NJ SCHOOL PERFORMANCE REPORT

OCEAN CITY PRIMARY SCHOOL
(09-3780-070)
Grades Offered: PK-03
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	CAPE MAY
District	OCEAN CITY
Principal Name	MRS. SMITH
Address	550 WEST AVENUE OCEAN CITY, NJ 08226
Phone Number	(609)399-3191
Email Address	CSMITH@OCSDNJ.ORG
Website	https://www.oceancityschools.org/primary/index
Facebook	https://www.facebook.com/permalink.php?story_fbid=905198916335718&id=404601459728802
Twitter	https://twitter.com/ocnjschools?lang=en

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
PK	10	12	10
KG	90	65	77
1	87	92	72
2	96	89	89
3	101	96	97
Total	384	354	345

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	2015-16	2016-17	2017-18
Female	52.1%	51.4%	54.2%
Male	47.9%	48.6%	45.8%
Economically Disadvantaged Students	38.8%	36.4%	34.5%
Students with Disabilities	15.4%	18.9%	16.2%
English Learners	3.4%	3.4%	4.9%
Homeless Students		1.1%	0.0%
Students in Foster Care		0.8%	1.2%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	70.3%	69.2%	68.4%
Hispanic	20.8%	20.9%	22.6%
Black or African American	7.6%	8.5%	7.8%
Asian	1.0%	1.4%	1.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.3%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2015-16	2016-17	2017-18
PK - Half Day	10	12	10
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	90	65	77

