NJ SCHOOL PERFORMANCE REPORT

OCEAN CITY INTERMEDIATE SCHOOL
(09-3780-060)
Grades Offered: 04-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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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	MR. HAINES
Address	1901 BAY AVENUE OCEAN CITY, NJ 08226
Phone Number	(609)399-5611
Email Address	GHAINES@OCSDNJ.ORG
Website	https://oceancityschools.org/intermediate/index
Facebook	https://www.facebook.com/Ocean-City-Intermediate-School-1630321390590467/?ref=bookmarks
Twitter	https://twitter.com/ocintermediate

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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
4	99	102	96
5	104	101	100
6	99	107	106
7	106	100	115
8	95	109	111
Total	503	519	528

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	49.7%	50.3%	49.2%
Male	50.3%	49.7%	50.8%
Economically Disadvantaged Students	27.0%	28.3%	29.5%
Students with Disabilities	10.7%	10.6%	12.3%
English Learners	0.8%	0.6%	0.2%
Homeless Students		0.4%	0.0%
Students in Foster Care		0.4%	0.2%
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	79.7%	78.4%	78.4%
Hispanic	12.1%	13.9%	13.4%
Black or African American	5.8%	5.4%	5.3%
Asian	1.6%	1.7%	1.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.2%
American Indian or Alaska Native	0.6%	0.6%	0.8%
Two or More Races	0.0%	0.0%	0.8%

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	89.0%
Spanish	9.5%
Other Languages	1.5%

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/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 previous years.

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	47	47	50	Met Standard	49	49	50	Met Standard
White	47.5	47.5	50	Met Standard	50.5	50.5	51	Met Standard
Hispanic	41	41	49	Met Standard	35.5	35.5	48	Not Met
Black or African American	52.5	52.5	44	Met Standard	48	48	44	**
Asian, Native Hawaiian, or Pacific Islander	*	*	61	**	*	*	61	**
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	*	*	49	**	*	*	51	**
Economically Disadvantaged	46	46	48	Met Standard	39.5	39.5	47	Not Met
Students with Disabilities	37	37	41	Not Met	33	33	43	Not Met
English Learners	65	65	54	Exceeds Standard	51	51	51	Met Standard

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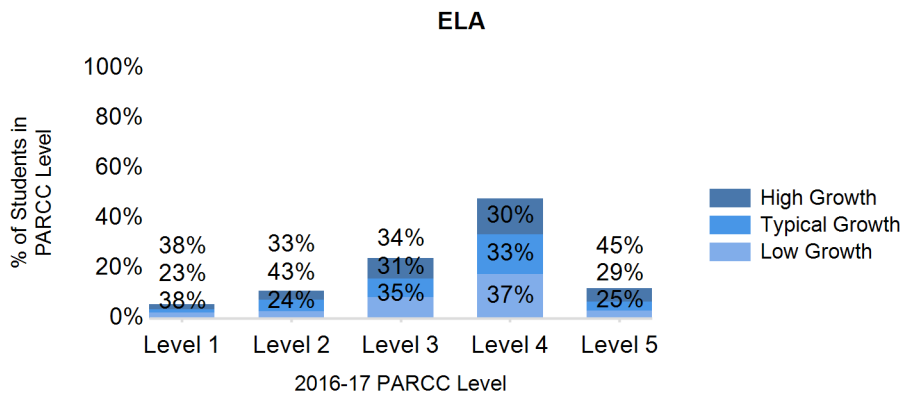
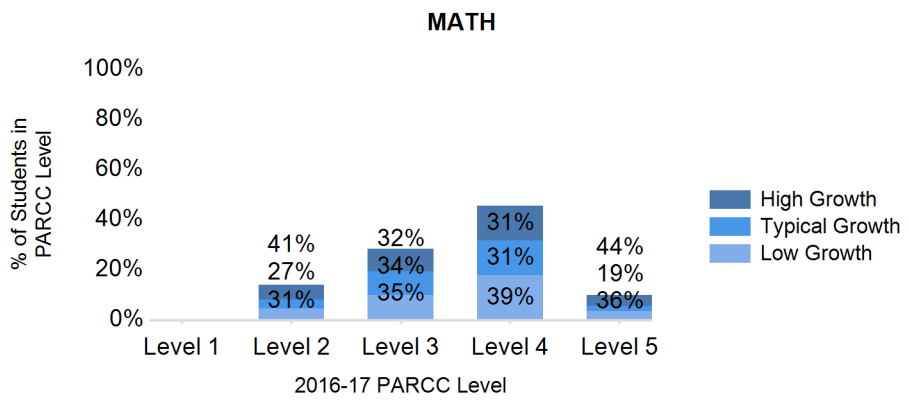
Student Growth by Performance Level

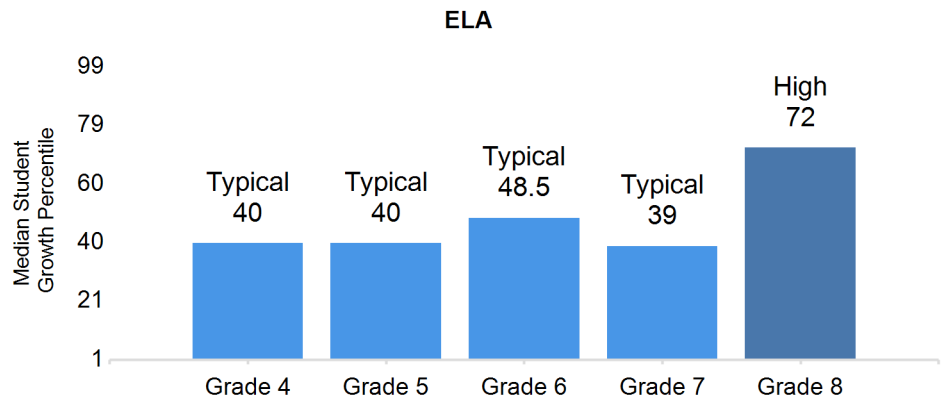
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

