NJ SCHOOL PERFORMANCE REPORT

Central Regional School District

(29-0770)

Grades Offered: 07-12

2018-2019

Report Key:
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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District Contact Information

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

Type	Contact Information
County	Ocean
District	Central Regional School District
Superintendent Name	Dr. Triantafillos Parlapanides
Address	509 Forest Hills Parkway Bayville, NJ 08721
Phone Number	732-269-1100 x3206
Email Address	tparlapanides@centralreg.k12.nj.us
Website	https://www.centralreg.k12.nj.us/
Facebook	https://facebook.com/Central-Regional-School-District-153229481822077
Twitter	https://twitter.com/WE_R_CR1

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Schools in this District

Click on a school name below to access the detailed school-level report for each school.

School Name	Grades Offered
Central Regional High School	09-12
Central Regional Middle School	07-08

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
7	374	372	391
8	378	391	379
9	363	403	401
10	317	358	387
11	280	301	316
12	303	285	307
Total	2,015	2,112	2,182

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	47.1%	48.8%	49.2%
Male	52.9%	51.2%	50.8%
Economically Disadvantaged Students	32.7%	33.2%	30.7%
Students with Disabilities	18.7%	19.1%	20.4%
English Learners	0.7%	0.8%	0.5%
Homeless Students	0.5%	1.5%	0.9%
Students in Foster Care	0.7%	0.6%	0.2%
Military-Connected Students	0.4%	0.2%	0.6%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	73.6%	71.2%	70.2%
Hispanic	14.9%	16.3%	17.5%
Black or African American	5.7%	5.9%	5.9%
Asian	1.7%	2.0%	2.0%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%
American Indian or Alaska Native	0.1%	0.0%	0.1%
Two or More Races	3.9%	4.5%	4.3%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,962	2,060	2,133
Shared Time Students	103	103	96
Full Time Equivalent	2,014	2,112	2,181

Enrollment by Home Language

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

Home Language	% of Students
English	92.4%
Spanish	5.9%
Other Languages	1.8%

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Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

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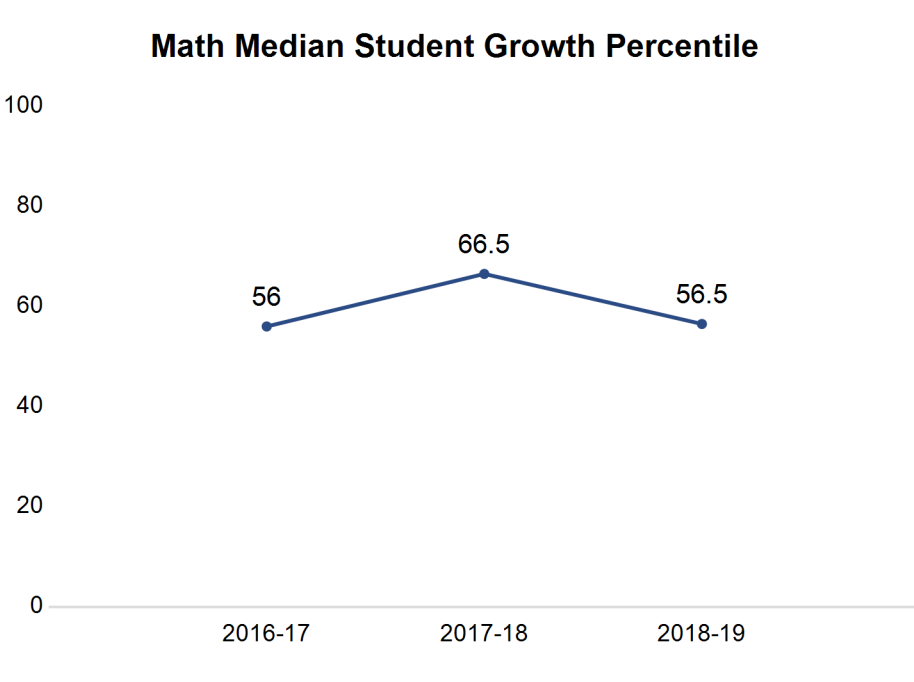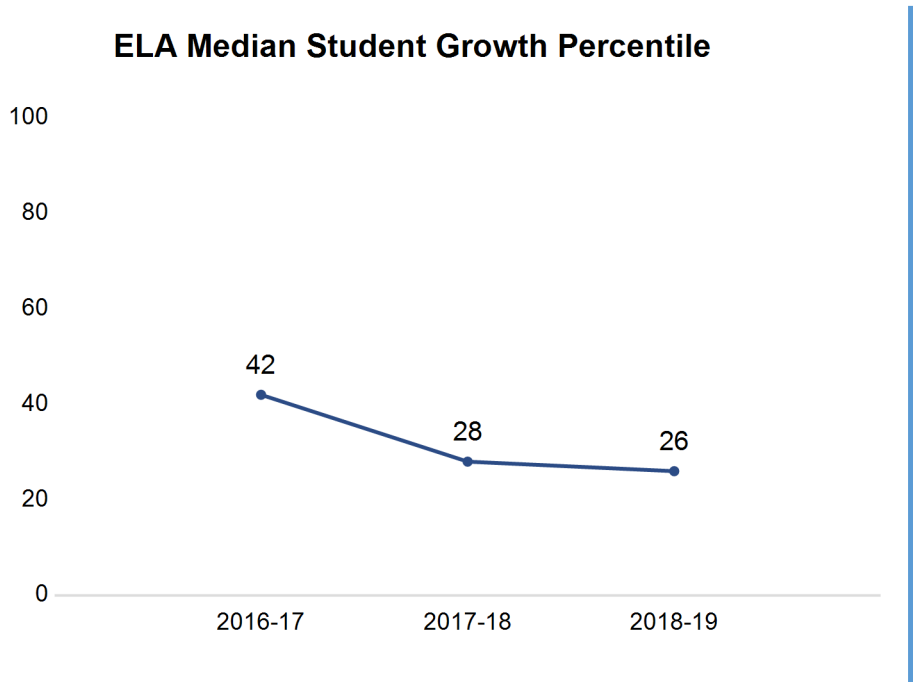
Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	42	28	26	56	66.5	56.5
Met Standard (40-59.5)?	Met Standard	Not Met	Not Met	Met Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50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

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

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

If the student growth percentiles for all students in the district are ordered from smallest to largest, the median student growth percentile (mSGP) for the district is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students. More information and additional data can be found on the NJDOE Student Growth page.

Student Growth

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

Student Group	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Districtwide	26	50	Not Met	56.5	50	Met Standard
White	28	50	Not Met	56	52	Met Standard
Hispanic	22	49	Not Met	57	47	Met Standard
Black or African American	39	45	Not Met	41	43	**
Asian, Native Hawaiian, or Pacific Islander	54	59	**	*	60	**
American Indian or Alaska Native	*	56	**	*	51.5	**
Two or More Races	22	49	Not Met	48	52	**
Female	30	53	N	56	50	N
Male	23	47	N	57.5	51	N
Economically Disadvantaged	25	48	Not Met	52	46	Met Standard
Students with Disabilities	25.5	43	Not Met	44	45	Met Standard
English Learners	*	52	**	*	50	**
Homeless Students	*	43	N	*	44	N
Students in Foster Care	*	42	N	*	44	N
Military-Connected Students	*	49	N	*	51	N
Migrant Students	N	47	N	N	51	N

