




McKinley Avenue Elementary School
2016-2017
Grade Span 03-04

29-5020-060
OCEAN
STAFFORD TWP
1000 MCKINLEY AVENUE
MANAHAWKIN, NJ 08050-2807

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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

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

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

Grade	2014-15	2015-16	2016-17
3	277	277	256
4	289	269	296
Ungraded	26	32	31
Total	592	578	583

Student Group	2014-15	2015-16	2016-17
Female	46%	43%	48%
Male	54%	57%	52%
Economically Disadvantaged Students	27%	25%	24%
Students with Disabilities	23%	23%	18%
English Learners	1%	1%	2%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	87.7%
Hispanic	8.9%
Asian	1.2%
Black or African American	1.0%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.2%

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. All other students are included in Other Languages.

Home Language	% of Students
English	93.1%
Spanish	5.3%
Other	1.6%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	509	96.6	67.80	66.60	54.90	67.8	60.9	Met Target
White	449	96.1	69.30	68.10	63.90	69.3	62.7	Met Target
Hispanic	41	100.0	60.90	48.20	39.80	60.9	39.9	Met Target
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	239	95.6	77.00	74.60	62.20	77		
Male	270	97.4	59.60	59.90	48.10	59.6		
Economically Disadvantaged Students	107	95.5	55.10	48.90	36.20	55.1	51.9	Met Target
Non-Economically Disadvantaged Students	402	96.9	71.20	71.30	65.80	71.2		
Students with Disabilities	94	94.3	32.00	27.00	20.50	31.6	27.7	Met Target
Students without Disabilities	415	97.1	75.90	77.70	61.90	75.9		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	257	763	763	749	5%	6%	20%	62%	7%	69%	50%
White	229	764	764	759	5%	6%	21%	61%	7%	68%	61%
Hispanic	23	757	757	734	*	*	*	70%	*	74%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	134	770	770	754	*	*	16%	67%	*	77%	55%
Male	123	755	755	745	*	*	24%	55%	*	59%	46%
Economically Disadvantaged Students	51	748	748	731	*	*	28%	45%	*	51%	31%
Non-Economically Disadvantaged Students	206	767	767	762	*	*	18%	66%	*	73%	63%
Students with Disabilities	38	730	730	720	*	*	*	32%	*	34%	24%
Students without Disabilities	219	769	769	755	*	*	*	67%	*	74%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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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	304	760	760	753	5%	9%	19%	49%	18%	67%	56%
White	263	763	763	762	5%	8%	17%	50%	20%	70%	67%
Hispanic	25	738	738	740	*	*	*	48%	0%	48%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	129	767	767	758	*	*	16%	50%	23%	73%	61%
Male	175	755	755	749	*	*	21%	49%	14%	62%	51%
Economically Disadvantaged Students	76	749	749	737	*	*	21%	51%	*	59%	36%
Non-Economically Disadvantaged Students	228	764	764	764	*	*	18%	48%	*	69%	69%
Students with Disabilities	62	730	730	725	*	*	26%	27%	*	32%	25%
Students without Disabilities	242	768	768	759	*	*	17%	55%	*	76%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

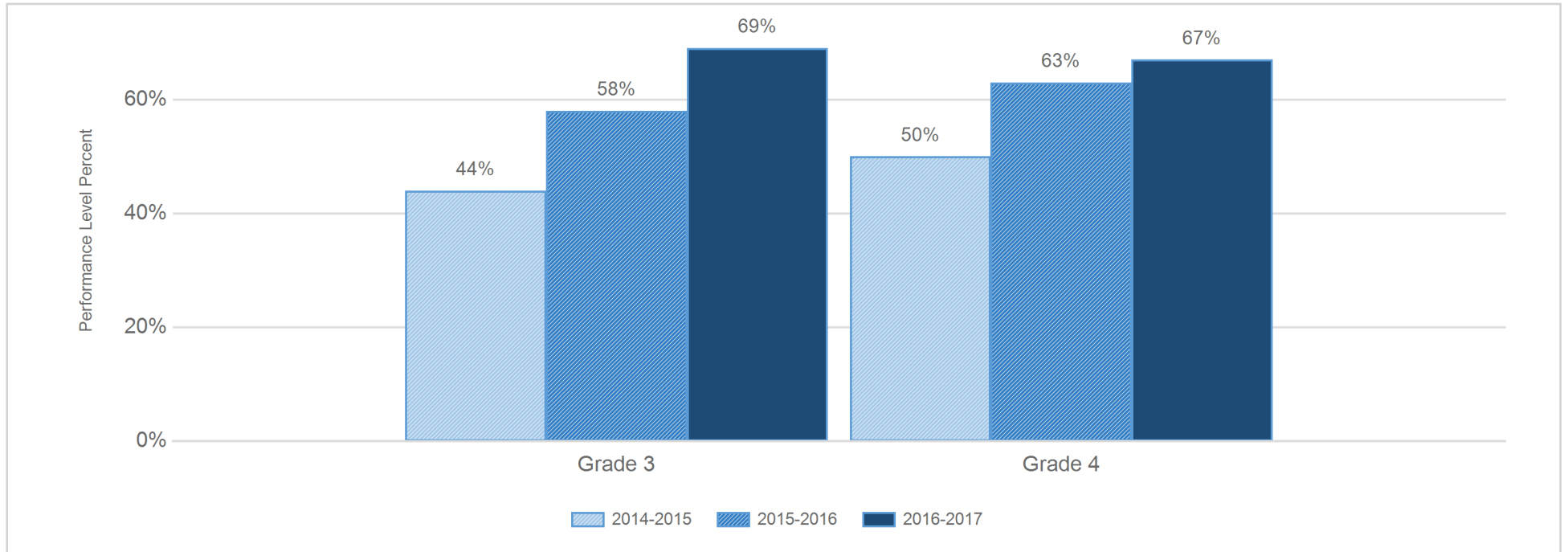


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	509	96.6	62.40	59.60	43.50	62.4	56.7	Met Target
White	449	96.1	65.00	61.50	52.40	65	58.1	Met Target
Hispanic	41	100.0	41.50	33.30	27.60	41.5	29.6	Met Target
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	239	95.7	65.20	59.20	44.10	65.2		
Male	270	97.4	60.00	59.80	42.90	60		
Economically Disadvantaged Students	107	95.6	44.00	40.20	25.10	44	43.1	Met Target
Non-Economically Disadvantaged Students	402	96.9	67.40	64.80	54.30	67.4		
Students with Disabilities	94	94.3	33.00	26.40	16.50	32.6	30	Met Target
Students without Disabilities	415	97.1	69.10	69.00	48.80	69.1		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	260	759	759	751	4%	6%	22%	57%	11%	68%	53%
White	229	760	760	759	*	*	23%	57%	12%	69%	63%
Hispanic	26	748	748	738	*	*	*	65%	0%	65%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	137	759	759	751	*	*	22%	57%	11%	68%	52%
Male	123	758	758	751	*	*	22%	57%	11%	68%	53%
Economically Disadvantaged Students	52	747	747	736	*	*	21%	46%	*	54%	34%
Non-Economically Disadvantaged Students	208	761	761	761	*	*	22%	60%	*	72%	65%
Students with Disabilities	38	730	730	729	*	*	26%	34%	*	37%	29%
Students without Disabilities	222	763	763	755	*	*	21%	61%	*	73%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	305	752	752	747	6%	11%	27%	51%	6%	57%	47%
White	263	755	755	755	5%	8%	27%	53%	7%	61%	59%
Hispanic	26	725	725	734	*	*	*	*	0%	19%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	129	752	752	747	*	10%	26%	55%	*	60%	47%
Male	176	752	752	747	*	11%	27%	47%	*	55%	48%
Economically Disadvantaged Students	77	741	741	732	*	*	34%	43%	*	43%	27%
Non-Economically Disadvantaged Students	228	756	756	757	*	*	25%	53%	*	61%	61%
Students with Disabilities	62	731	731	724	*	*	29%	31%	*	32%	22%
Students without Disabilities	243	757	757	751	*	*	26%	56%	*	63%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

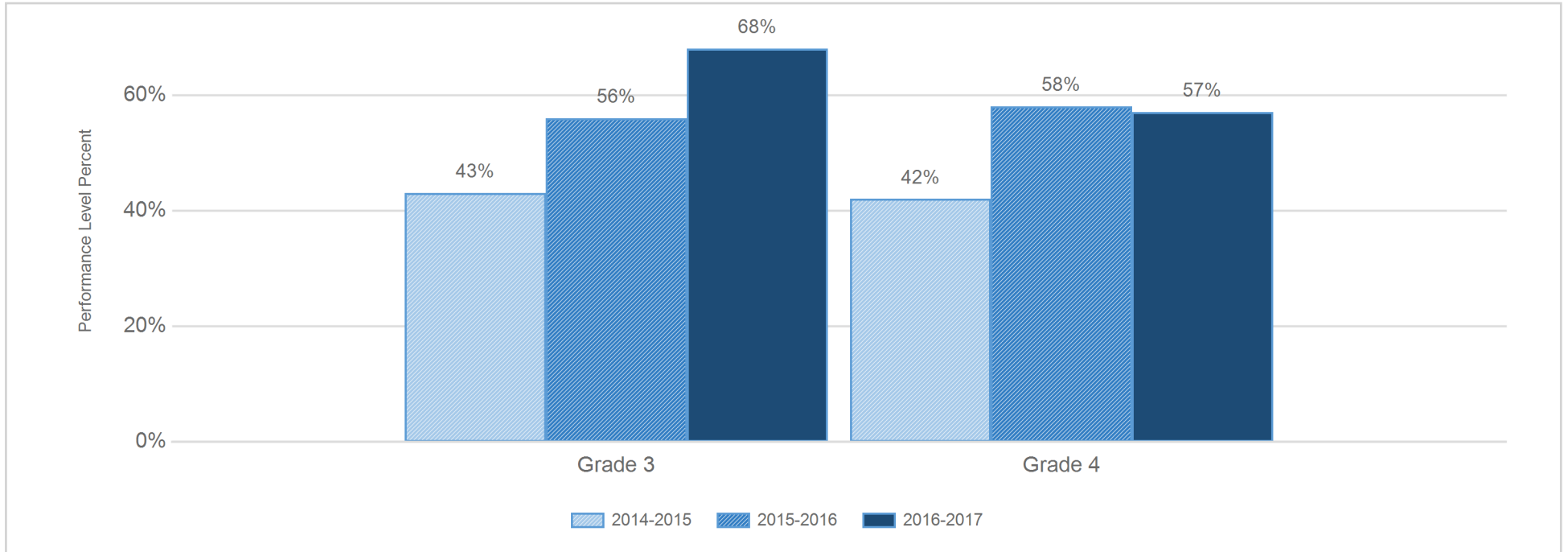


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Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

