




Ocean City High School
2016-2017
Grade Span 09-12

09-3780-050
CAPE MAY
OCEAN CITY
501 ATLANTIC AVENUE
OCEAN CITY, NJ 08226

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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
9	319	290	288
10	315	316	296
11	302	303	309
12	313	298	318
Ungraded	11	16	14
Total	1260	1223	1225

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	52%	53%	54%
Male	48%	47%	46%
Economically Disadvantaged Students	18%	16%	17%
Students with Disabilities	11%	10%	9%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	90.5%
Hispanic	4.1%
Black or African American	2.0%
Asian	1.2%
Native Hawaiian or Pacific Islander	0.5%
American Indian or Alaska Native	0.0%
Two or More Races	1.6%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	1225
Shared Time Students	0
Full Time Equivalent	1225

Enrollment by Home Language

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

Home Language	% of Students
English	97.3%
Spanish	2.0%
Other	0.8%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	495	83.3	54.00	56.60	54.90	47.3	36.7	Met Target
White	439	82.2	56.30	61.50	63.90	48.7	37.5	Met Target
Hispanic	24	96.0	33.30	27.70	39.80	33.3	22.5	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	10	100.0	60.00	66.60	80.70	60	**	**
American Indian or Alaska Native	*	*	*	33.30	53.70	N	**	**
Two or More Races	13	92.9	38.50	*	54.90	37.6	**	**
Female	266	82.6	65.00	66.50	62.20	56.6		
Male	229	84.2	41.10	46.40	48.10	36.4		
Economically Disadvantaged Students	70	92.1	32.90	34.40	36.20	*	26.1	Met Target
Non-Economically Disadvantaged Students	425	82.0	57.40	62.60	65.80	*		
Students with Disabilities	44	89.8	11.40	16.90	20.50	10.7	10.6	Met Target
Students without Disabilities	451	82.8	58.10	61.70	61.90	50.6		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	50.00	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	284	754	754	749	6%	10%	24%	51%	9%	60%	52%
White	253	755	755	757	6%	10%	24%	52%	9%	61%	62%
Hispanic	*	*	*	733	*	*	*	*	*	*	35%
Black or African American	*	*	*	730	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	10	748	748	746	*	0%	*	*	*	50%	48%
Female	157	760	760	756	*	*	18%	60%	*	71%	60%
Male	127	746	746	741	*	*	32%	40%	*	47%	43%
Economically Disadvantaged Students	38	737	737	731	*	*	29%	42%	0%	42%	32%
Non-Economically Disadvantaged Students	246	757	757	758	*	*	24%	52%	10%	63%	62%
Students with Disabilities	20	709	709	714	*	*	*	*	*	10%	13%
Students without Disabilities	264	757	757	754	*	*	*	*	*	64%	58%
English Learners	*	*	*	690	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	208	742	742	743	18%	12%	24%	38%	9%	47%	46%
White	183	745	745	749	15%	12%	22%	42%	9%	51%	52%
Hispanic	14	721	721	728	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	108	754	754	752	*	*	23%	43%	*	57%	54%
Male	100	730	730	734	*	*	24%	33%	*	35%	39%
Economically Disadvantaged Students	29	725	725	726	35%	*	*	*	*	24%	32%
Non-Economically Disadvantaged Students	179	745	745	751	15%	*	*	*	*	50%	54%
Students with Disabilities	21	708	708	704	57%	*	*	*	0%	14%	12%
Students without Disabilities	187	746	746	749	13%	*	*	*	10%	50%	52%
English Learners	N	N	N	681	N	N	N	N	N	N	*
Non-English Learners	208	742	742	745	18%	12%	24%	38%	9%	47%	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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

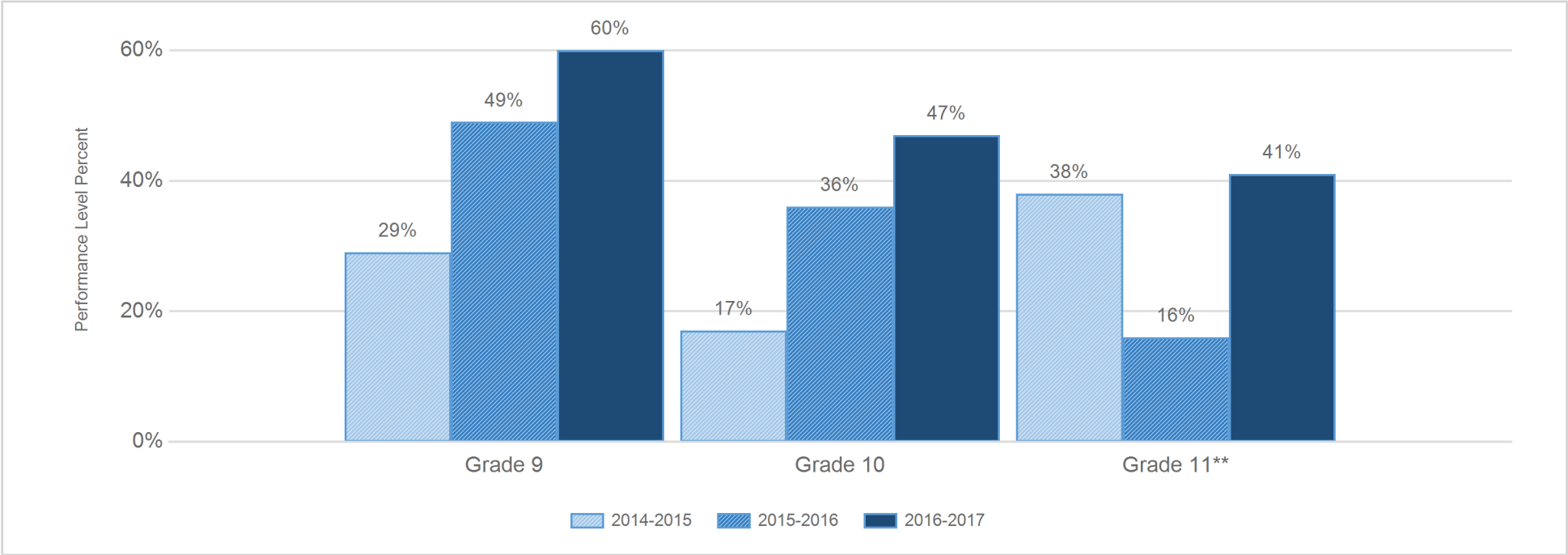
This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	138	739	739	736	19%	15%	25%	29%	12%	41%	38%
White	121	743	743	738	16%	14%	25%	32%	13%	46%	40%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	728	*	*	*	*	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	74	748	748	744	*	*	24%	38%	*	51%	46%
Male	64	729	729	729	*	*	27%	19%	*	30%	31%
Economically Disadvantaged Students	24	709	709	729	50%	*	*	*	0%	17%	32%
Non-Economically Disadvantaged Students	114	746	746	740	12%	*	*	*	15%	47%	42%
Students with Disabilities	20	719	719	709	*	*	*	*	0%	30%	12%
Students without Disabilities	118	743	743	741	*	*	*	*	14%	43%	43%
English Learners	*	*	*	699	*	*	*	*	*	*	*
Non-English Learners	*	*	*	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

English Language Arts/Literacy Assessment - Performance Trends

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



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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	458	82.5	32.80	43.00	43.50	28.5	23.2	Met Target
White	403	81.2	33.50	46.80	52.40	28.6	24	Met Target
Hispanic	24	96.0	16.70	19.30	27.60	16.7	7.8	Met Target
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	66.70	42.50	N	**	**
Two or More Races	14	100.0	28.60	*	44.90	28.6	**	**
Female	251	82.6	31.10	40.80	44.10	27		
Male	207	82.5	34.70	45.20	42.90	30.2		
Economically Disadvantaged Students	66	90.4	21.20	26.00	25.10	*	10	Met Target
Non-Economically Disadvantaged Students	392	81.3	34.70	47.60	54.30	*		
Students with Disabilities	44	89.8	*	*	16.50	*	N	N
Students without Disabilities	414	81.8	*	*	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	50.00	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	181	738	745	743	7%	22%	40%	32%	0%	32%	42%
White	156	740	746	751	*	22%	39%	33%	*	33%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	101	741	746	744	*	18%	47%	32%	*	32%	43%
Male	80	735	743	741	*	26%	31%	33%	*	33%	40%
Economically Disadvantaged Students	30	733	*	727	*	*	43%	*	0%	23%	23%
Non-Economically Disadvantaged Students	151	739	*	751	*	*	39%	*	0%	34%	52%
Students with Disabilities	20	709	*	714	*	*	*	*	*	10%	10%
Students without Disabilities	161	742	*	747	*	*	*	*	*	35%	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	227	730	730	734	*	30%	34%	23%	*	24%	30%
White	199	731	731	740	*	28%	37%	24%	*	25%	38%
Hispanic	17	722	722	722	*	*	*	*	0%	18%	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	758	N	N	N	N	N	N	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	125	731	731	735	*	33%	37%	22%	*	22%	31%
Male	102	729	729	733	*	26%	31%	26%	*	27%	30%
Economically Disadvantaged Students	35	712	712	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	192	733	733	740	*	*	*	*	*	*	39%
Students with Disabilities	32	706	706	711	*	*	*	*	*	*	*
Students without Disabilities	195	734	734	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	227	730	730	735	*	30%	34%	23%	*	24%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	727	*	*	*	*	*	*	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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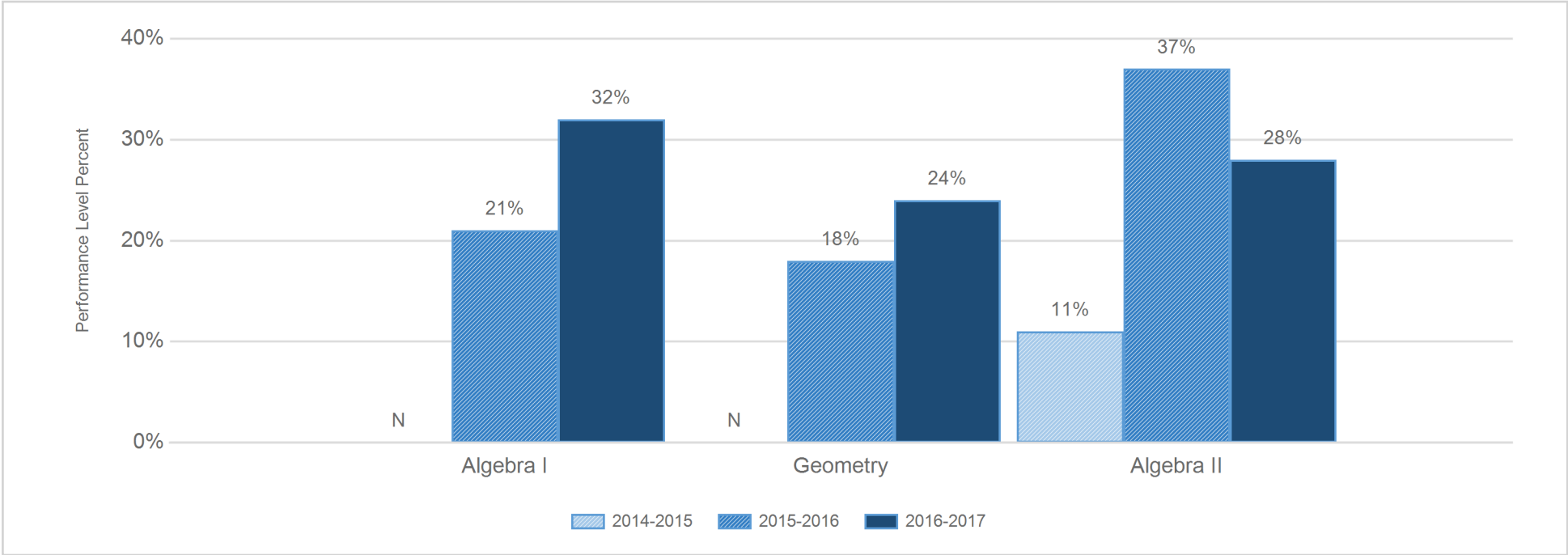
Mathematics Assessment - Performance by Test: Algebra II

