



Ocean Township Elementary School  
2016-2017  
Grade Span PK-04

25-3810-060  
MONMOUTH  
OCEAN TWP  
555 DOW AVENUE  
OAKHURST, NJ 07755-1199

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

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

Navigating through the reports:

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

Other Resources:

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



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**Footnotes**

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	22	21	0
KG	66	64	68
1	68	68	64
2	74	75	64
3	91	73	69
4	77	89	72
Ungraded	24	19	50
Total	422	409	387

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	23	21	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	65	64	68

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	45%	42%	40%
Male	56%	58%	60%
Economically Disadvantaged Students	28%	28%	30%
Students with Disabilities	21%	26%	27%
English Learners	6%	5%	7%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	60.5%
Hispanic	19.6%
Black or African American	13.7%
Asian	3.6%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.6%

Enrollment by Home Language

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

Home Language	% of Students
English	76.2%
Spanish	8.3%
Portuguese	5.9%
Creoles and pidgins, French-based	3.4%
Arabic	2.1%
Other	4.5%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	145	96.0	40.70	55.60	54.90	40.7	46.5	Met Target†
White	89	95.7	49.40	63.90	63.90	49.4	49.2	Met Target
Hispanic	29	96.7	24.10	36.90	39.80	24.1	30.6	Met Target†
Black or African American	16	94.1	31.30	*	35.20	30.9	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	62	96.9	58.10	65.60	62.20	58.1		
Male	83	95.4	27.70	46.20	48.10	27.7		
Economically Disadvantaged Students	41	95.3	19.50	32.60	36.20	19.5	25.9	Met Target†
Non-Economically Disadvantaged Students	104	96.3	49.00	63.80	65.80	49		
Students with Disabilities	40	97.6	12.50	21.10	20.50	12.5	17.3	Met Target†
Students without Disabilities	105	95.5	51.50	64.70	61.90	51.5		
English Learners	15	100.0	20.00	*	25.20	20	**	**
Non-English Learners	130	95.6	43.10	*	57.40	43.1		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	69	731	751	749	*	23%	23%	32%	*	33%	50%
White	37	738	761	759	*	*	*	43%	*	46%	61%
Hispanic	16	716	*	734	*	*	*	*	0%	13%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	28	742	754	754	*	*	*	39%	*	43%	55%
Male	41	724	749	745	*	*	*	27%	*	27%	46%
Economically Disadvantaged Students	19	711	730	731	*	*	*	*	*	11%	31%
Non-Economically Disadvantaged Students	50	739	760	762	*	*	*	*	*	42%	63%
Students with Disabilities	21	712	731	720	*	*	*	*	*	19%	24%
Students without Disabilities	48	740	758	755	*	*	*	*	*	40%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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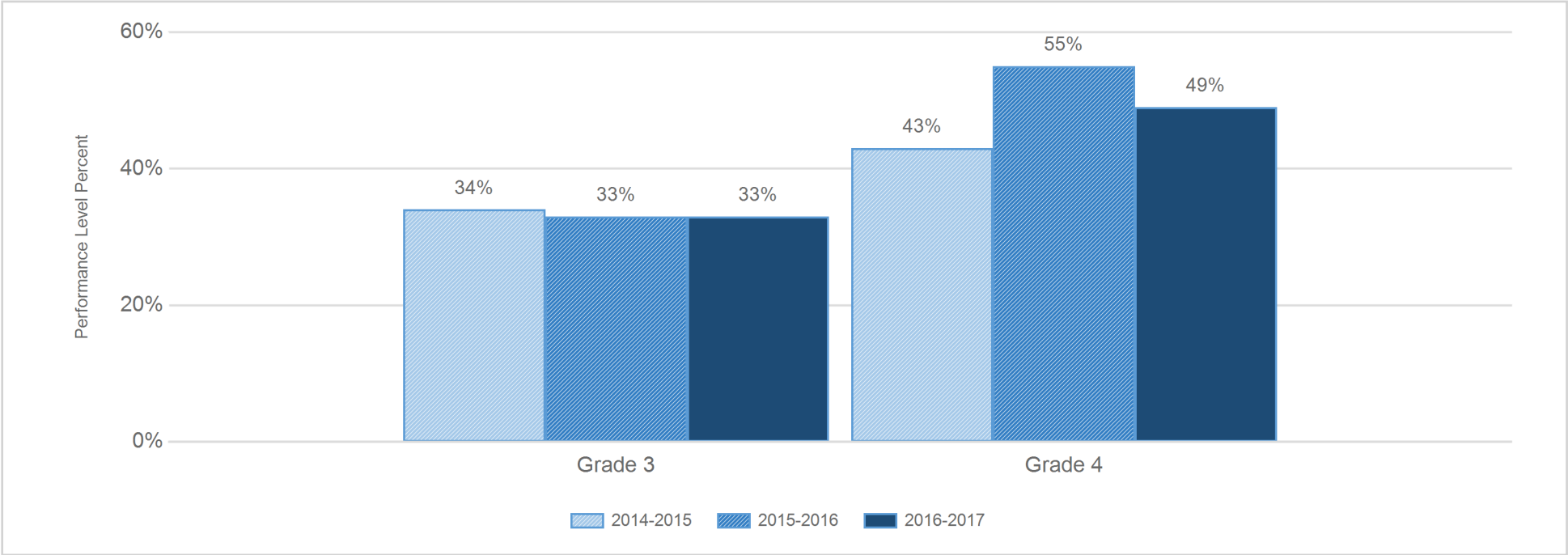
English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	748	758	753	*	16%	27%	41%	*	49%	56%
White	51	751	763	762	*	*	29%	47%	*	53%	67%
Hispanic	12	733	*	740	*	*	*	*	*	42%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	33	766	765	758	*	*	*	55%	*	73%	61%
Male	40	733	751	749	*	*	*	30%	*	30%	51%
Economically Disadvantaged Students	19	737	*	737	*	*	*	*	*	32%	36%
Non-Economically Disadvantaged Students	54	752	*	764	*	*	*	*	*	56%	69%
Students with Disabilities	16	707	731	725	*	*	*	*	*	*	25%
Students without Disabilities	57	760	765	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

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

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





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Mathematics Assessment - Participation and Performance

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

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Schoolwide	149	97.4	42.90	49.60	43.50	42.9	54.2	Not Met
White	91	97.8	52.80	57.40	52.40	52.8	60	Met Target†
Hispanic	31	96.9	16.10	30.90	27.60	16.1	42	Not Met
Black or African American	16	94.1	37.60	*	21.70	37.1	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	63	96.9	49.20	51.00	44.10	49.2		
Male	86	97.7	38.40	48.40	42.90	38.4		
Economically Disadvantaged Students	42	97.7	16.70	27.50	25.10	16.7	38.1	Not Met
Non-Economically Disadvantaged Students	107	97.3	53.30	57.80	54.30	53.3		
Students with Disabilities	40	97.6	17.50	*	16.50	17.5	23.9	Met Target†
Students without Disabilities	109	97.3	52.30	*	48.80	52.3		
English Learners	17	100.0	17.60	*	23.30	17.6	**	**
Non-English Learners	132	97.1	46.20	*	45.20	46.2		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	740	754	751	*	*	38%	33%	*	39%	53%
White	39	743	762	759	*	*	*	49%	*	54%	63%
Hispanic	17	726	*	738	*	*	*	*	*	*	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	29	747	753	751	*	*	35%	38%	*	45%	52%
Male	43	735	755	751	*	*	40%	30%	*	35%	53%
Economically Disadvantaged Students	20	726	734	736	*	*	55%	*	*	10%	34%
Non-Economically Disadvantaged Students	52	745	762	761	*	*	31%	*	*	50%	65%
Students with Disabilities	21	721	736	729	*	*	*	*	*	24%	29%
Students without Disabilities	51	747	760	755	*	*	*	*	*	45%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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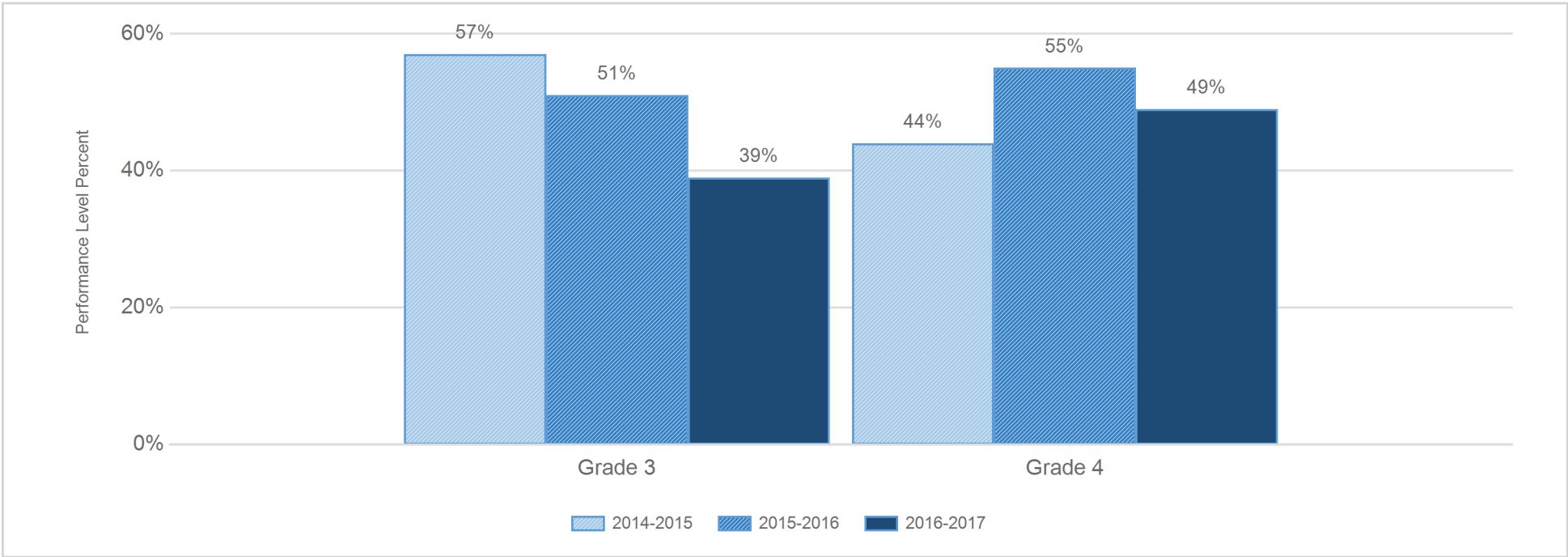
Mathematics Assessment - Performance by Grade: Grade 4

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<b>Schoolwide</b>	74	745	753	747	*	22%	23%	46%	*	49%	47%
White	51	748	758	755	*	*	24%	49%	*	53%	59%
Hispanic	13	732	*	734	*	*	*	*	0%	31%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	33	753	753	747	*	*	*	52%	*	55%	47%
Male	41	738	753	747	*	*	*	42%	*	44%	48%
Economically Disadvantaged Students	19	731	*	732	*	*	*	*	*	26%	27%
Non-Economically Disadvantaged Students	55	750	*	757	*	*	*	*	*	56%	61%
Students with Disabilities	16	717	733	724	*	*	*	*	*	13%	22%
Students without Disabilities	58	752	758	751	*	*	*	*	*	59%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

### Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*

English Language Proficiency Test - Participation and Performance

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

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



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

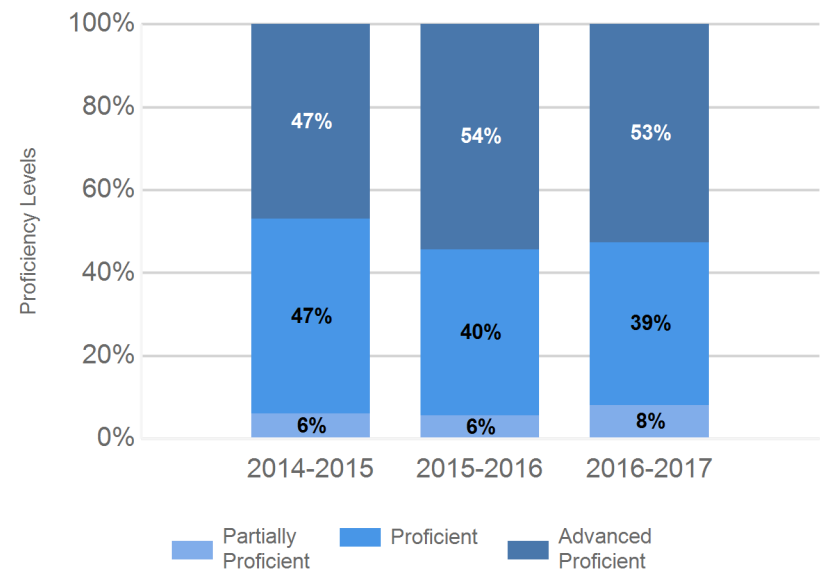
**NJASK Science Assessment Performance: Grade 4**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	53%	39%	8%
White	62%	34%	4%
Hispanic	21%	57%	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	28%	61%	11%
Students with Disabilities	12%	53%	35%
English Learners	*	*	N

**NJASK Science Assessment Performance Trends: Grade 4**

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





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

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	52	50	50	Met Target	38.5	55	50	Not Met
White	56	52	50	Met Target	37.5	54	52	Not Met
Hispanic	44	*	49	**	36	*	47	**
Black or African American	*	38	45	**	*	52	43	**
Asian, Native Hawaiian, or Pacific Islander	*	66	60	**	*	62	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	30	51	**	*	43	52	**
Economically Disadvantaged	45	*	47	**	38	*	46	**
Students with Disabilities	30	35.5	41	**	39	45	43	**
English Learners	*	48	53	**	*	57	51	**

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



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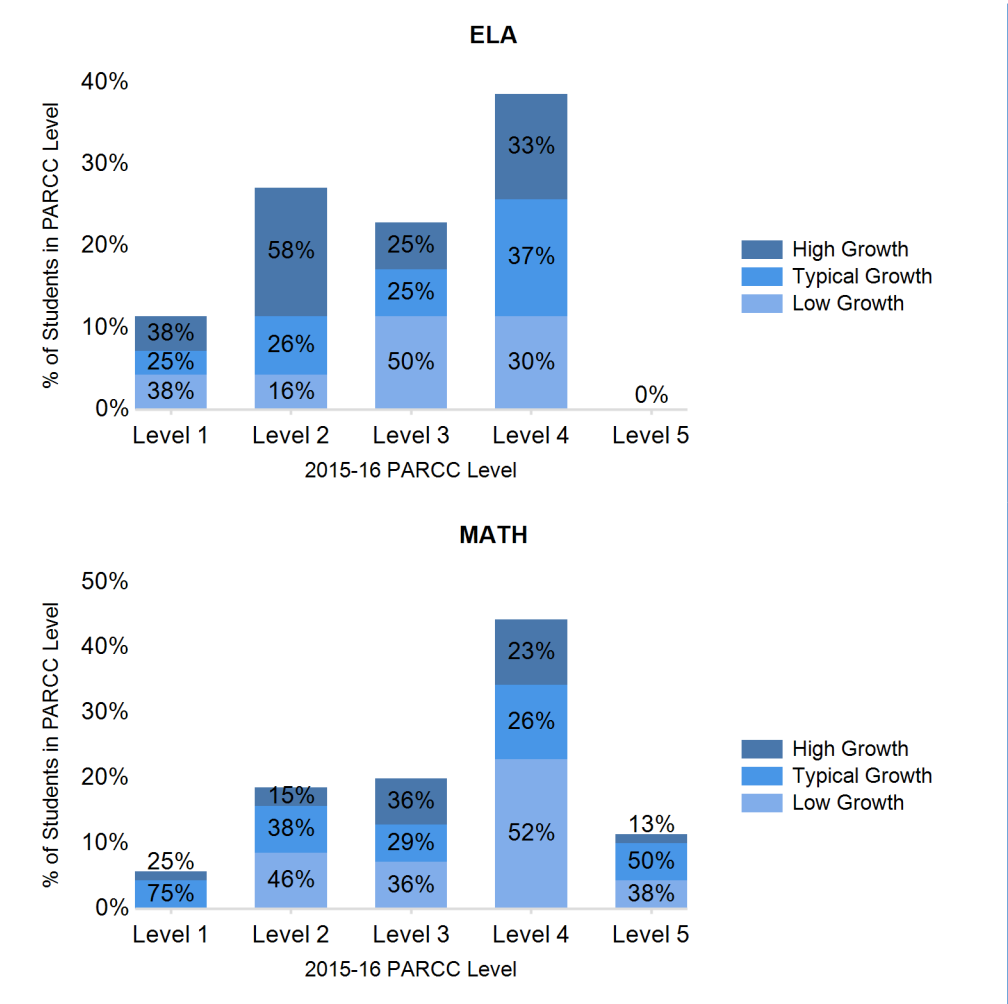
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

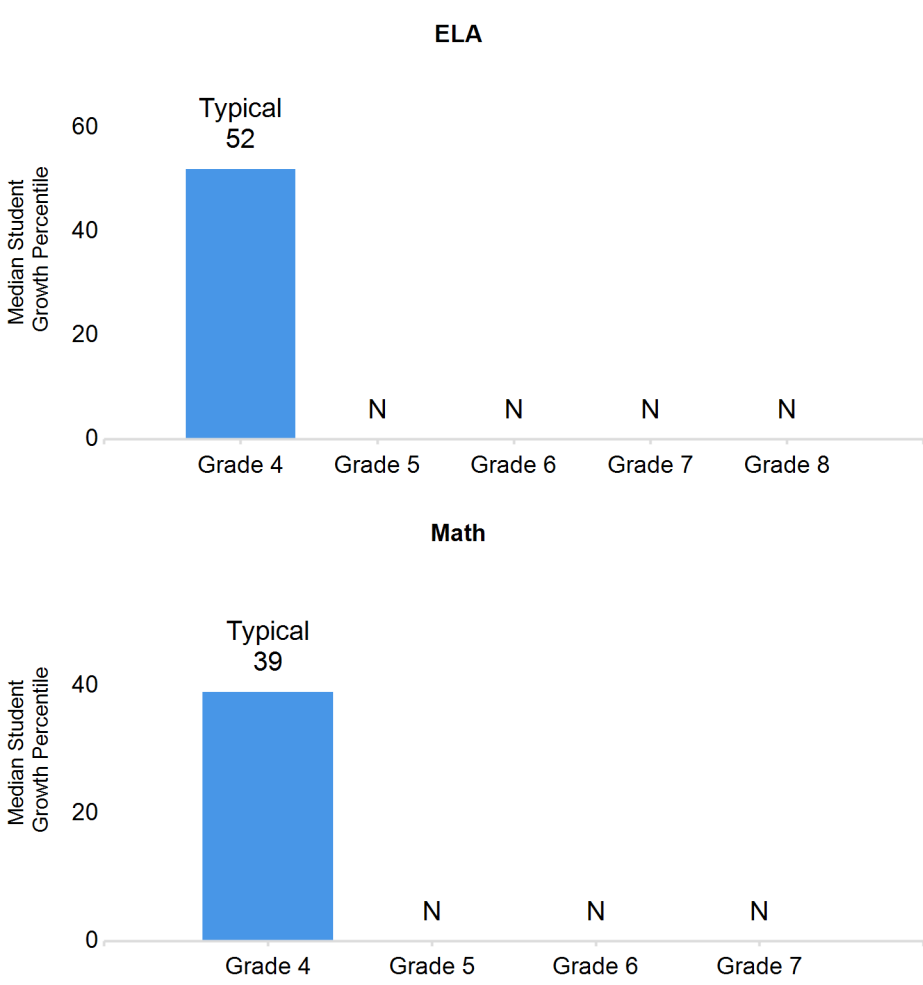
Student Growth by Performance Level

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



Student Growth by Grade

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





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

### Chronic Absenteeism

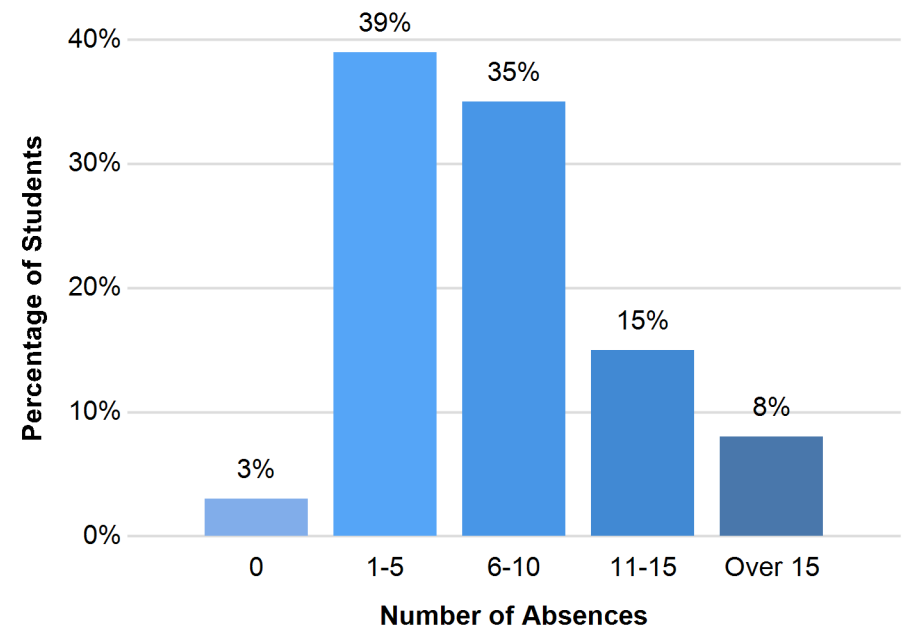
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.50	8.70	Met Target
White	3.70	8.70	Met Target
Hispanic	17.40	8.70	Not Met
Black or African American	6.30	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	12.30	8.70	Not Met
Students with Disabilities	13.50	8.70	Not Met
English Learners	0	8.70	Met Target

