NJ SCHOOL PERFORMANCE REPORT

OCEAN TOWNSHIP ELEMENTARY SCHOOL
(25-3810-060)
Grades Offered: PK-04
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MONMOUTH
District	OCEAN TWP
Principal Name	DR. RYAN
Address	555 DOW AVENUE OAKHURST, NJ 07755-1199
Phone Number	(732)531-5690
Email Address	DRYAN@OCEANSCHOOLS.ORG
Website	http://www.oceanschools.org
Facebook	https://www.facebook.com/TownshipofOceanSchoolDistrict
Twitter	http://twitter.com/dryanoceantwp

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
PK	32	31	35
KG	69	71	85
1	68	67	74
2	75	69	75
3	74	75	76
4	91	74	81
Total	409	387	426

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	42.3%	39.8%	42.7%
Male	57.7%	60.2%	57.3%
Economically Disadvantaged Students	27.9%	30.0%	31.2%
Students with Disabilities	26.4%	26.6%	25.8%
English Learners	4.9%	6.7%	5.4%
Homeless Students		0.0%	1.2%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.2%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	63.8%	60.5%	53.8%
Hispanic	17.6%	19.6%	19.7%
Black or African American	11.0%	13.7%	16.9%
Asian	4.2%	3.6%	6.6%
Native Hawaiian or Pacific Islander	0.7%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.7%	2.6%	3.1%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	32	18	16
PK - Full Day	0	13	19
KG - Half Day	0	0	0
KG - Full Day	69	71	85

Enrollment by Home Language

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

Home Language	% of Students
English	72.5%
Spanish	8.7%
Portuguese	5.2%
Creoles and pidgins, French-based	3.5%
Arabic	2.1%
Other Languages	8.0%

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/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 previous years.

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	45.5	42	50	Met Standard	61	49	50	Exceeds Standard
White	58.5	43	50	Met Standard	60.5	49	51	Exceeds Standard
Hispanic	34	42	49	**	61	47	48	**
Black or African American	*	36	44	**	*	41	44	**
Asian, Native Hawaiian, or Pacific Islander	*	45	61	**	*	54	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	45	49	**	*	50.5	51	**
Economically Disadvantaged	42	38	48	Met Standard	69	51	47	Exceeds Standard
Students with Disabilities	35	33	41	Not Met	60	40	43	Exceeds Standard
English Learners	*	41	54	**	*	55	51	**

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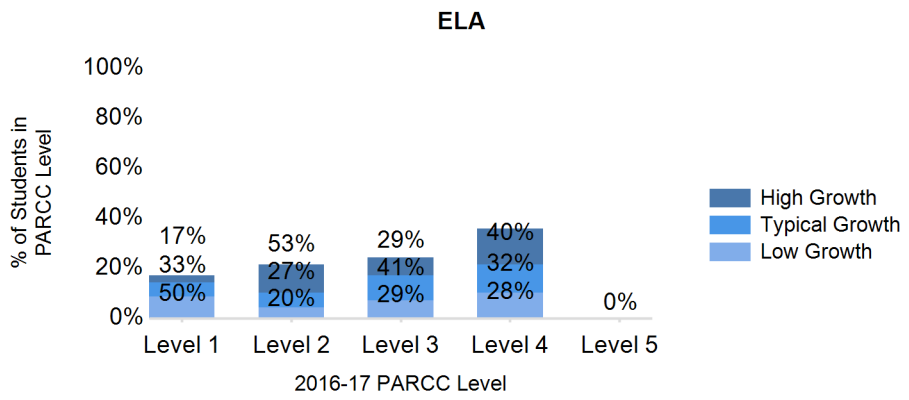
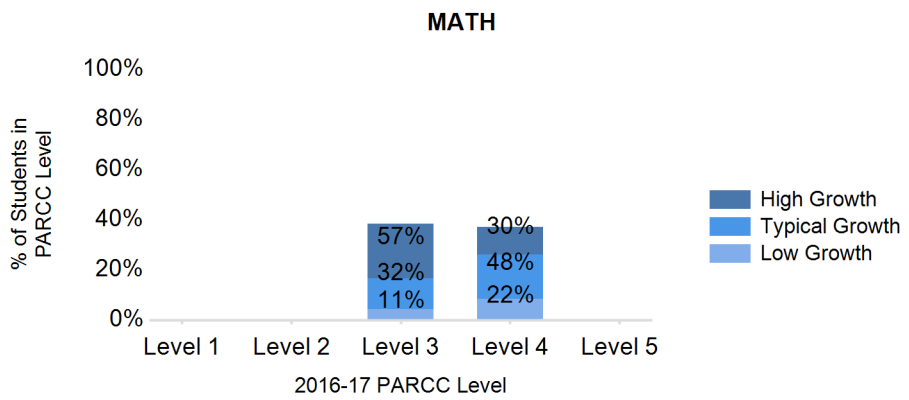
Student Growth by Performance Level

