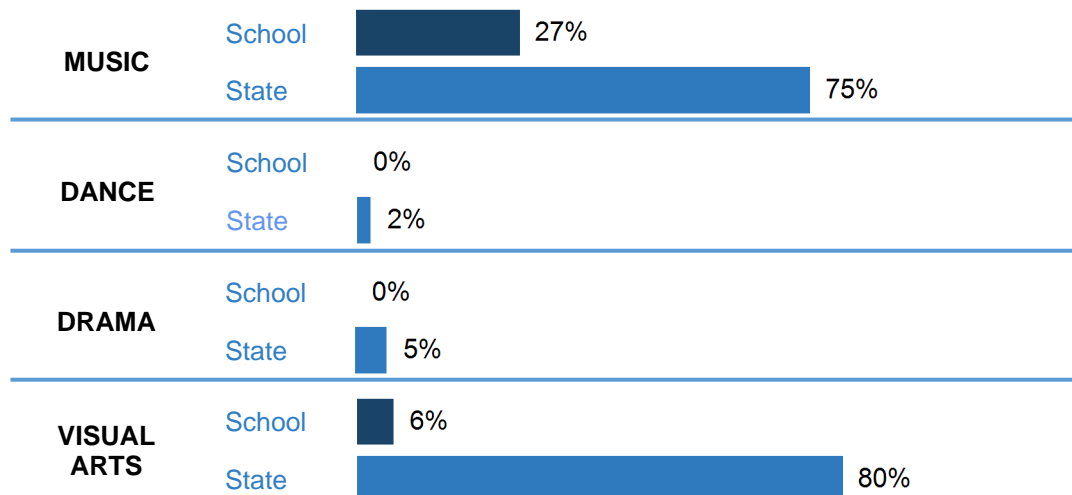
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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

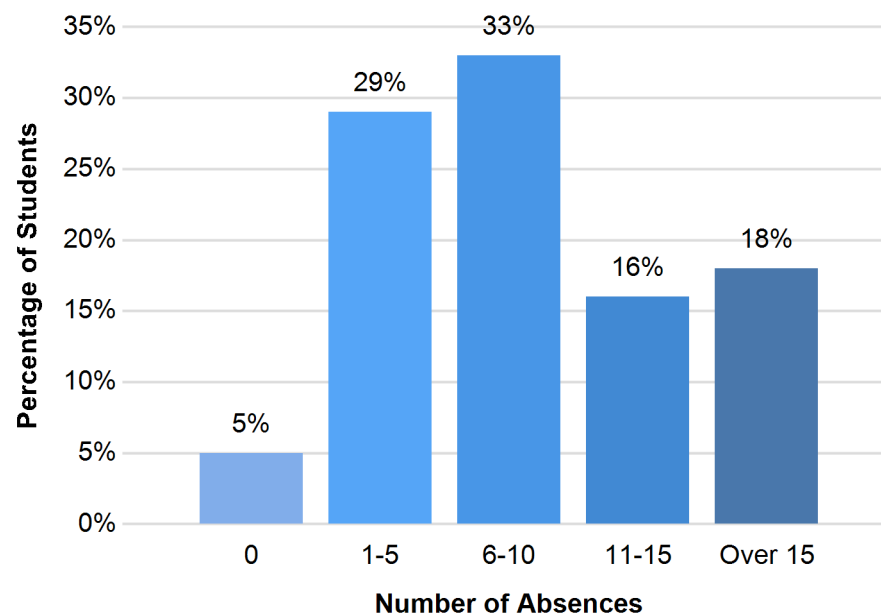
### Chronic Absenteeism

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

| Student Group                               | % Chronically Absent | 2016-17 Target | Met 2016-17 Target |
|---|----------------------|----------------|--------------------|
| Schoolwide                                  | 13.20                | 9.10           | Not Met            |
| White                                       | 13.40                | 9.10           | Not Met            |
| Hispanic                                    | 10.60                | 9.10           | Not Met            |
| Black or African American                   | 21.60                | 9.10           | Not Met            |
| Asian, Native Hawaiian, or Pacific Islander | N                    | **             | **                 |
| American Indian or Alaska Native            | N                    | **             | **                 |
| Two or More Races                           | 7.40                 | 9.10           | Met Target         |
| Economically Disadvantaged Students         | 22.10                | 9.10           | Not Met            |
| Students with Disabilities                  | 17.90                | 9.10           | Not Met            |
| English Learners                            | N                    | **             | **                 |

