

OVERVIEW

OCEAN
POINT PLEASANT BORO

GRADE SPAN 09-12

POINT PLEASANT BOROUGH HIGH SCHOOL
LAURA HERBERT DR
POINT PLEASANT, NJ 08742

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

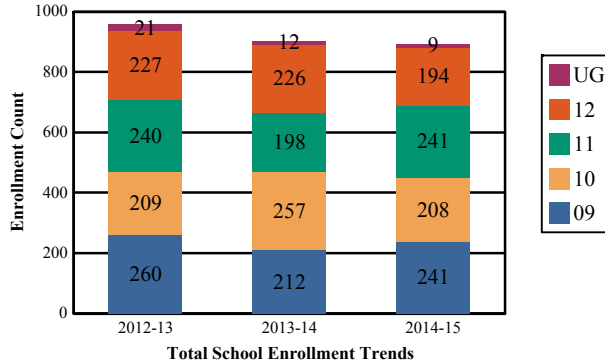
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Enrollment by Grade

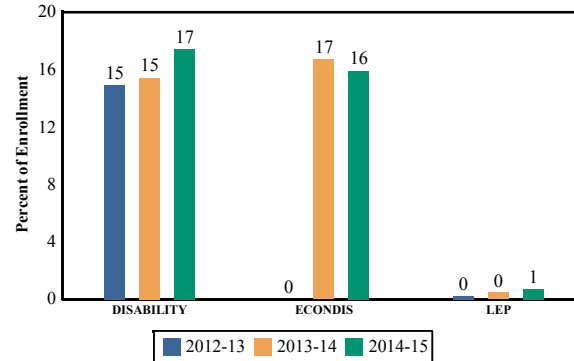
This graph presents the count of students who were 'on roll' by grade in October of each school year.



Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

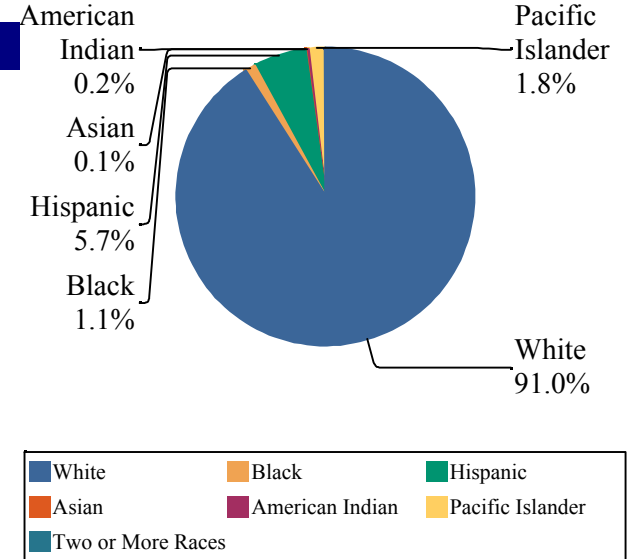
Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Enrollment by Ethnic/Racial Subgroup

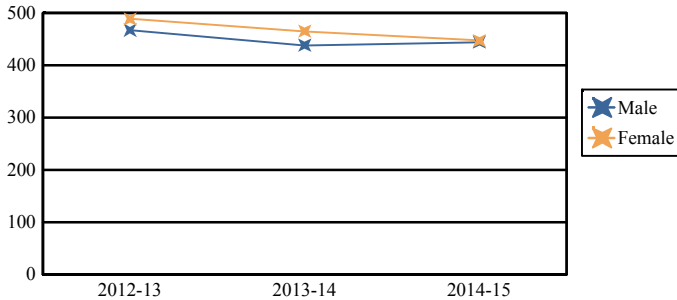
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	957
2013-14	904
2014-15	892

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	156	17%
Economically Disadvantaged Students	142	15.9%
English Language Learners	6	0.7%

Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	98.8%
Spanish	0.9%
Portuguese	0.1%
Abkhazian	0.1%

	Male	Female
2012-13	468	489
2013-14	439	466
2014-15	445	448

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L), Mathematics and Biology as demonstrated in 2014-2015 *Partnership for Assessment of Readiness for College and Careers (PARCC)* assessments and the End-of-Course Biology assessment. The below chart consist of three columns with measures. The first column - Schoolwide Performance - below includes the percentage of students who met or exceeded expectations in ELA/L or Math. The middle column - Peer School Percentile - indicates how the school's outcomes compare to its group of peer schools. The last column - Statewide Percentile - indicates how the school's outcomes compare to schools across the state in ELA/L.

Academic Achievement	Schoolwide Performance	Peer Percentile	State Percentile
HS English Language Arts/Literacy Met or Exceeded Expectation	53%	81	78
Math Met or Exceeded Expectation	16%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	385	52.7%	95%	88.3%	NO
White	351	52.8%	95%	88.2%	NO
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	66	13.6%	95%	77.3%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	55	52.8%	95%	77%	NO

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	376	16.2%	95%	88.5%	NO
White	343	15.5%	95%	87.9%	NO
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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Proficiency Outcomes - Biology

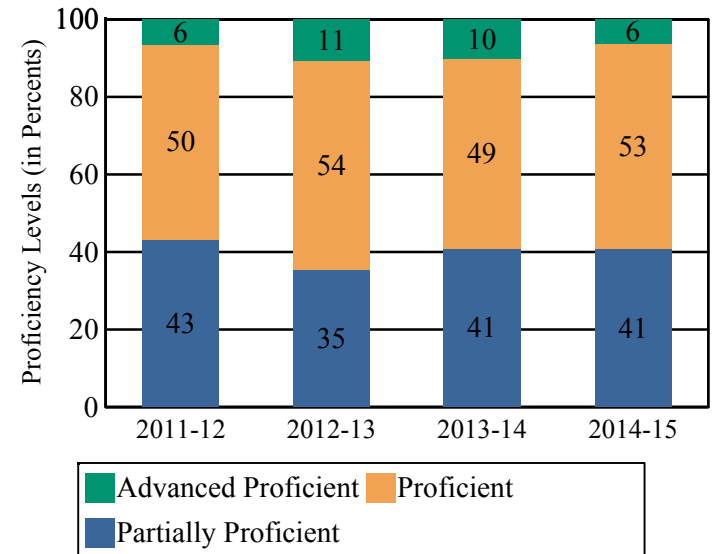
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	6%	53%	41%
White	6%	53%	40%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	2%	31%	67%
English Language Learners	-	-	-
Economically Disadvantaged Students	5%	46%	49%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

Proficiency Trends - Biology

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient, and Partially Proficient categories of the Biology Competency Test over the last four years.



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PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations (<i>Min. 650</i>)	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations (<i>Max. 850</i>)

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PARCC ELA Performance Distribution - Grade - 09

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	209	754	739	6%	13%	22%	46%	13%	59%	41%
White	187	754	746	6%	14%	21%	47%	12%	59%	47%
African American	-	-	723	-	-	-	-	-	-	23%
Hispanic	14	751	725	0%	14%	29%	50%	7%	57%	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	-	-	765	-	-	-	-	-	-	68%
Two or More Races	-	-	731	-	-	-	-	-	-	36%
Students with Disability	41	719	706	22%	49%	17%	12%	0%	12%	9%
English Language Learners	-	-	693	-	-	-	-	-	-	5%
Economically Disadvantaged Students	33	751	724	6%	15%	15%	58%	6%	64%	24%

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PARCC ELA Performance Distribution - Grade - 10

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	175	747	735	10%	18%	27%	33%	13%	45%	38%
White	164	748	741	10%	16%	28%	34%	12%	46%	43%
African American	-	-	717	-	-	-	-	-	-	22%
Hispanic	-	-	720	-	-	-	-	-	-	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	-	-	763	-	-	-	-	-	-	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	24	722	698	21%	29%	33%	13%	4%	17%	8%
English Language Learners	-	-	685	-	-	-	-	-	-	4%
Economically Disadvantaged Students	21	739	718	14%	24%	24%	33%	5%	38%	23%

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PARCC ELA Performance Distribution - Grade - 11

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	190	754	741	6%	15%	22%	40%	17%	57%	42%
White	169	754	745	7%	14%	22%	40%	17%	57%	46%
African American	-	-	727	-	-	-	-	-	-	27%
Hispanic	12	757	731	0%	33%	25%	17%	25%	42%	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	-	-	765	-	-	-	-	-	-	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	34	731	712	21%	26%	21%	32%	0%	32%	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	20	738	730	10%	25%	40%	15%	10%	25%	30%

Advanced Placement/International Baccalaureate English Performance Distribution

This graph presents the percentage of students in this school scoring in each performance level of the AP/IB English assessment. Students who score AP >= 3 or score IB >= 4 may earn college credit. Shown below the graph is a table that presents the percentage of students who achieved a score that could potentially earn college credit and the average score earned in the school.



Subject	Valid Scores	% Eligible for College Credit	Average Score Earned in the School	Average Score Earned in the State
AP ENG LANG	44	84.1%	3.43	3.36

- Data is suppressed to protect the confidentiality of the students.