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



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

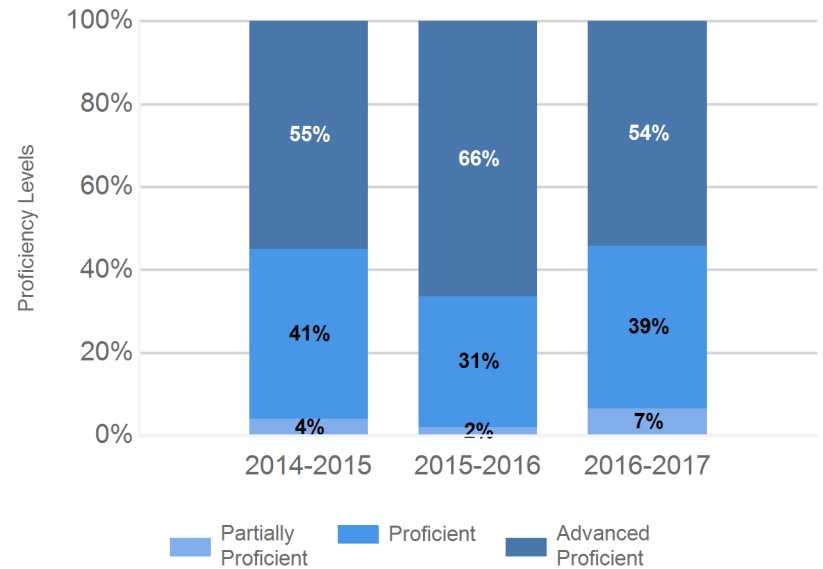
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	54%	39%	7%
White	57%	39%	4%
Hispanic	23%	46%	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	51%	39%	10%
Students with Disabilities	42%	47%	11%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	52	54	50	Met Target	60	62	50	Exceeds Target
White	53	54	50	Met Target	63	63	52	Exceeds Target
Hispanic	40.5	40	49	Met Target	43	45	47	Met Target
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	50.5	51	**	*	51.5	52	**
Economically Disadvantaged	49	50	47	Met Target	56	56	46	Met Target
Students with Disabilities	50	49	41	Met Target	51	58	43	Met Target
English Learners	*	*	53	**	*	*	51	**

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



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Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

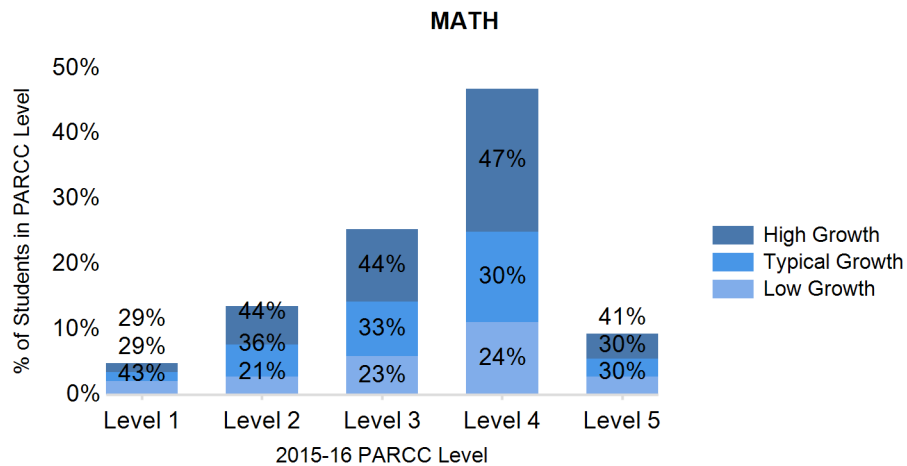
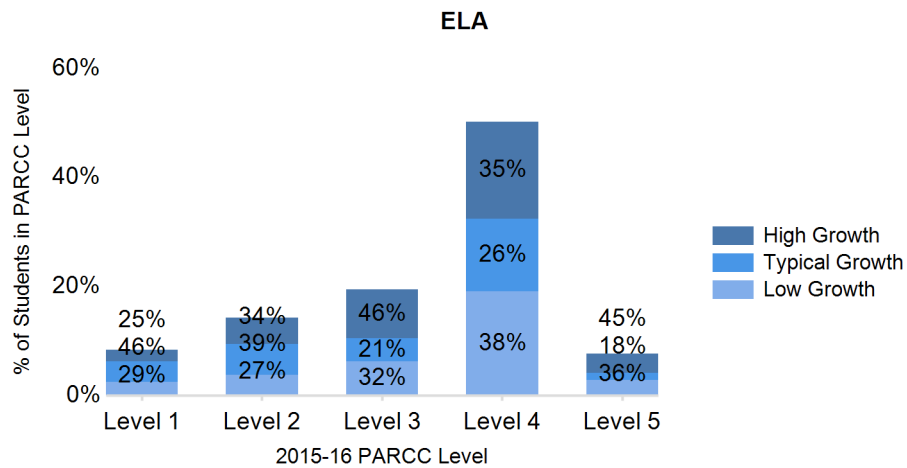
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

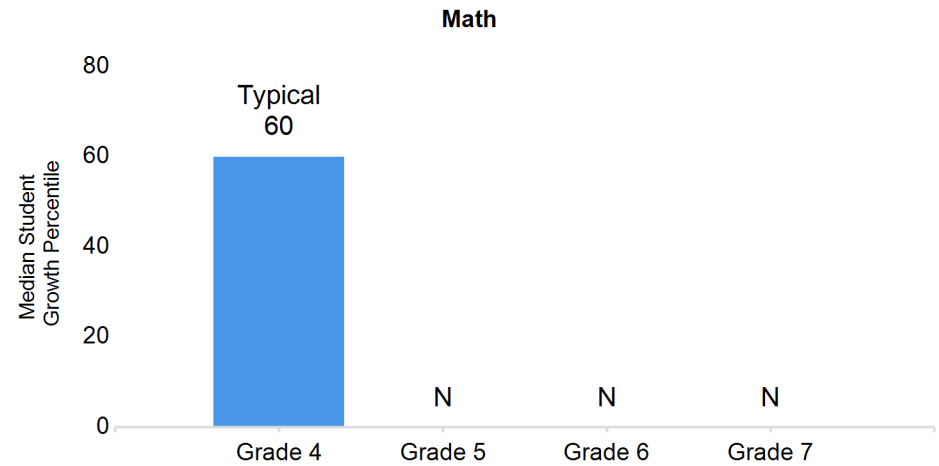
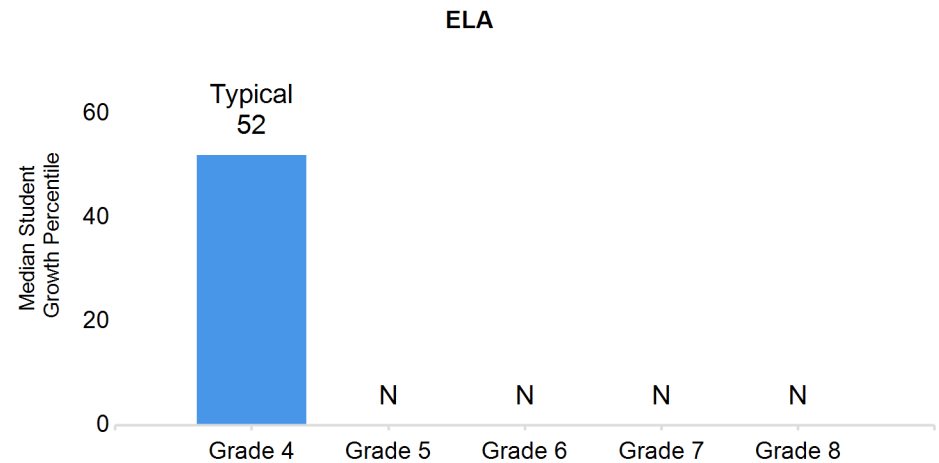
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

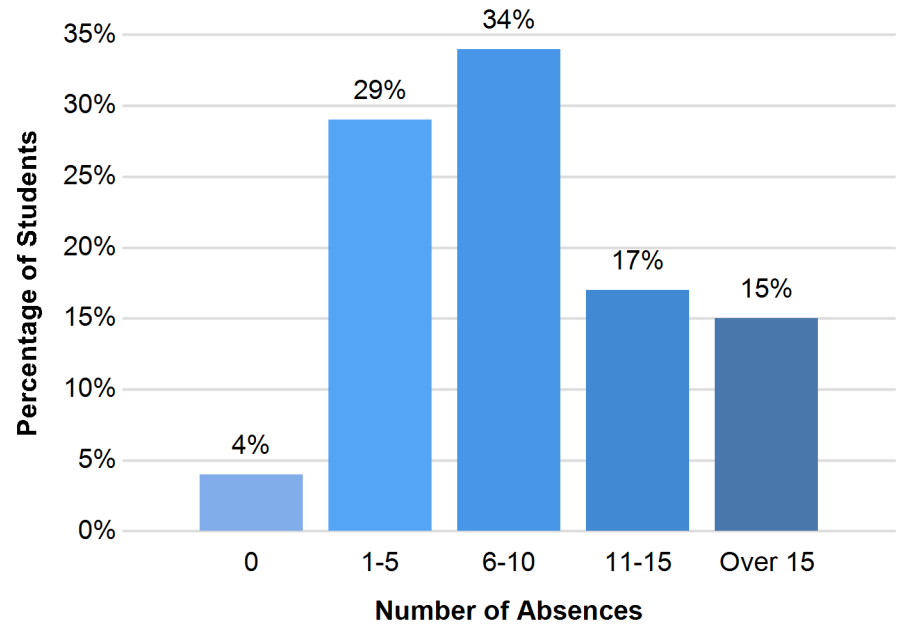
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.90	7.10	Not Met
White	7.40	7.10	Not Met
Hispanic	13.50	7.10	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	12.00	7.10	Not Met
Students with Disabilities	9.60	7.10	Not Met
English Learners	N	**	**

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

Days Absent

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



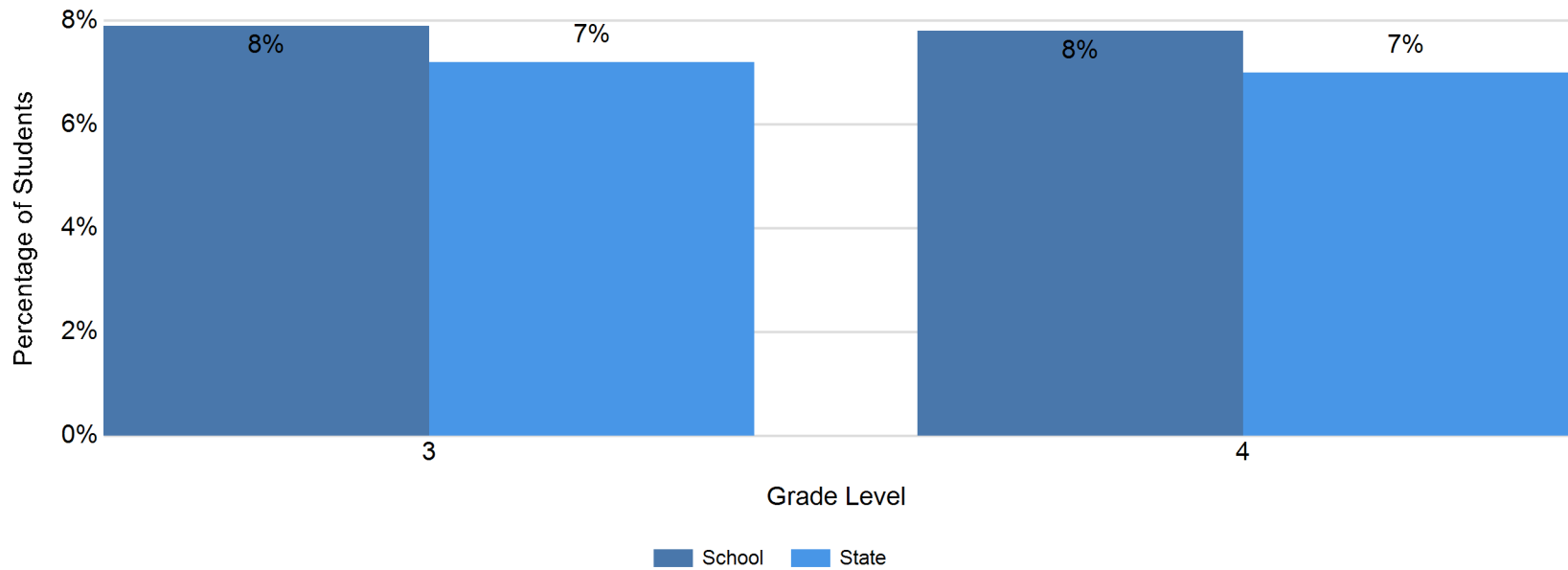


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:50AM
Typical End Time	2:30PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 58 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	1
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.17