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

### Days Absent

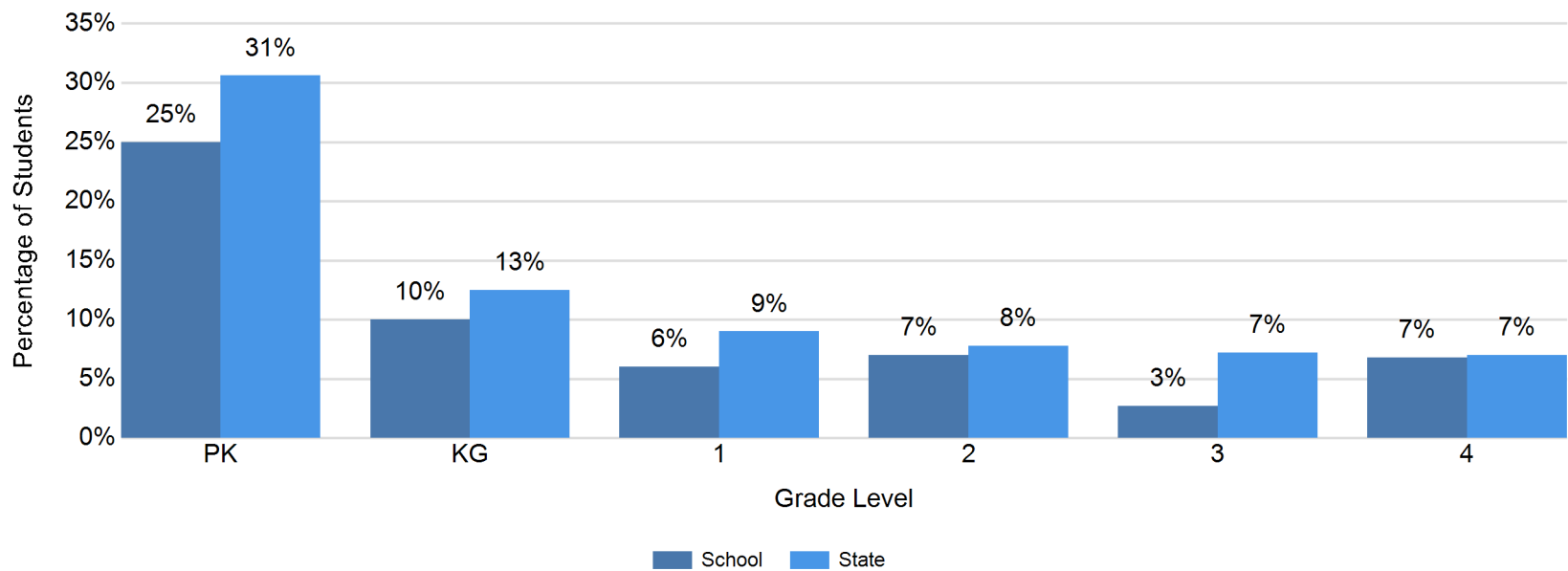
The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





### Chronic Absenteeism by Grade

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





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### School Day

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

Category	School
Typical Start Time	8:45AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs. 5 Mins.
Shared Time - Instructional Time	*

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

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

### Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	2.6%
Any Suspension	2.6%

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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### Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.0:1	287.8 kbps	100 kbps	Yes	N	Fiber	N

### Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$478	\$16,859	\$17,337



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

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

**Teachers**: All classroom teachers

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

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	47	120,724
Average years experience in public schools	11.0	11.8
Average years experience in district	10.3	10.5
Teachers in district for 4 or more years	70%	74%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	25	9,506
Average years experience in public schools	19.2	15.9
Average years experience in district	14.1	11.6
Administrators in district for 4 or more years	80%	74%

### Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	8:1	9:1
Administrators	387:1	142:1
Librarian/Media Specialists		712:1
Nurses		712:1
Counselors		274:1
Child Study Team		237:1



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	84%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	15.4	17.5%
Mathematics Proficiency	32.4	17.5%
English Language Arts Growth	60.7	25.0%
Mathematics Growth	10.1	25.0%
Chronic Absenteeism	53.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		34.0
Summative Rating: Percentile rank of Summative Score		24.4
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	34.0	11.9	No	Met Target†	Not Met	Met Target	Met Target	Not Met	No
White	40.3	11.9	No	Met Target	Met Target†	Met Target	Met Target	Not Met	No
Hispanic	**	**	No	Met Target†	Not Met	Not Met	**	**	No
Black or African American	**	**	No	**	**	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	Met Target†	Not Met	Not Met	**	**	No
Students with Disabilities	**	**	No	Met Target†	Met Target†	Not Met	**	**	No
English Learners	**	**	No	**	**	Met Target	**	**	No

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

† Target was met within a confidence interval.



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**School General Info**

<b>Principal:</b>	Dr. Ryan	<b>Email Address:</b>	<a href="mailto:dryan@oceanschools.org">dryan@oceanschools.org</a>
<b>Address:</b>	555 DOW AVENUE OAKHURST, NJ 07755-1199	<b>Website:</b>	<a href="http://www.oceanschools.org">www.oceanschools.org</a>
<b>Phone:</b>	(732)531-5690	<b>Facebook:</b>	<a href="https://www.facebook.com/TownshipofOceanSchoolDistrict">https://www.facebook.com/TownshipofOceanSchoolDistrict</a>

**School Narrative**

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

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Curriculum includes Wonders Language Arts, enVision 2.0 Math, and integrated (NGSS) Science and Social Studies.</li> <li>• After School Activities: MakerSpace Club, Chorus, Safety Patrol, Art Club, Book Club, Pep Squad.</li> <li>• Students in grades K-4 have 1:1 Chromebooks and use technology every day.</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>The Ocean Township Elementary School on Dow Avenue in Oakhurst houses grades Preschool through Fourth grade. OTES provides every student in grades K-4 with one-to-one technology to enhance the sequentially organized curriculum and developmentally appropriate lessons.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>OTES offers before extra-curricular activities for students including Chorus, MakerSpace Club, Pep Squad, Art Club, and Book Club. Students also participate in the National Geography Bee, Spelling Bee, and Battle of the Books.</p>









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 <b>Courses, Curriculum, Instruction:</b>	<p>The Language Arts program used in McGraw-Hill's Wonders. It is closely aligned with the Common Core State Standards. The Math program is Pearson's EnVision Math 2.0, and it is also CCSS aligned. Science and Social Studies are integrated into the ELA and Math instruction. Science is also developed from the Next Generation Science Standards and incorporates STEM.</p>
 <b>Sports and Athletics:</b>	<p>Sports opportunities are available through the Township of Ocean Human Services and are developmentally appropriate to young children.</p>
 <b>Clubs and Activities:</b>	<p>Chorus, Book Club, Art Club, Safety Patrol, MakerSpace, and Pep Squad are available.</p>
 <b>Before and After School Programs:</b>	<p>Project Extend is available for school-based child care through the Township of Ocean Human Services.</p>







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**School Narrative**

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 <b>Staff and Professional Learning:</b>	<p>Extensive Professional Development opportunities are available to all faculty and staff working in the school. Additionally, Professional Learning Communities and EdCamp opportunities occur on a regular monthly basis that all faculty and staff can take advantage of.</p>
 <b>Student Supports and Services:</b>	<p>OTES has a full-time English as a Second Language teacher for English Language Learners (ELL students). Students with disabilities are served by the Child Study Team and through Resource Center pull-out replacement, in-class-resource, full-time Learning and Language Disabilities, Multiple Disabilities, and Preschool Disabilities classes as appropriate for identified students.</p>
 <b>Student Health and Wellness:</b>	<p>The Physical Education Curriculum includes an extensive Health Education component. Additionally, there is a full-time Nurse Practitioner that works with the staff to promote wellness. Students have weekly Physical Education classes at all levels, and have daily recess periods.</p>
 <b>Parent and Community Involvement:</b>	<p>OTES has a very active PTA that plans monthly parent-child activity nights and offers many opportunities for parents to be involved. Parents can connect to the school through the PowerSchool parent-portal to access archived report cards and grades and connect to the curriculum through online Wonders and enVision opportunities.</p>



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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>OTES was built in 1958 and was originally used as a Grades 5-8 Middle School. There have been several renovations to upgrade the Library, Gymnasium, Visual and Performing Arts rooms, to add an elevator, and to add Air Conditioning to all student areas. There is recently added Playground equipment and the outdoor space is shared with the expansive High School Athletic fields.</p>
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School Narrative

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

<div>Other Information:</div>	<p>OTES has a full-time Security Guard that ensures that the building and perimeter of the facility are safe. Teachers have personal devices for instructing in the technology-rich environment including interactive projectors in each classroom, SMART and ELMO document cameras, wireless internet, and an array of support services. There is also a full-time Technology Specialist dedicated to helping teachers succeed in technology-rich and multiple media lessons. The PTA provides monthly assembly programs and helps to ensure that every child is included on class and field trips. The PTA also works with the teachers to provide an annual Field Day as well as class parties to signify different seasonal dates.</p>
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

#### Navigating through the reports:

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

#### Other Resources:

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



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### Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	282	310	255
10	299	278	317
11	301	268	268
12	277	290	277
Ungraded	34	9	17
Total	1192	1155	1134

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	48%	49%
Male	51%	52%	51%
Economically Disadvantaged Students	26%	24%	26%
Students with Disabilities	18%	15%	16%
English Learners	3%	4%	5%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	64.6%
Hispanic	13.7%
Black or African American	11.7%
Asian	9.4%
Native Hawaiian or Pacific Islander	0.1%
American Indian or Alaska Native	0.0%
Two or More Races	0.6%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	1111
Shared Time Students	45
Full Time Equivalent	1134

Enrollment by Home Language

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

Home Language	% of Students
English	85.9%
Spanish	5.1%
Creoles and pidgins, French-based	2.1%
Portuguese	1.5%
Urdu	1.1%
Other	4.5%



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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	413	71.8	42.70	55.60	54.90	32	35.3	Met Target†
White	240	68.0	50.00	63.90	63.90	35.5	37.8	Met Target†
Hispanic	70	77.8	31.40	36.90	39.80	25.7	25.9	Met Target†
Black or African American	64	82.1	23.40	*	35.20	20.2	20	Met Target
Asian, Native Hawaiian, or Pacific Islander	36	72.5	50.00	*	80.70	37.9	50.2	Not Met
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	206	70.3	51.00	65.60	62.20	37.6		
Male	207	73.4	34.30	46.20	48.10	26.3		
Economically Disadvantaged Students	124	76.0	29.80	32.60	36.20	*	28.1	Met Target†
Non-Economically Disadvantaged Students	289	70.2	48.10	63.80	65.80	*		
Students with Disabilities	77	76.0	14.30	21.10	20.50	11.4	13.8	Met Target†
Students without Disabilities	336	71.0	49.10	64.70	61.90	36.5		
English Learners	29	93.7	*	*	25.20	*	N	N
Non-English Learners	384	70.6	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.





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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	258	748	748	749	8%	19%	24%	39%	11%	49%	52%
White	153	756	756	757	*	*	27%	46%	13%	59%	62%
Hispanic	42	735	735	733	*	26%	*	31%	*	38%	35%
Black or African American	38	725	725	730	*	45%	*	26%	0%	26%	30%
Asian, Native Hawaiian, or Pacific Islander	22	754	754	777	0%	*	*	*	*	46%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	137	753	753	756	*	15%	22%	46%	*	58%	60%
Male	121	741	741	741	*	23%	27%	31%	*	39%	43%
Economically Disadvantaged Students	74	735	735	731	*	30%	23%	31%	*	34%	32%
Non-Economically Disadvantaged Students	184	753	753	758	*	14%	25%	42%	*	55%	62%
Students with Disabilities	48	724	724	714	*	38%	31%	*	0%	15%	13%
Students without Disabilities	210	753	753	754	*	14%	23%	*	13%	57%	58%
English Learners	16	696	696	690	*	*	*	*	*	*	*
Non-English Learners	242	751	751	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	159	729	729	743	28%	20%	20%	26%	6%	32%	46%
White	92	737	737	749	22%	*	23%	25%	*	35%	52%
Hispanic	28	706	706	728	46%	*	*	*	0%	21%	34%
Black or African American	25	716	716	725	40%	*	*	*	0%	20%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	N	N	N	737	N	N	N	N	N	N	42%
Female	70	736	736	752	19%	*	*	31%	*	37%	54%
Male	89	723	723	734	35%	*	*	21%	*	28%	39%
Economically Disadvantaged Students	49	713	713	726	41%	*	*	20%	*	22%	32%
Non-Economically Disadvantaged Students	110	736	736	751	22%	*	*	28%	*	36%	54%
Students with Disabilities	27	702	702	704	44%	37%	*	*	0%	11%	12%
Students without Disabilities	132	735	735	749	24%	17%	*	*	8%	36%	52%
English Learners	11	676	676	681	*	*	*	*	*	*	*
Non-English Learners	148	733	733	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

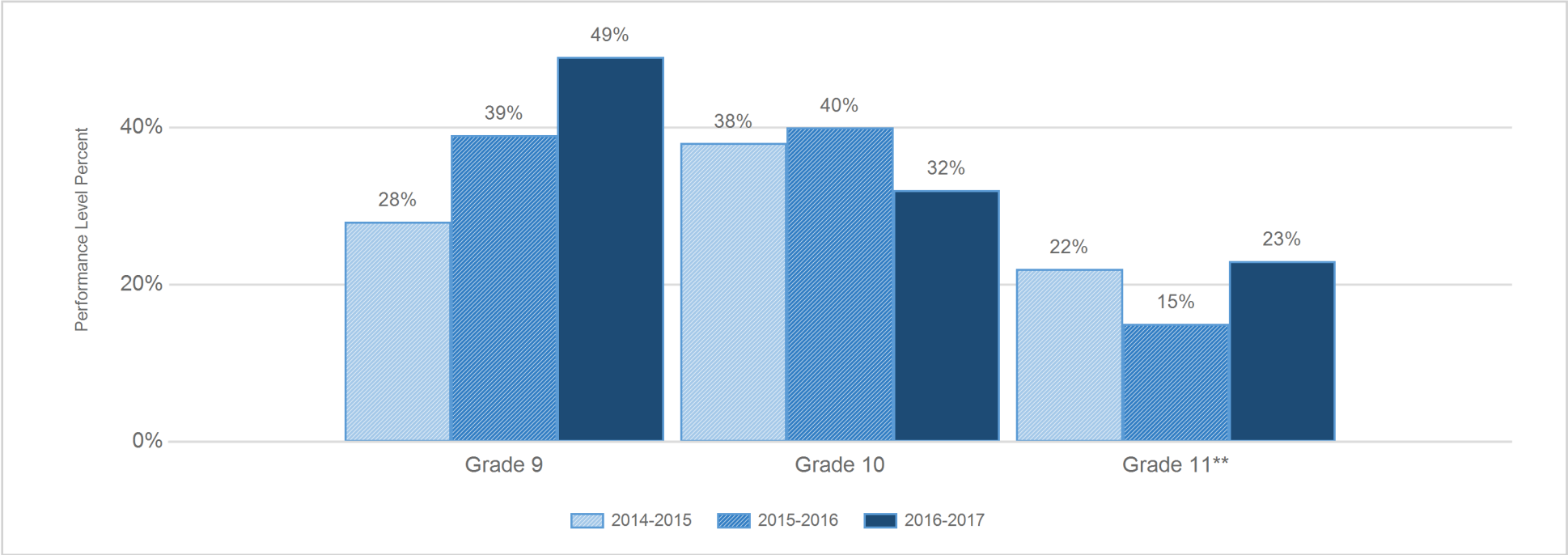
This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	65	719	719	736	22%	42%	*	23%	*	23%	38%
White	26	726	726	738	*	39%	*	*	0%	27%	40%
Hispanic	22	718	718	731	*	46%	*	*	0%	23%	34%
Black or African American	14	705	705	728	*	*	*	*	0%	14%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	24	726	726	744	*	50%	*	*	*	17%	46%
Male	41	715	715	729	*	37%	*	*	*	27%	31%
Economically Disadvantaged Students	25	716	716	729	*	52%	*	*	0%	24%	32%
Non-Economically Disadvantaged Students	40	720	720	740	*	35%	*	*	0%	23%	42%
Students with Disabilities	27	714	714	709	*	37%	*	*	0%	19%	12%
Students without Disabilities	38	722	722	741	*	45%	*	*	0%	26%	43%
English Learners	10	703	703	699	*	*	*	*	*	*	*
Non-English Learners	55	722	722	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

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

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



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



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### Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	439	76.8	28.30	49.60	43.50	22.9	30.7	Not Met
White	258	72.5	33.70	57.40	52.40	25.8	32.8	Not Met
Hispanic	72	80.9	19.40	30.90	27.60	16.5	21.1	Met Target†
Black or African American	65	90.3	13.80	*	21.70	13.2	17.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	40	80.4	35.00	*	75.60	29.5	46.3	Not Met
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	216	74.8	26.90	51.00	44.10	21.2		
Male	223	78.9	29.60	48.40	42.90	24.7		
Economically Disadvantaged Students	138	84.7	17.40	27.50	25.10	*	24.4	Not Met
Non-Economically Disadvantaged Students	301	73.7	33.30	57.80	54.30	*		
Students with Disabilities	81	79.4	*	*	16.50	*	6	Met Target†
Students without Disabilities	358	76.3	*	*	48.80	*		
English Learners	21	91.3	*	*	23.30	*	N	N
Non-English Learners	418	76.2	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	217	732	748	743	13%	20%	40%	27%	0%	27%	42%
White	119	738	*	751	*	17%	44%	33%	*	33%	52%
Hispanic	43	724	*	728	*	30%	35%	*	0%	19%	24%
Black or African American	34	717	*	724	35%	29%	*	*	0%	18%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	115	734	750	744	10%	19%	45%	26%	0%	26%	43%
Male	102	730	745	741	17%	22%	34%	28%	0%	28%	40%
Economically Disadvantaged Students	77	723	731	727	21%	27%	35%	17%	0%	17%	23%
Non-Economically Disadvantaged Students	140	737	754	751	9%	16%	43%	32%	0%	32%	52%
Students with Disabilities	53	711	*	714	*	*	*	*	*	*	10%
Students without Disabilities	164	739	*	747	*	*	*	*	*	*	47%
English Learners	16	714	714	708	*	*	*	*	*	*	*
Non-English Learners	201	734	749	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	37%
Migrant Students	*	*	*	715	*	*	*	*	*	*	21%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	208	732	733	734	*	28%	40%	24%	*	25%	30%
White	126	735	*	740	*	28%	37%	29%	*	30%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	19	738	*	758	*	*	*	*	0%	32%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	99	734	734	735	*	25%	46%	24%	*	24%	31%
Male	109	730	*	733	*	30%	35%	23%	*	25%	30%
Economically Disadvantaged Students	58	726	726	721	*	29%	45%	*	*	14%	13%
Non-Economically Disadvantaged Students	150	734	*	740	*	27%	38%	*	*	29%	39%
Students with Disabilities	26	707	707	711	*	*	*	*	*	*	*
Students without Disabilities	182	736	*	738	*	*	*	*	*	*	*
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*





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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	54	742	742	725	19%	*	22%	37%	*	44%	28%
White	31	750	750	731	*	*	*	42%	*	52%	33%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	24	732	732	725	*	*	*	*	*	33%	27%
Male	30	750	750	725	*	*	*	*	*	53%	29%
Economically Disadvantaged Students	11	733	733	708	*	*	0%	*	*	46%	13%
Non-Economically Disadvantaged Students	43	744	744	733	*	*	28%	*	*	44%	35%
Students with Disabilities	*	*	*	692	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%