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	136	722	722	725	33%	22%	*	27%	*	28%	28%
White	122	723	723	731	32%	23%	*	26%	*	28%	33%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	N	N	N	703	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	73	717	717	725	40%	*	*	26%	*	26%	27%
Male	63	728	728	725	25%	*	*	27%	*	30%	29%
Economically Disadvantaged Students	18	716	716	708	*	*	*	*	*	33%	13%
Non-Economically Disadvantaged Students	118	723	723	733	*	*	*	*	*	27%	35%
Students with Disabilities	*	*	*	692	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	729	*	*	*	*	*	*	*
English Learners	*	*	*	692	*	*	*	*	*	*	*
Non-English Learners	*	*	*	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

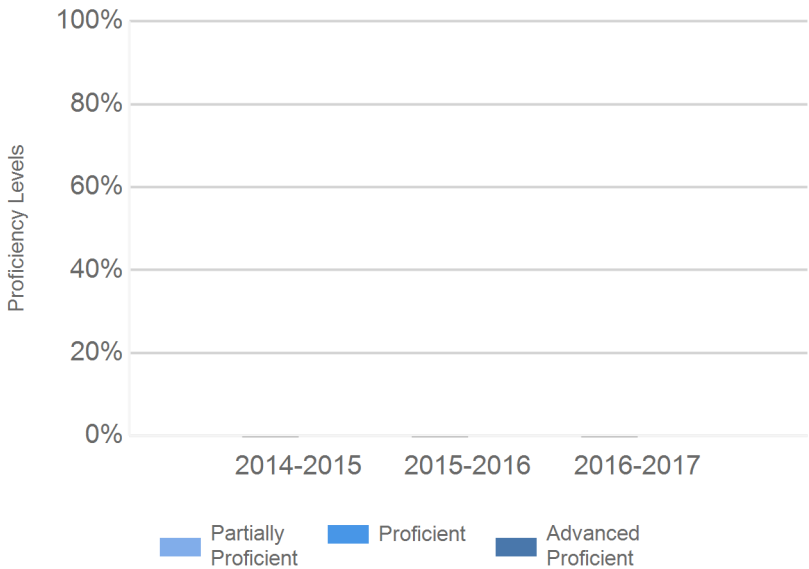
Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	N	*	N
White	N	*	N
Hispanic	N	N	N
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	N	N	N
Students with Disabilities	N	N	N
English Learners	N	N	N

Biology Assessment - Proficiency Trends

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





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

PSAT/SAT/ACT - Participation

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

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	93.7%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	44.3%	28.3%

PSAT/SAT/ACT - Performance

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

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	508	481	Varies By Grade	77%	67%
PSAT - Math	498	483	Varies By Grade	58%	49%
SAT - Reading and Writing	574	551	480	89%	77%
SAT - Math	568	552	530	69%	58%
ACT - Reading	24	24	22	62%	65%
ACT - English	23	24	18	87%	79%
ACT - Math	23	24	22	64%	65%
ACT - Science	23	23	23	52%	54%



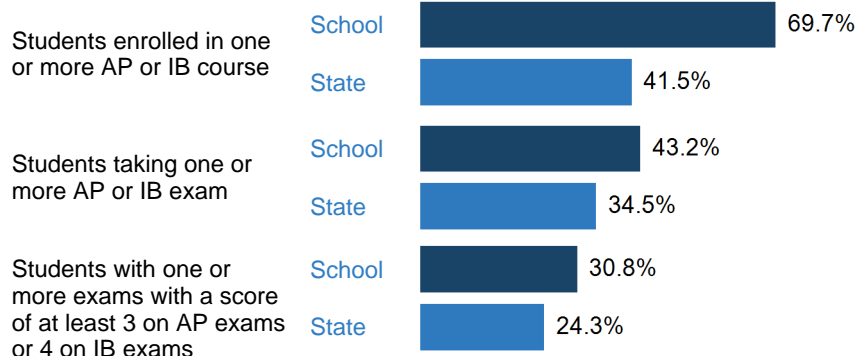
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

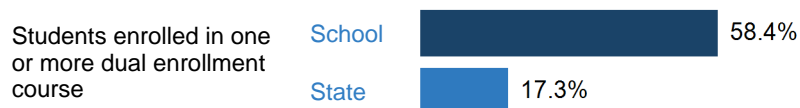
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	43	17
AP Calculus AB	48	42
AP Calculus BC	23	22
AP Chemistry	33	28
AP Computer Science A	6	4
AP English Language and Composition	32	32
AP English Literature and Composition	48	30
AP Environmental Science	35	24
AP European History	0	1
AP French Language and Culture	12	7
AP Human Geography	33	19
AP Physics 1	0	24
AP Physics B	32	0
AP Psychology	119	89
AP Spanish Language	12	7
AP Statistics	60	44
AP Studio Art—Drawing Portfolio	14	6
AP U.S. Government and Politics	119	62
AP U.S. History	173	85
AP World History	27	18



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AP/IB Course	Students Enrolled	Students Tested
Total Exams Taken		561
Exams with scores of at least 3 on AP exams or 4 on IB exams		399



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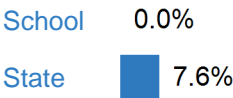
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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

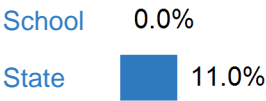
Career and Technical Education Participation

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

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



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



Structured Learning Experiences Participation

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

Structured Learning Experiences



Industry-Valued Credentials Earned

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

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

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



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	184	119	18	0	0	0	2
10	4	175	101	37	1	10	1
11	1	46	131	103	39	16	0
12	0	1	40	42	128	106	0
Schoolwide	189	341	290	182	168	132	3
Enrolled in AP/IB Course					70	60	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	0	0	0	0	293	1
10	2	293	0	0	9	2
11	6	178	0	7	154	64
12	40	8	0	28	85	154
Schoolwide	48	479	0	35	541	221
Enrolled in AP/IB Course	43	33		35	32	0



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

Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	294	0	0	0	0	2
10	16	299	3	0	0	9
11	15	311	24	28	0	44
12	113	15	39	91	0	148
Schoolwide	438	625	66	119	0	203
Enrolled in AP/IB Course	27	173	0	119	0	144

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	196	25	31	23	0	0	0
10	170	23	44	32	0	0	61
11	130	20	36	15	0	0	64
12	50	11	4	8	0	0	31
Schoolwide	546	79	115	78	0	0	156
Enrolled in AP/IB Course	12	12	0	0	0	0	0
Enrolled in Level 3 or Higher	194	19	27	14	0	0	16
Earned Seal of Biliteracy	11	0	0	0	0	0	*



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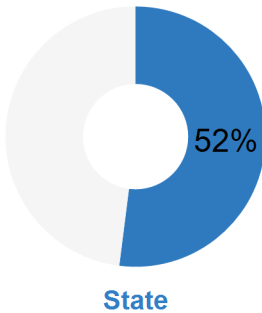
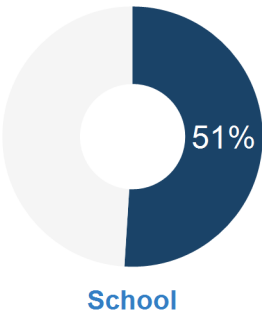
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Visual and Performing Arts – Course Participation

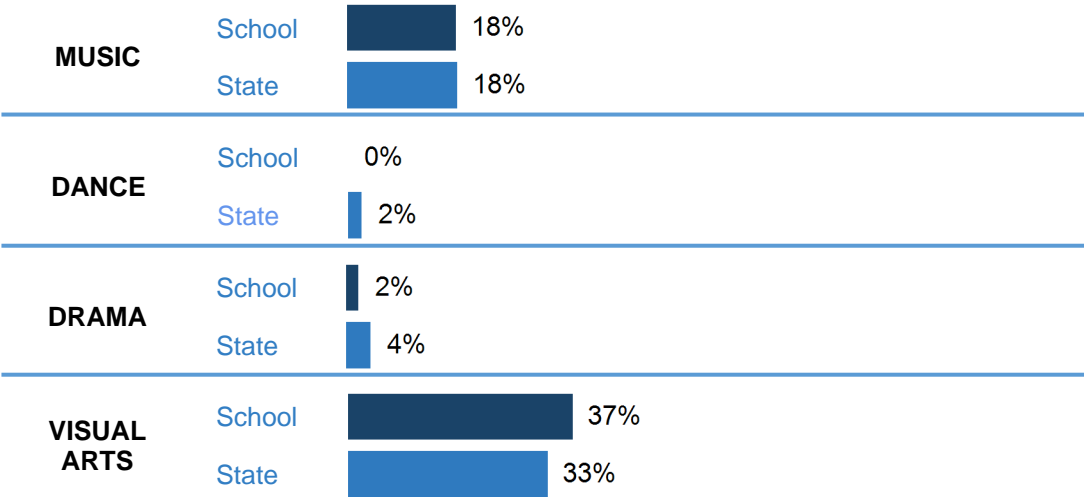
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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

Graduation Rates

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

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	96.3%	90.5%	97.1%	91.8%	95.2%	N	Met Goal	97.2%	N	Met Goal
White	97.3%	94.5%	97.6%	95.1%	95.8%	N	Met Goal	97.3%	N	Met Goal
Hispanic	90.9%	84.3%	100.0%	86.3%	100.0%	**	**	100.0%	**	**
Black or African American	83.3%	83.4%	80.0%	85.3%	70.0%	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	*	92.3%	*	86.6%	*	**	**	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	N	N	N
Economically Disadvantaged Students	92.2%	83.9%	91.7%	85.6%	89.4%	N	N	85.7%	**	**
Students with Disabilities	76.7%	78.8%	91.1%	82.1%	81.8%	88.4%	Not Met	90.2%	82.8%	Met Target
English Learners	N	76.1%	N	79.7%	N	N	N	N	N	N
Homeless Students	*	73.2%	*	74.4%	*	*	N	*		

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

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	96.3%	-
2016	95.2%	97.1%
2015	96.9%	97.2%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	0.2%	1.1%
2015-2016	0.8%	1.1%
2014-2015	0.2%	1.1%



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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	75.6%	21.2%	78.8%
White	78%	20%	80%
Hispanic	50%	80%	20%
Black or African American	50%	20%	80%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	0%	*
Economically Disadvantaged Students	58.9%	48.5%	51.5%
Students with Disabilities	52%	61.5%	38.5%
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	78.6%	20.4%	79.7%	67.1%	32.9%	49.8%	50.2%
White	79.8%	18.9%	81.1%	66.8%	33.2%	49.3%	50.7%
Hispanic	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	73.8%	45.2%	54.8%	80.7%	19.4%	71%	29%
Students with Disabilities	66.7%	70%	30%	80%	20%	70%	30%
English Learners	N	N	N	N	N	N	N



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

Chronic Absenteeism

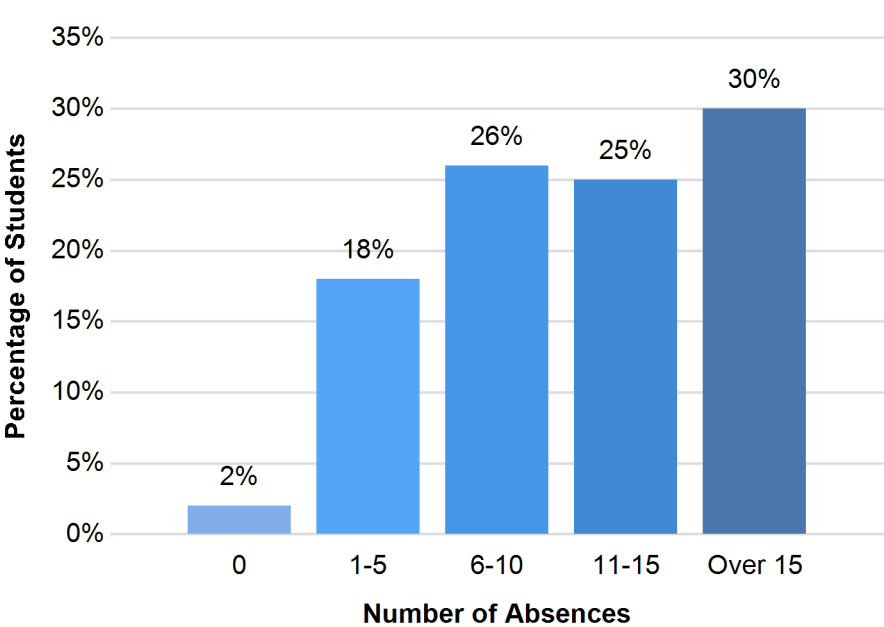
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	23.40	14.30	Not Met
White	23.30	14.30	Not Met
Hispanic	21.60	14.30	Not Met
Black or African American	38.50	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	23.80	14.30	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	10.00	14.30	Met Target
Economically Disadvantaged Students	35.40	14.30	Not Met
Students with Disabilities	21.60	14.30	Not Met
English Learners	N	**	**