Enrollment by Home Language

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

Home Language	% of Students
English	82.0%
Spanish	16.5%
Other Languages	1.4%

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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 both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level 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 proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	97	99.0	48.5	60.3	56.7	48.5	57.1	Not Met
White	69	98.6	56.5	64.3	65.6	56.5	70.6	Not Met
Hispanic	*	*	*	*	42.5	*	21.5	Met Target
Black or African American	*	*	*	28.9	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	*	82.3	N	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	52	100.0	59.6	68.8	64.5	59.6		
Male	45	97.9	35.5	51.4	49.4	35.5		
Economically Disadvantaged Students	31	100.0	29.0	37.1	38.5	29.0	37.2	Met Target†
Non-Economically Disadvantaged Students	66	98.6	57.6	65.9	67.5	57.6		
Students with Disabilities	12	92.3	41.7	16.7	21.6	40.3	**	**
Students without Disabilities	85	100.0	49.4	65.5	63.9	49.4		
English Learners	*	*	*	24.3	27.3	*	**	**
Non-English Learners	*	*	*	61.5	59.4	*		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	100	749	749	750	*	16%	27%	*	*	48%	52%
White	71	756	756	759	*	*	28%	*	*	56%	61%
Hispanic	*	*	*	736	*	*	*	*	*	*	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	N	758	N	N	N	N	N	N	58%
Female	54	759	759	756	*	*	24%	*	*	59%	57%
Male	46	737	737	744	*	*	30%	*	*	35%	46%
Economically Disadvantaged Students	32	727	727	733	*	*	*	*	*	28%	34%
Non-Economically Disadvantaged Students	68	760	760	762	*	*	*	*	*	57%	64%
Students with Disabilities	12	739	739	719	*	*	*	*	*	42%	24%
Students without Disabilities	88	751	751	756	*	*	*	*	*	49%	57%
English Learners	*	*	*	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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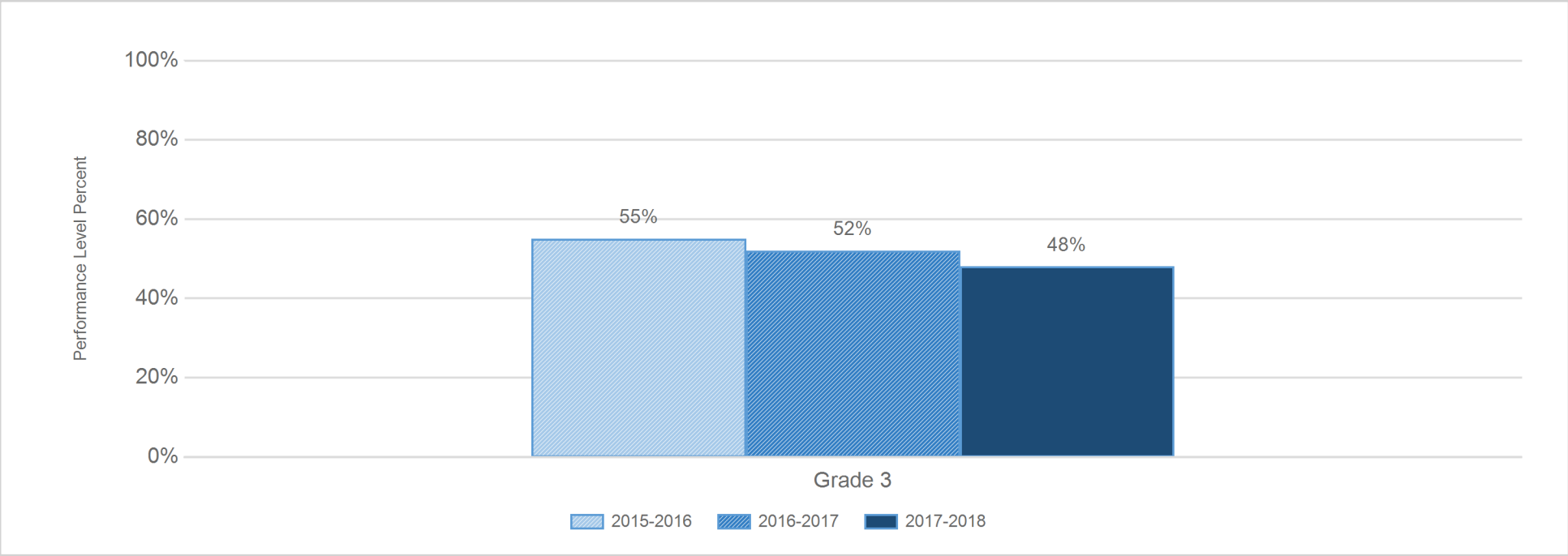
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment 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 both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level 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 proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	97	99.0	67.0	45.4	45.0	67.0	63.7	Met Target
White	69	98.6	76.8	49.1	54.1	76.8	73.3	Met Target
Hispanic	*	*	*	25.4	29.2	*	39.5	Met Target
Black or African American	*	*	*	21.7	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	*	77.0	N	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	52	100.0	75.0	45.1	46.0	75.0		
Male	45	97.9	57.8	45.6	43.9	57.8		
Economically Disadvantaged Students	31	100.0	38.7	23.8	26.6	38.7	44.4	Met Target†
Non-Economically Disadvantaged Students	66	98.6	80.3	50.6	55.9	80.3		
Students with Disabilities	12	92.3	58.4	*	17.1	56.4	**	**
Students without Disabilities	85	100.0	68.2	*	50.5	68.2		
English Learners	*	*	*	40.5	24.6	*	**	**
Non-English Learners	*	*	*	45.5	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	100	763	763	752	*	*	25%	48%	19%	67%	53%
White	71	769	769	760	*	*	15%	54%	24%	77%	64%
Hispanic	*	*	*	739	*	*	*	*	*	*	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	54	766	766	752	*	*	*	*	*	74%	53%
Male	46	760	760	751	*	*	*	*	*	59%	53%
Economically Disadvantaged Students	32	745	745	736	*	*	47%	*	*	38%	35%
Non-Economically Disadvantaged Students	68	772	772	762	*	*	15%	*	*	81%	66%
Students with Disabilities	12	757	757	730	*	*	*	*	*	58%	29%
Students without Disabilities	88	764	764	756	*	*	*	*	*	68%	57%
English Learners	*	*	*	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