PARCC ALGEBRA I - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	740	-	-	-	-	-	-	40%
White	-	-	746	-	-	-	-	-	-	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

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PARCC GEOMETRY - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	183	730	728	6%	32%	41%	21%	0%	21%	21%
White	165	730	731	7%	31%	42%	20%	0%	20%	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	12	728	718	0%	50%	33%	17%	0%	17%	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	-	-	751	-	-	-	-	-	-	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	28	729	718	4%	32%	54%	11%	0%	11%	8%

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PARCC ALGEBRA II - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	133	716	721	27%	34%	25%	14%	0%	14%	24%
White	126	716	725	27%	34%	25%	13%	0%	13%	27%
African American	-	-	701	-	-	-	-	-	-	8%
Hispanic	-	-	706	-	-	-	-	-	-	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	-	-	751	-	-	-	-	-	-	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	-	-	691	-	-	-	-	-	-	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	705	-	-	-	-	-	-	9%

COLLEGE AND CAREER READINESS

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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550, the percentage of 11th and 12th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Percent of Students Participating in SAT or ACT	82%	74	50	80%	YES
Percent of Students Participating in PSAT or PLAN	91%	45	55	60%	YES
Percent of Students Scoring Above 1550 on SAT	49%	61	66	40%	YES
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	34%	87	78	35%	NO
Percent of AP Tests ≥ 3 or IB Test ≥ 4 in English, Math, Social Studies or Science	75%	58	66	75%	YES
Summary		65	63		80%

College Readiness Test Participation

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

2014-15 Percent of Students	School	Peer Avg.	State Avg.
Participating in SAT	81.4%	76.4%	79.1%
Participating in ACT	20.6%		25.2%
Participating in PSAT or PLAN	91.2%	86.8%	79.6%
Participating in Dual Enrollment	1.5%		14.9%

AP/IB Participation - 'Unique' Students

The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e., each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

2014-15 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	45.6%	36.8%	36.3%
One or More Test	37.3%	30.2%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	33.6%	25.5%	25.3%

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

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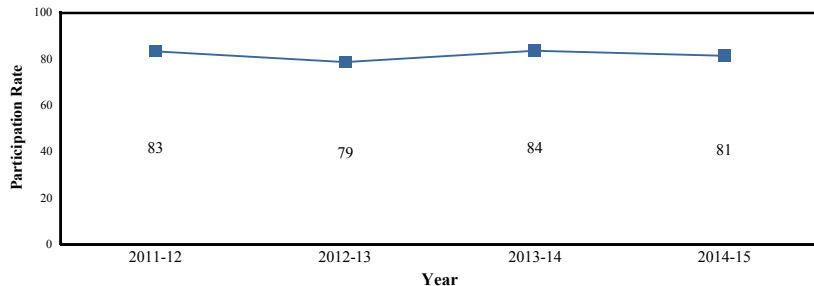
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Participation Trends - SAT Testing

Participation Trends - SAT Testing

This graph presents the participation rate in the SAT over the last four years.



AP /IB Test Results

This table presents the percentage of all AP/IB tests taken by students enrolled in the school that were scored AP \geq 3 and scored IB \geq 4.

2014-15	School	Peer Avg.	State Avg.
Percent of AP Tests \geq 3 or IB Test \geq 4	75.9%	72.4%	72.4%
Percent of Scores in AP \geq 3 or IB \geq 4 in English, Math, Social Studies or Science	75.3%	69.8%	69.7%

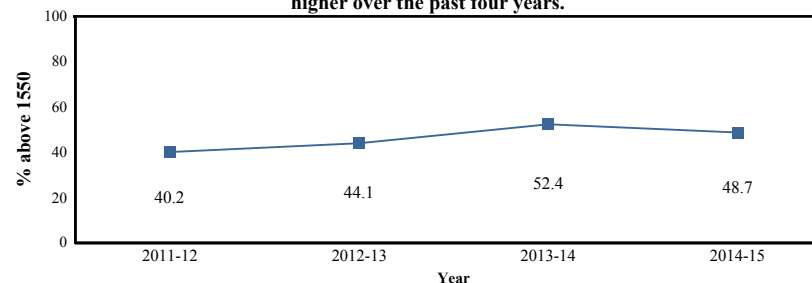
Scholastic Assessment Test (SAT) Results

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

2014-15	School	Peer Avg.	State Avg.
Percent of Students Scoring Above 1550 on SAT	48.7%	44.5%	43.8%

SAT Benchmark Trends

This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.



Composite SAT Score

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

2014-15	School	Peer Avg.	State Avg.
Composite SAT Score	1,553	1,541	1,508
Critical Reading	504	506	496
Mathematics	539	529	518
Writing	510	505	494

Composite SAT Score

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

2014-15	Critical Reading	Mathematics	Writing
75th Percentile	560	610	560
50th Percentile	500	540	505
25th Percentile	443	490	450

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AP/IB Courses Offered

This table presents the count of students enrolled in each AP/IB course offered in this school in the first column. The second column presents the count of tests taken in each AP/IB course. The numbers may not match as some students do not take the test in the same year as they take the course and some students may take the course without taking the test or vice versa.

AP/IB Course Name	Students Enrolled	Students Tested
AP Computer Science A	75	40
AP U.S. History	52	48
AP English Language and Composition	52	46
AP Calculus AB	43	37
AP Physics 2	39	5
AP World History	32	22
AP English Literature and Composition	30	27
AP Physics 1	29	15
AP Macroeconomics	20	17
AP Biology	19	16
AP Art/History of Art	13	9
AP Chemistry	12	5
AP Physics C	7	
AP Music Theory	4	2
AP Physics C: Electricity and Magnetism		6
AP Physics C: Mechanics		6
AP European History		1

Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	2.1%
Drama/Theater	18.9%	3.8%
Music	16.7%	17.8%
Visual Arts	40.7%	31.7%
Total: All Visual and Performing Arts	66.4%	49.9%

N/R - Data Not Reported

Participation in Career Readiness

The chart below contains percentage of students who were participants in an approved Career and Technical Education Program in this school as well as across the State of New Jersey.

Percent of Students Enrolled	School	State
Participating in CTE	2.7%	18.3%
Structured Learning Experience	5.4%	7.0%

N/R - Data Not Reported

GRADUATION AND POSTSECONDARY

POINT PLEASANT BOROUGH HIGH SCHOOL
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OCEAN
POINT PLEASANT BORO

GRADE SPAN 09-12

This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the ESEA Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The dropout rate is the count of students who dropout in an academic year divided by the school's total enrollment.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state.. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's ESEA Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

Graduation & Post Secondary Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Targets	Met Target
Overall Graduation Rate	91%	26	38	78%	YES
Dropout Rate	0.2%	84	68	2%	YES
SUMMARY - Graduation & Post-Secondary		55	53		100%

Graduation Rate by Subgroup

Dropout Rate by Subgroup

This table presents for all NCLB-identified subgroups the "4-year Adjusted Graduation Rate." This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who 'transfer-in' and for students who are verified as 'transfers-out'.

This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

	School	State Target
Schoolwide	91%	78%
White	91%	
African American	-	
Hispanic	-	
American Indian	-	
Asian	-	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	70%	
English Language Learners	-	
Economically Disadvantaged Students	89%	

	School	State Target
Schoolwide	.2%	2%
White	.2%	
African American	-	
Hispanic	0%	
American Indian	-	
Asian	-	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	.6%	
English Language Learners	-	
Economically Disadvantaged Students	0%	

GRADUATION AND POSTSECONDARY

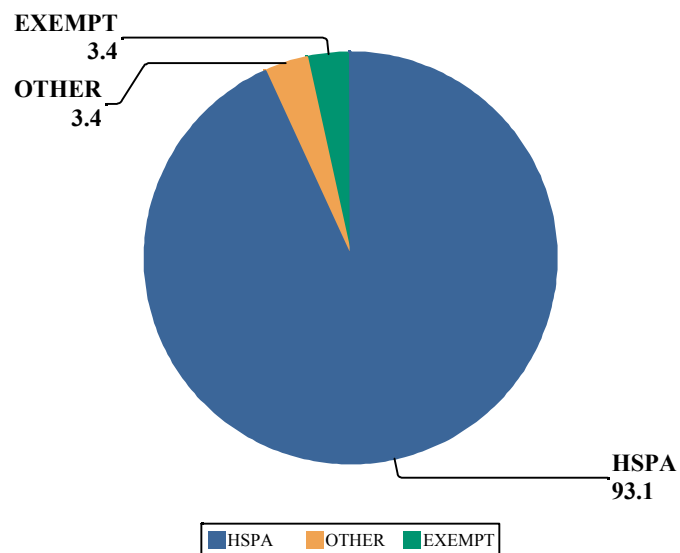
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GRADE SPAN 09-12

Graduation Pathway Rates

This chart presents the percentage of high school graduates who graduated by passing both sections of the HSPA, who were exempt from passing the HSPA, or who demonstrated proficiency through an alternative pathway such as through the Alternative High School Assessment, achievement of the 'Just Proficient Mean' or an appeal process.



Extended Year Graduation Rate

The chart below presents the 4-year and 5-year graduation rate for the prior school year's cohort in addition to the 4-year graduation rate for last year's cohort.

Class of	4-year Rate	5-year Rate
2012	94%	93%
2013	92%	92%
2014	94%	94%
2015	91%	

GRADUATION AND POSTSECONDARY

OCEAN
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GRADE SPAN 09-12

POINT PLEASANT BOROUGH HIGH SCHOOL
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Postsecondary Enrollment Rates

This chart presents the enrollment rates of this school’s high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95% of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

	Percent Enrolled	Percent in 2 Year	Percent in 4 Year
Statewide	78.5%	34.3%	64.7%
Schoolwide	78%	34.1%	65.9%
White	78.5%	33.5%	66.5%
African American	-	-	-
Hispanic	-	-	-
Asian	-	-	-
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	72.7%	58.3%	41.7%

WITHIN SCHOOL ACHIEVEMENT GAP

OCEAN
POINT PLEASANT BORO

GRADE SPAN 09-12

POINT PLEASANT BOROUGH HIGH SCHOOL
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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap broader than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 09

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	824	850
75th	779	766
50th	756	739
25th	734	710
0th	683	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	45	56

PARCC ALG-1 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	N/A	821
75th	N/A	762
50th	N/A	735
25th	N/A	711
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	51

WITHIN SCHOOL ACHIEVEMENT GAP

OCEAN

POINT PLEASANT BORO

Grade Level - 10

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	827	850
75th	775	766
50th	743	733
25th	722	699
0th	655	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	53	67

Grade Level - 11

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	828	850
75th	777	768
50th	753	740
25th	731	711
0th	657	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	57

POINT PLEASANT BOROUGH HIGH SCHOOL
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GRADE SPAN 09-12

PARCC GEO 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	771	793
75th	745	747
50th	731	726
25th	716	710
0th	653	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	29	37

PARCC ALG-2 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	771	813
75th	740	748
50th	714	718
25th	696	692
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	56

SCHOOL CLIMATE

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GRADE SPAN 09-12

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	7 Hrs. 0 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	3.4%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	6 Hrs. 0 Mins.
Shared Time	3 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	11
Administrators	212

