



State of New Jersey

29-0770-030

**CENTRAL REGIONAL HIGH
FOREST HILLS PARKWAY
BAYVILLE, NJ 08721**

OVERVIEW

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GRADE SPAN 09-12

This school's academic performance **is about average when compared** to schools across the state. Additionally, its academic performance **is high when compared** to its peers. This school's college and career readiness **lags in comparison** to schools across the state. Additionally, its college and career readiness **is about average when compared** to its peers. This school's graduation and post-secondary performance **lags in comparison** to schools across the state. Additionally, its graduation and post-secondary readiness **lags in comparison** to its peers.

Performance Areas	Peer Rank (Percentile)	Statewide Rank (Percentile)	Percent of Targets Met
Academic Achievement	70	42	100%
College & Career Readiness	52	33	0%
Graduation and Post-Secondary	37	21	50%

Improvement Status

N/A

Rationale

N/A

Very High Performance is defined as being equal to or above the 80.0th percentile.

High Performance is defined as being between the 60.0th and 79.9th percentiles.

Average Performance is defined as being between the 40.0th and 59.9th percentiles.

Lagging Performance is defined as being between the 20.0th and 39.9th percentiles.

Significantly Lagging Performance is defined as being equal to or below the 19.9th percentile.

Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

Academic Achievement

This school outperforms **42%** of schools statewide as noted by its statewide percentile ranking and **70%** of schools educating students with similar demographic characteristics as noted in its peer school percentile ranking in the performance area of Academic Achievement.

Additionally, this school is meeting **100%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For high schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey High School Proficiency Assessment (HSPA). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

College and Career Readiness

This school outperforms **33%** of schools statewide as noted by its statewide percentile ranking and **52%** of schools educating students with similar demographic characteristics as noted in its peer school percentile ranking in the performance area of College and Career Readiness. Additionally, this school is meeting **0%** of its performance targets in the area of College and Career Readiness.



College and Career Readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For high schools, this includes measures of participation in college readiness tests such as the SAT or PSAT and in rigorous coursework as defined by participation in AP courses in English, math, social studies and science.

Graduation and Post-Secondary

This school outperforms **21%** of schools statewide as noted by its statewide percentile ranking and **37%** of schools educating students with similar demographic characteristics as noted in its peer school percentile ranking in the performance area of Graduation and Post-Secondary. Additionally, this school is meeting **50%** of its performance targets in the area of Graduation and Post-Secondary.



Graduation and Post-Secondary measures the rate at which students who begin high school four years earlier graduate within four years. Also included is a measure of the rate at which students in a particular school drop out of school.



DEMOGRAPHIC INFORMATION

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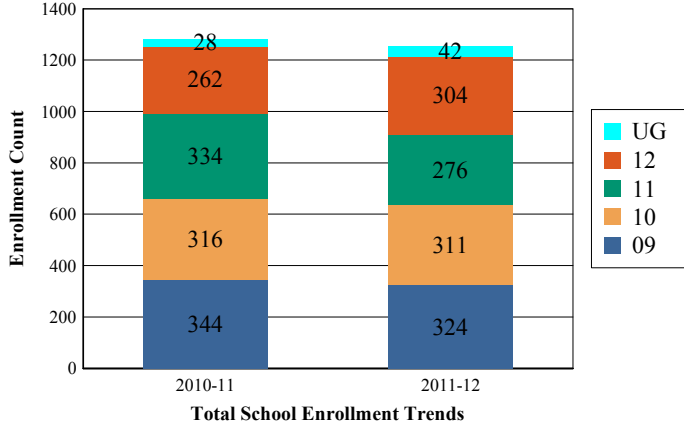
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GRADE SPAN 09-12

Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.

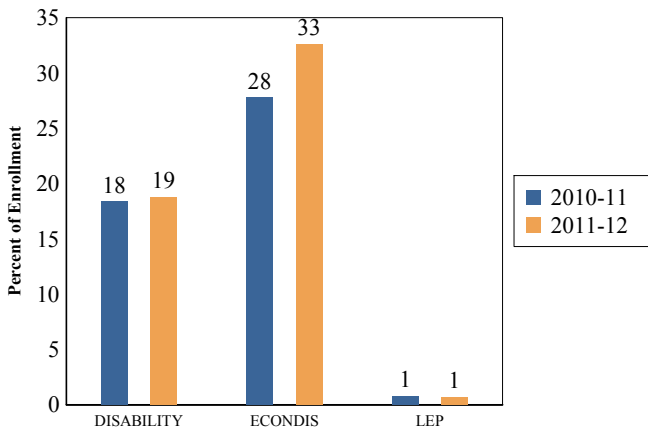


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment

2010-11	1,283
2011-12	1,256

Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

2011-2012	Count of Students	% of Enrollment
Students with Disability	236	19%
Economically Disadvantaged Students	410	32.6%
Limited English Proficient Students	9	0.7%

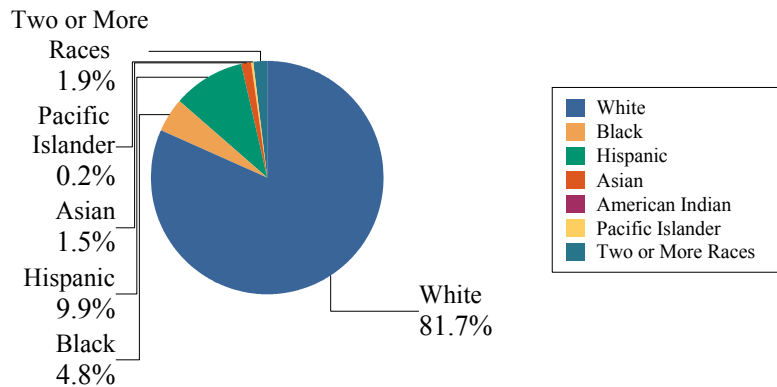
Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2011-12	Percent
English	90.1%
Spanish	5.9%
Pilipino	0.6%
French	0.5%
Russian	0.4%
Gujarati	0.3%
Other	2.2%

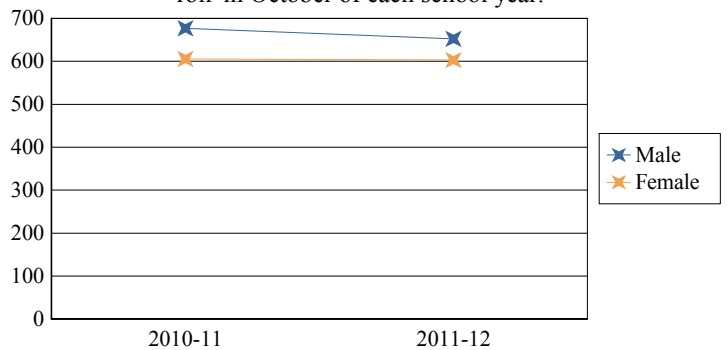
Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2010-11	677	606
2011-12	653	603



