



**Ocean City High School**  
 (09-3780-050)  
 Grades Offered: 09-12  
 2018-2019

**Report Key:**  
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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

**Notes from the New Jersey Department of Education:**



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School Contact Information

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

Type	Contact Information
County	Cape May
District	Ocean City School District
Principal Name	Dr. Matthew Jamison
Address	501 ATLANTIC AVENUE OCEAN CITY, NJ 08226
Phone Number	609-399-1290
Email Address	<a href="mailto:mjamison@ocsdnj.org">mjamison@ocsdnj.org</a>
Website	<a href="https://oceancityschools.org/highschool/index">https://oceancityschools.org/highschool/index</a>
Facebook	<a href="https://www.facebook.com/OceanCityHS/">https://www.facebook.com/OceanCityHS/</a>
Twitter	<a href="https://twitter.com/ochighschoolnj">https://twitter.com/ochighschoolnj</a>



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	290	325	307
10	299	299	325
11	310	299	296
12	326	328	309
Total	1,225	1,251	1,237

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	54.2%	53.3%	52.6%
Male	45.8%	46.7%	47.4%
Economically Disadvantaged Students	16.7%	15.7%	12.9%
Students with Disabilities	9.3%	9.4%	8.1%
English Learners	0.1%	0.1%	0.2%
Homeless Students	0.2%	0.2%	0.2%
Students in Foster Care	0.2%	0.1%	0.1%
Military-Connected Students	0.1%	0.0%	0.1%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	90.5%	90.7%	90.0%
Hispanic	4.1%	4.6%	4.9%
Black or African American	2.0%	1.6%	2.7%
Asian	1.2%	1.2%	1.5%
Native Hawaiian or Pacific Islander	0.5%	0.5%	0.6%
American Indian or Alaska Native	0.0%	0.1%	0.3%
Two or More Races	1.6%	1.3%	0.1%

### Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,225	1,251	1,236
Shared Time Students	0	0	2
Full Time Equivalent	1,225	1,251	1,237

### Enrollment by Home Language

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

Home Language	% of Students
English	97.9%
Spanish	1.8%
Other Languages	0.3%

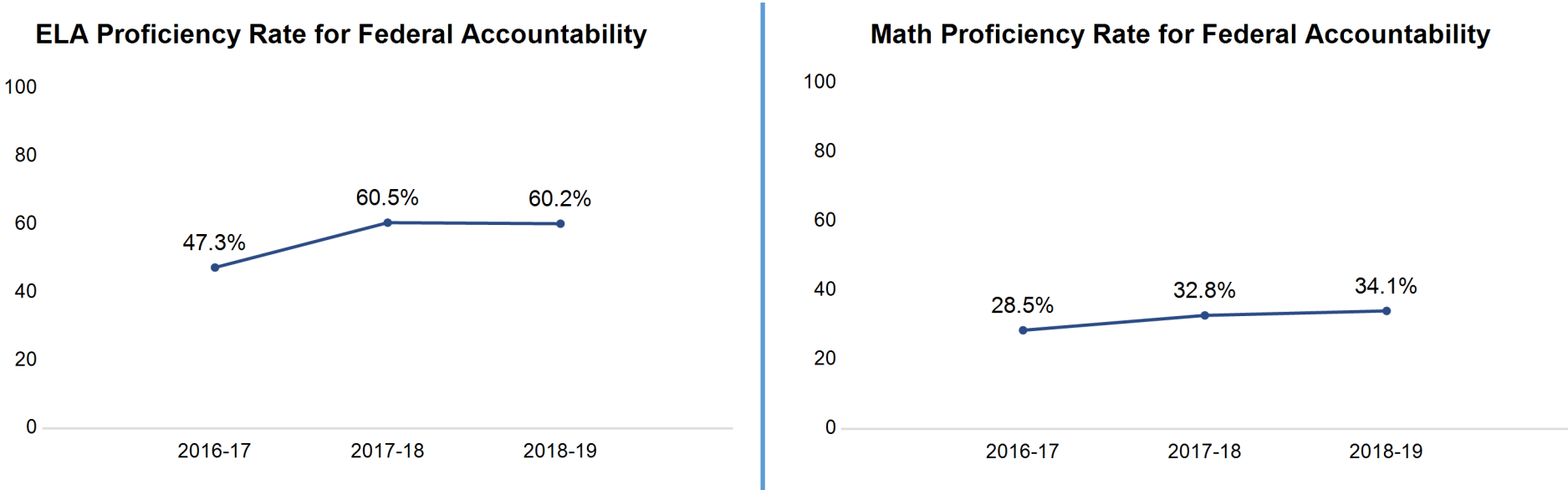


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	83.3%	99.7%	99.5%	82.5%	99.3%	99.5%
Proficiency Rate for Federal Accountability	47.3%	60.5%	60.2%	28.5%	32.8%	34.1%
Annual Target	36.7%	39.0%	41.2%	23.2%	26.2%	29.2%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	620	99.5	60.2	61.5	57.9	60.2	41.2	Met Target
White	551	99.6	62.6	65.6	66.9	62.6	42	Met Target
Hispanic	34	97.1	32.4	39.1	43.9	32.4	28.6	Met Target
Black or African American	18	100.0	33.3	*	38.5	33.3	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	N	N	N	N	64.4	N	**	**
Female	316	100.0	75.0	72.1	64.8	75.0		
Male	304	99.0	44.7	50.7	51.3	44.7		
Economically Disadvantaged Students	68	97.1	25.0	32.5	40.0	25.0	31.8	Met Target†
Non-Economically Disadvantaged Students	552	99.8	64.5	67.7	67.9	64.5		
Students with Disabilities	53	94.6	18.9	22.0	22.7	18.8	17.9	Met Target
Students without Disabilities	567	100.0	64.0	66.4	65.1	64.0		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

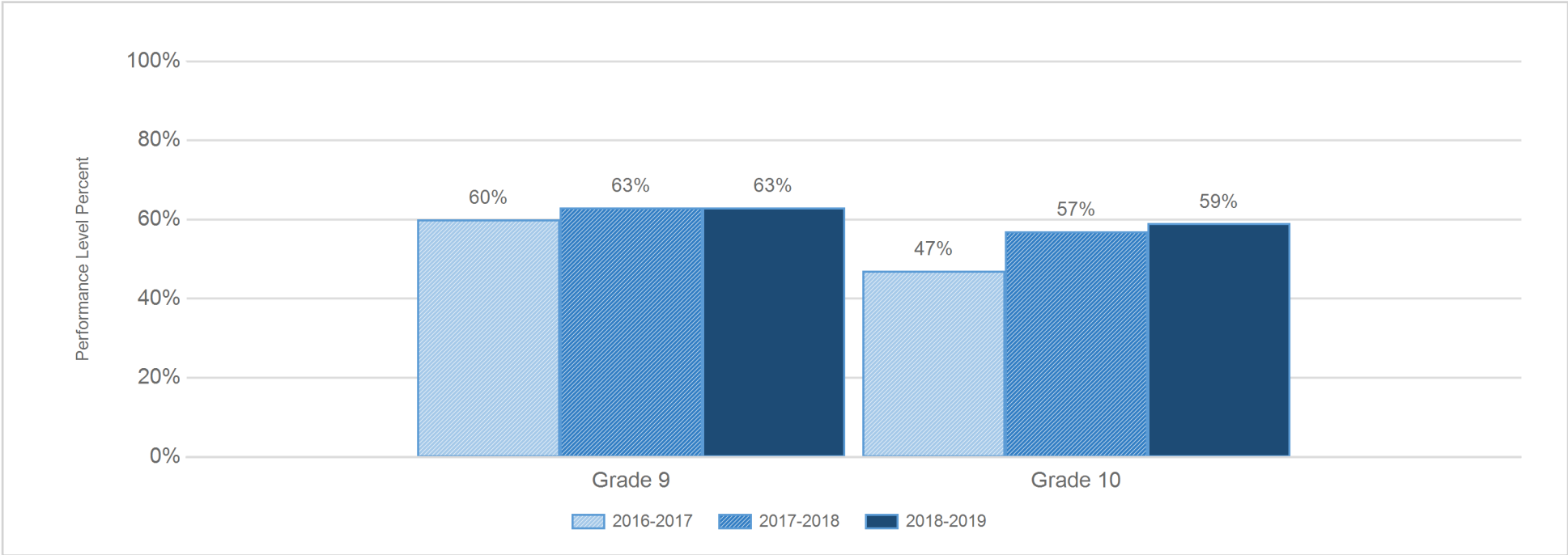


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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## English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	305	759	759	753	4%	6%	27%	48%	15%	63%	56%
White	274	760	760	762	*	*	27%	49%	15%	64%	65%
Hispanic	14	743	743	737	*	*	*	*	*	50%	40%
Black or African American	10	751	751	732	*	0%	*	*	*	40%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	57%
Two or More Races	N	N	N	761	N	N	N	N	N	N	63%
Female	157	767	767	760	*	*	17%	60%	17%	77%	63%
Male	148	750	750	746	*	*	39%	35%	12%	47%	49%
Economically Disadvantaged Students	30	739	739	734	*	*	50%	*	*	27%	36%
Non-Economically Disadvantaged Students	275	761	761	762	*	*	25%	*	*	67%	65%
Students with Disabilities	20	714	714	717	*	*	*	*	*	15%	17%
Students without Disabilities	285	762	762	760	*	*	*	*	*	66%	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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## English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	319	759	759	757	9%	11%	21%	36%	23%	59%	58%
White	281	762	762	767	8%	10%	20%	37%	25%	62%	67%
Hispanic	20	728	728	738	*	*	*	*	*	20%	43%
Black or African American	*	*	*	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	56%
Two or More Races	N	N	N	766	N	N	N	N	N	N	65%
Female	163	772	772	766	*	*	18%	42%	31%	73%	66%
Male	156	745	745	749	*	*	24%	29%	14%	44%	51%
Economically Disadvantaged Students	38	725	725	735	26%	*	26%	*	*	24%	40%
Non-Economically Disadvantaged Students	281	763	763	767	6%	*	21%	*	*	63%	67%
Students with Disabilities	30	712	712	711	40%	*	*	*	*	23%	19%
Students without Disabilities	289	764	764	765	6%	*	*	*	*	62%	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	N	N	N	723	N	N	N	N	N	N	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%





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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	599	99.5	34.1	43.5	44.5	34.1	29.2	Met Target
White	533	99.6	35.3	47.0	54.1	35.3	29.9	Met Target
Hispanic	34	97.1	14.7	24.6	28.8	14.7	15.4	Met Target†
Black or African American	18	100.0	22.2	*	23.0	22.2	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	N	N	N	N	53.3	N	**	**
Female	302	100.0	38.1	46.1	44.9	38.1		
Male	297	99.0	30.0	40.8	44.2	30.0		
Economically Disadvantaged Students	67	97.1	*	*	26.3	*	17.4	Not Met
Non-Economically Disadvantaged Students	532	99.8	*	*	54.9	*		
Students with Disabilities	53	94.6	13.2	18.9	17.4	13.2	15.7	Met Target†
Students without Disabilities	546	100.0	36.1	46.5	50.0	36.1		
English Learners	*	*	*	15.4	25.0	*	**	**
Non-English Learners	*	*	*	44.1	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

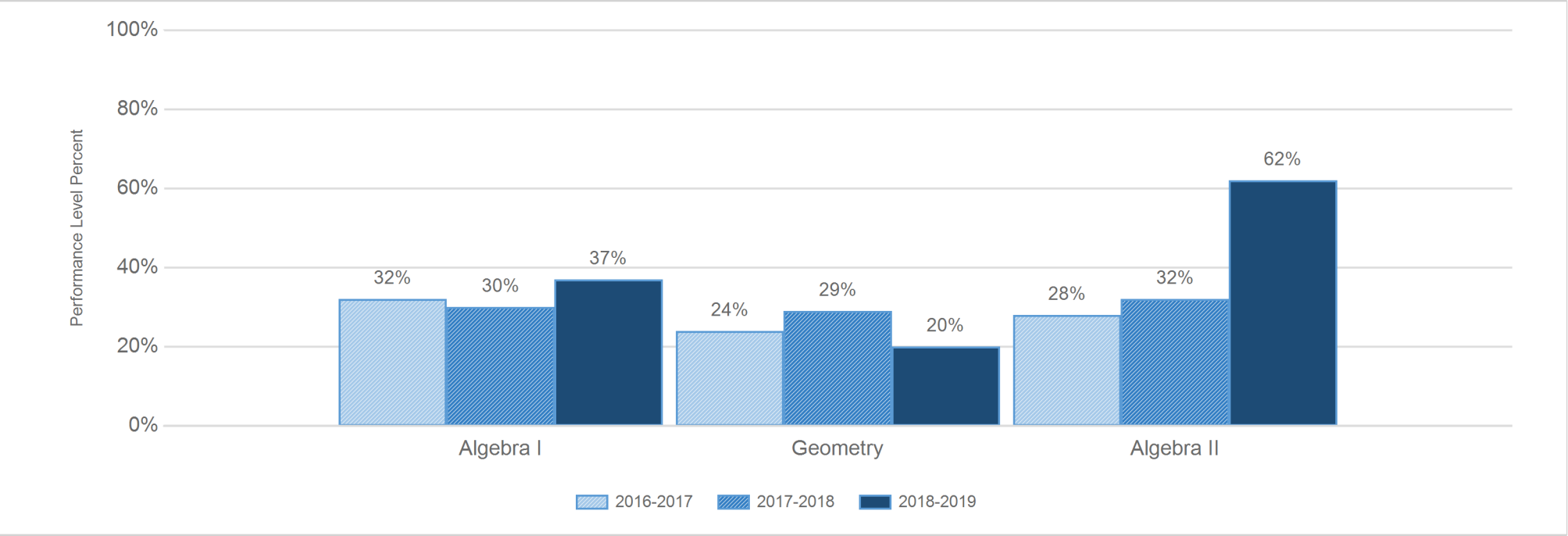


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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## Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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
<b>Schoolwide</b>	200	739	746	744	7%	24%	33%	37%	0%	37%	42%
White	171	740	747	752	6%	22%	35%	37%	0%	37%	53%
Hispanic	12	727	*	728	*	*	*	*	*	17%	24%
Black or African American	12	724	724	725	*	*	*	*	*	25%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	97	744	750	745	*	*	31%	44%	0%	44%	44%
Male	103	734	742	743	*	*	34%	29%	0%	29%	41%
Economically Disadvantaged Students	30	716	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	170	743	*	752	*	*	*	*	*	*	52%
Students with Disabilities	24	714	714	717	*	*	*	*	*	17%	12%
Students without Disabilities	176	742	749	748	*	*	*	*	*	39%	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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## Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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
<b>Schoolwide</b>	277	731	731	737	7%	29%	44%	*	*	20%	35%
White	247	733	733	743	5%	28%	46%	*	*	21%	43%
Hispanic	21	722	722	724	*	48%	*	*	*	14%	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	132	733	733	738	*	27%	46%	*	*	21%	36%
Male	145	730	730	736	*	31%	41%	*	*	19%	34%
Economically Disadvantaged Students	35	723	723	722	*	40%	34%	*	*	11%	16%
Non-Economically Disadvantaged Students	242	732	732	743	*	28%	45%	*	*	21%	43%
Students with Disabilities	24	710	710	712	*	*	*	*	*	*	*
Students without Disabilities	253	733	733	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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## Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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
<b>Schoolwide</b>	126	754	754	755	*	*	28%	62%	0%	62%	58%
White	119	754	754	758	*	*	28%	62%	0%	62%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	77	751	751	752	*	*	*	58%	0%	58%	55%
Male	49	760	760	758	*	*	*	67%	0%	67%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	126	754	754	755	*	*	28%	62%	0%	62%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



**Ocean City High School**  
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### DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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 Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

