NJ SCHOOL PERFORMANCE REPORT

OCEAN COUNTY VOCATIONAL TECHNICAL SCHOOL TOMS RIVER
(29-3790-030)
Grades Offered: 09-12
2017-2018

Report Key:
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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	OCEAN
District	OCEAN COUNTY VOCATIONAL
Principal Name	MS. ZAVATTIERI
Address	1299 OLD FREEHOLD ROAD TOMS RIVER, NJ 08753-4298
Phone Number	(732)473-3100
Email Address	LZAVATTIERI@MAIL.OCVTS.ORG
Website	http://www.ocvts.org
Facebook	https://www.facebook.com/ocvts
Twitter	https://twitter.com/ocvts

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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
9	3	3	3
10	3	9	4
11	79	74	110
12	89	111	104
Total	174	197	221

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	53.3%	50.9%	50.8%
Male	46.7%	49.1%	49.2%
Economically Disadvantaged Students	33.0%	32.5%	38.0%
Students with Disabilities	28.1%	29.7%	26.9%
English Learners	0.3%	0.8%	1.1%
Homeless Students		0.5%	1.1%
Students in Foster Care		0.3%	0.0%
Military-Connected Students		0.0%	0.5%
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	74.8%	69.8%	64.0%
Hispanic	18.6%	21.0%	25.7%
Black or African American	4.6%	5.9%	8.0%
Asian	0.6%	1.0%	0.7%
Native Hawaiian or Pacific Islander	0.6%	0.8%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.9%	1.5%	1.4%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	0	5	13
Shared Time Students	345	381	413
Full Time Equivalent	173	196	220

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	82.5%
Spanish	16.6%
Other Languages	0.9%

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

Career and Technical Education Participation

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

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

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

Structured Learning Experiences Participation

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

Structured Learning Experiences

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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School	*
State	0.9%

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	51		
Arts, AV Technology & Communications	*		
Education and Training	34		
Health Science	139		
Hospitality & Tourism	*		
Human Services	41	*	*
Information Technology	43		
Manufacturing	51		
Marketing	21		
Transportation, Distribution & Logistics	18		
Total (All Clusters)	402	*	*

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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.

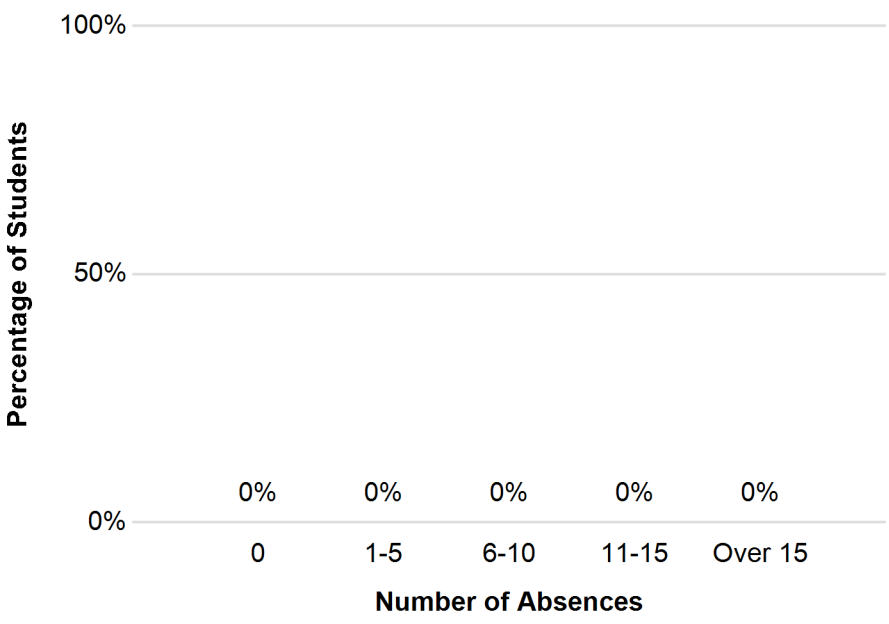
Chronic Absenteeism

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	N	N	N	N
White	N	N	N	N
Hispanic	N	N	N	N
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	N	N	N	N
English Learners	N	N	N	N