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	450.9 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$445	\$14,591	\$15,036



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	45	120,724
Average years experience in public schools	11.4	11.8
Average years experience in district	11.4	10.5
Teachers in district for 4 or more years	80%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	13	9,506
Average years experience in public schools	13.3	15.9
Average years experience in district	13.3	11.6
Administrators in district for 4 or more years	62%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	12:1
Administrators	292:1	171:1
Librarian/Media Specialists		N
Nurses		370:1
Counselors		555:1
Child Study Team		277:1



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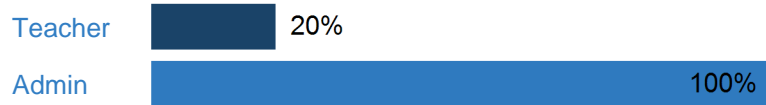
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	83%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	71.8	17.5%
Mathematics Proficiency	74.7	17.5%
English Language Arts Growth	53.2	25.0%
Mathematics Growth	75.3	25.0%
Chronic Absenteeism	36.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		63.3
Summative Rating: Percentile rank of Summative Score		71.3
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	63.3	11.9	No	Met Target	Met Target	Not Met	Met Target	Exceeds Target	No
White	62.9	11.9	No	Met Target	Met Target	Not Met	Met Target	Exceeds Target	No
Hispanic	45.3	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	72.0	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	74.3	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Hoffman	Email Address:	mhoffman@staffordschools.org
Address:	1000 MCKINLEY AVENUE MANAHAWKIN, NJ 08050-2807	Website:	www.staffordschools.org
Phone:	(609)978-5700	Twitter:	https://twitter.com/@STSD_McKinley

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Curriculum includes GoMath!, Schoolwide for reading and writing, and Next Generation Science Standards • Technology is a part of each school day with all students utilizing 1:1 personal Chromebooks. • Safety Initiatives: School Safety Officers, collaboration with local PD, safety assemblies/anti-bullying programs
 <p>Mission, Vision, Theme:</p>	<p>The motto for the McKinley Avenue Elementary School is "Believe and Succeed." The school houses the district's third and fourth grade students. During the 2016-2017 school year, there were twelve third grade classes, thirteen fourth grade classes, and three self-contained classes.</p>





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 <p>Courses, Curriculum, Instruction:</p>	<p>Classroom experiences promote a developmental continuum of literacy, mathematics, science, and social studies. Special subject areas include: art, music, physical and health education, world language, technology, anti-bullying and study skills. In addition, the school offers chorus, band, peer mediation, and guidance groups. Our Gifted and Talented program addresses the needs of identified students. Small group instruction and intervention is available as needed during the school day.</p>
 <p>Before and After School Programs:</p>	<p>Children who have interests in reading, writing, math, science, technology, or athletic activities may participate in our after-school enrichment programs. These school enrichment programs, created by teachers, are offered three times per year in six week sessions for two hours weekly.</p>







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 <p>Staff and Professional Learning:</p>	<p>The staff participates in district professional development, monthly certified staff meetings and biweekly articulation meetings. Staff is trained on new initiatives as well. Administrators take part in all staff trainings. Additionally, a summer institute takes place for the administration to take part in PD that focuses on administrative initiatives.</p>
 <p>Student Supports and Services:</p>	<p>Support services for students include: BSIP (push in – pull out), ELL, OT/PT, special education resource room, homebound instruction, guidance lessons, individual/group counseling, and speech services. In addition, the Intervention and Referral Service Team determines the supports needed for students having learning, behavior, or health difficulties.</p>
 <p>Student Health and Wellness:</p>	<p>Breakfast is offered daily. Students receive twenty-two minutes of recess daily as well as ninety minutes per week of Physical Education. The OT room is available for students to use to release energy. Teachers also integrate activities throughout the day as needed for brain breaks.</p>
 <p>Parent and Community Involvement:</p>	<p>An active Parent Teacher Organization supports our school programs by arranging school assemblies/school spirit opportunities, and organizing fundraisers. Parents become involved in their child’s school life via Back to School Night, classroom visits during American Ed. Week, and Parent/Teacher conferences. The Home School Liaison assists all stakeholders with additional resources/support. Parents/Guardians have access to the Parent Portal as well as important school information sent via email.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>School climate surveys are given via a Google form annually to students, staff, administrators, and parents. Data is compiled and reviewed by the building Safety Committee. Future initiatives are created based on the collected data.</p>
 <p>Facilities:</p>	<p>Building features included: library, STEAM lab, student computer lab, gymnasium, PT room, art room, music room, instrumental music room, cafeteria, and playground with adjoining fields. The building is air-conditioned.</p>



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The Stafford Township School District is a choice district. McKinley Avenue Elementary School houses the district's third and fourth grade students. The students arrive from Ocean Acres Elementary School. There are twelve third grade classes, thirteen fourth grade classes, and three self-contained classes. Building visitors are allowed in via a double layer of secured doors. Staff badges are used. Classrooms are equipped with Chromebook carts and projectors connected to the internet. iPad carts are available as needed. Flexible seating is available in the classrooms via standing desks, yoga ball seats, and wiggle stools. The Blackboard Connect System and the school webpage are used for parental communication. The principal and district have Twitter accounts for instant school highlights. Upon completion of grade four, students transfer to the Intermediate School.



Other Information:



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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	0	0	0
KG	0	0	0
1	228	257	241
2	281	237	267
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	33	35	42
Total	542	529	550

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	52%	47%
Male	52%	48%	53%
Economically Disadvantaged Students	31%	22%	24%
Students with Disabilities	21%	20%	20%
English Learners	1%	0%	1%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	85.5%
Hispanic	10.9%
Asian	1.5%
Black or African American	1.3%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.7%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	0	0	0

Enrollment by Home Language

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

Home Language	% of Students
English	92.4%
Spanish	6.7%
Other	1.0%



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

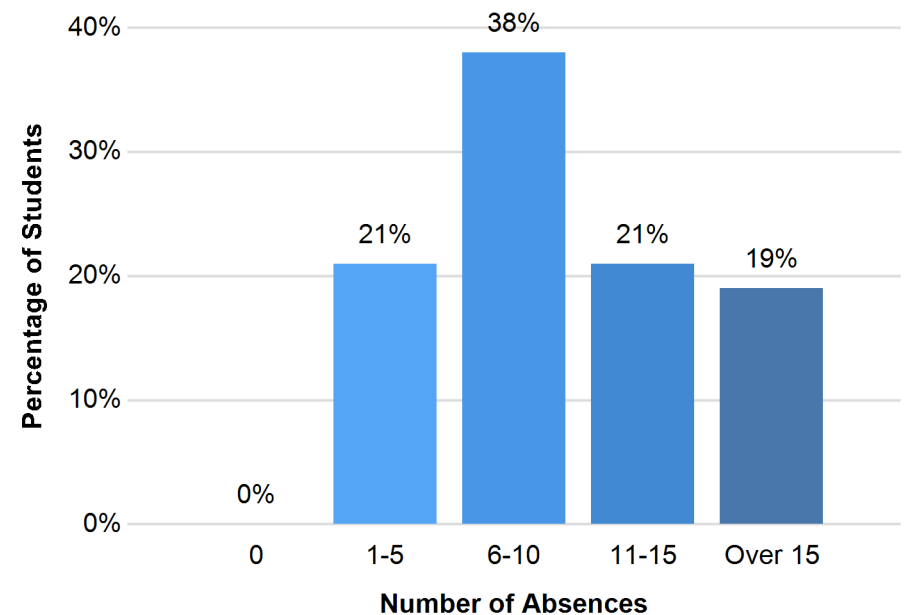
Chronic Absenteeism

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

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	14.40	8.40	Not Met
White	14.30	8.40	Not Met
Hispanic	18.60	8.40	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	19.80	8.40	Not Met
Students with Disabilities	21.70	8.40	Not Met
English Learners	N	**	**

Days Absent

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



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



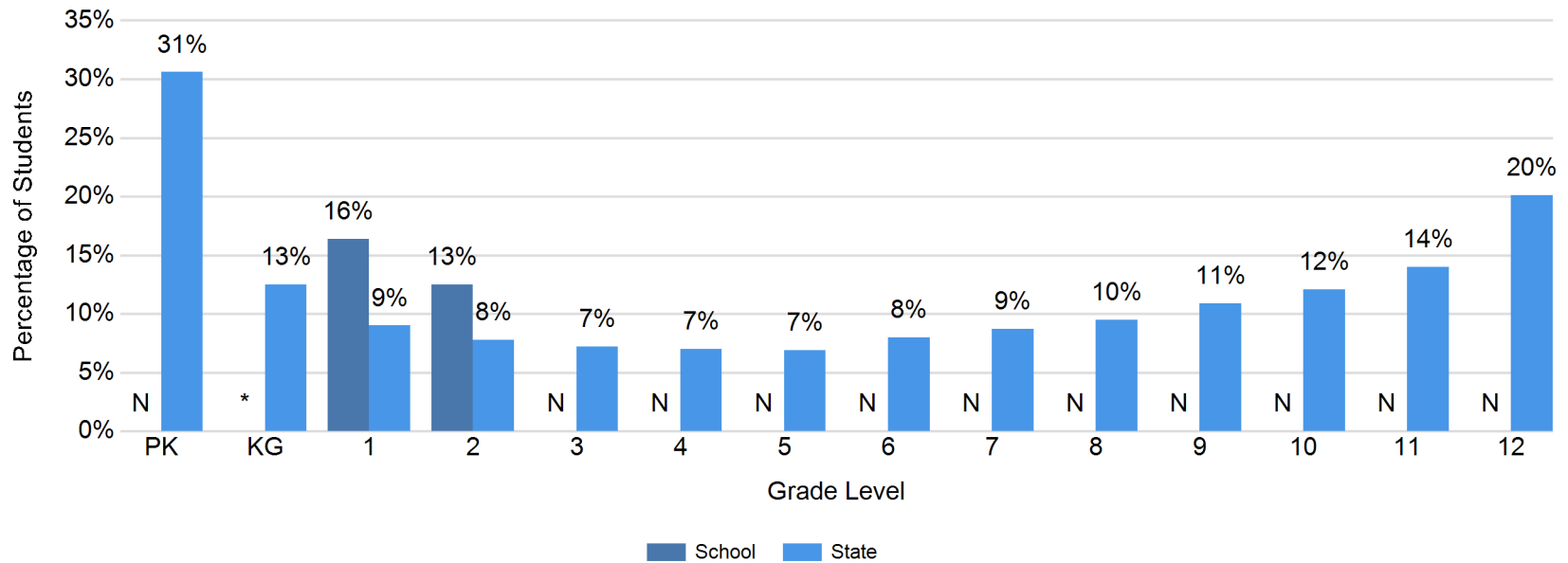
**Ocean Acres Elementary School
2016-2017**

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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:45AM
Typical End Time	3:20PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 55 Mins.
Shared Time - Instructional Time	*

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.7%
Out-of-School Suspensions	0.0%
Any Suspension	0.7%

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Vandalism	0
Weapons	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.55

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$445	\$14,591	\$15,036



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	42	120,724
Average years experience in public schools	13.2	11.8
Average years experience in district	13.2	10.5
Teachers in district for 4 or more years	79%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	13	9,506
Average years experience in public schools	13.3	15.9
Average years experience in district	13.3	11.6
Administrators in district for 4 or more years	62%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	12:1
Administrators	550:1	171:1
Librarian/Media Specialists		N
Nurses		370:1
Counselors		555:1
Child Study Team		277:1