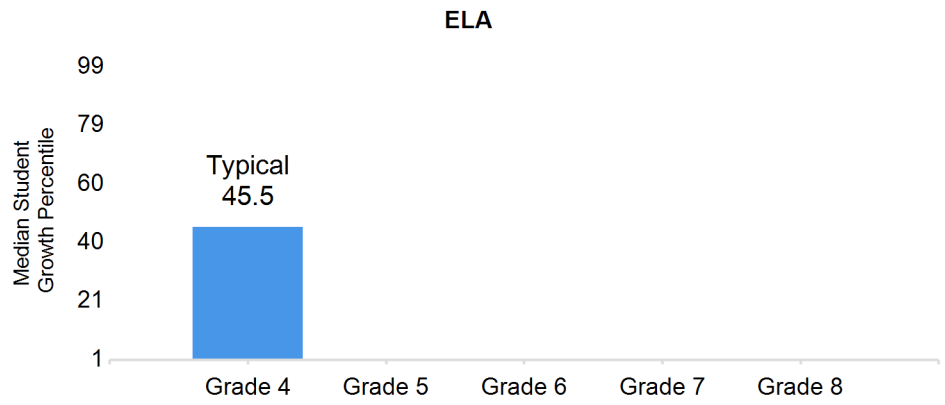
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