### Days Absent

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



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

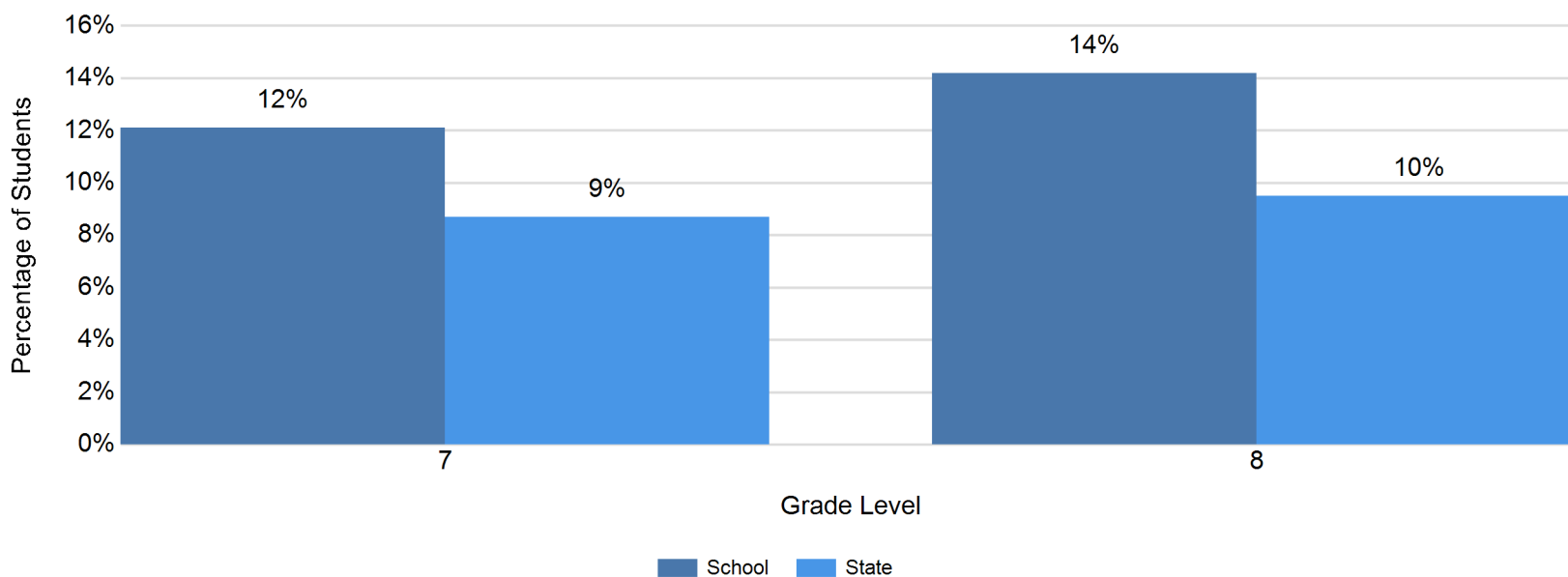


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**Chronic Absenteeism by Grade**

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





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### School Day

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

| Category                         | School          |
|----------------------------------|-----------------|
| Typical Start Time               | 8:10AM          |
| Typical End Time                 | 2:35PM          |
| Length of School Day             | 6 Hrs 25 Mins   |
| Full Time - Instructional Time   | 5 Hrs. 26 Mins. |
| Shared Time - Instructional Time | *               |

### Violence, Vandalism, HIB, and Substance Offenses

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

| Incident Type                            | Number of Incidents |
|--|---------------------|
| Violence                                 | 1                   |
| Vandalism                                | 0                   |
| Weapons                                  | 2                   |
| Substances                               | 0                   |
| Harassment, Intimidation, Bullying (HIB) | 8                   |
| Total Unique Incidents                   | 11                  |
| Incidents Per 100 Students Enrolled      | 1.46                |