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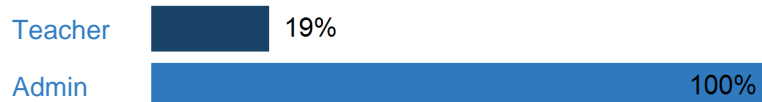
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	83%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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School General Info

Principal:	Mrs. D Alessandro	Email Address:	sdalessandro@staffordschools.org
Address:	489 NAUTILUS DRIVE MANAHAWKIN, NJ 08050	Website:	www.staffordschools.org/domain/8
Phone:	(609)978-5700	Twitter:	https://twitter.com/OAPrincipal

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Curriculum includes GoMath!, Schoolwide for reading and writing, Foundations and Next Generation Science Standards. • Technology is a part of each school day with all students utilizing 1:1 personal Chromebooks. • Safety Initiatives: School Resource Officers, collaboration with local PD, safety assemblies/anti-bullying programs.
 <p>Mission, Vision, Theme:</p>	<p>The motto for the Ocean Acres Elementary School is "Growing by Leaps and Bounds". The school houses the district's first and second grade students. During the 2016-2017 school year, there were twelve first grade classes, twelve second grade classes and five special education self-contained classes.</p>





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 <p>Courses, Curriculum, Instruction:</p>	<p>Classroom experiences promote a developmental continuum of literacy, mathematics, science, social studies, creative arts, socialization, and fine/gross/sensory motor skills. The curriculum is aligned to the state standards and is integrated based on content themes. Teachers throughout the school collaborate to design hands-on activities and instruction to accommodate the needs of all students. Small group instruction and intervention is available to students as needed during the school day.</p>
 <p>Before and After School Programs:</p>	<p>Before school enrichment programs, created by teachers are offered three times per year in six week sessions for two hours weekly. Programs included: cartoon art drawing, arts and crafts, mindfulness, yoga and meditation, running club, homework club, and Project TEAM.</p>







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School Narrative

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 <p>Staff and Professional Learning:</p>	<p>The staff participates in district professional development, monthly certified staff meetings and biweekly articulation meetings. Staff is trained on new initiatives as well. Administrators take part in all staff trainings. Additionally, a summer institute takes place for the administrative team to take part in PD that focuses on administrative initiatives.</p>
 <p>Student Supports and Services:</p>	<p>Support services for students include: BSIP (push in –pull out), ELL, OT/PT, special education resource room, homebound instruction, guidance lessons, individual/group counseling, and speech services. The Intervention and Referral Service Team determine the supports needed for students having learning, behavior or health difficulties.</p>
 <p>Student Health and Wellness:</p>	<p>Breakfast is offered daily. Students receive twenty two minutes of recess daily as well as ninety minutes per week of Physical Education. Mindfulness and yoga are intertwined as needed. A Move and Groove room is available for students to use to release energy. Teachers integrate GoNoodle throughout the day as needed for brain breaks.</p>
 <p>Parent and Community Involvement:</p>	<p>An active and supportive Parent Teacher Organization supports our school programs by arranging school assemblies/school spirit opportunities, volunteers for events, and organizing fundraisers. Parents become involved in their child's school life via Back to School Night, classroom visits during American Education Week, and Parent/Guardian/Teacher conferences. The Home School Liaison assists parents/students/teachers with additional resources/support.</p>



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Climate Surveys:

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

School climate surveys are given via a google form annual to students, staff, administrators and parents. Data is compiled and reviewed by the building safety committee. Future initiatives are created based on the collected data.



Facilities:

Building features included: library, STEAM lab, behavior reward room, Move and Grove room, adult computer lab, two student computer labs, Kid's Kitchen, gymnasium, art room, music room, cafeteria, attached community center, and three playgrounds. The building is air-conditioned and receives energy via solar panels. Outdoors there is a memorial garden.



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The STSD is a choice district. OA Elementary houses the district's first and second grade students. The students arrive from the Primary Learning Center. There are twelve of each grade and five special education classes in the school. Building visitors are buzzed in via a double layer of secured doors. Staff badges are used. Classrooms are equipped with Chromebook carts and projectors connected to the internet. iPad carts are available as needed. Flexible seating is available in the classrooms via standing desks, yoga ball seats and wiggle stools. The Blackboard Connect System and the school webpage are used for parental communication. The Principal and district have Twitter accounts for instant school highlights. Upon complete of grade two students transfer to McKinley Avenue Elementary School.



Other Information:



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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

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

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	122	121	95
KG	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	48	63	64
Total	170	184	159

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	45%	43%	48%
Male	55%	57%	52%
Economically Disadvantaged Students	42%	44%	45%
Students with Disabilities	29%	36%	41%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	79.2%
Hispanic	17.0%
Asian	1.3%
Black or African American	0.6%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.9%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	18	24	0
PK - Full Day	100	97	95
KG - Half Day	0	0	0
KG - Full Day	0	0	0

Enrollment by Home Language

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

Home Language	% of Students
English	92.5%
Spanish	7.5%



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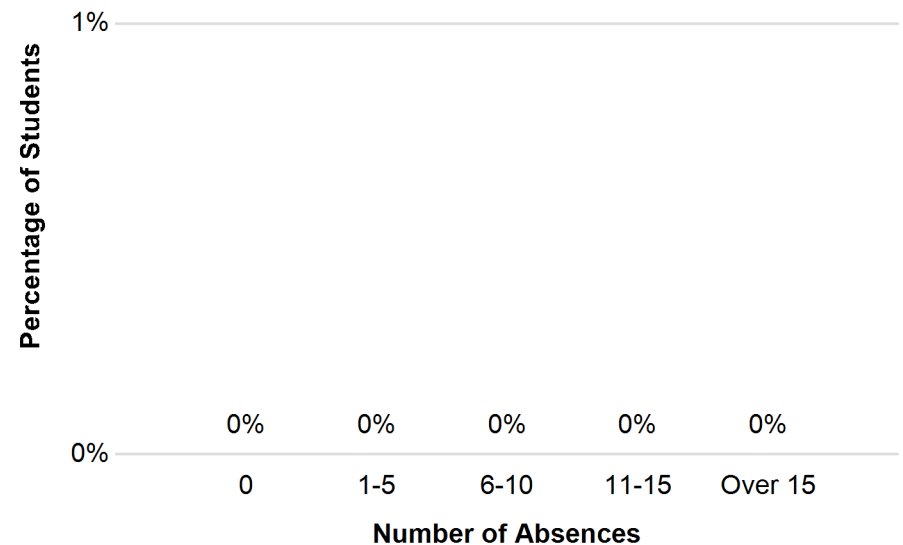
Chronic Absenteeism

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

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	N	0	0
White	N	0	0
Hispanic	N	0	0
Black or African American	N	0	0
Asian, Native Hawaiian, or Pacific Islander	N	0	0
American Indian or Alaska Native	N	0	0
Two or More Races	N	0	0
Economically Disadvantaged Students	N	0	0
Students with Disabilities	N	0	0
English Learners	N	0	0

Days Absent

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



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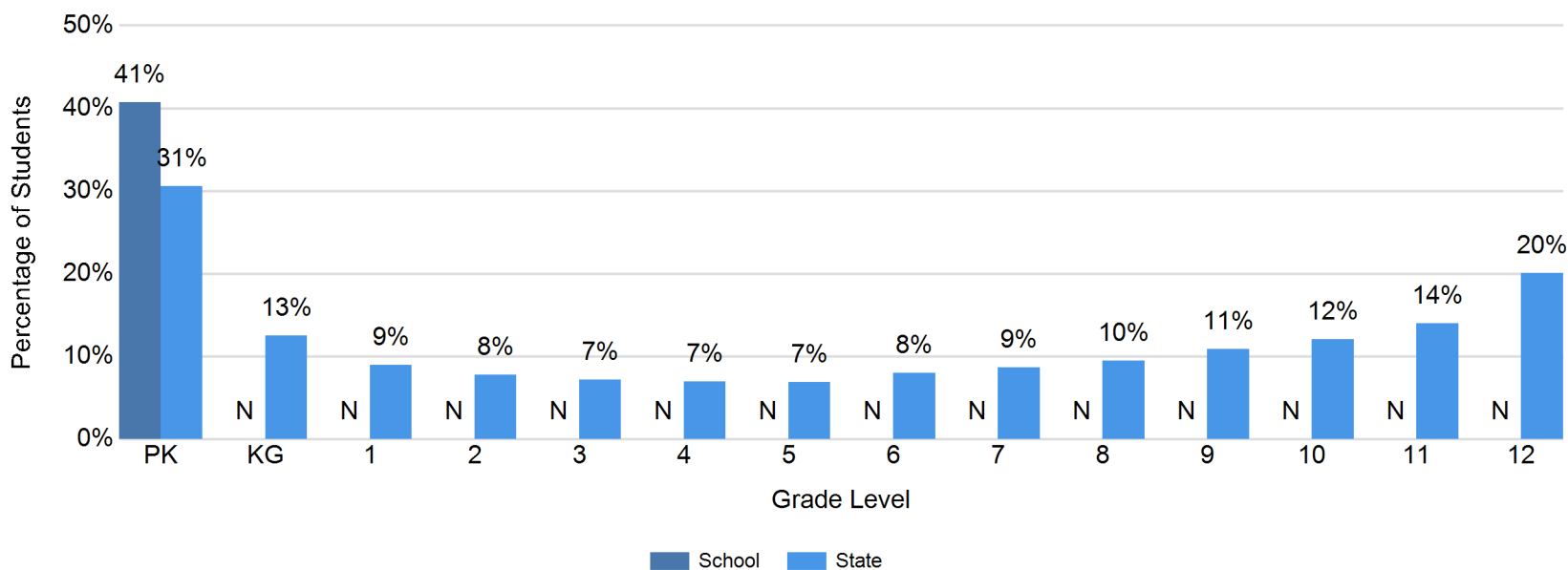
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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	8:55AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 35 Mins
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Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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Any Suspension	0.0%

Student Expulsions

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

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	12:1
Administrators	159:1	171:1
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Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

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

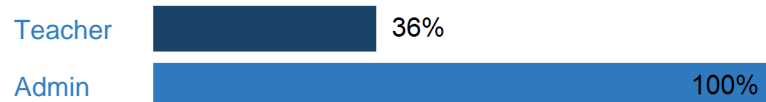
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	83%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	95%



**Oxycocus Elementary School
2016-2017**

Grade Span PK-PK



29-5020-050
OCEAN
STAFFORD TWP
250 NORTH MAIN STREET
MANAHAWKIN, NJ 08050-3011

School General Info

Principal:	Mr. Wilkinson	Email Address:	wwilkinson@staffordschools.org
Address:	250 NORTH MAIN STREET MANAHAWKIN, NJ 08050-3011	Website:	https://www.staffordschools.org/Domain/9
Phone:	(609)978-5700	Twitter:	https://twitter.com/Director_Oxy

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • The curriculum meets the social, emotional and educational needs through developmentally appropriate activities. • Technology is a part of each school day with all classrooms having interactive projectors and touch screen computers. • Safety Initiatives: Collaboration with local PD, safety assemblies/ social skills programs.
 <p>Mission, Vision, Theme:</p>	<p>The motto for the Oxycocus Elementary School is "A Great Place to begin". The school houses the district's youngest students (3 and 4 year olds). During the 2016-2017 school year, there were six general education classes and four special education self-contained classes that mainstream to the general education classes.</p>





