NJ SCHOOL PERFORMANCE REPORT

TOWNSHIP OF OCEAN INTERMEDIATE SCHOOL
(25-3810-040)
Grades Offered: 05-08
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	MR. KOSTULA
Address	1200 WEST PARK AVENUE OCEAN, NJ 07712-7296
Phone Number	(732)531-5630
Email Address	LKOSTULA@OCEANSCHOOLS.ORG
Website	http://www.oceanschools.org
Facebook	https://www.facebook.com/TownshipofOceanSchoolDistrict
Twitter	https://twitter.com/camatotois

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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
5	266	269	256
6	266	277	264
7	270	257	281
8	279	272	252
Total	1,081	1,075	1,053

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	49.1%	48.5%	49.6%
Male	50.9%	51.5%	50.4%
Economically Disadvantaged Students	25.2%	26.0%	26.2%
Students with Disabilities	18.5%	19.9%	21.2%
English Learners	2.3%	3.1%	3.2%
Homeless Students		0.7%	1.0%
Students in Foster Care		0.2%	0.2%
Military-Connected Students		0.0%	0.0%
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	67.6%	66.5%	65.4%
Hispanic	13.7%	14.2%	15.9%
Black or African American	9.4%	9.6%	8.8%
Asian	8.6%	8.9%	8.6%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.6%	0.7%	1.0%

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, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	74.2%
Spanish	10.4%
Portuguese	2.8%
Creoles and pidgins, French-based	1.9%
Arabic	1.5%
Other Languages	9.2%

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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	41	42	50	Met Standard	45	49	50	Met Standard
White	42	43	50	Met Standard	46	49	51	Met Standard
Hispanic	41	42	49	Met Standard	41	47	48	Met Standard
Black or African American	30	36	44	Not Met	39.5	41	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	46	45	61	Met Standard	53	54	61	Met Standard
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	44	45	49	**	50.5	50.5	51	**
Economically Disadvantaged	37	38	48	Not Met	46	51	47	Met Standard
Students with Disabilities	33	33	41	Not Met	36	40	43	Not Met
English Learners	41	41	54	Met Standard	48	55	51	Met Standard

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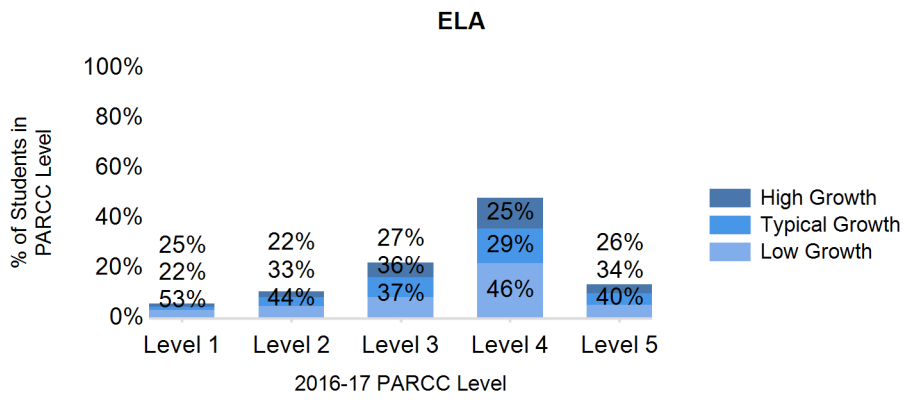
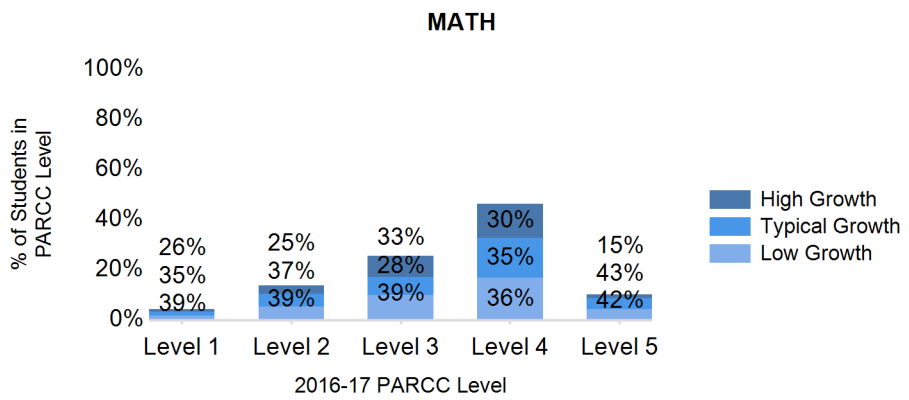
Student Growth by Performance Level

