NJ SCHOOL PERFORMANCE REPORT

OCEAN COUNTY VOCATIONAL TECHNICAL SCHOOL BRICK CENTER
(29-3790-010)
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. SAUER
Address	350 CHAMBERS BRIDGE ROAD BRICK, NJ 08723-2896
Phone Number	(732)286-5670
Email Address	LSAUER@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	4	3	5
10	14	18	14
11	139	160	118
12	154	155	188
Total	311	336	325

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	47.4%	50.8%	49.1%
Male	52.6%	49.2%	50.9%
Economically Disadvantaged Students	35.6%	35.2%	40.7%
Students with Disabilities	46.1%	45.5%	47.7%
English Learners	0.3%	0.7%	0.8%
Homeless Students		0.9%	1.9%
Students in Foster Care		0.7%	0.8%
Military-Connected Students		0.1%	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	74.4%	71.7%	67.6%
Hispanic	16.3%	17.1%	20.9%
Black or African American	7.6%	9.2%	8.8%
Asian	0.8%	0.7%	1.4%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.1%	0.3%
Two or More Races	0.8%	1.0%	0.9%

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	1	3	16
Shared Time Students	618	665	614
Full Time Equivalent	310	336	323

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	89.6%
Spanish	9.9%
Other Languages	0.5%

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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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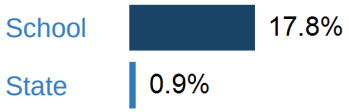
Industry-Valued Credentials

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



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	109		
Arts, AV Technology & Communications	137		
Health Science	*		
Hospitality & Tourism	142		
Human Services	109	79	79
Science, Technology, Engineering & Mathematics	*		
Transportation, Distribution & Logistics	75	35	35
Total (All Clusters)	574	114	114

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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.