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.
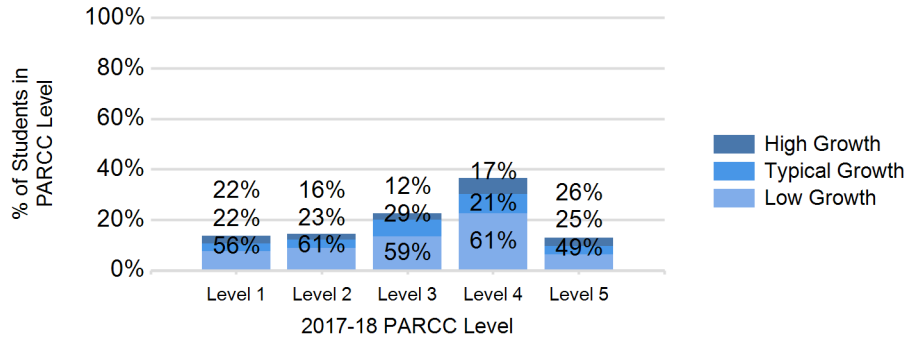
A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

| Low Growth: Less than 35 | Typical Growth: Between 35 and 65 | High Growth: Greater than 65 |

If the student growth percentiles for all students in the district are ordered from smallest to largest, the median student growth percentile (mSGP) for the district is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students. More information and additional data can be found on the NJDOE Student Growth page.
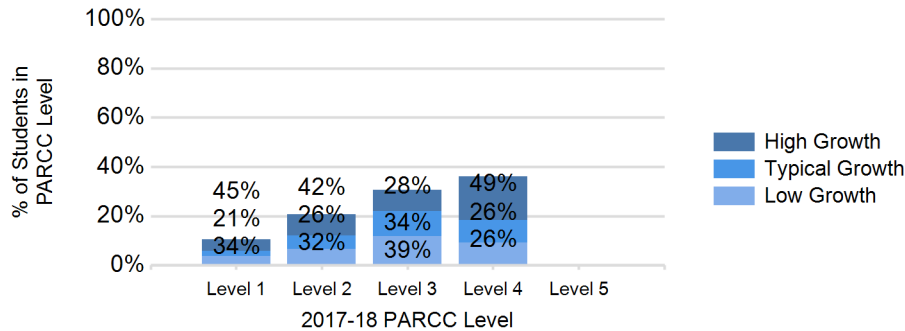
Student Growth by Performance Level

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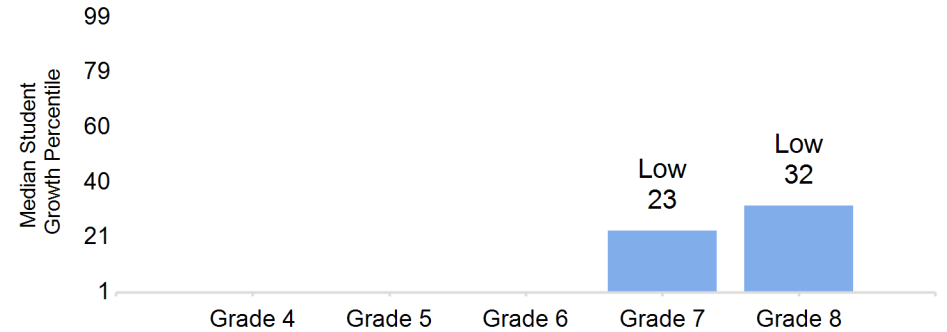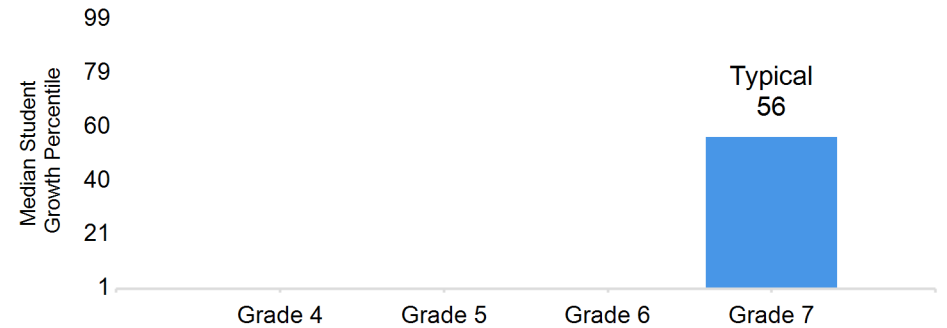

ELA

2017-18 PARCC Level	Level 1	Level 2	Level 3	Level 4	Level 5
High Growth	22%	16%	12%	17%	26%
Typical Growth	22%	23%	29%	21%	25%
Low Growth	56%	61%	59%	61%	49%

Math

2017-18 PARCC Level	Level 1	Level 2	Level 3	Level 4	Level 5
High Growth	45%	42%	28%	49%	
Typical Growth	21%	26%	34%	26%	
Low Growth	34%	32%	39%	26%	

Student Growth by Grade

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

ELA

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Median Student Growth Percentile				Low 23	Low 32

Math

	Grade 4	Grade 5	Grade 6	Grade 7
Median Student Growth Percentile				Typical 56

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English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability
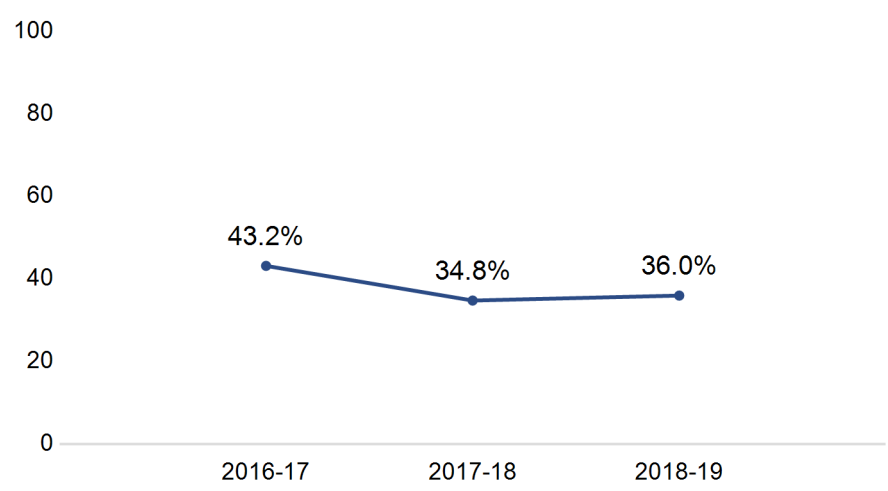
43.2% (2016-17), 34.8% (2017-18), 36.0% (2018-19)