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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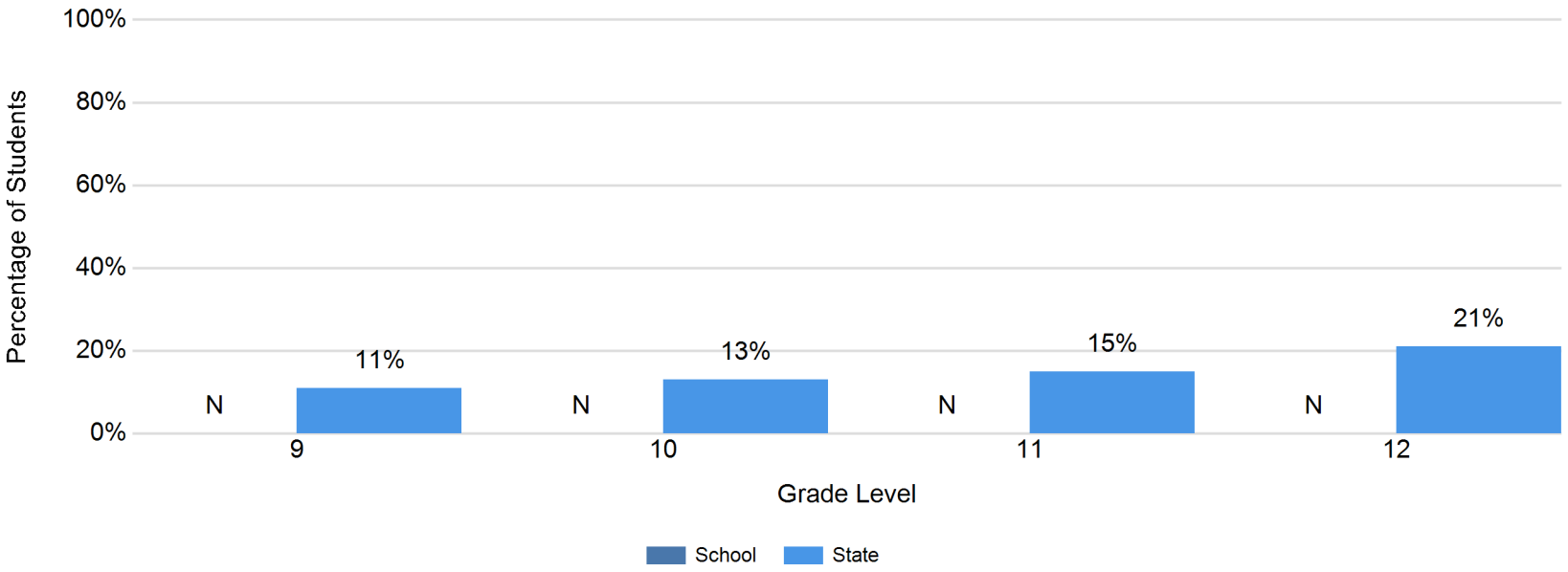
Chronic Absenteeism by Grade

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	2
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	1.37

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	2
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	1

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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	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
No Identified Nature	1		1

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	*	*
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
24

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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	7:45 AM
Typical End Time	1:15 PM
Length of School Day	5 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 0 Mins
Shared Time - Instructional Time	2 Hrs. 30 Mins.

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	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). 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)	$713	$14,153	$14,866

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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	11.1	12.0
Average years experience in district	11.1	10.7
Teachers in district for 4 or more years	87.5%	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	14	9,374
Average years experience in public schools	17.9	16.0
Average years experience in district	17.9	12.0
Administrators in district for 4 or more years	100.0%	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	7:1	12:1
Students to Administrators	44:1	91:1
Teachers to Administrators	6:1	8:1
Students to Librarians/Media Specialists		N
Students to Nurses		256:1
Students to Counselors		128:1
Students to Child Study Team		N

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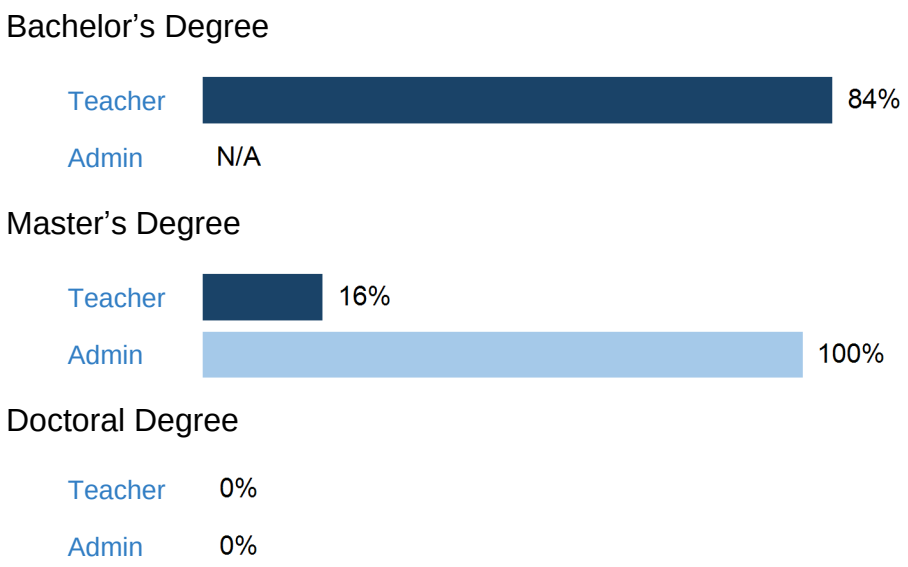
Teachers and Administrators - Level of Education

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.