**Oxycocus Elementary School
2016-2017**

Grade Span PK-PK

29-5020-050
OCEAN
STAFFORD TWP
250 NORTH MAIN STREET
MANAHAWKIN, NJ 08050-3011

School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>Students explore all parts of literacy: listening, speaking, reading and writing. Emergent reading and writing behaviors are encouraged and fostered. Math, science, social studies, world language and life skills are integrated into all aspects of the daily routines through individual and small-group choice activities. An environment that is safe, secure and consistent, allows for social and emotional growth. Students have opportunity for fine/gross motor activities, art and social skill lessons.</p>
 <p>Before and After School Programs:</p>	<p>Before school enrichment programs, created by teachers are offered three times per year in six week sessions for two hours weekly. The program offered at Oxycocus was a physical education program.</p>







**Oxycocus Elementary School
2016-2017**

Grade Span PK-PK

29-5020-050
OCEAN
STAFFORD TWP
250 NORTH MAIN STREET
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 <p>Staff and Professional Learning:</p>	<p>The staff participates in district professional development, monthly certified staff meetings and biweekly articulation meetings. Staff is trained on new initiatives as well. Administrators take part in all staff trainings. Additionally, a summer institute takes place for the administrative team to take part in PD that focuses on administrative initiatives.</p>
 <p>Student Supports and Services:</p>	<p>Support services for students include: OT/PT, special education resource room, guidance lessons, individual/group counseling, and speech services. The Preschool Intervention and Referral Team determine the supports needed for students having learning, behavior or health difficulties.</p>
 <p>Student Health and Wellness:</p>	<p>Breakfast is offered daily. Students has a rest time which is developmentally appropriate. The student receive sixty minutes per week of Physical Education as well as sixty minutes of gross motor skill play. The student are also scheduled for thirty minutes per day in the Sensory Room.</p>
 <p>Parent and Community Involvement:</p>	<p>An active and supportive Parent Teacher Organization supports our school programs by arranging school assemblies/school spirit opportunities, volunteers for events, and organizing fundraisers. Parents become involved in their child's school life via Back to School Night, classroom visits during American Education Week, and Parent/Guardian/Teacher conferences.</p>



**Oxycocus Elementary School
2016-2017**

Grade Span PK-PK

29-5020-050
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School Narrative

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Climate Surveys:

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

School climate surveys are given via a google form annual to students, staff, administrators and parents. Data is compiled and reviewed by the building safety committee. Future initiatives are created based on the collected data.



Facilities:

Building features included: library/computer lab, STEAM lab, gymnasium, art room, cafeteria, attached community center, and a playground.



Oxycocus Elementary School
2016-2017

Grade Span PK-PK

29-5020-050
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School Narrative

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Other Information:

The STSD is a choice district. Oxycocus Elementary houses the district's youngest students, 3 and 4 year olds. The district has ten preschool classes. Six of the classes are for regular education students, with a combination of three and four year old students learning together. A majority of these students are tuition based. There are also four pre-school disabled classes that service our students with special needs. Having the regular education program within the district affords our pre-school disabled classes the opportunity to mainstream students in a peer appropriate environment. Building visitors are buzzed in via a double layer of secured doors. Staff badges are used. Classrooms are equipped with Chromebook carts and projectors connected to the internet. iPad carts are available as needed. Flexible seating is available in the classrooms. For those children who qualify, they are offered speech therapy, occupational and physical therapy. A Master Teacher, school psychologist, learning consultant, and social worker support our school efforts to ensure success for all children. The Blackboard Connect System and the school webpage are used for parental communication. The Principal and district have Twitter accounts for instant school highlights. Upon complete of grade two students transfer to the Primary Learning Center.



Ronald L. Meinders Primary Learning Center
2016-2017


Grade Span KG-KG

29-5020-075
OCEAN
STAFFORD TWP
1000 MCKINLEY AVENUE
MANAHAWKIN, NJ 08050

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

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

Navigating through the reports:

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

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



Ronald L. Meinders Primary Learning Center
2016-2017

Grade Span KG-KG

29-5020-075
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Footnotes

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

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



Ronald L. Meinders Primary Learning Center
2016-2017

Grade Span KG-KG

29-5020-075
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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	0	0	0
KG	268	238	272
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	15	20	9
Total	283	258	281

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	46%	47%
Male	52%	54%	53%
Economically Disadvantaged Students	26%	25%	29%
Students with Disabilities	11%	14%	18%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	84.0%
Hispanic	13.2%
Black or African American	1.8%
Asian	0.4%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.7%

PreK and K - Full Day and Half Day

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	261	238	272

Enrollment by Home Language

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

Home Language	% of Students
English	92.5%
Spanish	6.8%
Other	0.8%



Ronald L. Meinders Primary Learning Center
2016-2017

Grade Span KG-KG

29-5020-075
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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

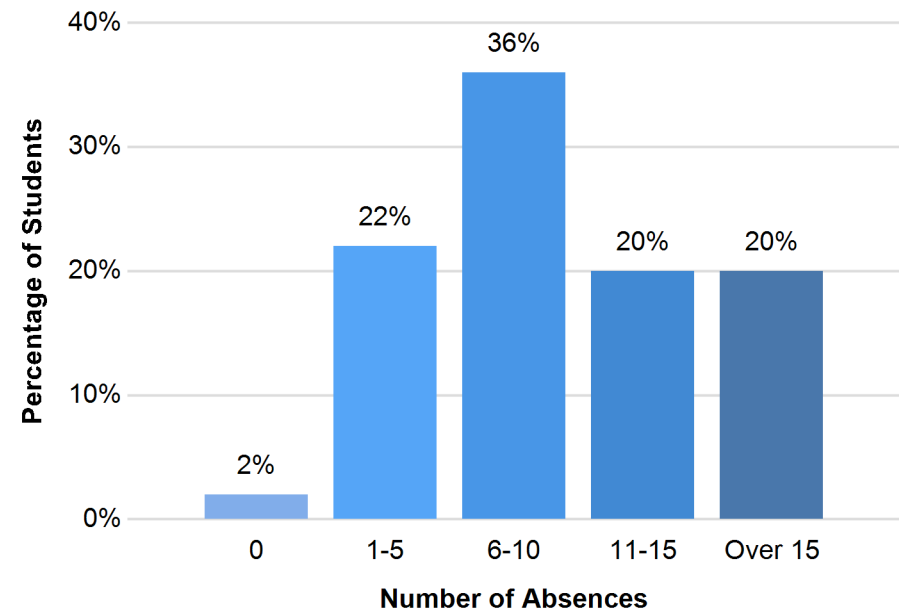
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	15.80	12.50	Not Met
White	15.40	12.50	Not Met
Hispanic	16.20	12.50	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	26.80	12.50	Not Met
Students with Disabilities	13.20	12.50	Not Met
English Learners	N	**	**

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

Days Absent

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





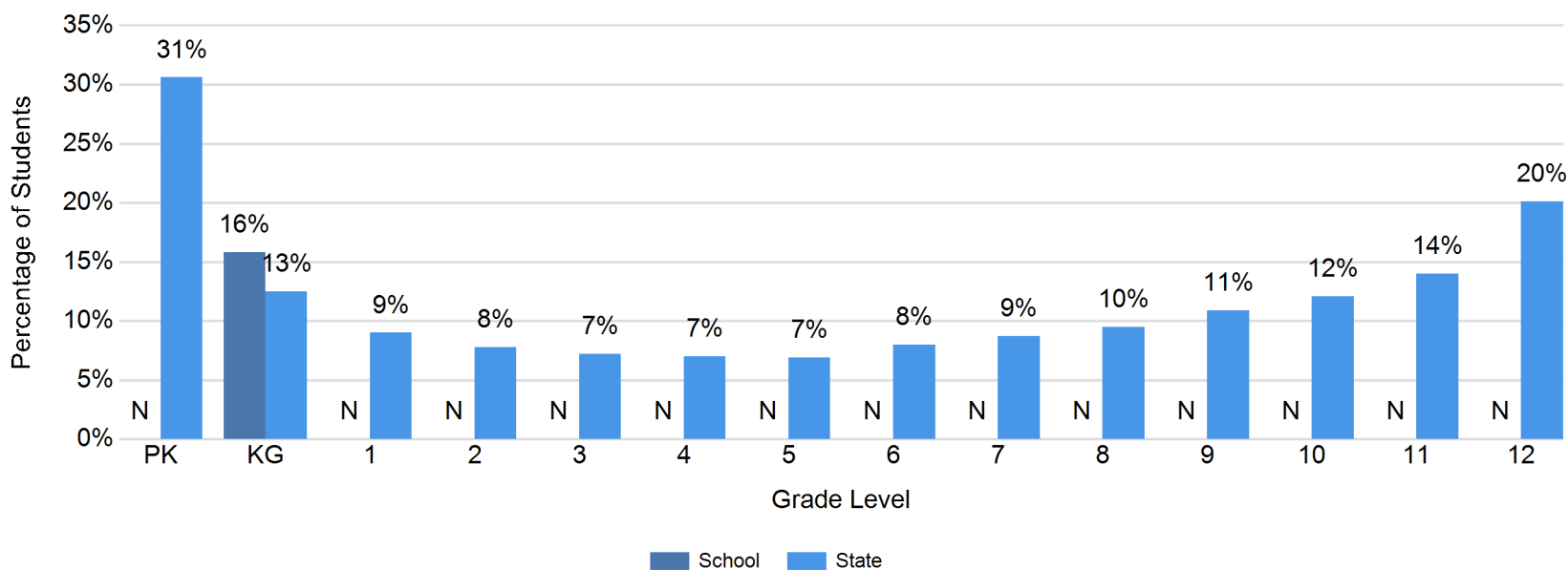
**Ronald L. Meinders Primary Learning Center
2016-2017**

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Chronic Absenteeism by Grade

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





Ronald L. Meinders Primary Learning Center
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School Day

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

Category	School
Typical Start Time	8:55AM
Typical End Time	3:30PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs. 55 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

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

Student Suspension Rate

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

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

Student Expulsions

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

Category	Number of Students
Expulsions	0



**Ronald L. Meinders Primary Learning Center
2016-2017**

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Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$445	\$14,591	\$15,036



**Ronald L. Meinders Primary Learning Center
2016-2017**

Grade Span KG-KG

29-5020-075
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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	19	120,724
Average years experience in public schools	13.7	11.8
Average years experience in district	13.7	10.5
Teachers in district for 4 or more years	90%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	13	9,506
Average years experience in public schools	13.3	15.9
Average years experience in district	13.3	11.6
Administrators in district for 4 or more years	62%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	15:1	12:1
Administrators	281:1	171:1
Librarian/Media Specialists		N
Nurses		370:1
Counselors		555:1
Child Study Team		277:1



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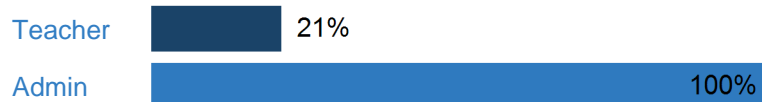
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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Job Type	District	State
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Faculty Attendance

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

School Year	% Days Present
2016-17	96%



**Ronald L. Meinders Primary Learning Center
2016-2017**

Grade Span KG-KG



29-5020-075
OCEAN
STAFFORD TWP
1000 MCKINLEY AVENUE
MANAHAWKIN, NJ 08050

School General Info

Principal:	Mrs. Coyne	Email Address:	lcoyne@staffordschools.org
Address:	1000 MCKINLEY AVENUE MANAHAWKIN, NJ 08050	Website:	staffordschools.org/domain/13
Phone:	(609)978-5700		