SCHOOL PEER GROUP

OCEAN
POINT PLEASANT BORO

GRADE SPAN 09-12

POINT PLEASANT BOROUGH HIGH SCHOOL
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POINT PLEASANT, NJ 08742

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADESPAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNER</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	MAINLAND REGIONAL	MAINLAND REGIONAL HIGH SCHOOL	01-2910-050	09-12	26.4%	0%	14.2%
BERGEN	FAIR LAWN BORO	FAIR LAWN HIGH SCHOOL	03-1450-050	09-12	12.8%	0.8%	16%
BERGEN	MAHWAH TWP	MAHWAH HIGH SCHOOL	03-2900-050	09-12	10.7%	0.7%	14.2%
BURLINGTON	FLORENCE TWP	FLORENCE TOWNSHIP MEMORIAL HIGH SCHOOL	05-1520-050	09-12	24%	0.7%	9.9%
BURLINGTON	LENAPE REGIONAL	CHEROKEE HIGH SCHOOL	05-2610-040	09-12	11.9%	0.6%	17.8%
BURLINGTON	LENAPE REGIONAL	LENAPE HIGH SCHOOL	05-2610-050	09-12	15.4%	0.4%	14.2%
BURLINGTON	NORTHERN BURLINGTON REG	NORTHERN BURLINGTON COUNTY REGIONAL HIGH SCHOOL	05-3690-050	09-12	14.1%	0.5%	16.2%
CAMDEN	BLACK HORSE PIKE REGIONAL	HIGHLAND REGIONAL HIGH SCHOOL	07-0390-020	09-12	28.2%	0.1%	15%
CAMDEN	BLACK HORSE PIKE REGIONAL	TIMBER CREEK REGIONAL HIGH SCHOOL	07-0390-030	09-12	28.1%	0%	11.8%
CHARTERS	HOBOKEN CS	HOBOKEN CHARTER SCHOOL	80-6720-930	KG-12	26.8%	0%	13.2%
ESSEX	MONTCLAIR TOWN	MONTCLAIR HIGH SCHOOL	13-3310-050	09-12	18.8%	0.2%	16.6%
GLOUCESTER	DELSEA REGIONAL H.S DIST.	DELSEA REGIONAL HIGH SCHOOL	15-4940-050	09-12	26.7%	0.2%	11.5%
GLOUCESTER	WEST DEPTFORD TWP	WEST DEPTFORD HIGH SCHOOL	15-5620-050	09-12	26.6%	0.1%	16.9%
MIDDLESEX	EAST BRUNSWICK TWP	EAST BRUNSWICK HIGH SCHOOL	23-1170-050	10-12	14.6%	1.4%	11%
MIDDLESEX	MONROE TWP	MONROE TOWNSHIP HIGH SCHOOL	23-3290-005	09-12	11.6%	0.6%	16.2%
MONMOUTH	FREEHOLD REGIONAL	FREEHOLD BOROUGH HIGH SCHOOL	25-1650-050	09-12	19.3%	0%	17.6%
MONMOUTH	HAZLET TWP	RARITAN HIGH SCHOOL	25-2105-050	09-12	15%	0.4%	15.3%
MONMOUTH	MANASQUAN BORO	MANASQUAN HIGH SCHOOL	25-2930-050	09-12	14.9%	0.8%	13%
MONMOUTH	MATAWAN-ABERDEEN REGIONAL	MATAWAN REGIONAL HIGH SCHOOL	25-3040-050	09-12	28.8%	0.1%	10%
MONMOUTH	MIDDLETOWN TWP	MIDDLETOWN HIGH SCHOOL NORTH	25-3160-050	09-12	15.9%	0.5%	14.1%
MORRIS	BUTLER BORO	BUTLER HIGH SCHOOL	27-0630-020	09-12	18.8%	0.9%	15%
OCEAN	BRICK TWP	BRICK TOWNSHIP MEMORIAL HIGH SCHOOL	29-0530-025	09-12	24.5%	0.1%	15.6%

SCHOOL PEER GROUP

OCEAN
POINT PLEASANT BORO

GRADE SPAN 09-12

POINT PLEASANT BOROUGH HIGH SCHOOL
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OCEAN	POINT PLEASANT BORO	POINT PLEASANT BOROUGH HIGH SCHOOL	29-4210-030	09-12	15.9%	0.7%	15.2%
OCEAN	TOMS RIVER REGIONAL	TOMS RIVER HIGH SCHOOL EAST	29-5190-030	09-12	22.1%	0.3%	11.5%
OCEAN	TOMS RIVER REGIONAL	TOMS RIVER HIGH SCHOOL NORTH	29-5190-040	09-12	23.6%	0.6%	10.6%
SALEM	WOODSTOWN-PILES GROVE REG	WOODSTOWN HIGH SCHOOL	33-5910-050	09-12	22.3%	0.6%	11.1%
SUSSEX	HIGH POINT REGIONAL	HIGH POINT REGIONAL HIGH SCHOOL	37-2165-030	09-12	13.9%	0.5%	16%
SUSSEX	LENAPE VALLEY REGIONAL	LENAPE VALLEY REGIONAL HIGH SCHOOL	37-2615-050	09-12	14.2%	1.1%	15.3%
SUSSEX	WALLKILL VALLEY REGIONAL	WALLKILL VALLEY REGIONAL HIGH SCHOOL DISTRICT	37-5435-060	09-12	17.9%	0%	20.3%
UNION	SPRINGFIELD TWP	JONATHAN DAYTON HIGH SCHOOL	39-5000-010	09-12	12.5%	1.4%	13.2%
WARREN	WARREN HILLS REGIONAL	WARREN HILLS REGIONAL HIGH SCHOOL	41-5465-050	09-12	18.7%	0.6%	14.3%

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

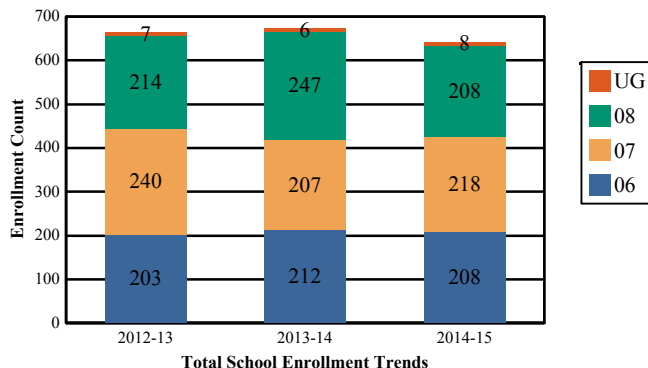
DEMOGRAPHIC INFORMATION

OCEAN
POINT PLEASANT BORO

GRADE SPAN 06-08

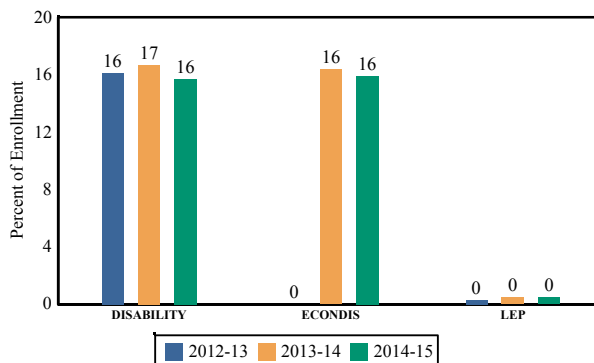
Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



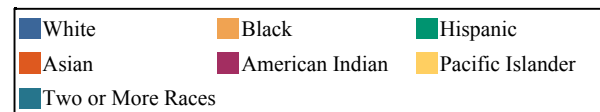
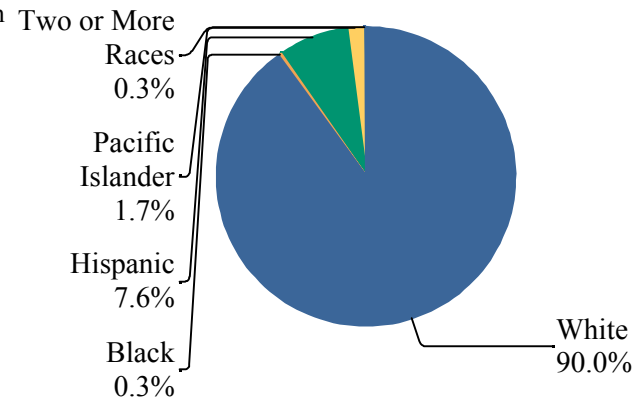
Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.

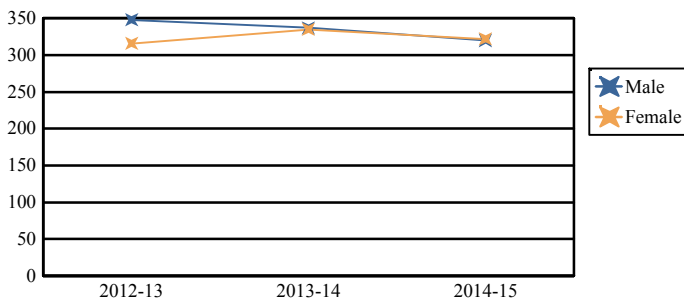


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	664
2013-14	672
2014-15	642

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	348	316
2013-14	337	335
2014-15	320	322

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	101	16%
Economically Disadvantaged Students	102	15.9%
English Language Learners	3	0.5%

Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	99.1%
Spanish	0.8%
Portuguese	0.2%

ACADEMIC ACHIEVEMENT

OCEAN
POINT PLEASANT BORO

GRADE SPAN 06-08

MEMORIAL MIDDLE SCHOOL
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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	64%	65	75
Math Met or Exceeded Expectation	58%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	557	64.3%	95%	89.6%	YES*
White	498	66.7%	95%	88.8%	YES*
African American	-	-	--	--	--
Hispanic	45	44.5%	95%	98%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	78	19.2%	95%	82%	NO
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	72	48.6%	95%	82.6%	NO