Math Proficiency Rate for Federal Accountability

35.6% (2016-17), 35.6% (2017-18), 31.7% (2018-19)
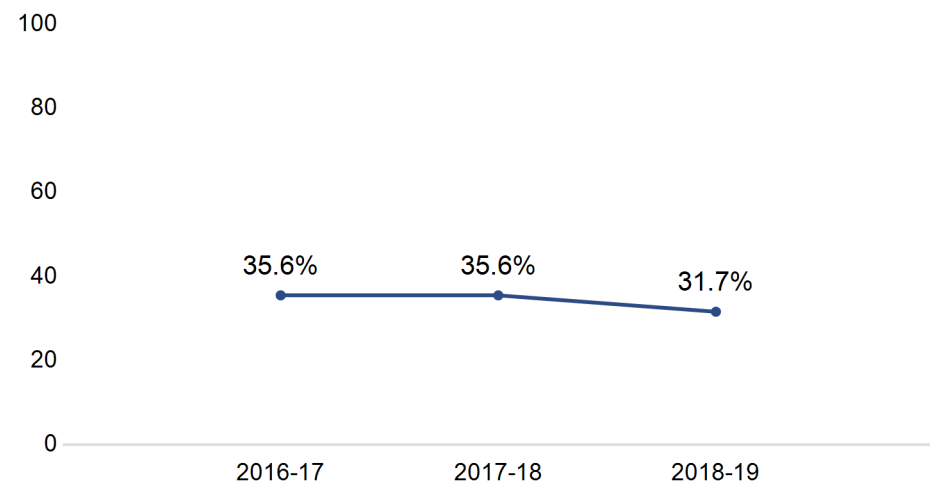
Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.1%	96.7%	97.9%	96.7%	97.8%	97.6%
Proficiency Rate for Federal Accountability	43.2%	34.8%	36.0%	35.6%	35.6%	31.7%
Annual Target	39.0%	41.1%	43.3%	37.5%	39.8%	42.0%
Met Annual Target?	Met Target	Not Met	Not Met	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.
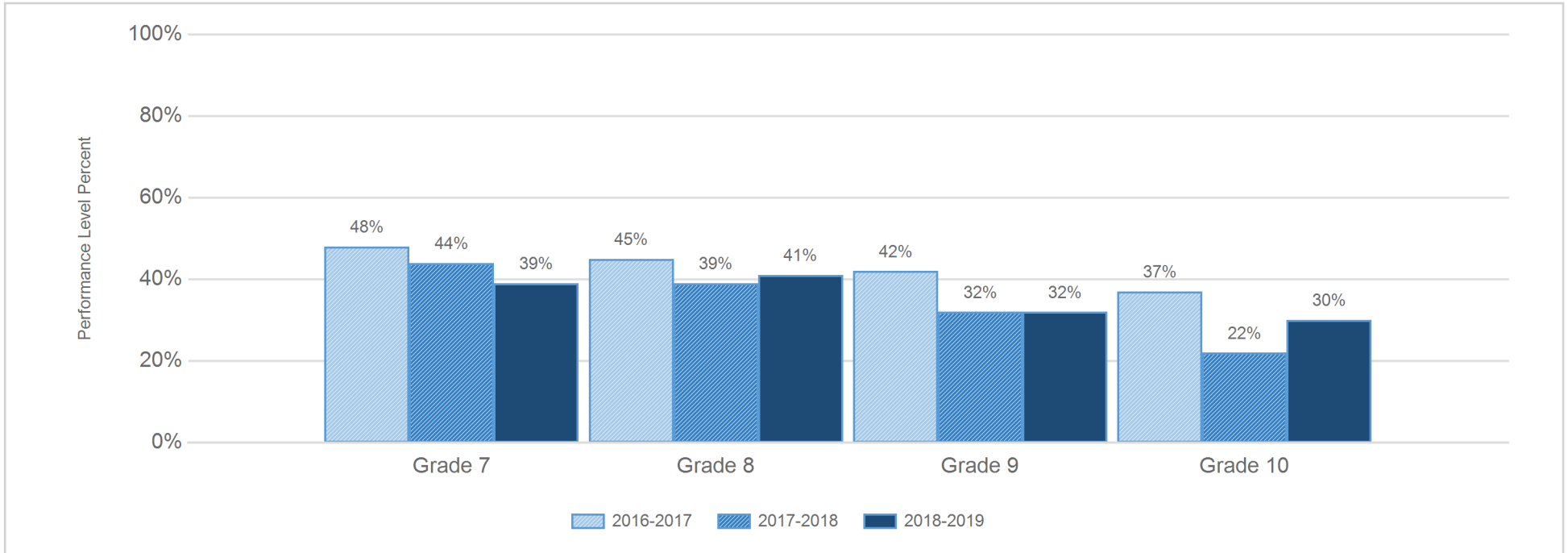
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English Language Arts Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources. More information and additional data can also be found on the NJDOE Academic Achievement page.

Student Group	Valid Scores	% of students Taking Test	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Districtwide	1487	97.9	36.0	57.9	36.0	43.3	Not Met
White	1054	98.2	39.1	66.9	39.1	44.7	Not Met
Hispanic	259	96.7	23.6	43.9	23.6	36.7	Not Met
Black or African American	81	97.7	27.2	38.5	27.2	32.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	82.9	*	60	Met Target
American Indian or Alaska Native	*	*	*	56.0	*	**	**
Two or More Races	63	98.5	31.7	64.4	31.7	47.5	Not Met
Female	735	98.3	44.9	64.8	44.9		
Male	752	97.6	27.3	51.3	27.3		
Economically Disadvantaged Students	447	97.7	21.7	40.0	21.7	36.4	Not Met
Non-Economically Disadvantaged Students	1040	98.0	42.1	67.9	42.1		
Students with Disabilities	316	95.3	*	22.7	*	19.8	Not Met
Students without Disabilities	1171	98.7	*	65.1	*		
English Learners	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	60.6	*		
Homeless Students	*	*	*	29.1	*		
Students In Foster Care	*	*	*	27.6	*		
Military-Connected Students	*	*	*	57.8	*		
Migrant Students	N	N	N	30.4	N		

† Target was met within a confidence interval.

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English Language Arts Assessment - Performance Trends

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

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English Language Arts Assessment - Performance by Grade: Grade 7

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

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

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English Language Arts Assessment - Performance by Grade: Grade 8

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

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

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English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	383	733	753	19%	22%	28%	27%	5%	32%	56%
White	290	738	762	16%	20%	28%	30%	6%	36%	65%
Hispanic	57	726	737	19%	30%	32%	*	*	19%	40%
Black or African American	21	701	732	48%	*	*	*	*	14%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	754	*	*	*	*	*	*	57%
Two or More Races	*	*	761	*	*	*	*	*	*	63%
Female	179	741	760	13%	17%	30%	*	*	40%	63%
Male	204	726	746	24%	25%	26%	*	*	25%	49%
Economically Disadvantaged Students	116	718	734	30%	25%	25%	*	*	20%	36%
Non-Economically Disadvantaged Students	267	739	762	14%	20%	29%	*	*	37%	65%
Students with Disabilities	69	706	717	*	*	*	*	*	*	17%
Students without Disabilities	314	739	760	*	*	*	*	*	*	63%
English Learners	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	*	*	755	*	*	*	*	*	*	56%
Migrant Students	N	N	715	N	N	N	N	N	N	23%

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Report Key:
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* ** Accountability calculations require 20 or more students
* **N** No Data is available to display
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English Language Arts Assessment - Performance by Grade: Grade 10

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

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

Central Regional School District

(29-0770)

Grades Offered: 07-12

2018-2019

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Mathematics Assessment - Participation and Performance

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

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources. More information and additional data can also be found on the NJDOE Academic Achievement page.

Student Group	Valid Scores	% of students Taking Test	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Districtwide	1449	97.6	31.7	44.5	31.7	42	Not Met
White	1028	97.8	34.5	54.1	34.5	43.4	Not Met
Hispanic	253	96.3	21.3	28.8	21.3	32.4	Not Met
Black or African American	77	96.4	20.8	23.0	20.8	35.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	76.5	*	70	Met Target†
American Indian or Alaska Native	*	*	*	42.7	*	**	**
Two or More Races	61	98.4	31.1	53.3	31.1	46.6	Not Met
Female	715	97.3	34.5	44.9	34.5		
Male	734	97.8	29.0	44.2	29.0		
Economically Disadvantaged Students	433	97.4	20.6	26.3	20.6	35.6	Not Met
Non-Economically Disadvantaged Students	1016	97.6	36.5	54.9	36.5		
Students with Disabilities	265	94.1	*	17.4	*	17.7	Not Met
Students without Disabilities	1184	98.4	*	50.0	*		
English Learners	10	100.0	*	25.0	*	**	**
Non-English Learners	1439	97.5	*	46.5	*		
Homeless Students	*	*	*	17.1	*		
Students In Foster Care	*	*	*	17.1	*		
Military-Connected Students	*	*	*	46.4	*		
Migrant Students	*	*	*	23.3	*		

† Target was met within a confidence interval.