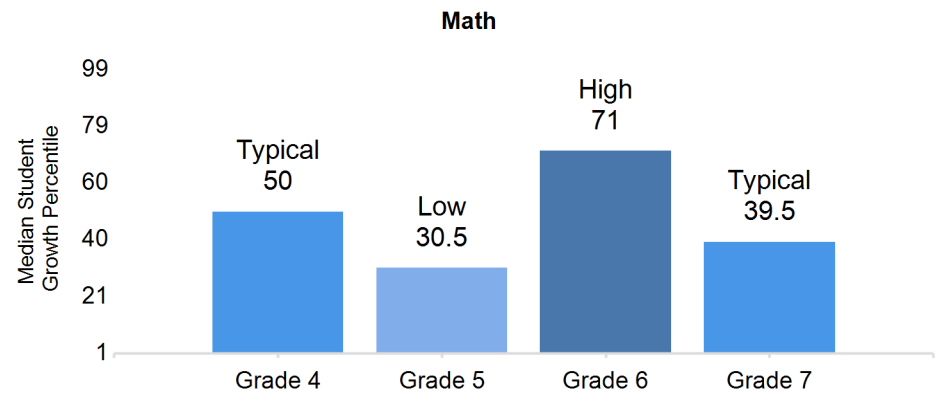




Student Growth by Grade

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





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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	488	94.2	62.5	60.3	56.7	61.8	61.3	Met Target
White	383	94.2	68.4	64.3	65.6	67.8	66	Met Target
Hispanic	67	97.2	38.8	*	42.5	38.8	38.5	Met Target
Black or African American	26	89.7	42.3	28.9	37.3	39.8	35.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	235	91.6	68.5	68.8	64.5	65.9		
Male	253	96.6	56.9	51.4	49.4	56.9		
Economically Disadvantaged Students	119	93.8	37.8	37.1	38.5	*	42.1	Met Target†
Non-Economically Disadvantaged Students	369	94.3	70.5	65.9	67.5	*		
Students with Disabilities	62	92.9	16.1	16.7	21.6	15.7	21.8	Met Target†
Students without Disabilities	426	94.4	69.2	65.5	63.9	68.7		
English Learners	25	100.0	32.0	24.3	27.3	32.0	29.3	Met Target
Non-English Learners	463	93.9	64.1	61.5	59.4	63.3		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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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 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	94	749	749	756	*	11%	29%	*	*	51%	58%
White	73	758	758	764	*	*	32%	*	*	58%	68%
Hispanic	15	716	716	744	*	*	*	*	*	27%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	763	N	N	N	N	N	N	63%
Female	42	759	759	762	*	*	26%	*	*	62%	63%
Male	52	741	741	751	*	*	31%	*	*	42%	53%
Economically Disadvantaged Students	32	729	729	740	*	*	*	*	*	31%	40%
Non-Economically Disadvantaged Students	62	760	760	767	*	*	*	*	*	61%	70%
Students with Disabilities	16	713	713	726	*	*	0%	*	*	25%	25%
Students without Disabilities	78	757	757	762	*	*	35%	*	*	56%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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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 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	95	754	754	755	*	*	33%	*	*	56%	58%
White	68	760	760	763	*	*	32%	*	*	63%	68%
Hispanic	20	737	737	743	*	*	*	*	*	35%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	46	758	758	762	*	*	24%	*	*	61%	66%
Male	49	751	751	749	*	*	41%	*	*	51%	51%
Economically Disadvantaged Students	25	741	741	739	*	*	*	*	*	40%	39%
Non-Economically Disadvantaged Students	70	759	759	766	*	*	*	*	*	61%	71%
Students with Disabilities	13	727	727	724	*	*	*	*	*	15%	22%
Students without Disabilities	82	758	758	762	*	*	*	*	*	62%	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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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 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	101	756	756	754	*	*	31%	46%	11%	56%	56%
White	81	761	761	761	*	*	30%	48%	14%	62%	66%
Hispanic	13	737	737	742	*	*	*	*	*	31%	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	55	760	760	761	*	*	33%	*	*	60%	64%
Male	46	751	751	748	*	*	28%	*	*	52%	48%
Economically Disadvantaged Students	19	733	733	739	*	*	53%	*	*	16%	37%
Non-Economically Disadvantaged Students	82	761	761	764	*	*	26%	*	*	66%	68%
Students with Disabilities	14	720	720	723	*	*	*	*	*	14%	18%
Students without Disabilities	87	762	762	760	*	*	*	*	*	63%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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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 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	101	761	761	760	*	*	21%	50%	17%	67%	63%
White	77	766	766	768	0%	*	*	55%	19%	74%	72%
Hispanic	16	748	748	746	*	*	*	*	*	50%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	44	763	763	769	*	*	*	*	*	70%	72%
Male	57	760	760	752	*	*	*	*	*	65%	54%
Economically Disadvantaged Students	27	744	744	742	*	*	*	*	*	44%	44%
Non-Economically Disadvantaged Students	74	767	767	771	*	*	*	*	*	76%	73%
Students with Disabilities	10	719	719	721	*	*	*	*	*	10%	22%
Students without Disabilities	91	766	766	768	*	*	*	*	*	74%	71%
English Learners	N	N	N	705	N	N	N	N	N	N	11%
Non-English Learners	101	761	761	762	*	*	21%	50%	17%	67%	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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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 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	108	778	778	759	*	*	14%	40%	38%	78%	60%
White	92	782	782	767	*	*	13%	39%	42%	82%	70%
Hispanic	*	*	*	744	*	*	*	*	*	*	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	*	*	*	759	*	*	*	*	*	*	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	53	788	788	768	*	*	*	38%	51%	89%	69%
Male	55	769	769	751	*	*	*	42%	25%	67%	52%
Economically Disadvantaged Students	19	758	758	740	*	*	*	*	*	58%	42%
Non-Economically Disadvantaged Students	89	782	782	769	*	*	*	*	*	82%	71%
Students with Disabilities	11	722	722	719	*	*	*	*	*	18%	19%
Students without Disabilities	97	785	785	766	*	*	*	*	*	85%	68%
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	108	778	778	761	*	*	14%	40%	38%	78%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