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ACADEMIC ACHIEVEMENT

OCEAN
POINT PLEASANT BORO

GRADE SPAN 06-08

MEMORIAL MIDDLE SCHOOL
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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	555	57.5%	95%	89.3%	YES*
White	496	58.6%	95%	88.5%	YES*
African American	-	-	--	--	--
Hispanic	45	46.6%	95%	98%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	77	13%	95%	81%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	71	38%	95%	81.5%	NO

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

ACADEMIC ACHIEVEMENT

OCEAN
POINT PLEASANT BORO

GRADE SPAN 06-08

MEMORIAL MIDDLE SCHOOL
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PARCC ELA Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	193	749	749	6%	11%	30%	49%	5%	54%	50%
White	165	751	755	5%	11%	27%	51%	6%	57%	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	23	739	736	13%	4%	48%	35%	0%	35%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	-	-	770	-	-	-	-	-	-	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	-	-	718	-	-	-	-	-	-	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	28	734	733	18%	14%	36%	32%	0%	32%	30%

ACADEMIC ACHIEVEMENT

OCEAN
POINT PLEASANT BORO

GRADE SPAN 06-08

MEMORIAL MIDDLE SCHOOL
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POINT PLEASANT, NJ 08742

PARCC ELA Performance Distribution - Grade - 07

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	170	764	750	3%	6%	21%	44%	25%	69%	53%
White	153	765	757	2%	7%	20%	44%	27%	71%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	11	746	736	18%	9%	18%	45%	9%	55%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	-	-	777	-	-	-	-	-	-	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	18	723	713	28%	11%	33%	28%	0%	28%	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	17	746	733	18%	12%	12%	53%	6%	59%	33%

ACADEMIC ACHIEVEMENT

OCEAN
POINT PLEASANT BORO

GRADE SPAN 06-08

MEMORIAL MIDDLE SCHOOL
LAURA HERBERT DR
POINT PLEASANT, NJ 08742

PARCC ELA Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	194	765	750	6%	6%	19%	49%	21%	70%	53%
White	180	767	757	5%	5%	18%	51%	21%	72%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	11	753	735	9%	18%	18%	27%	27%	55%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	-	-	778	-	-	-	-	-	-	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	28	721	713	29%	14%	32%	21%	4%	25%	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	27	756	732	4%	7%	30%	41%	19%	59%	34%

ACADEMIC ACHIEVEMENT

OCEAN
POINT PLEASANT BORO

GRADE SPAN 06-08

MEMORIAL MIDDLE SCHOOL
LAURA HERBERT DR
POINT PLEASANT, NJ 08742

PARCC MATH - Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	192	750	743	6%	9%	30%	51%	5%	56%	42%
White	164	751	749	5%	9%	29%	52%	5%	57%	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	23	741	731	9%	13%	35%	43%	0%	43%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	-	-	768	-	-	-	-	-	-	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	31	717	718	29%	29%	29%	13%	0%	13%	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	27	737	729	15%	11%	44%	30%	0%	30%	23%

ACADEMIC ACHIEVEMENT

OCEAN
POINT PLEASANT BORO

GRADE SPAN 06-08

MEMORIAL MIDDLE SCHOOL
LAURA HERBERT DR
POINT PLEASANT, NJ 08742

PARCC MATH - Performance Distribution - Grade - 07

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	170	751	740	2%	9%	37%	45%	6%	52%	38%
White	153	752	745	1%	10%	36%	46%	7%	53%	46%
African American	-	-	725	-	-	-	-	-	-	17%
Hispanic	11	741	730	9%	9%	36%	45%	0%	45%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	-	-	760	-	-	-	-	-	-	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	18	720	715	11%	39%	39%	11%	0%	11%	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	17	739	728	6%	24%	47%	18%	6%	24%	21%

ACADEMIC ACHIEVEMENT

OCEAN
POINT PLEASANT BORO

GRADE SPAN 06-08

MEMORIAL MIDDLE SCHOOL
LAURA HERBERT DR
POINT PLEASANT, NJ 08742

PARCC MATH - Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	97	735	726	14%	20%	28%	38%	0%	38%	24%
White	87	736	732	14%	18%	30%	38%	0%	38%	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	-	-	721	-	-	-	-	-	-	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	19	734	719	11%	21%	32%	37%	0%	37%	17%

ACADEMIC ACHIEVEMENT

OCEAN
POINT PLEASANT BORO

GRADE SPAN 06-08

MEMORIAL MIDDLE SCHOOL
LAURA HERBERT DR
POINT PLEASANT, NJ 08742

PARCC ALGEBRA I - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	96	775	740	0%	1%	8%	80%	10%	91%	40%
White	92	775	746	0%	1%	9%	80%	10%	90%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation’s students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation’s Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

- Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
- Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
- Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
- Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

ACADEMIC ACHIEVEMENT

OCEAN
POINT PLEASANT BORO

GRADE SPAN 06-08

29-4210-050
MEMORIAL MIDDLE SCHOOL
LAURA HERBERT DR
POINT PLEASANT, NJ 08742

NJASK Results - Science Grade Level - 08

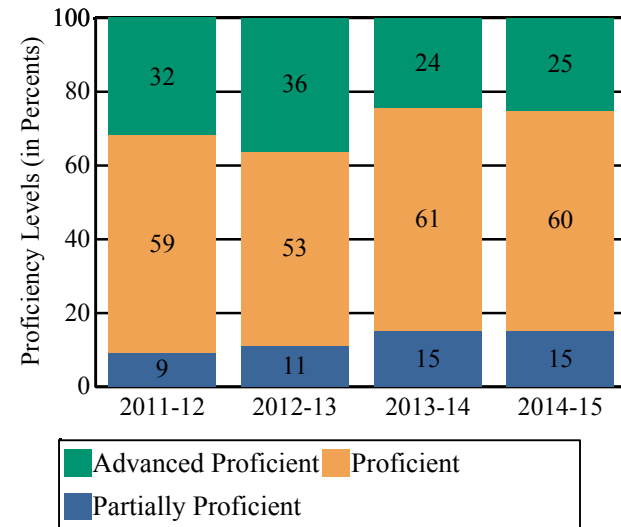
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	25%	60%	15%
White	26%	60%	14%
African American	-	-	-
Hispanic	23%	46%	31%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	6%	32%	61%
English Language Learners	-	-	-
Economically Disadvantaged Students	23%	48%	29%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary and middle schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days. Also presented is the percentage of students participating in Visual and Performing Arts coursework and Algebra I course outcomes.

Algebra I Course Enrollment

This table presents the count of students in this school who were reported in the Algebra I course code in NJSMART and the count of students who took the Algebra I test of PARCC.

Algebra I Enrollment Count	Algebra I PARCC Test Count
102	97

Algebra I Test Taking

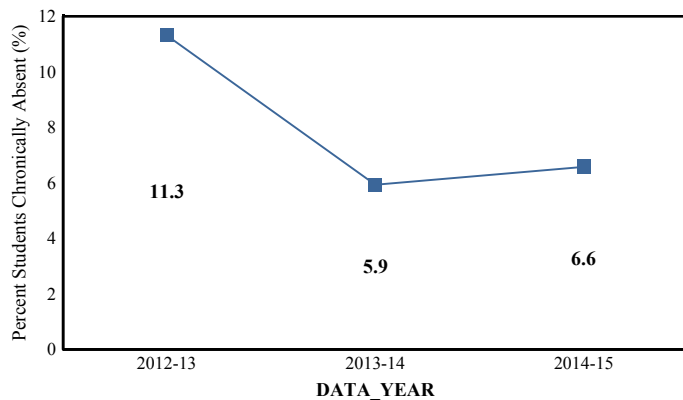
This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
98.0%	90.7%

- Data Suppressed to protect the confidentiality of students

Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

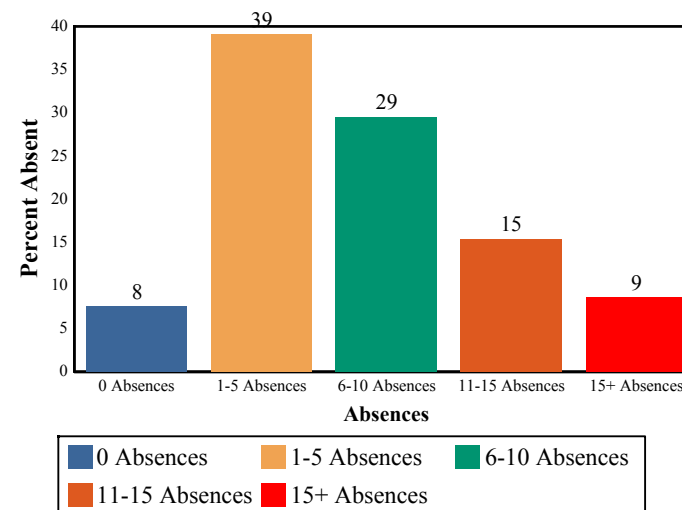


Chronic Absenteeism for 2014-15

6.58%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	N/R	3.9%
Music	76.2%	66.0%
Visual Arts	78.1%	71.1%
Total: All Visual and Performing Arts	100.0%	89.8%

N/R - Data Not Reported

STUDENT GROWTH

OCEAN
POINT PLEASANT BORO

GRADE SPAN 06-08

MEMORIAL MIDDLE SCHOOL
LAURA HERBERT DR
POINT PLEASANT, NJ 08742

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	56	71	70	35	YES
Student Growth on Math	54	65	69	35	YES
		68	70		100%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	3%	1%	0%
Partially Met	5%	2%	1%
Approached	11%	8%	4%
Met	9%	16%	21%
Exceeded	0%	2%	14%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	5%	1%	0%
Partially Met	6%	3%	2%
Approached	11%	11%	10%
Met	7%	15%	24%
Exceeded	0%	1%	4%

Low Growth is defined as an Student Growth Percentile score less than 35.
Typical Growth is defined as an Student Growth Percentile score between 35 and 65.
High Growth is defined as a Student Growth Percentile score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

**OCEAN
POINT PLEASANT BORO**

GRADE SPAN 06-08

**MEMORIAL MIDDLE SCHOOL
LAURA HERBERT DR
POINT PLEASANT, NJ 08742**

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 06

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	815	850
75th	766	770
50th	752	749
25th	731	726
0th	658	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	44