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ACADEMIC ACHIEVEMENT

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Academic Achievement measures the content knowledge students have in Language Arts Literacy and Math. In high schools, this includes the outcomes of the New Jersey High School Proficiency Assessment (HSPA). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both Language Arts Literacy and Math across multiple administrations of the assessment. The second column - Peer School Percentile Rank - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile rank of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile Rank - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile rank of 30 has a proficiency rate that is higher than 30% of all schools with HSPA scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentile ranks, the average of statewide percentile ranks and the percentage of statewide targets met.

Academic Achievement Indicators	Schoolwide Performance	Peer Rank (Percentile)	State Rank (Percentile)	Percent of Targets Met
HSPA Language Arts Proficiency and above	94.1%	68	41	100%
HSPA Math Proficiency and above	85.4%	71	43	100%
SUMMARY - Academic Achievement		70	42	100%

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

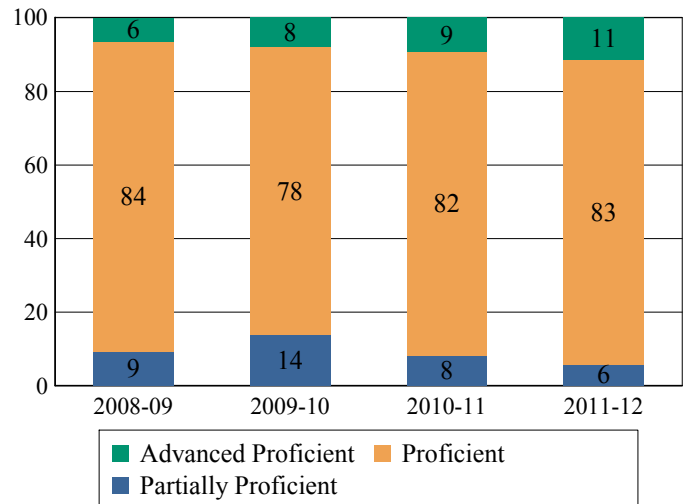
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	324	94.1	90	YES
White	279	93.9	90	YES
Black	-	-		--
Hispanic	-	-		--
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	105	91.5	90	YES
Students with Disability	59	69.5	62.6	YES

YES* = Met Progress Target (Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.





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NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

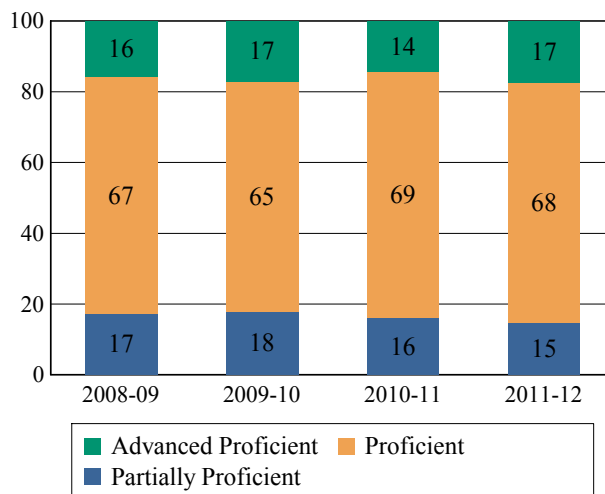
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	323	85.4	85.2	YES
White	278	87	87.1	YES*
Black	-	-		--
Hispanic	-	-		--
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	104	78.9	82.9	YES*
Students with Disability	59	54.2	45.7	YES

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



Proficiency Outcomes - Biology

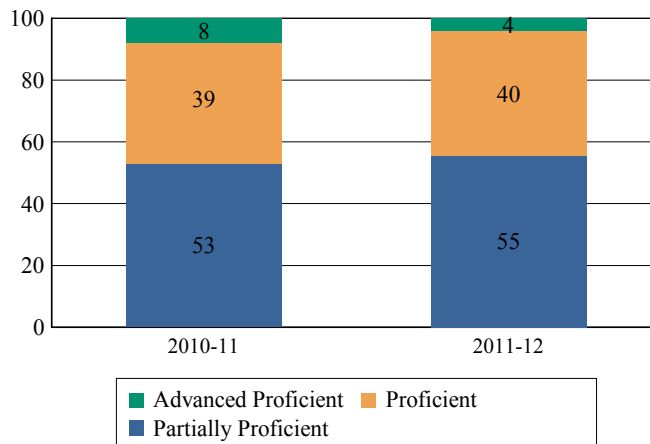
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBC) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	4%	40%	55%
White	4%	44%	52%
Black	-	-	-
Hispanic	0%	28%	73%
American Indian	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	4%	30%	66%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Biology

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient, and Partially Proficient categories of the Biology Competency Test over the last two years.





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COLLEGE AND CAREER READINESS

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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 taking college entrance exams and challenging themselves with rigorous course work. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550, the percentage of 11th and 12th graders who took at least one AP test in English, math, social studies or science, and the percentage of those AP tests that were scored a 3 or higher.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in the school. The second column - Peer School Percentile Rank - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school rank is 65 in SAT participation has a higher SAT Participation than 65% of its peer group. The third column - Statewide Percentile Rank - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentile ranks, the average of statewide percentile ranks and the percentage of statewide targets met.

College and Career Readiness Indicators	Schoolwide Performance	Peer Rank (Percentile)	Statewide Rank (Percentile)	Statewide Target	Met Target?
% of Students Participating in SAT	68%	47	30	80%	NO
% of Students Participating in PSAT	28%	33	19	60%	NO
% of Students Scoring Above 1550 on SAT	23%	43	30	40%	NO
% of Students Taking at least one AP Test in English, Math, Social Studies or Science	11%	50	32	35%	NO
% of AP Tests in English, Math, Social Studies or Science with Score 3 or Greater	67%	73	47	75%	NO
Summary		49	32		0%

College Readiness Test Participation

AP Participation - 'Unique' Students

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

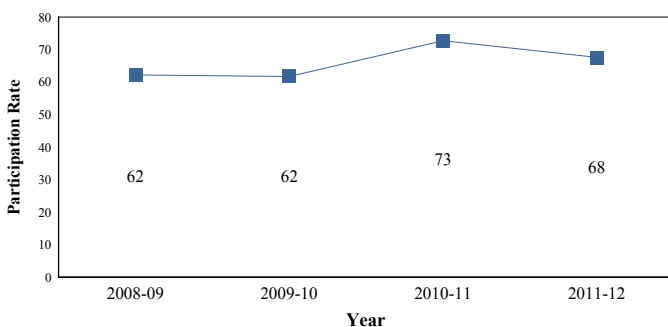
The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e, each student is counted once regardless of how many AP courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP test to the school's enrollment in 11th and 12th grade.