School Narrative

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	<p>Highlights:</p> <ul style="list-style-type: none"> • Curriculum includes GoMath!, Schoolwide for reading and writing, Foundations and Next Generation Science Standards • Technology is a part of each school day with students utilizing Ipads, Chromeboxes and Interactive whiteboards. • Safety Initiatives: School Resource Officers, collaboration with local PD, safety assemblies/ anti-bullying programs.
	<p>Mission, Vision, Theme:</p> <p>The Ronald L. Meinders Primary Learning Center (PLC) houses Kindergarten students in the Stafford Township School District. The school motto is Imagine, Explore & Discover. The building houses 11 kindergarten classes, 2 Developmental Kindergarten classes and one special education self-contained class.</p>





**Ronald L. Meinders Primary Learning Center
2016-2017**

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 <p>Courses, Curriculum, Instruction:</p>	<p>The curriculum is completely integrated based on content area themes. Classroom experiences promote development of literacy, mathematics, science, social studies, creative arts, socialization, and fine and gross motor skills. The curriculum is aligned to the state standards. Teachers collaborate to design hands-on activities and individualization of instruction to accommodate the needs of all students. Small group instruction and intervention is available to students as needed.</p>
 <p>Before and After School Programs:</p>	<p>Before school enrichment programs are created by teachers and are offered three times per year in six week sessions for two hours weekly. Programs offered in the 2016-2017 school year included homework helpers that provides time for students to re-enforce concepts presented in the classroom.</p>







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2016-2017**

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 <p>Student Supports and Services:</p>	<p>Support services for students include: BSIP (push in –pull out), OT/PT, special education resource room, homebound instruction, guidance lessons, individual/group counseling, and speech services. The Intervention and Referral Service Team determine the supports needed for students having learning, behavior or health difficulties.</p>
 <p>Student Health and Wellness:</p>	<p>Breakfast is offered daily. Students receive twenty two minutes of recess daily as well as attended Physical Education. Mindfulness and yoga are intertwined as needed. A Move and Grov room is available for students to use to release energy. Teachers integrate GoNoodle throughout the day as needed for brain breaks.</p>
 <p>Parent and Community Involvement:</p>	<p>An active and supportive Parent Teacher Organization supports our school programs by arranging school assemblies/school spirit opportunities, volunteers for events, and organizing fundraisers. Parents become involved in their child's school life via Back to School Night, classroom visits during American Education Week, and Parent/Guardian/Teacher conferences. The Home School Liaison assists parents/students/teachers with additional resources/support.</p>



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Climate Surveys:

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

School climate surveys are given via a google form annually to students, staff, administrators and parents. Data is compiled and reviewed by the building safety committee. Future initiatives are created based on the collected data.



Facilities:

Building features included: library, STEAM lab, Move and Grove room, Garden room with computer lab, life skills room, gymnasium, art room, music room, cafeteria and playground. The building is air-conditioned. In addition to the playground area, an outside learn and grow garden extends the STEAM lab to provide students with outdoor, hands on learning experiences.



**Ronald L. Meinders Primary Learning Center
2016-2017**

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



Other Information:

The Stafford Township School District is a choice district. The Primary Learning Center houses the district's kindergarten students. Students leave the Primary Learning Center to enter first grade at the Ocean Acres Elementary School. Building visitors are buzzed in via a double layer of secured doors. Staff badges are used. Classrooms share ipad carts and each classroom has whiteboard projectors connected to the internet. Chromeboxes are also used in classrooms and/or special areas. Flexible seating is available in the classrooms via standing desks, yoga ball seats, reading rocker seats and wiggle stools. The Blackboard Connect System and the school webpage are used for parental communication. The district uses Twitter accounts for instant school highlights posted on the home page.




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

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

Navigating through the reports:

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

Other Resources:

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



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Footnotes

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

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



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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

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

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

Grade	2014-15	2015-16	2016-17
3	0	0	0
4	0	0	0
5	315	292	272
6	301	309	313
Ungraded	31	48	60
Total	647	649	645

Student Group	2014-15	2015-16	2016-17
Female	47%	48%	47%
Male	53%	52%	54%
Economically Disadvantaged Students	25%	20%	22%
Students with Disabilities	21%	24%	27%
English Learners	1%	0%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
White	90.2%
Hispanic	7.3%
Asian	0.8%
Black or African American	0.3%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.2%

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. All other students are included in Other Languages.

Home Language	% of Students
English	95.8%
Spanish	3.6%
Other	0.8%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	564	96.2	65.40	66.60	54.90	65.4	62.6	Met Target
White	511	96.2	67.20	68.10	63.90	67.2	63.1	Met Target
Hispanic	40	95.6	35.00	48.20	39.80	35	52.7	Not Met
Black or African American	*	*	*	*	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	249	94.2	72.30	74.60	62.20	71.5		
Male	315	97.9	60.00	59.90	48.10	60		
Economically Disadvantaged Students	122	97.8	43.50	48.90	36.20	43.5	41.8	Met Target
Non-Economically Disadvantaged Students	442	95.8	71.50	71.30	65.80	71.5		
Students with Disabilities	143	95.0	23.80	27.00	20.50	23.8	23.7	Met Target
Students without Disabilities	421	96.6	79.60	77.70	61.90	79.6		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	N	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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

† Target was met within a confidence interval.



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	749	N	N	N	N	N	N	50%
White	N	N	N	759	N	N	N	N	N	N	61%
Hispanic	N	N	N	734	N	N	N	N	N	N	35%
Black or African American	N	N	N	731	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	N	N	N	754	N	N	N	N	N	N	55%
Male	N	N	N	745	N	N	N	N	N	N	46%
Economically Disadvantaged Students	N	N	N	731	N	N	N	N	N	N	31%
Non-Economically Disadvantaged Students	N	N	N	762	N	N	N	N	N	N	63%
Students with Disabilities	N	N	N	720	N	N	N	N	N	N	24%
Students without Disabilities	N	N	N	755	N	N	N	N	N	N	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	N	N	N	752	N	N	N	N	N	N	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	753	N	N	N	N	N	N	56%
White	N	N	N	762	N	N	N	N	N	N	67%
Hispanic	N	N	N	740	N	N	N	N	N	N	40%
Black or African American	N	N	N	737	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	N	N	N	758	N	N	N	N	N	N	61%
Male	N	N	N	749	N	N	N	N	N	N	51%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	36%
Non-Economically Disadvantaged Students	N	N	N	764	N	N	N	N	N	N	69%
Students with Disabilities	N	N	N	725	N	N	N	N	N	N	25%
Students without Disabilities	N	N	N	759	N	N	N	N	N	N	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	N	N	N	755	N	N	N	N	N	N	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	281	759	759	756	4%	11%	22%	52%	10%	63%	59%
White	254	762	762	763	*	*	22%	54%	11%	65%	69%
Hispanic	19	721	721	743	*	*	*	*	0%	16%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	122	766	766	761	*	*	25%	48%	*	66%	66%
Male	159	754	754	750	*	*	21%	56%	*	60%	53%
Economically Disadvantaged Students	59	741	741	740	*	*	29%	39%	*	39%	40%
Non-Economically Disadvantaged Students	222	764	764	765	*	*	21%	56%	*	69%	71%
Students with Disabilities	69	727	727	725	*	*	28%	20%	*	22%	22%
Students without Disabilities	212	770	770	762	*	*	21%	63%	*	76%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	320	758	758	752	3%	12%	16%	56%	13%	69%	54%
White	291	759	759	758	3%	11%	17%	57%	13%	69%	63%
Hispanic	22	745	745	740	*	*	*	46%	*	50%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	154	764	764	758	*	*	12%	58%	*	77%	61%
Male	166	752	752	746	*	*	20%	54%	*	61%	46%
Economically Disadvantaged Students	63	747	747	737	*	*	21%	44%	*	52%	34%
Non-Economically Disadvantaged Students	257	761	761	761	*	*	15%	59%	*	73%	65%
Students with Disabilities	74	729	729	722	*	*	30%	24%	0%	24%	17%
Students without Disabilities	246	767	767	758	*	*	12%	66%	16%	82%	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	320	758	758	753	3%	12%	16%	56%	13%	69%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

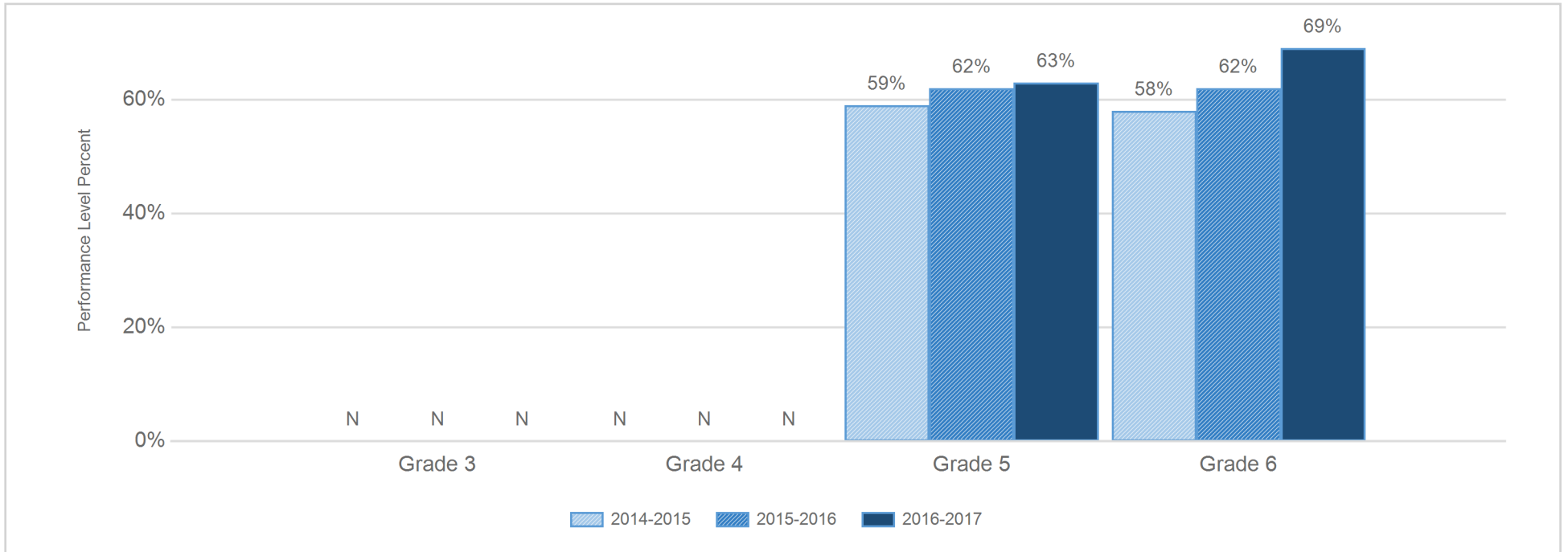


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	564	96.2	56.90	59.60	43.50	56.9	56.3	Met Target
White	511	96.2	58.30	61.50	52.40	58.3	57.5	Met Target
Hispanic	40	95.6	25.00	33.30	27.60	25	35.7	Met Target†
Black or African American	*	*	*	*	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	249	94.2	53.40	59.20	44.10	52.8		
Male	315	97.9	59.70	59.80	42.90	59.7		
Economically Disadvantaged Students	122	97.8	36.90	40.20	25.10	36.9	38.2	Met Target†
Non-Economically Disadvantaged Students	442	95.8	62.40	64.80	54.30	62.4		
Students with Disabilities	144	95.6	22.30	26.40	16.50	22.3	17.7	Met Target
Students without Disabilities	420	96.4	68.80	69.00	48.80	68.8		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	N	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