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

Days Absent

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



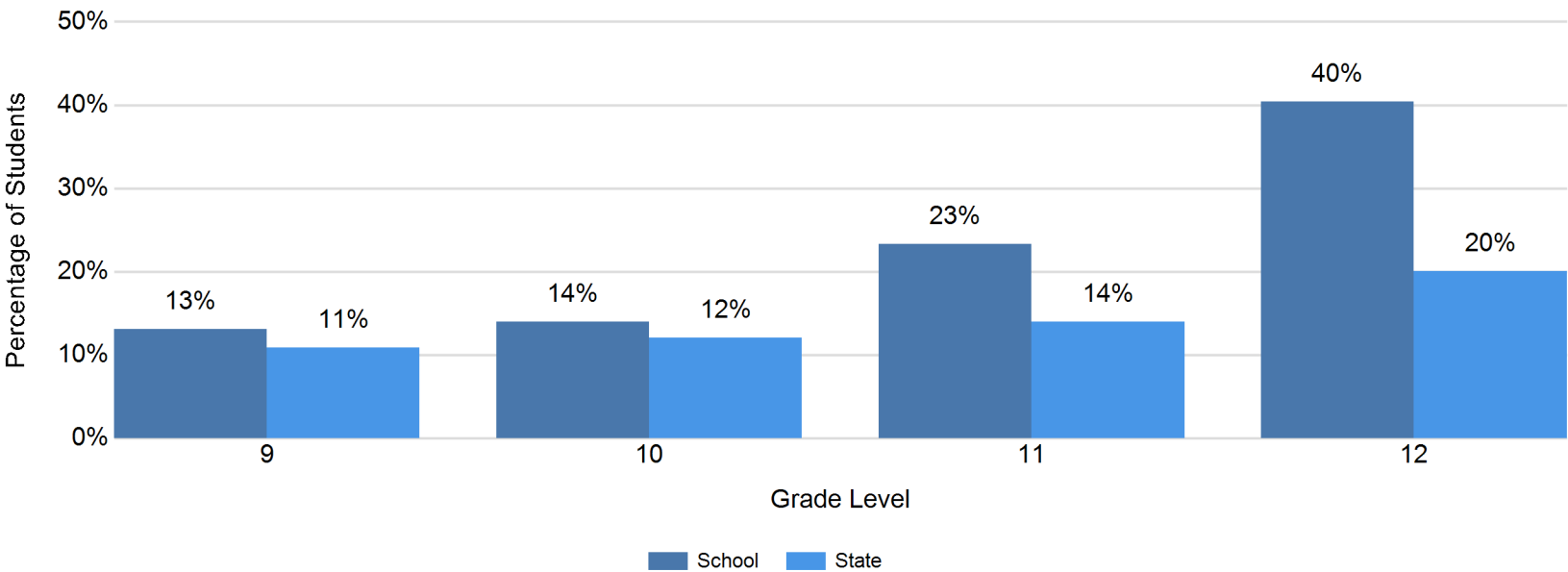


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:50AM
Typical End Time	2:35PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs. 45 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	7
Vandalism	1
Weapons	2
Substances	13
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	23
Incidents Per 100 Students Enrolled	1.88

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	9.4%
Out-of-School Suspensions	2.5%
Any Suspension	11.9%

Student Expulsions

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

Category	Number of Students
Expulsions	1



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	4.7:1	23.8 kbps	100 kbps	No	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$456	\$15,947	\$16,403



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	98	120,724
Average years experience in public schools	16.3	11.8
Average years experience in district	13.8	10.5
Teachers in district for 4 or more years	80%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	11	9,506
Average years experience in public schools	17.2	15.9
Average years experience in district	4.7	11.6
Administrators in district for 4 or more years	46%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	11:1
Administrators	408:1	191:1
Librarian/Media Specialists		699:1
Nurses		699:1
Counselors		210:1
Child Study Team		300:1



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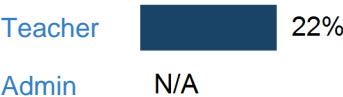
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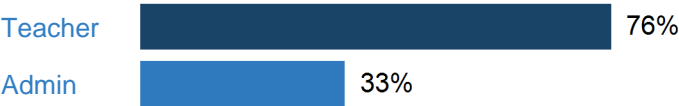
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	82%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	46.2	17.5%
Mathematics Proficiency	50.7	17.5%
Graduation - 4-Year	56.1	25.0%
Graduation - 5-Year	73.2	25.0%
Chronic Absenteeism	12.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		51.1
Summative Rating: Percentile rank of Summative Score		52.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	51.1	6.2	No	Met Target	Met Target	Not Met	Met Goal	Met Goal	No
White	43.9	6.2	No	Met Target	Met Target	Not Met	Met Goal	Met Goal	No
Hispanic	**	**	No	Met Target	Met Target	Not Met	**	**	No
Black or African American	**	**	No	**	**	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Not Met	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	N	No
Two or More Races	**	**	No	**	**	Met Target	**	N	No
Economically Disadvantaged Students	52.8	6.2	No	Met Target	Met Target	Not Met	N	**	No
Students with Disabilities	56.0	6.2	No	Met Target	N	Not Met	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	N	N	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Dr. Jamison	Email Address:	mjamison@ocsdnj.org
Address:	501 ATLANTIC AVENUE OCEAN CITY, NJ 08226	Website:	oceancityschools.org
Phone:	(609)399-1290		

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:	<ul style="list-style-type: none"> • Our science curriculum includes a stand-alone Observatory building with a rotating roof for observation. • Interactive boards, iPads and Chromebooks are integrated into lessons on a daily basis. • Our TV/Media Production program has been recognized by winning the Mid-Atlantic National Academy Production Award.
 Mission, Vision, Theme:	<p>Ocean City High School continually reflects the community's pride in academic achievement, athletics, and the arts. The mission of Ocean City High School is to promote excellence in both student achievement and health.</p>
 Awards, Recognition, Accomplishments:	<p>OCHS's Ms. Amy T. Anderson, was recognized 2017 Cape May County Teacher of the Year and Ms. Andersen is advancing into the state finalist round. Our students are consistently recognized by the National Merit Scholarship Corporation and the College Board's Excellence in Advanced Placement testing. The OCHS Student Council was recognized by the National Association of Student Councils winning the National Gold Council of Excellence Award.</p>



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Courses, Curriculum, Instruction:

OCHS is a NJ Choice School for Science, Technology, Engineering and Mathematics (STEM); TV Media and Film Production; Performing Arts; and Banking and Finance. Our Choice programs attract students from numerous communities in South Jersey. OCHS partners with Atlantic Cape, Stockton University and Rowan University offering dual enrollment in many courses. Students can choose from over 200 courses, including 22 AP courses as well as three levels of American Sign Language.



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross-Country (Boys & Girls), Diving (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Gymnastics (Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys)

Ocean City High School consistently wins the Ed Byrnes All-Sports Award that recognizes the most successful sports program in the tri-county area. Our boys and girls crew teams, surf team, field hockey, girls swimming; cross country; baseball programs consistently vie for sectional and state championships. Although our athletic teams consistently perform on the championship level, we are most proud of our sportsmanship and teamwork.



Clubs and Activities:

Academic, Art, Band Front, Best Buddies, Billows, Cheerleading, Chess , Choir, Class Council, Computer , Drama , Drill Team, FCA, French , Freshman Mentoring, Gilda's Club, Graphic , History , Interact , Intramurals, Jazz Band, Junior States of America, Key, Latin , Leadership , Marching Band, Mascot , Math , Model U.N., NHS, OC Life 21, Peer Mediation, Photography , Psychology , S.A.D.D., S.C.A.T. , S.E.A. , S.T.O.P., Science , Spanish , Stage Crew, Student Council, Technical Crew, Yearbook








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 Staff and Professional Learning:	<p>The faculty at Ocean City High School consistently works to improve the delivery of instruction, curriculum/programing, and student services. Faculty is organized into Professional Learning Communities in order to access the needs of all learners. The faculty and administration work together on the School Improvement Committee that analyzes the total programing of the school in order to make suggestions for improvement.</p>
 Postsecondary Information:	<p>Our students have a high performance history on various assessments and standardized test. Ninety-two percent (92%) of our seniors attend either a four or two-year college. Our students are accepted to and attend some of the most competitive universities in the nation. Many others choose a career in the military, trades or the workforce.</p>
 Student Supports and Services:	<p>OCHS supports all students in various ways and based on student needs. Our Inclusion Model has open access for all students. OCHS houses various program to serve the needs of students with disabilities. Mental Health Awareness is a focus and we have a full time School Social Worker; Special Assistance Counselor; College and Career Counselor; Full time nurse and assistant nurse; as well as complete guidance and Child Study Team services.</p>
 Student Health and Wellness:	<p>Ocean City High School offers a before school breakfast program and a progressive cafeteria for student lunches. Our Physical Education classes take advantage of our outdoor facilities including the Ocean City Boardwalk for biking, running and walking.</p>
 Parent and Community Involvement:	<p>Ocean City High School enjoys the support of the PTO. The PTO raises funds for special support activities and scholarships. The Parent Involvement Committee meets to review school programing and to suggest and recommend improvements.</p>





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<div></div> <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents</p> <p>OCHS participates in various school climate surveys. OCHS students participate on state surveys as well as a county wide surveys regarding school climate and substance awareness. At the local level, students and parents are surveyed on the academic program and school climate/safety on a yearly basis. Results from all surveys are considered when building goals and action plans are developed.</p>
<div></div> <div>Facilities:</div>	<p>Ocean City High School enjoys all the amenities of a modern school building. Unique to OCHS, is our dance studio; two outdoor student courtyards; wireless computing environment; and of course steps away from the Atlantic Ocean.</p>




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<div>Other Information:</div>	<p>Dear OCHS family--</p> <p>Although the current high school opened its doors in September 2004, Ocean City High School has a program with a long history of being “committed to excellence.” Founded in 1904, Ocean City High School reflects the community's pride in academic achievement, athletics, and the arts. What is difficult to report statistically, however, is the quality and character of our students. Ocean City High School students are constantly involved in the community. They organize and sponsor many community events from blood drives and various food drives; they provide holiday dinners to families in need or kind letters for our troops overseas. They are simply awesome! The staff at Ocean City High School is one of the most dedicated and hard working groups with whom I have been associated with. Ocean City’s broad curriculum, athletic program, and emphasis on the arts foster a family atmosphere and promote unity. The Ocean City High School community strives to ensure that a positive learning environment and robust educational program are afforded to each student everyday. Dr. Matthew Jamison, Principal</p>
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
4	97	98	100
5	97	103	98
6	100	97	103
7	89	104	97
8	109	93	104
Ungraded	15	8	17
Total	507	503	519

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	52%	50%	50%
Male	48%	50%	50%
Economically Disadvantaged Students	29%	27%	28%
Students with Disabilities	12%	11%	11%
English Learners	0%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	78.4%
Hispanic	13.9%
Black or African American	5.4%
Asian	1.7%
American Indian or Alaska Native	0.6%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	0.0%