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.
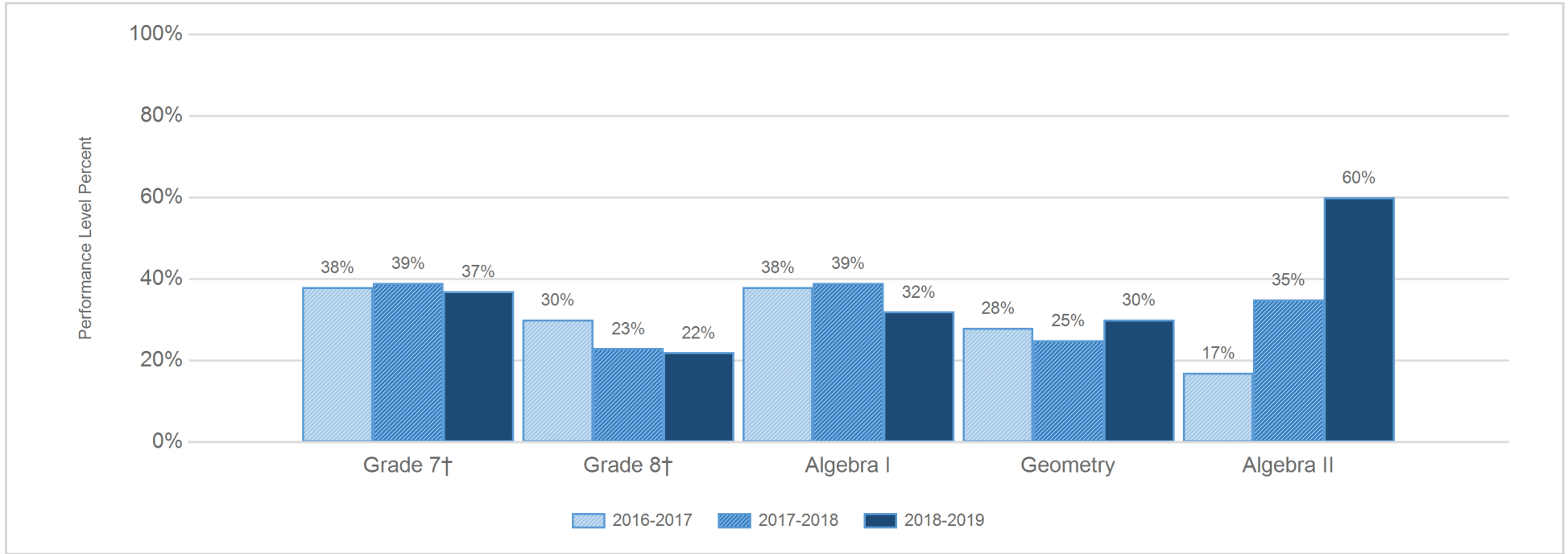
† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

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

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

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

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	380	737	744	12%	33%	23%	26%	6%	32%	42%
White	284	739	752	10%	33%	23%	29%	6%	35%	53%
Hispanic	*	*	728	*	35%	29%	*	*	22%	24%
Black or African American	*	*	725	*	*	*	*	*	10%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	744	*	*	*	*	*	*	42%
Two or More Races	11	743	752	*	*	*	*	*	45%	51%
Female	176	746	745	9%	26%	24%	*	*	41%	44%
Male	204	729	743	15%	39%	22%	*	*	24%	41%
Economically Disadvantaged Students	*	*	727	18%	41%	24%	*	*	18%	23%
Non-Economically Disadvantaged Students	*	*	752	10%	30%	22%	*	*	38%	52%
Students with Disabilities	56	710	717	*	*	*	*	*	*	12%
Students without Disabilities	324	741	748	*	*	*	*	*	*	47%
English Learners	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	*	*	744	*	*	*	*	*	*	43%
Migrant Students	*	*	707	*	*	*	*	*	*	12%

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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	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
Districtwide	321	733	737	10%	30%	31%	26%	4%	30%	35%
White	223	735	743	9%	27%	32%	26%	5%	31%	43%
Hispanic	55	729	724	*	36%	35%	*	*	22%	17%
Black or African American	20	729	720	*	*	*	*	*	40%	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	745	*	*	*	*	*	*	46%
Female	163	733	738	7%	34%	33%	*	*	27%	36%
Male	158	734	736	13%	26%	29%	*	*	32%	34%
Economically Disadvantaged Students	92	726	722	20%	29%	26%	*	*	25%	16%
Non-Economically Disadvantaged Students	229	736	743	6%	30%	33%	*	*	31%	43%
Students with Disabilities	19	705	712	*	*	*	*	*	11%	*
Students without Disabilities	302	735	741	*	*	*	*	*	31%	*
English Learners	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	*	*	739	*	*	*	*	*	*	35%
Migrant Students	N	N	711	N	N	N	N	N	N	19%

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Mathematics Assessment - Performance by Test: Algebra II

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

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

| Student Group	Valid Scores	Mean Scale Score	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
Districtwide	60	758	755	*	*	30%	60%	0%	60%	58%
White	45	760	758	*	*	29%	64%	0%	64%	62%
Hispanic	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	761	*	*	*	*	*	*	65%
Female	35	754	752	*	*	*	54%	0%	54%	55%
Male	25	762	758	*	*	*	68%	0%	68%	62%
Economically Disadvantaged Students	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	715	N	N	N	N	N	N	25%
Students without Disabilities	60	758	756	*	*	30%	60%	0%	60%	60%
English Learners	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	60	758	755	*	*	30%	60%	0%	60%	59%
Homeless Students	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	*	*	742	*	*	*	*	*	*	39%
Migrant Students	N	N	*	N	N	N	N	N	N	*

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(29-0770)

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2018-2019

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
7	*	*
8	10	10
9	N	N
10	N	N
11	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Districtwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
5 or more	*	*	*

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

NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.
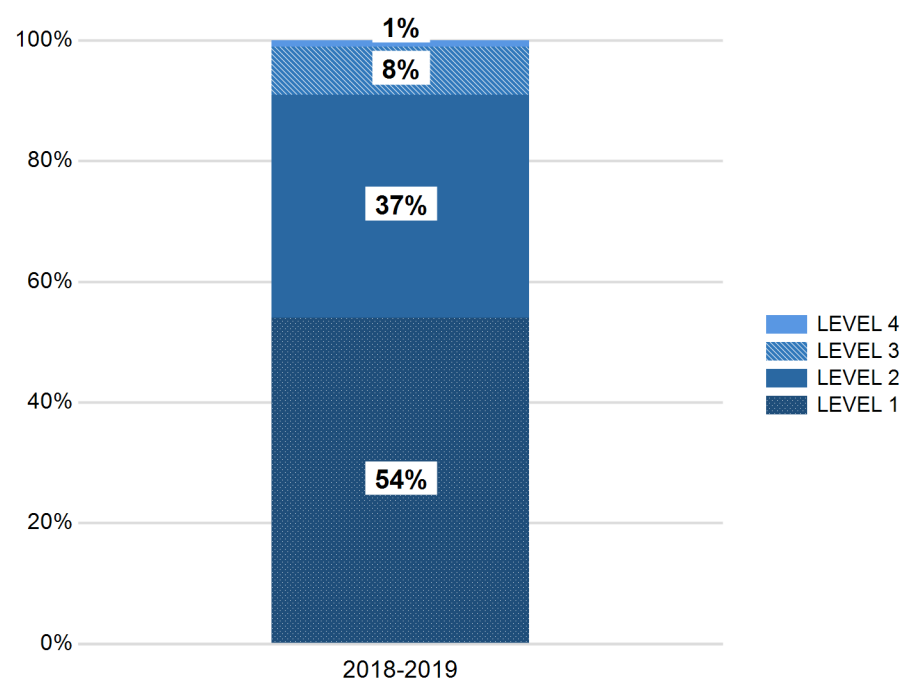
NJSLA Science Assessment: Grade 8