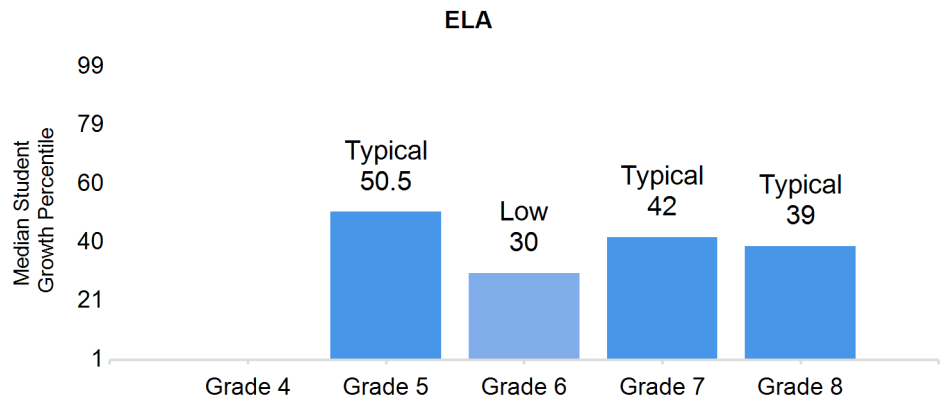
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