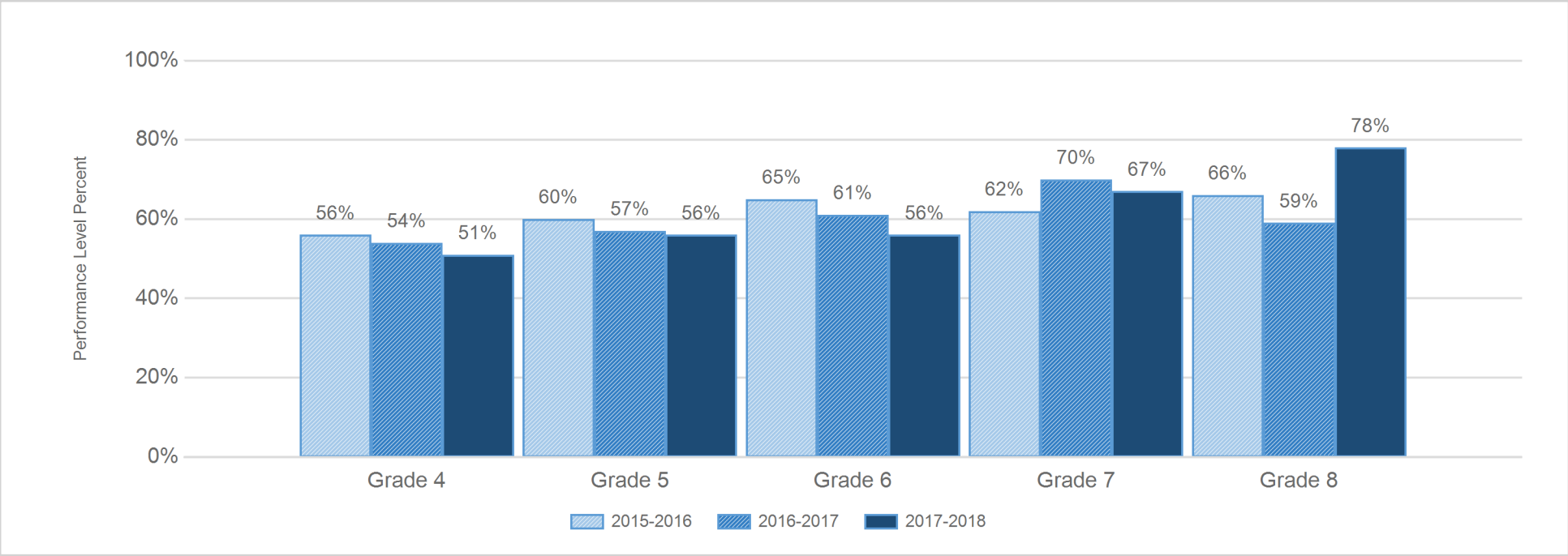
NJ SCHOOL PERFORMANCE REPORT

OCEAN CITY INTERMEDIATE SCHOOL
(09-3780-060)
Grades Offered: 04-08
2017-2018

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

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.



NJ SCHOOL PERFORMANCE REPORT

OCEAN CITY INTERMEDIATE SCHOOL
(09-3780-060)
Grades Offered: 04-08
2017-2018

Report Key:
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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	490	94.5	56.5	45.4	45.0	56.1	50.3	Met Target
White	384	94.5	63.8	49.1	54.1	63.3	54.6	Met Target
Hispanic	68	98.6	25.0	25.4	29.2	25.0	28.5	Met Target†
Black or African American	26	89.7	30.8	21.7	23.4	28.9	31.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	236	92.0	55.9	45.1	46.0	54.0		
Male	254	97.0	57.1	45.6	43.9	57.1		
Economically Disadvantaged Students	119	93.8	26.0	23.8	26.6	*	33.7	Not Met
Non-Economically Disadvantaged Students	371	94.8	66.3	50.6	55.9	*		
Students with Disabilities	63	94.3	*	*	17.1	*	21.8	Not Met
Students without Disabilities	427	94.6	*	*	50.5	*		
English Learners	25	100.0	44.0	40.5	24.6	44.0	24.1	Met Target
Non-English Learners	465	94.3	57.2	45.5	46.9	56.7		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