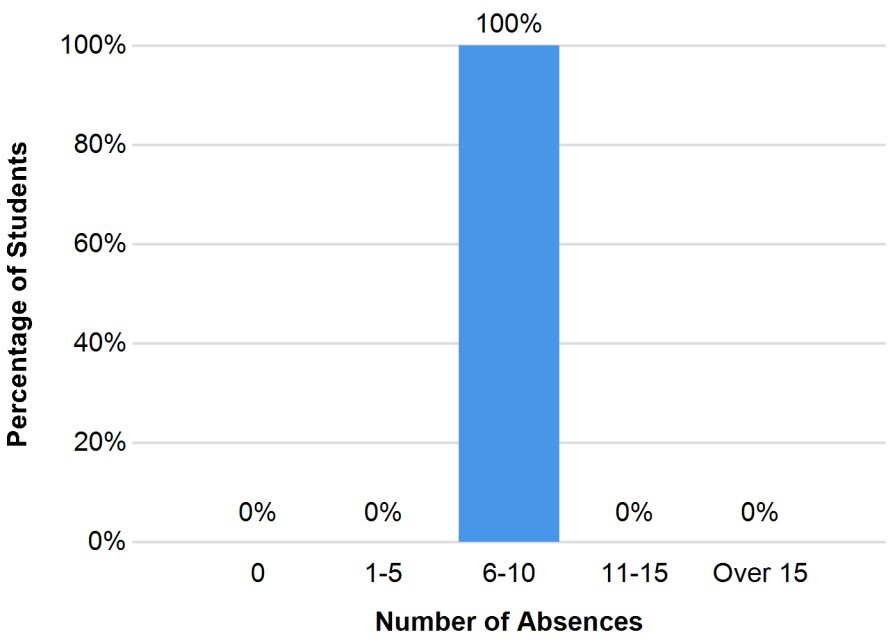
Chronic Absenteeism

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	*	*	**	**
White	*	*	**	**
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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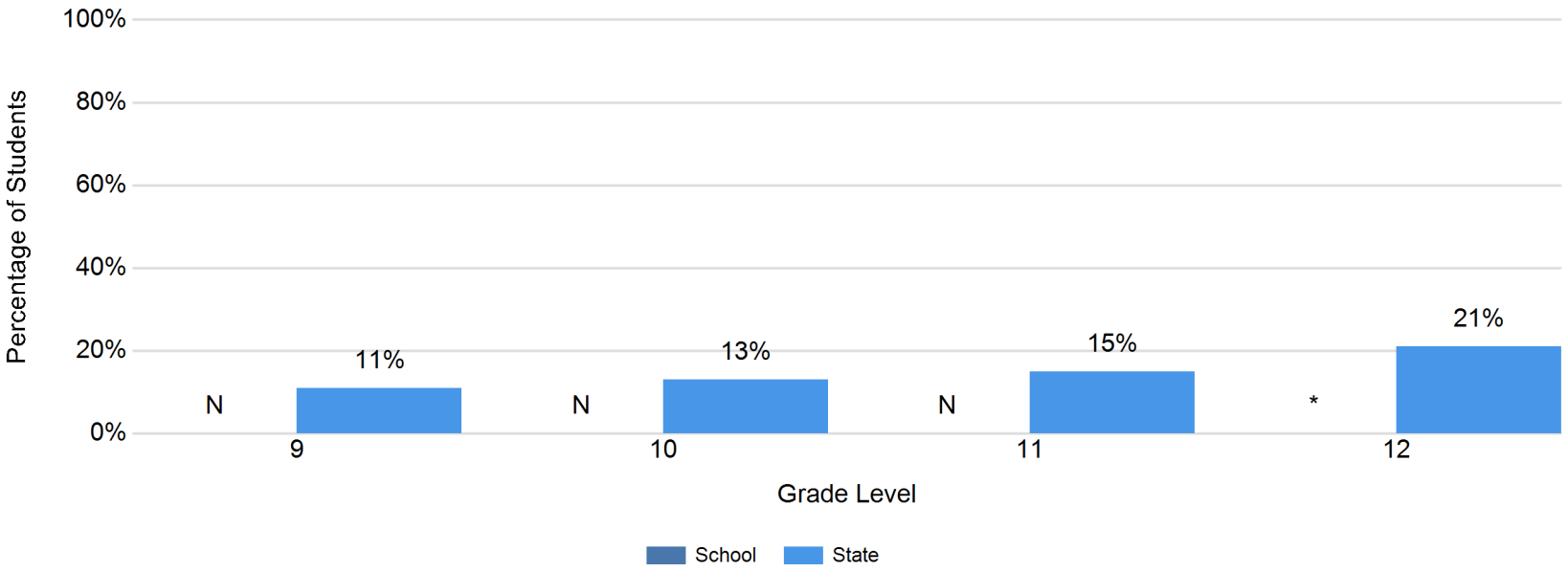
Chronic Absenteeism by Grade

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	3
Weapons	0
Vandalism	0
Substances	6
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	3.41

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	1
Weapons	0
Vandalism	0
Substances	4
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	2

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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	1	1
Disability	0	0	0
Other	0	1	1
No Identified Nature	5		5

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	64	19.8%
Out-of-School Suspensions	27	8.4%
Any Suspension	80	24.8%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
87

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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	27	117,464
Average years experience in public schools	12.3	12.0
Average years experience in district	11.9	10.7
Teachers in district for 4 or more years	92.6%	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	12:1	12:1
Students to Administrators	108:1	91:1
Teachers to Administrators	9:1	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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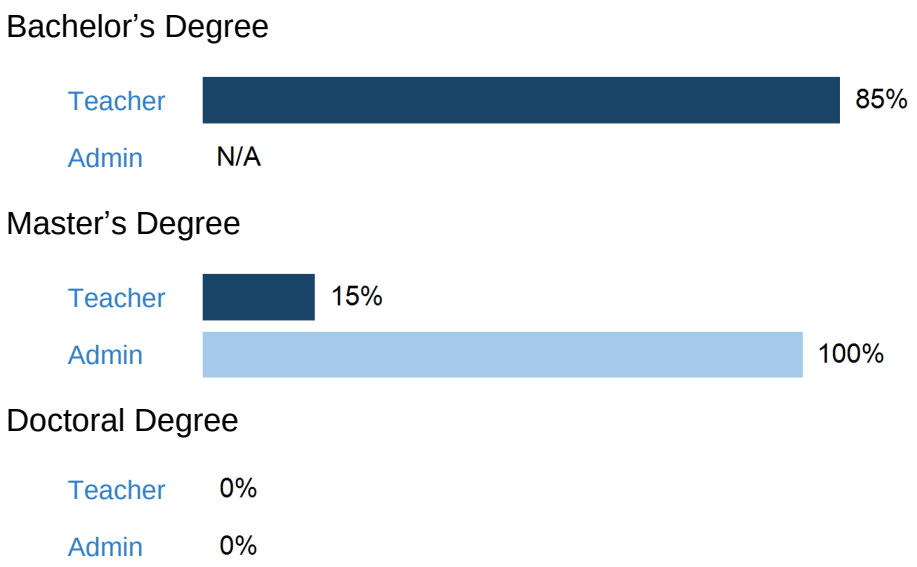
Teachers and Administrators - Level of Education

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	96.6%

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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	40.7%	66.7%
Male	59.3%	33.3%
White	100.0%	100.0%
Hispanic	0.0%	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:	• The vocational curriculum is aligned with New Jersey Core Content Standards. • Students enrolled in the OCVTS Brick Center participate in Skills USA. • The OCVTS Brick Center offers a variety of cutting edge vocational programs.
Mission, Vision, Theme:	The mission of the Ocean County Vocational Technical School is to prepare students for job placement or further education leading to successful employment. Our goal is to provide quality education to high school and post-secondary students which will provide them with the skills they need to be successful in their designated vocation.
Awards, Recognition, Accomplishments:	Students of the OCVTS Brick Center participate in various vocational and skills organizations in order to further their knowledge and enhance their skill set. Students participate and compete in Skills USA and FCCLA. These students compete at the regional, state, and national level. This past year 6 students received gold medals and 1 student was awarded a silver medal at the national FCCLA competition held in Atlanta, Georgia. In addition, 4 students also competed at the Skills USA National Competition in Louisville in June.