### Student Suspension Rate

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

| Suspension Types          | % of Students |
|---------------------------|---------------|
| In-School Suspensions     | 10.1%         |
| Out-of-School Suspensions | 10.5%         |
| Any Suspension            | 14.2%         |

### Student Expulsions

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

| Category   | Number of Students |
|------------|--------------------|
| Expulsions | 0                  |



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## Technology Readiness

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

| School Year | Student to Device Ratio | Internet Speed | Recommended Internet Speed | Met Recommended Speed? | Connectivity between Schools | Recommended Connectivity | Met Recommended Connectivity? |
|-------------|-------------------------|----------------|----------------------------|------------------------|------------------------------|--------------------------|-------------------------------|
| 2016-17     | 1.1:1                   | 49.7 kbps      | 100 kbps                   | No                     | N                            | Fiber                    | N                             |

## Per-Pupil Expenditures (District Level)

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

| Per-Pupil Expenditures     | Federal | State/Local | Total    |
|----------------------------|---------|-------------|----------|
| District Total (2015-2016) | \$554   | \$14,626    | \$15,180 |



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

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

**Teachers:** All classroom teachers

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

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

### Teachers – Experience

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

| Category                                   | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers                   | 53                 | 120,724           |
| Average years experience in public schools | 10.9               | 11.8              |
| Average years experience in district       | 10.9               | 10.5              |
| Teachers in district for 4 or more years   | 79%                | 74%               |

### Administrators – Experience (District Level)

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

| Category                                       | Admin. in District | Admin. in State |
|--|--------------------|-----------------|
| Total Number of administrators                 | 14                 | 9,506           |
| Average years experience in public schools     | 10.8               | 15.9            |
| Average years experience in district           | 10.8               | 11.6            |
| Administrators in district for 4 or more years | 79%                | 74%             |

### Student to Staff Ratios

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

| Staff Type                  | School Students: Staff | District Students: Staff |
|-----------------------------|------------------------|--------------------------|
| Teachers                    | 14:1                   | 13:1                     |
| Administrators              | 377:1                  | 144:1                    |
| Librarian/Media Specialists |                        | 1007:1                   |
| Nurses                      |                        | 1007:1                   |
| Counselors                  |                        | 288:1                    |
| Child Study Team            |                        | 252:1                    |



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

**Teachers and Administrators - Level of Education**

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

**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



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

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

| Job Type                                      | District | State |
|---|----------|-------|
| 2015-16 Teachers: Same district 2016-17       | 94%      | 89%   |
| 2015-16 Administrators: Same district 2016-17 | 100%     | 88%   |

**Faculty Attendance**

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

| School Year | % Days Present |
|-------------|----------------|
| 2016-17     | 96%            |



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### Accountability Indicator Scores and Summative Rating

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

| Accountability Indicator  | Indicator Score | Indicator Weight |
|---|-----------------|------------------|
| English Language Arts Proficiency   | 24.6            | 17.5%            |
| Mathematics Proficiency   | 32.1            | 17.5%            |
| English Language Arts Growth  | 19.8            | 25.0%            |
| Mathematics Growth  | 66.0            | 25.0%            |
| Chronic Absenteeism   | 14.0            | 15.0%            |
| Progress Towards English Language Proficiency (coming 2018)                                     | N/A             | N/A              |
| <b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights             |                 | 33.5             |
| <b>Summative Rating:</b> Percentile rank of Summative Score                                     |                 | 23.6             |
| <b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile |                 | No               |

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

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



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### Accountability Summary by Student Group