OCEAN CITY INTERMEDIATE SCHOOL
(09-3780-060)
Grades Offered: 04-08
2017-2018

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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 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	95	754	754	748	*	11%	25%	*	*	59%	49%
White	73	762	762	755	0%	*	23%	*	*	67%	60%
Hispanic	16	717	717	737	*	*	*	*	*	31%	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	N	752	N	N	N	N	N	N	55%
Female	42	759	759	748	*	*	26%	*	*	62%	50%
Male	53	749	749	748	*	*	25%	*	*	57%	49%
Economically Disadvantaged Students	32	731	731	733	*	*	34%	*	*	28%	30%
Non-Economically Disadvantaged Students	63	765	765	758	*	*	21%	*	*	75%	62%
Students with Disabilities	16	720	720	725	*	*	*	*	*	19%	22%
Students without Disabilities	79	760	760	753	*	*	*	*	*	67%	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

OCEAN CITY INTERMEDIATE SCHOOL
(09-3780-060)
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2017-2018

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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 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	95	751	751	748	*	19%	27%	*	*	53%	49%
White	68	757	757	756	0%	15%	22%	*	*	63%	60%
Hispanic	20	739	739	736	*	*	*	*	*	30%	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	46	750	750	749	*	*	35%	*	*	43%	50%
Male	49	753	753	747	*	*	20%	*	*	61%	48%
Economically Disadvantaged Students	25	734	734	733	*	*	44%	*	*	16%	29%
Non-Economically Disadvantaged Students	70	758	758	758	*	*	21%	*	*	66%	62%
Students with Disabilities	13	726	726	726	*	*	*	*	*	15%	20%
Students without Disabilities	82	755	755	752	*	*	*	*	*	59%	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

OCEAN CITY INTERMEDIATE SCHOOL
(09-3780-060)
Grades Offered: 04-08
2017-2018

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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 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).

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

Student Group	Valid Scores	Mean Scale Score	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	101	751	751	744	*	14%	30%	*	*	52%	44%
White	81	757	757	751	*	*	28%	*	*	60%	54%
Hispanic	13	721	721	731	*	*	*	*	*	*	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	55	753	753	745	*	*	33%	*	*	56%	45%
Male	46	750	750	742	*	*	26%	*	*	48%	42%
Economically Disadvantaged Students	19	727	727	729	*	*	*	*	*	11%	24%
Non-Economically Disadvantaged Students	82	757	757	753	*	*	*	*	*	62%	56%
Students with Disabilities	14	713	713	717	*	*	*	*	*	*	13%
Students without Disabilities	87	758	758	748	*	*	*	*	*	*	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

OCEAN CITY INTERMEDIATE SCHOOL
(09-3780-060)
Grades Offered: 04-08
2017-2018

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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 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).

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

Student Group	Valid Scores	Mean Scale Score	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	102	750	750	743	*	13%	35%	*	*	50%	43%
White	78	754	754	750	*	*	31%	45%	13%	58%	54%
Hispanic	16	737	737	732	0%	*	*	*	*	19%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	44	746	746	745	*	*	41%	*	*	41%	45%
Male	58	753	753	741	*	*	31%	*	*	57%	42%
Economically Disadvantaged Students	27	734	734	730	*	*	41%	*	*	26%	24%
Non-Economically Disadvantaged Students	75	756	756	751	*	*	33%	*	*	59%	55%
Students with Disabilities	11	721	721	717	*	*	*	*	*	*	12%
Students without Disabilities	91	754	754	748	*	*	*	*	*	*	50%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	102	750	750	744	*	13%	35%	*	*	50%	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

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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 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).

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

Student Group	Valid Scores	Mean Scale Score	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	65	740	740	728	*	*	29%	43%	0%	43%	28%
White	53	741	741	736	*	*	26%	45%	0%	45%	36%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	*	*	*	721	*	*	*	*	*	*	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	30	745	745	731	*	*	*	50%	0%	50%	31%
Male	35	736	736	725	*	*	*	37%	0%	37%	26%
Economically Disadvantaged Students	13	731	731	719	*	*	*	*	*	31%	20%
Non-Economically Disadvantaged Students	52	742	742	735	*	*	*	*	*	46%	35%
Students with Disabilities	11	711	711	705	*	*	*	*	*	*	*
Students without Disabilities	54	746	746	735	*	*	*	*	*	*	*
English Learners	N	N	N	705	N	N	N	N	N	N	10%
Non-English Learners	65	740	740	729	*	*	29%	43%	0%	43%	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