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Courses, Curriculum, Instruction:	The course curriculum at the OCVTS Brick Center encompasses a variety of career clusters including Building Construction Technology, Automotive Technology, Culinary Arts, Design & Visual Communications, Cosmetology, Child Care, Fashion Merchandising & Design, and Heating, Ventilation, Air Conditioning, and Refrigeration. There are also articulation agreements in place with colleges and universities including Fairleigh Dickinson University and The Restaurant School at Walnut Hill.
Clubs and Activities:	Students who attend OCVTS may choose to participate in Skills USA, which is a nationally recognized student-based organization. Skills USA provides educational programs, events, and competitions that support career and technical education (CTE) to our students. In addition, the Fashion Design & Merchandising Program participates in FCCLA. Family, Career and Community Leaders of America is a nonprofit national career and technical student organization for young men and women in Family and Consumer Sciences education. Both of these organizations provide educational opportunities to our students that go beyond the classroom.

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Staff and Professional Learning:	Staff participate in professional learning throughout the course of the year. They actively engage in Professional Learning Communities working collaboratively and collegially with their peers to enhance instructional strategies and to expand their knowledge of educational methodology. In addition, staff annually complete a Professional Development Plan addressing areas such as literacy, mandated safety training, professional goals, and vocational programs.
Postsecondary Information:	Post-secondary students enrolled in the OCVTS Brick Center may participate in job shadowing, cooperative education, and partnerships with local community and employment agencies. Upon successful completion of a 2-year vocational program, post-secondary students may continue their education at a college, university, or technical institute. Some may enlist in the military, seek employment in the industry or join a local union.

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Student Supports and Services:	The OCVTS Brick Center has 2 guidance counselors that work with the student body. They also serve as the HIB Specialists and testing coordinators for the building. We also have a designated Transition Specialist who coordinates job shadowing opportunities and works closely with our students to help them secure job placement.
Parent and Community Involvement:	The OCVTS Brick Center is very involved in the community and we participate in various community service opportunities throughout the year. The largest community service project we participate in is Feed the Need. The Culinary students and staff partner with the Monmouth/Ocean Food Bank to prepare approximately 3000 hot meals annually for those in need during the Thanksgiving holiday.

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***** 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.

Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers A climate survey is conducted annually here at the OCVTS Brick Center. The data collected is reviewed and discussed by the School Climate Committee and shared with stakeholders.
Facilities:	The OCVTS Brick Center was built in 1972. There are 7 vocational shop areas and 3 commercial size kitchen areas. The majority of the classrooms have air conditioning, but the shop areas do not. All of the interior doors, including the fire doors, were replaced this year as part of a building level renovation.
School Safety:	Instruction in all vocational-technical courses emphasizes health and safety and promotes accident prevention. Safety and health instruction shall precede the use of materials and equipment by students in all class settings, and teachers shall teach and enforce all safety rules set up for the particular vocational program. Students entering a specific program of study after the appropriate safety and health instruction has been given to the class will be required to complete on an individual basis the unit of safety and health to the satisfaction of the teacher prior to the use of materials and equipment.

NJ SCHOOL PERFORMANCE REPORT

OCEAN COUNTY VOCATIONAL TECHNICAL SCHOOL BRICK CENTER
(29-3790-010)
Grades Offered: 09-12
2017-2018

Report Key:
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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's Brick Center is a shared-time educational facility providing a diverse selection of career-based programs to both high school and post-secondary students. Here at the Brick Center, we pride ourselves on providing our students with a variety of course offerings that enable them to develop their unique strengths and talents. The Brick Center provides a safe and healthy learning environment for our students. Our exceptional educational staff prides itself on identifying the unique learning styles of each student and keeping themselves abreast of new and innovative pedagogical strategies. We encourage our students to attend school every day, to be on time, ready to learn, and to implement the life skills that they learn here into their daily practices. The students at the Brick Center are provided with transitioning opportunities in order to prepare them to go out into the workforce or to pursue their educational career at a college, university, or technical institute. We offer job shadowing opportunities, Cooperative Education (CE), and practical field experience, as well as various job site visitations in order to provide our students with sufficient on the job training and to foster healthy working relationships with local businesses. In addition, the articulation agreements that we have with Brookdale Community College, Ocean County College, Atlantic Cape Community College, The Restaurant School at Walnut Hill, and Fairleigh Dickinson University also provide our students with a significant educational advantage by allowing them to obtain college credits while enrolled in our vocational programs.