2011-12 % of Students	School	Peer Avg.	State Avg.
Participating in SAT	67.6%	68.7%	74.4%
Participating in PSAT	28.3%	47.9%	52.8%

2011-12 % of Students Taking	School	Peer Avg.	State Avg.
One or More Course	14.2%	21.5%	29.7%
One or More Test	11.6%	14.3%	24.0%
At least one AP Test in English, Math, Social Studies or Science	10.9%	11.0%	18.7%

Participation Trends - SAT Testing

This graph presents the participation rate in the SAT over the last four years.



Note: Students who are enrolled in AP coursework or take AP tests in grades other than 11th and 12th are included in the numerator of this calculation.

Advanced Placement (AP) Test Results

This table presents the percentage of all AP tests taken by students enrolled in the school that were scored as 3 or Greater.

2011-12 % of AP Tests	School	Peer Avg.	State Avg.
Scored 3 or Greater	62.7%	61.4%	75.1%
Scored 3 or Greater in English, Math, Social Studies or Science	66.7%	58.3%	74.5%



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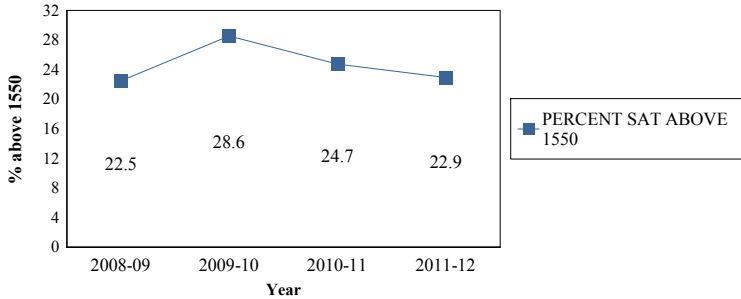
Scholastic Assessment Test (SAT) Results

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

2011-12	School	Peer Avg.	State Avg.
% of Students Scoring Above 1550 on SAT	23%	24%	43%

SAT Benchmark Trends

This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.



Composite SAT Score

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

2011-12	School	Peer Avg.	State Avg.
Composite SAT Score	1,373.0	1,371	1,504
Critical Reading	452.0	451	492
Mathematics	475.2	470	517
Writing	445.8	450	496

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

2011-12	Critical Reading	Mathematics	Writing
75th Percentile	510.0	550.0	500.0
50th Percentile	440.0	480.0	440.0
25th Percentile	390.0	420.0	390.0

AP Courses Offered

This table presents the count of students enrolled in each AP course offered in this school in the first column. The second column presents the count of tests taken in each AP course. The numbers may not match as some students do not take the test in the same year as they take the course and some students may take the course without taking the test or vice versa.

AP Course Name	Students Enrolled	Students Tested
AP U.S. History	31	13
AP English Literature and Composition	24	25
AP English Language and Composition	21	23
AP Biology	13	13
AP Chemistry	11	12
AP Calculus AB	8	8
AP Physics B	6	6
AP Music Theory	6	7



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GRADUATION AND POST-SECONDARY

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This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the NCLB Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The graduation rate plus the dropout rate will likely not total to 100% due to some students who are continuing past the 4th year of enrollment to complete graduation requirements.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile Rank - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school rank is 65 in Graduation Rate has a higher Graduation Rate than 65% of its peer group. The third column - Statewide Percentile Rank - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's NCLB Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentile ranks, the average of statewide percentile ranks and the percentage of statewide targets met.

Graduation & Post Secondary Indicators	Schoolwide Performance	Peer Rank (Percentile)	Statewide Rank (Percentile)	Statewide Targets	Met Target
Overall Graduation Rate	83.3%	42	23	75%	YES
Dropout Rate	2.6%	32	18	2%	NO
SUMMARY - Graduation & Post-Secondary		37	21		50%

Graduation Rate by Subgroup

This table presents for all NCLB-identified subgroups the “4-year Adjusted Graduation Rate.” This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who ‘transfer-in’ and for students who are verified as ‘transfers-out’.

	School	State Target
Schoolwide	83%	75%
White	84.3%	
Black	74.1%	
Hispanic	77.8%	
American Indian	N/A	
Asian	100%	
Native Hawaiian	N/A	
Two or More Races	100%	
Students with Disability	65%	
Limited English Proficient Students	75%	
Economically Disadvantaged Students	77.2%	

Dropout Rate by Subgroup

This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts who were identified four years earlier as first-time ninth graders. The rate is adjusted to account for students who ‘transfer-in’ and for students who are verified as ‘transfers-out’.

	School	State Target
Schoolwide	2.6%	2%
White	2.4%	
Black	3.2%	
Hispanic	1.5%	
American Indian	N/A	
Asian	0%	
Native Hawaiian	0%	
Two or More Races	0%	
Students with Disability	2.7%	
Limited English Proficient Students	0%	
Economically Disadvantaged Students	3.7%	



GRADUATION AND POST-SECONDARY

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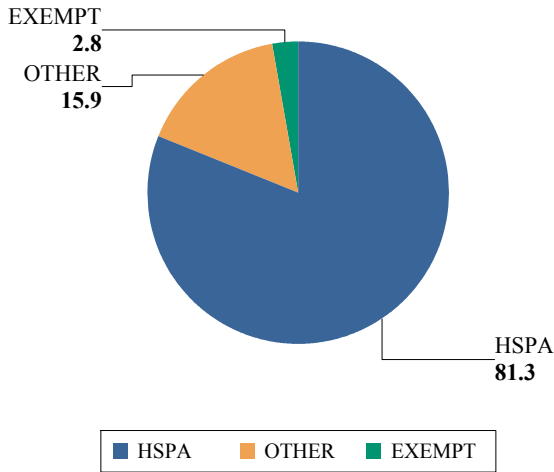
Graduation Pathway Rates

Extended Year Graduation Rate

This chart presents the percentage of high school graduates who graduated by passing both sections of the HSPA, who were exempt from passing the HSPA, or who demonstrated proficiency through an alternative pathway such as through the Alternative High School Assessment, achievement of the 'Just Proficient Mean' or an appeal process.