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OCEAN CITY INTERMEDIATE SCHOOL
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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 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	44	786	746	746	0%	0%	0%	77%	23%	100%	46%
White	39	785	748	755	0%	0%	0%	*	*	100%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	24	784	749	748	0%	0%	0%	*	*	100%	48%
Male	20	789	744	745	0%	0%	0%	*	*	100%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	715	716	N	N	N	N	N	N	13%
Students without Disabilities	44	786	749	752	0%	0%	0%	77%	23%	100%	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	44	786	*	749	0%	0%	0%	77%	23%	100%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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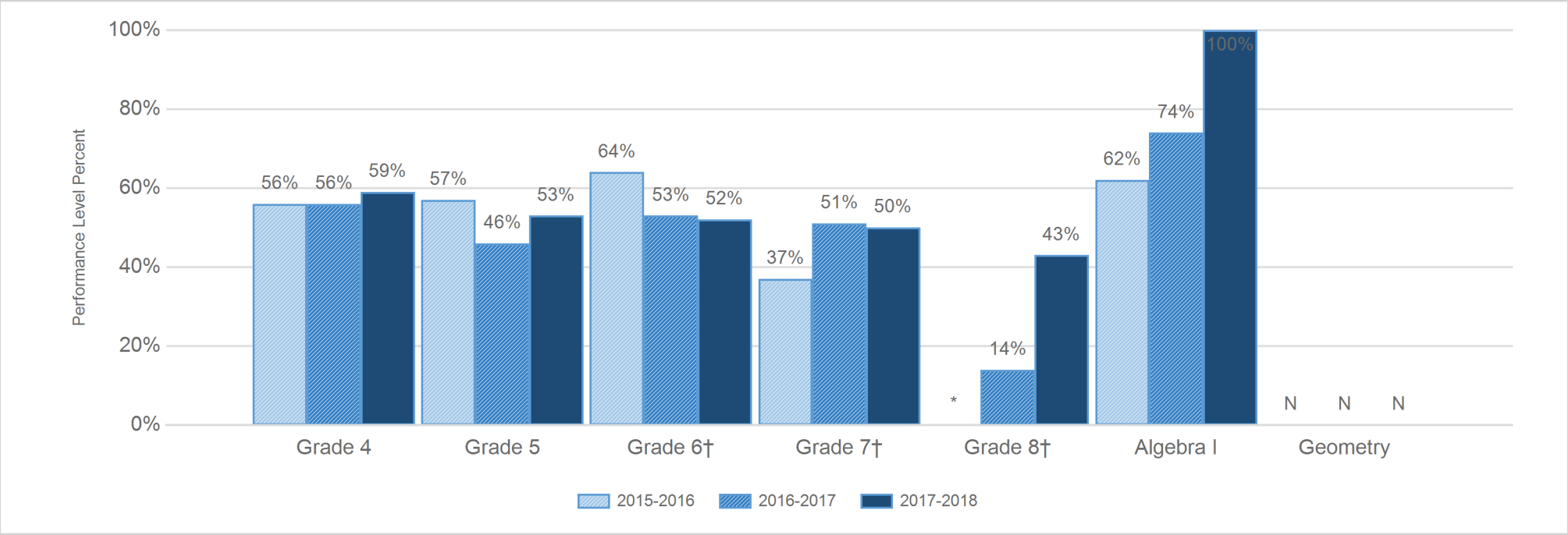
Mathematics Assessment – Performance Trends

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
4	N	N
5	N	N
6	*	*
7	N	N
8	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	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in 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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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	106
7	0	0	116
8	44	0	68
Total	44	0	290

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	90	0	0	0	0	0	0
7	100	0	0	0	0	0	0
8	101	0	0	0	0	0	0
Total	291	0	0	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

OCEAN CITY INTERMEDIATE SCHOOL
(09-3780-060)
Grades Offered: 04-08
2017-2018

Report Key:
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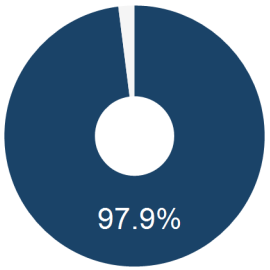
Visual and Performing Arts – Course Participation

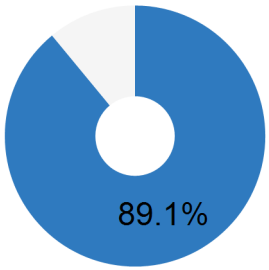
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

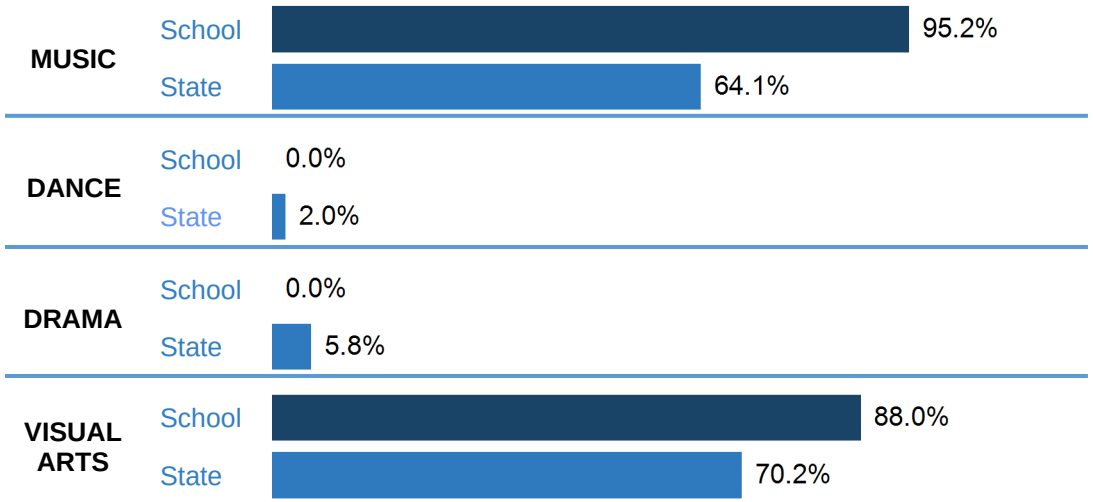


School



State

Students enrolled in one or more classes by discipline:



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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.