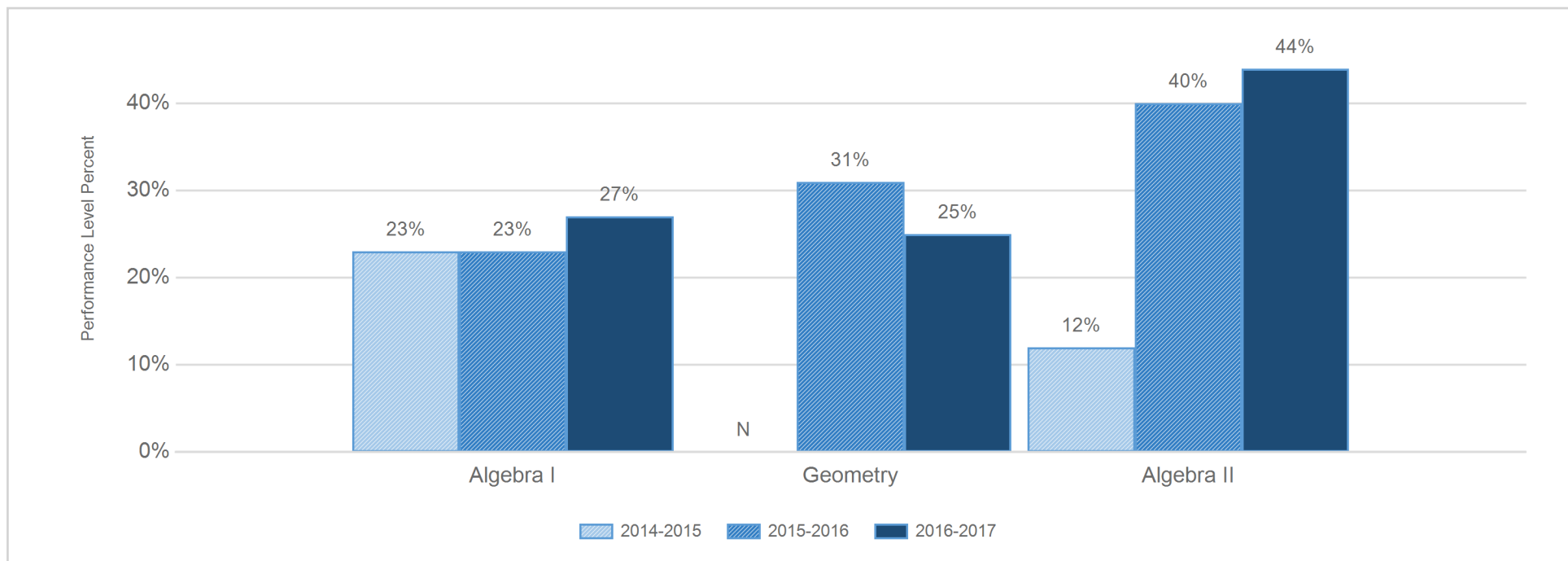


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	19	*	*
2	12	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



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

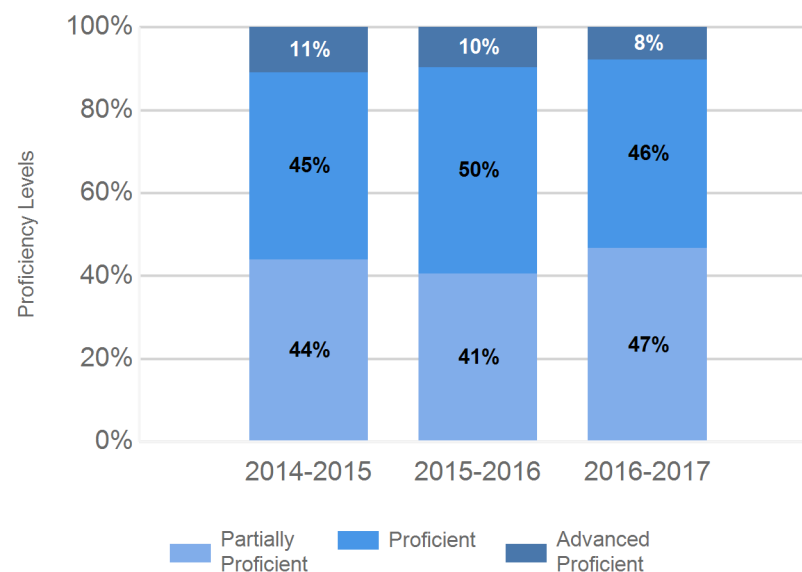
### Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	8%	46%	47%
White	9%	54%	37%
Hispanic	5%	38%	57%
Black or African American	5%	20%	75%
Asian, Native Hawaiian, or Pacific Islander	11%	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	1%	41%	58%
Students with Disabilities	N	23%	77%
English Learners	N	*	*

### Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	97.6%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	38.3%	28.3%

PSAT/SAT/ACT - Performance

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	492	481	Varies By Grade	76%	67%
PSAT - Math	481	483	Varies By Grade	49%	49%
SAT - Reading and Writing	561	551	480	84%	77%
SAT - Math	556	552	530	61%	58%
ACT - Reading	23	24	22	62%	65%
ACT - English	23	24	18	79%	79%
ACT - Math	23	24	22	65%	65%
ACT - Science	23	23	23	54%	54%



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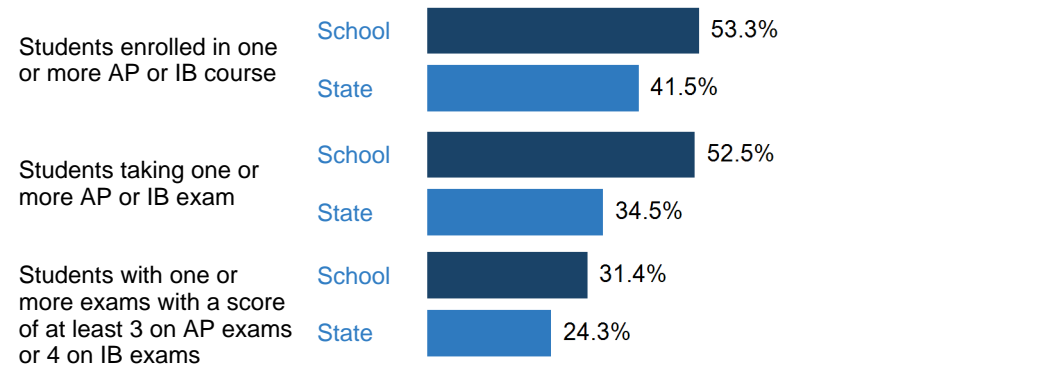
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

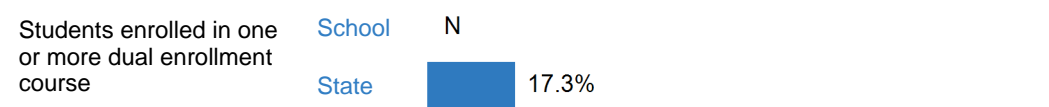
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **Dual enrollment** courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	43	43
AP Calculus AB	50	50
AP Calculus BC	7	7
AP Chemistry	12	12
AP Computer Science A	10	9
AP English Language and Composition	59	59
AP English Literature and Composition	21	21
AP Environmental Science	39	38
AP European History	25	25
AP French Language and Culture	1	1
AP Human Geography	50	48
AP Italian Language and Culture	17	17
AP Macroeconomics	13	13
AP Microeconomics	12	12
AP Physics 1	0	31
AP Physics 2	0	17
AP Physics B	48	0
AP Psychology	91	85
AP Spanish Language	10	10
AP Statistics	11	10



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AP/IB Course	Students Enrolled	Students Tested
AP U.S. Government and Politics	17	17
AP U.S. History	31	31
Total Exams Taken		556
Exams with scores of at least 3 on AP exams or 4 on IB exams		276



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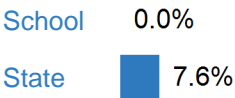
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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

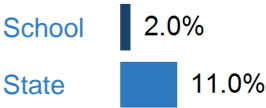
Career and Technical Education Participation

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

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



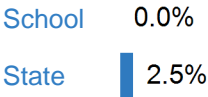
CTE Concentrators  
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

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

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



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

### Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	196	59	1	0	0	0	9
10	22	239	73	6	0	0	11
11	6	13	126	93	14	1	56
12	1	2	38	96	79	10	54
Schoolwide	225	314	238	195	93	11	130
Enrolled in AP/IB Course					57	11	0

### Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	247	2	0	0	0	16
10	17	235	45	1	0	53
11	11	12	7	62	184	50
12	32	14	1	34	21	117
Schoolwide	307	263	53	97	205	236
Enrolled in AP/IB Course	43	12		39	48	0





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

### Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	224	10	0	0	0	34
10	18	311	0	22	0	43
11	0	285	0	33	0	68
12	0	258	16	36	0	123
Schoolwide	242	864	16	91	0	268
Enrolled in AP/IB Course	0	31	16	91	0	85

### World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	114	35	80	0	0	0	0
10	142	49	98	0	0	0	0
11	88	20	51	0	0	0	0
12	13	3	20	0	0	0	0
Schoolwide	357	107	249	0	0	0	0
Enrolled in AP/IB Course	10	1	17	0	0	0	0
Enrolled in Level 3 or Higher	145	63	125	0	0	0	0
Earned Seal of Biliteracy	*	*	*	0	0	0	*



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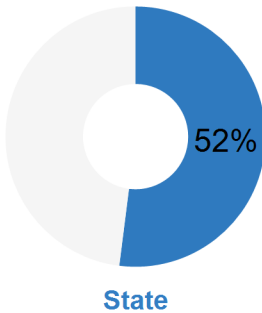
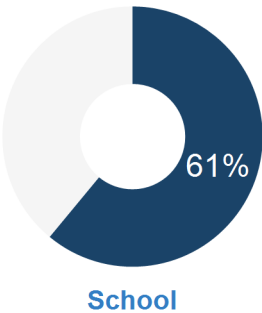
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Visual and Performing Arts – Course Participation

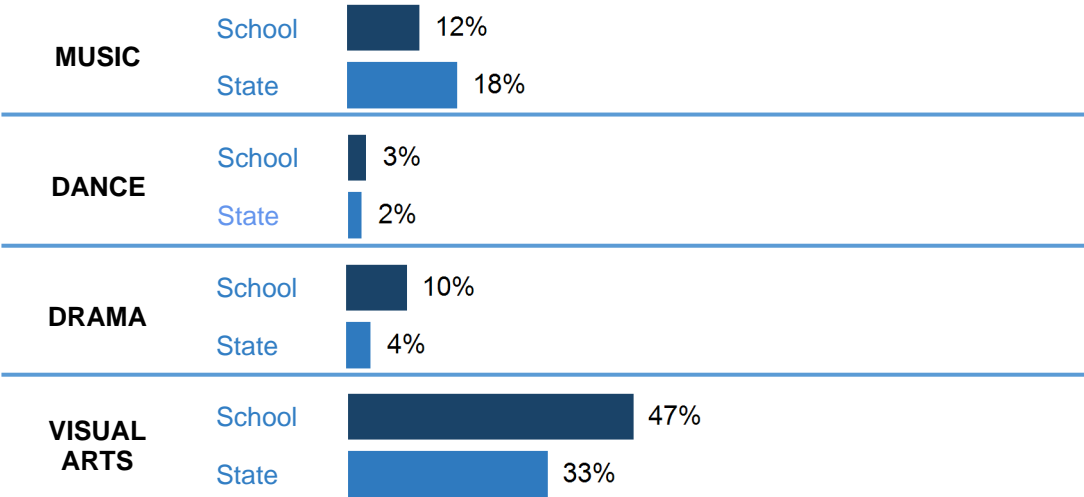
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

### Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	93.5%	90.5%	93.4%	91.8%	91.0%	94.1%	Not Met	96.4%	N	Met Goal
White	94.8%	94.5%	94.0%	95.1%	93.2%	94.2%	Not Met	95.9%	N	Met Goal
Hispanic	89.7%	84.3%	91.7%	86.3%	87.5%	95.0%	Not Met	*	N	Met Goal
Black or African American	93.8%	83.4%	*	85.3%	*	91.4%	Not Met	100.0%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	87.5%	96.6%	95.8%	97.5%	91.7%	95.0%	Not Met	96.0%	N	Met Goal
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	*	**	**
Two or More Races	N	91.9%	*	93.7%	*	**	**	N	N	N
Economically Disadvantaged Students	87.1%	83.9%	83.8%	85.6%	77.3%	89.8%	Not Met	92.9%	95.1%	Not Met
Students with Disabilities	77.2%	78.8%	84.5%	82.1%	79.3%	81.4%	Not Met	87.3%	82.2%	Met Target
English Learners	91.7%	76.1%	87.5%	79.7%	64.7%	**	**	91.7%	**	**
Homeless Students	N	73.2%	N	74.4%	N	N	N	N		

### Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	93.5%	-
2016	91.0%	93.4%
2015	94.1%	96.4%

### Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.2%	1.1%
2015-2016	0.1%	1.1%
2014-2015	0.1%	1.1%

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



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

### Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	82.4%	23.2%	76.9%
White	84.9%	19.6%	80.4%
Hispanic	64%	56.3%	43.8%
Black or African American	84.2%	18.8%	81.3%
Asian, Native Hawaiian, or Pacific Islander	80.8%	28.6%	71.4%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	73.3%	45.5%	54.6%
Students with Disabilities	66.7%	40.9%	59.1%
English Learners	*	*	0%

### Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	84.7%	35.3%	64.7%	71.9%	28.2%	63%	37%
White	89.3%	31.4%	68.6%	68.6%	31.4%	56.6%	43.4%
Hispanic	71%	54.6%	45.5%	81.8%	18.2%	86.4%	13.6%
Black or African American	74.2%	47.8%	52.2%	78.3%	21.7%	82.6%	17.4%
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	73%	56.5%	43.5%	87%	13%	93.5%	6.5%
Students with Disabilities	68.6%	75%	25%	91.7%	8.3%	83.3%	16.7%
English Learners	58.3%	100%	0%	100%	0%	100%	0%



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

### Chronic Absenteeism

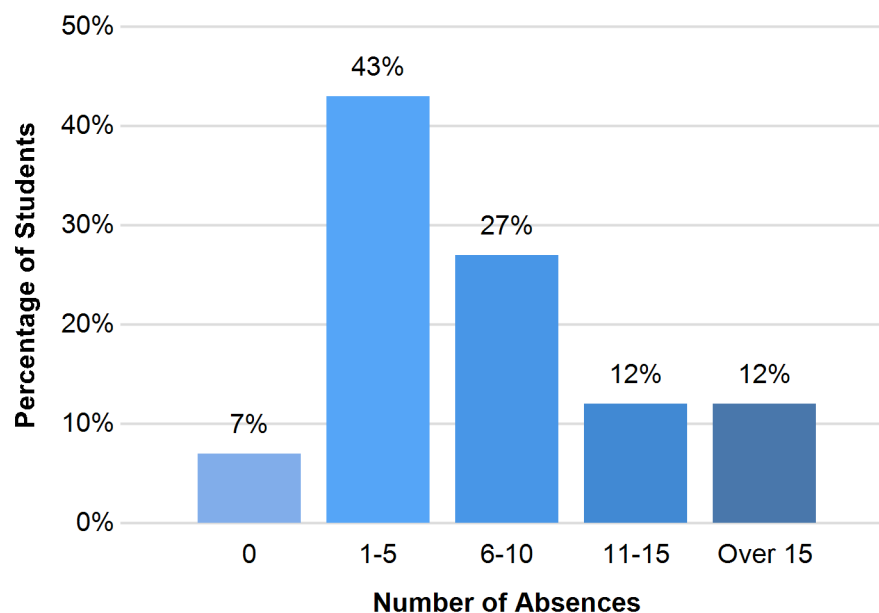
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	10.50	14.30	Met Target
White	8.50	14.30	Met Target
Hispanic	24.80	14.30	Not Met
Black or African American	10.60	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	3.70	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	19.10	14.30	Not Met
Students with Disabilities	21.80	14.30	Not Met
English Learners	14.00	14.30	Met Target

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

### Days Absent

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



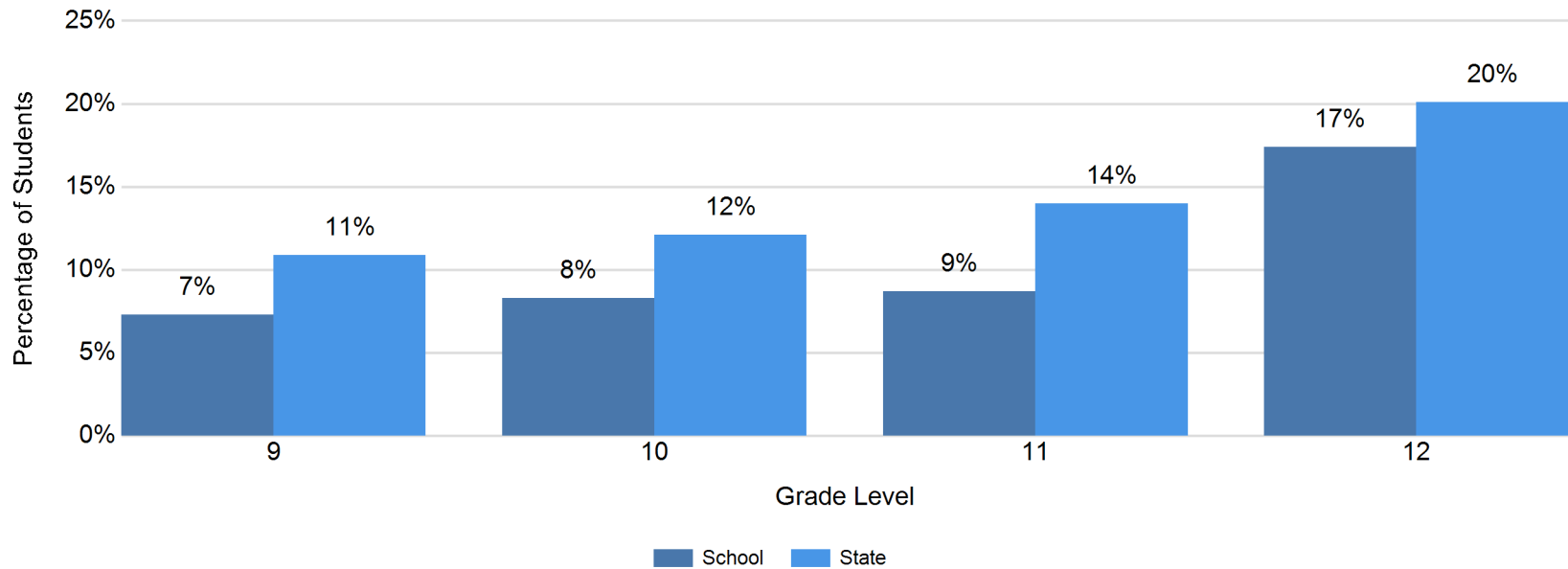


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Chronic Absenteeism by Grade

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





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### School Day

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

Category	School
Typical Start Time	7:25AM
Typical End Time	1:55PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 36 Mins.
Shared Time - Instructional Time	1 Hrs. 48 Mins.

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

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

Incident Type	Number of Incidents
Violence	9
Vandalism	0
Weapons	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	15
Incidents Per 100 Students Enrolled	1.32

### Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	4.0%
Any Suspension	4.0%

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	3.7:1	287.8 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$478	\$16,859	\$17,337





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

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

**Teachers:** All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	111	120,724
Average years experience in public schools	11.7	11.8
Average years experience in district	10.1	10.5
Teachers in district for 4 or more years	74%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	25	9,506
Average years experience in public schools	19.2	15.9
Average years experience in district	14.1	11.6
Administrators in district for 4 or more years	80%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	9:1
Administrators	113:1	142:1
Librarian/Media Specialists		712:1
Nurses		712:1
Counselors		274:1
Child Study Team		237:1



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

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

**Teachers:** All classroom teachers

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

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

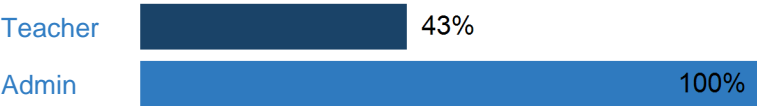
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	84%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	19.3	17.5%
Mathematics Proficiency	34.7	17.5%
Graduation - 4-Year	27.0	25.0%
Graduation - 5-Year	65.5	25.0%
Chronic Absenteeism	51.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		40.3
<b>Summative Rating:</b> Percentile rank of Summative Score		35.8
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No
<b>Requires Comprehensive Support:</b> 4-year Graduation Rate less than or equal to 67%		No

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

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



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### Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	40.3	6.2	No	Met Target†	Not Met	Met Target	Not Met	Met Goal	No
White	36.4	6.2	No	Met Target†	Not Met	Met Target	Not Met	Met Goal	No
Hispanic	46.1	6.2	No	Met Target†	Met Target†	Not Met	Not Met	Met Goal	No
Black or African American	58.2	6.2	No	Met Target	Met Target†	Met Target	Not Met	Met Goal	No
Asian, Native Hawaiian, or Pacific Islander	18.7	6.2	No	Not Met	Not Met	Met Target	Not Met	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	N	**	No
Two or More Races	**	**	No	**	**	**	**	N	No
Economically Disadvantaged Students	43.8	6.2	No	Met Target†	Not Met	Not Met	Not Met	Not Met	No
Students with Disabilities	47.5	6.2	No	Met Target†	Met Target†	Not Met	Not Met	Met Target	No
English Learners	**	**	No	N	N	Met Target	**	**	No

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

† Target was met within a confidence interval.