The chart below presents the 4-year and 5-year graduation rate for the prior school year's cohort in addition to the 4-year graduation rate for last year's cohort.

Class of	4-year Rate	5-year Rate
2011	88 %	90 %
2012	83 %	



Post-Secondary Enrollment Rates

This chart presents the enrollment rates of this school's high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95% of Institutions of Higher Education nationwide.

	School
Schoolwide	24%
White	25%
Black	33.3%
Hispanic	14.3%
American Indian	N/A
Asian	22.2%
Native Hawaiian	N/A
Economically Disadvantaged Students	18.2%



WITHIN SCHOOL ACHIEVEMENT GAP

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the so-called Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is larger than the state's.

High School

Grade Level - 11

HSPA Language Arts 25th %ile vs 75th%ile

HSPA Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution

Percentile	Scale Score
99th	261
75th	240
50th	229
25th	216
0th	139

Percentile	Scale Score
99th	264
75th	244
50th	223
25th	205
0th	148

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	24	28

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	44



SCHOOL CLIMATE

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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2011-12	6 Hrs 33 Mins

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2011-12	73.0%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2011-12	School
Full Time	5 Hrs 36 Mins.
Shared Time	4 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2011-12	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2011-12	School
Faculty	12.2
Administrators	418.5

SCHOOL PEER GROUP

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This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS</u> <u>CODE</u>	<u>GRADE</u> <u>SPAN</u>	<u>FRPL</u>	<u>LEP</u>	<u>SpED</u>
ATLANTIC	GREATER EGG HARBOR REG	ABSEGAMI H S	01-1790-040	09-12	32.9%	1.8%	15.4%
BERGEN	ENGLEWOOD CITY	DWIGHT MORROW HIGH	03-1370-040	09-12	50.4%	4.3%	9.7%
BERGEN	HACKENSACK CITY	HACKENSACK HIGH	03-1860-050	09-12	42.3%	6.1%	13.7%
BERGEN	LODI BOROUGH	LODI HIGH	03-2740-050	09-12	53.7%	3.1%	10.9%
BERGEN	TEANECK TWP	TEANECK SR HIGH	03-5150-050	09-12	31.0%	1.2%	15.5%
CAMDEN	COLLINGSWOOD BORO	COLLINGSWOOD SR HIGH	07-0940-030	09-12	40.1%	2.3%	14.3%
CAMDEN	WINSLOW TWP	WINSLOW TWP HIGH SCHOOL	07-5820-010	09-12	41.3%	0.4%	14.0%
CUMBERLAND	CUMBERLAND REGIONAL	CUMBERLAND REG H S	11-0997-030	09-12	38.9%	0.5%	16.2%
ESSEX	BELLEVILLE TOWN	BELLEVILLE SR HIGH	13-0250-020	09-12	34.4%	2.8%	13.1%
ESSEX	BLOOMFIELD TWP	BLOOMFIELD HIGH	13-0410-020	09-12	37.2%	3.1%	13.3%
ESSEX	NEWARK CITY	NEWARK INNOVATION ACADEMY	13-3570-003	09-12	48.9%	0.8%	8.0%
GLOUCESTER	CLAYTON BORO	CLAYTON HIGH	15-0860-030	09-12	40.9%	0.8%	15.2%
GLOUCESTER	DEPTFORD TWP	DEPTFORD TWP HIGH	15-1100-040	09-12	38.4%	1.1%	14.7%
HUDSON	JERSEY CITY	WILLIAM L DICKINSON	17-2390-080	09-12	69.2%	15.8%	14.7%
MERCER	EWING TWP	EWING HIGH	21-1430-050	09-12	35.2%	1.2%	14.9%
MERCER	HAMILTON TWP	HAMILTON WEST WATSON	21-1950-060	09-12	35.9%	1.5%	16.3%
MIDDLESEX	CARTERET BORO	CARTERET HIGH	23-0750-030	09-12	58.9%	3.4%	10.8%
MIDDLESEX	HIGHLAND PARK BORO	HIGHLAND PARK HIGH	23-2150-050	09-12	32.5%	1.5%	15.7%
MIDDLESEX	WOODBRIIDGE TWP	WOODBRIIDGE HIGH	23-5850-050	09-12	34.2%	1.6%	12.8%
MORRIS	DOVER TOWN	DOVER HIGH	27-1110-040	09-12	64.6%	6.5%	10.8%
OCEAN	CENTRAL REGIONAL	CENTRAL REGIONAL HIGH	29-0770-030	09-12	32.6%	0.7%	15.6%
OCEAN	MANCHESTER TWP	MANCHESTER HIGH	29-2940-040	09-12	30.8%	0.5%	14.7%
OCEAN	PINELANDS REGIONAL	PINELANDS REG HIGH	29-4105-050	10-12	33.2%	0.5%	16.3%
PASSAIC	PATERSON CITY	PANTHER	31-4010-005	09-12	69.3%	7.5%	10.6%
SOMERSET	FRANKLIN TWP	FRANKLIN TWP HIGH	35-1610-050	09-12	35.5%	3.7%	13.2%
SOMERSET	MANVILLE BORO	MANVILLE HIGH	35-3000-050	09-12	35.3%	3.7%	17.4%
UNION	HILLSIDE TWP	HILLSIDE HIGH	39-2190-050	09-12	51.2%	2.9%	10.2%
UNION	LINDEN CITY	LINDEN HIGH	39-2660-050	09-12	48.7%	4.2%	14.3%
UNION	PLAINFIELD CITY	BOAACD	39-4160-051	09-12	69.2%	1.3%	2.5%
UNION	ROSELLE PARK BORO	ROSELLE PARK HIGH	39-4550-050	09-12	39.7%	3.2%	13.7%
UNION	UNION TWP	UNION SENIOR HIGH	39-5290-050	09-12	41.6%	2.7%	14.8%



State of New Jersey

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CENTRAL REGIONAL MIDDLE
FOREST HILLS PARKWAY
BAYVILLE, NJ 08721

OVERVIEW

OCEAN
CENTRAL REGIONAL

GRADE SPAN 07-08

This school's academic performance is about average when compared to schools across the state. Additionally, its academic performance is high when compared to its peers. This school's college and career readiness lags in comparison to schools across the state. Additionally, its college and career readiness is about average when compared to its peers. This school's student growth performance lags in comparison to schools across the state. Additionally, its student growth performance is about average when compared to its peers.