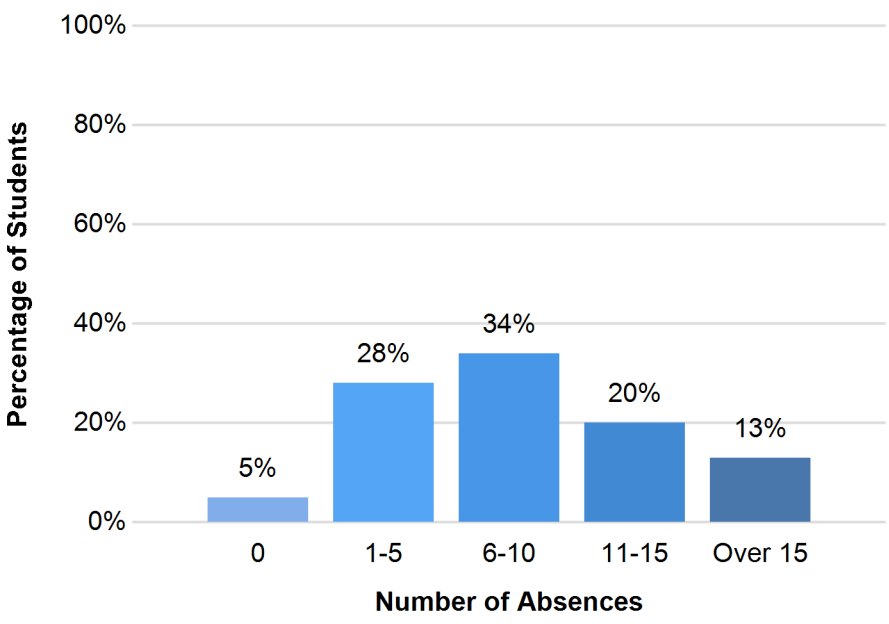
Chronic Absenteeism

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	43	8.2	8.7	Met
White	34	8.3	8.7	Met
Hispanic	3	4.2	8.7	Met
Black or African American	5	17.9	8.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	17	10.8	8.7	Not Met
Students with Disabilities	6	9.1	8.7	Not Met
English Learners	*	*	**	**

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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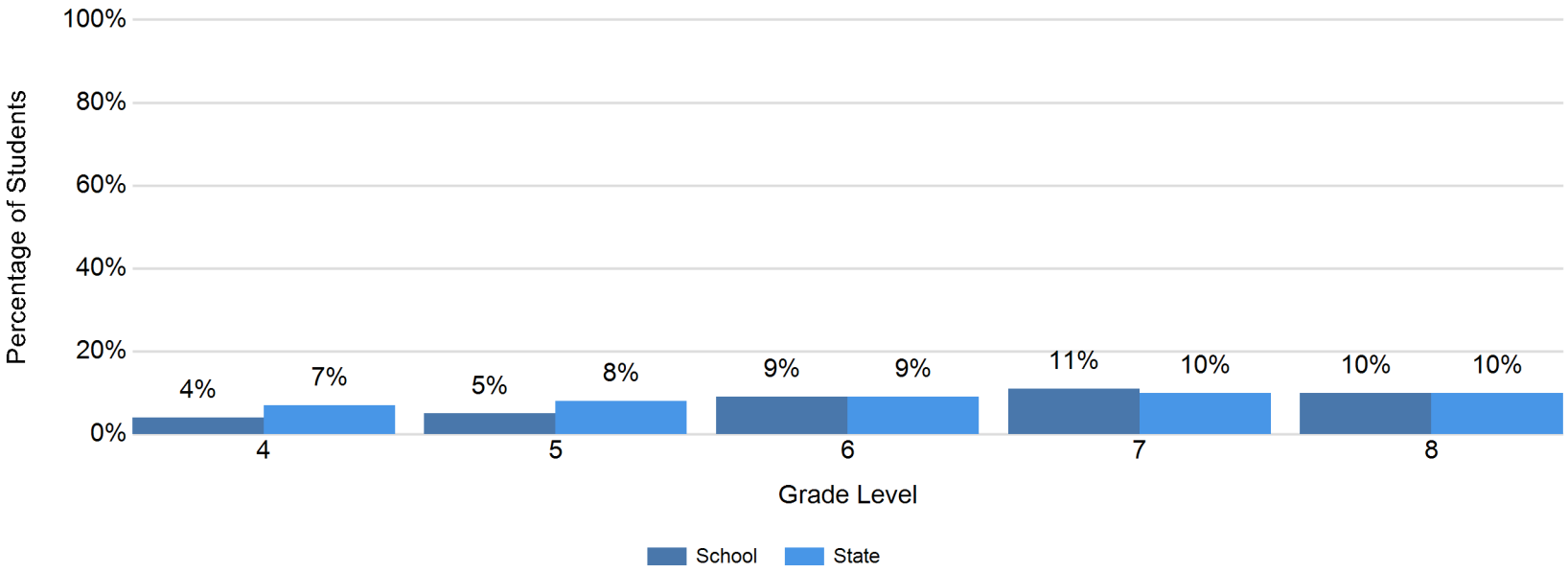
Chronic Absenteeism by Grade

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	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	1.33

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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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	1	4	5
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	1	1
No Identified Nature	12		12

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	*	*
Any Suspension	*	*
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
21