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

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

NJ SCHOOL PERFORMANCE REPORT

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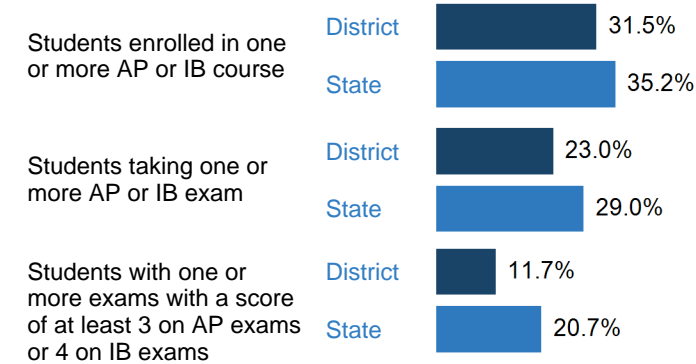- ***** Data is not displayed in order to protect student privacy
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NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.
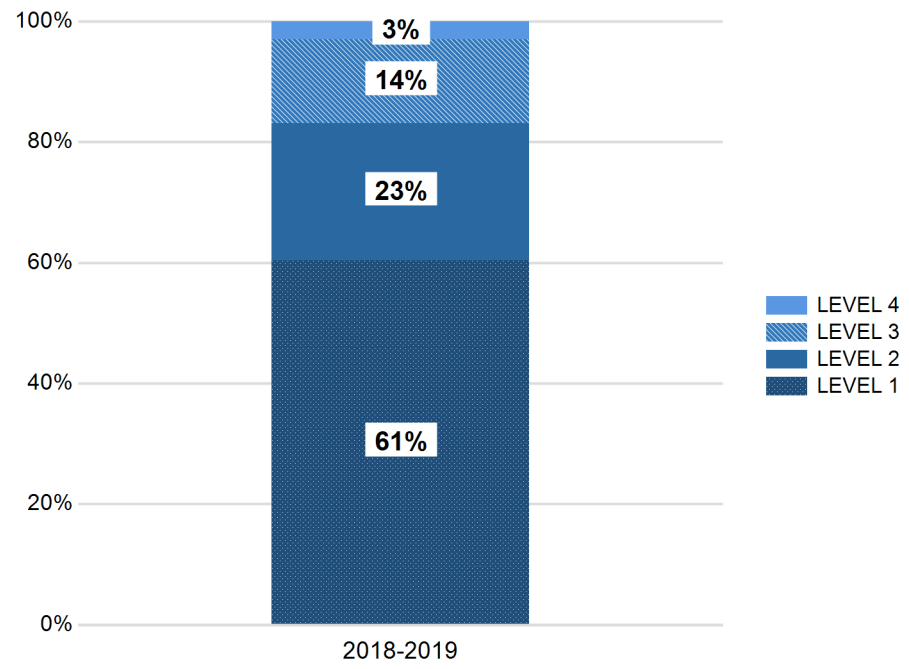
NJSLA Science Assessment: Grade 11

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

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

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

PSAT, SAT, & ACT - Participation

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

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

PSAT, SAT, & ACT - Performance

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

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

NJ SCHOOL PERFORMANCE REPORT

Central Regional School District

(29-0770)

Grades Offered: 07-12

2018-2019

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

AP/IB Coursework – Participation and Performance

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

Students enrolled in one or more AP or IB course
- District 31.5%
- State 35.2%

Students taking one or more AP or IB exam
- District 23.0%
- State 29.0%

Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exams
- District 11.7%
- State 20.7%

Dual Enrollment Coursework - Participation

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

Students enrolled in one or more dual enrollment course
- District 6.3%
- State 19.0%
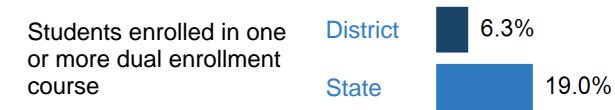
AP/ IB Courses Offered

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

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

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Central Regional School District
(29-0770)
Grades Offered: 07-12
2018-2019

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

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NJ SCHOOL PERFORMANCE REPORT

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

Career and Technical Education Participation

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

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

District   *

State   7.7%

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

District   3.2%

State   10.3%
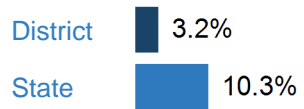
Structured Learning Experiences Participation

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

Structured Learning Experiences

District   0.0%

State   3.3%

NJ SCHOOL PERFORMANCE REPORT

Central Regional School District

(29-0770)

Grades Offered: 07-12

2018-2019

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Career and Technical Education Participation by Student Group

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

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

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Grades Offered: 07-12

2018-2019

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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

District

State   0.9%

Industry-Valued Credentials by Career Cluster

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

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

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(29-0770)

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2018-2019

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
7	0	0	0	0	0	0	392
8	50	0	0	0	0	0	328
9	290	62	1	0	0	0	51
10	45	282	42	2	0	0	40
11	8	32	129	56	0	3	116
12	0	8	23	49	45	102	78
Total	393	384	195	107	45	105	1005
Enrolled in AP/IB Course					31	21	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

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

Central Regional School District

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2018-2019

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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	381	15	0	0	0	1
10	9	367	0	0	0	29
11	2	324	24	1	2	15
12	0	49	29	75	114	77
Total	392	755	53	76	116	122
Enrolled in AP/IB Course	0	36	1	43		1
Enrolled in Dual Enrollment Course	0	14	1	33	19	17

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	0	0	0	0	0	0	290
8	240	0	0	0	0	0	2
9	94	15	24	0	0	0	0
10	261	54	16	0	0	0	0
11	136	33	4	0	0	0	0
12	34	16	8	0	0	0	0
Total	765	118	52	0	0	0	292
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	79	11	0	0	0	0	0