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

| Student Group                               | Summative Score | Cut-off Score for Targeted Support and Improvement | Requires Targeted Support and Improvement for 2016-17 | English Language Arts Proficiency | Mathematics Proficiency | Chronic Absenteeism | English Language Arts Student Growth | Mathematics Student Growth | At Risk for Consistently Underperforming Student Group |
|---|-----------------|--|---|-----------------------------------|-------------------------|---------------------|--------------------------------------|----------------------------|--|
| Schoolwide                                  | 33.5            | 11.9   | No  | Met Target                        | Met Target†             | Not Met             | Met Target                           | Met Target                 | No   |
| White                                       | 27.7            | 11.9   | No  | Met Target                        | Met Target†             | Not Met             | Met Target                           | Met Target                 | No   |
| Hispanic                                    | 40.7            | 11.9   | No  | Met Target†                       | Met Target†             | Not Met             | Not Met                              | Met Target                 | No   |
| Black or African American                   | 34.8            | 11.9   | No  | Met Target†                       | Met Target†             | Not Met             | Not Met                              | **                         | No   |
| Asian, Native Hawaiian, or Pacific Islander | **              | **   | No  | **                                | **                      | **                  | **                                   | **                         | No   |
| American Indian or Alaska Native            | **              | **   | No  | **                                | **                      | **                  | **                                   | **                         | No   |
| Two or More Races                           | 35.5            | 11.9   | No  | Met Target†                       | Met Target†             | Met Target          | Met Target                           | **                         | No   |
| Economically Disadvantaged Students         | 35.6            | 11.9   | No  | Met Target                        | Met Target†             | Not Met             | Met Target                           | Met Target                 | No   |
| Students with Disabilities                  | 33.5            | 11.9   | No  | Not Met                           | Not Met                 | Not Met             | Met Target                           | Met Target                 | No   |
| English Learners                            | **              | **   | No  | **                                | **                      | **                  | **                                   | **                         | No   |

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

† Target was met within a confidence interval.



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School General Info

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

School Narrative

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

|  |  |
|--|--|
|  <p><b>Highlights:</b></p>                            | <ul style="list-style-type: none"> <li>• 8th graders who were administered the PARCC Algebra 1 scored 55% higher than other students NJ and Cross-State.</li> <li>• CRMS hosted International Students from China during 2016-17. This certainly was a great experience for our students.</li> <li>• Boys' Basketball and Girls' Softball had Championship seasons during winter and springs seasons of 2017!</li> </ul> |
|  <p><b>Mission, Vision, Theme:</b></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....in addition to provide the best possible educational program ...and to facilitate the development of a child to his/her greatest potential.</p>   |
|  <p><b>Awards, Recognition, Accomplishments:</b></p> | <p>We are very proud of our middle school students who were ranked #1 on the Algebra I section of PARCC in comparison to State and Cross-State results. In addition, we would like to recognize those students who participated in the National Spelling Bee, State- Band Competition , CRMS-PARCC Recognition Breakfast, Tri-County Wrestling Tournaments and Perfect Attendance Recognition Program.</p>               |







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|  <p><b>Courses, Curriculum, Instruction:</b></p>   | <p>CRMS caters to all levels of learners from Honors to Resource and In-Class Support with textbooks no more than 2 years old. In addition, on-line textbooks, use of Google Classroom , access to chromebooks, Smartboards and other interactive resources provide students with opportunities for ongoing engagement. Our Leadership/Social Studies program exposes students to a variety of avenues to discuss US History leadership styles and real world -authentic problem based learning.</p>   |
|  <p><b>Sports and Athletics:</b></p>               | <p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Field Hockey (Girls), Soccer (Boys &amp; Girls), Softball (Girls), Track and Field - Spring (Boys &amp; Girls), Volleyball (Boys &amp; Girls), Wrestling (Boys)</p> <p>CRMS celebrated their inaugural Boys' and Girl's volleyball seasons during 2016-17. Fall and Springs seasons catered to yet another population of athletes who perhaps would not been involved. Although our middle school did not win any volleyball championships, our students had an opportunity to showcase our new program as we competed against other schools in Monmouth and Ocean Counties. Our teams and players were recognized for this inaugural season at our bi-annual Sports Recognition Night.</p> |
|  <p><b>Clubs and Activities:</b></p>             | <p>CRMS offers of wide variety of clubs and programs that cater to the many interests of the 765 students who attend middle school. Clubs include, but are not limited to the following: Robotics, Chess, Drama, Drumline, Newspaper, NJHS, Peer leaders, Poetry/Reading, Science, Newspaper, Debate, Student Council, Yearbook, Band and Chorus to name a few.</p>  |
|  <p><b>Before and After School Programs:</b></p> | <p>CRMS offers tutorial "Office Hours" Monday -Thursday from 3:10-3:45. This time serves as an opportunity for students to meet with their subject-area teachers to receive extra help. In addition, we have implemented the 2GETHER Mentoring Program . This program caters to 7&amp;8 Graders who have been identified as "at-risk" students. Lastly, a partnership between CRMS and Big Brother &amp; Big Sisters allows for home-school and community-school wrap around support services for students in need.</p>  |