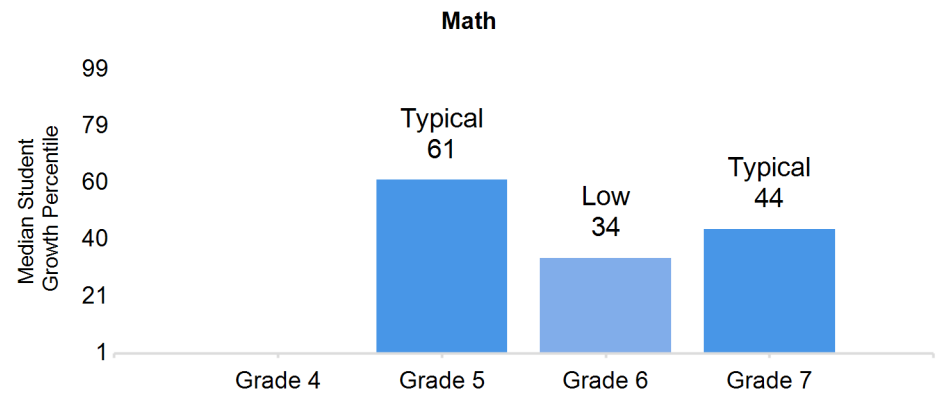




Student Growth by Grade

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	982	94.6	58.0	54.0	56.7	57.7	58.2	Met Target†
White	637	92.8	66.3	61.1	65.6	64.8	61.4	Met Target
Hispanic	159	98.8	37.8	38.6	42.5	37.8	46.4	Not Met
Black or African American	86	96.7	22.1	*	37.3	22.1	37.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	90	100.0	71.1	67.9	82.3	71.1	72.2	Met Target†
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	10	90.9	40.0	41.7	63.4	38.1	**	**
Female	490	95.4	69.2	62.7	64.5	69.2		
Male	492	93.9	46.8	45.8	49.4	46.3		
Economically Disadvantaged Students	230	97.5	28.7	30.5	38.5	*	42	Not Met
Non-Economically Disadvantaged Students	752	93.8	66.9	61.7	67.5	*		
Students with Disabilities	207	91.7	13.5	*	21.6	13.1	22.2	Not Met
Students without Disabilities	775	95.5	69.9	*	63.9	69.9		
English Learners	110	100.0	30.9	*	27.3	30.9	30	Met Target
Non-English Learners	872	94.0	61.3	*	59.4	60.7		
Homeless Students	*	*	*	19.2	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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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 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	245	758	758	755	*	11%	22%	*	*	63%	58%
White	156	763	763	763	*	*	20%	58%	12%	70%	68%
Hispanic	48	742	742	743	*	*	35%	*	*	40%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	20	767	767	780	*	0%	*	*	*	80%	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	122	766	766	762	*	*	17%	*	*	74%	66%
Male	123	750	750	749	*	*	26%	*	*	53%	51%
Economically Disadvantaged Students	66	738	738	739	*	*	32%	36%	0%	36%	39%
Non-Economically Disadvantaged Students	179	765	765	766	*	*	18%	61%	12%	73%	71%
Students with Disabilities	49	724	724	724	*	*	35%	*	*	16%	22%
Students without Disabilities	196	766	766	762	*	*	18%	*	*	75%	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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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 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	249	748	748	754	6%	18%	27%	39%	10%	49%	56%
White	153	756	756	761	*	*	24%	48%	14%	62%	66%
Hispanic	36	735	735	742	*	33%	33%	*	*	28%	42%
Black or African American	34	724	724	737	*	35%	32%	*	*	12%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	127	757	757	761	*	*	26%	*	*	61%	64%
Male	122	737	737	748	*	*	29%	*	*	37%	48%
Economically Disadvantaged Students	65	726	726	739	*	*	34%	*	*	17%	37%
Non-Economically Disadvantaged Students	184	755	755	764	*	*	25%	*	*	60%	68%
Students with Disabilities	60	722	722	723	*	*	25%	*	*	15%	18%
Students without Disabilities	189	756	756	760	*	*	28%	*	*	60%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	257	761	761	760	7%	9%	20%	36%	28%	64%	63%
White	170	765	765	768	*	*	18%	40%	31%	71%	72%
Hispanic	38	746	746	746	*	*	32%	*	*	42%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	27	780	780	790	*	*	*	37%	44%	81%	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	134	770	770	769	*	*	16%	39%	34%	73%	72%
Male	123	751	751	752	*	*	24%	33%	20%	54%	54%
Economically Disadvantaged Students	63	740	740	742	*	*	30%	16%	19%	35%	44%
Non-Economically Disadvantaged Students	194	768	768	771	*	*	16%	43%	30%	73%	73%
Students with Disabilities	54	724	724	721	*	*	37%	*	*	19%	22%
Students without Disabilities	203	771	771	768	*	*	15%	*	*	76%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	230	754	754	759	8%	11%	25%	43%	13%	56%	60%
White	160	759	759	767	*	*	25%	48%	14%	62%	70%
Hispanic	35	744	744	744	*	*	*	*	*	43%	45%
Black or African American	15	722	722	739	*	*	*	*	*	13%	39%
Asian, Native Hawaiian, or Pacific Islander	20	762	762	789	*	*	*	*	*	65%	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	N	N	N	766	N	N	N	N	N	N	66%
Female	107	764	764	768	*	*	18%	*	*	70%	69%
Male	123	746	746	751	*	*	31%	*	*	44%	52%
Economically Disadvantaged Students	36	728	728	740	*	33%	*	*	*	25%	42%
Non-Economically Disadvantaged Students	194	759	759	769	*	7%	*	*	*	62%	71%
Students with Disabilities	37	706	706	719	*	*	*	*	*	*	19%
Students without Disabilities	193	764	764	766	*	*	*	*	*	*	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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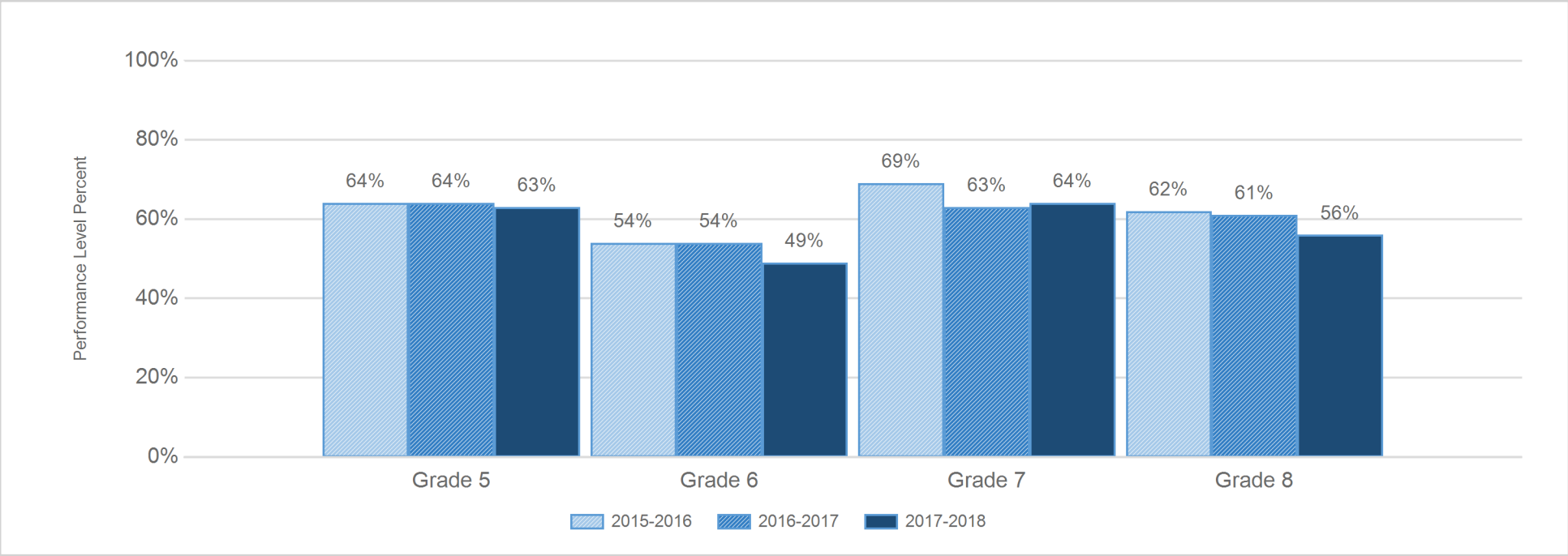
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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	995	95.4	57.3	52.5	45.0	57.3	50.4	Met Target
White	644	93.8	65.2	60.1	54.1	64.4	54.9	Met Target
Hispanic	160	99.4	38.1	36.1	29.2	38.1	34.6	Met Target
Black or African American	88	96.7	26.1	*	23.4	26.1	24.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	93	100.0	66.7	63.3	77.0	66.7	69	Met Target†
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	10	90.9	50.0	52.2	53.0	47.6	**	**
Female	495	95.8	60.6	53.6	46.0	60.6		
Male	500	95.1	54.2	51.4	43.9	54.2		
Economically Disadvantaged Students	233	97.6	28.3	28.9	26.6	*	34.7	Not Met
Non-Economically Disadvantaged Students	762	94.8	66.3	60.3	55.9	*		
Students with Disabilities	208	92.1	15.3	*	17.1	15.0	19.9	Not Met
Students without Disabilities	787	96.4	68.5	*	50.5	68.5		
English Learners	115	100.0	30.4	*	24.6	30.4	30.5	Met Target†
Non-English Learners	880	94.9	60.9	*	46.9	60.9		
Homeless Students	10	100.0	*	20.7	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