### English Language Proficiency Test - Participation and Performance

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

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



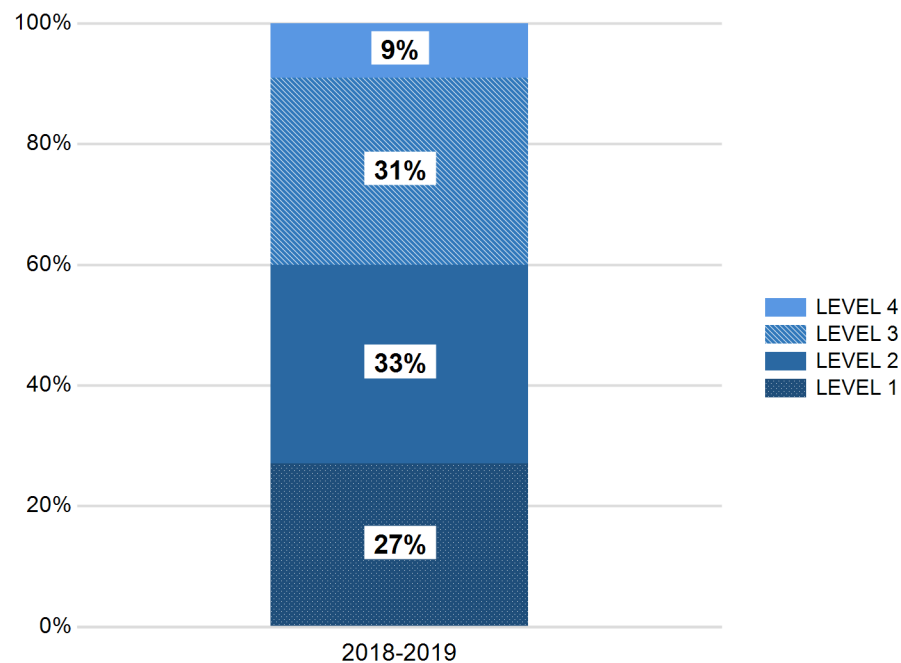
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	27	33	31	9
White	26	33	32	9
Hispanic	33	42	8	17
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	25	44	25	6
Male	30	19	39	13
Economically Disadvantaged Students	33	40	20	7
Non-Economically Disadvantaged Students	26	32	32	9
Students with Disabilities	76	14	5	5
Students without Disabilities	23	34	33	9
English Learners	N	N	N	N
Non-English Learners	27	33	31	9
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

### PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	91.6%	84.5%
12th graders taking SAT in 2018-19 or prior years	81.2%	72.1%
12th graders taking ACT in 2018-19 or prior years	29.4%	19.6%

### PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	505	476	Grade 10: 430 Grade 11: 460	77%	61%
PSAT 10/NMSQT - Math	501	477	Grade 10: 480 Grade 11: 510	52%	43%
SAT - Reading and Writing	569	539	480	87%	70%
SAT - Math	563	541	530	63%	53%
ACT - Reading	24	25	22	68%	66%
ACT - English	23	24	18	78%	81%
ACT - Math	24	24	22	66%	65%
ACT - Science	23	24	23	60%	57%





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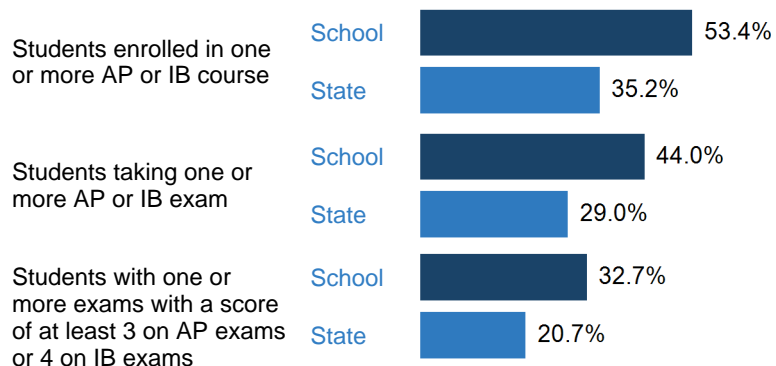
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

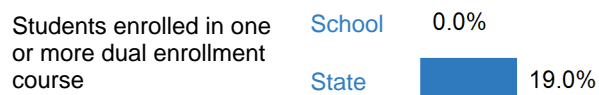
### AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



### Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. 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 list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. 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 AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	29	22
AP Calculus AB	35	33
AP Calculus BC	24	22
AP Chemistry	24	23
AP Computer Science A	23	3
AP Computer Science Principles	0	14
AP English Language and Composition	56	56
AP English Literature and Composition	33	28
AP Environmental Science	60	42
AP European History	0	2
AP French Language and Culture	6	4
AP Human Geography	31	17
AP Music Theory	0	4
AP Physics 1	0	13
AP Physics 2	0	15
AP Physics B	33	0



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AP/IB Course	Students Enrolled	Students Tested
AP Physics C	6	0
AP Physics C: Mechanics	0	5
AP Psychology	105	95
AP Spanish Language	21	16
AP Statistics	50	43
AP Studio Art—Drawing Portfolio	13	10
AP Studio Art—Two-Dimensional	0	1
AP U.S. Government and Politics	65	39
AP U.S. History	168	76
AP World History	28	21
Total Exams taken		604
Exams with scores of at least 3 on AP exams or 4 on IB exams		456



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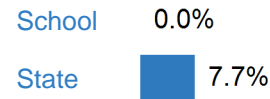
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education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

Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

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



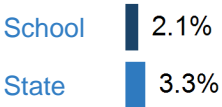
**CTE Concentrators**  
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

**Structured Learning Experiences**





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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	*	7.7%	10.3%
White	0.0%	*	6.1%	9.6%
Hispanic	0.0%	0.0%	10.3%	11.3%
Black or African American	0.0%	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	0.0%	*	7.3%	10.6%
Male	0.0%	*	8.0%	10.1%
Economically Disadvantaged Students	0.0%	0.0%	10.4%	11.8%
Students with Disabilities	0.0%	*	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	*		
Total (All Clusters)	*	0	0



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

### Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	197	115	28	0	0	0	1
10	7	206	99	22	1	14	3
11	1	7	149	119	19	15	0
12	1	3	12	56	81	135	0
Total	206	331	288	197	101	164	4
Enrolled in AP/IB Course					59	50	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

### Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	1	0	0	0	302	1
10	3	312	0	0	24	3
11	273	38	0	1	14	46
12	45	9	0	59	15	119
Total	322	359	0	60	355	169
Enrolled in AP/IB Course	29	24		60	39	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	303	1	0	0	0	1
10	10	313	5	0	0	11
11	32	291	13	60	0	21
12	137	21	31	48	0	98
Total	482	626	49	108	0	131
Enrolled in AP/IB Course	28	168	0	105		92
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	156	25	50	45	0	0	2
10	161	22	57	24	0	0	65
11	125	16	30	15	0	0	54
12	31	9	8	21	0	0	31
Total	473	72	145	105	0	0	152
Enrolled in AP/IB Course	21	6	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	122	14	32	28	0	0	22



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### Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	9	0	0	0	0	0
11	20	0	0	0	0	0
12	23	0	0	0	0	0
Total	52	0	0	0	0	0
Enrolled in AP/IB Course	23		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0





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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

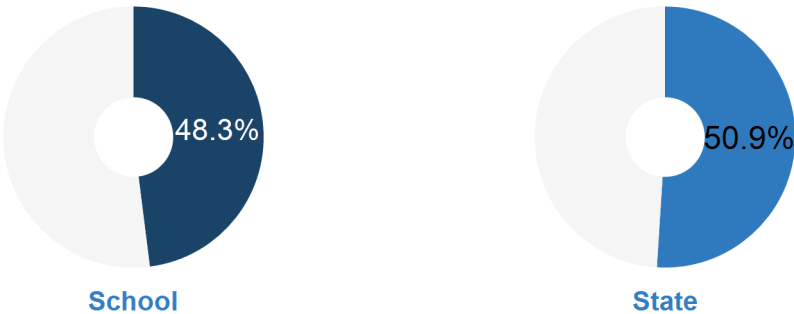
Language	Students Earning a Seal of Biliteracy
American Sign Language	*
French	*
Spanish	16
Total	26

Visual and Performing Arts – Course Participation

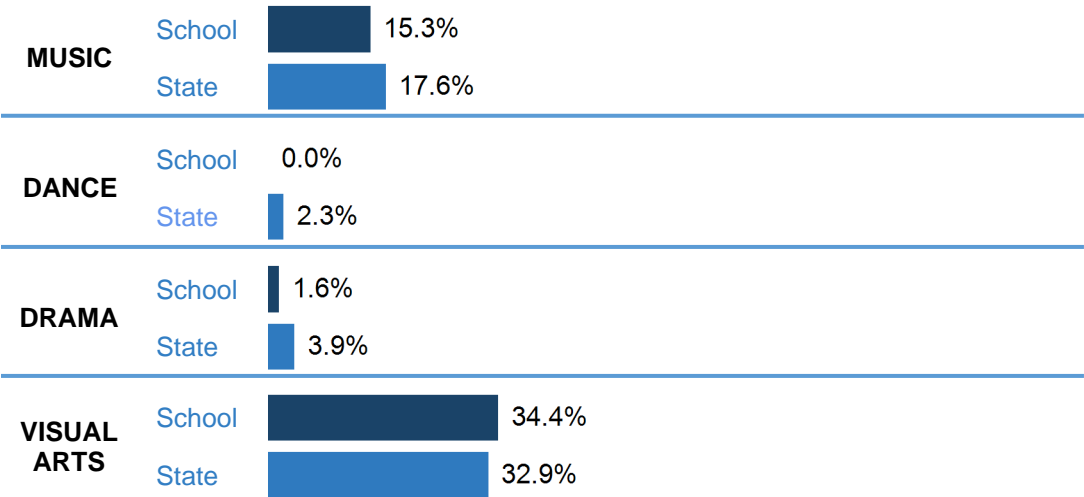
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





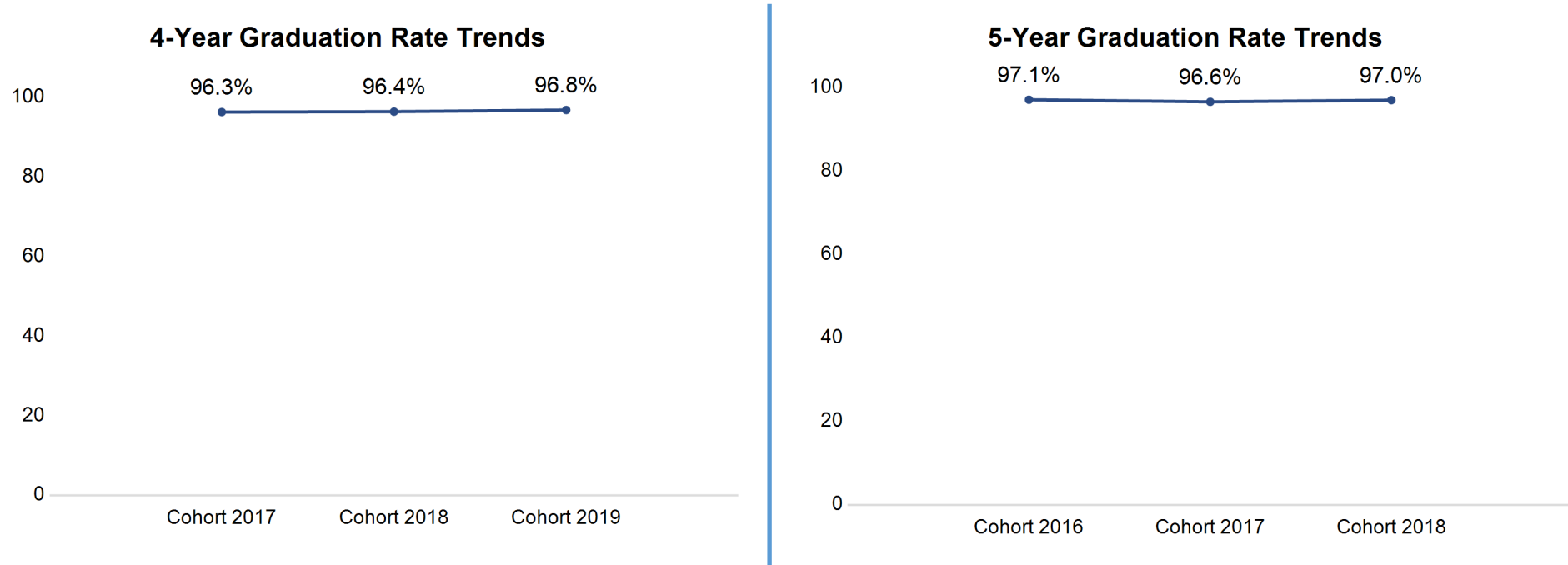
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	96.3%	96.4%	96.8%	97.1%	96.6%	97.0%
Annual Target	N	N		N	N	
Met Annual Target?	Met Goal	Met Goal		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

## Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	96.8%	90.6%	97.0%	92.5%	96.4%	N	Met Goal	96.6%	N	Met Goal
White	96.8%	94.9%	97.3%	95.9%	97.0%	N	Met Goal	97.6%	N	Met Goal
Hispanic	92.3%	84.5%	100.0%	87.3%	100.0%	**	**	90.9%	**	**
Black or African American	*	83.3%	*	87.1%	*	**	**	83.3%	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	*	**	**
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	98.1%	92.8%	98.3%	94.4%	98.3%			96.2%		
Male	95.2%	88.5%	95.5%	90.8%	94.2%			97.2%		
Economically Disadvantaged Students	93.3%	84.0%	92.9%	87.3%	91.2%	90.0%	Met Target	94.1%	96.0%	Not Met
Students with Disabilities	73.5%	79.2%	82.9%	83.8%	80.6%	89.1%	Not Met	80.0%	84.2%	Not Met
English Learners	N	75.4%	*	80.1%	*	**	**	N	N	N
Homeless Students	*	74.6%	*	78.3%	*			*		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



**Ocean City High School**  
 (09-3780-050)  
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 2018-2019

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### Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	52.2%	53.5%
Substitute Competency Test	44.5%	40.1%
Portfolio Appeals Process	1.7%	3.3%
Alternate Requirements specified in IEP	1.7%	3.0%
Unknown	0.0%	0.0%

### Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	0.2%	1.2%
2017-2018	0.3%	1.2%
2016-2017	0.2%	1.1%



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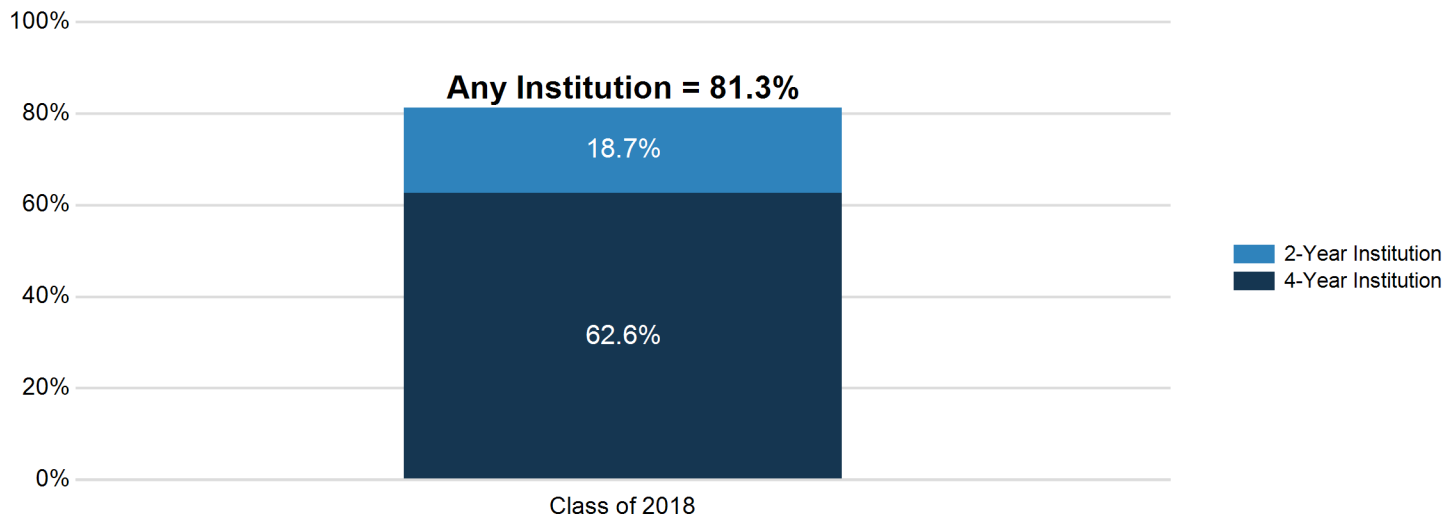
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	18.7%
% Enrolled in 4-Year Institution	62.6%
% Enrolled in Any Postsecondary Institution	81.3%