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	80.6%	90.2%
2016-17 Administrators: Same district 2017-18	72.2%	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	96.5%

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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	56.3%	40.0%
Male	43.8%	60.0%
White	96.9%	100.0%
Hispanic	3.1%	0.0%
Black or African American	0.0%	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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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:	• High-quality technology-focused education • Emphasis on an integrated curricular approach • Career, educational, consumer, family and life skills are included throughout the various occupational curricula
Mission, Vision, Theme:	The Toms River Center offers high-quality technology-focused education designed to prepare high school students and adults for job placement or further education leading to successful employment. Career, educational, consumer, family and life skills are included throughout the various occupational curricula in classroom, work-based learning activities and structured learning experiences as are academics including science, language arts, and mathematics.
Awards, Recognition, Accomplishments:	At the Toms River Center students participate in Skills USA and HOSA. This past year 25 students from the Toms River Center competed and accrued 2 gold, 3 silver, and 1 bronze medal at the State Skills USA Competition. Forty-five students competed in HOSA this past year. At the State HOSA competitions, 4 students earned Gold medals, 1 Silver, 2 Bronze, and 1 honorary mention. Five students went to National HOSA competitions and two placed in the top ten in their events.

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Courses, Curriculum, Instruction:	Courses at the Toms River Center include Welding, Marine Service Technology, Electrical Trades and Integrated Cabling, Retail Services, Cosmetology, Computer Science, Computer Service Repair, Medical Assisting, Medical Skills and Related Health Careers, Dental Assisting, Health and Fitness Technology, and Licensed Practical Nursing. There are also articulation agreements in place with colleges and universities including Rutgers University and Ocean County College.

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Staff and Professional Learning:	A variety of collaborative opportunities are provided to our educational staff. They also participate in professional learning communities throughout the year. These professional development opportunities focus on topics that include the use of technology such as Google Classroom and best pedagogical practices in education that keep students engaged and learning while using a variety of assessment techniques.
Postsecondary Information:	After High School Programs are offered to high school graduates. They provide several flexible options for career advancement, certification, or a new career direction. Accelerated programs provide adult students with economical alternatives to college and a shorter route to full-time employment.

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Student Supports and Services:	Guidance and career counseling services are jointly provided by the vocational school and the home school. The Toms River Center houses a career counselor who works closely with students and staff as they prepare for the future educational/career goals for each of our students. The career counselor also serves as the building HIB Specialist. There is a district-wide Transition Specialist that assists employment orientation students with job shadowing opportunities and potential job placement upon high school graduation. Our Job Placement Services Department has partnered with hundreds of businesses and is committed to matching OCVTS students with career opportunities with the greatest potential.
Parent and Community Involvement:	Parents of students who attend the Toms River Center have access to a Parent Portal which contains relevant information regarding their children's educations. The staff and students in all of the programs at the Toms River Center participate greatly in community service activities. This year these activities included food drives for Ocean County Hunger Relief and St. Joseph's Pantry, collection of items for the Ocean County Animal Shelter, adopting a family for Christmas through DCP&P, and bake sales to support the American Cancer Society.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers
Facilities:	The present day Toms River Center was built in 1974. There are shops, classrooms, a fitness center, a retail store, and a brand new computer lab in the Toms River Center. This past summer the Hirair and Anna Hovnanian foundation donated 1.25 million dollars to OCVTS which provided renovations to the exterior of the Toms River Center as well as a new, state of the art clinical practice lab for the Practical Nursing program.
School Safety:	The Toms River Center focuses on providing our students the best education possible in the safest environment possible. Three is a School Safety Team which meets regularly to discuss school climate and safety and how we can best address the needs of our students and staff.

NJ SCHOOL PERFORMANCE REPORT

OCEAN COUNTY VOCATIONAL TECHNICAL SCHOOL TOMS RIVER
(29-3790-030)
Grades Offered: 09-12
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

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.

Technology and STEM:	Science, technology and mathematics are incorporated into each of our program curricula in an interdisciplinary and applied approach. Teachers integrate these subjects into their lessons by basing them on real-world applications.

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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.

Other Information:	The Ocean County Vocational Technical School offers career majors in several areas for students going on to college or directly to the world of work. OCVTS works hand-in-hand with sending schools to provide a complete education for high school students. Students may attend during their junior and senior year, as well as post graduate. The students attend home school for half a day and are transported to the vocational center for the other half. Ties are maintained with the home school where they pursue academic classes, take part in sports or other extracurricular activities, and graduate. Students receive a certificate from OCVTS, as well as a high school diploma from the home school.