Enrollment by Home Language

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

Home Language	% of Students
English	90.0%
Spanish	8.7%
<i>Other</i>	1.4%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	504	94.7	60.10	56.60	54.90	59.9	60.2	Met Target†
White	393	93.8	67.50	61.50	63.90	66.5	65.3	Met Target
Hispanic	71	97.3	28.20	27.70	39.80	28.2	36.2	Met Target†
Black or African American	29	100.0	37.90	31.80	35.20	37.9	32.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	N	N	N	*	54.90	N	**	**
Female	248	92.9	69.80	66.50	62.20	68.2		
Male	256	96.6	50.80	46.40	48.10	50.8		
Economically Disadvantaged Students	125	96.9	36.00	34.40	36.20	*	40	Met Target†
Non-Economically Disadvantaged Students	379	94.1	68.10	62.60	65.80	*		
Students with Disabilities	60	93.7	21.70	16.90	20.50	21.4	18.5	Met Target
Students without Disabilities	444	94.9	65.30	61.70	61.90	65.2		
English Learners	30	96.8	26.60	*	25.20	26.6	N	N
Non-English Learners	474	94.6	62.20	*	57.40	62		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	752	752	753	*	13%	29%	46%	*	54%	56%
White	71	760	760	762	*	*	27%	55%	*	66%	67%
Hispanic	21	729	729	740	*	*	*	*	0%	14%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	51	752	752	758	*	*	33%	39%	*	49%	61%
Male	48	753	753	749	*	*	25%	52%	*	58%	51%
Economically Disadvantaged Students	33	738	738	737	*	*	33%	30%	*	33%	36%
Non-Economically Disadvantaged Students	66	760	760	764	*	*	27%	53%	*	64%	69%
Students with Disabilities	13	725	725	725	*	*	*	*	*	15%	25%
Students without Disabilities	86	757	757	759	*	*	*	*	*	59%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	753	753	756	*	13%	24%	51%	*	57%	59%
White	73	758	758	763	*	*	21%	56%	*	64%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	46	760	760	761	*	*	*	61%	*	72%	66%
Male	45	745	745	750	*	*	*	40%	*	42%	53%
Economically Disadvantaged Students	19	725	725	740	*	*	*	*	*	21%	40%
Non-Economically Disadvantaged Students	72	760	760	765	*	*	*	*	*	67%	71%
Students with Disabilities	13	716	716	725	*	*	*	*	*	15%	22%
Students without Disabilities	78	759	759	762	*	*	*	*	*	64%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	755	755	752	*	11%	27%	53%	*	61%	54%
White	74	759	759	758	*	*	31%	53%	*	64%	63%
Hispanic	16	746	746	740	0%	*	*	*	0%	56%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	44	759	759	758	*	*	*	55%	*	68%	61%
Male	55	752	752	746	*	*	*	51%	*	55%	46%
Economically Disadvantaged Students	29	743	743	737	*	*	*	35%	*	41%	34%
Non-Economically Disadvantaged Students	70	760	760	761	*	*	*	60%	*	69%	65%
Students with Disabilities	*	*	*	722	*	*	*	*	*	*	17%
Students without Disabilities	*	*	*	758	*	*	*	*	*	*	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	99	755	755	753	*	11%	27%	53%	*	61%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	100	766	766	756	*	*	21%	40%	30%	70%	59%
White	85	769	769	764	*	*	21%	44%	31%	74%	69%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	51	773	773	764	*	*	*	45%	37%	82%	68%
Male	49	759	759	749	*	*	*	35%	22%	57%	51%
Economically Disadvantaged Students	21	749	749	739	*	*	*	*	*	52%	40%
Non-Economically Disadvantaged Students	79	770	770	766	*	*	*	*	*	75%	70%
Students with Disabilities	10	719	719	719	*	*	*	*	0%	30%	19%
Students without Disabilities	90	771	771	763	*	*	*	*	33%	74%	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	100	766	766	758	*	*	21%	40%	30%	70%	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	111	758	758	757	*	*	24%	36%	23%	59%	59%
White	86	765	765	764	*	*	21%	41%	27%	67%	68%
Hispanic	17	732	732	742	*	*	*	*	0%	29%	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	52%
Two or More Races	N	N	N	758	N	N	N	N	N	N	60%
Female	52	776	776	766	0%	*	21%	46%	*	79%	68%
Male	59	742	742	749	22%	*	27%	27%	*	41%	50%
Economically Disadvantaged Students	20	727	727	739	*	*	*	*	*	20%	40%
Non-Economically Disadvantaged Students	91	765	765	766	*	*	*	*	*	67%	69%
Students with Disabilities	10	719	719	718	*	*	*	*	0%	20%	18%
Students without Disabilities	101	762	762	764	*	*	*	*	25%	62%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

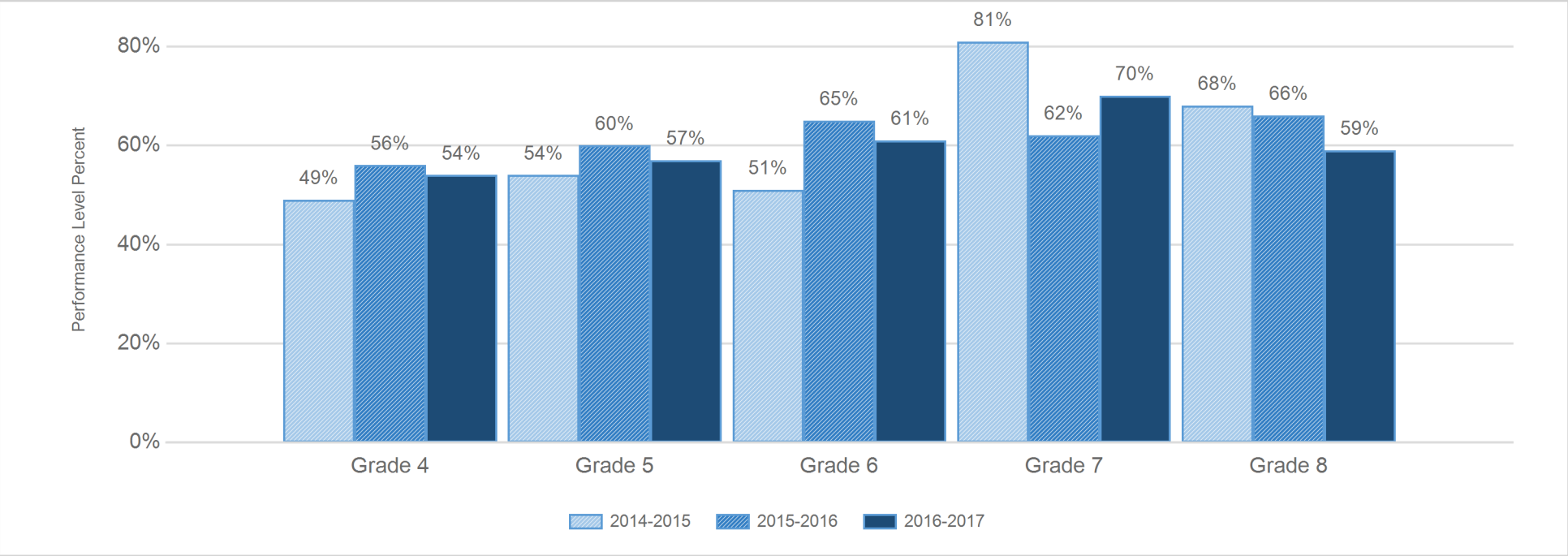


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	507	94.8	48.90	43.00	43.50	48.8	48.6	Met Target
White	394	93.8	55.80	46.80	52.40	55.2	53.2	Met Target
Hispanic	72	97.3	19.50	19.30	27.60	19.5	25.7	Met Target†
Black or African American	29	100.0	24.10	22.70	21.70	24.1	29	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	N	N	N	*	44.90	N	**	**
Female	251	93.0	47.40	40.80	44.10	46.4		
Male	256	96.6	50.40	45.20	42.90	50.4		
Economically Disadvantaged Students	128	97.0	26.50	26.00	25.10	*	31.2	Met Target†
Non-Economically Disadvantaged Students	379	94.1	56.50	47.60	54.30	*		
Students with Disabilities	60	93.7	16.70	*	16.50	16.4	18.5	Met Target†
Students without Disabilities	447	94.9	53.20	*	48.80	53.2		
English Learners	33	97.1	21.20	*	23.30	21.2	N	N
Non-English Learners	474	94.6	50.90	*	45.20	50.7		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	756	756	747	*	16%	27%	49%	*	56%	47%
White	71	761	761	755	*	*	20%	62%	*	69%	59%
Hispanic	21	742	742	734	0%	*	48%	*	*	24%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	51	752	752	747	*	*	28%	43%	*	51%	47%
Male	48	760	760	747	*	*	27%	54%	*	60%	48%
Economically Disadvantaged Students	33	744	744	732	*	*	39%	*	*	30%	27%
Non-Economically Disadvantaged Students	66	762	762	757	*	*	21%	*	*	68%	61%
Students with Disabilities	13	731	731	724	*	*	*	*	*	23%	22%
Students without Disabilities	86	760	760	751	*	*	*	*	*	61%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	746	746	747	*	17%	33%	41%	*	46%	46%
White	74	751	751	754	*	14%	35%	45%	*	50%	57%
Hispanic	12	712	712	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	47	747	747	747	*	*	36%	40%	*	45%	47%
Male	45	746	746	746	*	*	29%	42%	*	47%	46%
Economically Disadvantaged Students	20	723	723	732	*	*	*	*	*	25%	27%
Non-Economically Disadvantaged Students	72	753	753	756	*	*	*	*	*	51%	59%
Students with Disabilities	13	714	714	725	*	*	*	*	*	15%	19%
Students without Disabilities	79	752	752	751	*	*	*	*	*	51%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	753	753	743	*	10%	35%	43%	*	53%	44%
White	74	757	757	751	*	*	28%	51%	*	62%	54%
Hispanic	16	739	739	731	0%	*	69%	*	*	19%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	44	752	752	745	*	*	43%	36%	*	46%	45%
Male	55	753	753	742	*	*	29%	49%	*	58%	43%
Economically Disadvantaged Students	29	735	735	728	*	*	59%	*	*	14%	24%
Non-Economically Disadvantaged Students	70	760	760	752	*	*	26%	*	*	69%	56%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	99	753	753	745	*	10%	35%	43%	*	53%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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



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Mathematics Assessment - Performance by Grade: Grade 7**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	100	751	751	741	*	10%	37%	47%	*	51%	40%
White	85	753	753	748	*	*	39%	48%	*	53%	49%
Hispanic	*	*	*	730	*	*	*	*	*	*	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	N	N	N	740	N	N	N	N	N	N	39%
Female	51	751	751	743	*	*	33%	45%	*	51%	41%
Male	49	751	751	740	*	*	41%	49%	*	51%	38%
Economically Disadvantaged Students	21	745	745	729	*	*	*	*	*	43%	22%
Non-Economically Disadvantaged Students	79	753	753	749	*	*	*	*	*	53%	50%
Students with Disabilities	10	725	725	716	*	*	*	*	*	10%	11%
Students without Disabilities	90	754	754	746	*	*	*	*	*	56%	45%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	100	751	751	742	*	10%	37%	47%	*	51%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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Mathematics Assessment - Performance by Grade: Grade 8**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	723	723	728	19%	33%	33%	*	*	14%	28%
White	40	727	727	736	*	38%	35%	*	0%	18%	35%
Hispanic	16	723	723	721	*	*	*	*	0%	13%	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	*	*	*	728	*	*	*	*	*	*	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	25	731	731	730	*	*	*	*	0%	16%	30%
Male	38	718	718	725	*	*	*	*	0%	13%	26%
Economically Disadvantaged Students	20	716	716	719	*	*	*	*	0%	10%	19%
Non-Economically Disadvantaged Students	43	726	726	734	*	*	*	*	0%	16%	34%
Students with Disabilities	*	*	*	705	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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