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### School General Info

<b>Principal:</b>	Mrs. Kaszuba	<b>Email Address:</b>	<a href="mailto:dkaszuba@oceanschools.org">dkaszuba@oceanschools.org</a>
<b>Address:</b>	550 WEST PARK AVENUE OAKHURST, NJ 07755-1098	<b>Website:</b>	<a href="http://www.oceanschools.org">www.oceanschools.org</a>
<b>Phone:</b>	(732)531-5650	<b>Facebook:</b>	<a href="https://www.facebook.com/TownshipofOceanSchoolDistrict">https://www.facebook.com/TownshipofOceanSchoolDistrict</a>
		<b>Twitter:</b>	<a href="https://twitter.com/mrsdkaszuba">https://twitter.com/mrsdkaszuba</a>

### School Narrative

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

	<b>Highlights:</b> <ul style="list-style-type: none"> <li>• New construction yields state-of-the-art facilities for Performing Arts programs.</li> <li>• Development of two new Career Technical Education programs in Finance and Technology.</li> <li>• Major expansion of the physical education area including new gym, training and wrestling rooms, and health classrooms.</li> </ul>
	<b>Mission, Vision, Theme:</b> <p>Ocean Township High School provides students with a safe and secure environment where they can acquire critical thinking skills and attain academic achievement with a college preparatory curriculum. The students' high school experience affords them the opportunity to explore their social and emotional development as well as their personal interests and strengths. Ocean Township High School students are encouraged to become civic-minded, contributing members of their community.</p>
	<b>Awards, Recognition, Accomplishments:</b> <p>Ocean Township High School has been recognized by The Washington Post and Niche.com for its academic programs. In addition, students have earned awards and acclaim for their work in the Arts, Robotics, Technology, DECA, and World Languages. With 287 students taking a total of 557 AP exams in May of 2017, OTHS is proud not only of the opportunities offered but also of student success: 35 AP Scholars, 9 AP Scholars with Honor, 14 AP Scholars with Distinction and 1 National Scholar.</p>







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## School Narrative

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 <b>Courses, Curriculum, Instruction:</b>	<p>Offering dual credit options with Monmouth University, Kean University, Rider University, Georgian Court University and Brookdale Community College, Ocean Township High School supports student achievement at the post-secondary level. In addition, the awarding of the Career Pathways Grant in the Spring of 2016 has contributed to the development of career-technical education programs in Finance (fall 2017) and technology (opening in fall 2018).</p>
 <b>Sports and Athletics:</b>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Field Hockey (Girls), Football (Boys), Golf (Boys), Gymnastics (Girls), Ice Hockey (Boys), Lacrosse (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Boys &amp; Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Wrestling (Boys)</p> <p>Ocean Township has some of the finest coaches, top notch teams and produces a number of All-Conference, All-Shore and All-State student-athletes. Ocean Township provides positive experiences for students and feels the athletic program is an integral part of the educational process. Our goal is to develop highly competitive athletics, while not losing sight of educational values such as sportsmanship, healthy attitudes, and scholastic achievement.</p>
 <b>Clubs and Activities:</b>	<p>Ocean Township offers over 40 clubs and activities for its students with diverse interests and provides a strong outlet for their talents. Advisors bring the high school and the community at large together, via fundraising opportunities and service-oriented projects and activities, fostering good will and a commitment to service. Several clubs and activities have earned awards at the local, regional and national levels.</p>
 <b>Before and After School Programs:</b>	<p>Ocean Township High School offers several programs for assistance after school. In addition to teachers' office hours, students can access assistance in formal peer tutoring and homework help in the media center three days per week. For those students with an interest in intramural sports, OTHS offers Volleyball, Double Dutch, Ultimate Frisbee and Dance.</p>








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### School Narrative

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

 <b>Staff and Professional Learning:</b>	<p>The district's strategic plan puts a high priority on transforming our learning environments, making cross curricular connections, allowing multiple pathways to demonstrate mastery, and utilizing the appropriate technologies to expand and enhance student learning towards real-life, authentic experiences. Ocean Township High School strongly supports the use of district-provided and external opportunities for professional development contributing to increased student achievement in the classroom.</p>
 <b>Postsecondary Information:</b>	<p>Eighty-nine percent of Ocean Township's Class of 2017 plan to attend two-year or four-year colleges and universities, with ten percent pursuing opportunities in the military, the workforce, vocational training and a year abroad. Seventeen percent of the Class of 2017 started their college career while in high school, accumulating college credits through dual credit opportunities.</p>
 <b>Student Supports and Services:</b>	<p>Ocean Township High School's school counseling office provides services to meet the needs of all students. Focusing on their academic, social and emotional development, counselors meet with their students for group and individual counseling sessions, in addition to providing large group programs for students and parents in the evening. In addition, the Child Study Team ensures appropriate programming for all students with special needs.</p>
 <b>Student Health and Wellness:</b>	<p>Committed to physical and mental health wellness, Ocean Township High School offers many opportunities for students to experience healthy lifestyle choices, incorporating community activities with well-subscribed bicycling and walking programs. Health classes, the nurse's office and the Student Assistance Coordinator provide valuable instruction and services including but not limited to units and programs on drug/alcohol abuse and addiction, first aid, stress and anxiety, and nutrition.</p>
 <b>Parent and Community Involvement:</b>	<p>Ocean Township High School is supported in its endeavors by active parents and community. From school-specific academic, athletic and extracurricular programming to district-wide strategic planning, parent contributions are solicited and welcomed. With several parent organizations, including the Spartan Parents, the Spartan Band Parents, The Spartan Booster Club and SEPTA, OTHS--its students, teachers and programs--benefits from partnerships.</p>



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School Narrative

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

<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>Due to the expansion and renovation of areas, Ocean Township High School now boasts state-of-the-art facilities in physical and performing arts. The Spartan Blackbox Theater, Dance Studio and Music Technology lab facilitate authentic learning experiences in authentic environments. Similarly, the addition of a wrestling room, training facility, auxiliary gym and health classrooms provides for the expansion of programs in physical education and athletics.</p>
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

**Navigating through the reports:**

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

**Other Resources:**

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



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**Footnotes**

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
5	261	266	268
6	254	258	276
7	269	265	251
8	324	270	268
Ungraded	32	22	12
Total	1140	1081	1075

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	49%	49%
Male	53%	51%	52%
Economically Disadvantaged Students	28%	25%	26%
Students with Disabilities	18%	19%	20%
English Learners	2%	2%	3%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	66.5%
Hispanic	14.2%
Black or African American	9.6%
Asian	8.9%
Native Hawaiian or Pacific Islander	0.1%
American Indian or Alaska Native	0.0%
Two or More Races	0.7%

Enrollment by Home Language

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

Home Language	% of Students
English	77.4%
Spanish	8.7%
Creoles and pidgins, French-based	2.2%
Portuguese	2.0%
Arabic	1.3%
Other	8.8%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	997	93.5	59.90	55.60	54.90	59.1	57	Met Target
White	657	91.6	66.80	63.90	63.90	64.5	60.3	Met Target
Hispanic	144	98.0	40.20	36.90	39.80	40.2	44.6	Met Target†
Black or African American	98	97.1	29.60	*	35.20	29.6	35.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	90	96.8	76.70	*	80.70	76.7	71.7	Met Target
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	485	94.0	72.20	65.60	62.20	71.7		
Male	512	93.0	48.40	46.20	48.10	47.4		
Economically Disadvantaged Students	242	96.9	35.60	32.60	36.20	*	39.9	Met Target†
Non-Economically Disadvantaged Students	755	92.4	67.80	63.80	65.80	*		
Students with Disabilities	204	92.8	16.70	21.10	20.50	16.3	19	Met Target†
Students without Disabilities	793	93.7	71.10	64.70	61.90	70.3		
English Learners	117	98.3	36.80	*	25.20	36.8	27.2	Met Target
Non-English Learners	880	92.9	63.00	*	57.40	61.7		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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### English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	259	759	759	756	7%	9%	21%	56%	8%	64%	59%
White	155	767	767	763	*	*	19%	62%	10%	72%	69%
Hispanic	43	744	744	743	*	*	33%	44%	*	47%	44%
Black or African American	34	737	737	740	29%	*	*	32%	*	38%	39%
Asian, Native Hawaiian, or Pacific Islander	25	767	767	779	0%	*	*	64%	*	76%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	132	767	767	761	*	*	16%	60%	*	73%	66%
Male	127	751	751	750	*	*	26%	51%	*	54%	53%
Economically Disadvantaged Students	72	737	737	740	*	*	25%	35%	*	39%	40%
Non-Economically Disadvantaged Students	187	767	767	765	*	*	19%	64%	*	73%	71%
Students with Disabilities	65	730	730	725	*	*	32%	23%	*	25%	22%
Students without Disabilities	194	769	769	762	*	*	17%	67%	*	77%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	255	754	754	752	6%	15%	25%	40%	14%	54%	54%
White	174	757	757	758	*	14%	25%	46%	*	59%	63%
Hispanic	36	738	738	740	*	*	33%	*	*	31%	38%
Black or African American	18	729	729	736	*	*	*	*	*	17%	32%
Asian, Native Hawaiian, or Pacific Islander	22	777	777	776	0%	*	*	50%	*	91%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	127	761	761	758	*	*	24%	47%	17%	63%	61%
Male	128	746	746	746	*	*	27%	34%	11%	45%	46%
Economically Disadvantaged Students	67	740	740	737	*	*	30%	22%	*	33%	34%
Non-Economically Disadvantaged Students	188	758	758	761	*	*	23%	47%	*	62%	65%
Students with Disabilities	47	727	727	722	*	*	32%	*	*	17%	17%
Students without Disabilities	208	759	759	758	*	*	24%	*	*	63%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	236	754	754	756	9%	11%	18%	45%	18%	63%	59%
White	161	760	760	764	*	*	17%	52%	19%	71%	69%
Hispanic	34	744	744	742	*	*	*	32%	*	50%	44%
Black or African American	19	717	717	737	*	*	*	*	0%	16%	38%
Asian, Native Hawaiian, or Pacific Islander	21	760	760	784	*	*	0%	*	*	67%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	109	765	765	764	*	*	12%	48%	28%	76%	68%
Male	127	744	744	749	*	*	23%	42%	9%	51%	51%
Economically Disadvantaged Students	45	734	734	739	*	24%	*	27%	*	38%	40%
Non-Economically Disadvantaged Students	191	759	759	766	*	7%	*	49%	*	69%	70%
Students with Disabilities	37	703	703	719	*	*	*	*	*	*	19%
Students without Disabilities	199	763	763	763	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

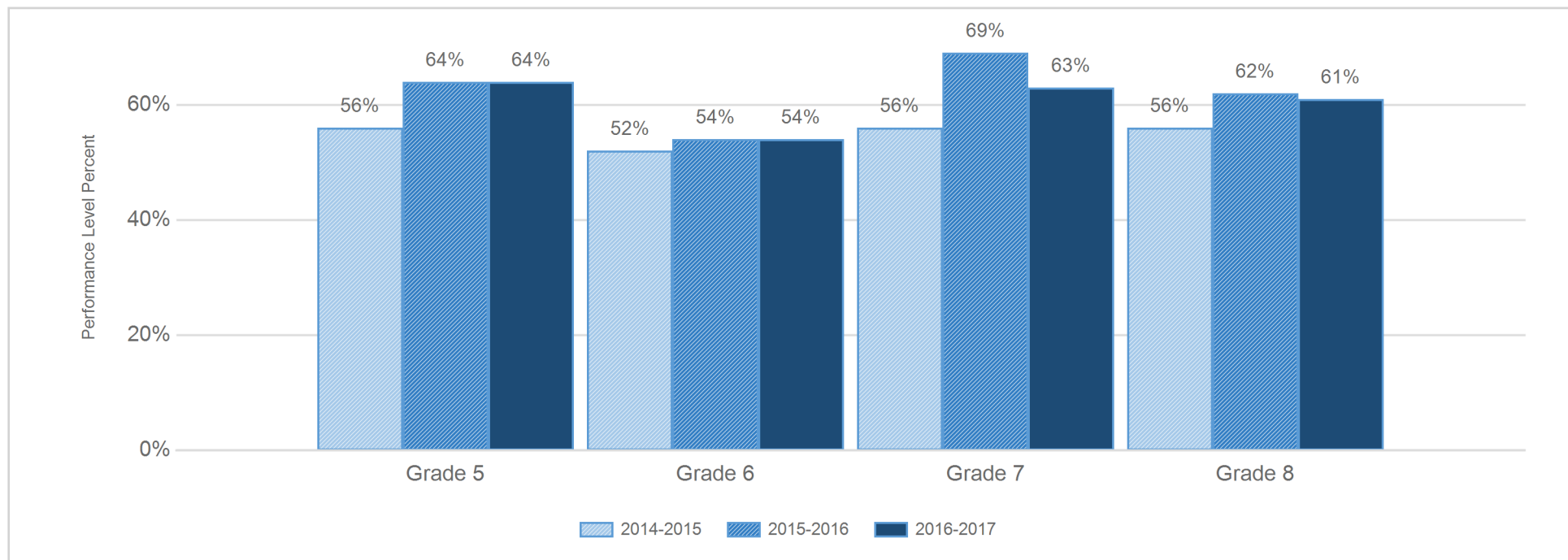
This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	246	757	757	757	9%	12%	19%	43%	18%	61%	59%
White	166	763	763	764	6%	7%	19%	48%	21%	68%	68%
Hispanic	31	736	736	742	*	*	32%	*	*	32%	44%
Black or African American	27	735	735	738	*	*	*	*	*	37%	39%
Asian, Native Hawaiian, or Pacific Islander	22	767	767	786	*	*	0%	46%	*	73%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	N	N	N	758	N	N	N	N	N	N	60%
Female	115	773	773	766	*	*	14%	54%	26%	80%	68%
Male	131	743	743	749	*	*	23%	34%	10%	44%	50%
Economically Disadvantaged Students	53	736	736	739	*	28%	21%	26%	*	36%	40%
Non-Economically Disadvantaged Students	193	763	763	766	*	8%	18%	48%	*	67%	69%
Students with Disabilities	49	715	715	718	*	*	*	*	0%	16%	18%
Students without Disabilities	197	767	767	764	*	*	*	*	22%	72%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%



## English Language Arts/Literacy Assessment - Performance Trends

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





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### Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	1008	93.7	55.60	49.60	43.50	55	48.7	Met Target
White	659	91.7	62.80	57.40	52.40	60.8	53.5	Met Target
Hispanic	147	98.0	36.10	30.90	27.60	36.1	32.1	Met Target
Black or African American	101	97.2	24.80	*	21.70	24.8	21.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	93	97.9	72.00	*	75.60	72	68.4	Met Target
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	490	94.1	60.20	51.00	44.10	59.9		
Male	518	93.4	51.40	48.40	42.90	50.4		
Economically Disadvantaged Students	247	96.9	31.50	27.50	25.10	*	32.2	Met Target†
Non-Economically Disadvantaged Students	761	92.7	63.50	57.80	54.30	*		
Students with Disabilities	203	92.4	16.80	*	16.50	16.3	16.5	Met Target†
Students without Disabilities	805	94.1	65.40	*	48.80	65		
English Learners	126	98.5	36.50	*	23.30	36.5	27.8	Met Target
Non-English Learners	882	93.1	58.30	*	45.20	57.2		
Homeless Students	11	91.7	18.20	19.00	16.40	18.2		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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**Mathematics Assessment - Performance by Grade: Grade 5**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	261	754	754	747	4%	10%	30%	44%	12%	56%	46%
White	155	760	760	754	*	*	27%	52%	13%	65%	57%
Hispanic	44	741	741	735	*	23%	36%	32%	*	36%	30%
Black or African American	35	736	736	729	*	*	34%	34%	0%	34%	22%
Asian, Native Hawaiian, or Pacific Islander	25	768	768	774	0%	*	*	*	*	64%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	134	757	757	747	*	*	28%	46%	*	60%	47%
Male	127	751	751	746	*	*	32%	43%	*	52%	46%
Economically Disadvantaged Students	74	737	737	732	*	*	39%	27%	*	31%	27%
Non-Economically Disadvantaged Students	187	761	761	756	*	*	26%	51%	*	66%	59%
Students with Disabilities	65	734	734	725	*	*	35%	26%	*	28%	19%
Students without Disabilities	196	761	761	751	*	*	28%	50%	*	65%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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### Mathematics Assessment - Performance by Grade: Grade 6\*\*

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	260	752	752	743	6%	14%	26%	42%	12%	54%	44%
White	174	757	757	751	*	*	25%	49%	13%	62%	54%
Hispanic	37	740	740	731	*	*	32%	32%	*	38%	27%
Black or African American	20	716	716	724	*	*	*	*	0%	10%	20%
Asian, Native Hawaiian, or Pacific Islander	24	766	766	771	*	*	*	42%	*	75%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	129	753	753	745	*	*	24%	44%	*	56%	45%
Male	131	751	751	742	*	*	28%	40%	*	53%	43%
Economically Disadvantaged Students	68	734	734	728	*	*	28%	29%	*	34%	24%
Non-Economically Disadvantaged Students	192	758	758	752	*	*	26%	46%	*	62%	56%
Students with Disabilities	47	726	726	717	*	*	23%	*	*	19%	13%
Students without Disabilities	213	757	757	748	*	*	27%	*	*	62%	50%
English Learners	10	708	708	710	*	*	0%	*	0%	20%	*
Non-English Learners	250	753	753	745	*	*	27%	*	13%	56%	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

\*\*Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	235	751	751	741	4%	10%	31%	48%	7%	55%	40%
White	160	754	754	748	*	*	29%	53%	*	61%	49%
Hispanic	34	744	744	730	*	*	41%	35%	*	38%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	21	761	761	764	0%	*	*	52%	*	67%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	109	753	753	743	*	9%	28%	52%	*	60%	41%
Male	126	749	749	740	*	11%	33%	44%	*	51%	38%
Economically Disadvantaged Students	44	738	738	729	*	*	39%	30%	*	32%	22%
Non-Economically Disadvantaged Students	191	753	753	749	*	*	29%	52%	*	60%	50%
Students with Disabilities	37	718	718	716	*	*	*	*	*	*	11%
Students without Disabilities	198	757	757	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	157	736	736	728	*	20%	30%	36%	*	36%	28%
White	96	742	742	736	*	14%	34%	43%	*	44%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	23	720	720	715	*	44%	*	*	0%	17%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	63	743	743	730	*	18%	30%	46%	*	46%	30%
Male	94	732	732	725	*	21%	30%	29%	*	30%	26%
Economically Disadvantaged Students	46	719	719	719	*	37%	*	*	*	20%	19%
Non-Economically Disadvantaged Students	111	743	743	734	*	13%	*	*	*	43%	34%
Students with Disabilities	44	709	709	705	*	*	*	*	*	*	*
Students without Disabilities	113	747	747	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	784	748	743	*	*	*	77%	20%	97%	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	15	785	*	774	*	*	*	80%	*	100%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	53	784	750	744	*	*	*	72%	*	94%	43%
Male	39	784	745	741	*	*	*	85%	*	100%	40%
Economically Disadvantaged Students	11	783	731	727	*	*	*	*	*	82%	23%
Non-Economically Disadvantaged Students	81	784	754	751	*	*	*	*	*	99%	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	92	784	749	745	*	*	*	77%	20%	97%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%





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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	*	*	*	734	*	*	*	*	*	*	30%
White	*	*	*	740	*	*	*	*	*	*	38%
Hispanic	N	N	N	722	N	N	N	N	N	N	14%
Black or African American	N	N	N	719	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	N	N	N	735	N	N	N	N	N	N	31%
Male	*	*	*	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	N	N	N	721	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	*	*	*	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



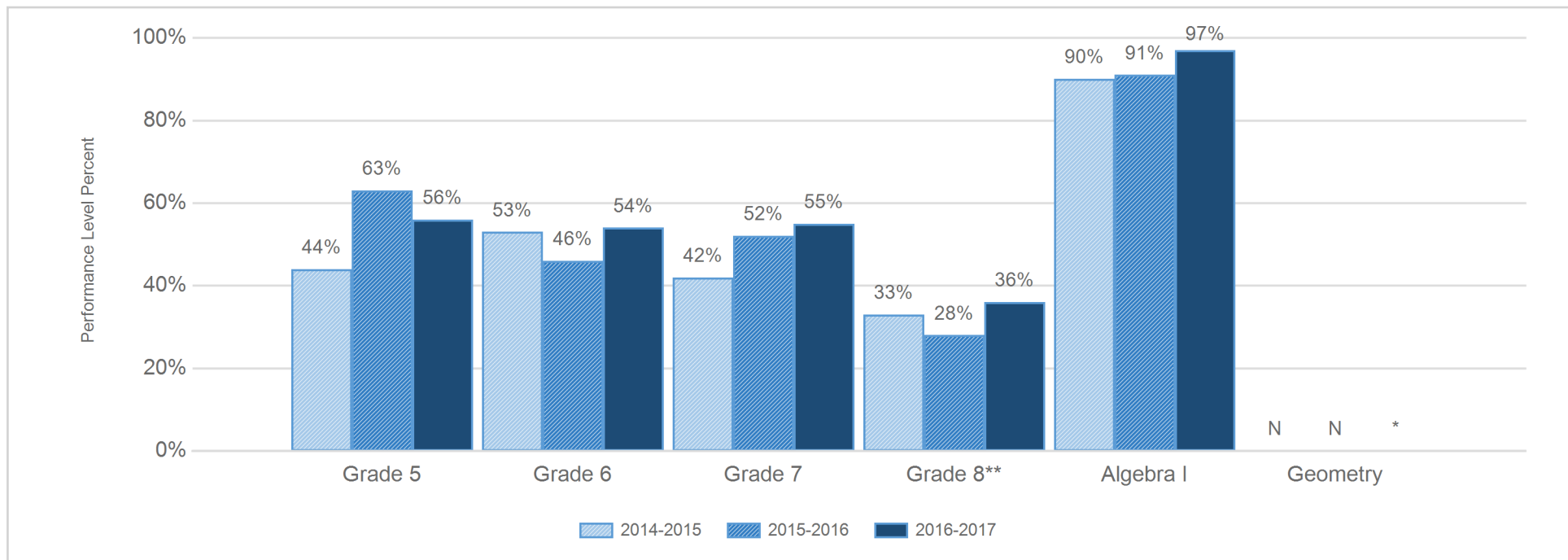


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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
5	N	N
6	*	*
7	*	*
8	*	*