TOWNSHIP OF OCEAN INTERMEDIATE SCHOOL
(25-3810-040)
Grades Offered: 05-08
2017-2018

Report Key:
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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 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	249	757	757	748	*	*	24%	49%	14%	63%	49%
White	157	763	763	756	*	*	22%	53%	17%	70%	60%
Hispanic	49	742	742	736	*	*	41%	*	*	39%	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	21	763	763	777	*	*	*	*	*	67%	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	124	760	760	749	*	*	20%	53%	15%	69%	50%
Male	125	754	754	747	*	*	28%	44%	13%	57%	48%
Economically Disadvantaged Students	67	740	740	733	*	*	39%	*	*	34%	29%
Non-Economically Disadvantaged Students	182	763	763	758	*	*	19%	*	*	73%	62%
Students with Disabilities	49	732	732	726	*	*	35%	*	*	22%	20%
Students without Disabilities	200	763	763	752	*	*	22%	*	*	73%	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

TOWNSHIP OF OCEAN INTERMEDIATE SCHOOL
(25-3810-040)
Grades Offered: 05-08
2017-2018

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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 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).

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	252	743	743	744	7%	21%	25%	*	*	47%	44%
White	154	750	750	751	*	12%	25%	*	*	58%	54%
Hispanic	36	733	733	731	*	33%	*	31%	0%	31%	27%
Black or African American	35	720	720	726	*	43%	29%	*	*	14%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	129	746	746	745	*	22%	23%	*	*	50%	45%
Male	123	740	740	742	*	19%	28%	*	*	44%	42%
Economically Disadvantaged Students	66	723	723	729	*	38%	33%	*	*	14%	24%
Non-Economically Disadvantaged Students	186	750	750	753	*	15%	23%	*	*	59%	56%
Students with Disabilities	61	720	720	717	*	43%	23%	*	*	16%	13%
Students without Disabilities	191	750	750	748	*	14%	26%	*	*	57%	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

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(25-3810-040)
Grades Offered: 05-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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).

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	258	752	752	743	5%	16%	22%	45%	12%	57%	43%
White	171	757	757	750	*	*	24%	49%	15%	63%	54%
Hispanic	38	738	738	732	*	29%	26%	*	*	34%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	27	761	761	767	*	*	*	*	*	74%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	133	754	754	745	*	14%	23%	*	*	59%	45%
Male	125	750	750	741	*	18%	22%	*	*	55%	42%
Economically Disadvantaged Students	64	733	733	730	*	*	22%	*	*	33%	24%
Non-Economically Disadvantaged Students	194	758	758	751	*	*	22%	*	*	65%	55%
Students with Disabilities	54	725	725	717	*	*	30%	*	*	17%	12%
Students without Disabilities	204	759	759	748	*	*	20%	*	*	68%	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

TOWNSHIP OF OCEAN INTERMEDIATE SCHOOL
(25-3810-040)
Grades Offered: 05-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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).

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	162	739	739	728	14%	15%	24%	*	*	47%	28%
White	109	746	746	736	11%	10%	25%	*	*	54%	36%
Hispanic	29	728	728	722	*	*	*	38%	0%	38%	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	N	729	N	N	N	N	N	N	28%
Female	72	740	740	731	17%	*	21%	*	*	50%	31%
Male	90	738	738	725	12%	*	27%	*	*	44%	26%
Economically Disadvantaged Students	31	720	720	719	*	*	*	*	*	23%	20%
Non-Economically Disadvantaged Students	131	743	743	735	*	*	*	*	*	53%	35%
Students with Disabilities	36	702	702	705	*	*	*	*	*	*	*
Students without Disabilities	126	749	749	735	*	*	*	*	*	*	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