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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	7:50 AM
Typical End Time	2:20 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 0 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	2.1:1

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	50	117,464
Average years experience in public schools	13.0	12.0
Average years experience in district	10.8	10.7
Teachers in district for 4 or more years	84.0%	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	528:1	193:1
Teachers to Administrators	50:1	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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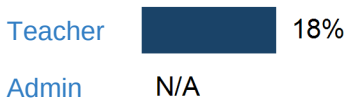
Teachers and Administrators - Level of Education

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	97.0%

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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	64.0%	0.0%
Male	36.0%	100.0%
White	94.0%	100.0%
Hispanic	2.0%	0.0%
Black or African American	4.0%	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
No	n/a	n/a

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	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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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	47.45	17.5%
Mathematics Proficiency	51.90	17.5%
English Language Arts Growth	41.94	25.0%
Mathematics Growth	33.47	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	45.26	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	43.03	n/a
Summative Rating: Percentile Rank of Summative Score	37.09	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	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	Met Target	Met Target	Met Standard	Met Standard	**	Met	No
White	45.13	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	32.92	14.08	No	Met Target	Met Target†	Met Standard	Not Met	n/a	Met	No
Black or African American	62.10	14.08	No	Met Target	Met Target†	Met Standard	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	40.06	14.08	No	Met Target†	Not Met	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	34.58	14.08	No	Met Target†	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	68.73	14.08	No	Met Target	Met Target	Exceeds Standard	Met Standard	Met Standard	**	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:	• Our staff has worked hard to align their curriculum and instruction with the New Jersey Learning Standards, emphasizing our students' analytical skills, problem-solving and critical thinking. • Students are provided with opportunities for academic excellence, creative arts, character education, social-emotional learning, stressing health and wellness, leading to a well-rounded child. • We were honored to participate in the Whole School/Community/Child Pilot Project Grant, achieved Recertification through NJ Sustainable Schools, AtlantiCare grants and Kindness Challenge winner.
Mission, Vision, Theme:	The Ocean City Intermediate School (OCIS), like the district, is "committed to excellence" and our highly qualified, professionally trained, and intrinsically motivated faculty allows this commitment to occur. The school is continuously supported by a community that recognizes how important it is to focus on what is best for all students that attend the school. The school has enjoyed a rich history of academic and co-curricular excellence that is a result of the hard work and collaboration between our staff, the community, the PTA and our parents/guardians. That collaboration, along with consistent communication between all stakeholders, helps the Ocean City Intermediate School strive to improve the academic achievement and growth, while concentrating on the overall wellness of each of our students. Parental and community support is paramount in developing students that grow socially, emotionally and academically.
Awards, Recognition, Accomplishments:	The Ocean City Intermediate School is one of a select few schools to be chosen to participate in the Whole School, Whole Community, Whole Child Pilot. We have received numerous grants through Sustainable Jersey for Schools and AtlantiCare. Our students won the state middle school Army STEAM Tank challenge based on recycling. Health and Wellness grants have been received and we have the AtlantiCare Healthy Educator of the Year. Teachers have been chosen as the Princeton Outstanding Secondary Educator, as well as National Geographic Fellow and Fulbright-Hays Fellow. Our courtyard, which houses an edible garden managed by students as well as an outdoor classroom, has been deemed at National Wildlife Habitat. Students volunteer locally and globally, participate in and have won multiple recycling and ecological challenges, and won the Kindness Challenge.

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Courses, Curriculum, Instruction:	The Ocean City Intermediate School provides students with academic excellence and creative arts opportunities, all integrated with aspects of character education, which includes Olweus anti-bullying lessons, Character Keys for good behavior, and various citizenship incentives. We are proud to offer hands-on specialized Arts and Humanities classes in addition to the standard core classes. Our specialized Enrichment Period allows for Virtual Courses which include Study Skills, The Teenage Brain, and Science from Space. Students may also elect to take instrumental music. In addition, students that qualify for gifted and talented may be enrolled in the GATE (Gifted and Talented Education) Program, which includes the rigorous courses of Algebra and Physics. College and Career Readiness is important here as well. Naviance and Career Cruising are two programs disseminated through the guidance department to assist our students in being ready for college and/or the job world.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Field Hockey (Girls), Soccer (Coed), Softball (Girls), Track and Field - Spring (Boys & Girls), Volleyball (Coed), Wrestling (Coed) Having students at the middle school level, we do not fall under the NJSIAA, but we do provide students with the opportunity to compete with other middle schools on the following teams: Baseball, boys and girls Basketball, boys and girls Cross-Country, Field Hockey, co-ed Soccer, Softball, boys and girls Track and Field, and Wrestling. Additionally, at our events, we follow the code of conduct prescribed by the NJSIAA. Several sports are offered on the intramural level.
Clubs and Activities:	OCIS is fortunate to have diverse activities that provide our students with opportunities to find or enhance their talents. It is our intent to have every student involved in one of our after school programs. Our clubs are: Art Club, Band, Chess Club, Chorus, Cognetics, Communication Club, Drama, FCA, Fishing Club, Garden Club, Intramural Sports, Motion City, NJHS Tutoring, PB & J Club, Student Council, Surf Club, Technology Club, Theatre Club, Volleyball Club, Yearbook and Yoga. The after school activities at OCIS provide our students with a wide range of opportunities. We offer an after school enrichment program in ELA, Math and Science. Our National Junior Honor Society students volunteer their time to tutor our younger students.