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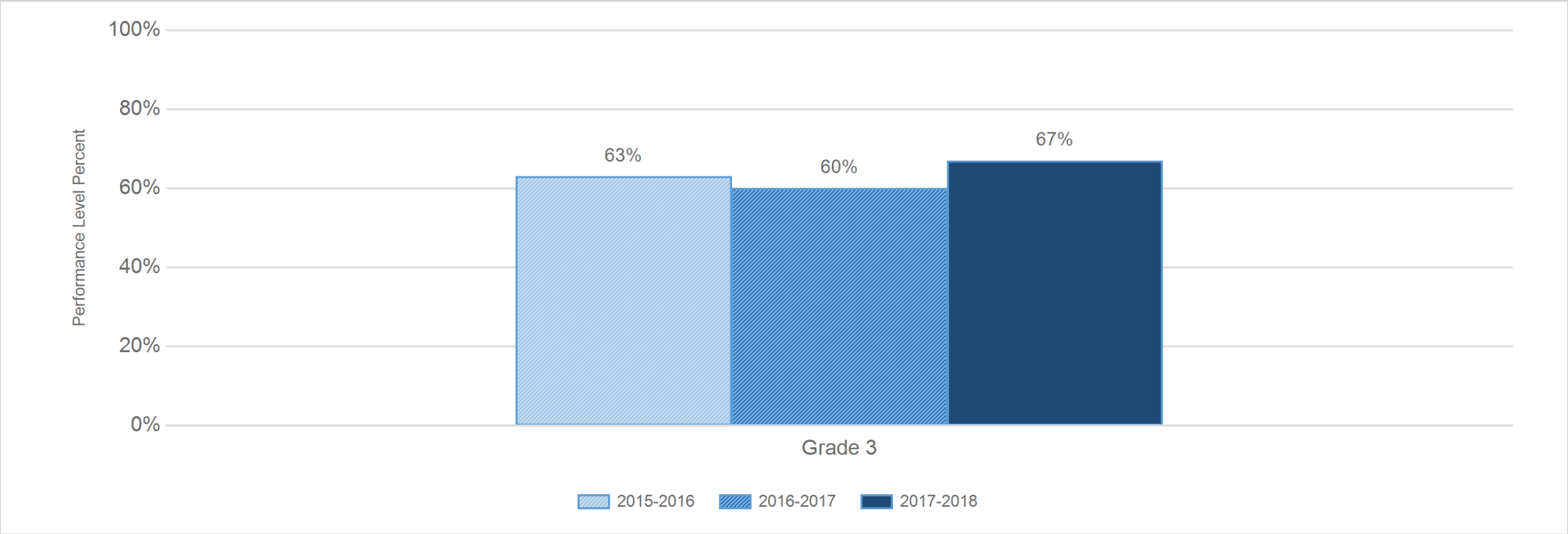
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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DLM Alternate Assessment - 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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	60.0%	60.7%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	20	90.0%	10.0%
3-4	18	72.2%	27.8%
5 or more	N	N	N

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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

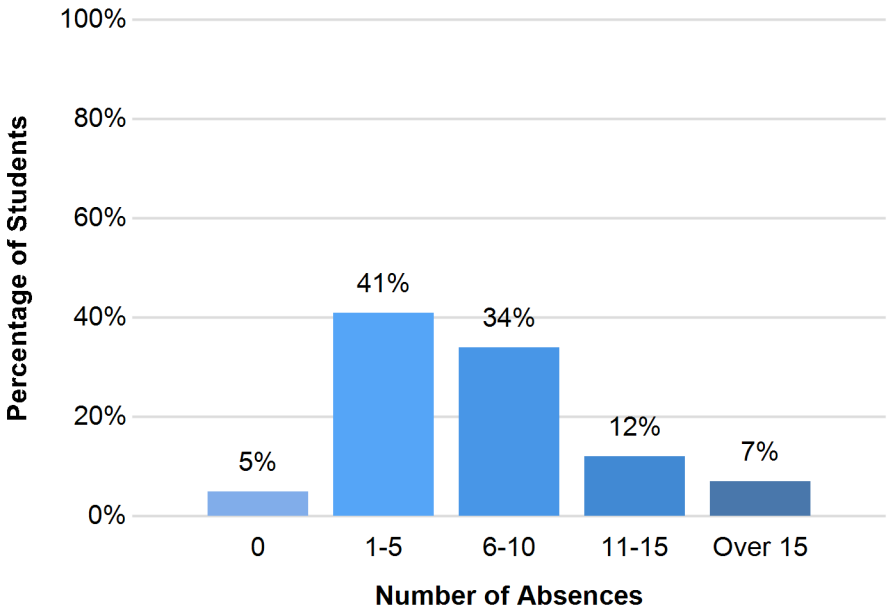
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	18	5.4	9.6	Met
White	11	4.7	9.6	Met
Hispanic	2	2.8	9.6	Met
Black or African American	*	*	9.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	11	9.6	9.6	Met
Students with Disabilities	5	10.6	9.6	Not Met
English Learners	1	6.3	**	**