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(25-3810-040)
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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows 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	73	796	752	746	0%	0%	0%	70%	30%	100%	46%
White	54	796	760	755	0%	0%	0%	69%	31%	100%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	N	N	718	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	N	755	N	N	N	N	N	N	54%
Female	37	794	754	748	0%	0%	0%	70%	30%	100%	48%
Male	36	798	751	745	0%	0%	0%	69%	31%	100%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows 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	N	N	732	735	N	N	N	N	N	N	30%
White	N	N	736	740	N	N	N	N	N	N	37%
Hispanic	N	N	725	723	N	N	N	N	N	N	14%
Black or African American	N	N	716	719	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	760	N	N	N	N	N	N	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	*	741	N	N	N	N	N	N	39%
Female	N	N	732	736	N	N	N	N	N	N	30%
Male	N	N	733	734	N	N	N	N	N	N	29%
Economically Disadvantaged Students	N	N	723	722	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	N	N	735	741	N	N	N	N	N	N	38%
Students with Disabilities	N	N	713	713	N	N	N	N	N	N	*
Students without Disabilities	N	N	736	738	N	N	N	N	N	N	*
English Learners	N	N	722	711	N	N	N	N	N	N	*
Non-English Learners	N	N	733	736	N	N	N	N	N	N	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows 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	*	*	747	727	*	*	*	*	*	*	30%
White	*	*	*	733	*	*	*	*	*	*	35%
Hispanic	N	N	730	710	N	N	N	N	N	N	14%
Black or African American	N	N	*	705	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	766	N	N	N	N	N	N	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	N	N	N	736	N	N	N	N	N	N	37%
Female	N	N	746	728	N	N	N	N	N	N	30%
Male	*	*	*	727	*	*	*	*	*	*	30%
Economically Disadvantaged Students	*	*	*	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	N	N	748	736	N	N	N	N	N	N	37%
Students with Disabilities	N	N	*	693	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	732	*	*	*	*	*	*	*
English Learners	N	N	*	691	N	N	N	N	N	N	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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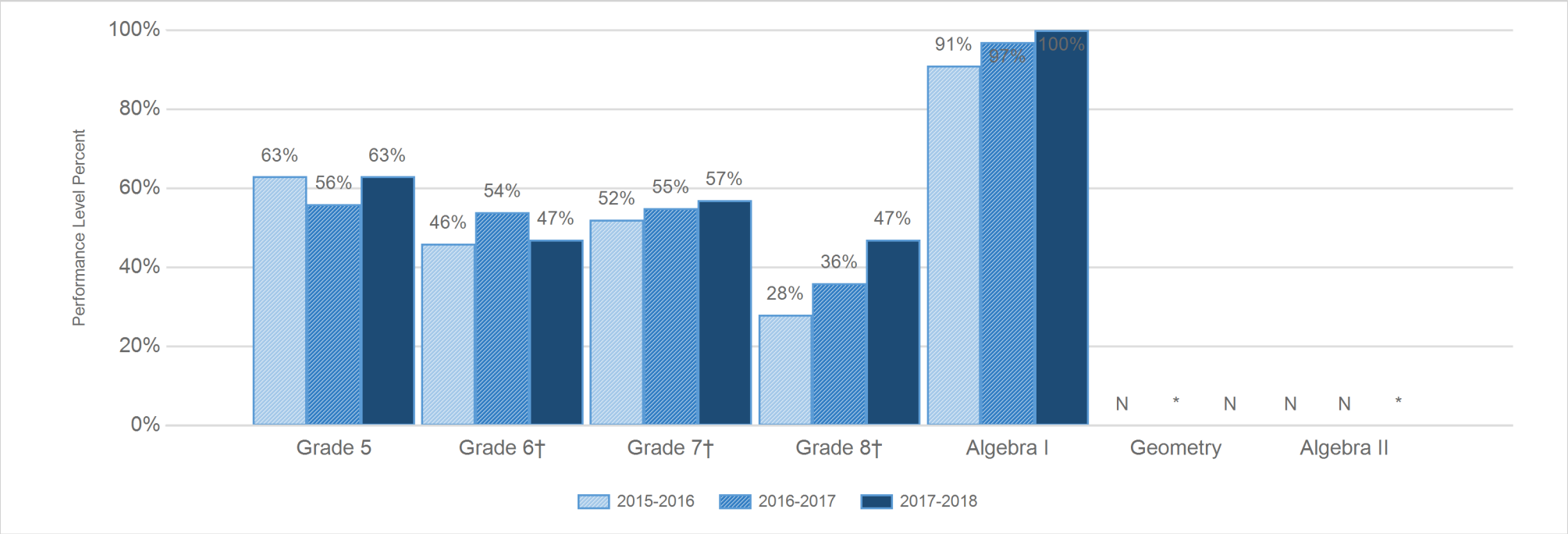
Mathematics Assessment – Performance Trends

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
5	*	*
6	*	*
7	*	*
8	*	*

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	63.6%	46.8%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	28	75.0%	25.0%
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.