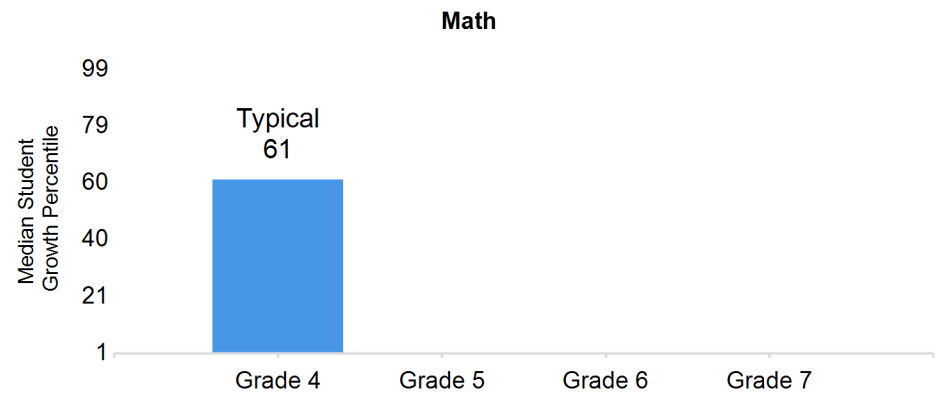




Student Growth by Grade

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





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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 both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level 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 proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	149	96.2	32.9	54.0	56.7	32.9	48.2	Not Met
White	85	94.5	37.6	61.1	65.6	37.4	50.8	Not Met
Hispanic	32	97.0	25.0	38.6	42.5	25.0	33.2	Met Target†
Black or African American	20	100.0	30.0	*	37.3	30.0	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	67.9	82.3	*	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	41.7	63.4	*	**	**
Female	64	98.5	42.2	62.7	64.5	42.2		
Male	85	94.5	25.9	45.8	49.4	25.7		
Economically Disadvantaged Students	47	100.0	17.0	30.5	38.5	*	28.8	Not Met
Non-Economically Disadvantaged Students	102	94.5	40.2	61.7	67.5	*		
Students with Disabilities	40	97.6	17.5	*	21.6	17.5	20.6	Met Target†
Students without Disabilities	109	95.7	38.6	*	63.9	38.6		
English Learners	17	100.0	11.8	*	27.3	11.8	**	**
Non-English Learners	132	95.7	35.6	*	59.4	35.6		
Homeless Students	*	*	*	19.2	27.7	*		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	N	30.1	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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	72	731	750	750	15%	25%	35%	25%	0%	25%	52%
White	44	739	756	759	*	*	48%	25%	0%	25%	61%
Hispanic	15	710	*	736	*	*	*	*	*	13%	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	33	738	757	756	*	*	39%	*	*	30%	57%
Male	39	726	744	744	*	*	31%	*	*	21%	46%
Economically Disadvantaged Students	25	718	*	733	*	*	*	*	*	24%	34%
Non-Economically Disadvantaged Students	47	739	*	762	*	*	*	*	*	26%	64%
Students with Disabilities	17	713	734	719	*	*	*	*	*	12%	24%
Students without Disabilities	55	737	756	756	*	*	*	*	*	29%	57%
English Learners	*	*	723	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	752	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	76	745	757	756	*	17%	30%	*	*	42%	58%
White	41	752	764	764	*	*	27%	*	*	54%	68%
Hispanic	17	729	*	744	*	*	*	*	*	35%	44%
Black or African American	11	745	740	739	0%	*	*	*	*	27%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	31	757	762	762	*	*	*	*	*	58%	63%
Male	45	737	753	751	*	*	*	*	*	31%	53%
Economically Disadvantaged Students	23	730	740	740	*	*	43%	*	*	13%	40%
Non-Economically Disadvantaged Students	53	752	764	767	*	*	25%	*	*	55%	70%
Students with Disabilities	20	721	732	726	*	*	*	*	*	25%	25%
Students without Disabilities	56	754	765	762	*	*	*	*	*	48%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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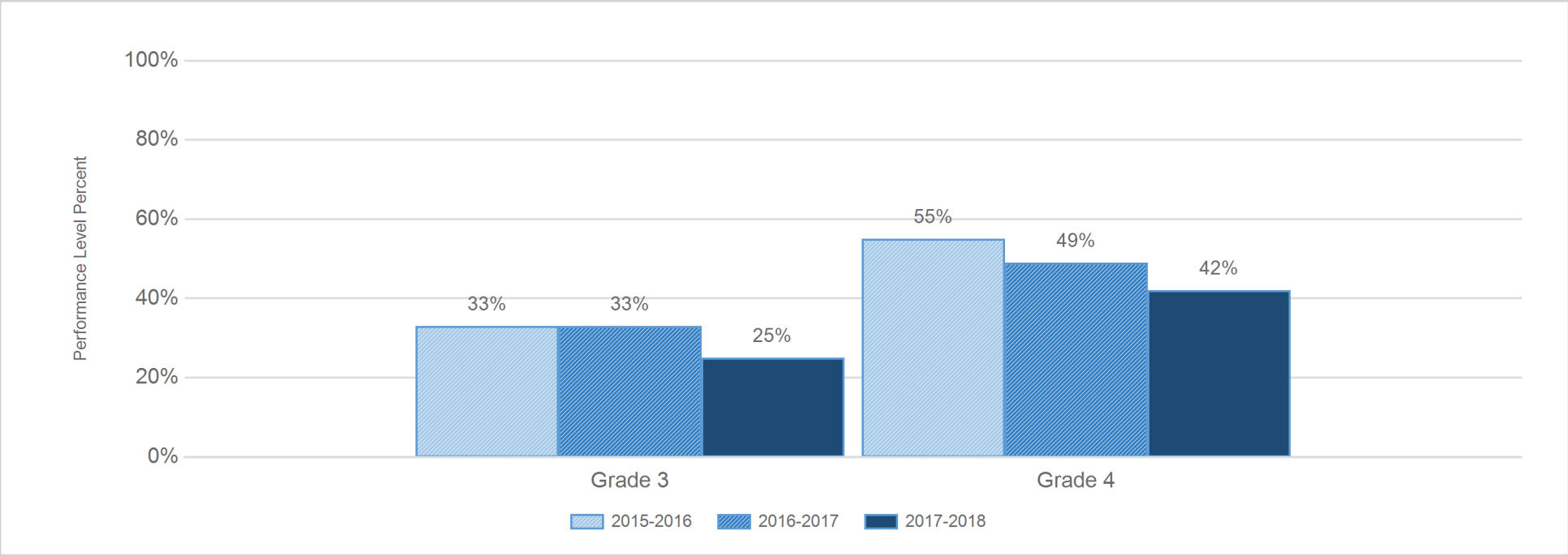
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment 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 both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level 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 proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	150	96.2	47.3	52.5	45.0	47.3	55.5	Not Met
White	85	94.5	60.0	60.1	54.1	59.6	61.1	Met Target†
Hispanic	33	97.1	27.3	36.1	29.2	27.3	44	Not Met
Black or African American	20	100.0	25.0	*	23.4	25.0	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	63.3	77.0	*	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	52.2	53.0	*	**	**
Female	65	98.5	53.9	53.6	46.0	53.9		
Male	85	94.5	42.3	51.4	43.9	42.1		
Economically Disadvantaged Students	48	100.0	29.2	28.9	26.6	*	40.3	Not Met
Non-Economically Disadvantaged Students	102	94.5	55.9	60.3	55.9	*		
Students with Disabilities	40	97.6	25.0	*	17.1	25.0	26.8	Met Target†
Students without Disabilities	110	95.8	55.5	*	50.5	55.5		
English Learners	18	100.0	27.8	*	24.6	27.8	N	N
Non-English Learners	132	95.7	50.0	*	46.9	50.0		
Homeless Students	*	*	*	20.7	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	N	23.7	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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	74	743	757	752	*	*	36%	*	*	43%	53%
White	44	753	763	760	*	*	34%	*	*	57%	64%
Hispanic	17	716	*	739	*	*	*	*	*	18%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	35	745	756	752	*	*	29%	*	*	51%	53%
Male	39	741	758	751	*	*	44%	*	*	36%	53%
Economically Disadvantaged Students	26	731	*	736	*	*	42%	*	*	27%	35%
Non-Economically Disadvantaged Students	48	749	*	762	*	*	33%	*	*	52%	66%
Students with Disabilities	17	725	741	730	*	*	*	*	*	29%	29%
Students without Disabilities	57	748	762	756	*	*	*	*	*	47%	57%
English Learners	*	*	736	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	759	754	*	*	*	*	*	*	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	76	746	754	748	*	*	28%	*	*	53%	49%
White	41	751	761	755	*	*	*	*	*	66%	60%
Hispanic	17	736	*	737	*	*	*	*	*	35%	34%
Black or African American	11	744	730	730	0%	*	*	*	*	36%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	31	750	751	748	*	*	*	*	*	58%	50%
Male	45	744	756	748	*	*	*	*	*	49%	49%
Economically Disadvantaged Students	23	736	735	733	*	*	*	*	*	35%	30%
Non-Economically Disadvantaged Students	53	751	761	758	*	*	*	*	*	60%	62%
Students with Disabilities	20	729	731	725	*	*	*	*	*	25%	22%
Students without Disabilities	56	753	761	753	*	*	*	*	*	63%	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