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	15	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



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

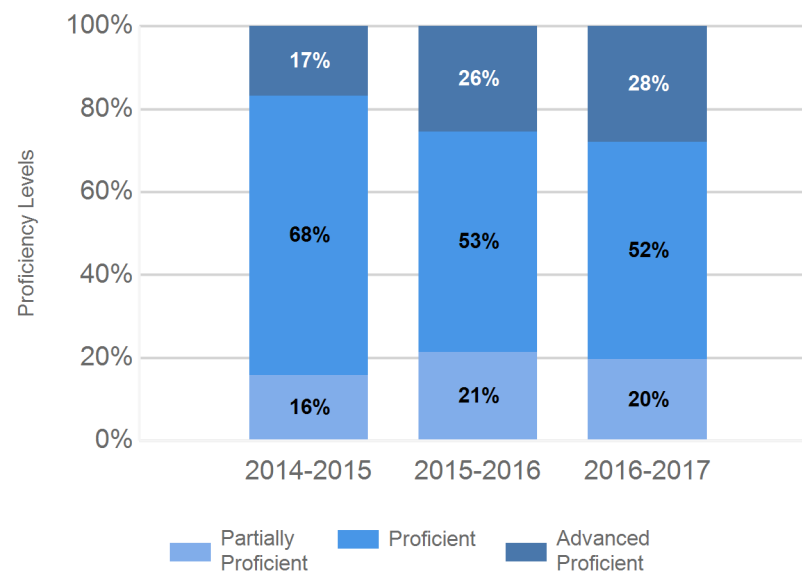
### NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	28%	52%	20%
White	30%	57%	13%
Hispanic	13%	53%	34%
Black or African American	14%	39%	46%
Asian, Native Hawaiian, or Pacific Islander	48%	36%	16%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	15%	42%	42%
Students with Disabilities	6%	42%	52%
English Learners	N	*	*

### NJASK Science Assessment Performance Trends: Grade 8

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	47	50	50	Met Target	55	55	50	Met Target
White	48	52	50	Met Target	54	54	52	Met Target
Hispanic	43	*	49	Met Target	55	*	47	Met Target
Black or African American	36	38	45	Not Met	49	52	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	66	60	Exceeds Target	*	62	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	30	51	**	*	43	52	**
Economically Disadvantaged	40	*	47	Met Target	50.5	*	46	Met Target
Students with Disabilities	34	35.5	41	Not Met	46	45	43	Met Target
English Learners	46	48	53	Met Target	55.5	57	51	Met Target

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



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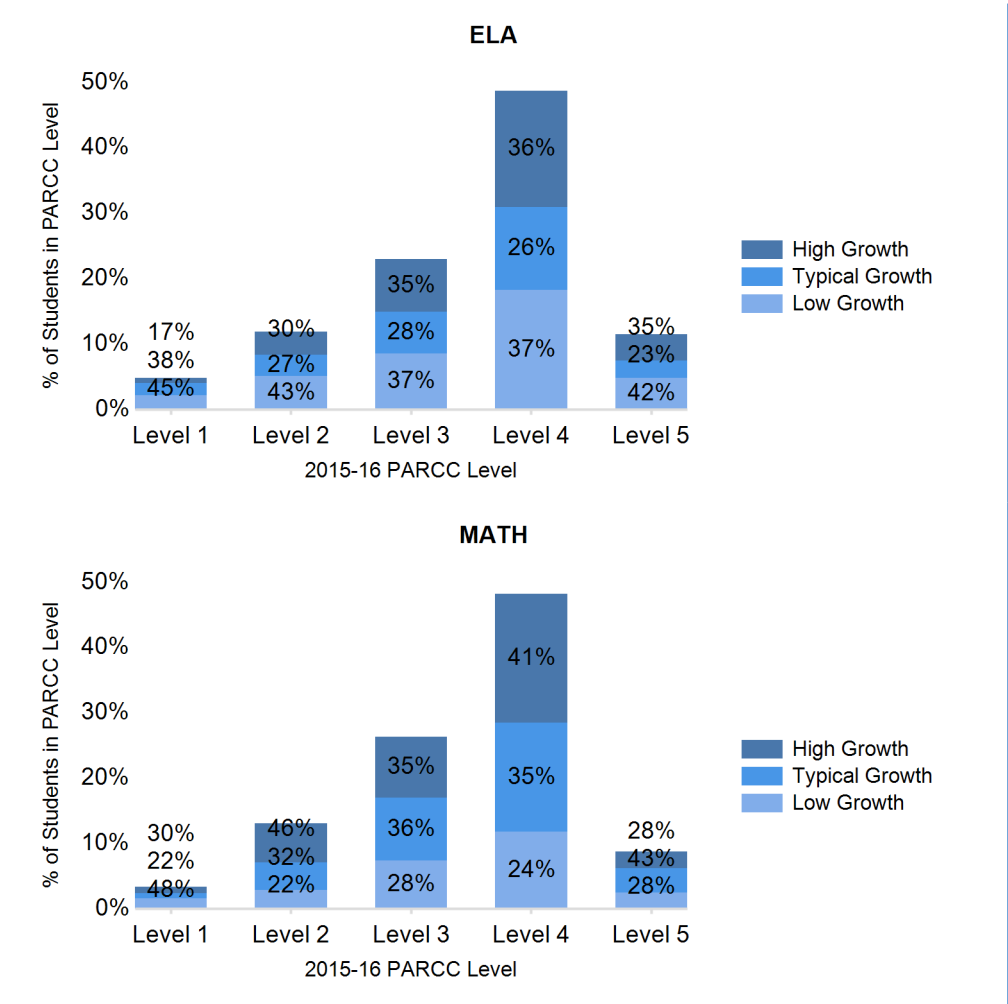
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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

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

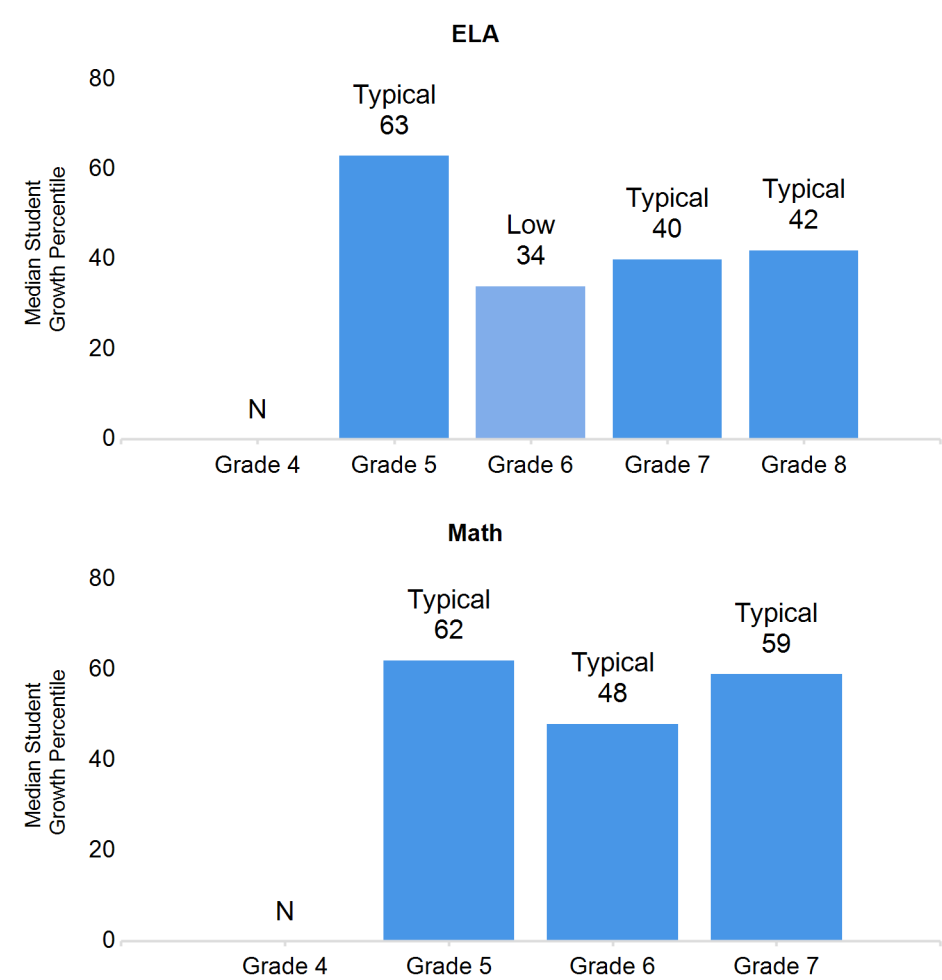
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	279
7	2	0	256
8	95	0	174
Schoolwide	97	0	709

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	113	35	120	0	0	0	0
7	100	52	87	0	0	0	5
8	108	46	87	0	0	0	8
Schoolwide	321	133	294	0	0	0	13
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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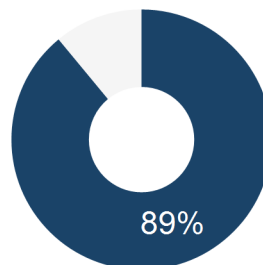
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### Visual and Performing Arts – Course Participation

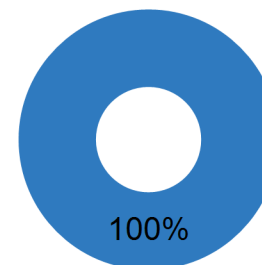
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

#### Grades 6-8:

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

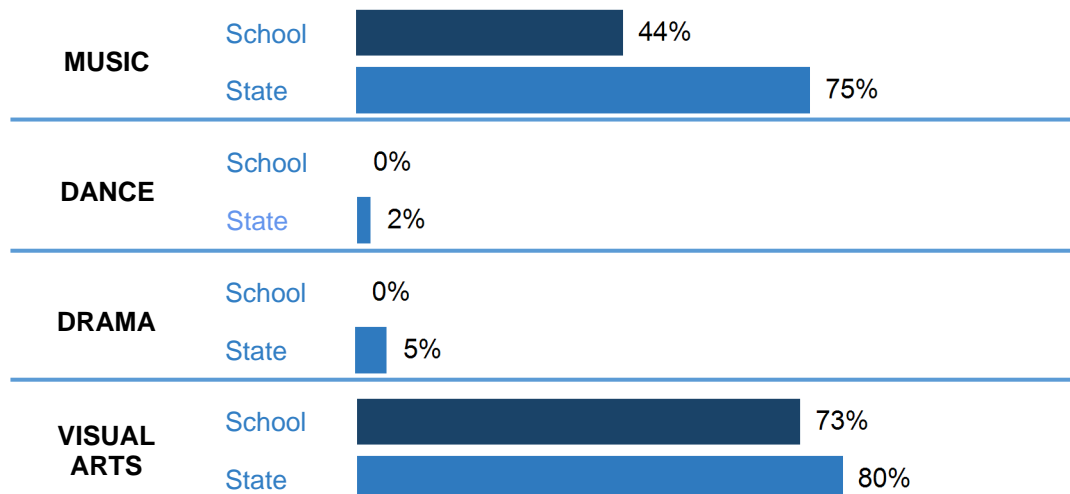


School



State

Students enrolled in one or more classes by discipline:





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

### Chronic Absenteeism

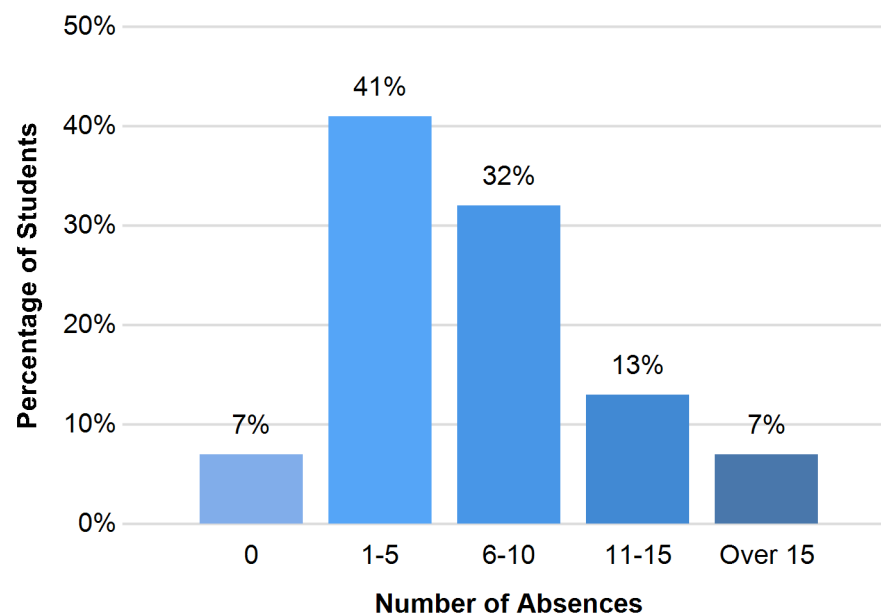
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.70	8.30	Met Target
White	5.00	8.30	Met Target
Hispanic	5.30	8.30	Met Target
Black or African American	5.80	8.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	1.00	8.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	4.30	8.30	Met Target
Students with Disabilities	4.10	8.30	Met Target
English Learners	6.30	8.30	Met Target

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

### Days Absent

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





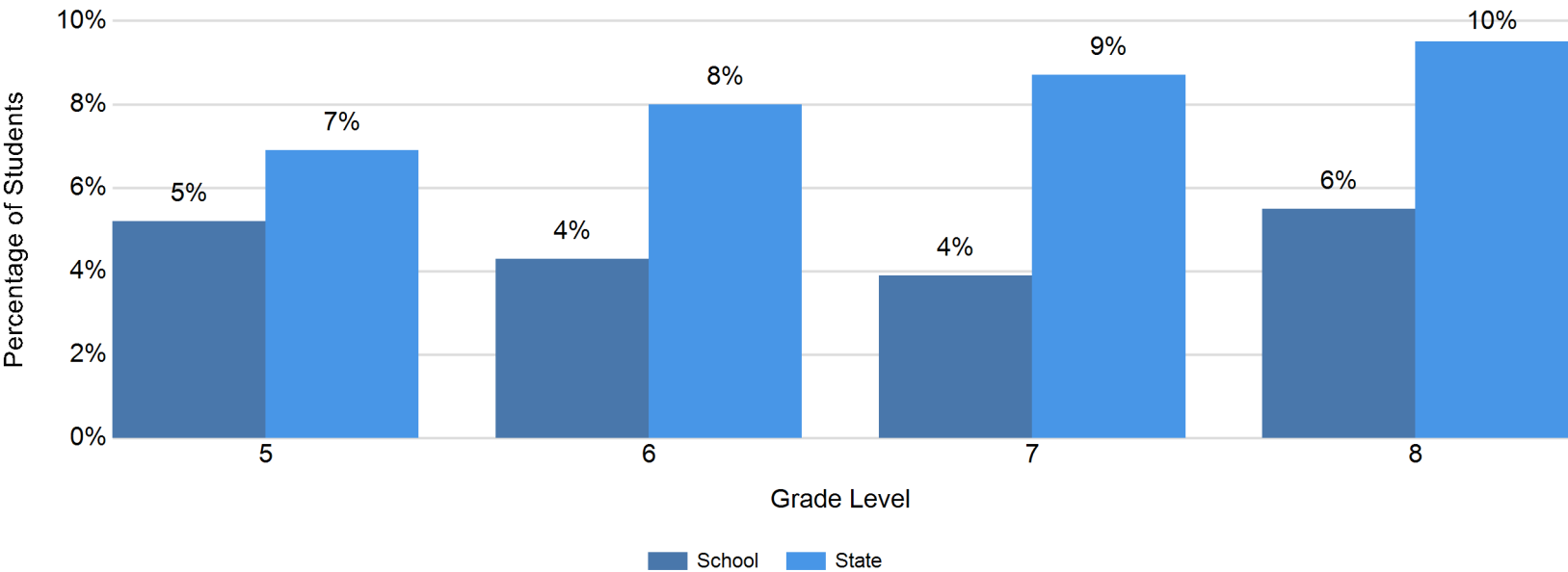


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Chronic Absenteeism by Grade

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





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### School Day

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

Category	School
Typical Start Time	8:00AM
Typical End Time	2:30PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs. 33 Mins.
Shared Time - Instructional Time	*

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

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.37

### Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	3.8%
Out-of-School Suspensions	1.9%
Any Suspension	5.0%

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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### Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	287.8 kbps	100 kbps	Yes	N	Fiber	N

### Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$478	\$16,859	\$17,337



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

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

**Teachers:** All classroom teachers

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

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	123	120,724
Average years experience in public schools	12.5	11.8
Average years experience in district	10.7	10.5
Teachers in district for 4 or more years	80%	74%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	25	9,506
Average years experience in public schools	19.2	15.9
Average years experience in district	14.1	11.6
Administrators in district for 4 or more years	80%	74%

### Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	9:1	9:1
Administrators	179:1	142:1
Librarian/Media Specialists		712:1
Nurses		712:1
Counselors		274:1
Child Study Team		237:1



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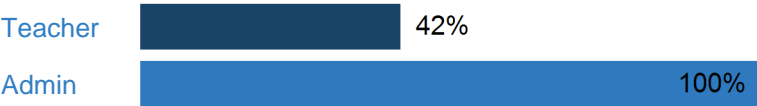
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	84%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	45.8	17.5%
Mathematics Proficiency	55.4	17.5%
English Language Arts Growth	33.1	25.0%
Mathematics Growth	66.3	25.0%
Chronic Absenteeism	77.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		54.2
<b>Summative Rating:</b> Percentile rank of Summative Score		56.2
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	54.2	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	51.3	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	55.9	11.9	No	Met Target†	Met Target	Met Target	Met Target	Met Target	No
Black or African American	51.6	11.9	No	Met Target†	Met Target	Met Target	Not Met	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	58.6	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	53.9	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Students with Disabilities	50.5	11.9	No	Met Target†	Met Target†	Met Target	Not Met	Met Target	No
English Learners	58.8	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No

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

† Target was met within a confidence interval.



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### School General Info

<b>Principal:</b>	Mr. Kostula	<b>Email Address:</b>	<a href="mailto:lkostula@oceanschools.org">lkostula@oceanschools.org</a>
<b>Address:</b>	1200 WEST PARK AVENUE OCEAN, NJ 07712-7296	<b>Website:</b>	<a href="http://www.oceanschools.org">www.oceanschools.org</a>
<b>Phone:</b>	(732)531-5630	<b>Facebook:</b>	<a href="https://www.facebook.com/TownshipofOceanSchoolDistrict">https://www.facebook.com/TownshipofOceanSchoolDistrict</a>

### School Narrative

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

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Technology is part of each school day, with all students utilizing 1:1 personal Chromebooks</li> <li>• The installation of an electronic sign for better community communication.</li> <li>• The creation of The Ocean View for live-streaming of morning announcements.</li> </ul>
 <b>Mission, Vision, Theme:</b>	Meeting the needs of all TOIS students with a proud tradition of academic excellence.
 <b>Awards, Recognition, Accomplishments:</b>	TOIS has participated in the Elks 'Proud to be an American' poster contest. TOIS Band has received a superior rating in the High Note Music Festival for several years running. Our students participate in the National Geography Bee and the Scripps-Howard Spelling Bee. Forensics has won championships at Rumson Country Day and Ranney, while G&T participates in Future Cities and Math Olympiad. Math Club participates in CBA and MathCounts competitions.