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### Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	78.4%	23.7%	76.3%
White	77.9%	23.3%	76.7%
Hispanic	91.7%	45.5%	54.5%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	67.6%	40%	60%
Students with Disabilities	47.8%	45.5%	54.5%
English Learners	N	N	N

### Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

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	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	81.3%	23%	77%	69.3%	30.7%	57.5%	42.5%
White	82.3%	21.6%	78.4%	67.6%	32.4%	55.2%	44.8%
Hispanic	81.3%	53.8%	46.2%	92.3%	7.7%	92.3%	7.7%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	66.7%	55.6%	44.4%	91.7%	8.3%	86.1%	13.9%
Students with Disabilities	58.6%	64.7%	35.3%	82.4%	17.6%	82.4%	17.6%
English Learners	*	*	*	*	*	*	*



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

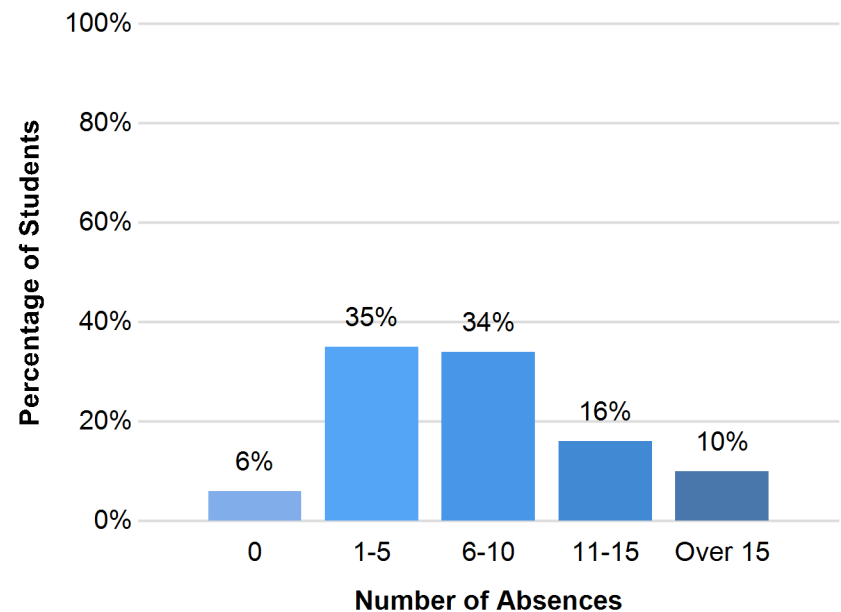
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	91	7.3	14.2	Met
White	81	7.2	14.2	Met
Hispanic	5	8.2	14.2	Met
Black or African American	5	15.2	14.2	Not Met
Asian, Native Hawaiian, or Pacific	0	0	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	41	6.3		
Male	50	8.3		
Economically Disadvantaged Students	26	16.4	14.2	Not Met
Students with Disabilities	21	18.4	14.2	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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







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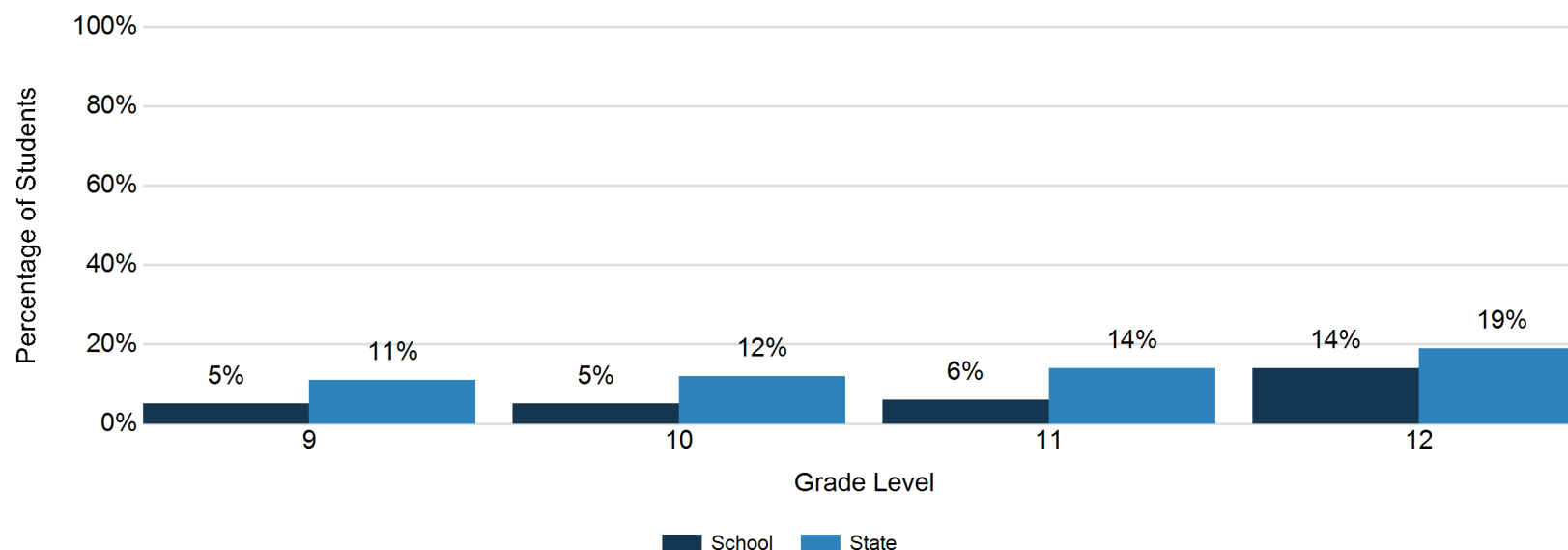
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	3
Weapons	2
Vandalism	0
Substances	17
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	23
Incidents Per 100 Students Enrolled	1.86

### Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	3
Weapons	2
Vandalism	0
Substances	15
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1

### Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	2	2
No Identified Nature	2		2

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	23	1.9%
Any Suspension	24	1.9%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
86



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### School Day

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

Category	School
Typical Start Time	7:50 AM
Typical End Time	2:35 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 Mins.

### Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	2.4:1



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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

**Teachers – Experience**

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	101	118,214
Average years experience in public schools	16.0	12.1
Average years experience in district	13.4	10.8
Percentage of Teachers with 4 or more years experience in the district	83.2%	75.3%

**Administrators – Experience (District Level)**

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

Category	Admin. in District	Admin. in State
Total Number of administrators	11	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	6.5	12.0
Percentage of Administrators with 4 or more years experience in the district	54.5%	76.9%

**Student and Staff Ratios**

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	11:1
Students to Administrators	412:1	192:1
Teachers to Administrators	34:1	17:1
Students to Librarians/Media Specialists		705:1
Students to Nurses		529:1
Students to Counselors		235:1
Students to Child Study Team Members		302:1



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## Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	52.6%	52.5%	33.3%	48.4%	77.1%	54.9%
Male	47.4%	47.5%	66.7%	51.6%	22.9%	45.1%
White	90.0%	95.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	4.9%	2.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.7%	1.0%	0.0%	15.0%	6.6%	13.9%
Asian	1.5%	1.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.6%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.1%	1.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.6%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.0%



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### Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

## ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.





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### ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	47.3%	60.5%	60.2%
Math Proficiency	28.5%	32.8%	34.1%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	96.3%	96.4%	96.8%
5-Year Graduation Rate†	97.1%	96.6%	97.0%
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	23.4%	12.7%	7.3%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less  
**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools  
 Annually, NJDOE will identify schools in the following federal category:  
**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



**Ocean City High School**  
(09-3780-050)  
Grades Offered: 09-12  
2018-2019

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### Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Met Goal	Met Goal	**	Met	No
White	Met Target	Met Target	Met Goal	Met Goal	n/a	Met	No
Hispanic	Met Target	Met Target†	**	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Not Met	Met Target	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target†	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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






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## School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>Students consistently recognized by the NMSC. Ten were Commended Students in 2019. We have 92 AP Scholars; 2 with National AP Scholars distinction and 3 in the National Hispanic Recognition Program.</li> <li>Interactive boards, iPads and Chromebooks are integrated into lessons on a daily basis.</li> <li>School climate areas of focus includes a parent and student surveys and a dedicated student Health and Wellness Center.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<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 academics as well as social and emotional wellness</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>The television/media program has garnered many achievements and accolades since its inception in 2004. The 2019 Student Television Award for Excellence in General Assignment Light News; and 2019 Student Television Award for Excellence in a Magazine Program (both awards from The National Academy of Television Arts &amp; Sciences, Mid-Atlantic Chapter) Our students are consistently recognized by the National Merit Scholarship Corporation and the College Board's Excellence in Advanced Placement testing. Our Student Council was recognized by the National Association of Student Councils winning the National Gold Council of Excellence Award.</p>





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 <div>Courses, Curriculum, Instruction:</div>	<p>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, Rider College and Rowan University offering dual enrollment in many courses. Students can choose from over 200 courses, including 23 AP courses as well as three levels of American Sign Language. Students have the opportunity to climb our challenge rock wall in physical education class or take Advanced Photography that provides a state of the art dark room for photo development. Our students consistently outpace state and national averages on the SAT, PSAT, and ACT college exams.</p>
 <div>Sports and Athletics:</div>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cheerleading (Girls), Cross Country (Boys &amp; Girls), Diving (Boys &amp; Girls), Field Hockey (Girls), Football (Boys), Golf (Coed), Gymnastics (Girls), Lacrosse (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Boys &amp; Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Wrestling (Coed)</p> <p>Ocean City High School (OCHS) celebrated some fantastic athletic accomplishments in the 2018-2019 school year. Sixty-six Red Raiders received 1st Team Cape Atlantic League (CAL) honors and ten received All South Jersey Honors. In addition, eight Red Raider teams won CAL conference championships, four teams won Cape May County championships, and three teams won NJSIAA sectional championships. Also, during the year, three coaches were recognized by the NJSIAA or named by local media outlets as “Coaches of the Year” for their respective sports. Additionally, the Boys and Girls Crew teams won multiple titles at the county, state, and regional level. There were numerous student-athletes who broke school records and twenty-eight 2019 graduates of OCHS committed to continue their athletic pursuits at the collegiate level. Lastly OCHS won the coveted Ed Byrnes Award, the NJSIAA Sportsmanship Award and was ranked in the top 20 for New Jersey public school athletic programs.</p>



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 <p>Clubs and Activities:</p>	<p>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</p>
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 <div>Staff and Professional Learning:</div>	<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>
 <div>Postsecondary Information:</div>	<p>The following programs are offered through the College and Career office, Early College Planning Night, Financial aid and Scholarship Night, College Admissions panel, College planning conference, College Funding Coach, Junior and Senior post-secondary classroom lessons, essay writing and college application workshops. ASVAB testing twice a year and military career day and night events. Students attend the community volunteer program and the vocational fair. 85.3% of the class of 2019 applied to college and 100% were accepted to a 4 or 2 year college. The following is a breakdown of student outcomes for the class of 2018: 64.1% attend a 4 year college, 18.4% 2 year college, 2.8% Military. 7.2% Career/Vocation School and 5.5 % full time employment. The Naviance student program is available grades 9-12 for college and career readiness and Method test prep for free online SAT/ACT preparation. Eligible students receive SAT/ACT/College Application fee waivers.</p>






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 <p><b>Student Supports and Services:</b></p>	<p>Ocean City High School's Child Study Team consists of a school psychologist, a school social worker, and a Learning Disabilities Teacher Consultant. CST provides the proper educational resources and support for students with identified disabilities. The guidance department provides academic support to prepare students to be college and career ready, and is comprised of five school counselors. The Intervention &amp; Referral Services Team consists of teachers, counselors, and administrators who strive to improve the performance of students who are experiencing academic, behavioral, and attendance difficulties. English Language Learners are supported through a comprehensive state approved curriculum. Tutoring is provided by teachers during both our community lunch and after school hours; many students take advantage of Homework Hangout, our peer tutoring program. Mental health support is provided through the Wellness Center which is run by a CSN/SAC with additional support from a Social W</p>
 <p><b>Student Health and Wellness:</b></p>	<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. In addition to a comprehensive health office, our students are afforded a designated suite know as our Student Wellness Center. Student have open access to the wellness center and families can find various resources and information on mental health awareness.</p>
 <p><b>Parent and Community Involvement:</b></p>	<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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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents 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>
 <p>Facilities:</p>	<p>The Ocean City High School was constructed in 2004, making it 15 years old. The school building totals 232,770 SQ.FT. that provides (89) classrooms plus a Media center, (3) Art Rooms, (6) Computer Labs, (10) Science Labs, (2) Gymnasiums, Wood Shop, Performing Arts Center and a Planetarium. The building is totally air conditioned with automatic climate control.</p>
 <p>School Safety:</p>	<p>School safety is paramount to Ocean City High School. The school has a strong relationship with the local police department, OCPD, and the emergency response of the fire department—OCFD. The school has a high definition security camera system that is monitored by staff on a daily basis. The school has two security staff to assist the faculty/staff in providing a safe and secure school environment for students to learn.</p>




Ocean City High School  
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 <div>Technology and STEM:</div>	<p>Ocean City High School’s STEM Program affords students a rigorous program that includes core courses in science and math and allows students to choose from one of two technologies: Engineering or TV/Media Production. Students that complete the OCHS STEM program will receive an endorsement on their OCHS diploma and recognition at graduation. More importantly, the students that successfully complete the program will have established a solid career path in the areas of science, technology, engineering, and mathematics.</p>
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 <p>Other Information</p>	<p>Dear OCHS family--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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**Ocean City Intermediate School**  
(09-3780-060)  
Grades Offered: 04-08  
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## How to use this report:

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

## Navigating through the reports:

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

## Other Resources:

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

## Notes from the New Jersey Department of Education:



### Ocean City Intermediate School

(09-3780-060)

Grades Offered: 04-08

2018-2019

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### School Contact Information

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

Type	Contact Information
County	Cape May
District	Ocean City School District
Principal Name	Mr. Michael Mattina
Address	1901 BAY AVENUE OCEAN CITY, NJ 08226
Phone Number	609-399-5611
Email Address	<a href="mailto:mmattina@ocsdnj.org">mmattina@ocsdnj.org</a>
Website	<a href="https://oceancityschools.org/intermediate/index">https://oceancityschools.org/intermediate/index</a>
Facebook	<a href="https://www.facebook.com/Ocean-City-Intermediate-School-1630321390590467/?ref=bookmarks">https://www.facebook.com/Ocean-City-Intermediate-School-1630321390590467/?ref=bookmarks</a>
Twitter	<a href="https://twitter.com/ocintermediate">https://twitter.com/ocintermediate</a>



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
4	102	96	106
5	101	100	99
6	107	106	111
7	100	115	106
8	109	111	118
Total	519	528	540

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	50.3%	49.2%	50.0%
Male	49.7%	50.8%	50.0%
Economically Disadvantaged Students	28.3%	29.5%	25.4%
Students with Disabilities	10.6%	12.3%	11.7%
English Learners	0.6%	0.2%	1.3%
Homeless Students	0.4%	0.0%	0.7%
Students in Foster Care	0.4%	0.2%	0.4%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	78.4%	78.4%	76.3%
Hispanic	13.9%	13.4%	17.6%
Black or African American	5.4%	5.3%	4.3%
Asian	1.7%	1.1%	0.9%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.2%
American Indian or Alaska Native	0.6%	0.8%	0.6%
Two or More Races	0.0%	0.8%	0.2%