Grade Level - 06

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	800	850
75th	767	763
50th	752	742
25th	736	721
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	42

WITHIN SCHOOL ACHIEVEMENT GAP

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POINT PLEASANT BORO

MEMORIAL MIDDLE SCHOOL
LAURA HERBERT DR
POINT PLEASANT, NJ 08742

GRADE SPAN 06-08

Grade Level - 07

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	836	850
75th	785	776
50th	764	751
25th	744	724
0th	682	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	52

Grade Level - 08

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	840	850
75th	788	777
50th	766	751
25th	740	723
0th	660	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	54

Grade Level - 07

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	803	850
75th	768	759
50th	750	740
25th	737	720
0th	691	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	39

Grade Level - 08

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	786	850
75th	757	748
50th	744	726
25th	718	704
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	44

SCHOOL CLIMATE

OCEAN
POINT PLEASANT BORO

GRADE SPAN 06-08

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 45 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	3.0%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 41 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	11
Administrators	321

SCHOOL PEER GROUP

**OCEAN
POINT PLEASANT BORO**

GRADE SPAN 06-08

**MEMORIAL MIDDLE SCHOOL
LAURA HERBERT DR
POINT PLEASANT, NJ 08742**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	FAIR LAWN BORO	THOMAS JEFFERSON MIDDLE SCHOOL	03-1450-060	06-08	13.5%	2%	21.7%
BERGEN	LYNDHURST TWP	ROOSEVELT SCHOOL	03-2860-110	04-08	16.2%	0%	14.4%
BURLINGTON	CINNAMINSON TWP	CINNAMINSON MIDDLE SCHOOL	05-0840-053	06-08	18.2%	0.2%	15.3%
BURLINGTON	EASTAMPTON TWP	EASTAMPTON TOWNSHIP SCHOOL DISTRICT	05-1250-060	KG-08	22.8%	0.8%	19.1%
BURLINGTON	HAINESPORT TWP	HAINESPORT TOWNSHIP SCHOOL	05-1910-050	PK-08	14.1%	0.9%	15.3%
BURLINGTON	MOORESTOWN TWP	WILLIAM ALLEN MIDDLE SCHOOL	05-3360-110	07-08	10%	0.5%	13.8%
BURLINGTON	MOUNT LAUREL TWP	T. E. HARRINGTON MIDDLE SCHOOL	05-3440-060	07-08	16.1%	0.5%	14.9%
CAMDEN	VOORHEES TWP	VOORHEES MIDDLE SCHOOL	07-5400-100	06-08	10%	0.7%	13.6%
CHARTERS	ELYSIAN CS OF HOBOKEN	ELYSIAN CHARTER SCHOOL	80-6420-925	KG-08	13.4%	0.3%	13.4%
CHARTERS	TEANECK COMMUNITY CS	TEANECK COMMUNITY CHARTER SCHOOL	80-7890-920	KG-08	10.5%	0%	12.1%
ESSEX	MONTCLAIR TOWN	GLENFIELD MIDDLE SCHOOL	13-3310-116	06-08	19.6%	0%	13.9%
ESSEX	SOUTH ORANGE-MAPLEWOOD	SOUTH ORANGE MIDDLE SCHOOL	13-4900-050	06-08	18.2%	0%	14.9%
GLOUCESTER	CLEARVIEW REGIONAL	CLEARVIEW REGIONAL MIDDLE SCHOOL	15-0870-030	07-08	13.1%	0%	13.1%
GLOUCESTER	WASHINGTON TWP	CHESTNUT RIDGE MIDDLE SCHOOL	15-5500-026	06-08	14.1%	0%	11.2%
MIDDLESEX	SOUTH BRUNSWICK TWP	CROSSROADS NORTH MIDDLE SCHOOL	23-4860-150	06-08	10.5%	0.5%	13.1%
MIDDLESEX	WOODBRIIDGE TWP	COLONIA MIDDLE SCHOOL	23-5850-060	06-08	19.6%	0%	15.5%
MONMOUTH	FREEHOLD TWP	CLIFTON T. BARKALOW SCHOOL	25-1660-023	06-08	10%	0.7%	13.6%
MONMOUTH	HAZLET TWP	HAZLET MIDDLE SCHOOL	25-2105-105	07-08	19.9%	1.2%	21.3%
MONMOUTH	MANALAPAN-ENGLISHTOWN REG	MANALAPAN-ENGLISHTOWN MIDDLE SCHOOL	25-2920-060	07-08	11%	0.2%	12.8%
MONMOUTH	WALL TWP	WALL INTERMEDIATE SCHOOL	25-5420-075	06-08	10.1%	0.6%	15.4%
MORRIS	PARSIPPANY-TROY HILLS TWP	BROOKLAWN MIDDLE SCHOOL	27-3950-055	06-08	11.4%	1%	17%
MORRIS	ROXBURY TWP	EISENHOWER MIDDLE SCHOOL DISTRICT	27-4560-055	07-08	14.4%	0.7%	14%

SCHOOL PEER GROUP

OCEAN
POINT PLEASANT BORO

GRADE SPAN 06-08

MEMORIAL MIDDLE SCHOOL
LAURA HERBERT DR
POINT PLEASANT, NJ 08742

OCEAN	BRICK TWP	VETERANS MEMORIAL MIDDLE SCHOOL	29-0530-090	06-08	28.5%	0%	18.4%
OCEAN	JACKSON TWP	CARL W. GOETZ MIDDLE SCHOOL	29-2360-055	06-08	15.7%	0%	13.2%
OCEAN	MANCHESTER TWP	MANCHESTER TOWNSHIP MIDDLE SCHOOL	29-2940-045	06-08	29.2%	0.2%	17.9%
OCEAN	POINT PLEASANT BORO	MEMORIAL MIDDLE SCHOOL	29-4210-050	06-08	15.9%	0.5%	15.7%
OCEAN	TOMS RIVER REGIONAL	TOMS RIVER INTERMEDIATE SCHOOL EAST	29-5190-060	06-08	24.6%	0%	15.1%
PASSAIC	NORTH HALEDON BORO	HIGH MOUNTAIN MIDDLE SCHOOL	31-3640-050	05-08	18.5%	0%	15.4%
PASSAIC	POMPTON LAKES BORO	LAKESIDE SCHOOL	31-4230-055	06-08	23.5%	0.5%	19.1%
SUSSEX	FRANKFORD TWP	FRANKFORD TOWNSHIP SCHOOL	37-1560-050	PK-08	11.7%	0%	13.1%
SUSSEX	LAFAYETTE TWP	LAFAYETTE TOWNSHIP SCHOOL	37-2490-050	PK-08	16.6%	1.2%	19.7%



State of New Jersey

2014-15

29-4210-055

OVERVIEW

OCEAN
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NELLIE F. BENNETT ELEMENTARY SCHOOL
RIVIERA PARKWAY
POINT PLEASANT, NJ 08742

GRADE SPAN PK-05

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

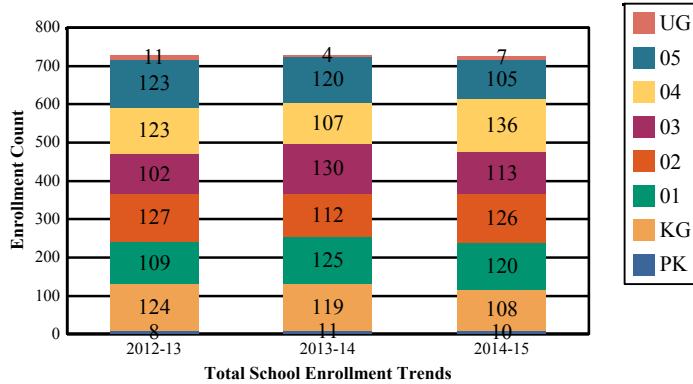
OCEAN
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GRADE SPAN PK-05

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Enrollment by Grade

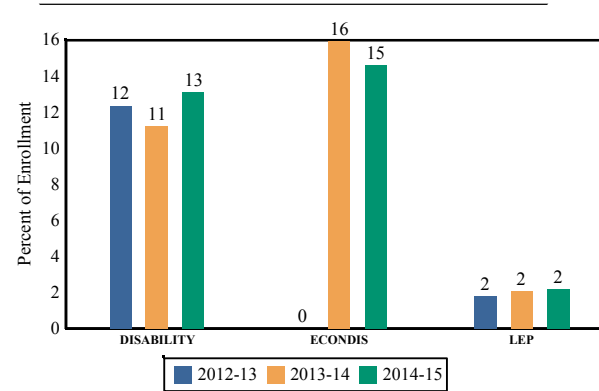
This graph presents the count of students who were 'on roll' by grade in October of each school year.



Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Enrollment Trends by Program Participation

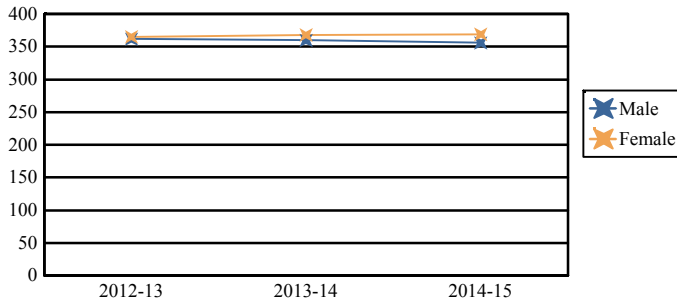
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	727
2013-14	728
2014-15	725

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



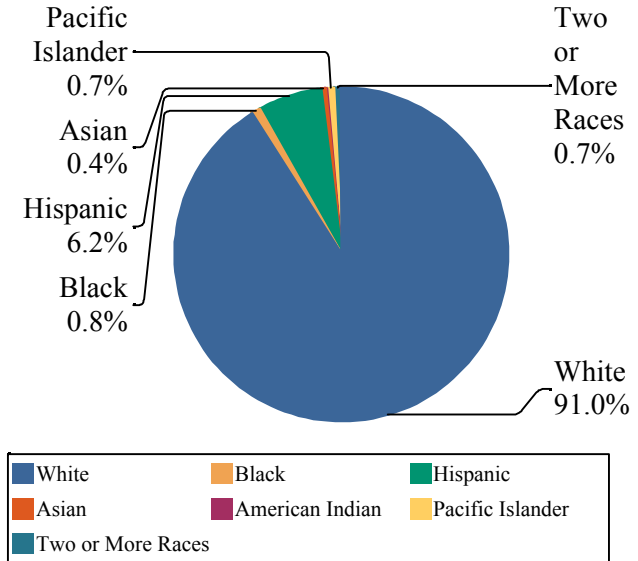
	Male	Female
2012-13	362	365
2013-14	360	368
2014-15	356	369

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	95	13%
Economically Disadvantaged Students	106	14.6%
English Language Learners	16	2.2%

Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	96.5%
Spanish	2.2%
Chinese	0.3%
Abkhazian	0.1%
Korean	0.1%
Urdu	0.1%
Other	0.6%

ACADEMIC ACHIEVEMENT

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GRADE SPAN PK-05

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	64%	68	70
Math Met or Exceeded Expectation	47%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	310	63.6%	95%	91.8%	YES*
White	284	65.9%	95%	91.9%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	44	34.1%	95%	85.7%	YES*
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	48	37.5%	95%	94.4%	YES*

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	308	46.7%	95%	91.2%	YES*
White	282	49%	95%	91.3%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	44	22.7%	95%	85.7%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	48	14.6%	95%	94.4%	YES*

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ACADEMIC ACHIEVEMENT

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GRADE SPAN PK-05

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PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

ACADEMIC ACHIEVEMENT

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GRADE SPAN PK-05

PARCC ELA Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	97	761	744	5%	5%	24%	61%	5%	66%	44%
White	90	761	753	6%	6%	21%	62%	6%	68%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	15	731	718	20%	20%	33%	27%	0%	27%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	14	740	724	7%	14%	50%	29%	0%	29%	24%

ACADEMIC ACHIEVEMENT

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GRADE SPAN PK-05

PARCC ELA Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	119	758	751	2%	8%	23%	57%	11%	68%	52%
White	113	759	758	2%	6%	22%	58%	12%	70%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	14	738	725	7%	21%	21%	50%	0%	50%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	18	741	734	6%	22%	28%	39%	6%	44%	31%

ACADEMIC ACHIEVEMENT

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GRADE SPAN PK-05

PARCC ELA Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	94	754	751	1%	18%	26%	51%	4%	55%	53%
White	81	755	757	0%	17%	25%	54%	4%	58%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	15	732	723	0%	53%	20%	27%	0%	27%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	16	738	734	6%	38%	19%	38%	0%	38%	31%

ACADEMIC ACHIEVEMENT

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GRADE SPAN PK-05

PARCC MATH - Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	96	753	746	1%	15%	31%	44%	9%	53%	46%
White	89	754	752	1%	13%	30%	45%	10%	55%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	15	741	727	7%	13%	47%	33%	0%	33%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

ACADEMIC ACHIEVEMENT

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GRADE SPAN PK-05

PARCC MATH - Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	118	743	744	4%	16%	39%	41%	0%	41%	42%
White	112	744	749	4%	16%	38%	42%	0%	42%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	14	737	724	0%	29%	50%	21%	0%	21%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	18	729	730	11%	39%	28%	22%	0%	22%	23%

ACADEMIC ACHIEVEMENT

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GRADE SPAN PK-05

PARCC MATH - Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	94	747	744	2%	15%	35%	44%	4%	48%	42%
White	81	749	749	2%	14%	32%	48%	4%	52%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	15	733	724	7%	20%	60%	13%	0%	13%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	16	730	731	6%	25%	56%	6%	6%	13%	23%

2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

- Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
- Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
- Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
- Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

ACADEMIC ACHIEVEMENT

OCEAN
POINT PLEASANT BORO

GRADE SPAN PK-05

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NJASK Results - Science Grade Level - 04

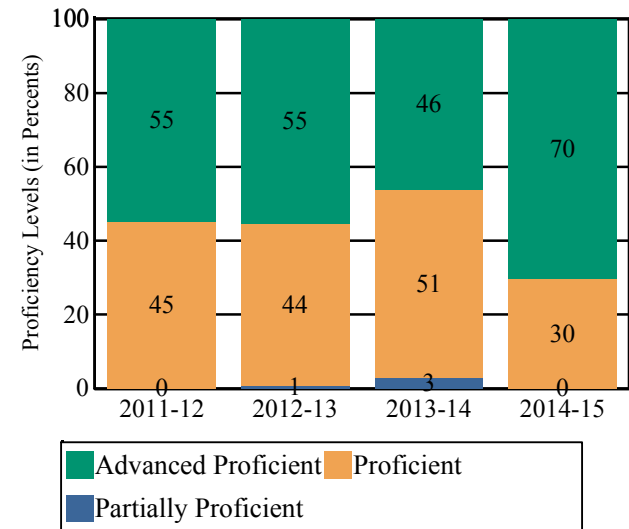
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	70%	30%	0%
White	72%	28%	0%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	60%	40%	0%
English Language Learners	-	-	-
Economically Disadvantaged Students	41%	59%	0%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



COLLEGE AND CAREER READINESS

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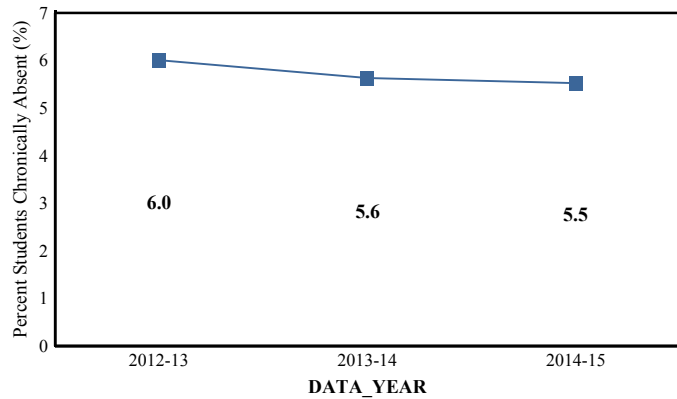
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GRADE SPAN PK-05

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

Chronic Absenteeism Trend

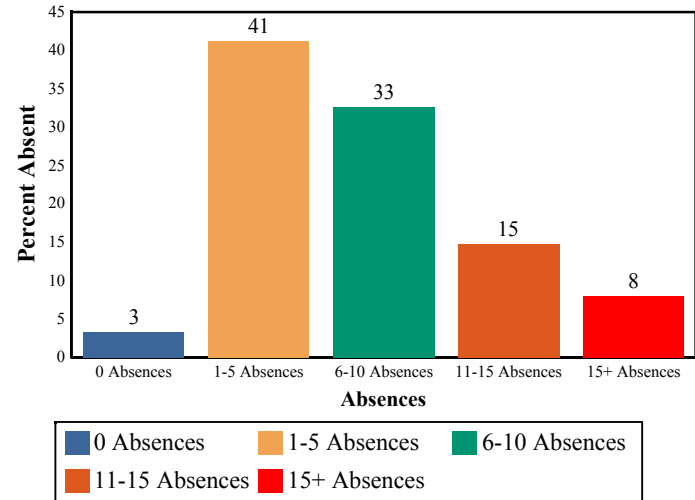
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



Chronic Absenteeism for 2014-15	5.53%
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Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being ‘not present’ and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



STUDENT GROWTH

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GRADE SPAN PK-05

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	43	34	23	35	YES
Student Growth on Math	40	24	20	35	YES
		29	22		100%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	1%	0%	0%
Partially Met	9%	2%	1%
Approached	17%	5%	2%
Met	13%	20%	21%
Exceeded	1%	0%	7%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	3%	0%	0%
Partially Met	12%	3%	1%
Approached	17%	14%	7%
Met	14%	18%	10%
Exceeded	0%	0%	2%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

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GRADE SPAN PK-05

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 03

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	850	850
75th	778	770
50th	764	743
25th	737	715
0th	686	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	805	850
75th	769	767
50th	752	745
25th	734	722
0th	692	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	45

WITHIN SCHOOL ACHIEVEMENT GAP

OCEAN
POINT PLEASANT BORO

NELLIE F. BENNETT ELEMENTARY SCHOOL
RIVIERA PARKWAY
POINT PLEASANT, NJ 08742

GRADE SPAN PK-05

Grade Level - 04

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	804	850
75th	774	773
50th	759	750
25th	742	728
0th	684	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	45

Grade Level - 05

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	815	850
75th	773	773
50th	755	751
25th	735	728
0th	694	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	45

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	788	850
75th	760	764
50th	744	742
25th	729	721
0th	692	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	31	43

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	799	850
75th	765	763
50th	748	743
25th	728	723
0th	671	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	40

SCHOOL CLIMATE

OCEAN
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GRADE SPAN PK-05

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 35 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	0.1%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	13
Administrators	363