**Township of Ocean Intermediate School**  
**2016-2017**  
**Grade Span 05-08**

25-3810-040  
**MONMOUTH**  
**OCEAN TWP**  
**1200 WEST PARK AVENUE**  
**OCEAN, NJ 07712-7296**

### School Narrative

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

 <b>Courses, Curriculum, Instruction:</b>	<p>In addition to all students receiving instruction in the 4 academic areas of math, science, social studies, and ELA, TOIS offer the following courses: band, chorus, music, art, theater arts, computer finance and multimedia productions. World language and health/physical education are taken on a daily basis to round out the schedule.</p>
 <b>Sports and Athletics:</b>	<p>TOIS offers an extensive battery of inter-scholastic sports for 6-8th grade students. Fall sports are soccer, cross country and field hockey. Winter sports are basketball, cheerleading and wrestling, followed by baseball, softball and track in the spring.</p>
 <b>Clubs and Activities:</b>	<p>Over a dozen extracurricular activities complement the TOIS academic program. These include drama club and stage crew, yearbook, student council, Sand Pebbles (the TOIS Literary Magazine), after-school band, after-school chorus, The Spartan Times (the TOIS School Newspaper), WordPlay, Debate Club, PRIDE Club, Math Club, Forensics, and MakerSpace Club.</p>
 <b>Before and After School Programs:</b>	<p>All teachers offer extra help after the regular school day ends. For 5th &amp; 6th Grade, Skills for Success is offered. The Ocean Township Depart of Human Services runs Project Extend for after school care here at TOIS.</p>







**Township of Ocean Intermediate School**  
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**Grade Span 05-08**

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 OCEAN, NJ 07712-7296

### School Narrative

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

 <b>Staff and Professional Learning:</b>	TOIS has monthly faculty meetings as well as Professional Learning Communities. Extensive Professional Development and multiple EdCamp opportunities are available for faculty and staff to take advantage of throughout the school year.
 <b>Student Supports and Services:</b>	TOIS has a guidance counselor assigned to each grade level. Academic Success Classes and English as a Second Language programs are offered to those in need. We have a Child Study Team with 4 members available to meet the needs of our Special Education population. A Mentoring program has been created to help those students who require the extra support.
 <b>Student Health and Wellness:</b>	All grade levels at TOIS take Health/Physical Education every day during the school year. There is a registered nurse on staff and Sodexo provides breakfast daily and offers healthy options for lunches for our students and staff.
 <b>Parent and Community Involvement:</b>	TOIS has monthly PTA meetings to which parents and staff members are encouraged to participate in. We have the PowerSchool parent portal that allows parents to track their student's academic progress throughout the year.



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## School Narrative

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



### Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Parents, Administrators, Teachers  
 The Strategic Action Plan.



### Facilities:

TOIS was originally built in 1975. In 2004, an addition was built to house the district 5th grade in the building. During the summer of 2016, renovations took place to upgrade the 6th, 7th and 8th grade science classrooms and labs. Renovations were also made to add a theater arts class to the building.




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School Narrative

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

<div>Other Information:</div>	<p>TOIS has 2 security guards on staff to insure the safety of students and staff. Chromebooks are available to all 5th grade students in their classrooms and 6-8th grade students are assigned a Chromebook which they can take home. Teachers may be contacted by email through Teachers on the Web through the district website.</p>
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Wanamassa Elementary School  
2016-2017  
Grade Span PK-04

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

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

Navigating through the reports:

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

Other Resources:

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



Wanamassa Elementary School  
2016-2017  
Grade Span PK-04

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**Footnotes**

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

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



Wanamassa Elementary School  
2016-2017  
Grade Span PK-04

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### Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	0	0	24
KG	53	36	56
1	53	58	41
2	60	56	53
3	54	63	59
4	66	54	63
Ungraded	20	27	19
Total	306	294	315

### Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	52%	48%	47%
Male	48%	52%	53%
Economically Disadvantaged Students	11%	14%	15%
Students with Disabilities	23%	29%	31%
English Learners	5%	5%	5%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	74.3%
Hispanic	13.3%
Asian	6.3%
Black or African American	2.5%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	3.5%

### PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	24
PK - Full Day	1	0	0
KG - Half Day	0	0	0
KG - Full Day	56	36	56

### Enrollment by Home Language

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

Home Language	% of Students
English	85.4%
Spanish	6.0%
Chinese	2.2%
Korean	1.3%
Arabic	1.0%
Other	3.9%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	118	95.9	80.50	55.60	54.90	80.5	56.4	Met Goal
White	84	94.4	82.10	63.90	63.90	81.5	59.8	Met Goal
Hispanic	17	100.0	70.60	36.90	39.80	70.6	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	10	100.0	100.00	*	80.70	100	**	**
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	58	93.5	81.00	65.60	62.20	79.8		
Male	60	98.4	80.00	46.20	48.10	80		
Economically Disadvantaged Students	18	100.0	50.00	32.60	36.20	50	**	**
Non-Economically Disadvantaged Students	100	95.2	86.00	63.80	65.80	86		
Students with Disabilities	34	97.1	52.90	21.10	20.50	52.9	30.7	Met Target
Students without Disabilities	84	95.5	91.70	64.70	61.90	91.7		
English Learners	14	100.0	85.70	*	25.20	85.7	**	**
Non-English Learners	104	95.4	79.80	*	57.40	79.8		
Homeless Students	N	N	N	15.80	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.





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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	771	751	749	*	*	*	66%	*	78%	50%
White	41	773	761	759	*	*	*	63%	*	78%	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	N	N	N	731	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	29	766	754	754	*	*	*	72%	*	79%	55%
Male	29	775	749	745	*	*	*	59%	*	76%	46%
Economically Disadvantaged Students	10	733	730	731	*	*	*	*	*	40%	31%
Non-Economically Disadvantaged Students	48	779	760	762	*	*	*	*	*	85%	63%
Students with Disabilities	20	745	731	720	*	*	*	50%	*	50%	24%
Students without Disabilities	38	784	758	755	*	*	*	74%	*	92%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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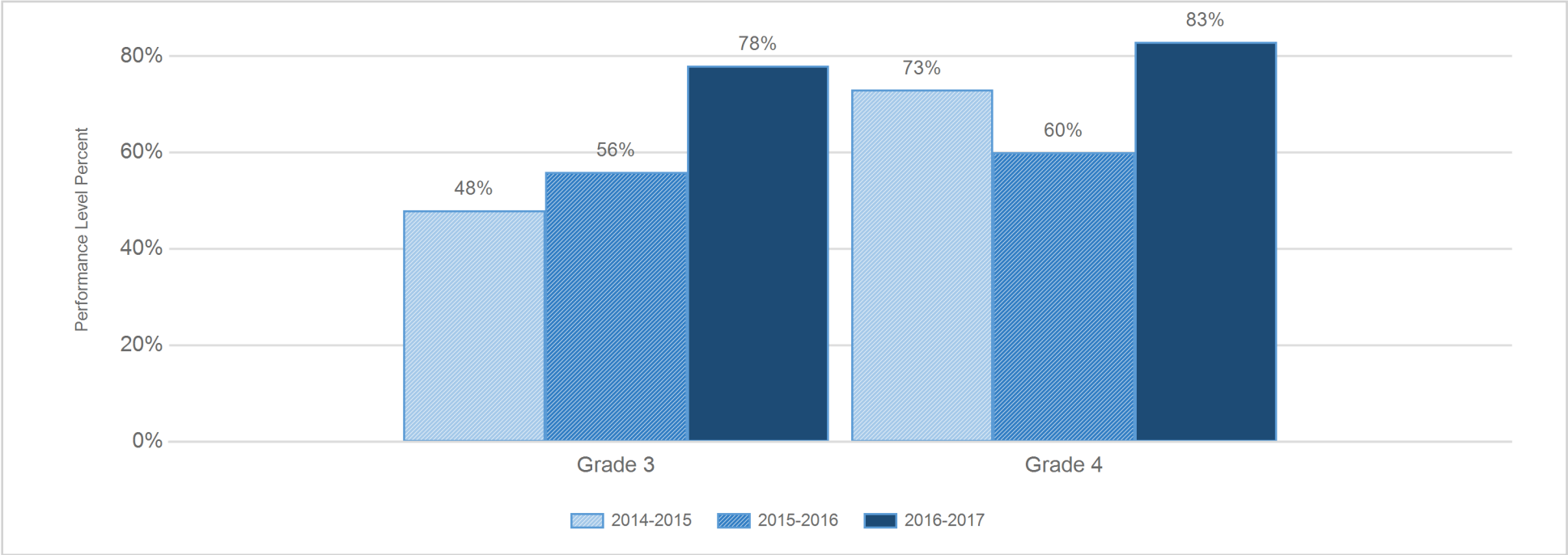
English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	771	758	753	0%	*	*	62%	22%	83%	56%
White	43	774	763	762	*	*	*	63%	23%	86%	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	29	771	765	758	0%	*	*	55%	*	83%	61%
Male	31	771	751	749	0%	*	*	68%	*	84%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	14	752	731	725	*	*	*	*	0%	57%	25%
Students without Disabilities	46	777	765	759	*	*	*	*	28%	91%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	60	771	759	755	0%	*	*	62%	22%	83%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

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

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	119	96.7	70.60	49.60	43.50	70.6	71.7	Met Target†
White	85	95.5	71.80	57.40	52.40	71.8	74.5	Met Target†
Hispanic	17	100.0	58.90	30.90	27.60	58.9	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	10	100.0	90.00	*	75.60	90	**	**
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	59	95.2	62.80	51.00	44.10	62.8		
Male	60	98.4	78.40	48.40	42.90	78.4		
Economically Disadvantaged Students	18	100.0	44.40	27.50	25.10	44.4	**	**
Non-Economically Disadvantaged Students	101	96.2	75.30	57.80	54.30	75.3		
Students with Disabilities	34	97.1	41.10	*	16.50	41.1	54	Met Target†
Students without Disabilities	85	96.6	82.30	*	48.80	82.3		
English Learners	14	100.0	57.10	*	23.30	57.1	**	**
Non-English Learners	105	96.3	72.40	*	45.20	72.4		
Homeless Students	N	N	N	19.00	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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**Mathematics Assessment - Performance by Grade: Grade 3**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	58	768	754	751	*	*	17%	43%	28%	71%	53%
White	41	772	762	759	0%	*	*	42%	29%	71%	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	N	N	N	733	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	29	760	753	751	0%	*	*	41%	*	62%	52%
Male	29	776	755	751	0%	*	*	45%	*	79%	53%
Economically Disadvantaged Students	10	730	734	736	0%	*	*	*	0%	30%	34%
Non-Economically Disadvantaged Students	48	776	762	761	0%	*	*	*	33%	79%	65%
Students with Disabilities	20	745	736	729	0%	*	*	*	*	40%	29%
Students without Disabilities	38	780	760	755	0%	*	*	*	*	87%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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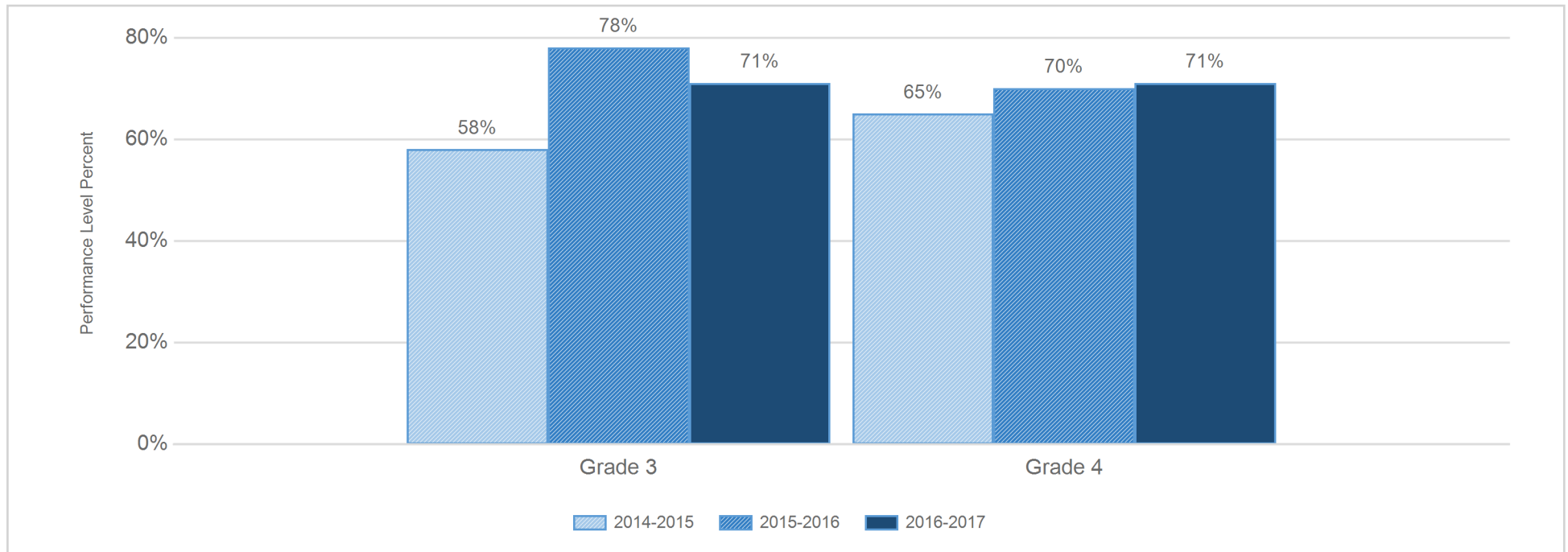
Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	763	753	747	0%	*	20%	61%	*	71%	47%
White	44	765	758	755	0%	*	*	59%	*	73%	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	30	758	753	747	0%	*	*	53%	*	63%	47%
Male	31	769	753	747	0%	*	*	68%	*	77%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	14	743	733	724	0%	*	*	*	*	43%	22%
Students without Disabilities	47	770	758	751	0%	*	*	*	*	79%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	61	763	754	749	0%	*	20%	61%	*	71%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

## Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N

English Language Proficiency Test - Participation and Performance

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

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





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

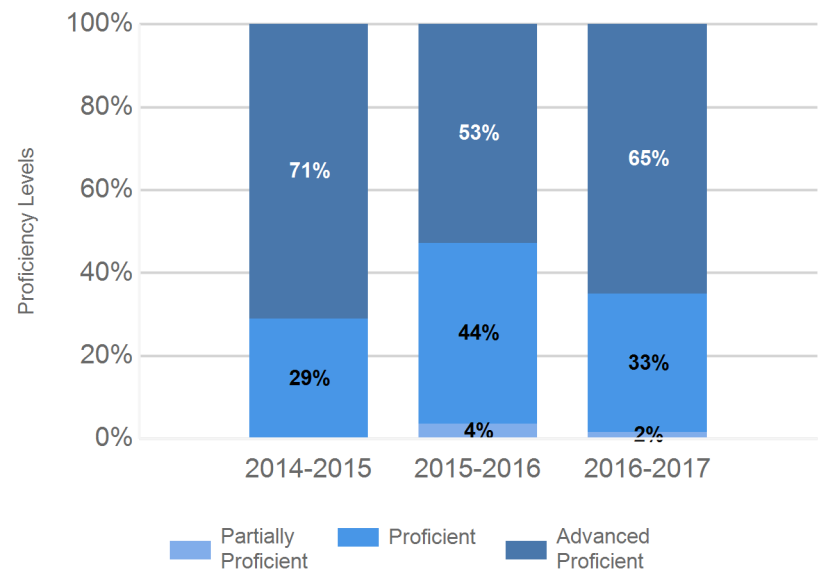
### NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	65%	33%	2%
White	65%	35%	N
Hispanic	*	*	N
Black or African American	*	*	N
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	*	*	*
Students with Disabilities	43%	50%	7%
English Learners	N	N	N

### NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	72	50	50	Exceeds Target	50	55	50	Met Target
White	73	52	50	Exceeds Target	56	54	52	Met Target
Hispanic	*	*	49	**	*	*	47	**
Black or African American	*	38	45	**	*	52	43	**
Asian, Native Hawaiian, or Pacific Islander	*	66	60	**	*	62	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	30	51	**	*	43	52	**
Economically Disadvantaged	*	*	47	**	*	*	46	**
Students with Disabilities	47	35.5	41	**	39	45	43	**
English Learners	*	48	53	**	*	57	51	**

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



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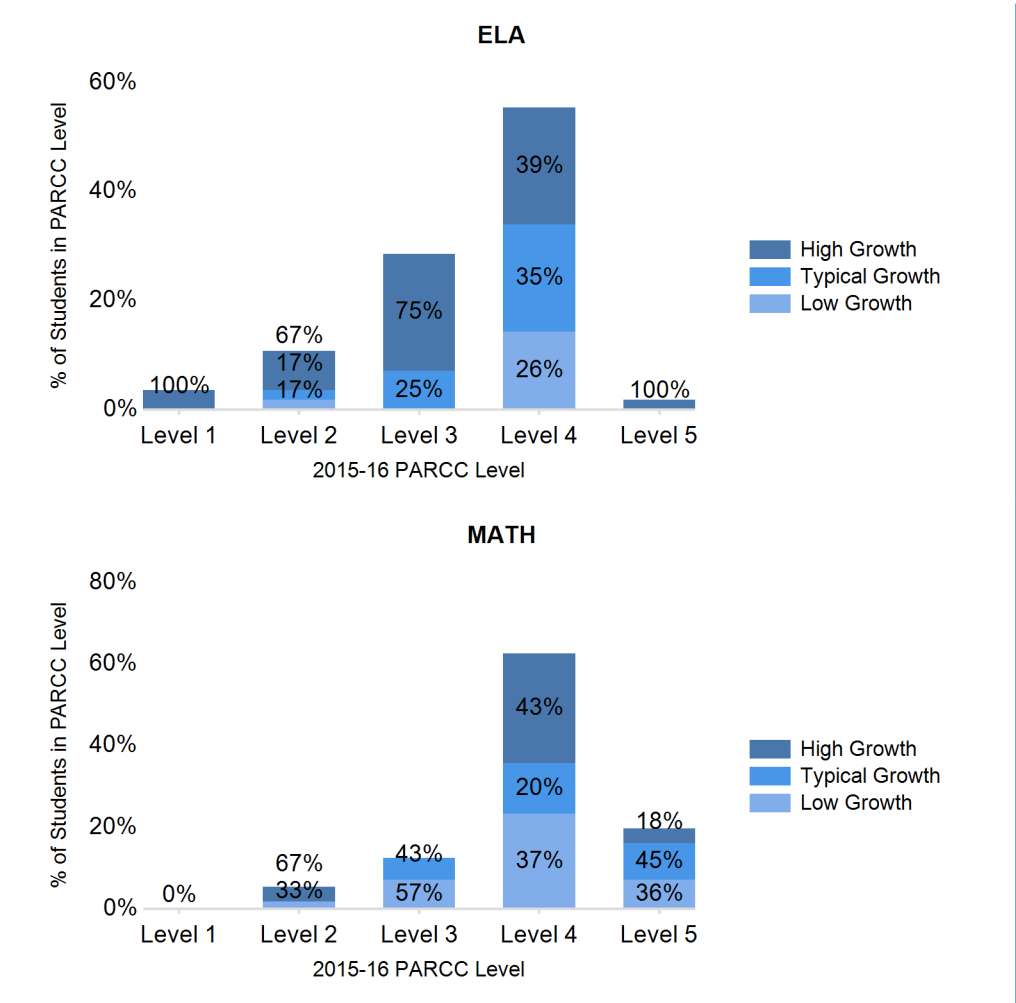
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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

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

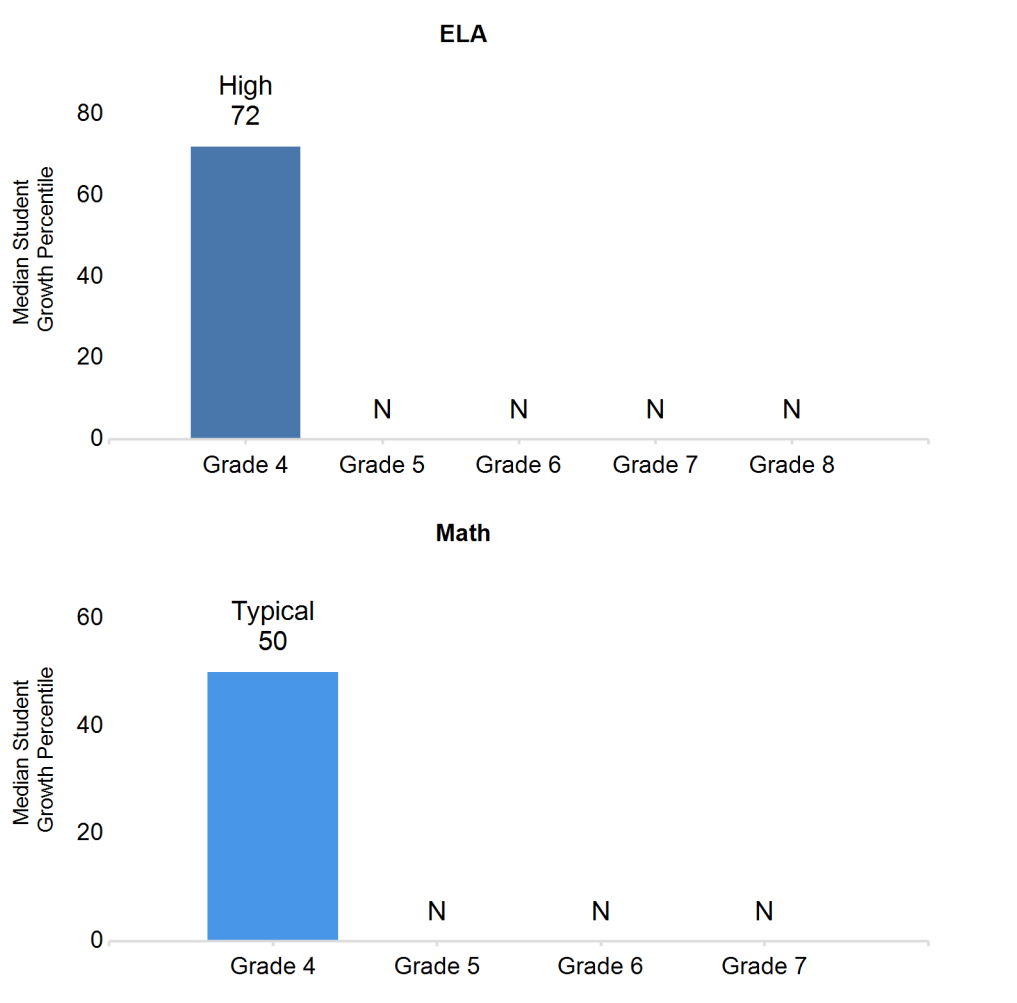
Student Growth by Performance Level

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



Student Growth by Grade

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





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

### Chronic Absenteeism

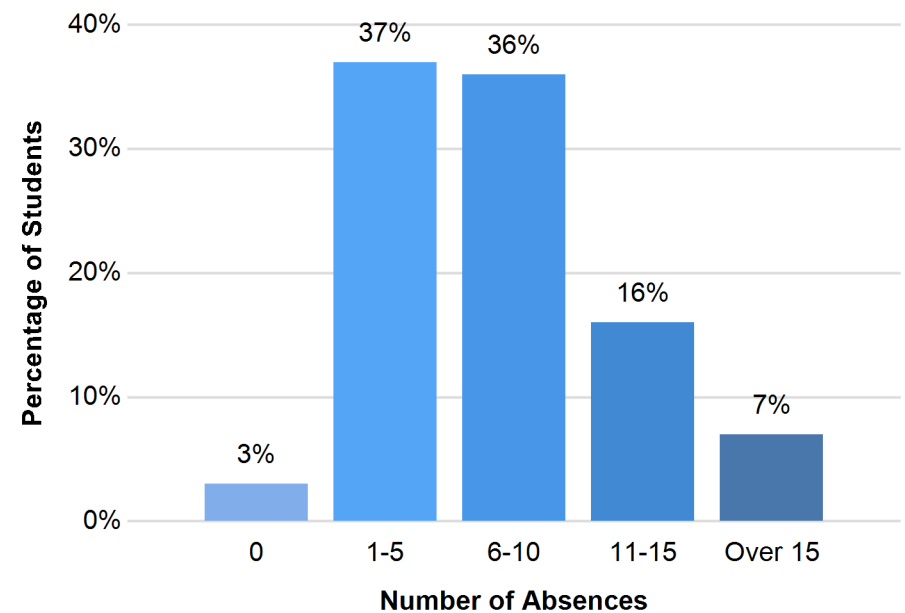
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.30	8.70	Met Target
White	5.40	8.70	Met Target
Hispanic	6.80	8.70	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	6.50	8.70	Met Target
Students with Disabilities	7.90	8.70	Met Target
English Learners	N	**	**