Enrollment by Home Language

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

Home Language	% of Students
English	88.1%
Spanish	10.9%
Other Languages	0.9%



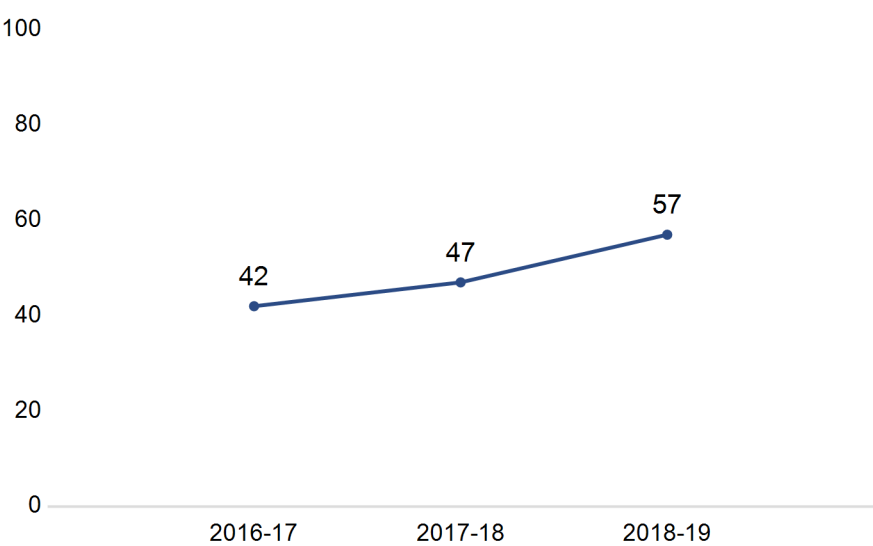
Ocean City Intermediate School  
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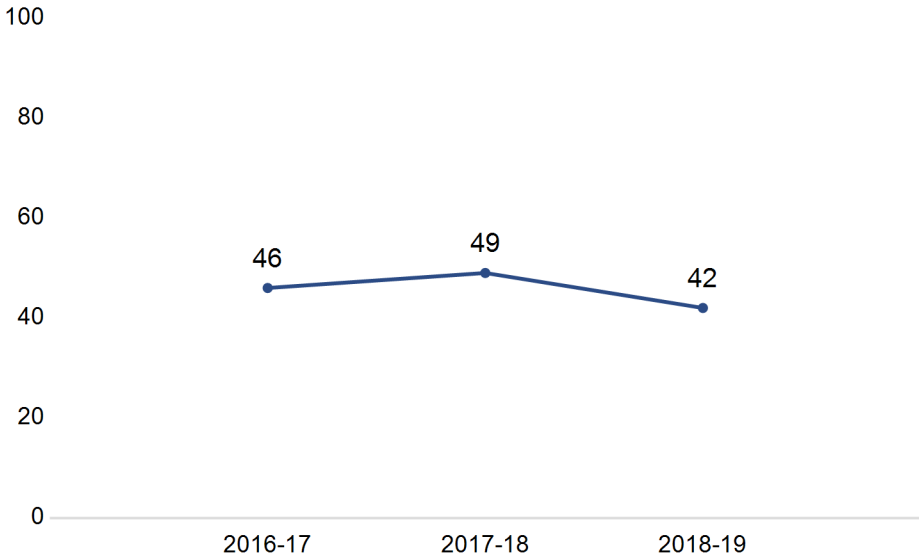
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	42	47	57	46	49	42
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



# Ocean City Intermediate School

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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

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

## Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	57	57	50	Met Standard	42	42	50	Met Standard
White	56.5	56.5	50	Met Standard	42	42	52	Met Standard
Hispanic	52	52	49	Met Standard	42	42	47	Met Standard
Black or African American	59.5	59.5	45	**	36	36	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	59	**	*	*	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	N	N	49	**	N	N	52	**
Female	61	61	53	N	40	40	50	N
Male	50	50	47	N	44	44	51	N
Economically Disadvantaged Students	49.5	49.5	48	Met Standard	38	38	46	Not Met
Students with Disabilities	39.5	39.5	43	Not Met	41.5	41.5	45	Met Standard
English Learners	68	68	52	**	34.5	34.5	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N





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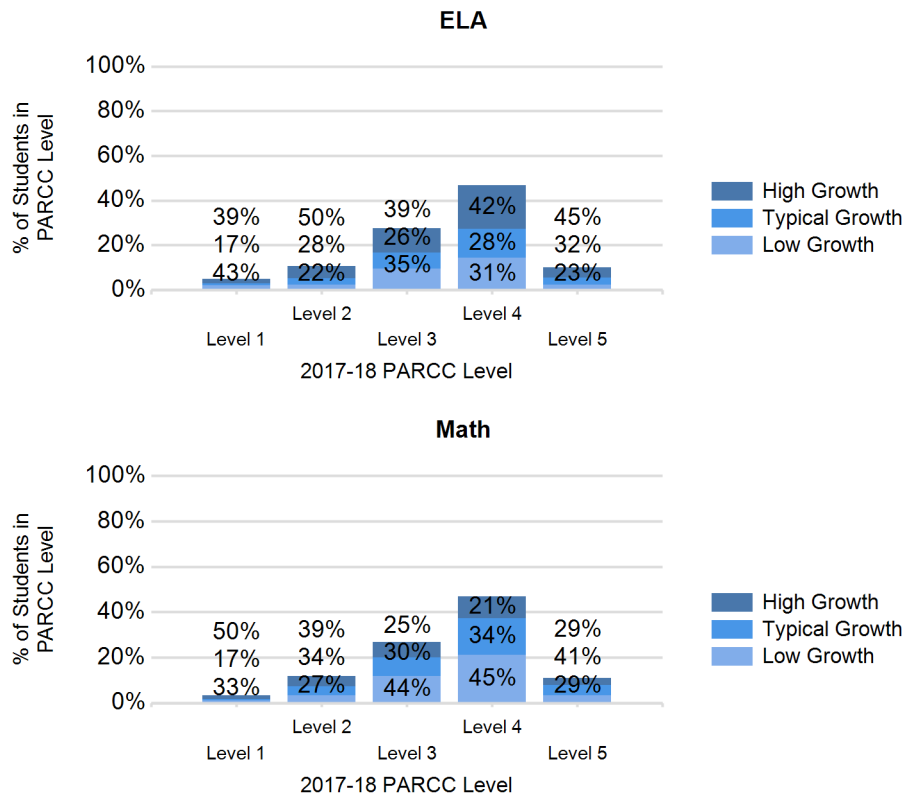
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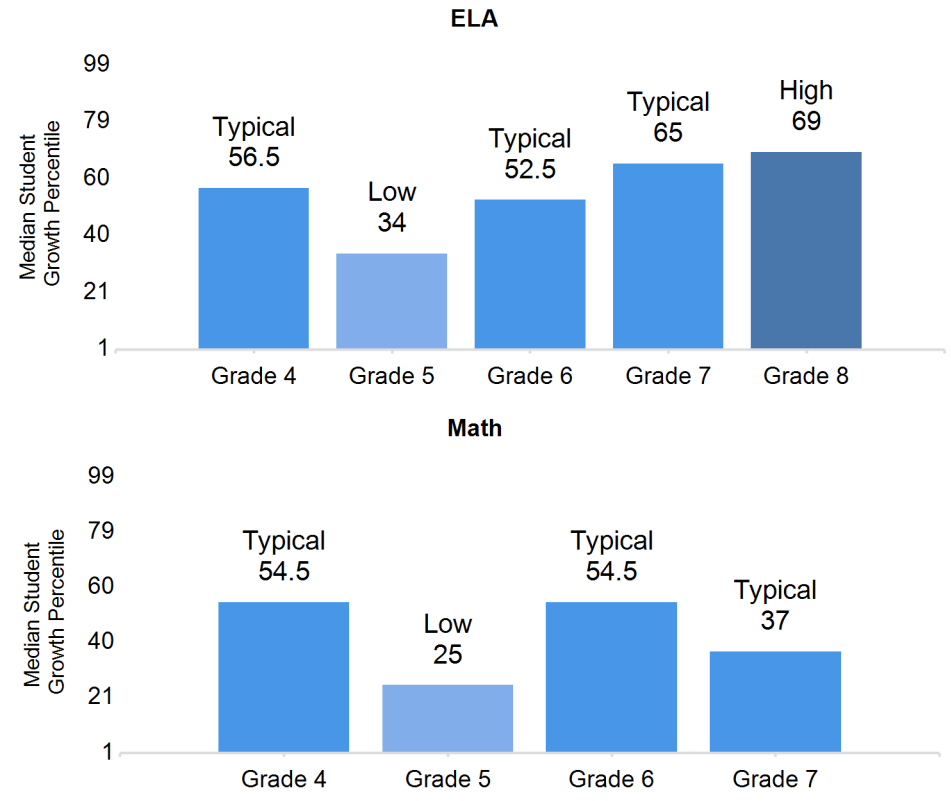
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



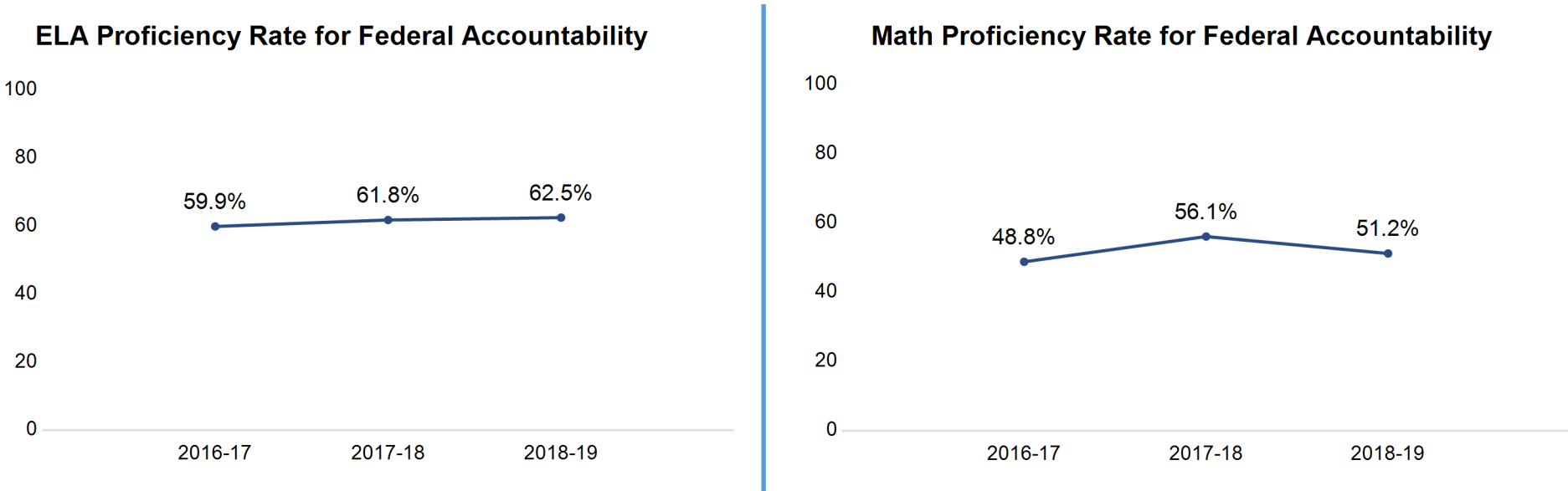


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	94.7%	94.2%	97.6%	94.8%	94.5%	97.2%
Proficiency Rate for Federal Accountability	59.9%	61.8%	62.5%	48.8%	56.1%	51.2%
Annual Target	60.2%	61.3%	62.3%	48.6%	50.3%	52.0%
Met Annual Target?	Met Target†	Met Target	Met Target	Met Target	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Ocean City Intermediate School  
(09-3780-060)  
Grades Offered: 04-08  
2018-2019

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N No Data is available to display  
† This indicates a table specific note,see note below table

English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	512	97.6	62.5	61.5	57.9	62.5	62.3	Met Target
White	393	97.3	68.2	65.6	66.9	68.2	66.8	Met Target
Hispanic	90	100.0	42.2	39.1	43.9	42.2	40.8	Met Target
Black or African American	21	95.7	33.3	*	38.5	33.3	37.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	N	N	N	N	64.4	N	**	**
Female	251	97.0	68.1	72.1	64.8	68.1		
Male	261	98.1	57.1	50.7	51.3	57.1		
Economically Disadvantaged Students	119	97.5	37.8	32.5	40.0	37.8	44.2	Met Target†
Non-Economically Disadvantaged Students	393	97.6	70.0	67.7	67.9	70.0		
Students with Disabilities	62	94.2	19.4	22.0	22.7	19.1	25	Met Target†
Students without Disabilities	450	98.1	68.4	66.4	65.1	68.4		
English Learners	12	100.0	16.7	*	29.3	16.7	**	**
Non-English Learners	500	97.5	63.6	*	60.6	63.6		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

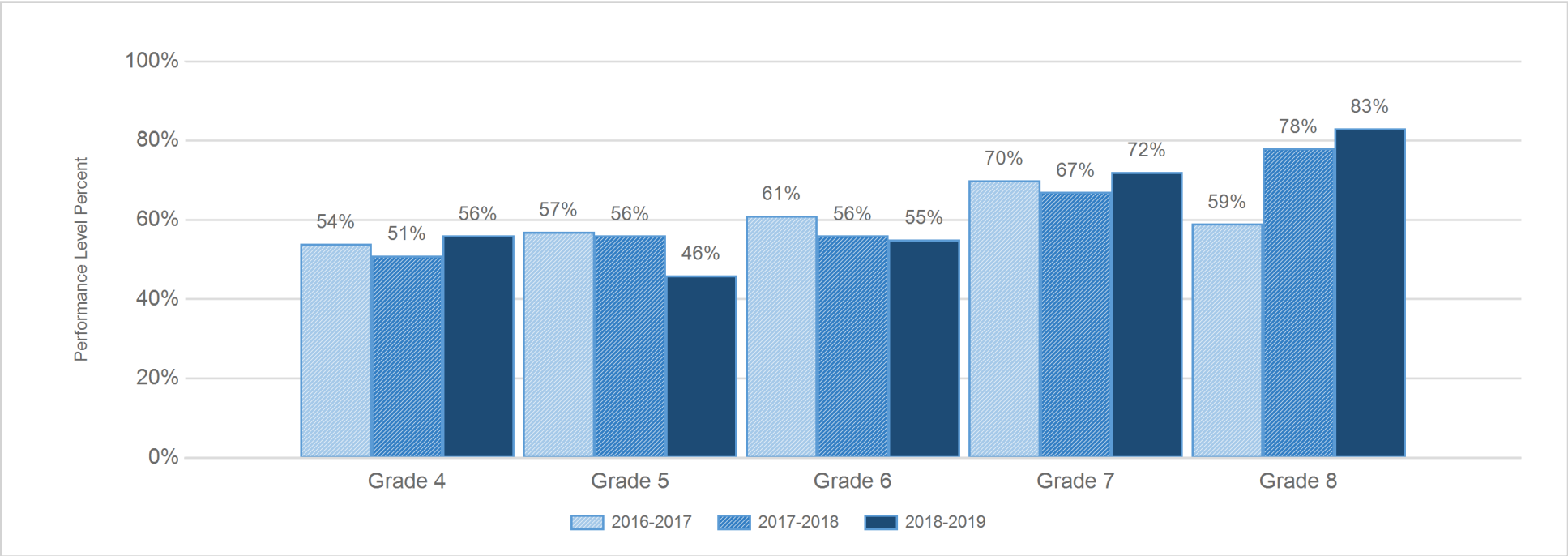


Ocean City Intermediate School  
(09-3780-060)  
Grades Offered: 04-08  
2018-2019

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**N** No Data is available to display  
† This indicates a table specific note,see note below table