Days Absent

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



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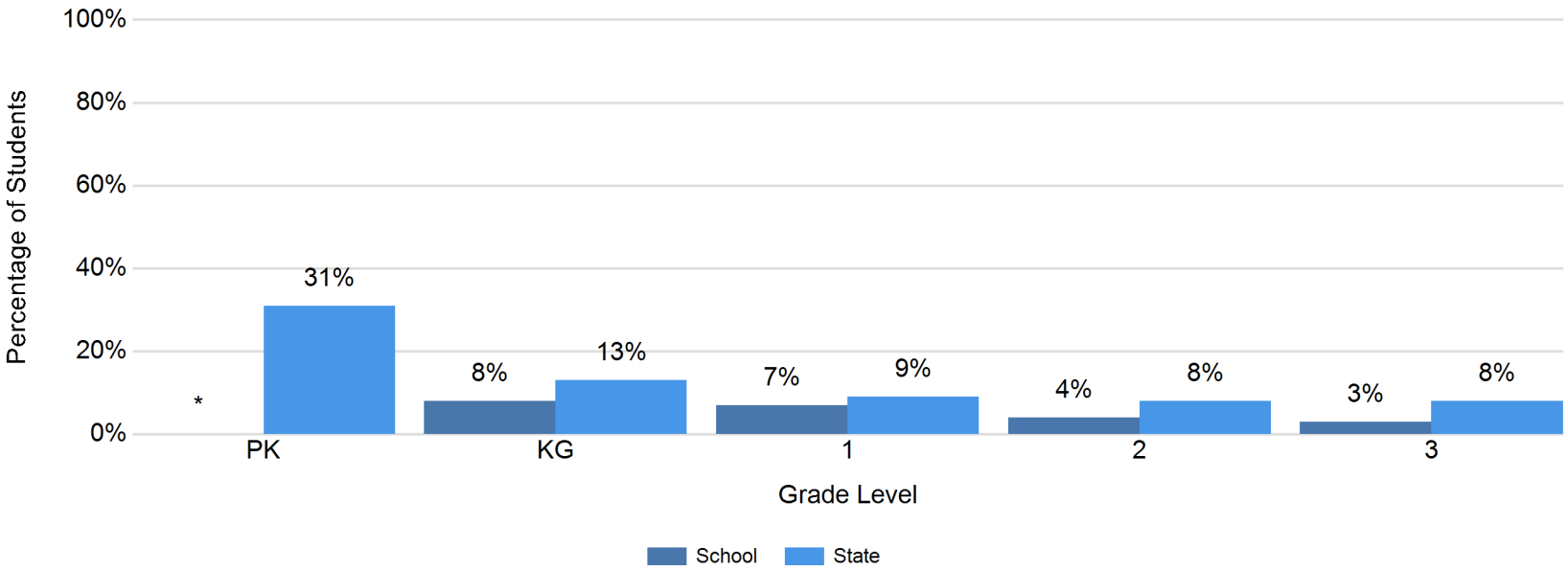
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0

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Grades Offered: PK-03
2017-2018

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:45 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1:1

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). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$439	$16,098	$16,537

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	32	117,464
Average years experience in public schools	13.8	12.0
Average years experience in district	11.2	10.7
Teachers in district for 4 or more years	78.1%	75.5%

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	11	9,374
Average years experience in public schools	15.8	16.0
Average years experience in district	5.5	12.0
Administrators in district for 4 or more years	54.5%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	345:1	193:1
Teachers to Administrators	32:1	17:1
Students to Librarians/Media Specialists		708:1
Students to Nurses		708:1
Students to Counselors		236:1
Students to Child Study Team		303:1

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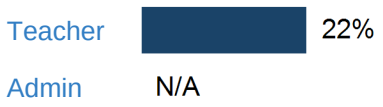
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators. 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 0%

Admin 0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	95.7%	90.2%
2016-17 Administrators: Same district 2017-18	90.9%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.7%

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Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	93.8%	100.0%
Male	6.3%	0.0%
White	93.8%	100.0%
Hispanic	3.1%	0.0%
Black or African American	3.1%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
N	N	N

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	N	N	N
White	N		
Hispanic	N		
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	N		
Students with Disabilities	N		
English Learners	N		