Performance Areas	Peer Rank (Percentile)	Statewide Rank (Percentile)	Percent of Targets Met
Academic Achievement	78	49	90%
College and Career Readiness	49	29	0%
Student Growth	43	26	100%

Improvement Status

N/A

Rationale

N/A

Very High Performance is defined as being equal to or above the 80.0th percentile.

High Performance is defined as being between the 60.0th and 79.9th percentiles.

Average Performance is defined as being between the 40.0th and 59.9th percentiles.

Lagging Performance is defined as being between the 20.0th and 39.9th percentiles.

Significantly Lagging Performance is defined as being equal to or below the 19.9th percentile.

Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

Academic Achievement

This school outperforms 49% of schools statewide as noted by its statewide percentile ranking and 78% of schools educating students with similar demographic characteristics as noted in its peer school percentile ranking in the performance area of Academic Achievement. Additionally, this school is meeting 90% of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJ ASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

College and Career Readiness

This school outperforms 29% of schools statewide as noted by its statewide percentile ranking and 49% of schools educating students with similar demographic characteristics as noted in its peer school percentile ranking in the performance area of College and Career Readiness. Additionally, this school is meeting 0% of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in either seventh or eighth grade.

Student Growth

This school outperforms 26% of schools statewide as noted by its statewide percentile ranking and 43% of schools educating students with similar demographic characteristics as noted in its peer school percentile ranking in the performance area of Student Growth. Additionally, this school is meeting 100% percentage of its performance targets in the area of Student Growth.



Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJ ASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJ-ASK.



DEMOGRAPHIC INFORMATION

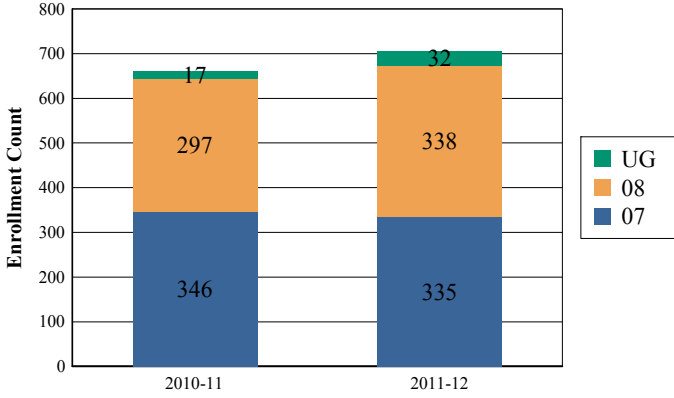
**CENTRAL REGIONAL MIDDLE
FOREST HILLS PARKWAY
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CENTRAL REGIONAL**

GRADE SPAN 07-08

Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.

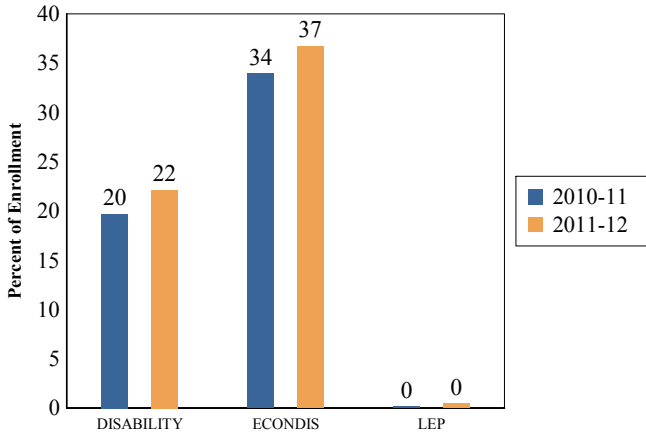


Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2010-11	660
2011-12	705

Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

2011-2012	Count of Students	% of Enrollment
Students with Disability	156	22%
Economically Disadvantaged Students	259	36.7%
Limited English Proficient Students	3	0.4%

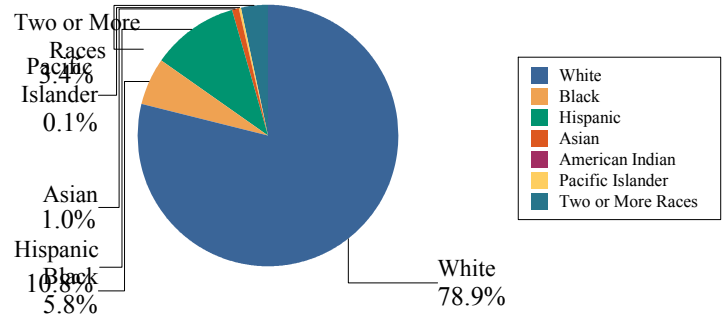
Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2011-12	Percent
English	94.8%
Spanish	4.1%
Chinese	0.3%
Polish	0.1%
Arabic	0.1%
Portuguese	0.1%
Other	0.4%

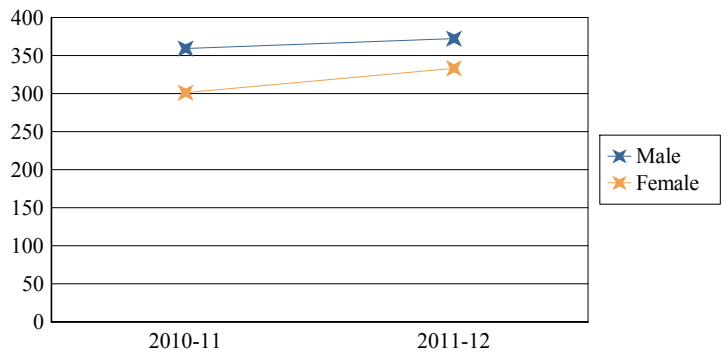
Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2010-11	359	301
2011-12	372	333



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GRADE SPAN 07-08

Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math across multiple administrations of the assessment. The second column - Peer School Percentile Rank - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile rank of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile Rank - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile rank of 30 has a proficiency rate that is higher than 30% of all schools with HSPA scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentile ranks, the average of statewide percentile ranks and the percentage of statewide targets met.