English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





Ocean City Intermediate School  
(09-3780-060)  
Grades Offered: 04-08  
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	106	757	757	755	*	*	28%	38%	18%	56%	57%
White	77	761	761	763	*	*	22%	42%	21%	62%	67%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
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	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	57	768	768	760	*	*	21%	*	*	68%	62%
Male	49	745	745	750	*	*	37%	*	*	41%	53%
Economically Disadvantaged Students	29	740	740	740	*	*	48%	*	*	31%	40%
Non-Economically Disadvantaged Students	77	764	764	765	*	*	21%	*	*	65%	69%
Students with Disabilities	10	731	731	725	*	*	*	*	*	20%	25%
Students without Disabilities	96	760	760	761	*	*	*	*	*	59%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Ocean City Intermediate School  
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	97	743	743	756	*	16%	30%	*	*	46%	58%
White	73	751	751	764	*	*	36%	*	*	55%	68%
Hispanic	19	718	718	743	*	*	*	*	*	21%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	762	N	N	N	N	N	N	65%
Female	41	750	750	761	*	*	*	*	*	54%	64%
Male	56	738	738	750	*	*	*	*	*	41%	52%
Economically Disadvantaged Students	26	723	723	740	*	*	*	*	*	23%	39%
Non-Economically Disadvantaged Students	71	750	750	766	*	*	*	*	*	55%	69%
Students with Disabilities	13	711	711	724	*	*	*	*	*	23%	23%
Students without Disabilities	84	748	748	762	*	*	*	*	*	50%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	109	756	756	754	*	*	32%	*	*	55%	56%
White	81	759	759	762	*	*	30%	46%	14%	59%	65%
Hispanic	21	745	745	743	0%	*	*	*	*	43%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	51	758	758	762	*	*	25%	*	*	61%	64%
Male	58	754	754	748	*	*	38%	*	*	50%	48%
Economically Disadvantaged Students	25	742	742	740	*	*	*	*	*	40%	39%
Non-Economically Disadvantaged Students	84	760	760	763	*	*	*	*	*	60%	67%
Students with Disabilities	15	739	739	722	*	*	*	*	*	27%	19%
Students without Disabilities	94	759	759	761	*	*	*	*	*	60%	64%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	109	756	756	756	*	*	32%	*	*	55%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%





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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	102	770	770	761	*	*	17%	36%	35%	72%	63%
White	86	777	777	769	*	*	16%	37%	41%	78%	72%
Hispanic	12	721	721	747	*	*	*	*	*	25%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	58	776	776	769	*	*	*	*	*	71%	71%
Male	44	762	762	753	*	*	*	*	*	73%	55%
Economically Disadvantaged Students	15	727	727	743	*	*	*	*	*	27%	45%
Non-Economically Disadvantaged Students	87	777	777	771	*	*	*	*	*	79%	73%
Students with Disabilities	16	715	715	720	*	*	*	*	*	13%	22%
Students without Disabilities	86	780	780	769	*	*	*	*	*	83%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	N	N	N	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%





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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	110	776	776	762	*	*	9%	56%	26%	83%	63%
White	86	779	779	770	*	*	*	53%	30%	84%	72%
Hispanic	16	767	767	747	0%	*	*	*	*	75%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	52	780	780	771	*	*	*	50%	35%	85%	71%
Male	58	773	773	753	*	*	*	62%	19%	81%	55%
Economically Disadvantaged Students	24	753	753	743	*	*	*	*	*	67%	45%
Non-Economically Disadvantaged Students	86	783	783	772	*	*	*	*	*	87%	72%
Students with Disabilities	10	718	718	721	*	*	*	*	*	10%	22%
Students without Disabilities	100	782	782	770	*	*	*	*	*	90%	71%
English Learners	N	N	N	708	N	N	N	N	N	N	12%
Non-English Learners	110	776	776	764	*	*	9%	56%	26%	83%	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



**Ocean City Intermediate School**  
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Grades Offered: 04-08  
2018-2019

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## Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	510	97.2	51.2	43.5	44.5	51.2	52	Met Target†
White	391	96.9	58.6	47.0	54.1	58.6	56	Met Target
Hispanic	90	100.0	26.7	24.6	28.8	26.7	31.4	Met Target†
Black or African American	21	95.7	14.3	*	23.0	14.3	34.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	N	N	N	N	53.3	N	**	**
Female	250	96.6	50.8	46.1	44.9	50.8		
Male	260	97.8	51.5	40.8	44.2	51.5		
Economically Disadvantaged Students	120	98.4	21.7	*	26.3	21.7	36.3	Not Met
Non-Economically Disadvantaged Students	390	96.9	60.3	*	54.9	60.3		
Students with Disabilities	62	94.2	17.7	18.9	17.4	17.6	25	Met Target†
Students without Disabilities	448	97.7	55.8	46.5	50.0	55.8		
English Learners	12	100.0	*	15.4	25.0	*	**	**
Non-English Learners	498	97.1	*	44.1	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

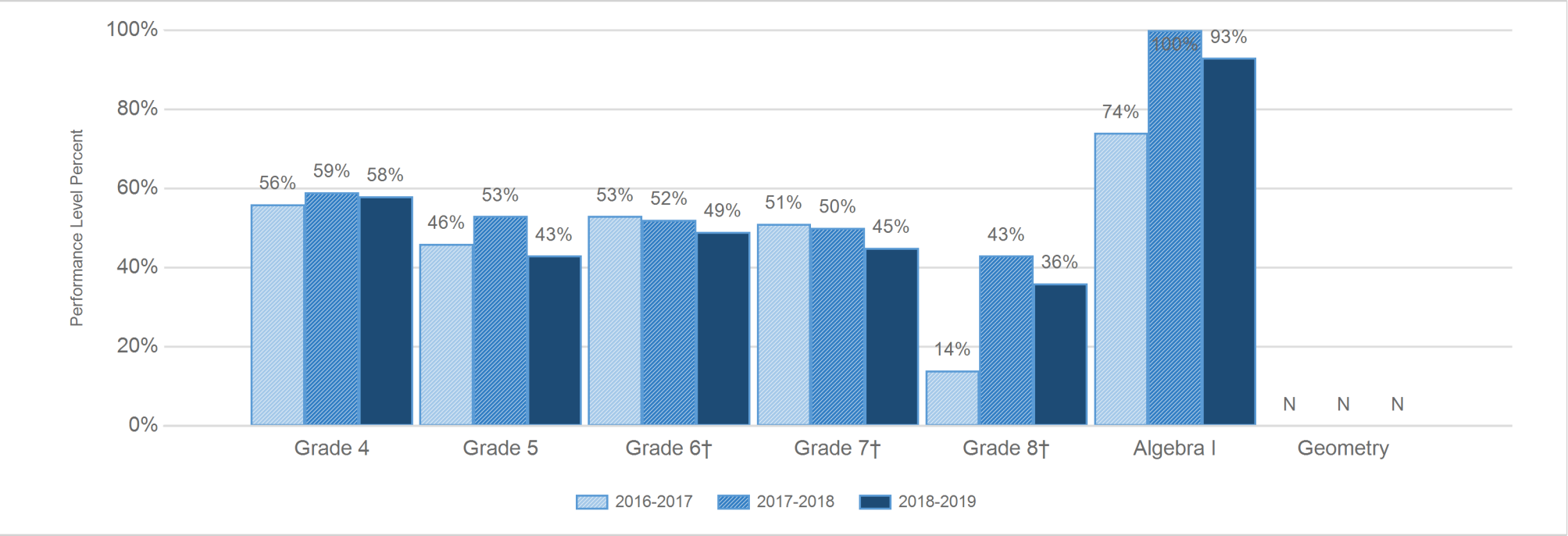


Ocean City Intermediate School  
(09-3780-060)  
Grades Offered: 04-08  
2018-2019

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**N** No Data is available to display  
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



**Ocean City Intermediate School**  
(09-3780-060)  
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2018-2019

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- N No Data is available to display
- † This indicates a table specific note, see note below table

### Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	106	755	755	749	*	15%	26%	*	*	58%	51%
White	77	759	759	757	*	*	23%	51%	13%	64%	62%
Hispanic	*	*	*	737	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	57	757	757	749	*	*	26%	*	*	58%	50%
Male	49	753	753	749	*	*	27%	*	*	57%	52%
Economically Disadvantaged Students	29	743	743	734	*	*	38%	*	*	38%	32%
Non-Economically Disadvantaged Students	77	760	760	759	*	*	22%	*	*	65%	63%
Students with Disabilities	10	736	736	726	*	*	*	*	*	40%	25%
Students without Disabilities	96	757	757	754	*	*	*	*	*	59%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



# Ocean City Intermediate School

(09-3780-060)

Grades Offered: 04-08

2018-2019

## Report Key:

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† This indicates a table specific note, see note below table

## Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	96	742	742	747	*	22%	29%	*	*	43%	47%
White	72	751	751	755	*	17%	28%	*	*	54%	58%
Hispanic	19	716	716	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	41	745	745	747	*	*	24%	*	*	49%	47%
Male	55	741	741	747	*	*	33%	*	*	38%	47%
Economically Disadvantaged Students	26	719	719	732	*	*	*	*	*	12%	27%
Non-Economically Disadvantaged Students	70	751	751	757	*	*	*	*	*	54%	59%
Students with Disabilities	13	723	723	725	*	*	*	*	*	23%	19%
Students without Disabilities	83	746	746	752	*	*	*	*	*	46%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



**Ocean City Intermediate School**  
(09-3780-060)  
Grades Offered: 04-08  
2018-2019

**Report Key:**

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## Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	109	749	749	741	*	15%	36%	*	*	49%	41%
White	81	753	753	749	*	*	31%	*	*	57%	51%
Hispanic	21	739	739	729	0%	*	48%	*	*	29%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	51	747	747	742	*	*	41%	*	*	41%	42%
Male	58	752	752	740	*	*	31%	*	*	55%	40%
Economically Disadvantaged Students	25	734	734	726	*	*	48%	*	*	16%	21%
Non-Economically Disadvantaged Students	84	754	754	750	*	*	32%	*	*	58%	53%
Students with Disabilities	15	730	730	716	*	*	*	*	*	20%	12%
Students without Disabilities	94	752	752	746	*	*	*	*	*	53%	46%
English Learners	N	N	N	709	N	N	N	N	N	N	*
Non-English Learners	109	749	749	743	*	15%	36%	*	*	49%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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## Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	100	747	747	744	*	19%	32%	*	*	45%	42%
White	84	750	750	751	*	14%	31%	*	*	51%	53%
Hispanic	12	723	723	733	*	*	*	*	*	*	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	56	746	746	744	*	*	32%	*	*	45%	42%
Male	44	748	748	743	*	*	32%	*	*	45%	42%
Economically Disadvantaged Students	15	724	724	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	85	751	751	751	*	*	*	*	*	*	53%
Students with Disabilities	16	717	717	718	*	*	*	*	*	*	13%
Students without Disabilities	84	752	752	749	*	*	*	*	*	*	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	N	N	N	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%





# Ocean City Intermediate School

(09-3780-060)

Grades Offered: 04-08

2018-2019

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## Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	69	736	736	728	*	*	29%	36%	0%	36%	29%
White	48	738	738	737	*	*	31%	40%	0%	40%	38%
Hispanic	15	731	731	722	*	*	*	*	*	27%	22%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	*	*	*	725	*	*	*	*	*	*	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	33	734	734	731	*	*	30%	33%	0%	33%	31%
Male	36	737	737	726	*	*	28%	39%	0%	39%	27%
Economically Disadvantaged Students	23	728	728	719	*	*	*	*	*	22%	20%
Non-Economically Disadvantaged Students	46	740	740	735	*	*	*	*	*	43%	36%
Students with Disabilities	10	709	709	707	*	*	*	*	*	*	10%
Students without Disabilities	59	740	740	734	*	*	*	*	*	*	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	69	736	736	730	*	*	29%	36%	0%	36%	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%





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### Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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
<b>Schoolwide</b>	42	781	746	744	0%	*	*	*	*	93%	42%
White	39	780	747	752	0%	*	*	*	*	92%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	N	N	724	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	20	781	750	745	0%	*	*	*	*	95%	44%
Male	22	781	742	743	0%	*	*	*	*	91%	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	714	717	N	N	N	N	N	N	12%
Students without Disabilities	42	781	749	748	0%	*	*	*	*	93%	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	42	781	*	745	0%	*	*	*	*	93%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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### DLM Alternate Assessment - Participation

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

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

### English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

### English Language Proficiency Test - Participation and Performance

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

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



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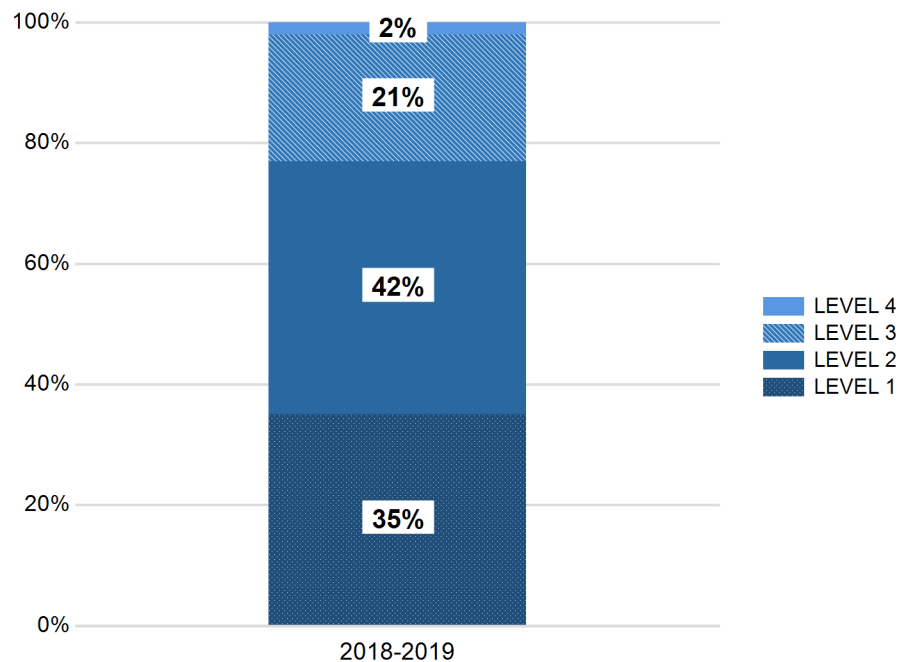
N No Data is available to display

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

### NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



### NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	35	42	21	2
White	24	46	28	3
Hispanic	67	29	5	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	31	45	21	2
Male	38	39	21	2
Economically Disadvantaged Students	67	22	11	0
Non-Economically Disadvantaged Students	23	49	25	3
Students with Disabilities	54	38	8	0
Students without Disabilities	32	42	24	2
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



# Ocean City Intermediate School

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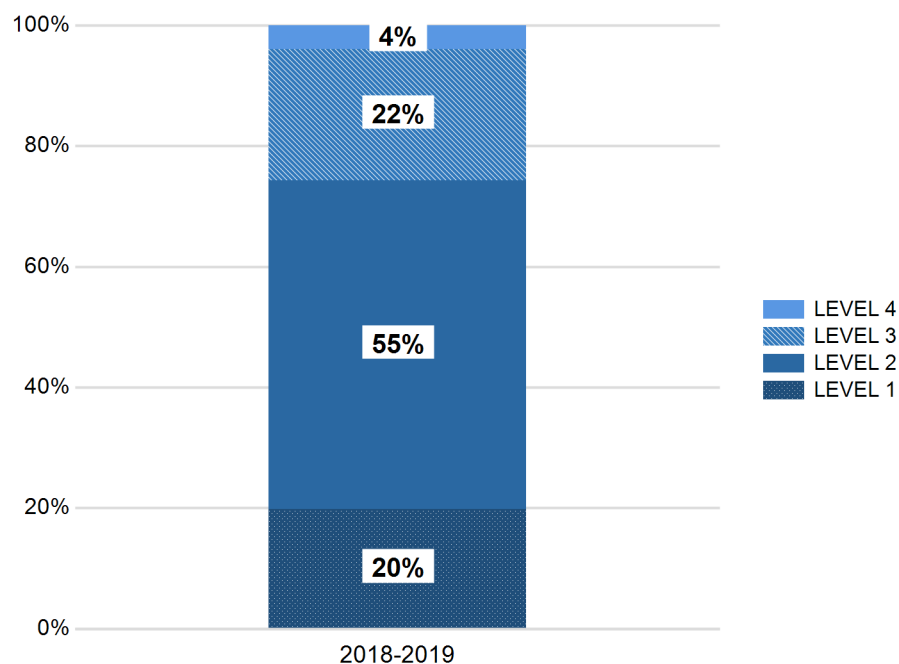
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## NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



## NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	20	55	22	4
White	17	54	25	3
Hispanic	38	56	0	6
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	N	N	N	N
Female	19	63	17	2
Male	21	47	26	5
Economically Disadvantaged Students	46	50	4	0
Non-Economically Disadvantaged Students	13	56	26	5
Students with Disabilities	80	20	0	0
Students without Disabilities	14	58	24	4
English Learners	N	N	N	N
Non-English Learners	20	55	22	4
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



### Ocean City Intermediate School

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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

### Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	111
7	0	0	106
8	42	0	76
Total	42	0	293

### World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	93	0	0	0	0	0	0
7	89	0	0	0	0	0	0
8	104	0	0	0	0	0	0
Total	286	0	0	0	0	0	0



Ocean City Intermediate School  
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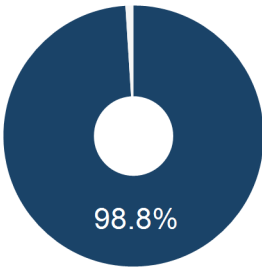
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Visual and Performing Arts – Course Participation

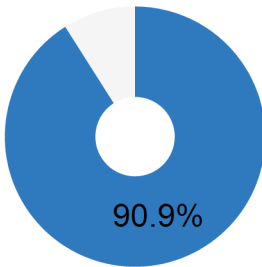
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

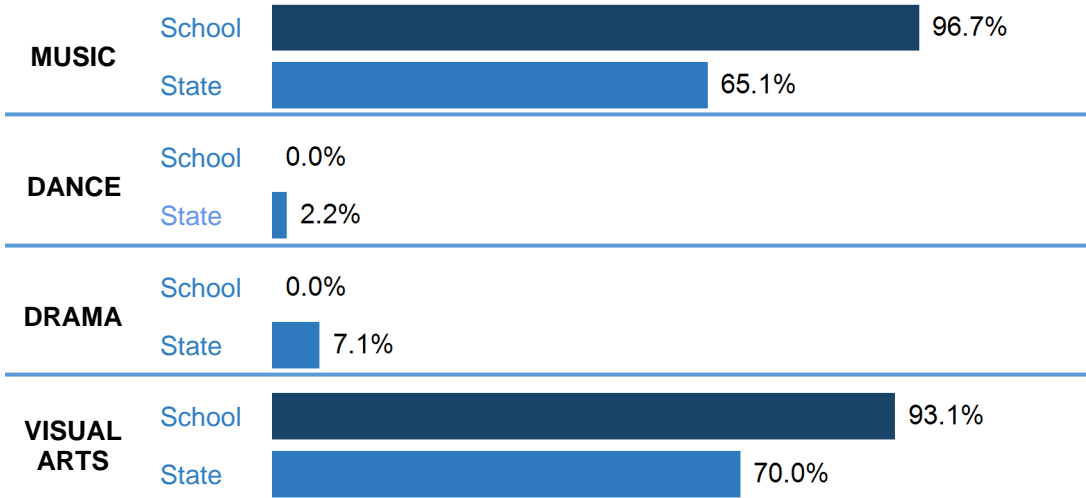


School



State

Students enrolled in one or more classes by discipline:





# Ocean City Intermediate School

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

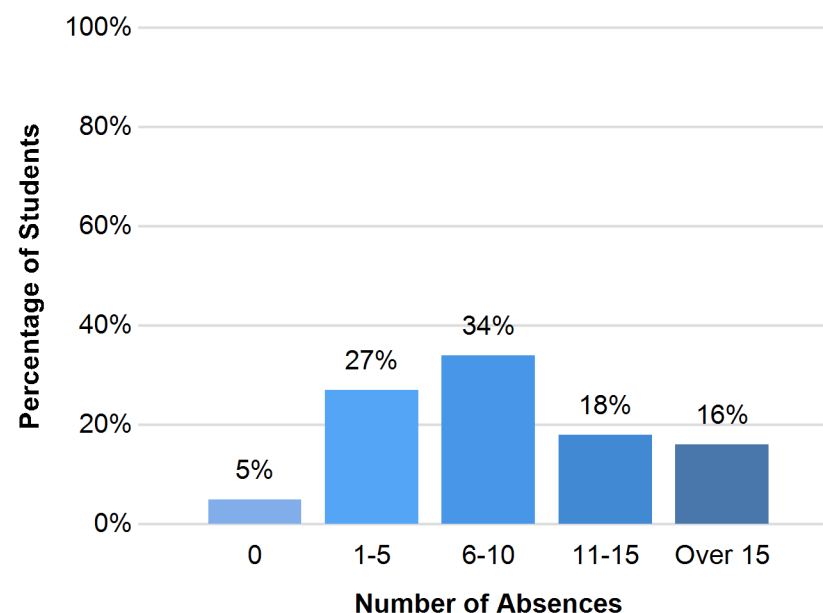
## Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	54	10.0	8.5	Not Met
White	44	10.7	8.5	Not Met
Hispanic	5	5.3	8.5	Met
Black or African American	1	4.3	8.5	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	27	10.0		
Male	27	10.0		
Economically Disadvantaged Students	18	13.2	8.5	Not Met
Students with Disabilities	7	10.8	8.5	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

## Days Absent

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





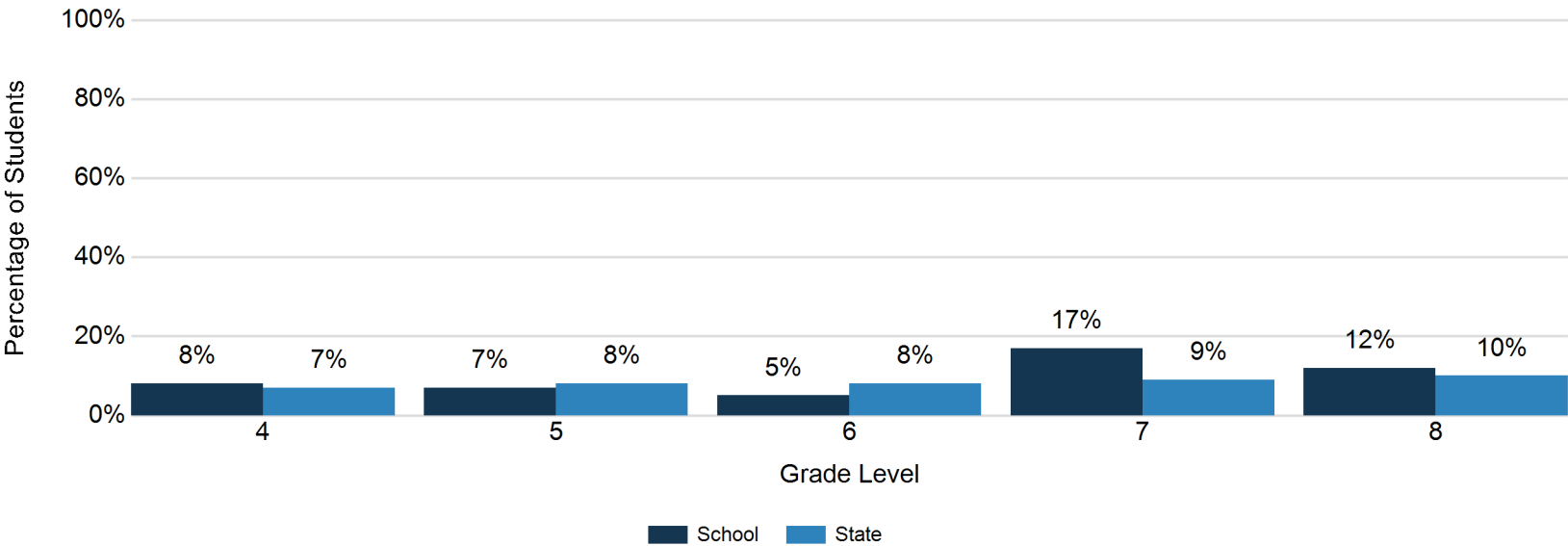
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Chronic Absenteeism by Grade

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







Ocean City Intermediate School

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.37

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	1	1
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	3		3

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Student Disciplinary Removals

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

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

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



# Ocean City Intermediate School

(09-3780-060)

Grades Offered: 04-08

2018-2019

## Report Key:

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## School Day

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

Category	School
Typical Start Time	7:50 AM
Typical End Time	2:20 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

## Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1.7:1



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Key terms for staff data:

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

**Teachers:** All classroom teachers

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	51	118,214
Average years experience in public schools	13.4	12.1
Average years experience in district	10.9	10.8
Percentage of Teachers with 4 or more years experience in the district	84.3%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	11	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	6.5	12.0
Percentage of Administrators with 4 or more years experience in the district	54.5%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	540:1	192:1
Teachers to Administrators	51:1	17:1
Students to Librarians/Media Specialists		705:1
Students to Nurses		529:1
Students to Counselors		235:1
Students to Child Study Team Members		302:1



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## Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.0%	60.8%	0.0%	48.4%	77.1%	54.9%
Male	50.0%	39.2%	100.0%	51.6%	22.9%	45.1%
White	76.3%	94.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	17.6%	2.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.3%	3.9%	0.0%	15.0%	6.6%	13.9%
Asian	0.9%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.6%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.2%	0.0%	0.0%	2.1%	0.2%	0.2%



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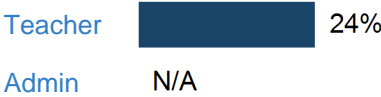
**Teachers:** All classroom teachers

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Teachers and Administrators - Level of Education

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

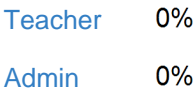
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.6%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.3%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	59.9%	61.8%	62.5%
Math Proficiency	48.8%	56.1%	51.2%
ELA Growth	42	47	57
Math Growth	46	49	42
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	11.6%	8.2%	10.0%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.





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**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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

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






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### School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>Our staff has worked hard to align their curriculum and instruction with the New Jersey Learning Standards, emphasizing our students' analytical skills, problem-solving and critical thinking.</li> <li>Students are provided with opportunities for academic excellence, creative arts, character education, social-emotional learning, stressing health and wellness, leading to a well-rounded child.</li> <li>We were honored to participate in the Whole School/Community/Child Pilot Project Grant, achieved Recertification through NJ Sustainable Schools, AtlantiCare grants and Kindness Challenge winner.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>The Ocean City Intermediate School (OCIS), like the district, is "committed to excellence" and our highly qualified, professionally trained, and intrinsically motivated faculty allows this commitment to occur. The school is continuously supported by a community that recognizes how important it is to focus on what is best for all students that attend the school. The school has enjoyed a rich history of academic and co-curricular excellence that is a result of the hard work and collaboration between our staff, the community, the PTA and our parents/guardians. That collaboration, along with consistent communication between all stakeholders, helps the Ocean City Intermediate School strive to improve the academic achievement and growth, while concentrating on the overall wellness of each of our students. Parental and community support is paramount in developing students that grow socially, emotionally and academically.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>The Ocean City Intermediate School is one of a select few schools to be chosen to participate in the Whole School, Whole Community, Whole Child Pilot. We have received numerous grants through Sustainable Jersey for Schools and AtlantiCare. Our students won the state middle school Army STEAM Tank challenge based on recycling. Health and Wellness grants have been received and we have the AtlantiCare Healthy Educator of the Year. Teachers have been chosen as the Princeton Outstanding Secondary Educator, as well as National Geographic Fellow and Fulbright-Hays Fellow. Our courtyard, which houses an edible garden managed by students as well as an outdoor classroom, has been deemed a National Wildlife Habitat. Students volunteer locally and globally, participate in and have won multiple recycling and ecological challenges, and won the National Kindness Challenge.</p>



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### Courses, Curriculum, Instruction:

The Ocean City Intermediate School provides students with academic excellence and creative arts opportunities, all integrated with aspects of character education, which includes Olweus anti-bullying lessons, Character Keys for good behavior, and various citizenship incentives. We are proud to offer hands-on specialized Arts and Humanities classes in addition to the standard core classes. Our specialized Enrichment Period allows for Virtual Courses which include Study Skills, The Teenage Brain, and Science from Space. Students may also elect to take instrumental music. In addition, students that qualify for gifted and talented may be enrolled in the GATE (Gifted and Talented Education) Program, which includes the rigorous courses of Algebra and Physics. College and Career Readiness is important here as well. Naviance and Career Cruising are two programs disseminated through the guidance department to assist our students in being ready for college and/or the job world.



### Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Field Hockey (Girls), Soccer (Coed), Softball (Girls), Track and Field - Spring (Boys & Girls), Volleyball (Coed), Wrestling (Coed)

Having students at the middle school level, we do not fall under the NJSIAA, but we do provide students with the opportunity to compete with other middle schools on the following teams: Baseball, boys and girls Basketball, boys and girls Cross-Country, Field Hockey, co-ed Soccer, Softball, boys and girls Track and Field, and Wrestling. Additionally, at our events, we follow the code of conduct prescribed by the NJSIAA. Several sports are offered on the intramural level.



### Clubs and Activities:

OCIS is fortunate to have diverse activities that provide our students with opportunities to find or enhance their talents. It is our intent to have every student involved in one of our after school programs. Our clubs are: Art Club, Band, Chess Club, Chorus, Cognetics, Communication Club, Drama, FCA, Fishing Club, Garden Club, Intramural Sports, Motion City, NJHS Tutoring, PB & J Club, Student Council, Surf Club, Technology Club, Theatre Club, Volleyball Club, Yearbook and Yoga. The after school activities at OCIS provide our students with a wide range of opportunities. We offer an after school enrichment program in ELA, Math and Science. Our National Junior Honor Society students volunteer their time to tutor our younger students.





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



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### Student Supports and Services:

The social-emotional development of our students is a priority. We provide programs for English Language Learning, students with special needs, suicide prevention, and anti-bullying. Our counseling program collaborates with families, faculty and community to provide students the opportunity to become effective learners, achieve academic success and develop safe, healthy, and productive lifestyles. We understand the importance of maintaining and supporting the mental health of our students, which leads to better student attendance, engagement and academic performance. We offer school-based counseling and an I & RS Team. Our Wellness Center assists students with stress management, coping and social skills, anger management, conflict resolution, and strategies to deal with grief and loss. When needed, counselors may also refer a student to outside professionals. The ultimate goal is to help promote personal, social and academic development.



### Student Health and Wellness:

The Ocean City Intermediate School provides our students with health and wellness programs, including afterschool yoga and interpretive dance. The school participates in Mindful Mondays and Wellness Wednesdays, and staff have been trained and utilize yoga in the classroom. Breakfast is available for all students. All students are enrolled in Physical Education and Health courses. Recess is afforded to our elementary aged students, while our older students are able to exercise outside when they have finished their lunch. We sponsor numerous walk/bike to school days. Nutritional awareness comes from the Family and Consumer Sciences course and our Health and Wellness Team. All 8th graders receive CPR/AED awareness training through our fire department. Fifth grade students learn about making healthy life decisions through our police department's leadership program.



### Parent and Community Involvement:

OCIS is continuously supported by a greater community that recognizes how important it is to focus on what is best for all of our students. The school has enjoyed a rich history of academics and activities, supported by consistent involvement of stakeholders. We have an active PTA and Education Foundation that provide us with grants, supplies and many opportunities such as fieldtrips and national speakers. We have an active Parent Involvement Committee that assists in helping improve things from school climate and safety to the school grounds. Our local police and fire departments run leadership programs and train our students in CPR/AED awareness. Our students are active participants in many charitable activities and community organizations.