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

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 and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight 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 score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	N	N
Mathematics Proficiency	N	N
Progress Towards English Language Proficiency	N	N
Chronic Absenteeism	N	N
Summative Score: Sum of all indicator scores multiplied by indicator weights	N	n/a
Summative Rating: Percentile Rank of Summative Score	N	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	N	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

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 and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Not Met	Met Target	**	**	Met Target†	Met	No
White	N	N	No	Not Met	Met Target	**	**	n/a	Met	No
Hispanic	N	N	No	Met Target	Met Target	**	**	n/a	Met	No
Black or African American	N	N	No	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	N	N	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	N	N	No	**	**	**	**	n/a	**	No
Two or More Races	N	N	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	N	N	No	Met Target†	Met Target†	**	**	n/a	Met	No
Students with Disabilities	N	N	No	**	**	**	**	n/a	Not Met	No
English Learners	N	N	No	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• 2019 State Teacher of the Year Finalist- Carrie Merritt • Raider Ready Program to assist with studnets transtioning to Kindergarten • Full Day Preschool starting January 2, 2019
Mission, Vision, Theme:	The Ocean City Primary School is proud to be “Partners in Progress” with its staff, students and parents. Together we provide an excellent educational experience for our students residing in Ocean City and Sea Isle. Ocean City Primary School is dedicated to our district’s commitment to excellence in education, ensuring that all students are provided with rigorous learning activities that are meaningful and exciting to promote life-long learning. We believe in a child-centered approach to deliver the curriculum and instructional programs so that each child reaches his or her greatest potential.
Awards, Recognition, Accomplishments:	2016 AtlantiCare Healthy Educator of the Year-Carrie Merritt 2016 Cape May County Teacher of the Year- MaryBeth Libro 2017 ISTE Emerging Technologist of the Year- Randall Kohr 2018 Cape May County Teacher of the Year (State Finalist)- Carrie Merritt

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Courses, Curriculum, Instruction:	Our Kindergarten through third grade academic programs are taught to include a balanced and comprehensive language arts program, mathematics, social studies, and science curriculum that align with New Jersey Student Learning Standards. In addition, our children receive classes in physical education, technology, art, music, world language and library. Our teaching staff uses differentiated instruction that is integrated with research based on instructional practices to deliver a standards based and data driven curriculum. We integrated full day preschool in January utilizing Creative Curriculum. Our school is rich in technology so that we may bring our 21st Century Learners to the forefront of education and to enhance their learning. Each child is equipped with an IPAD or chromebook to use to improve achievement. Also, each classroom is equipped with a SMARTboard to promote engagement and bring learning to life.
Clubs and Activities:	There are a high percentage of students throughout the district who are involved in extra-curricular activities. We believe this provides for well-rounded students and success in the 21st Century. With this in mind, our “Primary Express Newspaper” evolved and our students are the reporters. We publish 2-4 editions a year. Also, our Multi-Cultural Club invites our students to promote cultural awareness, sensitivity to individual differences, and respect for diversity. We have “Itty Bitty Knitters” staying afterschool to knit with staff members and finally, we have the newly established OC Life 21 Club to help children develop innovative projects from start to finish. Students in this club have worked towards constructing a LEGO room for students to demonstrate their creativity! We also are in the initial stages of creating an American Sign Language Club. We continue to look for more opportunities to provide extra-curricular activities.

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Before and After School Programs:	We provide a before school program, Educational Acceleration and Support Environment (EASE),that is offered to students who need supplemental work in mathematics and language arts literacy. Our students are continually exposed to rigorous educational activities that are engaging as well as providing developmental experiences to enhance a student's social and emotional well-being. Raider Ready Program is a quality transition program for students and parents entering kindergarten to establish solid foundations for transitioning to a new school.
Staff and Professional Learning:	Professional learning focuses on needs assessment and is offered in a myriad of topics and learning opportunities. During the 2018-2019 academic year, the Ocean City Primary School continues to focus on using student achievement data to support instructional decision making. This ongoing cycle of professional development of instructional improvement focuses on data tracking, identification of data factors, and teaching students to examine their own data. The key to the data-based inquiry process is teacher collaboration, developing an understanding of student needs, and implementing effective strategies to meet those needs.