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

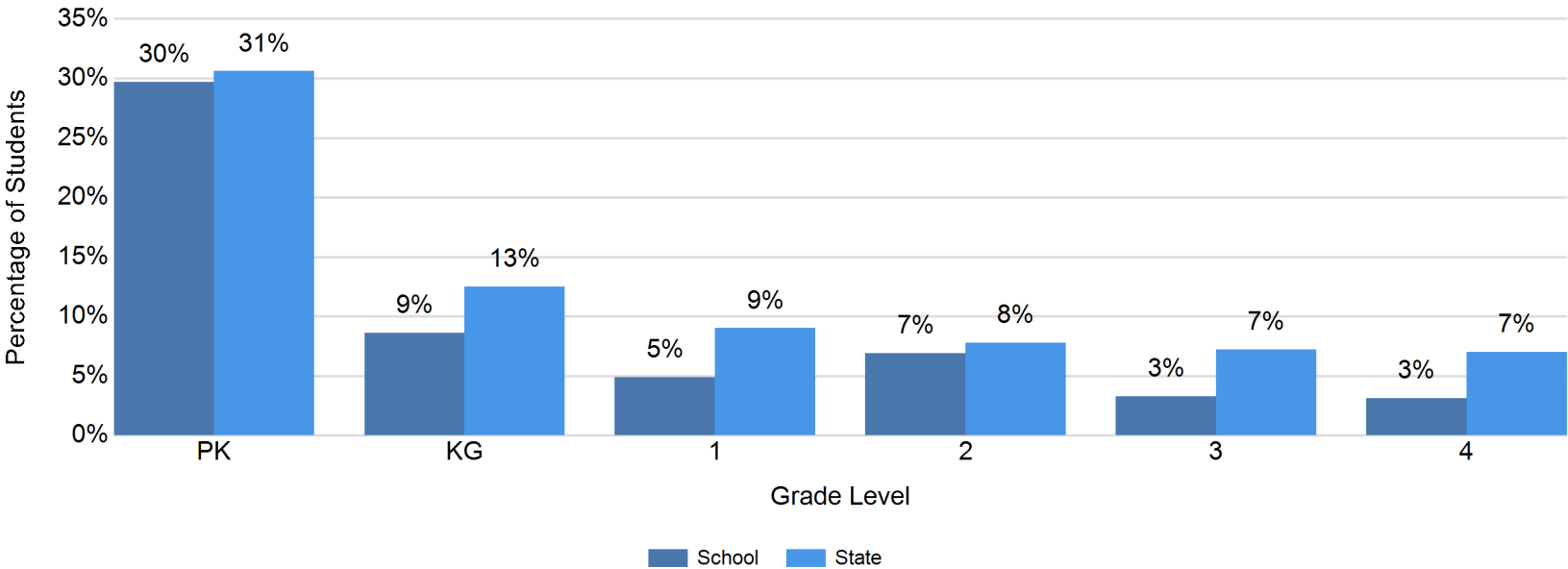
### Days Absent

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



### Chronic Absenteeism by Grade

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





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### School Day

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

Category	School
Typical Start Time	8:45AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs. 5 Mins.
Shared Time - Instructional Time	*

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

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.32

### Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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### Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.4:1	287.8 kbps	100 kbps	Yes	N	Fiber	N

### Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$478	\$16,859	\$17,337



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

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

**Teachers**: All classroom teachers

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

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	35	120,724
Average years experience in public schools	14.4	11.8
Average years experience in district	13.2	10.5
Teachers in district for 4 or more years	80%	74%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	25	9,506
Average years experience in public schools	19.2	15.9
Average years experience in district	14.1	11.6
Administrators in district for 4 or more years	80%	74%

### Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	9:1	9:1
Administrators	315:1	142:1
Librarian/Media Specialists		712:1
Nurses		712:1
Counselors		274:1
Child Study Team		237:1





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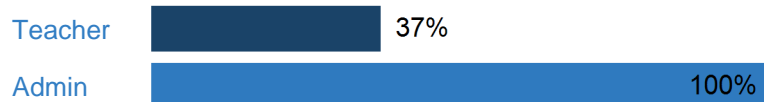
### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	84%	88%

### Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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## Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	94.3	17.5%
Mathematics Proficiency	89.3	17.5%
English Language Arts Growth	97.7	25.0%
Mathematics Growth	55.0	25.0%
Chronic Absenteeism	69.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		80.7
<b>Summative Rating:</b> Percentile rank of Summative Score		91.3
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	80.7	11.9	No	Met Goal	Met Target†	Met Target	Exceeds Target	Met Target	No
White	79.1	11.9	No	Met Goal	Met Target†	Met Target	Exceeds Target	Met Target	No
Hispanic	**	**	No	**	**	Met Target	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	Met Target	**	**	No
Students with Disabilities	**	**	No	Met Target	Met Target†	Met Target	**	**	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. Milano	<b>Email Address:</b>	<a href="mailto:vmilano@oceanschools.org">vmilano@oceanschools.org</a>
<b>Address:</b>	901 BENDERMEER AVENUE WANAMASSA, NJ 07712-4103	<b>Website:</b>	<a href="http://www.oceanschools.org">www.oceanschools.org</a>
<b>Phone:</b>	(732)531-5700	<b>Facebook:</b>	<a href="https://www.facebook.com/TownshipofOceanSchoolDistrict">https://www.facebook.com/TownshipofOceanSchoolDistrict</a>




School Narrative

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

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Technology is imbedded in our school day. 1:1 Chromebooks for students.</li> <li>• An innovation lab is available for students to explore, problem solve and innovate.</li> <li>• We take great pride in administering positive behavior support each and every day.</li> </ul>
 <b>Mission, Vision, Theme:</b>	Our mission is to instill a true passion for lifelong learning and discovery within each child. We emphasize the importance of strong character traits, such as accountability, honesty, respect and kindness. These traits create a positive environment that is safe, nurturing and educational for each member of our school family.
 <b>Awards, Recognition, Accomplishments:</b>	Each year, we are recognized by various community groups for our volunteer efforts and community service through our Project Care program. The Board of Education and local newspapers recognize the outstanding efforts of our elementary students for excellence in such things as Essay Writing, Poetry Contests as well as Spelling and Geography Bees.

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 <div> Courses, Curriculum,  Instruction: </div>	Students in kindergarten through fourth grade receive instruction in reading, spelling, writing, mathematics, science and social studies in heterogeneously grouped classes through a sequentially organized curriculum. Lessons are developmentally appropriate and aligned with the Common Core State Standards. Our reading program (Wonders) is research-based and uses a phonetic approach.
 <div> Clubs and Activities: </div>	Maker Space Club, Chorus Group, Floor Hockey, Safety Patrol Club
 <div> Before and After  School Programs: </div>	Project Extend runs for grades k-4 from 7:00am-8:30am and 3:15pm - 6:00pm. It is run through our town's department of human services.







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**School Narrative**

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 <b>Staff and Professional Learning:</b>	<p>Professional learning takes place all throughout the year. We have 3 in-service days, and multiple monthly meetings. Our SCIP meets regularly to support our staff and students. Our PD is based on the belief that children learn best in real-world contexts that make sense to children; that all students deserve a richer and more challenging curriculum; and that a balanced and practical approach to learning is best for understanding concepts.</p>
 <b>Student Supports and Services:</b>	<p>Our Academic Success Program classes and special education classes utilize our Wonders &amp; Wonder Works Program as well. Special education classes for resource center and self-contained learning and language disabilities classes utilize additional reading methods with an alternative approach for teaching skills. English language learners as well as struggling learners receive supplemental instruction as needed.</p>
 <b>Student Health and Wellness:</b>	<p>Breakfast is offered to all students each day. Students are given Physical Education classes 2xs a week. Students take part in a 10 minute recess in the morning and a 30 minute recess during the afternoon.</p>
 <b>Parent and Community Involvement:</b>	<p>Our PTA meets monthly and all parents and teachers are free to attend meetings. Our PTA works so very hard to help offset expenses for our local families by paying for all school trips, some technology and classroom supplies and games. We have a parent portal and it is utilized daily.</p>



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School Narrative

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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>Our school is about 87 years old. A new gymnasium and fine and performing arts wing was opened in the 2017-2018 school year. An innovation lab was created and the school has an open courtyard. All classrooms are air conditioned and updated with the latest soundsystem.</p>
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School Narrative

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

<div>Other Information:</div>	<p>Our school environment lends itself to offering many opportunities for children to learn and demonstrate tolerance, compassion and understanding of other people’s needs and ideas. We work very hard to create a climate of respect and kindness. It is expected that students show great effort and be a good citizen. We incorporate lessons on Internet safety and information literacy to help students develop the skills and behaviors necessary for becoming safe and strong digital citizens. We have a full time school counselor who supports the staff and students in providing a climate of open communication and respect. Any personal, social or academic concerns that arise are promptly handled so students know they can always come to an adult for support. We are committed to excellence and look forward to the joys and challenges of the future.</p>
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Wayside Elementary School  
2016-2017  
Grade Span PK-04

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

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

Navigating through the reports:

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

Other Resources:

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



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**Footnotes**

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	22	21	25
KG	119	105	122
1	126	124	104
2	107	126	126
3	124	108	118
4	121	129	114
Ungraded	44	47	42
Total	663	660	651

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	49%	48%
Male	53%	51%	52%
Economically Disadvantaged Students	37%	35%	30%
Students with Disabilities	23%	23%	20%
English Learners	14%	12%	14%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	53.9%
Hispanic	21.7%
Asian	12.4%
Black or African American	11.2%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.8%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	23	21	25
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	121	105	122

Enrollment by Home Language

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

Home Language	% of Students
English	65.4%
Spanish	16.3%
Creoles and pidgins, French-based	3.4%
Urdu	2.8%
Arabic	2.2%
Other	10.2%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	235	99.2	56.60	55.60	54.90	56.6	39.9	Met Target
White	121	98.4	73.50	63.90	63.90	73.5	44.9	Met Target
Hispanic	49	100.0	30.60	36.90	39.80	30.6	22.1	Met Target
Black or African American	28	100.0	17.80	*	35.20	17.8	26.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	37	100.0	64.90	*	80.70	64.9	53.3	Met Target
American Indian or Alaska Native	N	N	N	N	53.70	N	**	**
Two or More Races	N	N	N	39.10	54.90	N	**	**
Female	115	100.0	60.00	65.60	62.20	60		
Male	120	98.4	53.40	46.20	48.10	53.4		
Economically Disadvantaged Students	80	98.8	31.30	32.60	36.20	31.3	20.7	Met Target
Non-Economically Disadvantaged Students	155	99.4	69.60	63.80	65.80	69.6		
Students with Disabilities	44	97.8	36.40	21.10	20.50	36.4	26.2	Met Target
Students without Disabilities	191	99.5	61.20	64.70	61.90	61.2		
English Learners	54	100.0	35.20	*	25.20	35.2	14.5	Met Target
Non-English Learners	181	98.9	63.00	*	57.40	63		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	125	753	751	749	*	15%	29%	44%	*	50%	50%
White	59	767	761	759	0%	*	22%	61%	*	70%	61%
Hispanic	26	733	*	734	*	*	*	*	0%	31%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	21	763	765	775	0%	*	*	*	*	52%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	57	753	754	754	*	*	32%	42%	*	49%	55%
Male	68	752	749	745	*	*	27%	46%	*	52%	46%
Economically Disadvantaged Students	45	737	730	731	*	*	42%	24%	*	29%	31%
Non-Economically Disadvantaged Students	80	762	760	762	*	*	21%	55%	*	63%	63%
Students with Disabilities	25	735	731	720	*	*	*	40%	*	40%	24%
Students without Disabilities	100	757	758	755	*	*	*	45%	*	53%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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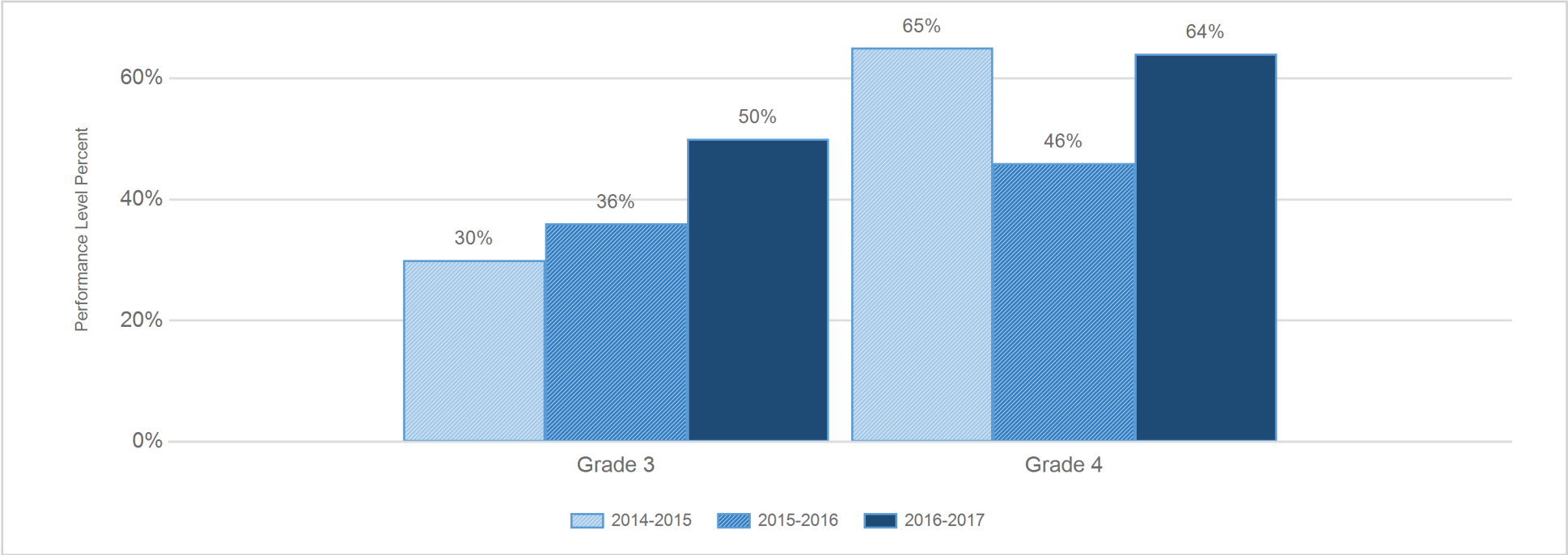
English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	110	757	758	753	*	*	26%	50%	14%	64%	56%
White	62	765	763	762	*	*	*	60%	18%	77%	67%
Hispanic	23	739	*	740	*	*	52%	*	0%	30%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	16	762	763	777	*	0%	*	63%	*	81%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	58	762	765	758	*	*	22%	57%	*	71%	61%
Male	52	752	751	749	*	*	29%	42%	*	56%	51%
Economically Disadvantaged Students	35	739	*	737	*	*	51%	34%	0%	34%	36%
Non-Economically Disadvantaged Students	75	765	*	764	*	*	13%	57%	20%	77%	69%
Students with Disabilities	19	736	731	725	*	*	*	*	0%	32%	25%
Students without Disabilities	91	761	765	759	*	*	*	*	17%	70%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	240	99.2	57.50	49.60	43.50	57.5	52.5	Met Target
White	122	98.4	71.30	57.40	52.40	71.3	57.6	Met Target
Hispanic	53	100.0	32.10	30.90	27.60	32.1	37	Met Target†
Black or African American	28	100.0	21.50	*	21.70	21.5	33.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	37	100.0	75.70	*	75.60	75.7	67.4	Met Target
American Indian or Alaska Native	N	N	N	N	42.50	N	**	**
Two or More Races	N	N	N	37.50	44.90	N	**	**
Female	119	100.0	52.10	51.00	44.10	52.1		
Male	121	98.4	62.80	48.40	42.90	62.8		
Economically Disadvantaged Students	82	98.8	34.20	27.50	25.10	34.2	30.6	Met Target
Non-Economically Disadvantaged Students	158	99.4	69.70	57.80	54.30	69.7		
Students with Disabilities	44	97.8	40.90	*	16.50	40.9	39.1	Met Target
Students without Disabilities	196	99.5	61.20	*	48.80	61.2		
English Learners	59	100.0	37.30	*	23.30	37.3	24.6	Met Target
Non-English Learners	181	98.9	64.10	*	45.20	64.1		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	127	756	754	751	*	*	21%	35%	21%	57%	53%
White	59	769	762	759	0%	*	*	42%	31%	73%	63%
Hispanic	28	734	*	738	*	*	*	*	*	29%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	21	777	774	779	0%	0%	*	52%	*	81%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	58	752	753	751	*	*	24%	35%	*	52%	52%
Male	69	759	755	751	*	*	17%	36%	*	61%	53%
Economically Disadvantaged Students	46	739	734	736	*	*	30%	28%	*	37%	34%
Non-Economically Disadvantaged Students	81	766	762	761	*	*	15%	40%	*	68%	65%
Students with Disabilities	25	742	736	729	*	*	*	*	*	40%	29%
Students without Disabilities	102	759	760	755	*	*	*	*	*	61%	57%
English Learners	10	732	735	724	*	*	*	*	*	30%	21%
Non-English Learners	117	758	755	753	*	*	*	*	*	59%	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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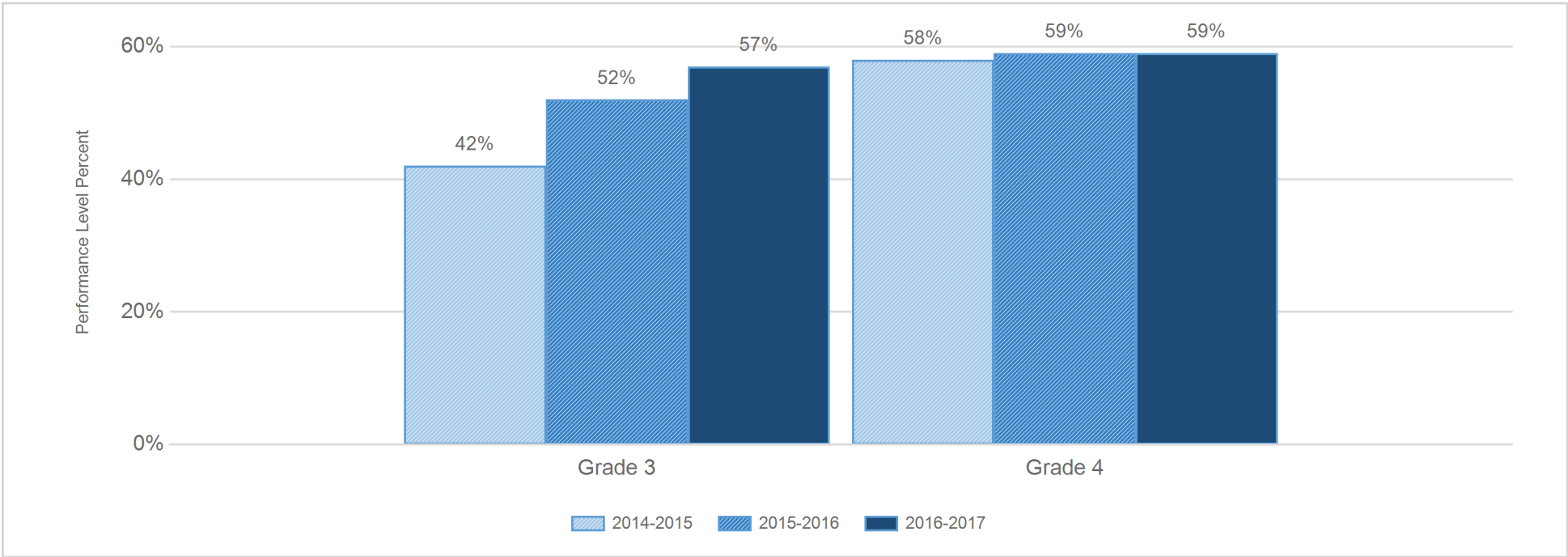
**Mathematics Assessment - Performance by Grade: Grade 4**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	114	752	753	747	*	14%	23%	51%	*	59%	47%
White	63	761	758	755	*	*	22%	59%	*	70%	59%
Hispanic	25	734	*	734	*	*	*	*	0%	36%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	17	756	758	774	*	*	*	59%	*	71%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	62	750	753	747	*	*	*	48%	*	53%	47%
Male	52	755	753	747	*	*	*	54%	*	65%	48%
Economically Disadvantaged Students	36	733	*	732	*	*	36%	31%	*	31%	27%
Non-Economically Disadvantaged Students	78	761	*	757	*	*	17%	60%	*	72%	61%
Students with Disabilities	19	738	733	724	*	*	*	*	*	42%	22%
Students without Disabilities	95	755	758	751	*	*	*	*	*	62%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

### Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	32	*	*
2	14	*	*
3	11	*	*
4	*	*	*
5+	N	N	N



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

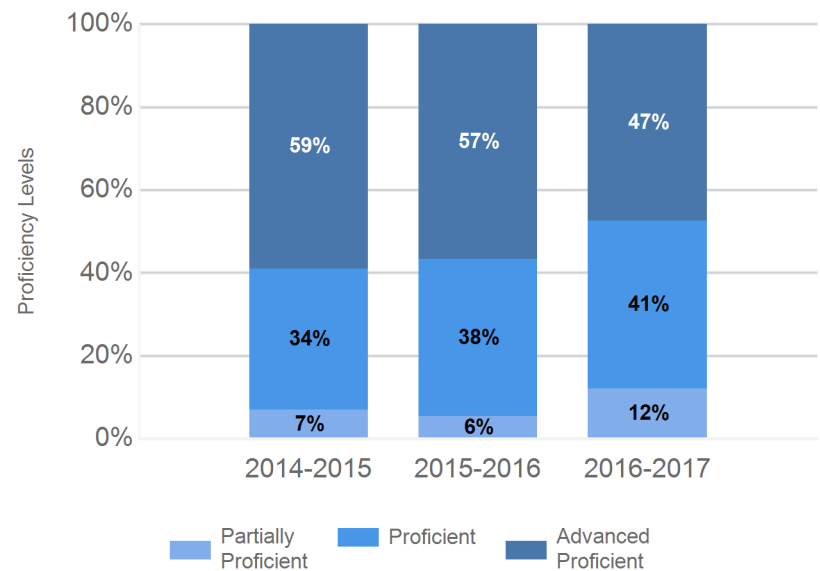
**NJASK Science Assessment Performance: Grade 4**

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	47%	41%	12%
White	64%	30%	6%
Hispanic	24%	48%	28%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	13%	67%	21%
Students with Disabilities	50%	35%	15%
English Learners	*	*	*

**NJASK Science Assessment Performance Trends: Grade 4**

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





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

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

**Low Growth: Less than 35**

**Typical Growth: Between 35 and 65**

**High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	66.5	50	50	Exceeds Target	66	55	50	Exceeds Target
White	69	52	50	Exceeds Target	73.5	54	52	Exceeds Target
Hispanic	58	*	49	Met Target	57.5	*	47	Met Target
Black or African American	*	38	45	**	*	52	43	**
Asian, Native Hawaiian, or Pacific Islander	*	66	60	**	*	62	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	58	*	47	Met Target	63	*	46	Exceeds Target
Students with Disabilities	54	35.5	41	**	66	45	43	**
English Learners	56.5	48	53	Met Target	66	57	51	Exceeds Target

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



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Grade Span PK-04

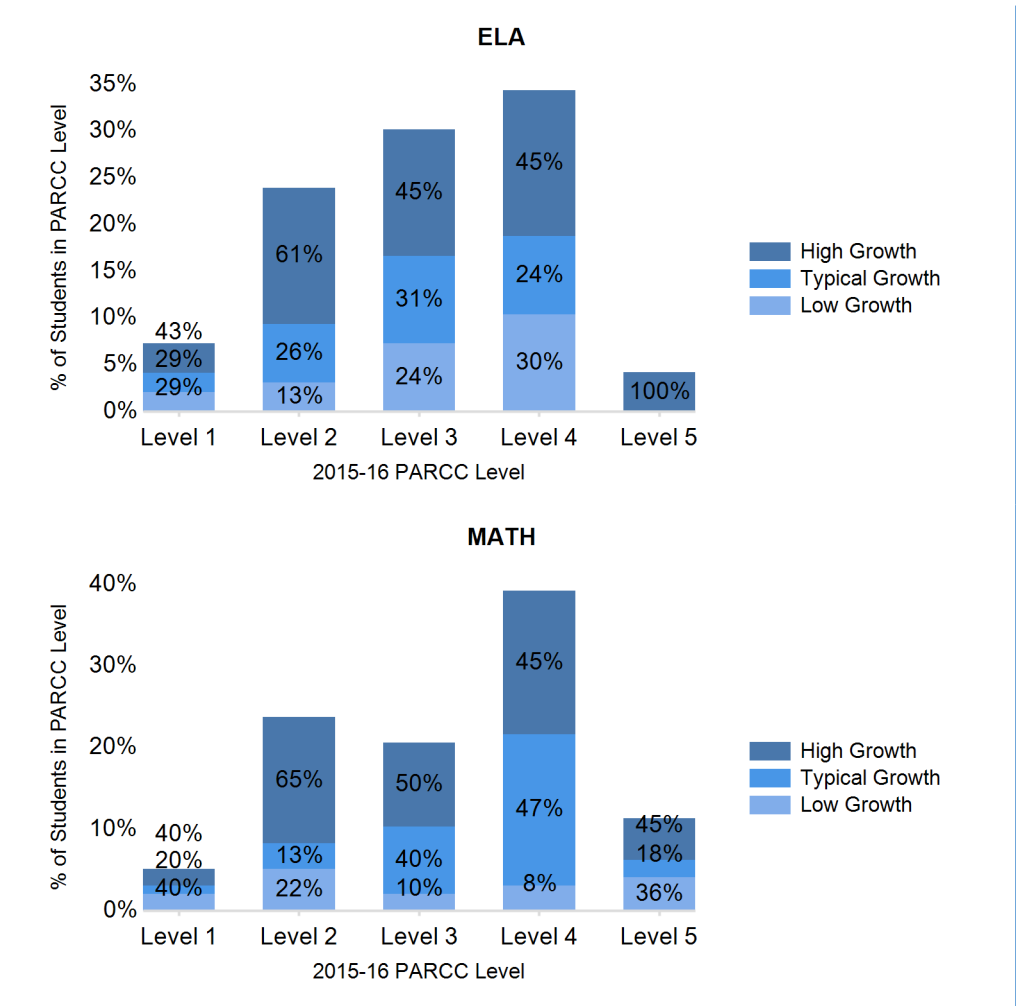
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

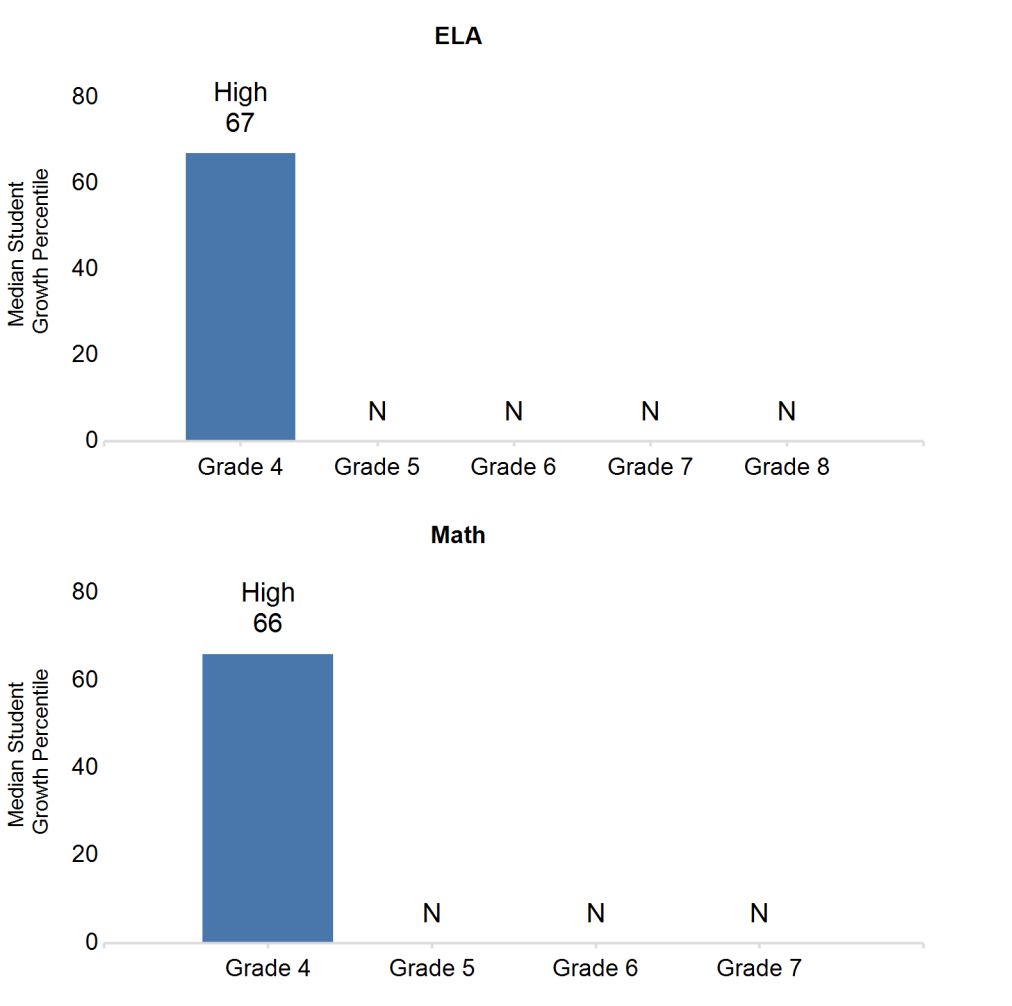
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

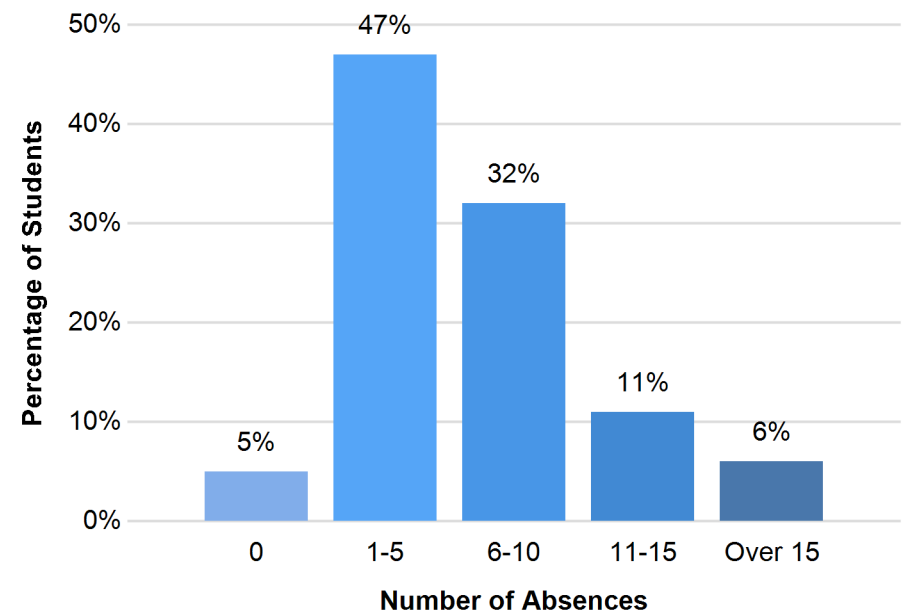
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.60	8.70	Met Target
White	3.10	8.70	Met Target
Hispanic	4.00	8.70	Met Target
Black or African American	2.90	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	6.30	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	4.10	8.70	Met Target
Students with Disabilities	3.10	8.70	Met Target
English Learners	4.50	8.70	Met Target

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

Days Absent

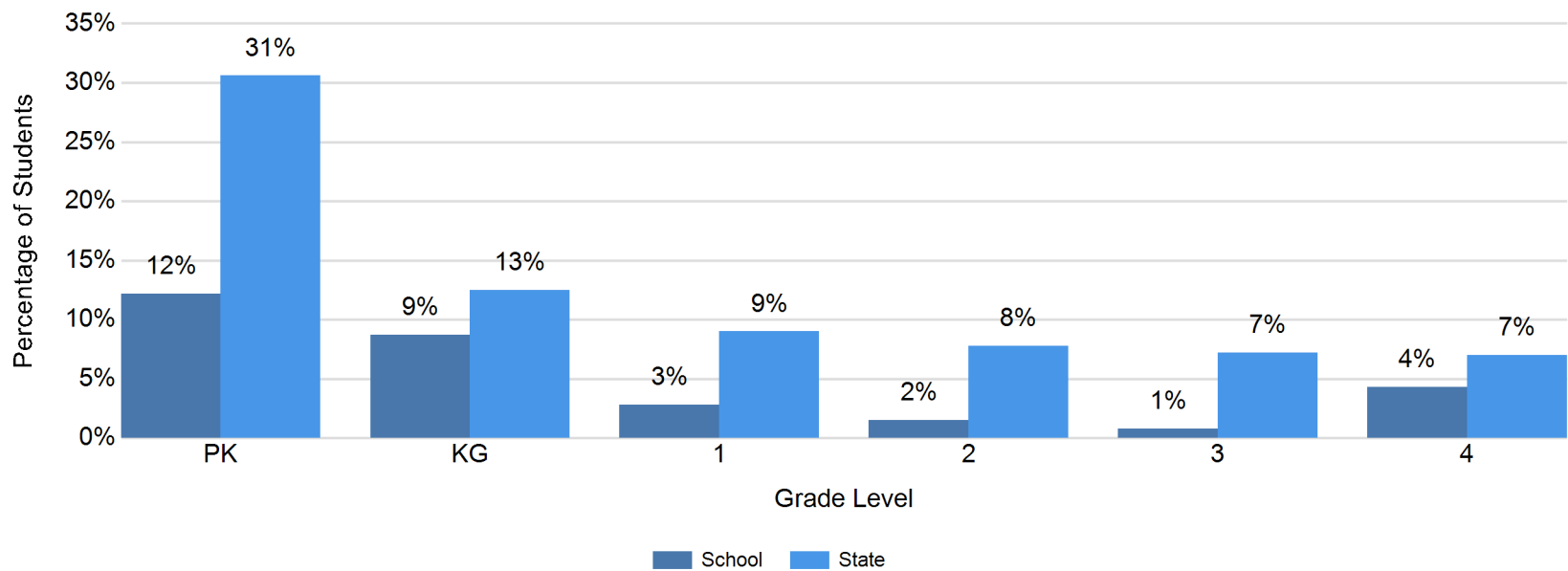
The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





### Chronic Absenteeism by Grade

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





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### School Day

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

Category	School
Typical Start Time	8:45AM
Typical End Time	3:15PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs. 5 Mins.
Shared Time - Instructional Time	*

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

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

### Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.6%
Any Suspension	0.6%

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.9:1	287.8 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$478	\$16,859	\$17,337



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

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

**Teachers:** All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	71	120,724
Average years experience in public schools	10.9	11.8
Average years experience in district	10.2	10.5
Teachers in district for 4 or more years	69%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	25	9,506
Average years experience in public schools	19.2	15.9
Average years experience in district	14.1	11.6
Administrators in district for 4 or more years	80%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	9:1	9:1
Administrators	651:1	142:1
Librarian/Media Specialists		712:1
Nurses		712:1
Counselors		274:1
Child Study Team		237:1



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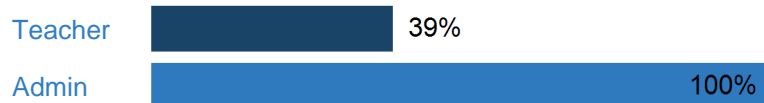
### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree

Teacher	N
Admin	N

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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	84%	88%

### Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	41.3	17.5%
Mathematics Proficiency	63.7	17.5%
English Language Arts Growth	90.5	25.0%
Mathematics Growth	91.2	25.0%
Chronic Absenteeism	83.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		76.3
Summative Rating: Percentile rank of Summative Score		86.5
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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**Accountability Summary by Student Group**

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	76.3	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
White	87.5	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
Hispanic	65.9	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Black or African American	**	**	No	Met Target†	Met Target†	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Target	Met Target	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	75.5	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Students with Disabilities	**	**	No	Met Target	Met Target	Met Target	**	**	No
English Learners	74.7	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No

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† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Ms. Palaia	<b>Email Address:</b>	<a href="mailto:dpalaia@oceanschools.org">dpalaia@oceanschools.org</a>
<b>Address:</b>	733 BOWNE ROAD OCEAN, NJ 07712-2599	<b>Website:</b>	<a href="http://www.oceanschools.org">www.oceanschools.org</a>
<b>Phone:</b>	(732)531-5710	<b>Facebook:</b>	<a href="https://www.facebook.com/TownshipofOceanSchoolDistrict">https://www.facebook.com/TownshipofOceanSchoolDistrict</a>

School Narrative

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

<b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Technology is imbedded in our school day. 1:1 Chromebooks for students.</li> <li>• An innovation lab is available for students to explore, problem solve and innovate.</li> <li>• Teachers are working on improving student engagement through Action Team Research.</li> </ul>
<b>Mission, Vision, Theme:</b>	<p>Our mission is to instill a true passion for lifelong learning and discovery within each child. We emphasize the importance of strong character traits, such as accountability, honesty, respect and kindness. These traits create a positive environment that is safe, nurturing and educational for each member of our school family.</p>
<b>Awards, Recognition, Accomplishments:</b>	<p>The Board of Education and local newspapers recognize the outstanding efforts of our elementary students for excellence in such things as Essay Writing, Poetry Contests as well as Spelling and Geography Bees.</p>








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 <div>Courses, Curriculum, Instruction:</div>	<p>Students in kindergarten through fourth grade receive instruction in reading, spelling, writing, mathematics, science and social studies in heterogeneously grouped classes through a sequentially organized curriculum. Lessons are developmentally appropriate and aligned with the Common Core State Standards. Our reading program (Wonders) is research-based and uses a phonetic approach.</p>
 <div>Clubs and Activities:</div>	<p>Homework Club for grades 1-4, Chorus, Maker Space Club, Safety Patrol Club, Book Club, Art Club</p>
 <div>Before and After School Programs:</div>	<p>Project Extend runs for grades K-4 from 7:00am-8:30am and 3:15pm - 6:00pm. It is run through our town's department of human services.</p>







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**School Narrative**

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 <b>Staff and Professional Learning:</b>	<p>Professional learning takes place all throughout the year. We have 3 in-service days, and multiple monthly meetings. Our PD is based on the belief that children learn best in real-world contexts that make sense to children; that all students deserve a richer and more challenging curriculum; and that a balanced and practical approach to learning is best for understanding concepts. PLCs at our school are centered around improving students engagement.</p>
 <b>Student Supports and Services:</b>	<p>Our Basic Skills classes and special education classes utilize our Wonders &amp; Wonder Works Program as well. Special education classes for resource center and self-contained learning and language disabilities classes utilize additional reading methods with an alternative approach for teaching skills. We also have a Spanish Bilingual program. English language learners as well as struggling learners receive supplemental instruction as needed.</p>
 <b>Student Health and Wellness:</b>	<p>Breakfast is offered to all students each day. Students are given Physical Education classes 2xs a week. Students take part in a 10 minute recess in the morning and a 30 minute recess during the afternoon.</p>
 <b>Parent and Community Involvement:</b>	<p>Our PTA meets monthly and all parents and teachers are free to attend meetings. Our PTA works so very hard to help offset expenses for our local families by paying for all school trips, some technology and classroom supplies and games. The PTA is committed to involving all parents in an effort to support our children. We have a parent portal and it is utilized daily.</p>



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School Narrative

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

<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>Our school is 48 years old and was built in 1969. An additional wing was added in 1998. Recent renovations in 2016 include air conditioning, new art room, upgrades to the music room and six small group instruction rooms.</p>
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