OCEAN TOWNSHIP ELEMENTARY SCHOOL
(25-3810-060)
Grades Offered: PK-04
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
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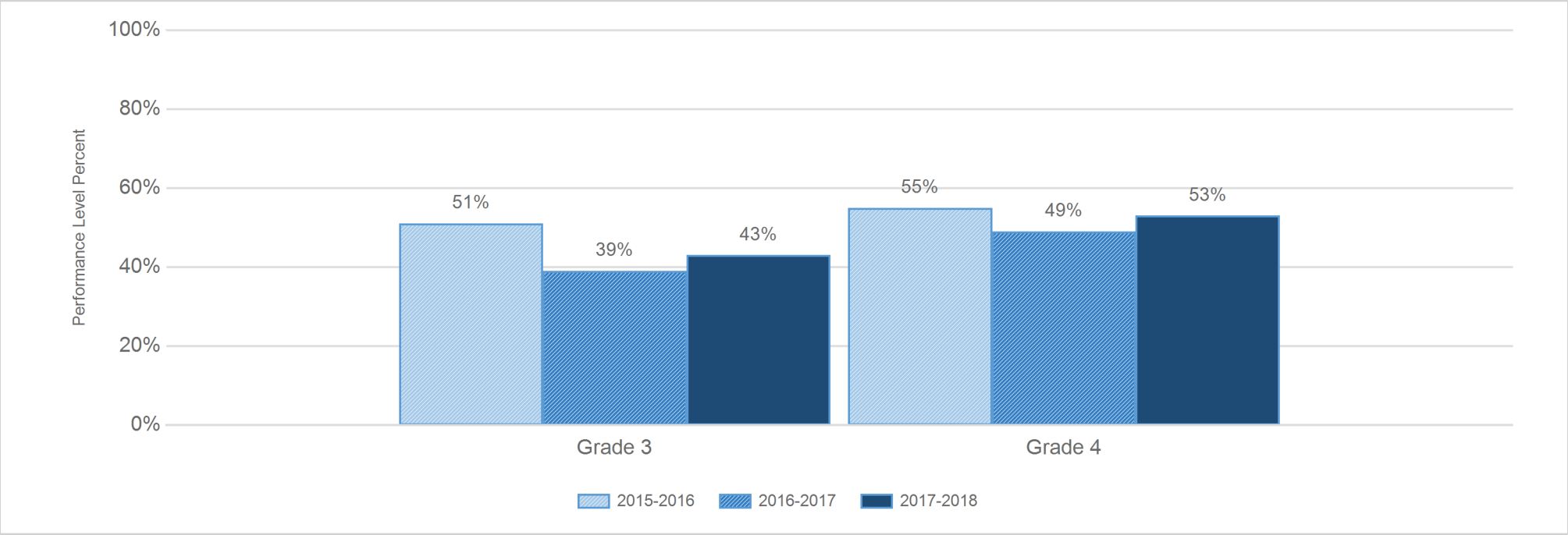
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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DLM Alternate Assessment - 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	*	*
4	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	19	73.7%	26.3%
3-4	*	*	*
5 or more	N	N	N