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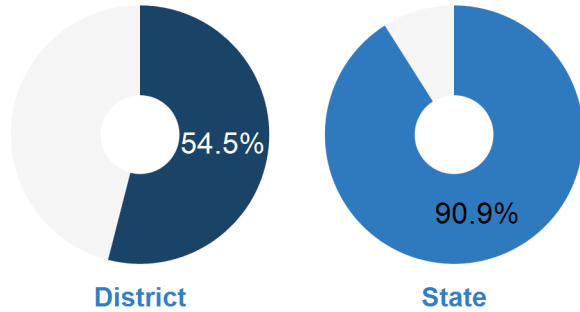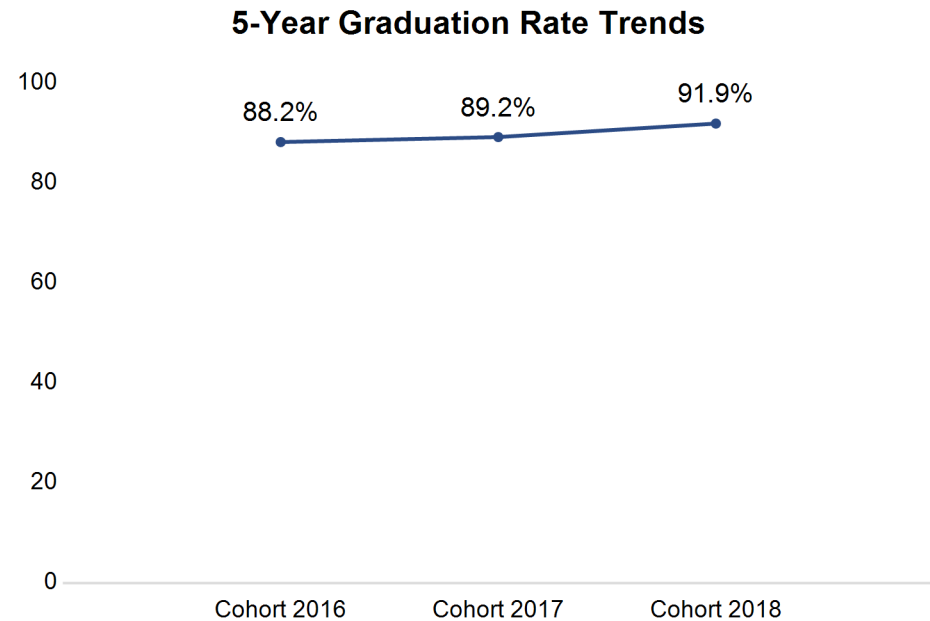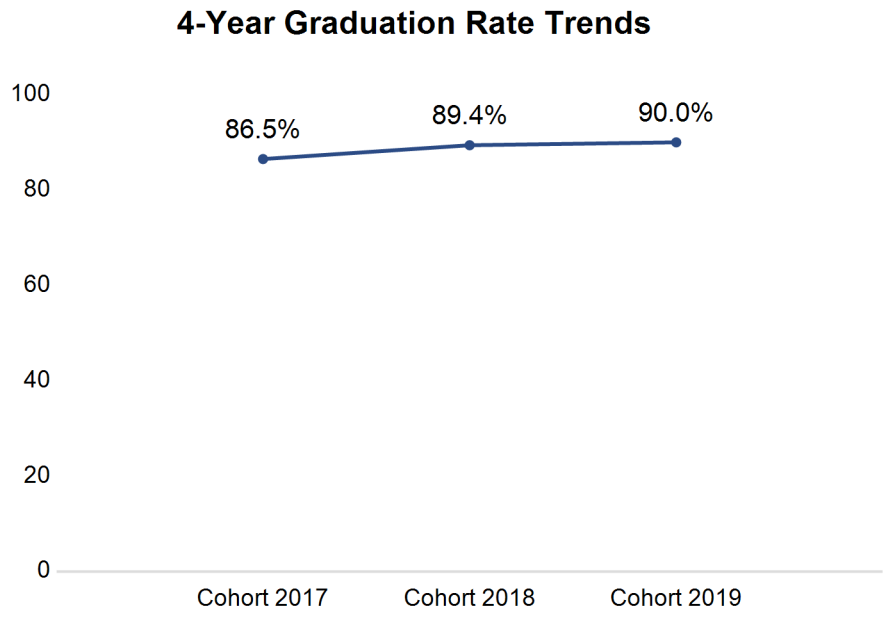Grades Offered: 07-12

2018-2019

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

Computer Science and Information Technology – Course Participation

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

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

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0

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Grades Offered: 07-12

2018-2019

Visual and Performing Arts – Course Participation

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

Grades 6-8:

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

District: 54.5%
State: 90.9%

Grades 9-12:

Students enrolled in one or more **visual and performing arts** classes
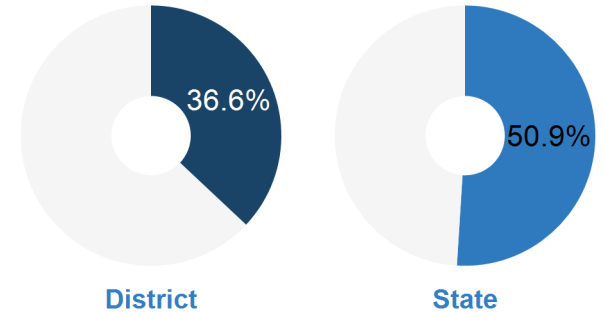
District: 36.6%
State: 50.9%

Students enrolled in one or more classes by discipline:

MUSIC	District	51.8%
	State	65.1%
DANCE	District	0.0%
	State	2.2%
DRAMA	District	0.0%
	State	7.1%
VISUAL ARTS	District	40.6%
	State	70.0%

Students enrolled in one or more classes by discipline:

MUSIC	District	9.7%
	State	17.6%
DANCE	District	0.0%
	State	2.3%
DRAMA	District	0.0%
	State	3.9%
VISUAL ARTS	District	27.4%
	State	32.9%

NJ SCHOOL PERFORMANCE REPORT

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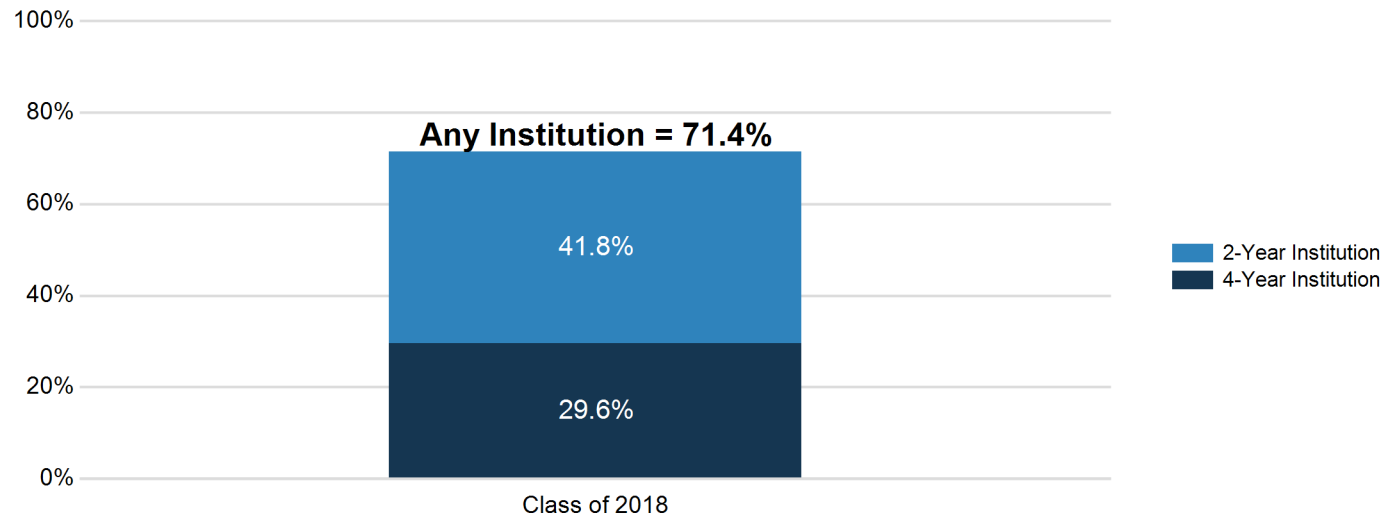
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2018-2019

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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information and additional data can be found on the NJDOE Graduation Rate page.

Graduation Rate Trends and Progress

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

4-Year Graduation Rate Trends

- Cohort 2017: 86.5%
- Cohort 2018: 89.4%
- Cohort 2019: 90.0%

5-Year Graduation Rate Trends

- Cohort 2016: 88.2%
- Cohort 2017: 89.2%
- Cohort 2018: 91.9%

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

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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information and additional data can be found on the NJDOE Graduation Rate page.