**Central Regional Middle School**

**2016-2017**

**Grade Span 07-08**

29-0770-050

OCEAN





CENTRAL REGIONAL

509 FOREST HILLS PARKWAY

BAYVILLE, NJ 08721

## School Narrative

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

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|  <p><b>Staff and Professional Learning:</b></p>    | <p>GCN serves to be a valuable and cost effective resource providing mandated professional training to all staff members. In addition, through the use of Simplek12.com teachers now have access to professional development modules that lend to hundreds of educational topics and effective pedagogical practices. Simplek12.com is used as a platform to "Gamify" PLC's. Lastly, In-house teacher driven workshops focus on technology, including the use of Google Classroom and Smartboards.</p>           |
|  <p><b>Student Supports and Services:</b></p>      | <p>CRMS offers a wide variety of educational programs and services that meet the needs of all learners within the scope of Special and General Education. Administrators work very closely with our guidance department and child study team to ensure that proactive measures are taken to assist students with academic or behavior difficulties. In addition, our 504 Coordinator and I&amp;RS Team work very closely with staff members to ensure students reach their greatest potential for success.</p>   |
|  <p><b>Student Health and Wellness:</b></p>        | <p>CRMS provides a breakfast program to all students. Along with this, our physical education department offers Health instruction on a 2/3 week cycle that focuses on Self Esteem, Making Good Choices, Problem Solving and Healthy Living. The importance of being physically fit is also stressed to students as they partake in the Presidential Fitness Test. Lastly, motivational speakers are presented to students in an effort to remind them about goal setting despite challenges as adolescents.</p> |
|  <p><b>Parent and Community Involvement:</b></p> | <p>CRMS promotes ongoing parent and community involvement at all levels, starting with our Real-time Parent Portal, District Webpage, Twitter and Facebook accounts, membership in the PTA, Community Carnival, Parent-Principal Partnership Meetings, World Language Night, Math/Science Fair, Academic Bowl, Talent Show, Concerts, Productions and through the generosity of corporate sponsorship for student recognition by McDonald's Quik-Chek, Dairy Queen, Wal-Mart and Target.</p>                     |



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**Other Information:**

Central Regional Middle School houses 765 students from five constituent districts, including Berkeley Twp, Ocean Gate, Seaside Heights, Seaside Park and Island Heights. In addition, fourteen students attend CRMS who are enrolled in our School Choice Program from surrounding districts including Toms River, Lakewood and Lacey Townships. Initiatives for 2017-18 include Improving Student Attendance and Increasing Interactive Learning through the use of technology, including Smartboards and Google Classroom. The middle school schedule consists of 11 Periods with a school starting time of 8:40 am and dismissal at 3:02 pm. The focus of instruction lends to 90 minutes of Math instruction for all 7th Graders, while all 8th graders have 90 minutes of Language Arts Literacy with an emphasis for teachers to align instruction to the learning standards and the importance of differentiating instruction based on the needs of the learner. In addition, students are enrolled in a variety of rotators including, Art, Music, Band, Chorus, Learning Strategies, Japanese and Spanish to name a few. The adoption of i-Ready assists teachers and students in designing a tailored supplemental math and LAL program that reinforces sub-skill areas. The use of this program provides CRMS with diagnostic and performance based data that is analyzed and prioritized for increased student achievement. The focus of learning and teacher instruction lends to student engagement and the intensity and enthusiasm of instructors. A sustained approach for articulation between Central Regional High & Middle Schools, along with our sending districts, is instrumental in providing seamless and productive student transitions and overall student achievement at CRMS.