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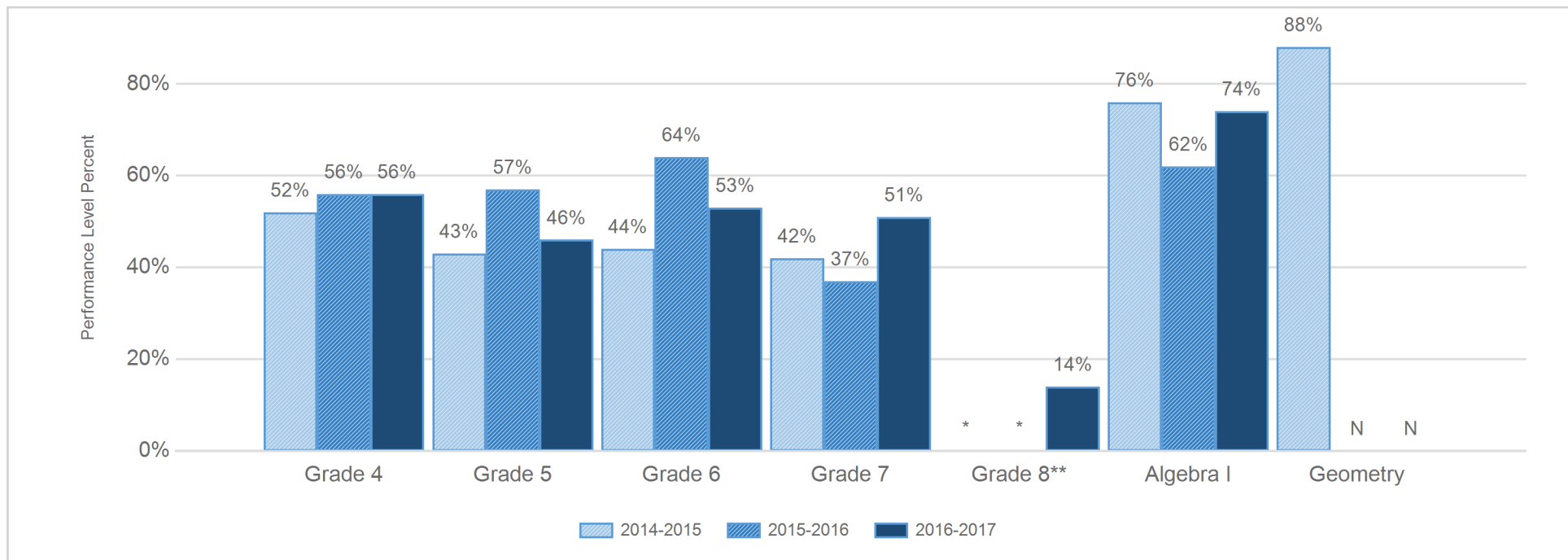
Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	767	745	743	*	*	22%	70%	*	74%	42%
White	46	767	746	751	*	*	22%	70%	*	74%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	N	N	N	724	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	29	762	746	744	*	*	*	69%	*	69%	43%
Male	21	772	743	741	*	*	*	71%	*	81%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	50	767	*	745	*	*	22%	70%	*	74%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

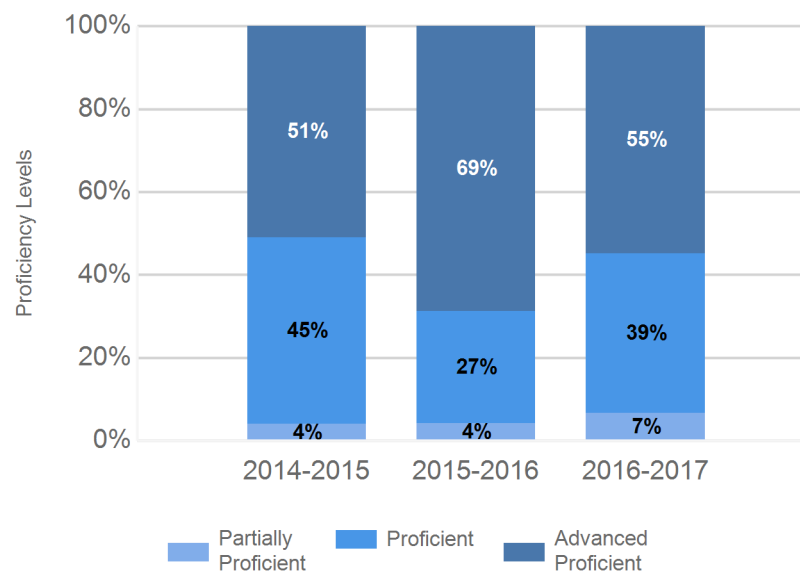
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	55%	39%	7%
White	68%	30%	3%
Hispanic	*	62%	14%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	38%	50%	12%
Students with Disabilities	33%	47%	20%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 4

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





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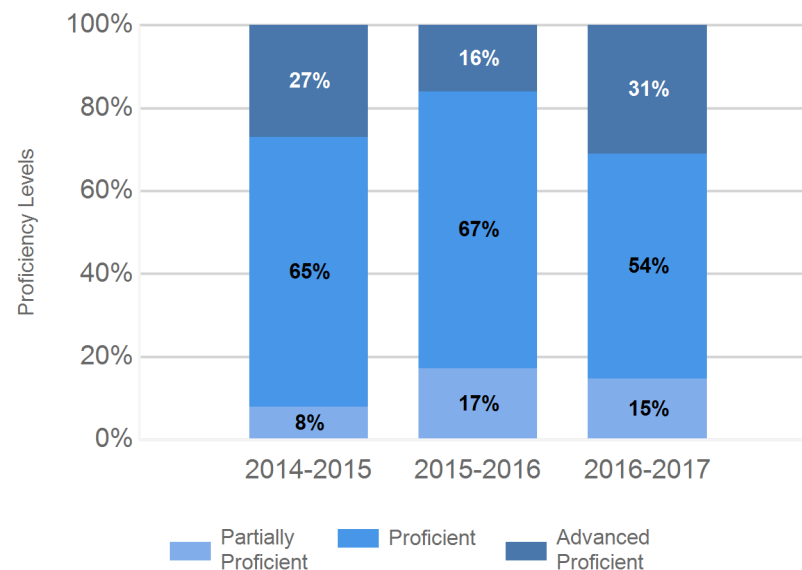
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	31%	54%	15%
White	39%	51%	10%
Hispanic	N	86%	14%
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	N	*	*
American Indian or Alaska Native	N	N	*
Two or More Races	N	N	*
Economically Disadvantaged Students	8%	56%	36%
Students with Disabilities	8%	58%	33%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 8

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	42	42	50	Met Target	46	46	50	Met Target
White	44	44	50	Met Target	47	47	52	Met Target
Hispanic	28.5	28.5	49	Not Met	45.5	45.5	47	Met Target
Black or African American	41.5	41.5	45	Met Target	41.5	41.5	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	33.5	33.5	47	Not Met	43	43	46	Met Target
Students with Disabilities	31	31	41	Not Met	39	39	43	Not Met
English Learners	53	53	53	Met Target	53.5	53.5	51	Met Target

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



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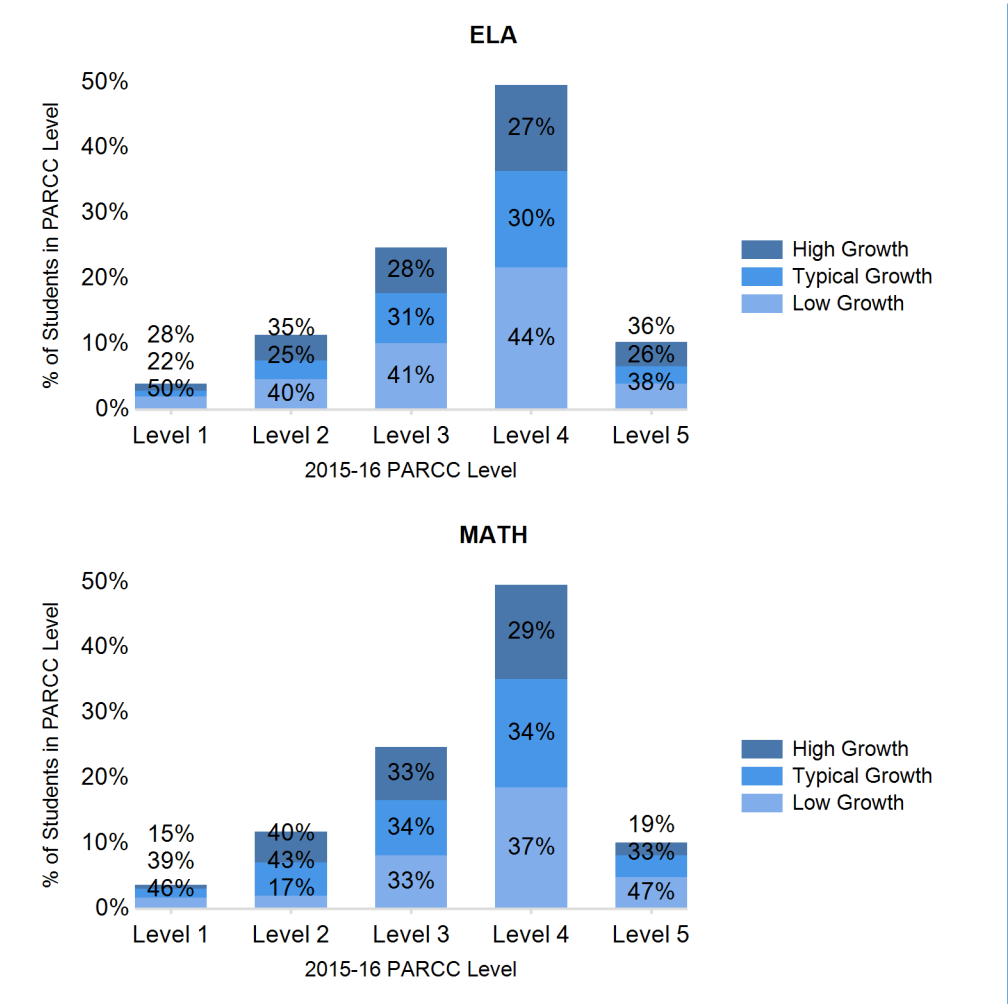
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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

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

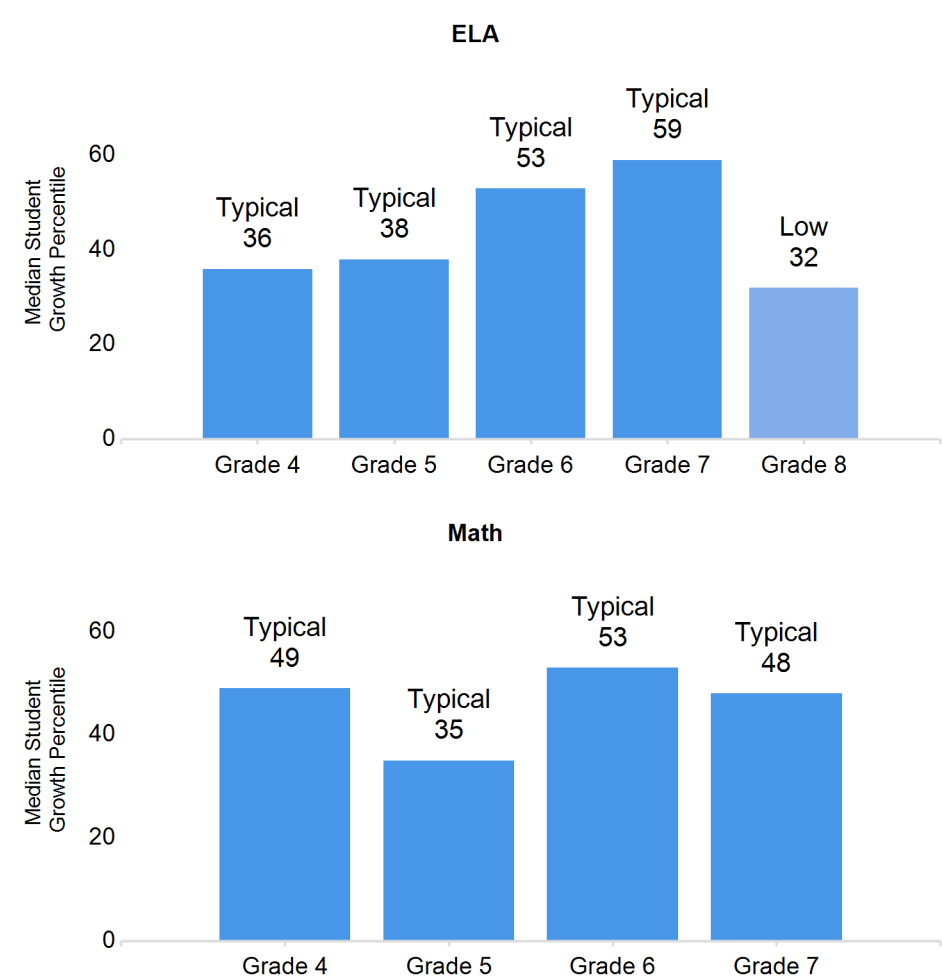
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	107
7	0	0	102
8	50	0	64
Schoolwide	50	0	273