SCHOOL PEER GROUP

OCEAN
POINT PLEASANT BORO

GRADE SPAN PK-05

NELLIE F. BENNETT ELEMENTARY SCHOOL
RIVIERA PARKWAY
POINT PLEASANT, NJ 08742

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	FAIR LAWN BORO	LYNCREST ELEMENTARY SCHOOL	03-1450-100	KG-05	16.6%	3.1%	13.1%
BERGEN	HASBROUCK HEIGHTS BORO	EUCLID ELEMENTARY SCHOOL	03-2080-060	PK-05	15%	2.1%	12.1%
BERGEN	NEW MILFORD BORO	BERKLEY STREET ELEMENTARY SCHOOL	03-3550-060	KG-05	20.2%	7.3%	12.2%
CAMDEN	AUDUBON BORO	MANSION AVENUE SCHOOL	07-0150-050	03-06	25.7%	1.6%	26.5%
CAMDEN	HADDON TWP	STRAWBRIDGE ELEMENTARY SCHOOL	07-1890-090	KG-05	12.2%	0.5%	10.3%
ESSEX	SOUTH ORANGE-MAPLEWOOD	JEFFERSON ELEMENTARY SCHOOL	13-4900-090	03-05	13.9%	0%	13.3%
ESSEX	SOUTH ORANGE-MAPLEWOOD	TUSCAN ELEMENTARY	13-4900-150	KG-05	10.5%	0%	8.4%
GLOUCESTER	MANTUA TWP	J. MASON TOMLIN ELEMENTARY SCHOOL	15-2990-040	04-06	18.7%	0.2%	20.1%
GLOUCESTER	WASHINGTON TWP	BELLS ELEMENTARY SCHOOL	15-5500-025	01-05	21.7%	1.2%	22.5%
HUNTERDON	HIGH BRIDGE BORO	HIGH BRIDGE ELEMENTARY SCHOOL	19-2140-060	PK-04	14.9%	0.4%	14.2%
MIDDLESEX	EAST BRUNSWICK TWP	LAWRENCE BROOK ELEMENTARY SCHOOL	23-1170-100	KG-05	21.3%	8%	13.8%
MIDDLESEX	EAST BRUNSWICK TWP	MEMORIAL ELEMENTARY SCHOOL	23-1170-120	KG-05	14.5%	0.4%	13%
MIDDLESEX	EDISON TWP	JAMES MADISON INTERMEDIATE SCHOOL	23-1290-090	03-05	11.8%	4%	5.6%
MIDDLESEX	OLD BRIDGE TWP	WILLIAM A. MILLER ELEMENTARY SCHOOL	23-3845-170	KG-05	20.7%	8.5%	10.6%
MIDDLESEX	WOODBRIIDGE TWP	LYNN CREST ELEMENTARY SCHOOL	23-5850-210	PK-05	25.3%	0.8%	27.6%
MONMOUTH	FREEHOLD TWP	JOSEPH J CATENA SCHOOL	25-1660-020	KG-05	10.9%	0%	10.7%
MONMOUTH	HAZLET TWP	BEERS STREET SCHOOL	25-2105-060	05-06	17.3%	1.9%	16.5%
MONMOUTH	HOWELL TWP	RAMTOWN ELEMENTARY SCHOOL	25-2290-035	KG-05	20.6%	0%	21.6%
MONMOUTH	MANALAPAN-ENGLISHTOWN REG	TAYLOR MILLS SCHOOL	25-2920-090	KG-05	16.3%	0.7%	16.7%
MONMOUTH	MIDDLETOWN TWP	BAYVIEW ELEMENTARY SCHOOL	25-3160-060	KG-05	20.3%	0.5%	22%
MONMOUTH	WEST LONG BRANCH BORO	BETTY MCELMON ELEMENTARY	25-5640-080	PK-03	14.1%	2.1%	11.1%

SCHOOL PEER GROUP

OCEAN
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NELLIE F. BENNETT ELEMENTARY SCHOOL
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MORRIS	PARSIPPANY-TROY HILLS TWP	ROCKAWAY MEADOW ELEMENTARY SCHOOL	27-3950-107	KG-05	22%	6.8%	14.8%
MORRIS	ROXBURY TWP	FRANKLIN ELEMENTARY SCHOOL DISTRICT	27-4560-060	KG-04	18.8%	6.1%	11.5%
OCEAN	POINT PLEASANT BORO	NELLIE F. BENNETT ELEMENTARY SCHOOL	29-4210-055	PK-05	14.6%	2.2%	11.6%
OCEAN	POINT PLEASANT BORO	OCEAN ROAD ELEMENTARY SCHOOL	29-4210-060	PK-05	18.4%	5.3%	13.3%
OCEAN	TOMS RIVER REGIONAL	HOOPER AVENUE ELEMENTARY SCHOOL	29-5190-075	KG-05	15.3%	0%	14.5%
PASSAIC	CLIFTON CITY	SCHOOL #16	31-0900-210	KG-05	27.4%	0.8%	31.1%
PASSAIC	LITTLE FALLS TWP	LITTLE FALLS TOWNSHIP PUBLIC SCHOOL # 3	31-2700-070	03-04	19.5%	1.7%	18.4%
SOMERSET	FRANKLIN TWP	FRANKLIN PARK SCHOOL	35-1610-080	PK-04	18.9%	5.1%	13.6%
UNION	LINDEN CITY	NUMBER 10	39-2660-170	PK-05	21.4%	11.8%	8.6%
WARREN	WASHINGTON TWP	BRASS CASTLE SCHOOL	41-5530-040	PK-06	17.7%	0%	18.2%



State of New Jersey

2014-15

29-4210-060

OVERVIEW

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POINT PLEASANT, NJ 08742

GRADE SPAN PK-05

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

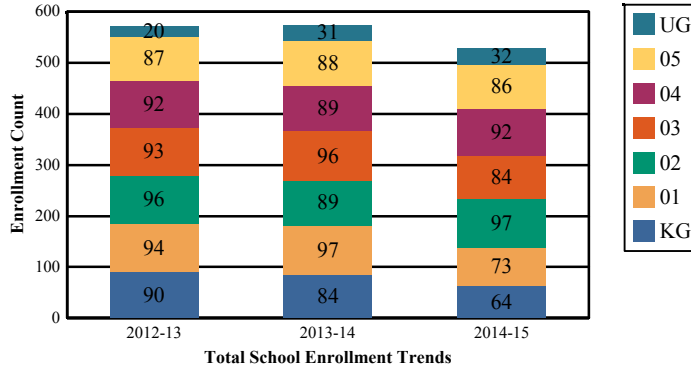
OCEAN
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GRADE SPAN PK-05

29-4210-060
OCEAN ROAD ELEMENTARY SCHOOL
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Enrollment by Grade

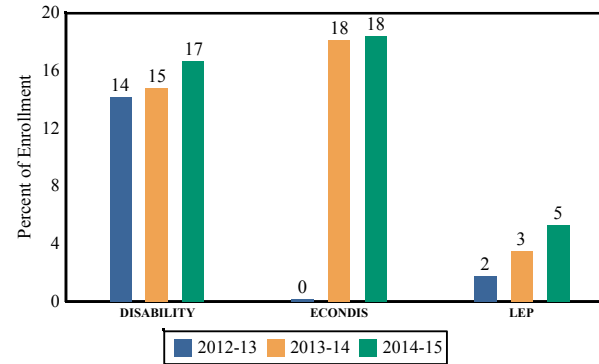
This graph presents the count of students who were 'on roll' by grade in October of each school year.



Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Enrollment Trends by Program Participation

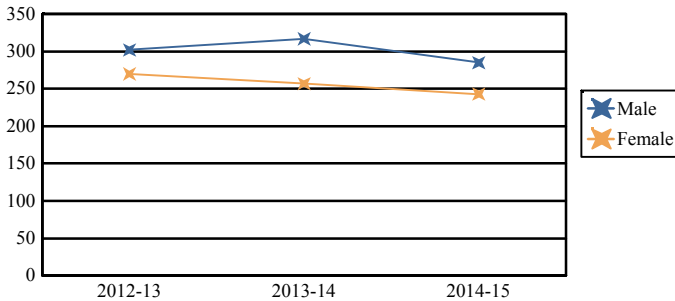
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	572
2013-14	574
2014-15	528

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.

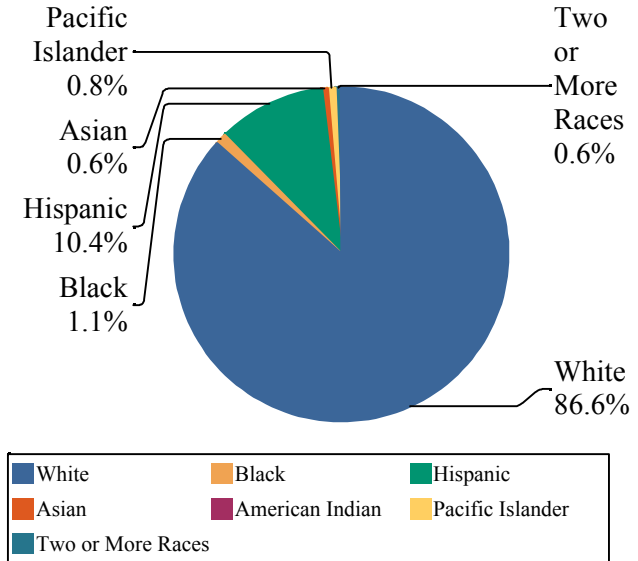


	Male	Female
2012-13	302	270
2013-14	317	257
2014-15	285	243

Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	88	17%
Economically Disadvantaged Students	97	18.4%
English Language Learners	28	5.3%

Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	93.3%
Spanish	6.2%
Chinese	0.4%
Slovak	0.2%

ACADEMIC ACHIEVEMENT

OCEAN
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GRADE SPAN PK-05

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers (PARCC)* assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	62%	55	67
Math Met or Exceeded Expectation	53%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	252	61.9%	95%	94.1%	YES*
White	233	63.5%	95%	94%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	43	21%	95%	97.7%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	36	27.8%	95%	90%	YES*

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ACADEMIC ACHIEVEMENT

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GRADE SPAN PK-05

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	252	52.8%	95%	93.8%	YES*
White	233	54.1%	95%	94%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	43	23.3%	95%	97.7%	YES
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	36	27.8%	95%	90.2%	YES*

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ACADEMIC ACHIEVEMENT

OCEAN
POINT PLEASANT BORO

GRADE SPAN PK-05

OCEAN ROAD ELEMENTARY SCHOOL
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PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

PARCC ELA Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	78	751	744	5%	13%	35%	45%	3%	47%	44%
White	70	753	753	4%	11%	34%	47%	3%	50%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	13	729	718	8%	31%	38%	23%	0%	23%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	13	730	724	8%	31%	46%	15%	0%	15%	24%

ACADEMIC ACHIEVEMENT

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OCEAN ROAD ELEMENTARY SCHOOL
BENEDICT STREET
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GRADE SPAN PK-05

PARCC ELA Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	87	765	751	1%	9%	21%	49%	20%	69%	52%
White	84	766	758	1%	8%	20%	50%	20%	70%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	17	742	725	6%	35%	29%	18%	12%	29%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	734	-	-	-	-	-	-	31%