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Student Supports and Services:	Ocean City Primary Schools' continuum of educational supports and services for students with disabilities meets the needs of our students based on their IEP's. Our program includes a new full day preschool that started in January with an In Class Support (ICS)/Consultative model for our special education students. Our kindergarten classrooms include the Least Restrictive Environment (LRE) with our students educated in the regular education setting as well as a Multiply Disabled (MD) classroom. The remainder of our first through third grade classrooms offer the LRE in the General Education setting with support, ICS, MD, and an LLD model. Additionally, some of the related services we provide is Occupational Therapy, Physical Therapy, Speech and Language therapy, Counseling, specialized transportation, to name a few. Title 1 Services are provided to struggling readers and English Language Learners receive support. Gifted students are part of our GATE program.
Student Health and Wellness:	Health and wellness is an integral part of our school programs. The Ocean City Primary School has adopted the Olweus bullying prevention program, an international recognized program. The material is presented through weekly class meetings and monthly lessons. Students also participate in monthly assemblies promoting good character and character development specific to a different character trait each month. At these assemblies, students learn how to display good character and individual students who had demonstrated the character trait of the month are recognized. As community members of Ocean City, we work to integrate fairness, compassion and friendship within all aspects of our school. Sharing smiles and being a good friend is what life is all about at the Primary School.
Parent and Community Involvement:	Parents are an important part of the Ocean City Primary School. Parents are welcomed and encouraged to come to school to talk with teachers, volunteer as helper's and assist in PTA events. Parents are also frequently surveyed by the administration on upcoming school events and programs. Conferences keep the lines of communication open so that we may discuss and work to address questions and concerns. Appointments are made to coincide with teachers' schedules. Formal conferences are scheduled twice during the school year, once in early October and once in early February. The October conference will discuss student progress and data received in the beginning of the school year. This conference will establish a road map of your child's educational year. In February, parents and staff will revisit the data and discuss new data collected. These discussions will continue to focus upon the direction of student progress and areas of concentration for each student.

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Climate Surveys:	Who is surveyed: Students, Parents
Facilities:	The Ocean City Primary School is 53 years old and has recently went through major renovations. The school building recently received a new roof, new windows, and new exterior doors and was fitted with a new school wide HVAC system. The old heater units were removed from each classroom and the exterior sealed for efficiency. New boilers where installed and a new backup generator was installed. Our school consists of classrooms, offices, bathrooms, and the cafeteria. The school has specialized rooms such as a library/media center, a Lego STEAM lab, a computer lab, an art room, music room, foreign language classroom, a science room and a multipurpose room for gym class and a stage for concerts. The entire building now has air conditioning that is controlled from a centralized location. Our school exterior has received some upgrades as well. New concrete and curb work has been completed as well as the installation of a garden and new playground mulch on a yearly basis.
School Safety:	The Ocean City Primary School is committed to school safety. We collaborate with the Police and Fire Departments to form close relationships to keep our school safe. The Police Department has a strong presence at our school and is visible in the front of the school building for arrival and dismissal. The Police and Fire Department regularly visit our school, participate in events, and hold assemblies for our students. The Ocean City Primary School has a full time security aide to monitor the perimeter of the school and keep a watchful eye on all parts of our school day. The Ocean City Primary School also practices safety drills, and evacuations with the help of the Ocean City Police Department. The Ocean City School District is undergoing a new AMX security system. Our classroom doors are fitted with window shades and electronic door locks.

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Technology and STEM:	Our technology program builds upon students' experiences from Pre-k-3rd grade with emerging technologies while allowing them to explore their creativity freely and openly. Students will create a 3D printed object of their choosing and self-guide themselves to build the object using computer-assisted design. Students will design and engineer a bluetooth connected remote controlled car and compete in a robotics competition. Students will be introduced to media editing software and will create a promotional video to promote one of their designed products. Video game creation, robotics coding, civil and electrical engineering, 3D printing, computer assisted design, google tools, and virtual environments will be areas of focus. By the end of their 3rd grade year, students will have developed a wide range of technology skills and critical thinking abilities that can be applied to solve applicable real-world problems.
Early Childhood Education:	The Ocean City Primary School was awarded the PEEA Grant to open two full day preschool classrooms for 3 and 4 year old students using funding from the state. There are 15 students in each class for 6 hours and 15 minutes. Creative Curriculum is utilizied. We currently have a waiting list due to the amount of applications.