NJ SCHOOL PERFORMANCE REPORT

OCEAN CITY INTERMEDIATE SCHOOL
(09-3780-060)
Grades Offered: 04-08
2017-2018

Report Key:
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School Narrative

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Before and After School Programs:	The Ocean City Intermediate School provides students with breakfast. OCIS, through funding from community organizations, provides students with bus transportation to a free local after school care center where students may work on homework, receive extra help, and receive character education lessons.
Staff and Professional Learning:	Our highly effective staff continues to pursue learning opportunities to enhance their craft. The educators at OCIS are focused on mutual respect, hard work, dynamic lessons, and modeling that will insure a school environment that provides instruction to meet the needs of each and every student. Staff are constantly seeking new, innovative methods through outside resources or provided by the district, including professional development days that are built into our yearly calendar.
Postsecondary Information:	Many staff take advantage of the district's funding of postsecondary educational opportunities.

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Student Supports and Services:	The social-emotional development of our students is a priority. We provide programs for English Language Learning, students with special needs, suicide prevention, and anti-bullying. Our counseling program collaborates with families, faculty and community to provide students the opportunity to become effective learners, achieve academic success and develop safe, healthy, and productive lifestyles. We understand the importance of maintaining and supporting the mental health of our students, which leads to better student attendance, engagement and academic performance. We offer school-based counseling, an I & RS Team, and a Health & Wellness Team to assist students with stress management, coping and social skills, anger management, conflict resolution, and strategies to deal with grief and loss. When needed, counselors may also refer a student to outside professionals. The ultimate goal is to help promote personal, social and academic development.
Student Health and Wellness:	The Ocean City Intermediate School provides our students with health and wellness programs, including afterschool yoga and interpretive dance. The school participates in Mindful Mondays and Wellness Wednesdays, and staff have been trained and utilize yoga in the classroom. Breakfast is available for all students. All students are enrolled in Physical Education and Health courses. Recess is afforded to our elementary aged students, while our older students are able to exercise outside when they have finished their lunch. We sponsor numerous walk/bike to school days. Nutritional awareness comes from the Family and Consumer Sciences course and our Health and Wellness Team. All 8th graders receive CPR/AED awareness training through our fire department. Fifth grade students learn about making healthy life decisions through our police department's leadership program.
Parent and Community Involvement:	OCIS is continuously supported by a greater community that recognizes how important it is to focus on what is best for all of our students. The school has enjoyed a rich history of academics and activities, supported by consistent involvement of stakeholders. We have an active PTA and Education Foundation that provide us with grants, supplies and many opportunities such as fieldtrips and national speakers. We have an active Parent Involvement Committee that assists in helping improve things from school climate and safety to the school grounds. Our local police and fire departments run leadership programs and train our students in CPR/AED awareness. Our students are active participants in many charitable activities and community organizations.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents The Climate and Safety Team at OCIS utilizes the PRIDE Survey and a locally created climate survey. The PRIDE Survey is administered to 7th grade students. Our 8th grade students and parents are given an exit survey on the climate of our building, modeled after the NJ DOE Climate Survey. Our Health and Wellness Team also conducts several surveys.
Facilities:	OCIS was built in 1965 and has had two major renovations since it opened its doors. The custodians, faculty, and students take pride in keeping the school in great shape. Technology, such as interactive boards can be found in every classroom and we are "one to one computing", utilizing Chromebooks. We are fortunate to have a courtyard that is utilized as an outdoor classroom, which includes a rain garden, bird habitats, butterfly plants, an edible garden, and a boardwalk with park benches and picnic tables. In our continued efforts to promote sustainability and be energy efficient, the building has upgraded our lightening and through the efforts of students, continue to look for ways to save costs, reduce energy, and decrease pollution.
School Safety:	School safety is paramount at the Ocean City Intermediate School. Through our partnership with local law enforcement agencies, we are constantly improving our procedures and facilities, debriefing often following our monthly security drills. Staff are trained yearly and school safety and security are constant topics at faculty meetings and PLCs. Student meetings and assemblies focus on school safety and security as well.

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Technology and STEM:	STEM is taught through many classes and in collaboration, as teachers utilize cross-curricular best practices, as well as team teach. The Ocean City Intermediate School has one computer lab, a CAD lab, PCs and interactive boards in every room, and “one to one computing” with Chromebooks. In our computer sciences course, students expand upon their knowledge of technology and engineering and continue to develop their innovation, problem solving, collaboration, and critical thinking skills helping them become digital citizens of the 21st Century. Internet safety and the dangers of social media are discussed. Students will work to solve real-world problems using various types of technology such as robotics, STEAM, Google Suite, computer coding, web 2.0 tools, and much more. The introduction to Technology course is designed to introduce the students to the world of engineering and architecture.

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Other Information:	OCIS runs an elementary schedule for grades four and five, while instituting a middle school model for grades six, seven, and eight. Our educational programs are academically challenging; engage each student by making connections to previous knowledge and life experiences; are relevant and involve rigorous curricula; and, at the same time, are exciting and captivating. We host career fairs and even a job fair help with 21st Century skills. It is our responsibility to insure that the students are ready for life after their secondary education or for their career path. Radiance and Career Cruising are programs disseminated through our supportive guidance department to assist students in being ready for college and/or the job world. We utilize MAP (Measurements of Academic Progress) Testing to monitor student growth from fall to spring. Each spring our students are assessed using standardized state testing. These tests are important to help us assess student growth and achievement.