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	92	0	0	0	0	0	0
7	93	0	0	0	0	0	0
8	95	0	0	0	0	0	0
Schoolwide	280	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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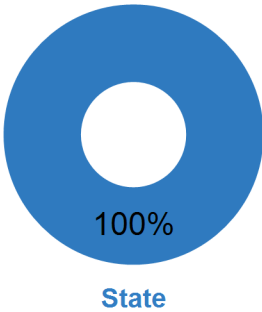
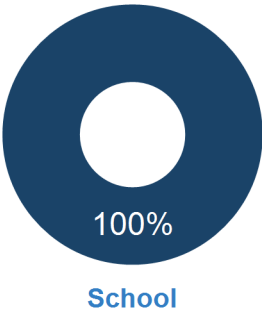
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Visual and Performing Arts – Course Participation

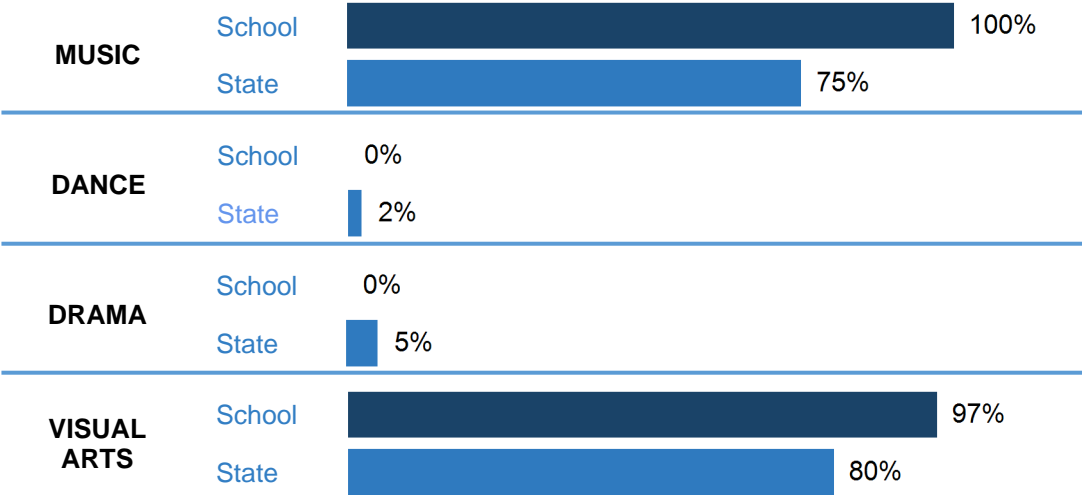
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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

Chronic Absenteeism

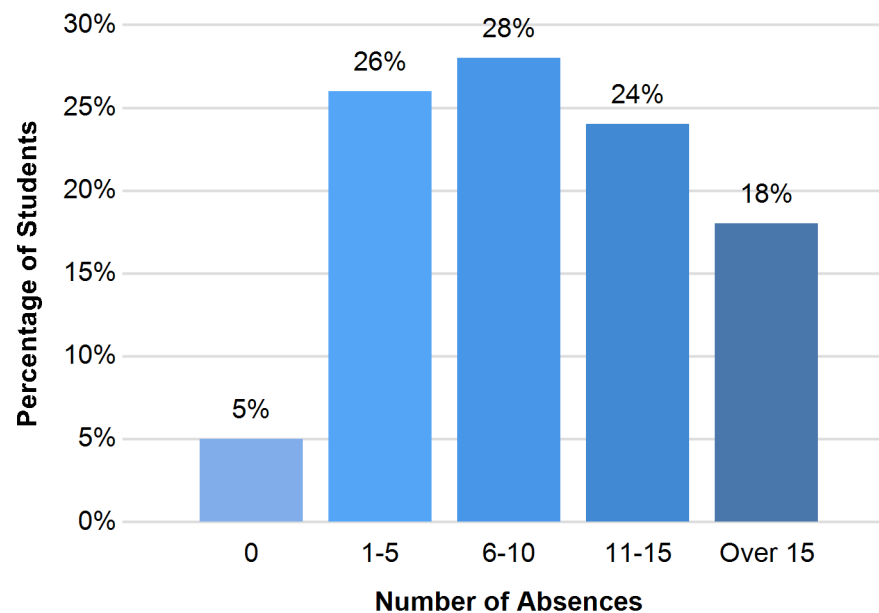
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	11.60	8.00	Not Met
White	10.60	8.00	Not Met
Hispanic	12.50	8.00	Not Met
Black or African American	17.90	8.00	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	17.60	8.00	Not Met
Students with Disabilities	19.00	8.00	Not Met
English Learners	N	**	**

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

Days Absent

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



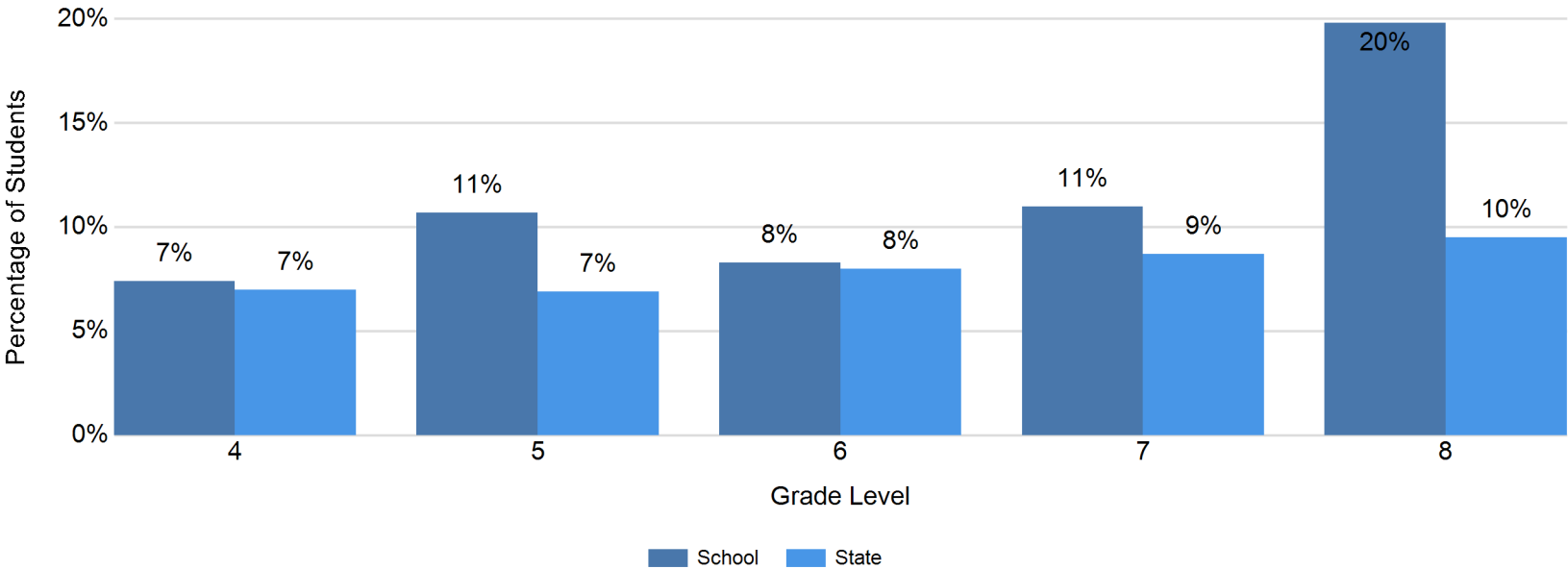


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:50AM
Typical End Time	2:20PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs. 35 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Vandalism	0
Weapons	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	1.54

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	1.9%
Any Suspension	1.9%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.6:1	23.8 kbps	100 kbps	No	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$456	\$15,947	\$16,403



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	51	120,724
Average years experience in public schools	12.7	11.8
Average years experience in district	10.7	10.5
Teachers in district for 4 or more years	75%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	11	9,506
Average years experience in public schools	17.2	15.9
Average years experience in district	4.7	11.6
Administrators in district for 4 or more years	46%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	11:1
Administrators	519:1	191:1
Librarian/Media Specialists		699:1
Nurses		699:1
Counselors		210:1
Child Study Team		300:1



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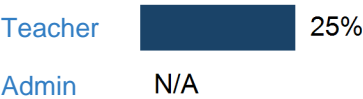
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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	82%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	46.2	17.5%
Mathematics Proficiency	43.5	17.5%
English Language Arts Growth	17.1	25.0%
Mathematics Growth	37.1	25.0%
Chronic Absenteeism	17.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		31.9
Summative Rating: Percentile rank of Summative Score		21.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	31.9	11.9	No	Met Target†	Met Target	Not Met	Met Target	Met Target	No
White	34.0	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Hispanic	21.8	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Met Target	No
Black or African American	44.2	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	30.0	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Met Target	No
Students with Disabilities	34.6	11.9	No	Met Target	Met Target†	Not Met	Not Met	Not Met	No
English Learners	52.8	11.9	No	N	N	**	Met Target	Met Target	No

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

† Target was met within a confidence interval.



Ocean City Intermediate School
2016-2017
Grade Span 04-08




09-3780-060
 CAPE MAY
 OCEAN CITY
 1901 BAY AVENUE
 OCEAN CITY, NJ 08226

School General Info

Principal:	Mr. Haines	Email Address:	ghaines@ocsdnj.org
Address:	1901 BAY AVENUE OCEAN CITY, NJ 08226	Website:	http://oceancity.nj.oci.schoolinsites.com/
Phone:	(609)399-5611	Facebook:	https://www.facebook.com/Ocean-City-Intermediate-School-1630321390590467
		Twitter:	https://twitter.com/ocintermediate

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: <ul style="list-style-type: none"> • Our staff has worked hard to align their curriculum and instruction with the New Jersey Student Learning Standards. • We provide academic excellence and creative arts opportunities, integrated with aspects of character education. • Bronze Level Certification through New Jersey Sustainable Schools.
	Mission, Vision, Theme: <p>OCIS and OCSD are “committed to excellence” and our highly qualified, professionally trained, and intrinsically motivated faculty and staff allow this commitment to occur. The Ocean City Intermediate School is continuously supported by a community that recognizes how important it is to focus upon what is best for all of the students that attend the school.</p>
	Awards, Recognition, Accomplishments: <p>OCIS has been awarded several Sustainable Jersey for Schools Grants for sustainability, as well as health and wellness. Our courtyard is certified as a National Wildlife Habitat by the National Wildlife Foundation. An OCIS teacher was the 2017 Princeton University Outstanding Secondary Teacher while another was the recipient of a National Geographic Grosvenor Teacher Fellowship. One student won the 2017 Prudential Spirit of Community NJ Middle School Volunteer of the Year.</p>