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






Ocean City Intermediate School  
(09-3780-060)  
Grades Offered: 04-08  
2018-2019

**Report Key:**  
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School Narrative

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

 <div>Technology and STEM:</div>	<p>STEM is taught through many classes and in collaboration, as teachers utilize cross-curricular best practices, as well as team teach. The Ocean City Intermediate School has one computer lab, a CAD lab, PCs and interactive boards in every room, and “one to one computing” with Chromebooks. In our computer sciences course, students expand upon their knowledge of technology and engineering and continue to develop their innovation, problem solving, collaboration, and critical thinking skills helping them become digital citizens of the 21st Century. Internet safety and the dangers of social media are discussed. Students will work to solve real-world problems using various types of technology such as robotics, STEAM, Google Suite, computer coding, web 2.0 tools, and much more. The introduction to Technology course is designed to introduce the students to the world of engineering and architecture.</p>
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Ocean City Intermediate School  
(09-3780-060)  
Grades Offered: 04-08  
2018-2019

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School Narrative

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

 <div>Other Information</div>	<p>OCIS runs an elementary schedule for grades four and five, while instituting a middle school model for grades six, seven, and eight. Our educational programs are academically challenging; engage each student by making connections to previous knowledge and life experiences; are relevant and involve rigorous curricula; and, at the same time, are exciting and captivating. We host career fairs and even a job fair help with 21st Century skills. It is our responsibility to ensure that the students are ready for life after their secondary education or for their career path. Radiance and Career Cruising are programs disseminated through our supportive guidance department to assist students in being ready for college and/or the job world. We utilize MAP (Measurements of Academic Progress) Testing to monitor student growth from fall to spring. Each spring our students are assessed using standardized state testing. These tests are important to help us assess student growth and achievement.</p>
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**Ocean City Primary School**  
(09-3780-070)  
Grades Offered: PK-03  
2018-2019

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## How to use this report:

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

## Navigating through the reports:

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

## Other Resources:

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

## Notes from the New Jersey Department of Education:

**Ocean City Primary School**

(09-3780-070)

Grades Offered: PK-03

2018-2019

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## School Contact Information

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

Type	Contact Information
County	Cape May
District	Ocean City School District
Principal Name	Mrs. Cathleen Smith
Address	550 WEST AVENUE OCEAN CITY, NJ 08226
Phone Number	609-399-3191
Email Address	<a href="mailto:csmith@ocsdnj.org">csmith@ocsdnj.org</a>
Website	<a href="https://oceancityschools.org/primary/index">https://oceancityschools.org/primary/index</a>
Facebook	<a href="https://www.facebook.com/permalink.php?story_fbid=905198916335718&amp;id=404601459728802">https://www.facebook.com/permalink.php?story_fbid=905198916335718&amp;id=404601459728802</a>
Twitter	<a href="https://twitter.com/ocnjschools?lang=en">https://twitter.com/ocnjschools?lang=en</a>



Ocean City Primary School

(09-3780-070)

Grades Offered: PK-03

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	12	10	30
KG	65	77	73
1	92	72	76
2	89	89	73
3	96	97	87
Total	354	345	339

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	51.4%	54.2%	52.2%
Male	48.6%	45.8%	47.8%
Economically Disadvantaged Students	36.4%	34.5%	36.6%
Students with Disabilities	18.9%	16.2%	14.2%
English Learners	3.4%	4.9%	10.0%
Homeless Students	1.1%	0.0%	0.6%
Students in Foster Care	0.8%	1.2%	0.3%
Military-Connected Students	0.0%	0.0%	0.3%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	69.2%	68.4%	66.4%
Hispanic	20.9%	22.6%	24.8%
Black or African American	8.5%	7.8%	7.1%
Asian	1.4%	1.2%	0.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.9%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	12	10	0
PK - Full Day	0	0	30
KG - Half Day	0	0	0
KG - Full Day	65	77	73

Enrollment by Home Language

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

Home Language	% of Students
English	84.7%
Spanish	14.5%
Other Languages	0.9%



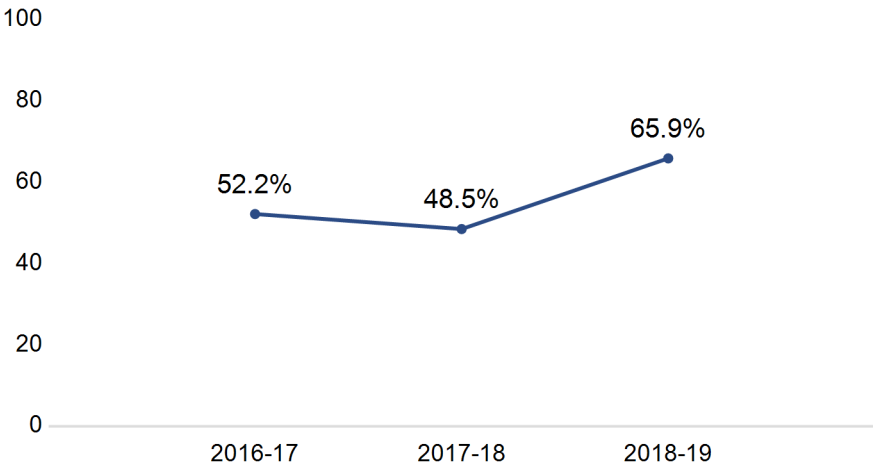
Ocean City Primary School  
(09-3780-070)  
Grades Offered: PK-03  
2018-2019

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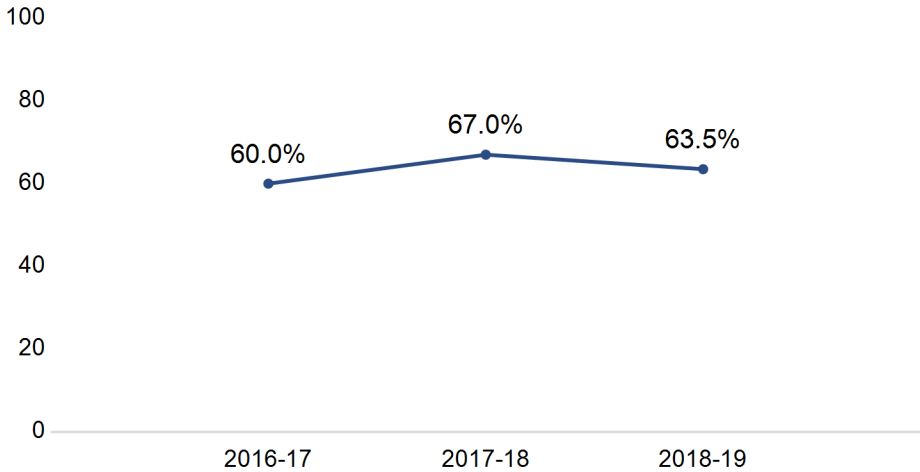
### English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.9%	99.0%	98.9%	99.0%	99.0%	98.9%
Proficiency Rate for Federal Accountability	52.2%	48.5%	65.9%	60.0%	67.0%	63.5%
Annual Target	55.9%	57.1%	58.4%	62.8%	63.7%	64.6%
Met Annual Target?	Met Target†	Not Met	Met Target	Met Target†	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



**Ocean City Primary School**  
(09-3780-070)  
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2018-2019

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## English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	85	98.9	65.9	61.5	57.9	65.9	58.4	Met Target
White	62	98.4	75.8	65.6	66.9	75.8	71.2	Met Target
Hispanic	14	100.0	35.7	39.1	43.9	35.7	**	**
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	N	64.4	N	**	**
Female	47	100.0	74.5	72.1	64.8	74.5		
Male	38	97.5	55.3	50.7	51.3	55.3		
Economically Disadvantaged Students	25	100.0	28.0	32.5	40.0	28.0	39.5	Met Target†
Non-Economically Disadvantaged Students	60	98.4	81.7	67.7	67.9	81.7		
Students with Disabilities	17	100.0	41.2	22.0	22.7	41.2	**	**
Students without Disabilities	68	98.6	72.1	66.4	65.1	72.1		
English Learners	11	100.0	27.3	*	29.3	27.3	**	**
Non-English Learners	74	98.7	71.6	*	60.6	71.6		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



## NJ SCHOOL PERFORMANCE REPORT

### Ocean City Primary School

(09-3780-070)

Grades Offered: PK-03

2018-2019

#### Report Key:

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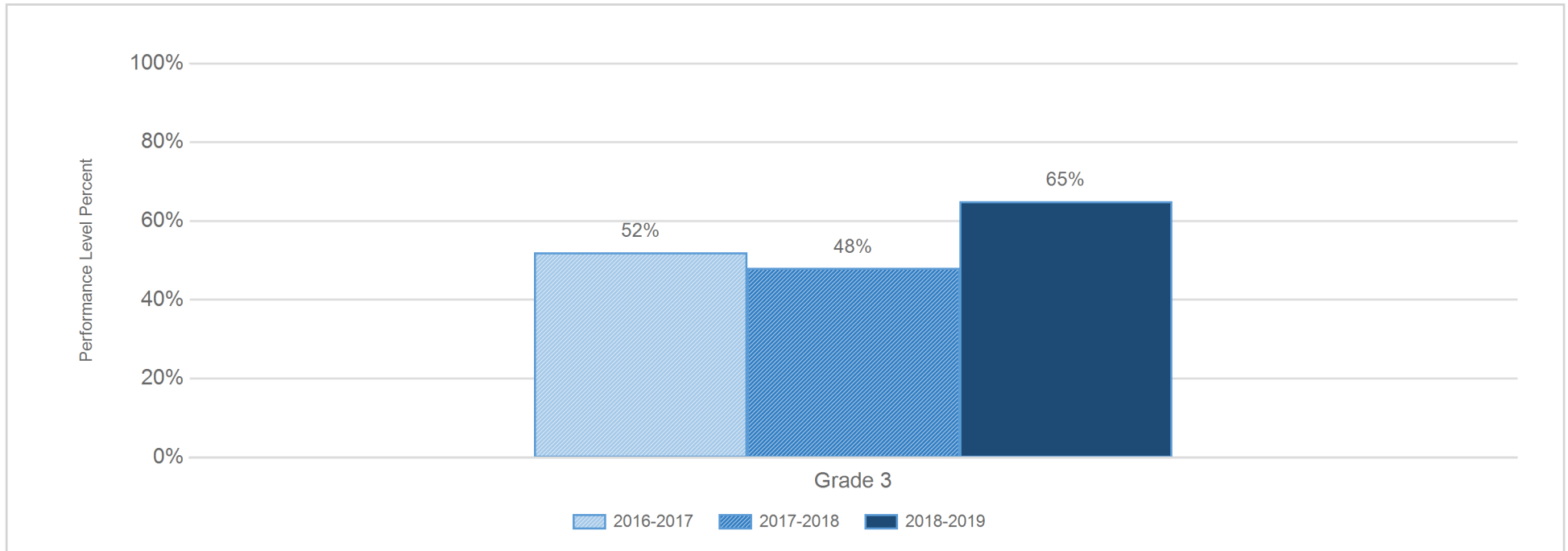
\*\* Accountability calculations require 20 or more students

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### English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





Ocean City Primary School

(09-3780-070)

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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	86	759	759	748	*	*	15%	51%	14%	65%	50%
White	62	768	768	757	*	*	*	60%	16%	76%	60%
Hispanic	15	740	740	734	*	*	*	*	*	33%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	N	756	N	N	N	N	N	N	58%
Female	47	772	772	753	*	*	*	*	*	74%	55%
Male	39	744	744	743	*	*	*	*	*	54%	46%
Economically Disadvantaged Students	26	732	732	731	*	*	*	*	*	27%	33%
Non-Economically Disadvantaged Students	60	771	771	759	*	*	*	*	*	82%	61%
Students with Disabilities	17	732	732	719	*	*	*	*	*	41%	24%
Students without Disabilities	69	766	766	754	*	*	*	*	*	71%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%





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### Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	85	98.9	63.5	43.5	44.5	63.5	64.6	Met Target†
White	62	98.4	74.2	47.0	54.1	74.2	73.6	Met Target
Hispanic	14	100.0	35.7	24.6	28.8	35.7	**	**
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	N	53.3	N	**	**
Female	47	100.0	72.3	46.1	44.9	72.3		
Male	38	97.5	52.6	40.8	44.2	52.6		
Economically Disadvantaged Students	25	100.0	28.0	*	26.3	28.0	46.4	Not Met
Non-Economically Disadvantaged Students	60	98.4	78.3	*	54.9	78.3		
Students with Disabilities	17	100.0	41.2	18.9	17.4	41.2	**	**
Students without Disabilities	68	98.6	69.1	46.5	50.0	69.1		
English Learners	11	100.0	27.3	15.4	25.0	27.3	**	**
Non-English Learners	74	98.7	68.9	44.1	46.5	68.9		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

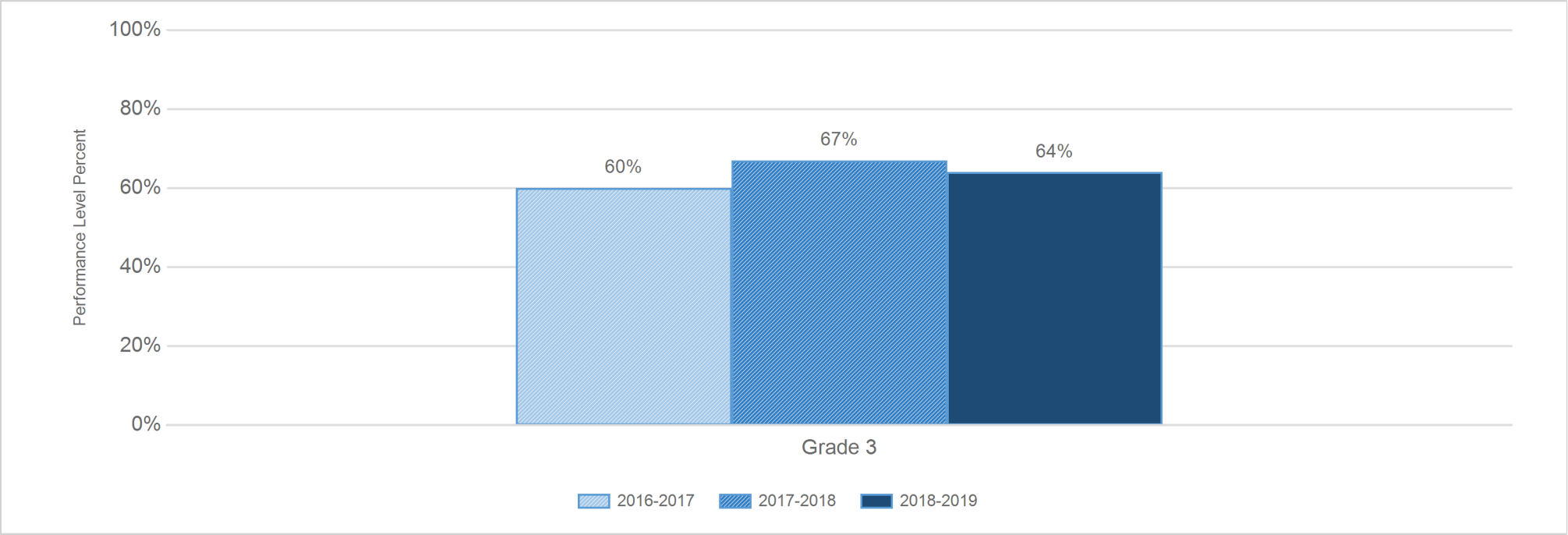


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2018-2019

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	86	762	762	752	*	*	22%	42%	22%	64%	55%
White	62	768	768	760	*	*	16%	50%	24%	74%	66%
Hispanic	15	748	748	739	0%	*	*	*	*	40%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	N	758	N	N	N	N	N	N	62%
Female	47	770	770	751	*	*	*	*	*	72%	54%
Male	39	753	753	752	*	*	*	*	*	54%	56%
Economically Disadvantaged Students	26	743	743	737	*	*	*	*	*	31%	37%
Non-Economically Disadvantaged Students	60	771	771	761	*	*	*	*	*	78%	67%
Students with Disabilities	17	739	739	731	*	*	*	*	*	41%	31%
Students without Disabilities	69	768	768	756	*	*	*	*	*	70%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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## DLM Alternate Assessment - Participation