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

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



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	747	N	N	N	N	N	N	47%
White	N	N	N	755	N	N	N	N	N	N	59%
Hispanic	N	N	N	734	N	N	N	N	N	N	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	N	N	N	747	N	N	N	N	N	N	47%
Male	N	N	N	747	N	N	N	N	N	N	48%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	N	N	N	757	N	N	N	N	N	N	61%
Students with Disabilities	N	N	N	724	N	N	N	N	N	N	22%
Students without Disabilities	N	N	N	751	N	N	N	N	N	N	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	N	N	N	749	N	N	N	N	N	N	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	281	757	757	747	*	11%	26%	51%	*	62%	46%
White	254	758	758	754	*	*	26%	52%	11%	63%	57%
Hispanic	19	735	735	735	*	*	*	*	0%	26%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	122	756	756	747	*	14%	30%	43%	*	57%	47%
Male	159	757	757	746	*	9%	23%	57%	*	65%	46%
Economically Disadvantaged Students	59	740	740	732	*	*	32%	39%	*	39%	27%
Non-Economically Disadvantaged Students	222	761	761	756	*	*	24%	55%	*	68%	59%
Students with Disabilities	69	732	732	725	*	*	32%	20%	*	25%	19%
Students without Disabilities	212	765	765	751	*	*	24%	61%	*	74%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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Mathematics Assessment - Performance by Grade: Grade 6**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	320	750	750	743	7%	11%	29%	45%	8%	53%	44%
White	291	751	751	751	6%	11%	29%	46%	9%	55%	54%
Hispanic	22	728	728	731	*	*	*	*	0%	18%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	154	749	749	745	*	9%	33%	44%	*	52%	45%
Male	166	751	751	742	*	13%	25%	46%	*	55%	43%
Economically Disadvantaged Students	63	735	735	728	*	19%	27%	32%	*	37%	24%
Non-Economically Disadvantaged Students	257	754	754	752	*	9%	29%	48%	*	58%	56%
Students with Disabilities	75	723	723	717	*	*	27%	19%	0%	19%	13%
Students without Disabilities	245	758	758	748	*	*	29%	53%	11%	64%	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	320	750	750	745	7%	11%	29%	45%	8%	53%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

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

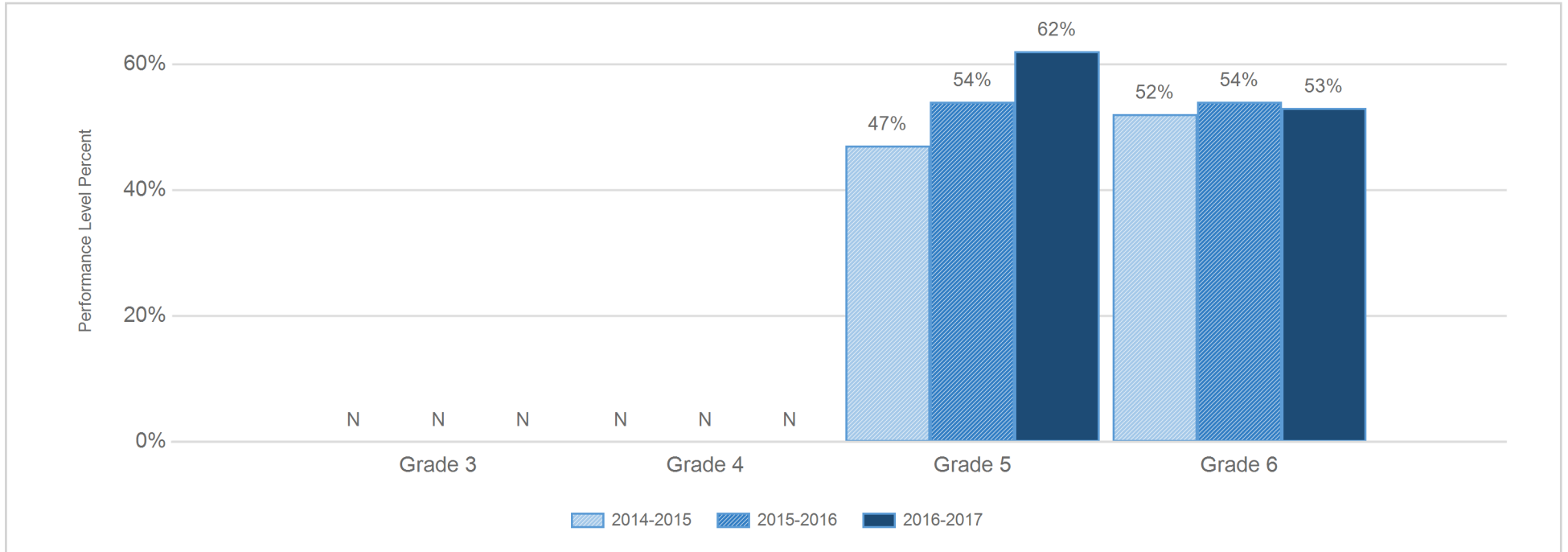


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Mathematics Assessment – Performance Trends

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



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



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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
5	*	*
6	*	*

English Language Proficiency Test - Participation and Performance

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

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



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	54	54	50	Met Target	63	62	50	Exceeds Target
White	54	54	50	Met Target	63.5	63	52	Exceeds Target
Hispanic	40	40	49	Met Target	56.5	45	47	Met Target
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	50.5	51	**	*	51.5	52	**
Economically Disadvantaged	53	50	47	Met Target	56.5	56	46	Met Target
Students with Disabilities	46	49	41	Met Target	59	58	43	Met Target
English Learners	*	*	53	**	*	*	51	**

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



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Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

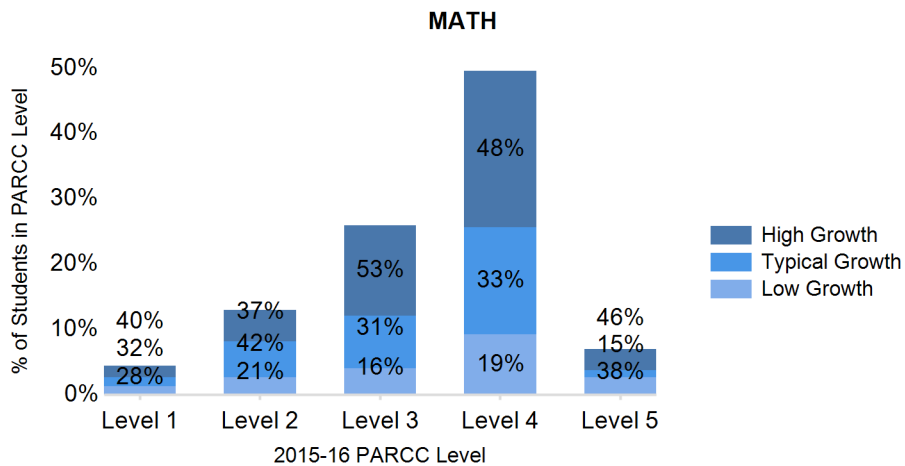
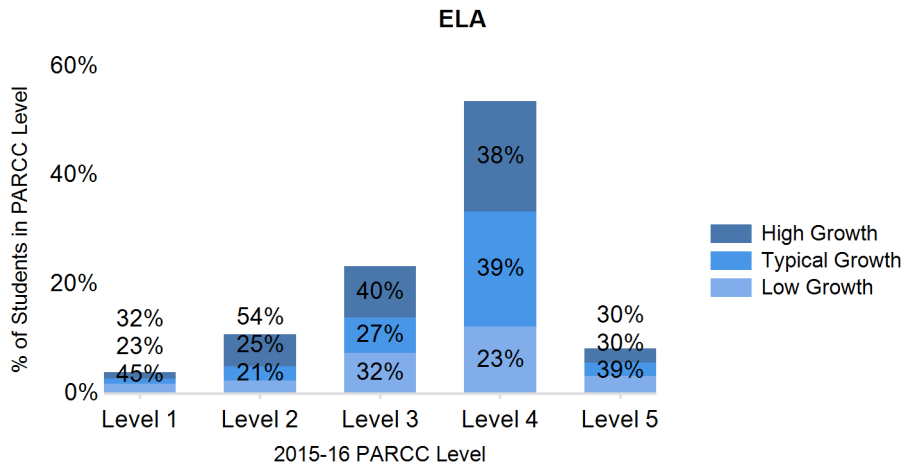
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

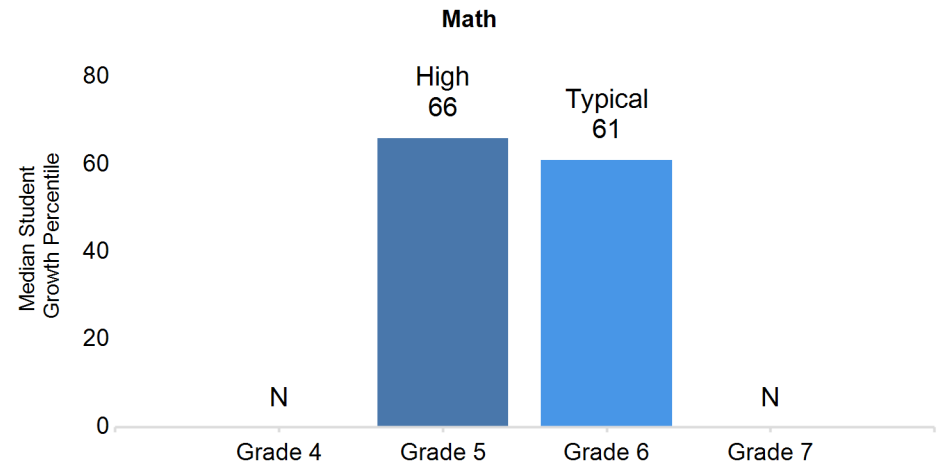
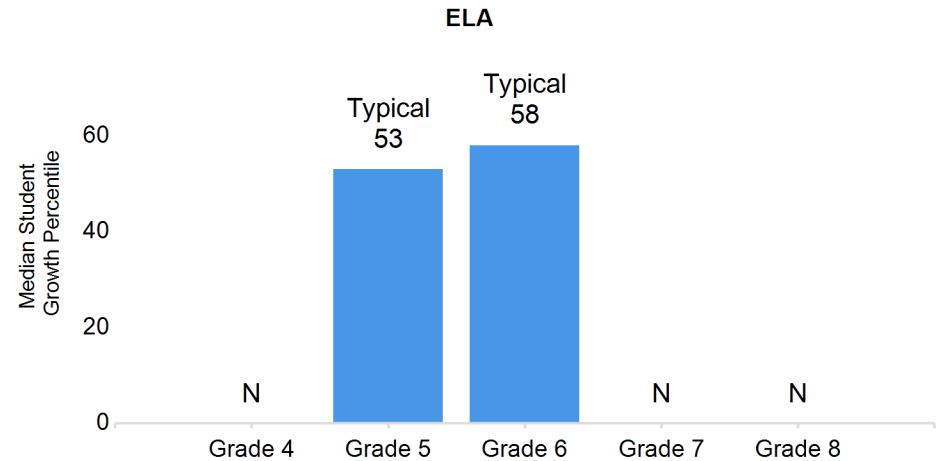
Student Growth by Performance Level