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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

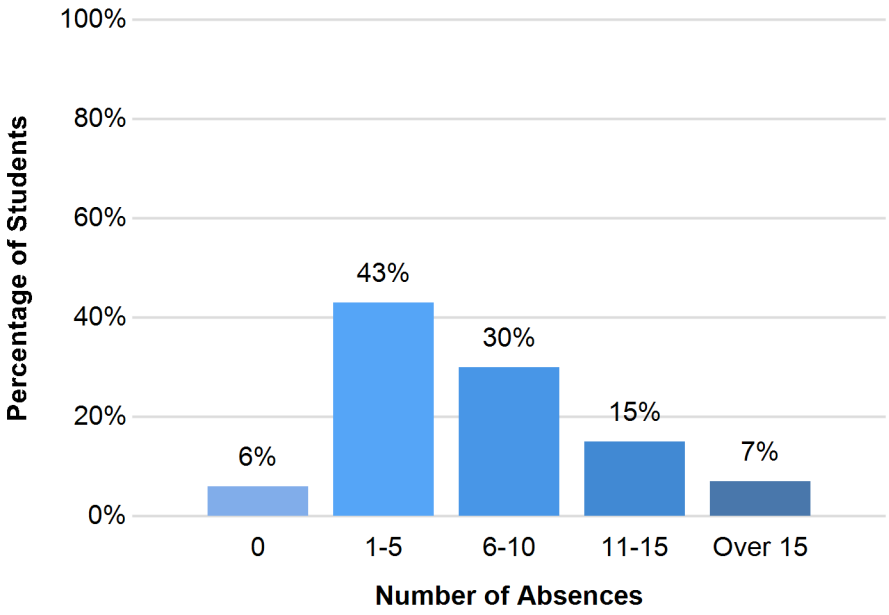
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	20	5.1	9.1	Met
White	7	3.3	9.1	Met
Hispanic	10	13.0	9.1	Not Met
Black or African American	0	0	9.1	Met
Asian, Native Hawaiian, or Pacific Islander	1	4.2	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	14.3	**	**
Economically Disadvantaged Students	10	7.6	9.1	Met
Students with Disabilities	9	11.4	9.1	Not Met
English Learners	0	0	9.1	Met