Academic Achievement Indicators	Schoolwide Performance	Peer Rank (Percentile)	State Rank (Percentile)	Percent of Targets Met
NJASK Language Arts Proficiency and above	72%	89	55	100%
NJASK Math Proficiency and above	72%	67	42	80%
SUMMARY - Academic Achievement		78	49	90%

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

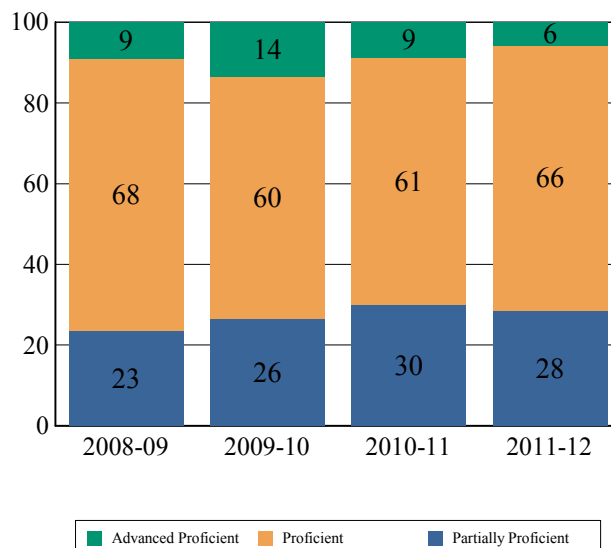
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	658	71.6	72.6	YES*
White	513	74.8	75.5	YES*
Black	41	48.8	-	--
Hispanic	72	61.1	60	YES
American Indian	-	-	-	--
Asian	-	-	-	--
Two or More Races	-	-	-	--
Students with Disability	122	37.7	43.6	YES*
Limited English Proficient Students	-	-	-	--
Economically Disadvantaged Students	252	62.3	61.7	YES

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.





ACADEMIC ACHIEVEMENT

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NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

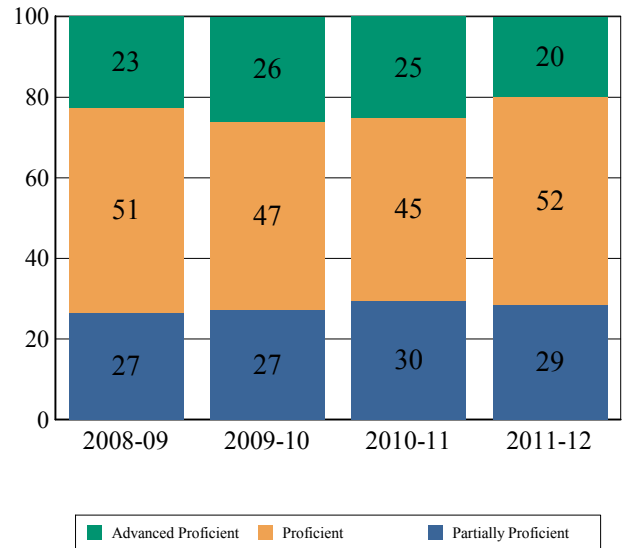
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	656	71.5	72.9	YES*
White	511	75.3	75.2	YES
Black	41	46.4	-	--
Hispanic	72	58.3	62.3	YES*
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Students with Disability	121	36.4	46.5	NO
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	250	64.4	68	YES*

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.





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GRADE SPAN 07-08

NJASK Results - Language Arts Literacy Grade Level - 07

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	6%	57%	37%
White	7%	61%	32%
Black	0%	33%	67%
Hispanic	0%	44%	56%
American Indian	N/A	N/A	N/A
Asian	-	-	-
Two or More Races	-	-	-
Students w/ Disability	0%	23%	77%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	4%	47%	49%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 08

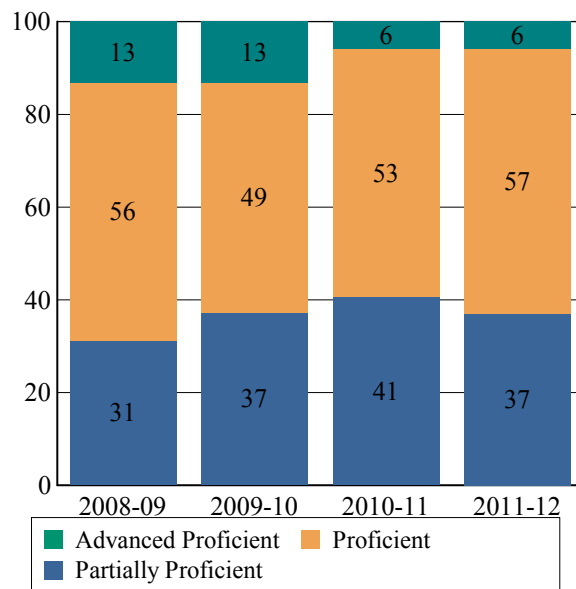
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	6%	73%	21%
White	6%	75%	19%
Black	0%	61%	39%
Hispanic	2%	69%	29%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	12%	76%	12%
Students w/ Disability	0%	47%	53%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	4%	68%	29%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

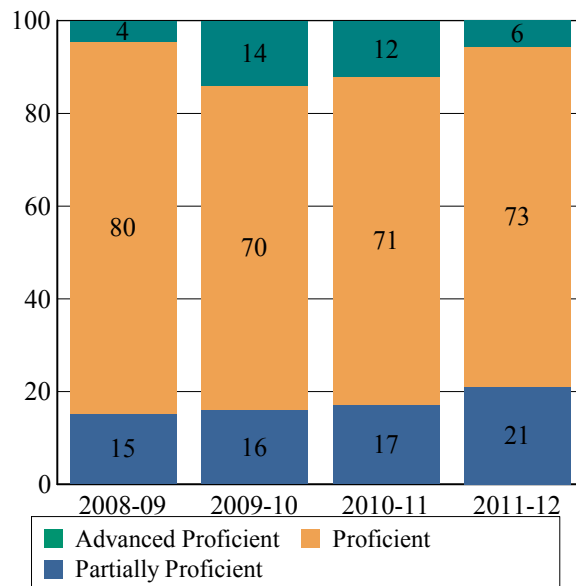
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.