NJ SCHOOL PERFORMANCE REPORT

TOWNSHIP OF OCEAN INTERMEDIATE SCHOOL
(25-3810-040)
Grades Offered: 05-08
2017-2018

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	264
7	1	0	280
8	74	0	176
Total	75	0	720

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	119	43	93	0	0	0	0
7	114	33	111	0	0	0	11
8	97	45	84	0	0	0	4
Total	330	121	288	0	0	0	15

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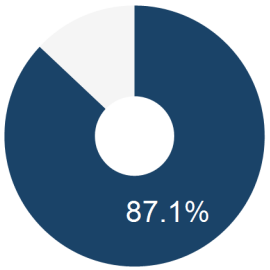
Visual and Performing Arts – Course Participation

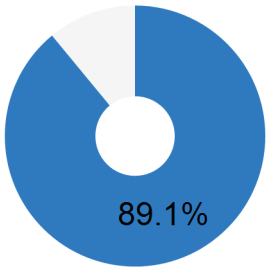
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

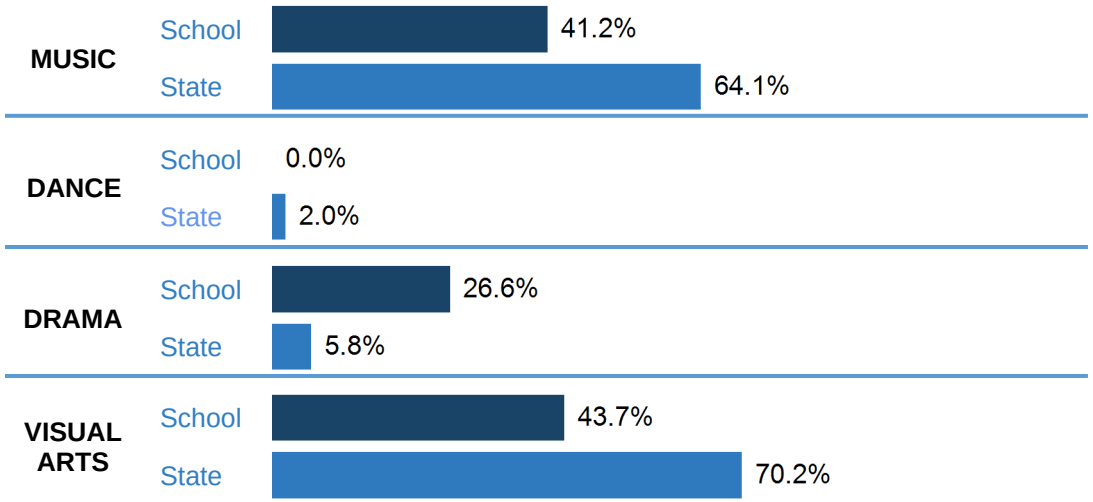


School



State

Students enrolled in one or more classes by discipline:



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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.