Days Absent

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



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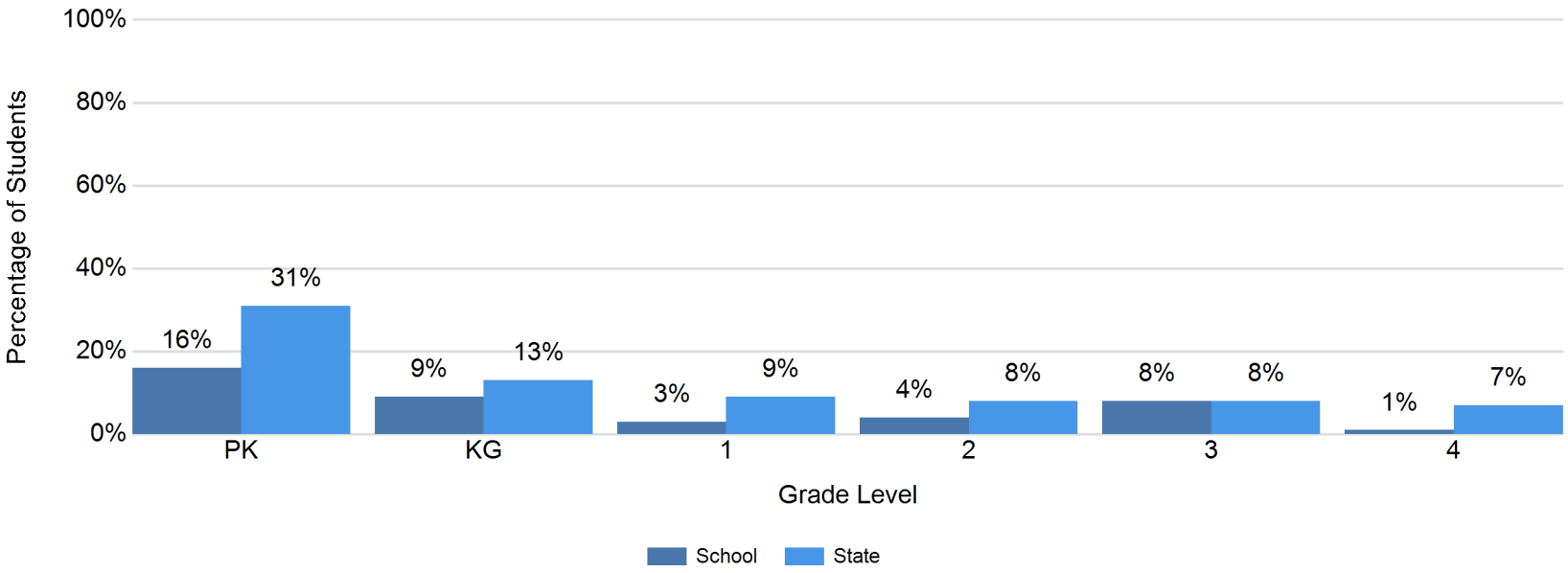
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.70

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	8:45 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 5 Mins
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$524	$17,516	$18,040

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	49	117,464
Average years experience in public schools	11.9	12.0
Average years experience in district	11.2	10.7
Teachers in district for 4 or more years	79.6%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	24	9,374
Average years experience in public schools	17.8	16.0
Average years experience in district	14.6	12.0
Administrators in district for 4 or more years	83.3%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	10:1
Students to Administrators	142:1	146:1
Teachers to Administrators	16:1	15:1
Students to Librarians/Media Specialists		699:1
Students to Nurses		699:1
Students to Counselors		291:1
Students to Child Study Team		233:1