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2011 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2011 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/2013/naep/naep4read.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 4 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	21.9	34.2	32.5	11.4
All Students	Nation	33.8	33.8	24.9	7.5

2011 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2011 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/2013/naep/naep8read.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 8 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	15.8	39.5	38.6	6.2
All Students	Nation	25.3	43.0	28.6	3.0



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NJASK Results - Math Grade Level - 07

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	22%	51%	28%
White	24%	52%	23%
Black	6%	39%	56%
Hispanic	11%	41%	48%
American Indian	N/A	N/A	N/A
Asian	-	-	-
Two or More Races	-	-	-
Students w/ Disability	2%	40%	57%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	15%	50%	35%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Math Grade Level - 08

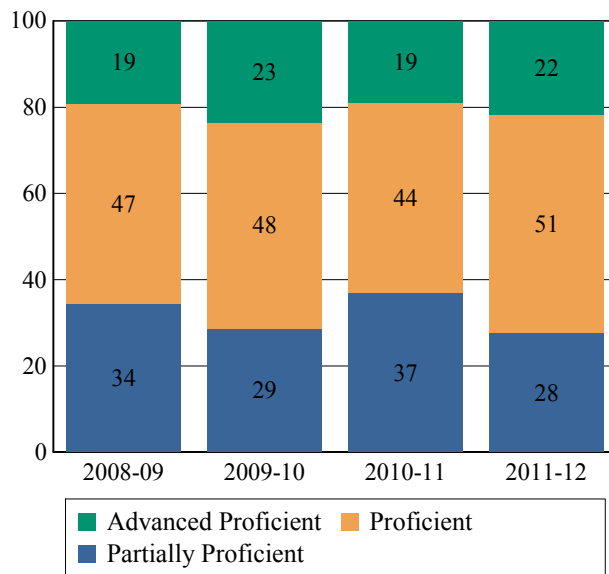
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	18%	53%	29%
White	19%	55%	26%
Black	4%	43%	52%
Hispanic	11%	51%	38%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	29%	47%	24%
Students w/ Disability	1%	31%	68%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	12%	52%	37%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

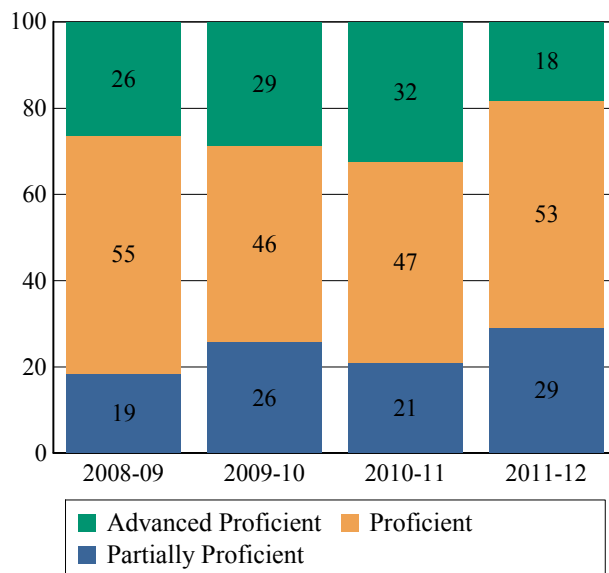
NJASK Proficiency Trends - Math - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.





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ACADEMIC ACHIEVEMENT

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2011 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2011 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/2013/naep/naep4math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 4 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	11.0	38.3	40.9	9.8
All Students	Nation	18.1	42.3	33.2	6.5

2011 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2011 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/2013/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 8 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	17.8	35.3	33.2	13.6
All Students	Nation	27.7	38.8	25.7	7.8

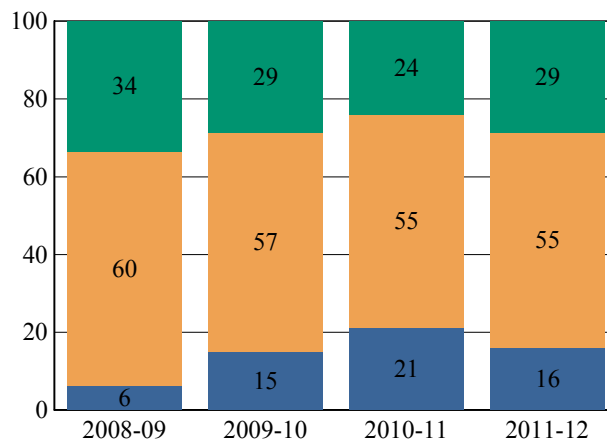
NJASK Results - Science Grade Level - 08

NJASK Proficiency Trends - Science - Grade Level - 08

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	29%	55%	16%
White	31%	54%	15%
Black	13%	61%	26%
Hispanic	22%	56%	22%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	35%	59%	6%
Students w/ Disability	8%	48%	44%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	21%	61%	18%



Advanced Proficient Proficient Partially Proficient

Data is presented for subgroups when the count is high enough under NCLB suppression rules.



COLLEGE AND CAREER READINESS

**CENTRAL REGIONAL MIDDLE
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GRADE SPAN 07-08

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. First, the table presents the percentage of students, as measured against the school's enrollment in seventh and eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for more than 10% of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile Rank - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school rank is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than 65% of its peer group. The third column - Statewide Percentile Rank - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentile ranks, the average of statewide percentile ranks and the percentage of statewide targets met.

College and Career Readiness Indicators	School Performance	Peer Rank (Percentile)	Statewide Rank (Percentile)	Statewide Target	Met Target?
Students taking Algebra (%)	6%	31	8	20%	NO
Chronic Absenteeism (%)	8%	67	49	6%	NO
Summary		49	29		0%

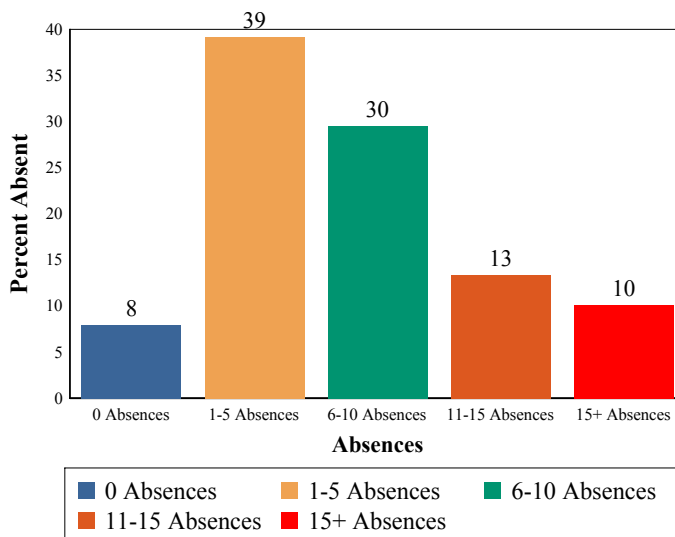
Algebra I

This table presents the percentage of seventh and eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

2011-12	School
Students taking Algebra I	6%
Algebra grade (C or better)	100%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6- 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.