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 Courses, Curriculum, Instruction:	<p>OCIS offers hands-on specialized Arts and Humanities classes in addition to the standard core classes. We have a specialized Enrichment Period and a Study Skills course to help students organize, plan, prioritize and develop better study habits. Students may also elect to take instrumental music. In addition, students that qualify for gifted and talented may be enrolled in the GATE Program, which includes Algebra. We also have programs for the social-emotional development of students.</p>
 Sports and Athletics:	<p>OCIS, being an "intermediate" level school, is not part of NJSIAA. We do offer a comprehensive sports program for our students. These sports include: Soccer (Co-Ed), Field Hockey, Cross Country, Basketball, Wrestling, Baseball, Softball, and Track.</p>
 Clubs and Activities:	<p>The Ocean City Intermediate School is fortunate to have an Art Club, Band, Cheerleading, Chess Club, Chorus/Choir, Cognetics Club, Communications Club, Computer Club, Drama, Fellowship of Christian Athletes (FCA), Fishing Club, Motion City Dance Club, National Junior Honor Society Tutoring, Newspaper, OC Life 21, Peanut Butter & Jelly Club, School Newspaper, Student Council, Surf Club, Theater Clubs, Volleyball, and Yearbook.</p>
 Before and After School Programs:	<p>OCIS provides students with after school ELA and Math enrichment. Additionally, high school students tutor our older students after school. OCIS, through funding by community organizations, provides students with bus transportation to a local and free after school care center where students may work on homework and receive extra help.</p>







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School Narrative

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 Staff and Professional Learning:	<p>The educators at the Ocean City Intermediate School are focused on mutual respect, hard work, dynamic lessons, and modeling that will ensure a school environment that provides instruction to meet the needs of each and every student. Staff members are constantly seeking new and innovative methods through professional workshops provided by the district or outside resources. Professional development days are built into our yearly calendar.</p>
 Student Supports and Services:	<p>Social-emotional development of our students is a priority. We provide exceptional student education that includes: English Language Learning program, programs for special needs, suicide prevention programs, and an Anti-Bullying program. Students in need are supported by our Intervention and Referral Services Team, as well as several after school programs.</p>
 Student Health and Wellness:	<p>OCIS provides students with various health and wellness programs, including yoga through a grant opportunity. Breakfast is available for students. All students are enrolled in Physical Education and/or Health courses during the entire year. Recess is also afforded to our students.</p>
 Parent and Community Involvement:	<p>OCIS is continuously supported by a community that recognizes how important it is to focus upon what is best for all of the students that attend the school. The school has enjoyed a rich history of academics, supported by consistent communication between all stakeholders. We have formed a Parental Involvement Committee and welcome parent volunteers. Our PTA has provided our students with many enriching activities and our staff with numerous grants each year.</p>



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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents

OCIS utilizes several surveys. Each year, at the end of the school year, we survey exiting 8th graders and 8th grade parents. This survey is modeled after the NJ DOE Climate Survey. Data and information from these surveys are presented to our staff for our efforts to continually improve our school climate.



Facilities:

OCIS was built in 1965 and has had two major renovations since its original completion. Technology, such as interactive boards, can be found in every classroom and we are “one to one computing”. We are fortunate to have a courtyard that is utilized as an outdoor classroom, which also includes a rain garden, bird habitats, butterfly plants, an edible garden, and a boardwalk.




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

<div>Other Information:</div>	<p>The school runs an elementary-type 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. College and Career Readiness is also important at the Ocean City Intermediate School. It is our responsibility to ensure that the students are ready for life after secondary education or for their career path. 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. The Ocean City Intermediate School utilizes MAP (Measurements of Academic Progress) Testing to monitor student growth from fall to spring. Each spring our students are assessed using the PARCC. All of our standardized tests are important to help us assess student growth.</p>
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
KG	86	89	63
1	93	85	90
2	89	94	89
3	102	101	95
Ungraded	14	15	17
Total	384	384	354

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	52%	51%
Male	51%	48%	49%
Economically Disadvantaged Students	36%	39%	36%
Students with Disabilities	12%	15%	19%
English Learners	8%	3%	3%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	69.2%
Hispanic	20.9%
Black or African American	8.5%
Asian	1.4%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	82	89	63

Enrollment by Home Language

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

Home Language	% of Students
English	81.9%
Spanish	16.4%
Other	1.7%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	94	98.9	52.20	56.60	54.90	52.2	55.9	Met Target†
White	71	100.0	61.90	61.50	63.90	61.9	70.1	Met Target†
Hispanic	17	100.0	17.60	27.70	39.80	17.6	**	**
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	66.60	80.70	N	**	**
American Indian or Alaska Native	*	*	*	33.30	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	N	**	**
Female	42	100.0	57.10	66.50	62.20	57.1		
Male	52	98.1	48.10	46.40	48.10	48.1		
Economically Disadvantaged Students	35	100.0	31.40	34.40	36.20	31.4	34.8	Met Target†
Non-Economically Disadvantaged Students	59	98.3	64.40	62.60	65.80	64.4		
Students with Disabilities	20	95.2	15.00	16.90	20.50	15	N	N
Students without Disabilities	74	100.0	62.20	61.70	61.90	62.2		
English Learners	14	100.0	21.40	*	25.20	21.4	**	**
Non-English Learners	80	98.8	57.50	*	57.40	57.5		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	94	746	746	749	14%	*	22%	48%	*	52%	50%
White	71	754	754	759	*	*	20%	56%	*	62%	61%
Hispanic	17	715	715	734	*	*	*	*	0%	18%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	42	755	755	754	*	*	24%	50%	*	57%	55%
Male	52	738	738	745	*	*	21%	46%	*	48%	46%
Economically Disadvantaged Students	35	724	724	731	*	*	*	31%	*	31%	31%
Non-Economically Disadvantaged Students	59	758	758	762	*	*	*	58%	*	64%	63%
Students with Disabilities	20	705	705	720	*	*	*	*	*	15%	24%
Students without Disabilities	74	757	757	755	*	*	*	*	*	62%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%

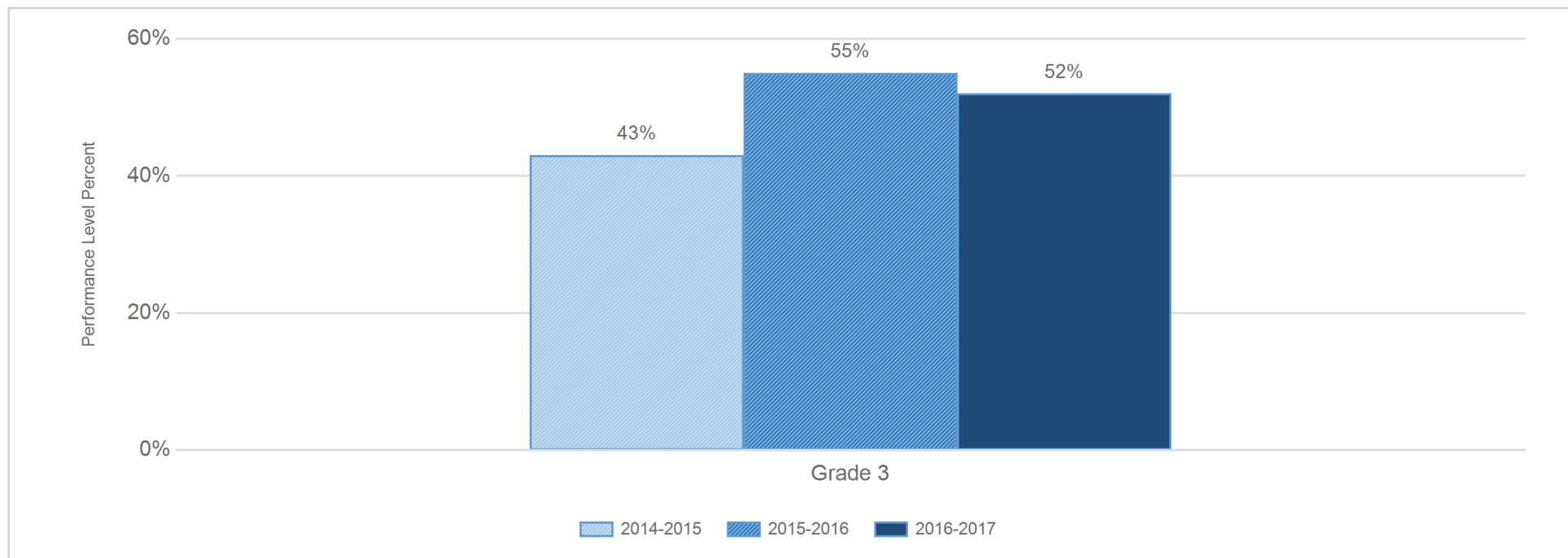


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	95	99.0	60.00	43.00	43.50	60	62.8	Met Target†
White	71	100.0	71.80	46.80	52.40	71.8	72.9	Met Target†
Hispanic	18	100.0	22.20	19.30	27.60	22.2	**	**
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	64.70	75.60	N	**	**
American Indian or Alaska Native	*	*	*	66.70	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	N	**	**
Female	42	100.0	59.50	40.80	44.10	59.5		
Male	53	98.1	60.40	45.20	42.90	60.4		
Economically Disadvantaged Students	36	100.0	33.40	26.00	25.10	33.4	42.5	Met Target†
Non-Economically Disadvantaged Students	59	98.3	76.20	47.60	54.30	76.2		
Students with Disabilities	20	95.2	20.00	*	16.50	20	N	N
Students without Disabilities	75	100.0	70.60	*	48.80	70.6		
English Learners	15	100.0	33.30	*	23.30	33.3	**	**
Non-English Learners	80	98.8	65.00	*	45.20	65		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	755	755	751	*	*	22%	45%	15%	60%	53%
White	71	764	764	759	*	*	18%	54%	18%	72%	63%
Hispanic	18	724	724	738	*	*	*	*	0%	22%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	42	761	761	751	*	*	*	45%	*	60%	52%
Male	53	750	750	751	*	*	*	45%	*	60%	53%
Economically Disadvantaged Students	36	735	735	736	*	*	28%	31%	*	33%	34%
Non-Economically Disadvantaged Students	59	767	767	761	*	*	19%	54%	*	76%	65%
Students with Disabilities	20	726	726	729	*	*	*	*	*	20%	29%
Students without Disabilities	75	763	763	755	*	*	*	*	*	71%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%

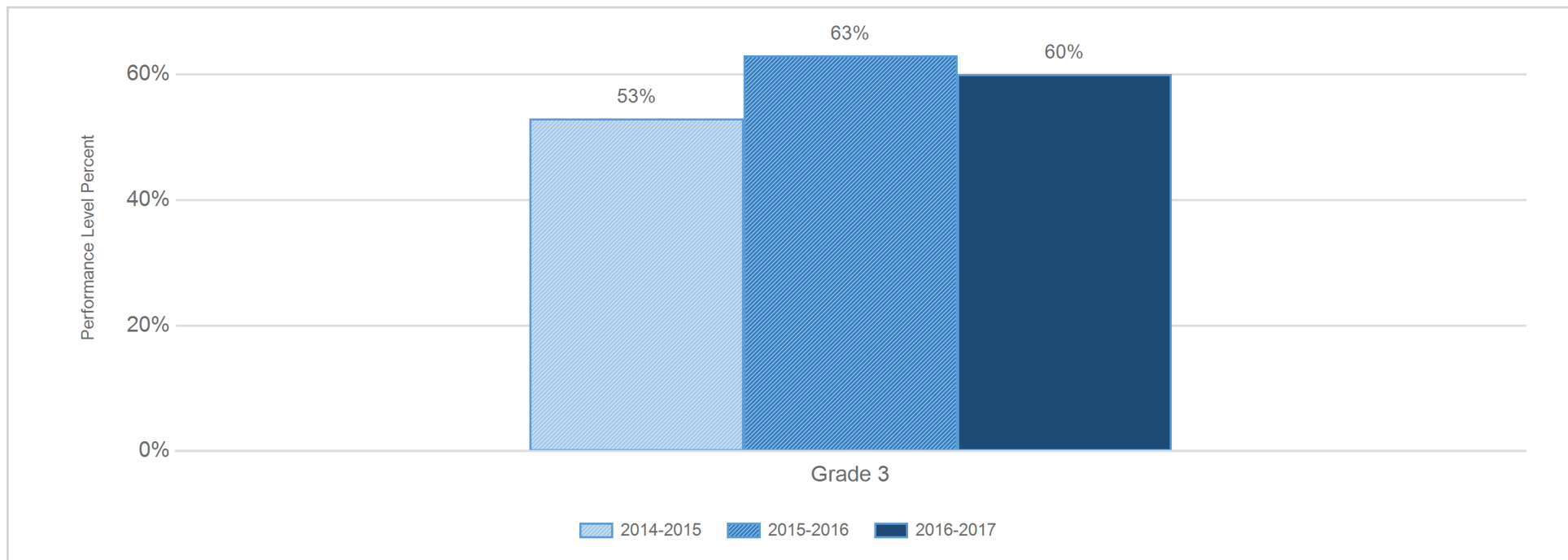


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	12	83.3%	16.7%
2	11	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