Graduation Rates

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

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

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Central Regional School District
(29-0770)
Grades Offered: 07-12
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Graduation Pathways

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

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

Dropout Rate Trends

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

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

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(29-0770)

Grades Offered: 07-12

2018-2019

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

Postsecondary Enrollment Rate Summary

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

Postsecondary Enrollment 16 months after Graduation

Any Institution = 71.4%

- 2-Year Institution: 41.8%
- 4-Year Institution: 29.6%

Class of 2018

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

Central Regional School District

(29-0770)

Grades Offered: 07-12

2018-2019

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

Postsecondary Enrollment Rates: Fall

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

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

Postsecondary Enrollment Rates: 16 month

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

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

NJ SCHOOL PERFORMANCE REPORT

Central Regional School District

(29-0770)

Grades Offered: 07-12

2018-2019

Report Key:
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism	Days Absent

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Districtwide	425	18.9	12.6	Not Met
White	276	17.5	12.6	Not Met
Hispanic	94	23.7	12.6	Not Met
Black or African American	32	24.6	12.6	Not Met
Asian, Native Hawaiian, or Pacific	*	*	12.6	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	22	22.9	12.6	Not Met
Female	211	19.2		
Male	214	18.6		
Economically Disadvantaged Students	225	32.4	12.6	Not Met
Students with Disabilities	140	29.0	12.6	Not Met
English Learners	2	18.2	**	**
Homeless Students	13	65.0		
Students in Foster Care	*	*		
Military-Connected Students	3	20.0		
Migrant Students	N	N		

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

Days Absent — Percentage of Students by Number of Absences:
- 0: 2%
- 1-5: 25%
- 6-10: 30%
- 11-15: 19%
- Over 15: 24%

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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.
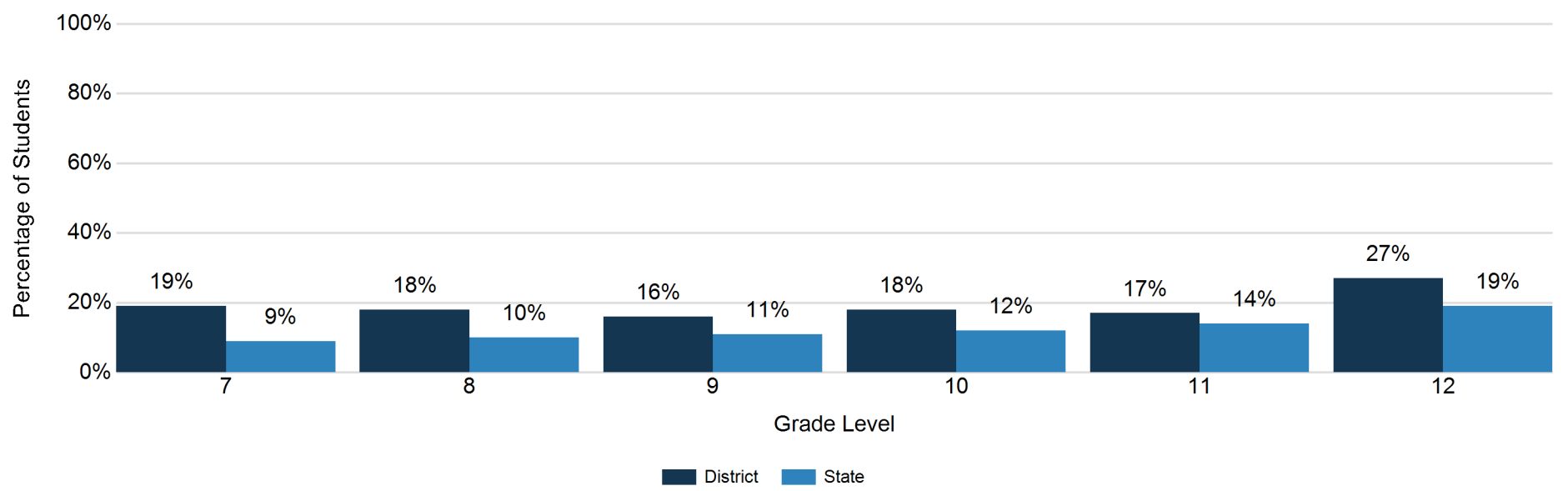
Grade Level	District	State
7	19%	9%
8	18%	10%
9	16%	11%
10	18%	12%
11	17%	14%
12	27%	19%

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	13
Weapons	3
Vandalism	2
Substances	16
Harassment, Intimidation, Bullying (HIB)	25
Total Unique Incidents	58
Incidents Per 100 Students Enrolled	2.66

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	9
Weapons	2
Vandalism	2
Substances	9
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	2

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Proteced Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	4	7	11
Religion	0	2	2
Ancestry	0	0	0
Gender	2	6	8
Sexual Orientation	1	4	5
Disability	2	2	4
Other	6	11	17
No Identified Nature	15		15

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	258	11.8%
Out-of-School Suspensions	261	12.0%
Any Suspension	376	17.2%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
1923

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this district and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in District	Teachers in State
Total Number of teachers	163	118,214
Average years experience in public schools	12.0	12.1
Average years experience in district	12.0	10.8
Percentage of Teachers with 4 or more years experience in the district	74.8%	75.3%

Administrators – Experience (District Level)

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

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

Student and Staff Ratios

This table shows ratios of students and staff members in the district.

Ratio	District Ratio
Students to Teachers	13:1
Students to Administrators	156:1
Teachers to Administators	12:1
Students to Librarian/Media Specialists	1091:1
Students to Nurses	1091:1
Students to Counselors	312:1
Students to Child Study Team Members	273:1

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Teachers and Administrators – Demographics

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

Category	Students in District	Teachers in District	Administrators in District	Students in State	Teachers in State	Administrators in State
Female	49.2%	62.0%	28.6%	48.4%	77.1%	54.9%
Male	50.8%	38.0%	71.4%	51.6%	22.9%	45.1%
White	70.2%	96.3%	100.0%	42.4%	83.6%	77.4%
Hispanic	17.5%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	5.9%	3.1%	0.0%	15.0%	6.6%	13.9%
Asian	2.0%	0.6%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.3%	0.0%	0.0%	2.1%	0.2%	0.2%

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher — 66%
Admin — N/A

Master's Degree
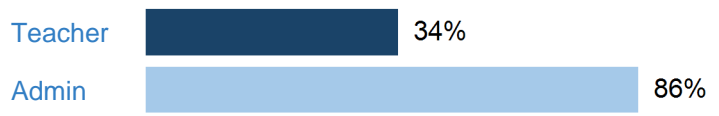
Teacher — 34%
Admin — 86%

Doctoral Degree
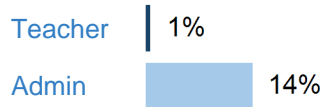
Teacher — 1%
Admin — 14%

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

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

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

Faculty Attendance

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

School Year	% Days Present
2018-19	96.7%

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Per-Pupil Expenditures by Source

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

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

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

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

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

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row.

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, how federal accountability status is determined, and Statewide Progress toward Long-Term goals, see these accountability resources.

Schools Identified as Requiring Comprehensive or Targeted Support - Districtwide

The table below provides the list of schools in the district that have been identified for either comprehensive or targeted support for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

County Code	County Name	District Code	District Name	School Code	School Name	Status for 2020-21 SY	Category of Identification	Year Eligible to Exit Status	Student Group(s) Requiring Targeted Support during the 2020-21 School Year
29	Ocean	0770	Central Regional School District	050	Central Regional Middle School	Targeted Support and Improvement	Low Performing Student Group (ATSI)	2022	Two or More Races;

Central Regional School District

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

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

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

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

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

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

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, how federal accountability status is determined, and Statewide Progress toward Long-Term goals, see these accountability resources.