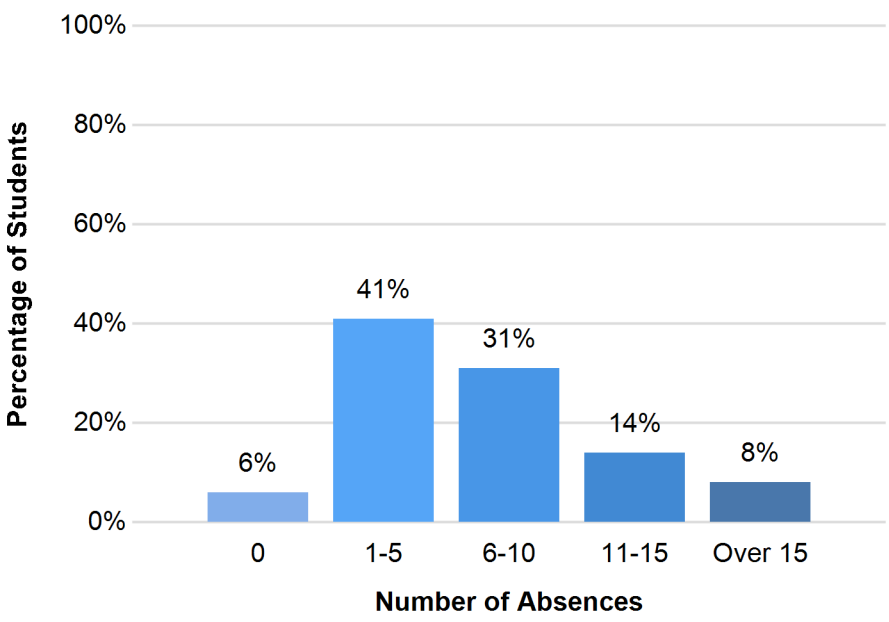
Chronic Absenteeism

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	60	5.7	9.1	Met
White	42	6.1	9.1	Met
Hispanic	8	4.8	9.1	Met
Black or African American	6	6.5	9.1	Met
Asian, Native Hawaiian, or Pacific Islander	3	3.3	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	9.1	**	**
Economically Disadvantaged Students	16	5.9	9.1	Met
Students with Disabilities	22	9.8	9.1	Not Met
English Learners	1	3.4	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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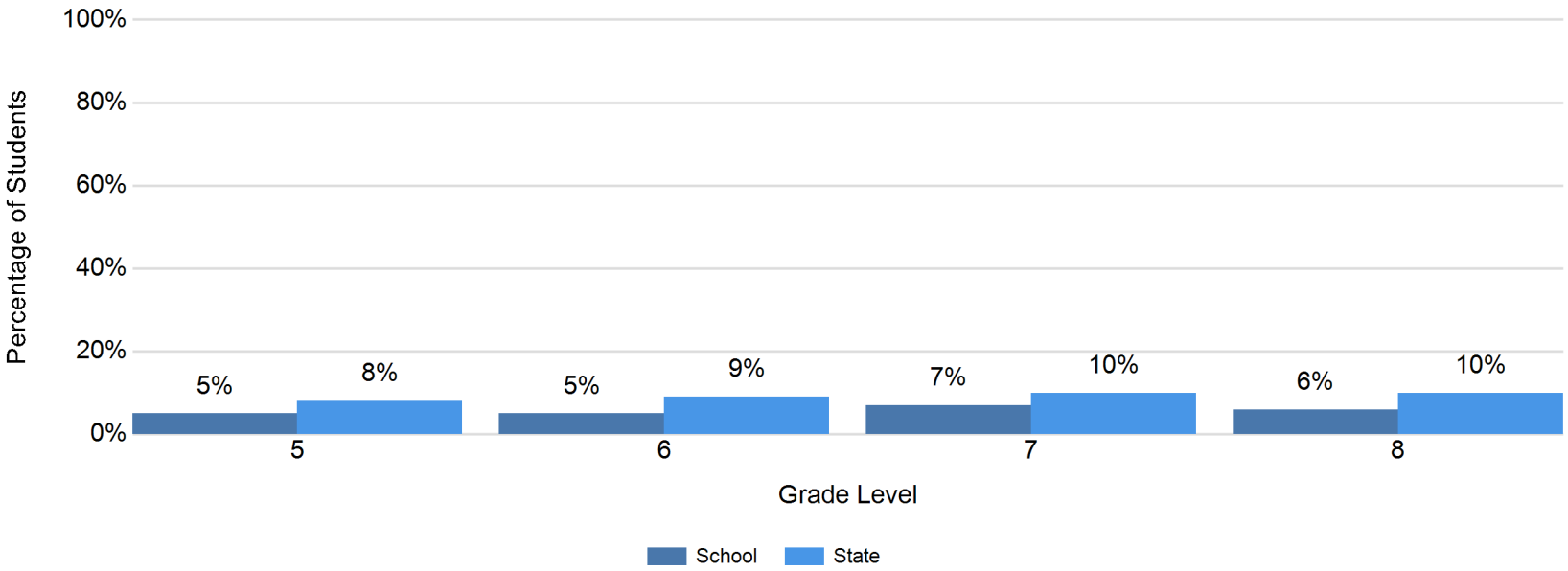
Chronic Absenteeism by Grade

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	4
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	0.66

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	2
Weapons	0
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	0	0
Gender	0	0	0
Sexual Orientation	0	4	4
Disability	0	0	0
Other	0	0	0
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	*	*
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
11

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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	8:00 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 33 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	115	117,464
Average years experience in public schools	13.4	12.0
Average years experience in district	11.8	10.7
Teachers in district for 4 or more years	87.0%	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	263:1	146:1
Teachers to Administrators	29:1	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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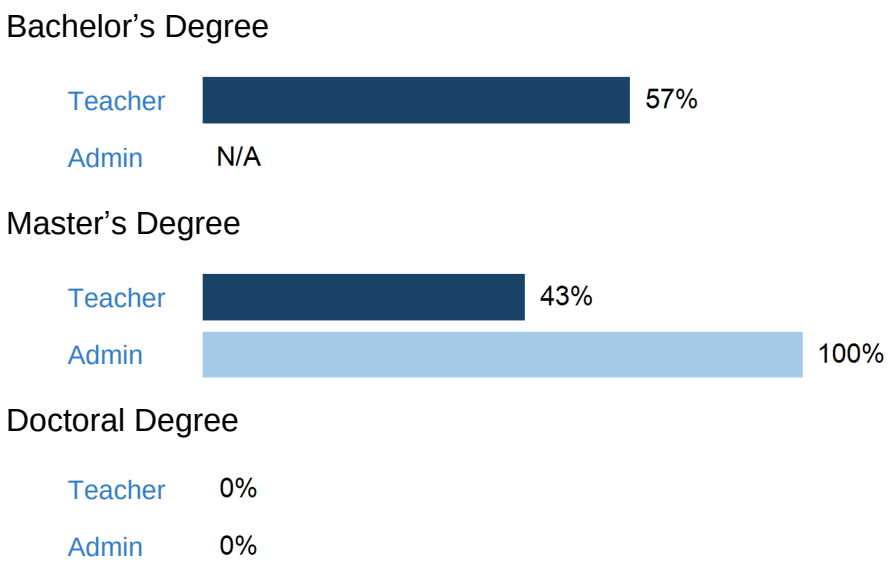
Teachers and Administrators - Level of Education