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STUDENT GROWTH

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math for all students in the school. The second column - Peer Rank - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Rank - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the target.

The summary row presents the averages of the peer school percentile ranks, the averages of statewide percentile ranks, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Rank (Percentile)	Statewide Rank (Percentile)	Statewide Target	Met Target?
Student Growth on Language Arts	42	27	23	35	YES
Student Growth on Math	43	58	28	35	YES
		43	26		100%

Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

Language Arts

Math

	GROWTH		
	Low	Typical	High
Partially Proficient	20%	5%	3%
Proficient	21%	25%	20%
Advanced Proficient	0%	1%	4%

	GROWTH		
	Low	Typical	High
Partially Proficient	18%	7%	2%
Proficient	20%	18%	15%
Advanced Proficient	5%	7%	9%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.



State of New Jersey

29-0770-050

WITHIN SCHOOL ACHIEVEMENT GAP

CENTRAL REGIONAL MIDDLE
FOREST HILLS PARKWAY
BAYVILLE, NJ 08721

OCEAN
CENTRAL REGIONAL

GRADE SPAN 07-08

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the so-called Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 07

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution

Percentile	Scale Score
99th	271
75th	228
50th	208
25th	190
0th	146

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	44

Grade Level - 07

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution

Percentile	Scale Score
99th	299
75th	245
50th	215
25th	193
0th	142

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	52	61

Grade Level - 08

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution

Percentile	Scale Score
99th	262
75th	231
50th	217
25th	201
0th	151

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	33

Grade Level - 08

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution

Percentile	Scale Score
99th	300
75th	241
50th	214
25th	190
0th	122

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	51	64



SCHOOL CLIMATE

**CENTRAL REGIONAL MIDDLE
FOREST HILLS PARKWAY
BAYVILLE, NJ 08721**

**OCEAN
CENTRAL REGIONAL**

GRADE SPAN 07-08

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2011-12	6 Hrs 17 Mins

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2011-12	28.2%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2011-12	School
Full Time	5 Hrs 26 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2011-12	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2011-12	School
Faculty	13.6
Administrators	352.5

SCHOOL PEER GROUP**CENTRAL REGIONAL MIDDLE****29-0770-050**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS</u> <u>CODE</u>	<u>GRADE</u> <u>SPAN</u>	<u>FRPL</u>	<u>LEP</u>	<u>SpED</u>
ATLANTIC	GALLOWAY TWP	GALLOWAY TWP MIDDLE SCH	01-1690-016	07-08	44.1%	1.1%	17.9%
ATLANTIC	SOMERS POINT CITY	JORDAN RD ELEM SCH	01-4800-055	KG-08	55.1%	2.3%	14.2%
ATLANTIC	WEYMOUTH TWP	WEYMOUTH TWP ELEM	01-5760-020	PK-08	38.2%	0.0%	16.9%
BERGEN	HACKENSACK CITY	MIDDLE SCHOOL	03-1860-300	05-08	65.7%	5.1%	14.1%
BERGEN	LODI BOROUGH	THOMAS JEFFERSON MID SCH	03-2740-067	06-08	58.2%	3.4%	13.1%
BURLINGTON	BEVERLY CITY	BEVERLY SCHOOL	05-0380-025	PK-08	63.4%	5.5%	14.3%
CAMDEN	BELLMAWR BORO	BELL OAKS	07-0260-015	05-08	46.4%	2.9%	17.5%
CAMDEN	GLOUCESTER TWP	CHARLES W LEWIS	07-1780-035	06-08	46.3%	2.3%	17.7%
CAMDEN	WINSLOW TWP	WINSLOW TWP MIDDLE SCHOOL	07-5820-020	07-08	51.1%	0.5%	14.1%
CHARTERS	SOARING HEIGHTS CS	SOARING HEIGHTS CS	80-7830-980	KG-08	59.5%	0.0%	8.2%
CUMBERLAND	DOWNE TWP	DOWNE TWP ELEMENTARY	11-1120-045	PK-08	47.4%	0.0%	14.6%
CUMBERLAND	HOPEWELL TWP	HOPEWELL CREST	11-2270-060	KG-08	30.2%	0.8%	21.8%
CUMBERLAND	MAURICE RIVER TWP	MAURICE RIVER TWP	11-3050-065	PK-08	41.2%	0.0%	17.3%
ESSEX	BLOOMFIELD TWP	BLOOMFIELD MIDDLE	13-0410-030	07-08	39.9%	1.9%	19.7%
ESSEX	WEST ORANGE TOWN	ROOSEVELT MIDDLE	13-5680-090	07-08	41.0%	2.2%	19.0%
GLOUCESTER	CLAYTON BORO	CLAYTON MIDDLE	15-0860-045	06-08	50.7%	0.4%	13.7%
HUDSON	BAYONNE CITY	HORACE MANN NO 6	17-0220-060	PK-08	51.7%	1.2%	13.9%
HUDSON	BAYONNE CITY	JOHN M BAILEY NO 12	17-0220-040	PK-08	53.4%	0.0%	13.3%
HUDSON	BAYONNE CITY	LINCOLN NO 5	17-0220-070	PK-08	60.5%	0.7%	11.0%
HUDSON	BAYONNE CITY	PHILIP G VROOM NO 2	17-0220-090	PK-08	61.9%	1.4%	9.7%
HUDSON	HOBOKEN CITY	WALLACE NO 6	17-2210-070	PK-07	63.0%	3.5%	11.1%
MERCER	HAMILTON TWP	RICHARD C CROCKETT MIDDLE	21-1950-083	06-08	43.2%	1.3%	16.7%
MIDDLESEX	CARTERET BORO	CARTERET MIDDLE SCHOOL	23-0750-055	06-08	67.3%	3.9%	9.1%
MORRIS	WHARTON BORO	A C MAC KINNON MIDDLE	27-5770-030	06-08	50.9%	2.3%	17.3%
OCEAN	CENTRAL REGIONAL	CENTRAL REGIONAL MIDDLE	29-0770-050	07-08	36.8%	0.4%	19.6%
OCEAN	PINELANDS REGIONAL	PINELANDS REG JR HIGH SCH	29-4105-060	07-09	40.2%	0.6%	18.0%
UNION	HILLSIDE TWP	WALTER O KRUMBIEGEL	39-2190-085	06-08	62.4%	2.1%	10.3%