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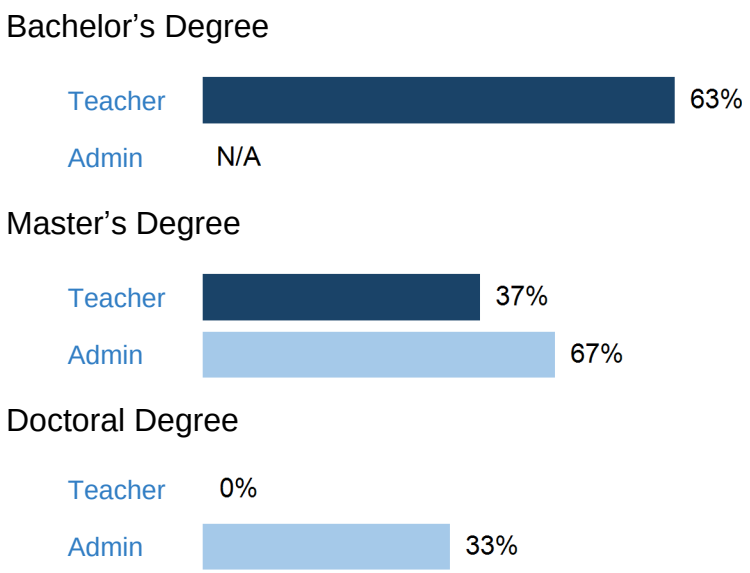
Teachers and Administrators - Level of Education

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



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	92.8%	90.2%
2016-17 Administrators: Same district 2017-18	76.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.4%

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

Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	75.5%	100.0%
Male	24.5%	0.0%
White	98.0%	100.0%
Hispanic	2.0%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

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 and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight 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 score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	10.01	17.5%
Mathematics Proficiency	44.73	17.5%
English Language Arts Growth	35.78	25.0%
Mathematics Growth	88.31	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	72.78	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	51.52	n/a
Summative Rating: Percentile Rank of Summative Score	51.72	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

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 and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Not Met	Not Met	Met Standard	Exceeds Standard	**	Met	No
White	61.27	14.08	No	Not Met	Met Target†	Met Standard	Exceeds Standard	n/a	Met	No
Hispanic	**	**	No	Met Target†	Not Met	**	**	n/a	Not Met	No
Black or African American	**	**	No	N	N	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	53.09	14.08	No	Not Met	Not Met	Met Standard	Exceeds Standard	n/a	Met	No
Students with Disabilities	57.58	14.08	No	Met Target†	Met Target†	Not Met	Exceeds Standard	n/a	Not Met	No
English Learners	**	**	No	**	N	**	**	**	Met	No

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

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School Narrative

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

Highlights:	• Curriculum includes Wonders Language Arts, enVision 2.0 Math, and integrated (NGSS) Science and Social Studies. • After School Activities: MakerSpace Club, Chorus, Safety Patrol, Art Club, Book Club, Pep Squad. An innovation lab is available for students to explore, problem solve and innovate. • Students in grades K-4 use technology every day. Technology is embedded in our school day. Our school has a Positive Behavior Interventions and Support program in this school every day.
Mission, Vision, Theme:	Our mission is to instill a true passion for lifelong learning and discovery within each child. We emphasize the importance of strong character traits, such as accountability, honesty, respect and kindness. These traits create a positive environment that is safe, nurturing and educational for each member of our school family. The Ocean Township Elementary School on Dow Avenue in Oakhurst houses grades Preschool through Fourth grade. OTES provides every student in grades K-4 with one-to-one technology to enhance the sequentially organized curriculum and developmentally appropriate lessons.
Awards, Recognition, Accomplishments:	OTES offers extra-curricular activities for students including Chorus, MakerSpace Club, Pep Squad, Art Club, and Book Club. Students also participate in the National Geography Bee, Spelling Bee, and Battle of the Books. The Board of Education and local newspapers recognize the outstanding efforts of our elementary students for excellence in such things as Essay Writing, Poetry Contests as well as the Spelling and Geography Bees.

NJ SCHOOL PERFORMANCE REPORT

OCEAN TOWNSHIP ELEMENTARY SCHOOL
(25-3810-060)
Grades Offered: PK-04
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
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Courses, Curriculum, Instruction:	Students in kindergarten through fourth grade receive instruction in reading, spelling, writing, mathematics, science and social studies in heterogeneously grouped classes through a sequentially organized curriculum. Lessons are developmentally appropriate and aligned with the New Jersey Student Learning Standards. Our Language Arts program used is McGraw-Hill's Wonders. It is research-based and uses a phonetic approach. . The Math program is Pearson's EnVision Math 2.0, and it is also aligned to the state standards. Science and Social Studies are integrated into the ELA and Math instruction. Science is also developed from the Next Generation Science Standards and incorporates STEM.
Sports and Athletics:	Sports opportunities are available through the Township of Ocean Human Services and are developmentally appropriate to young children.
Clubs and Activities:	Chorus, Book Club, Art Club, Safety Patrol, MakerSpace, Homework Club, and Pep Squad are available.