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	96.5%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	74.8%	25.0%
Male	25.2%	75.0%
White	96.5%	100.0%
Hispanic	2.6%	0.0%
Black or African American	0.0%	0.0%
Asian	0.9%	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	34.89	15.0%
Mathematics Proficiency	52.73	15.0%
English Language Arts Growth	14.57	20.0%
Mathematics Growth	28.84	20.0%
Progress Towards English Language Proficiency	71.70	20.0%
Chronic Absenteeism	69.84	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	43.15	n/a
Summative Rating: Percentile Rank of Summative Score	37.26	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	Met Target†	Met Target	Met Standard	Met Standard	Met Target	Met	No
White	40.30	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	41.31	14.08	No	Not Met	Met Target	Met Standard	Met Standard	n/a	Met	No
Black or African American	36.58	14.08	No	Not Met	Met Target	Not Met	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	20.90	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	40.97	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Met	No
Students with Disabilities	34.10	14.08	No	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	53.77	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	Met Standard	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:	• Technology is part of each school day with all students utilizing 1:1 personal Chromebooks • Recipient of the New York Jets Play 60 "Eat Right , Move More" grant • Created a new after-school club for grade 5, Book Club
Mission, Vision, Theme:	Meeting the needs of all TOIS students with a proud tradition of academic exellence.
Awards, Recognition, Accomplishments:	TOIS Band has received a superior rating in the High Note Music Festival for several years running. Our students participate in the National Geography Bee and the Scripps-Howard Spelling Bee. Forensics has won championships at Rumson Country Day and Ranney, while G&T participates in Future Cities and Math Olympiad. Math Club participates in CBA and MathCounts competitions. TOIS Boys Basketball team had its first undefeated season, 23-0. They won the Run of the Rose Championship.

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Courses, Curriculum, Instruction:	In addition to all students receiving instruction in the 4 academic areas of math, science, social studies, and ELA, TOIS offers the following courses: band, chorus, music, art, theater arts, computer finance and multimedia productions. World language and health/physical education are taken on a daily basis to round out the schedule.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys & Girls) TOIS offers an extensive battery of inter-scholastic sports for 6-8th grade students. Fall sports are soccer, cross country and field hockey. Winter sports are basketball, cheerleading and wrestling, followed by baseball, softball and track in the spring.
Clubs and Activities:	Over a dozen extracurricular activities complement the TOIS academic program. These include drama club and stage crew, yearbook, student council, Sand Pebbles (the TOIS Literary Magazine), after-school band, after-school chorus, The Spartan Times (the TOIS School Newspaper), WordPlay, PRIDE Club, Math Club, Forensics, Choir, and MakerSpace Club.

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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.

Before and After School Programs:	All teachers offer extra help after the regular school day ends. For 5th & 6th Grade, Skills for Success is offered. The Ocean Township Department of Human Services runs Project Extend for after school care here at TOIS.
Staff and Professional Learning:	TOIS has monthly faculty, department, and Professional Learning Communities meetings. Extensive Professional Development and multiple EdCamp opportunities are available for faculty and staff to take advantage of throughout the school year.

NJ SCHOOL PERFORMANCE REPORT

TOWNSHIP OF OCEAN INTERMEDIATE SCHOOL
(25-3810-040)
Grades Offered: 05-08
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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Student Supports and Services:	TOIS has a guidance counselor assigned to each grade level. Basic Skills and English as a Second Language programs are offered to those in need. We have a Child Study Team with 4 members available to meet the needs of our Special Education population. A mentoring program has been created to help those students who require the extra support.
Student Health and Wellness:	All grade levels at TOIS take Health/Physical Education throughout the school year. There is a registered nurse on staff and Sodexo provides breakfast daily and offers healthy options for lunches for our students and staff.
Parent and Community Involvement:	TOIS has monthly PTA meetings to which parents and staff members are encouraged to participate in. We have the PowerSchool parent portal that allows parents to track their student's academic progress throughout the year.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The climate survey is a goal and objective of our Strategic Action plan, and the results have been used to improve school climate.
Facilities:	TOIS was originally built in 1975. In 2004, an addition was built to house the district 5th grade in the building. During the summer of 2016, rennovations took place to upgrade the 6th, 7th and 8th grade science classrooms and labs. Renovations were also made to add a theater arts class to the building.

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Technology and STEM:	One to one devices for students (Chromebook); multiple technology electives are offered- Introduction to Mutimedia Productions and computer applications. In addtion our School Media Specialist also serves as an Educational Technology Specialist.

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Other Information:	TOIS has 2 security guards on staff to insure the safety of students and staff. Chromebooks are available to all 5th grade students in their classrooms and 6-8th grade students are assigned a Chromebook which they can take home. Teachers may be contacted by district email and maintain a strong presence on Google Classroom.