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



Student Growth by Grade

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





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

Chronic Absenteeism

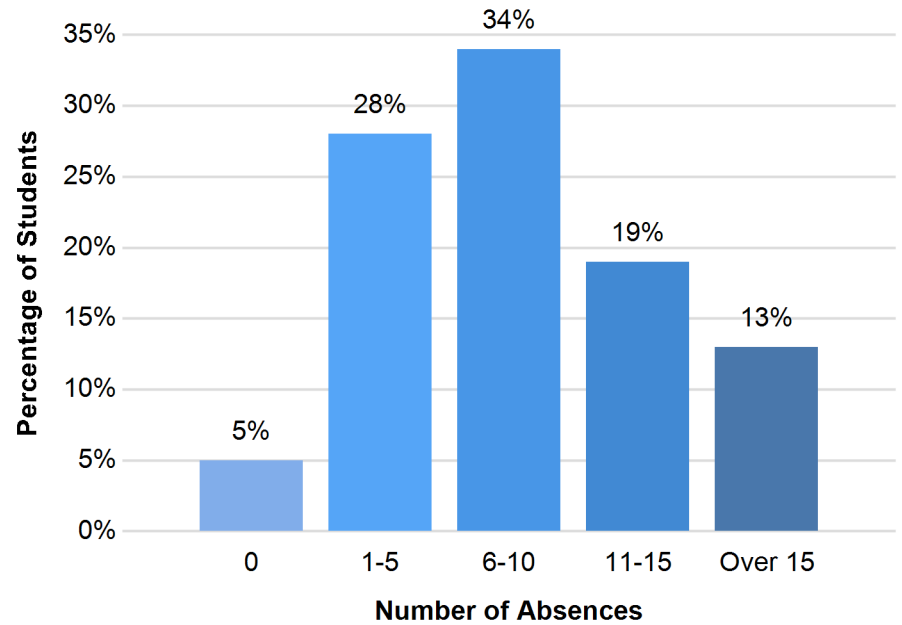
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.90	7.50	Not Met
White	8.60	7.50	Not Met
Hispanic	13.00	7.50	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	13.80	7.50	Not Met
Students with Disabilities	11.30	7.50	Not Met
English Learners	N	**	**

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

Days Absent

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



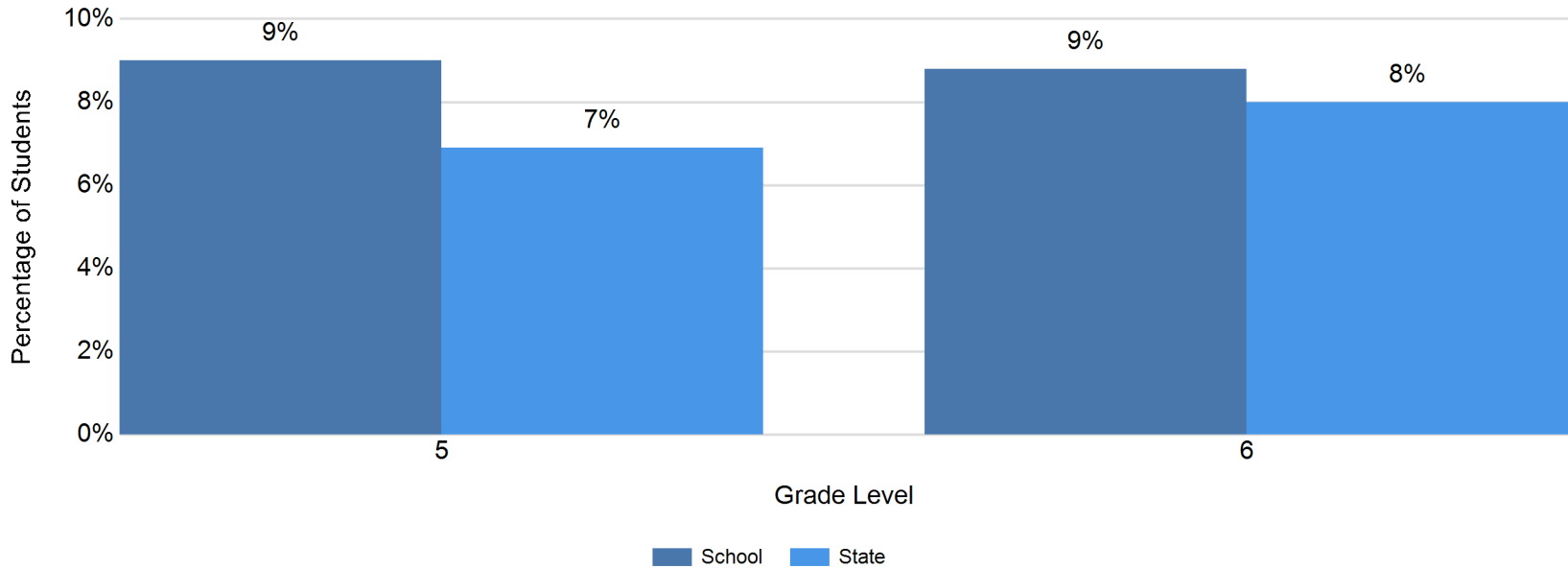


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Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:45AM
Typical End Time	2:25PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 58 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	13
Vandalism	0
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	17
Incidents Per 100 Students Enrolled	2.64

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	3.6%
Out-of-School Suspensions	0.5%
Any Suspension	4.0%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	450.9 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$445	\$14,591	\$15,036



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

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

Teachers: All classroom teachers

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	61	120,724
Average years experience in public schools	11.6	11.8
Average years experience in district	11.6	10.5
Teachers in district for 4 or more years	80%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	13	9,506
Average years experience in public schools	13.3	15.9
Average years experience in district	13.3	11.6
Administrators in district for 4 or more years	62%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	12:1
Administrators	645:1	171:1
Librarian/Media Specialists		N
Nurses		370:1
Counselors		555:1
Child Study Team		277:1



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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	83%	88%

Faculty Attendance

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

School Year	% Days Present
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	54.2	17.5%
Mathematics Proficiency	57.8	17.5%
English Language Arts Growth	57.7	25.0%
Mathematics Growth	85.5	25.0%
Chronic Absenteeism	30.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		59.9
Summative Rating: Percentile rank of Summative Score		65.5
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	59.9	11.9	No	Met Target	Met Target	Not Met	Met Target	Exceeds Target	No
White	59.0	11.9	No	Met Target	Met Target	Not Met	Met Target	Exceeds Target	No
Hispanic	38.8	11.9	No	Not Met	Met Target†	Not Met	Met Target	Met Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	68.3	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	67.6	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Bush	Email Address:	sbush@staffordschools.org
Address:	1000 MCKINLEY AVENUE MANAHAWKIN, NJ 08050	Website:	https://www.staffordschools.org/Domain/11
Phone:	(609)978-5700	Twitter:	https://twitter.com/STSD56Principal

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Curriculum includes Go Math!, Schoolwide, Next Gen Science Standards and a variety of performing arts classes. • Technology is a big part of our school day. All students utilizing 1:1 personal chromebooks. • Safety Initiatives: School Resource Officers, collaboration with local PD, safety assesmblies/anti-bullying programs.
 <p>Mission, Vision, Theme:</p>	<p>Stafford Intermediate School's motto is "Where Great Things Happen!" The Intermediate school is home to our 5th and 6th grade students. The Intermediate school provides a unique and challenging learning experience for all of our fifth and sixth graders. Our highly qualified teachers differentiate their instruction so each student can maximize their learning potential through a variety of methods and materials.</p>






Stafford Intermediate School
2016-2017
Grade Span 05-06

29-5020-070
 OCEAN
 STAFFORD TWP
 1000 MCKINLEY AVENUE
 MANAHAWKIN, NJ 08050

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 <p>Courses, Curriculum, Instruction:</p>	<p>We focus on educating the whole child. To achieve this, we provide a multitude of programs for our students. In addition to core classes, students are granted the opportunity to participate in vocal/instrumental music, computers, art, drama, broadcasting, world language, media, and physical education/health classes. Small group instruction/intervention is available to students on an as needed basis. We service the Gifted & Talented population through a specifically designed STEAM curriculum.</p>
 <p>Clubs and Activities:</p>	<p>During the school day, students have opportunity to participate in instrumental band and the strings program. Students then are given opportunity to try out for South Jersey Band and Orchestra honors. Students also have opportunity to participate in Students Offering Solutions (SOS)/Peer Leader group. Students may also participate in chorus. We also have the safety patrol during the day.</p>
 <p>Before and After School Programs:</p>	<p>We offer a variety of after school enrichment programs. They are created by staff and offered three times a year, two days a week for six weeks. Programs include basketball, running club, media, homework helpers, to name a few. In addition, we have programs that required auditions, such as 6th grade musical, B-Naturals, which is a select Choir and Center Stage Dance Company. These programs put on several productions during the school year at the Stafford Township Art Center.</p>







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 <p>Staff and Professional Learning:</p>	<p>The district offers professional development to staff in a variety of ways. District PD days, monthly certified staff meetings and articulation meetings held two times a month. Staff is trained on new curriculum initiatives as well. These trainings are held throughout the year.</p>
 <p>Student Supports and Services:</p>	<p>The Intermediate School offers a variety of support services for students. We have ELL, Basic Skills (push-in/pull-out); for Special Education students have ICS for content and either ICS or pull-out for ELA/Math. We offer counseling (group/individual), OT/PT and speech services. In addition, the I&RS team helps determine the level of supports needed for students. This is not just for educational needs, but social and emotional needs as well.</p>
 <p>Student Health and Wellness:</p>	<p>The Intermediate School participates in the school lunch program, that includes breakfast on a daily basis. Students have physical education 2 days a week for 45 minutes, as well as 22 minutes of recess daily. Staff incorporates mindfulness and yoga as needed into the classroom. We offer enrichment classes after school (such as running club, intramurals, etc) to keep the students physically engaged.</p>
 <p>Parent and Community Involvement:</p>	<p>There is a very supportive PTO. They support school programs, such as 6th grade dances; school spirit events and assemblies. There are opportunities for parents and community members to visit and/or volunteer in our school. Some of these programs include Parent Advisory Committee, Career Day and Parent Teacher Conferences, and DARE DAY. Our Home School Liaison assists parents/teachers to offer informative workshops throughout the school year that will benefit our students.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>School Climate surveys are given yearly. Students/parents/staff complete via a google form. It is reviewed by the Building Safety Committee. Base on the results, initiatives are created as needed.</p>
 <p>Facilities:</p>	<p>Each classroom at the Intermediate School is equipped with smart boards. We are also fortunate to be located next to the Stafford Performing Arts Center. School assemblies, concerts, and musicals are performed there. We have a library that is the center of the school, gymnasium/cafeteria, STEAM Lab, Mac Lab/Broadcasting room, Kid's Kitchen, three music rooms, art room and World Language Room. Outside we have a playground and greenhouses. The building is air-conditioned and has solar panels.</p>




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 <p>Other Information:</p>	<p>The Intermediate School houses the 5th and 6th grade students. Each grade level has 12 classrooms, and 6 self-contained classrooms. The school day is structured with 8 45-minute periods, as well as a homeroom period. Each classroom is equipped with 1:1 chromebooks, a chromebook cart and smartboard/projectors for each classroom. Classrooms offer flexible seating, such as standind desk; yoga ball seats, and pedals for under the desks. The students are granted the opportunity to participate in vocal and instrumental music, computers, art, drama, broadcasting, world language, media, and health and physical education classes. Through our 5th grade health classes each student is taught basic CPR and first aid skills to take with them into their personal life. The broadcasting department produces the Iguana News Network (INN) which is a student news department. The broadcasts highlight the wonderful activities at the Stafford Intermediate School. We are very proud the Intermediate School offers programs focused on the visual and performing arts. Selected students have the opportunity to enhance their talents and exhibit them in school and public performances put on at the Stafford Township Arts Center. Each teacher has a webpage, which is accessible to parents via our school and district webpage. There is a principal twitter as well as district twitter to promote school highlights. We utilize the Blackboard Connect Notification Systems to get information out to parents/guardians. On site, is a School Safety Officer and visitors must be buzzed in to enter the building. The district is a School Choice district and we have students at the Intermediate School via this program. Students will "graduate" our district and move to the Southern Regional School District, for 7th grade.</p>
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