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Before and After School Programs:	Project Extend is available for school-based child care through the Township of Ocean Human Services.
Staff and Professional Learning:	Extensive Professional Development opportunities are available to all faculty and staff working in the school. Additionally, Professional Learning Communities and EdCamp opportunities occur on a regular monthly basis that all faculty and staff can take advantage of.

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Student Supports and Services:	OTES has a full-time English as a Second Language teacher for English Language Learners (ELL students). Students with disabilities are served by the Child Study Team and through Resource Center pull-out replacement, in-class-resource, full-time Learning and Language Disabilities, Multiple Disabilities, and Preschool Disabilities classes as appropriate for identified students. Our basic skills classes and special education classes utilize our Wonders & Wonder Works Program as well.
Student Health and Wellness:	Breakfast is offered to all students each day. The Physical Education Curriculum includes an extensive Health Education component. Additionally, there is a full-time Nurse Practioner that works with the staff to promote wellness. Students have weekly Physical Education classes at all levels, and have daily recess periods. Students take part in a 10 minute recess in the morning and a 30 minute recess during the afternoon.
Parent and Community Involvement:	OTES has a very active PTA that plans monthly parent-child activity nights and offers many opportunities for parents to be involved. Parents can connect to the school through the PowerSchool parent-portal to access archived report cards and grades and connect to the curriculum through online Wonders and enVision opportunities.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers OTES is working on implementation of the District Strategic Action Plan which includes school culture and climate goals and objectives. The full-time Guidance Counselor works with students and staff to maintain a positive climate.
Facilities:	OTES was built in 1958 and was originally used as a Grades 5-8 Middle School. There have been several renovations to upgrade the Library, Gymnasium, Visual and Performing Arts rooms, to add an elevator, and to add Air Conditioning to all student areas. There is recently added playground equipment and the outdoor space is shared with the expansive High School Athletic fields.
School Safety:	OTES has a full-time Security Guard that ensures that the building and perimeter of the facility are safe. The Security Guard interfaces directly with the adjoining OTHS campus security team which includes a Class III Ocean Township Police Officer.

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Technology and STEM:	OTES has a one-to-one technology initiative with every child in Kindergarten through Fourth grade having access to a personal Chromebook that is kept at the school. Teachers have personal devices for instructing in the technology-rich environment including interactive projectors in each classroom, SMART and ELMO document cameras, wireless internet, and an array of support services. There is also a full-time Technology Specialist dedicated to helping teachers succeed in technology-rich and multiple media lessons.
Early Childhood Education:	OTES has 4 Preschool programs that operate within the school. Two programs are full-day, for disabled students, and two other programs are part-time, serving 3-and 4-year-old disabled students. Programs are supported by Developmental and Adaptive Physical Education daily, and students receive Speech Language, Occupational Therapy, and Physical Therapy services as required. Programs are taught by Early Childhood teachers that are Special Education certified. Students utilize the Creative Curriculum and the Rethink program within those classes.

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Other Information:	The PTA provides monthly assembly programs and helps to ensure that every child is included on class and field trips. The PTA also works with the teachers to provide an annual Field Day as well as class parties to signify different seasonal dates. Our school environment lends itself to offering many opportunities for children to learn and demonstrate tolerance, compassion and understanding of other people's needs and ideas. We work very hard to create a climate of respect and kindness. It is expected that students show great effort and be a good citizen. We incorporate lessons on Internet safety and information literacy to help students develop the skills and behaviors necessary for becoming safe and strong digital citizens. We have a full time school counselor who supports the staff and students in providing a climate of open communication and respect. Any personal, social or academic concerns that arise are promptly handled so students know they can always come to an adult for support. We are committed to excellence and look forward to the joys and challenges of the future.