Ocean City Primary School
2016-2017
Grade Span KG-03

09-3780-070
CAPE MAY
OCEAN CITY
550 WEST AVENUE
OCEAN CITY, NJ 08226



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

Chronic Absenteeism

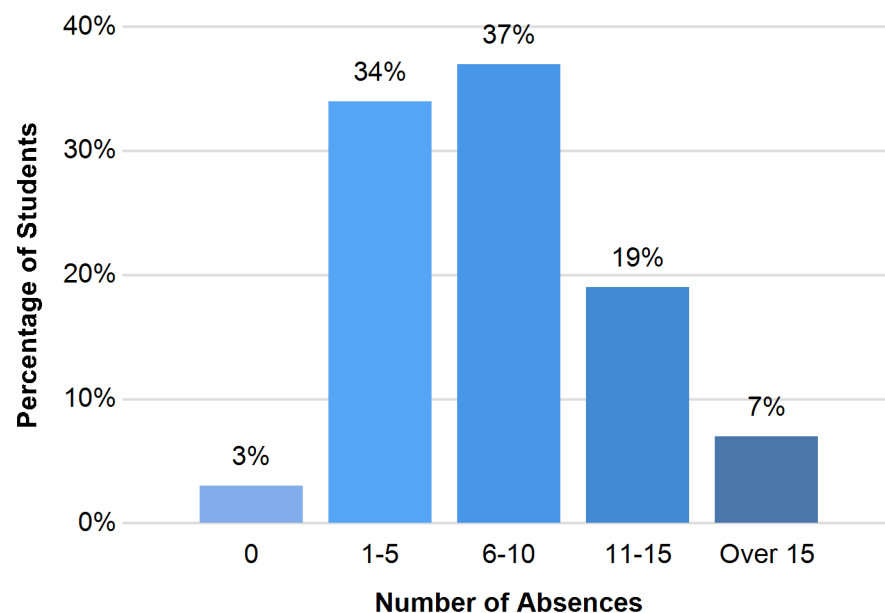
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.40	9.10	Met Target
White	5.80	9.10	Met Target
Hispanic	4.30	9.10	Met Target
Black or African American	17.20	9.10	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	8.70	9.10	Met Target
Students with Disabilities	14.00	9.10	Not Met
English Learners	N	**	**

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

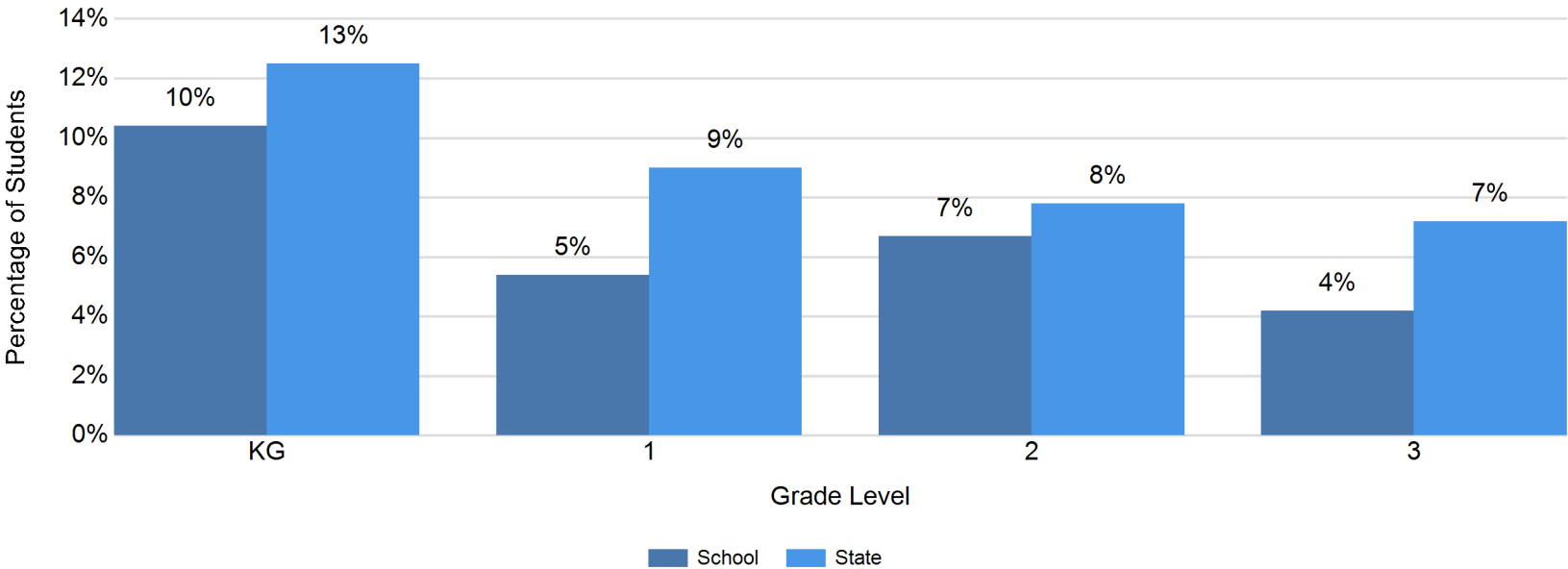
Days Absent

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



Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:45AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 50 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.2:1	23.8 kbps	100 kbps	No	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$456	\$15,947	\$16,403



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	33	120,724
Average years experience in public schools	13.7	11.8
Average years experience in district	11.2	10.5
Teachers in district for 4 or more years	70%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	11	9,506
Average years experience in public schools	17.2	15.9
Average years experience in district	4.7	11.6
Administrators in district for 4 or more years	46%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	11:1
Administrators	354:1	191:1
Librarian/Media Specialists		699:1
Nurses		699:1
Counselors		210:1
Child Study Team		300:1



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	82%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	N	N
Mathematics Proficiency	N	N
English Language Arts Growth	N	N
Mathematics Growth	N	N
Chronic Absenteeism	N	N
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights	N	N
Summative Rating: Percentile rank of Summative Score	N	N
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	N	N

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	N	N	N	N	N	N	N	N	N
White	N	N	N	N	N	N	N	N	N
Hispanic	N	N	N	N	N	N	N	N	N
Black or African American	N	N	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N	N
Economically Disadvantaged Students	N	N	N	N	N	N	N	N	N
Students with Disabilities	N	N	N	N	N	N	N	N	N
English Learners	N	N	N	N	N	N	N	N	N

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† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Smith	Email Address:	csmith@ocsdnj.org
Address:	550 WEST AVENUE OCEAN CITY, NJ 08226	Website:	http://oceancity.nj.ocp.schoolinsites.com/
Phone:	(609)399-3191	Facebook:	https://www.facebook.com/Ocean-City-Primary-School-404601459728802




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:	<ul style="list-style-type: none"> • Curriculum follows the NJLS, Next Generation Science Standards, and Career and College Readiness practices. • Character Education is a priority focus for our learning community. • Technology and real world experiences are woven into our daily learning objectives. We are 1:1 personal IPADS.
 Mission, Vision, Theme:	<p>We are "Partners in Progress" with our staff, students and parents. As partners, we provide our children with an educational foundation that prepares them for their future by embracing each child's strengths in an effort to further develop skills to enhance their academic abilities. We are dedicated to our district's commitment to excellence in education, ensuring that all students are provided with rigorous learning activities that promote life-long learning.</p>
 Awards, Recognition, Accomplishments:	<p>Atlanticare Healthy Educator of the Year 2016- Carrie Merritt, Cape May County Teacher of the Year 2016-2017- Mary Beth Libro, ISTE Emerging Technologist of the Year- 2016- Randall Kohr</p>

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 <div> <div>Courses, Curriculum, Instruction:</div> </div>	<div>Our academic programs are taught to include a balanced language arts program, mathematics, social studies, and science. In addition, our children receive classes in physical education, technology, art, music, world language and library. Our teaching staff uses differentiated instruction that is integrated with research based instructional practices to deliver a standards based and data driven curriculum.</div>
 <div> <div>Clubs and Activities:</div> </div>	<div>Family Literacy Club, Knitting Club, Multicultural Club, OC Life 21 Club, and School Newspaper</div>
 <div> <div>Before and After School Programs:</div> </div>	<div>We provide a before school program, Educational Acceleration and Support Environment (EASE)that is offered to students who need supplemental work in mathematics and language arts literacy.</div>







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 Staff and Professional Learning:	<p>Professional learning opportunities for faculty are developed through needs assessment and based on the professional development goals of the district. Throughout the academic year teachers have the opportunity to engage in professional learning communities, high-interest district workshops, and educational technology-based learning focused on improving instruction. Articulation among teachers is encouraged in an effort to share research-based strategies and effective best practices.</p>
 Student Supports and Services:	<p>Differentiated instruction is integrated to meet the individual learning levels of all students. We also utilize this data to provide service to our gifted learners through our integrated Enrichment Program, and assistance with our language arts literacy program through Title I Services. Counseling, Speech and Language, OT/PT and Special Education are provided to support and supplement learning.</p>
 Student Health and Wellness:	<p>We believe in a child centered approach to deliver the curriculum and instructional programs so each child reaches his or her greatest potential. Students participate in monthly assemblies promoting good character specific to a different character trait each month while participating in the Olweus Program within the classroom. Students are afforded the opportunity to have healthy breakfasts & lunches. Students participate in recess daily while having Physical Education once a week.</p>
 Parent and Community Involvement:	<p>The Ocean City Primary School is fortunate to have vibrant PTA, SEPAG and parent involvement. Our children receive a well-rounded experience because the teaching staff and parents work together to provide classroom support, literature experiences, cultural events and educational materials. We are "Partners in Progress" with our Ocean City Community.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>Parents, staff and students take a survey on a yearly basis. Results are discussed with administrative team and staff to create district and building goals for the upcoming school year.</p>
 <p>Facilities:</p>	<p>The third grade students of the OC Life 21 Club were asked to come up with a way to improve their school community. They identified a need within the primary school and came up with a plan to transform an unused space into something that would benefit the whole school. They planned a makerspace, a place to create prototypes and inventions. Our students wanted to solve this problem and they worked their way through the stages of the design process to create something unique, useful and reusable.</p>




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<div>Other Information:</div>	<p>Ocean City Primary School is “Partners in Progress” with the Ocean City Police Department and Fire Department. Community Police Officers are present at arrival and dismissal to support our district’s initiative to keep students safe. We utilize an mass electronic communication system to keep our parents, staff and students up to date on important information and dates. Data driven instruction is essential to the success of our educational programs. Instructional staff routinely utilizes a variety of assessments to evaluate student learning and instructional effectiveness. Evaluation instruments include district and state testing designed to measure student performance on the Common Core Content Standards. These instruments include, Partnership for Assessment of Readiness for College and Careers (PARCC), Measures of Academic Progress (MAP), the Developmental Reading Assessment (DRA) and district created assessments. From this data, differentiated instruction is integrated to meet the individual learning levels of all students. Our students are continually exposed to rigorous educational activities that are engaging as well as providing developmental experiences to enhance a student’s social and emotional well-being.</p>
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