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	43.2%	34.8%	36.0%
Math Proficiency	35.6%	35.6%	31.7%
ELA Growth	42	28	26
Math Growth	56	66	56
4-Year Graduation Rate†	86.5%	89.4%	90.0%
5-Year Graduation Rate†	88.2%	89.2%	91.9%
Progress toward English Language Proficiency		23.1%	*
Chronic Absenteeism	14.0%	17.3%	18.9%

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

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in the district met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a district or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the district. For more information about New Jersey's accountability system, how indicator and summative scores were calculated, how federal accountability status is determined, and Statewide Progress toward Long-Term goals, see these accountability resources.

Student Group	ELA Proficiency: Met Target?	Math Proficiency: Met Target?	4-Year Graduation Rate: Met Target?	5-Year Graduation Rate: Met Target?	ELA Student Growth: Met Standard?	Math Student Growth: Met Standard?	Progress Towards English Language Proficiency: Met Annual Target?	Chronic Absenteeism: Met State Average?
Districtwide	Not Met	Not Met	Met Target	Met Target	Not Met	Met Standard	**	Not Met
White	Not Met	Not Met	Met Target	Met Target	Not Met	Met Standard	n/a	Not Met
Hispanic	Not Met	Not Met	Met Target	Not Met	Not Met	Met Standard	n/a	Not Met
Black or African American	Met Target†	Not Met	Met Target	Met Target	Not Met	**	n/a	Not Met
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target†	**	**	**	**	n/a	Met
American Indian or Alaska Native	**	**	**	**	**	**	n/a	**
Two or More Races	Not Met	Not Met	**	**	Not Met	**	n/a	Not Met
Economically Disadvantaged Students	Not Met	Not Met	Met Target	Not Met	Not Met	Met Standard	n/a	Not Met
Students with Disabilities	Not Met	Not Met	Met Target	Not Met	Not Met	Met Standard	n/a	Not Met
English Learners	**	**	**	**	**	**	**	**

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

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District Narrative

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

Highlights:	• It has been another incredible year with new teachers, new electives for students. We had a website fundraiser that helped generator money for individula clubs and activities. • We have a new concession stand, new stadium lights, new Junior/Senior Cafeteria, new auditoirum carpet, lights, sound and projector. • Each summer since 2008 Central Regional has had improvement projects and is constantly adding programs academically, athletically, and improving facilities.
Mission, Vision, Theme:	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. Our 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
Awards, Recognition, Accomplishments:	Central Regional was ranked in the top 130 High Schools in New Jersey by Niche 2016, our Middle School Algebra I scores ranked #1 in Ocean County and #1 in the Sate of New Jersey! Our Humanities Academy gave students 30 free college credits taught by Georgian Court University Professors at Central Regional.

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District Narrative

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Courses, Curriculum, Instruction:	Central Regional offers all levels of courses from College Prep, Honors, and Advanced Placement. Central also offers two Academies: The Humanities Academy partnered with Georgian Court University, and Digital Media Academy with all receiving free college credits. The new OCC Jump Start Academy to better prepare students for college.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Gymnastics (Girls), Ice Hockey (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys & Girls) HS: Football finished 2nd & the head coach was A South Coach of the Year. Boys Soccer, Tennis, & Baseball was NJ Sectional Semi-Finalist. Boys Basketball set a school record with 22 wins. Boys & Girls Bowling was top 25 teams in NJ. Boys Winter Track was 3rd OC Team Champs. Ice Hocky finished in Top 10 Shore Team ranks. Boys Golf won B-South Championship. Boys Track won Huskie Invitational. MS: Boys Basketball won OCIAL Conference Title & Girls Softball won OCIAL Red Division Title.
Clubs and Activities:	Drama, Eagle's Voice, E-Sports Club, Gay/Straight Alliance, Interact, Inter-Faith Eagles, Key Club, Kindness Krusaders, Math League, Mock Trial, Honor Societies, NERDS, OCEAN, Renaissance, SADD, Sailing, Spanish Cultural Club, Spirit Club, Student Congress & Ambassadors, Surf Club, TED-ed Club, Ultimate Frisbee Club, Yearbook, Academic Challenge Team, Anime Club, Autism Awareness, Band, Science Clubs, Chat & Chew Book Club, Chess Club, Chorus, Class Council, Color Guard,CRN, DISCOVER

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District Narrative

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Before and After School Programs:	Office Hours provide students additional academic assistance daily after-school. CR is involved with Big Brothers and Big Sisters through Ocean County and we have a student mentor program for the district- 2GETHER mentors.
Staff and Professional Learning:	Build capacity of teachers to use formative assessments to gauge student understanding, and develop and use instructional strategies that move students toward deep learning, higher order thinking, and cognitively complex tasks.
Postsecondary Information:	Class of 2016 - 4 year College 31%, 2 year College 50%, Vocational/Technical School 4%, Military 6%, Employment 9%

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District Narrative

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Student Supports and Services:	We offer ELL Services, Child Study Team services, a Mentoring Program (2GETHER mentors) for struggling students, a Freshman Counselor, Guidance Department, ESL, IR&S, Student Assistance Counselors (SAC) and any other services students may need.
Student Health and Wellness:	We offer a breakfast program, have a state of the art fitnessroom open during and after school for student usage, we also offer free food for students to take home on the weekends if needed. Our Media Center also provides fruits and power bars after school for students.
Parent and Community Involvement:	Central Regional has parent portals, PTA, Superintendent Advisory Committee, Principal Advisory Committee, Special Education Committee, CR Alumni Association

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District Narrative

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

Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The School Climate Committee is a key mechanism for creating positive social norms, reducing bullying, and developing more respectful, caring children. Students on the committee gain leadership skills and work to strengthen relationships between students and adults in the school community. For the survey 87% of the students responded that teachers will give extra help outside of the regular class, most students felt safe in school, and most students felt there was multiple opportunities to get involved. Most parents surveyed felt their child was safe in school, courses were challenging and like district. The results revealed that students and staff like the administration and feel they are doing an excellent job and reveal that the teachers care about the students and challenge them in their classes. All students, parent, teachers and administrators agree that CR is a wonderful district that offers academic, clubs and activites were all students can get involved in.
Facilities:	We have a state of the art facility for a building built in 1956. We have AC throughout the middle school and high school. New science rooms, new turf and track, new roofs, new weight room, new tables and chairs, with School Choice Funds the building is constantly being upgraded for the students.
School Safety:	Central Regional has armed Police Officers in each building, along with 3M on all window entrances. Additional vestibules were added to limit access. A new PA system in the high school was added and can send messages to each individula classroom.

Central Regional School District

(29-0770)

Grades Offered: 07-12

2018-2019

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

District Narrative

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Technology and STEM:	The middle school won the Ocean County Championship for the Robotics Competition. There will be a new robotics class in the middle school after we won the OceanFirst grant of 10,000 dollars. New coding and rocket club in the high school will provide more opportunities for students to get more involved in STEM.
Early Childhood Education:	Since Central Regional School District is a Limited Regional School District it only spans grades 7-12.

Central Regional School District

(29-0770)

Grades Offered: 07-12

2018-2019

District Narrative

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Other Information	The District uses a traditional schedule with 45 minute classes. Offering all Academics and Academies where students earn College credits taught by College Professors at CR for free. The Humanities Academy Partnered with Georgian Court University has had 91 students that have gone through the Program; 90 started college or universities such as Rutgers, Penn State, Stockton, Pace, Cabrini, Georgian Court and to name a few as sophomores. Our Army JROTC has had 8 students recieve 0ver 2.8 million in college scholarships. Our Senior Award Night gave out over 100,000 in scholarships. The CR Alumni Association has raised over $40,000 the last two years for projects at the district. The entire 98 acre campus has WiFi, classroom sets of Chrome Books, Computer labs, smart boards, Alexa and Google homes and light boxes. CR is a Choice District and has 92 students from other districts attending. It is also an International School and has 4 International students attending from China.