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

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

## English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	65.4%	56.6%	Met Target

† Target was met within one standard deviation

## English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	17	76.5%	23.5%
3-4	14	78.6%	21.4%
5 or more	*	*	*



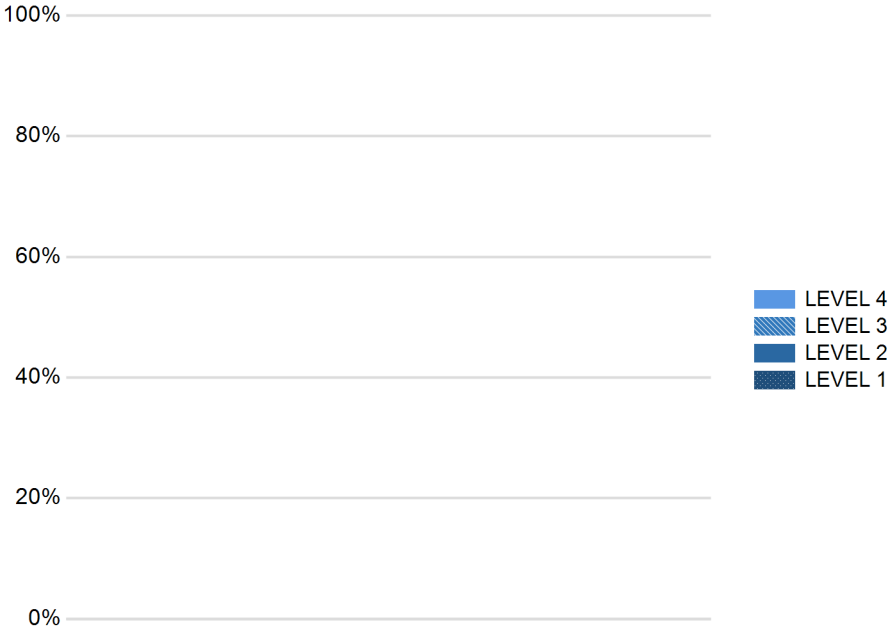
Ocean City Primary School  
(09-3780-070)  
Grades Offered: PK-03  
2018-2019

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
---------------	-----------	-----------	-----------	-----------



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

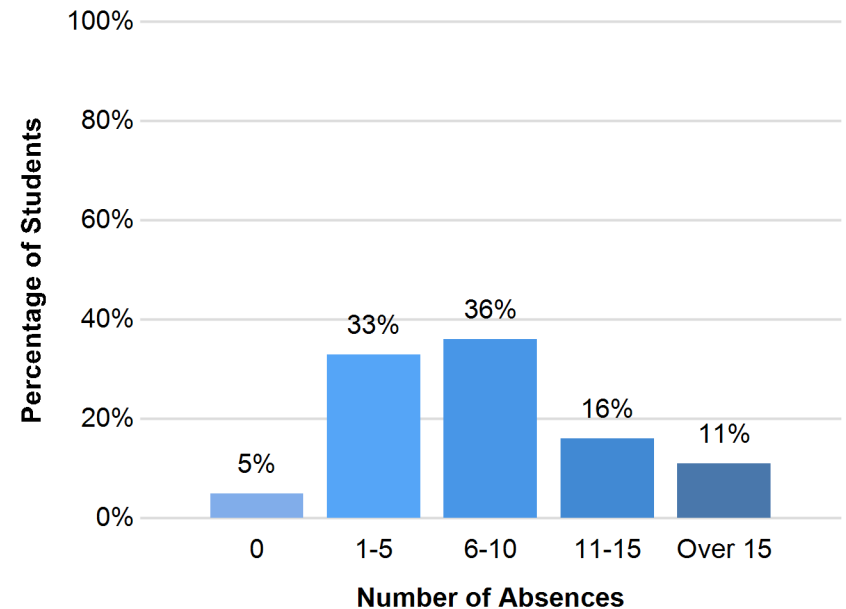
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	23	7.4	9.6	Met
White	15	6.8	9.6	Met
Hispanic	4	6.0	9.6	Met
Black or African American	4	20.0	9.6	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	14	8.3		
Male	9	6.3		
Economically Disadvantaged Students	13	12.7	9.6	Not Met
Students with Disabilities	7	16.3	9.6	Not Met
English Learners	0	0	9.6	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





### Ocean City Primary School

(09-3780-070)

Grades Offered: PK-03

2018-2019

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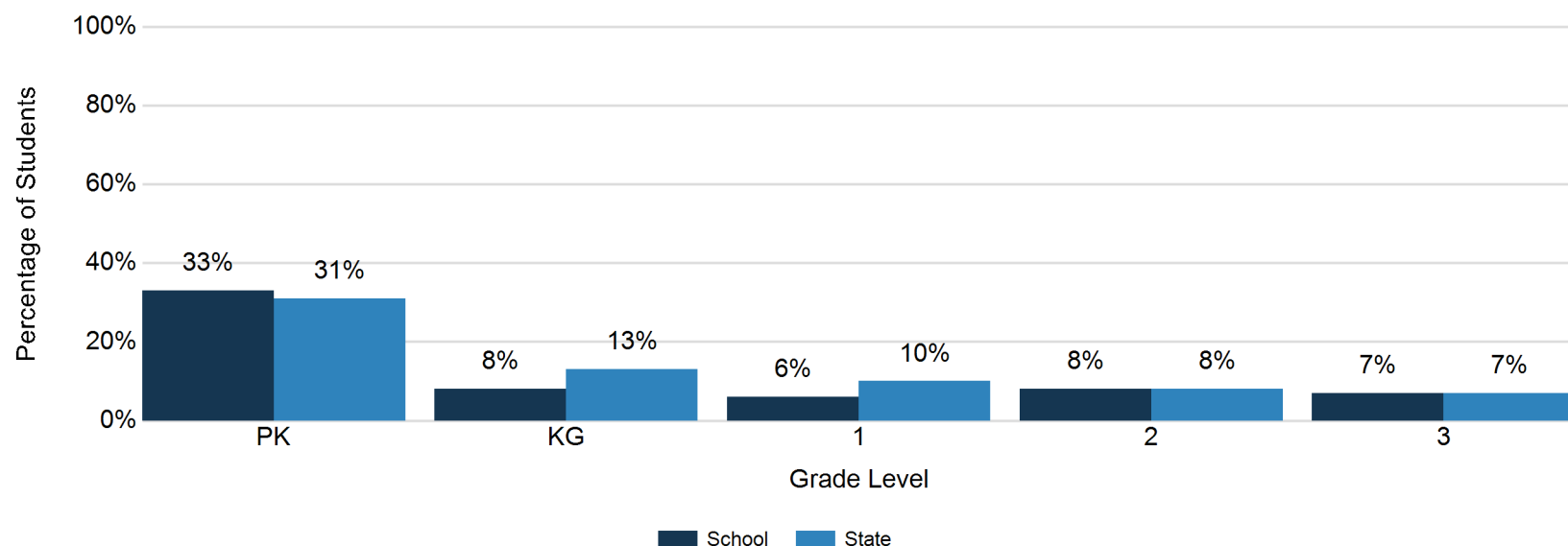
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### Chronic Absenteeism by Grade

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





Ocean City Primary School

(09-3780-070)

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

### Violence, Vandalism, HIB, and Substance Offenses

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

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

### Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

### Police Notifications

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

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

### Student Disciplinary Removals

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

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

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





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#### School Day

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

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

#### Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	31	118,214
Average years experience in public schools	14.8	12.1
Average years experience in district	11.9	10.8
Percentage of Teachers with 4 or more years experience in the district	90.3%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	11	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	6.5	12.0
Percentage of Administrators with 4 or more years experience in the district	54.5%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	339:1	192:1
Teachers to Administrators	31:1	17:1
Students to Librarians/Media Specialists		705:1
Students to Nurses		529:1
Students to Counselors		235:1
Students to Child Study Team Members		302:1



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### Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	52.2%	93.5%	100.0%	48.4%	77.1%	54.9%
Male	47.8%	6.5%	0.0%	51.6%	22.9%	45.1%
White	66.4%	93.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	24.8%	3.2%	0.0%	29.9%	7.3%	7.2%
Black or African American	7.1%	3.2%	0.0%	15.0%	6.6%	13.9%
Asian	0.9%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.9%	0.0%	0.0%	2.1%	0.2%	0.2%



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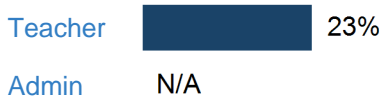
**Teachers:** All classroom teachers

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	94.6%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.9%



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### Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	N
Category of Identification	N
Year Eligible to Exit Status	N
Student Group Status: White	N
Student Group Status: Hispanic	N
Student Group Status: Black or African American	N
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	N
Student Group Status: American Indian or Alaska Native	N
Student Group Status: Two or More Races	N
Student Group Status: Economically Disadvantaged Students	N
Student Group Status: Students with Disabilities	N
Student Group Status: English Learners	N

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

### ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	52.2%	48.5%	65.9%
Math Proficiency	60.0%	67.0%	63.5%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		60.0%	65.4%
Chronic Absenteeism	6.4%	5.4%	7.4%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.





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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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

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






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School Narrative

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

 <div>Highlights:</div>	<ul style="list-style-type: none"> <li>2019 New Jersey School Board Association School Leader Award-Randy Kohr</li> <li>Raider Ready Program to assist with students transitioning to Kindergarten</li> <li>Four full day Preschool Classes for September 1, 2019</li> </ul>
 <div>Mission, Vision, Theme:</div>	<p>The Ocean City Primary School is proud to be “Partners in Progress” with its staff, students and parents. Together we provide an excellent educational experience for our students residing in Ocean City and Sea Isle City. Ocean City Primary School is dedicated to our district’s commitment to excellence in education, ensuring that all students are provided with rigorous learning activities that are meaningful and exciting to promote life-long learning. We believe in a child-centered approach to deliver the curriculum and instructional programs so that each child reaches his or her greatest potential.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>2016 AtlantiCare Healthy Educator of the Year-Carrie Merritt; 2016 Cape May County Teacher of the Year- MaryBeth Libro; 2017 ISTE Emerging Technologist of the Year- Randall Kohr; 2019 Cape May County Teacher of the Year (State Finalist)- Carrie Merritt; 2019 New Jersey School Board Association School Leader Award-Randy Kohr</p>



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### Courses, Curriculum, Instruction:

Our Kindergarten through third grade academic programs are taught to include a balanced and comprehensive language arts program, mathematics, social studies, and science curriculum that align with New Jersey Student Learning Standards. In addition, our children receive classes in physical education, technology, art, music, world language and library. Our teaching staff uses differentiated instruction that is integrated with research based on instructional practices to deliver a standards based and data driven curriculum. We integrated full day preschool in January 2019 utilizing Creative Curriculum. Our school is rich in technology so that we may bring our 21st Century Learners to the forefront of education and to enhance their learning. Each child is equipped with an IPAD or chromebook to use to improve achievement. Also, each classroom is equipped with a SMARTboard to promote engagement and bring learning to life.



### Clubs and Activities:

There are a high percentage of students throughout the district who are involved in extra-curricular activities. We believe this provides for well-rounded students and success in the 21st Century. With this in mind, our "Primary Express Newspaper" evolved and our students are the reporters. We publish 2-4 editions a year. Also, our Multi-Cultural Club invites our students to promote cultural awareness, sensitivity to individual differences, and respect for diversity. We have "Itty Bitty Knitters" staying afterschool to knit with staff members and finally, we have the newly established OC Life 21 Club to help children develop innovative projects from start to finish. Students in OC Life 21 have worked towards constructing a LEGO room for students to demonstrate their creativity! We continue to look for more opportunities to provide extra-curricular activities.





Ocean City Primary School  
(09-3780-070)  
Grades Offered: PK-03  
2018-2019

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

School Narrative

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

 <div>Before and After School Programs:</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. Our students are continually exposed to rigorous educational activities that are engaging as well as providing developmental experiences to enhance a student’s social and emotional well-being. Raider Ready Program is a quality transition program for students and parents entering kindergarten to establish solid foundations for transitioning to a new school.
 <div>Staff and Professional Learning:</div>	Professional learning focuses on needs assessment and is offered in a myriad of topics and learning opportunities. The Ocean City Primary School continues to focus on using student achievement data to support instructional decision making. This ongoing cycle of professional development of instructional improvement focuses on data tracking, identification of data factors, and teaching students to examine their own data. The key to the data-based inquiry process is teacher collaboration, developing an understanding of student needs, and implementing effective strategies to meet those needs.



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### Student Supports and Services:

Ocean City Primary Schools' continuum of educational supports and services for students with disabilities meets the needs of our students based on their IEP's. Our program includes a new full day preschool that started in January with an In Class Support (ICS)/Consultative model for our special education students. Our kindergarten classrooms include the Least Restrictive Environment (LRE) with our students educated in the regular education setting as well as a Multiply Disabled (MD) classroom. The remainder of our first through third grade classrooms offer the LRE in the General Education setting with support, ICS, MD, and an LLD model. Additionally, some of the related services we provide is Occupational Therapy, Physical Therapy, Speech and Language therapy, Counseling, specialized transportation, to name a few. Title 1 Services are provided to struggling readers and English Language Learners receive support. Gifted students are part of our GATE program.



### Student Health and Wellness:

Health and wellness is an integral part of our school programs. The Ocean City Primary School has adopted the Olweus bullying prevention program, an international recognized program. The material is presented through weekly class meetings and monthly lessons. Students also participate in monthly assemblies promoting good character and character development specific to a different character trait each month. At these assemblies, students learn how to display good character and individual students who had demonstrated the character trait of the month are recognized. As community members of Ocean City, we work to integrate fairness, compassion and friendship within all aspects of our school. Sharing smiles and being a good friend is what life is all about at the Primary School.



### Parent and Community Involvement:

Parents are an important part of the Ocean City Primary School. Parents are welcomed and encouraged to come to school to talk with teachers, volunteer as helper's and assist in PTA events. Parents are also frequently surveyed by the administration on upcoming school events and programs. Conferences keep the lines of communication open so that we may discuss and work to address questions and concerns. Appointments are made to coincide with teachers' schedules. Formal conferences are scheduled twice during the school year, once in early October and once in early February. The October conference will discuss student progress and data received in the beginning of the school year. This conference will establish a road map of your child's educational year. In February, parents and staff will revisit the data and discuss new data collected. These discussions will continue to focus upon the direction of student progress and areas of concentration for each student.



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents The Climate and Safety Team at OCPS utilizes a locally created climate survey. Our 3rd grade students and parents are given an exit survey on the climate of our building, modeled after the NJ DOE Climate Survey. Our Health and Wellness Team also conducts several surveys.</p>
 <p>Facilities:</p>	<p>The Ocean City Primary School is 54 years old and has recently went through major renovations. The school building recently received a new roof, new windows, and new exterior doors and was fitted with a new school wide HVAC system. The old heater units were removed from each classroom and the exterior sealed for efficiency. New boilers were installed and a new backup generator was installed. Our school consists of classrooms, offices, bathrooms, and the cafeteria. The school has specialized rooms such as a library/media center, a Lego STEAM lab, a computer lab, an art room, music room, foreign language classroom, a science room and a multipurpose room for gym class and a stage for concerts. The entire building now has air conditioning that is controlled from a centralized location. Our school exterior has received some upgrades as well. New concrete and curb work has been completed as well as the installation of a garden and new playground mulch on a yearly basis.</p>
 <p>School Safety:</p>	<p>The Ocean City Primary School is committed to school safety. We collaborate with the Police and Fire Departments to form close relationships to keep our school safe. The Police Department has a strong presence at our school and is visible in the front of the school building for arrival and dismissal. The Police and Fire Department regularly visit our school, participate in events, and hold assemblies for our students. The Ocean City Primary School has a full time security aide to monitor the perimeter of the school and keep a watchful eye on all parts of our school day. The Ocean City Primary School also practices safety drills, and evacuations with the help of the Ocean City Police Department. The Ocean City School District is undergoing a new AMX security system. Our classroom doors are fitted with window shades and electronic door locks.</p>





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