ACADEMIC ACHIEVEMENT

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POINT PLEASANT, NJ 08742

GRADE SPAN PK-05

PARCC ELA Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	87	761	751	3%	9%	20%	57%	10%	68%	53%
White	79	762	757	4%	8%	20%	58%	10%	68%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	14	742	734	0%	21%	43%	36%	0%	36%	31%

ACADEMIC ACHIEVEMENT

OCEAN
POINT PLEASANT BORO

OCEAN ROAD ELEMENTARY SCHOOL
BENEDICT STREET
POINT PLEASANT, NJ 08742

GRADE SPAN PK-05

PARCC MATH - Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	78	751	746	1%	9%	36%	46%	8%	54%	46%
White	70	752	752	1%	10%	33%	47%	9%	56%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	13	731	727	8%	23%	38%	31%	0%	31%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	13	741	730	0%	15%	38%	46%	0%	46%	26%

ACADEMIC ACHIEVEMENT

OCEAN
POINT PLEASANT BORO

OCEAN ROAD ELEMENTARY SCHOOL
BENEDICT STREET
POINT PLEASANT, NJ 08742

GRADE SPAN PK-05

PARCC MATH - Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	87	749	744	1%	16%	30%	52%	1%	53%	42%
White	84	750	749	1%	15%	29%	54%	1%	55%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	17	740	724	6%	29%	35%	29%	0%	29%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

ACADEMIC ACHIEVEMENT

OCEAN
POINT PLEASANT BORO

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GRADE SPAN PK-05

PARCC MATH - Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	87	751	744	3%	13%	32%	49%	2%	52%	42%
White	79	752	749	3%	11%	34%	49%	3%	52%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	14	732	731	7%	36%	36%	21%	0%	21%	23%

ACADEMIC ACHIEVEMENT

OCEAN
POINT PLEASANT BORO

GRADE SPAN PK-05

OCEAN ROAD ELEMENTARY SCHOOL
BENEDICT STREET
POINT PLEASANT, NJ 08742

2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation’s students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation’s Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

- Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
- Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
- Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
- Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

ACADEMIC ACHIEVEMENT

OCEAN
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GRADE SPAN PK-05

OCEAN ROAD ELEMENTARY SCHOOL
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NJASK Results - Science Grade Level - 04

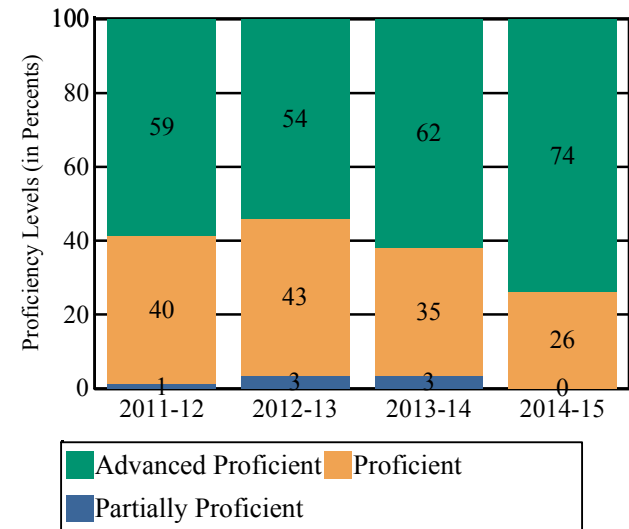
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	74%	26%	0%
White	73%	27%	0%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	56%	44%	0%
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



COLLEGE AND CAREER READINESS

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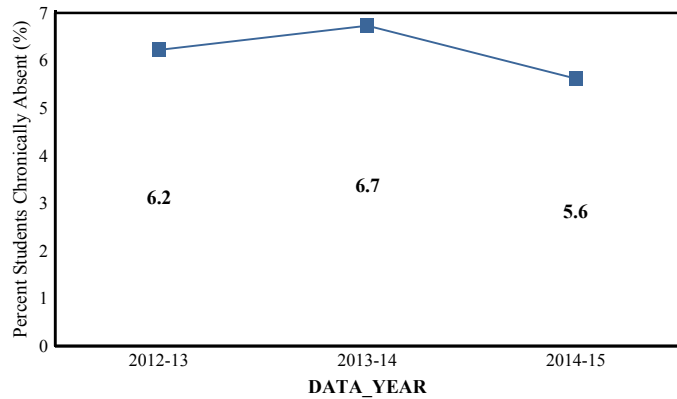
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GRADE SPAN PK-05

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

Chronic Absenteeism Trend

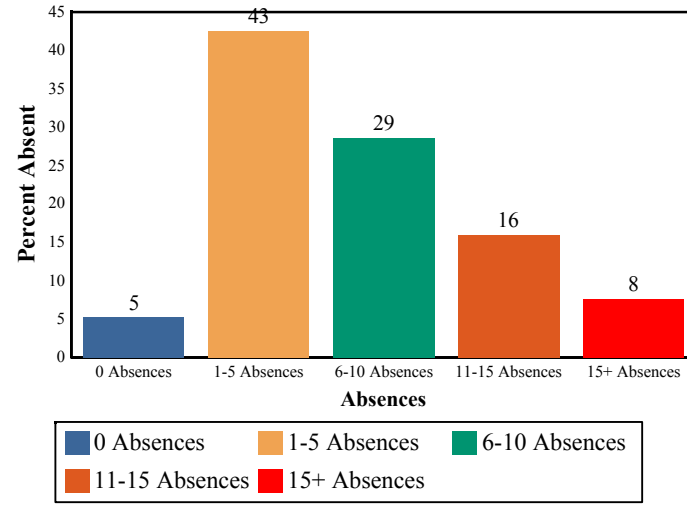
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



Chronic Absenteeism for 2014-15	5.62%
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Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being ‘not present’ and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



STUDENT GROWTH

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GRADE SPAN PK-05

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	63	77	82	35	YES
Student Growth on Math	55	60	60	35	YES
		69	71		100%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	0%	0%
Partially Met	6%	1%	1%
Approached	7%	8%	5%
Met	9%	18%	26%
Exceeded	0%	2%	14%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	0%	0%
Partially Met	9%	4%	1%
Approached	5%	13%	12%
Met	8%	21%	23%
Exceeded	0%	1%	1%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

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GRADE SPAN PK-05

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 03

Grade Level - 03

PARCC Language Arts 25th %ile vs 75th%ile

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	829	850
75th	770	770
50th	749	743
25th	730	715
0th	662	650

Percentile	School Scale Score	State Scale Score
99th	808	850
75th	765	767
50th	751	745
25th	736	722
0th	662	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	55

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	29	45

WITHIN SCHOOL ACHIEVEMENT GAP

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GRADE SPAN PK-05

Grade Level - 04

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	835	850
75th	785	773
50th	762	750
25th	745	728
0th	696	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	45

Grade Level - 05

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	813	850
75th	780	773
50th	766	751
25th	741	728
0th	675	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	45

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	793	850
75th	764	764
50th	751	742
25th	736	721
0th	691	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	28	43

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	790	850
75th	767	763
50th	752	743
25th	733	723
0th	686	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	40

SCHOOL CLIMATE

OCEAN
POINT PLEASANT BORO

GRADE SPAN PK-05

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 35 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	0.0%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	12
Administrators	352

SCHOOL PEER GROUP

OCEAN
POINT PLEASANT BORO

GRADE SPAN PK-05

OCEAN ROAD ELEMENTARY SCHOOL
BENEDICT STREET
POINT PLEASANT, NJ 08742

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	DUMONT BORO	GRANT ELEMENTARY SCHOOL	03-1130-050	KG-05	14.4%	4.7%	10.5%
BERGEN	FAIR LAWN BORO	LYNCREST ELEMENTARY SCHOOL	03-1450-100	KG-05	16.6%	3.1%	13.1%
BERGEN	HASBROUCK HEIGHTS BORO	LINCOLN ELEMENTARY SCHOOL	03-2080-080	PK-05	16.8%	2.7%	15.3%
BERGEN	NEW MILFORD BORO	BERKLEY STREET ELEMENTARY SCHOOL	03-3550-060	KG-05	20.2%	7.3%	12.2%
BURLINGTON	LUMBERTON TWP	BOBBY'S RUN ELEMENTARY SCHOOL	05-2850-020	04-05	20.4%	0.9%	22.8%
CAMDEN	AUDUBON BORO	MANSION AVENUE SCHOOL	07-0150-050	03-06	25.7%	1.6%	26.5%
GLOUCESTER	MANTUA TWP	J. MASON TOMLIN ELEMENTARY SCHOOL	15-2990-040	04-06	18.7%	0.2%	20.1%
GLOUCESTER	WASHINGTON TWP	BELLS ELEMENTARY SCHOOL	15-5500-025	01-05	21.7%	1.2%	22.5%
MERCER	HAMILTON TWP	MORGAN ELEMENTARY SCHOOL	21-1950-220	PK-05	19.5%	0.9%	21.2%
MERCER	HAMILTON TWP	ROBINSON ELEMENTARY SCHOOL	21-1950-225	PK-05	19.2%	2.6%	18.7%
MERCER	HAMILTON TWP	YARDVILLE ELEMENTARY SCHOOL	21-1950-260	PK-05	13.3%	2.9%	11.3%
MIDDLESEX	EAST BRUNSWICK TWP	LAWRENCE BROOK ELEMENTARY SCHOOL	23-1170-100	KG-05	21.3%	8%	13.8%
MIDDLESEX	EDISON TWP	JAMES MADISON INTERMEDIATE SCHOOL	23-1290-090	03-05	11.8%	4%	5.6%
MIDDLESEX	WOODBRIIDGE TWP	INDIANA AVENUE ELEMENTARY SCHOOL	23-5850-160	KG-05	22.8%	12.5%	10%
MIDDLESEX	WOODBRIIDGE TWP	LYNN CREST ELEMENTARY SCHOOL	23-5850-210	PK-05	25.3%	0.8%	27.6%
MONMOUTH	FREEHOLD TWP	JOSEPH J CATENA SCHOOL	25-1660-020	KG-05	10.9%	0%	10.7%
MONMOUTH	HAZLET TWP	BEERS STREET SCHOOL	25-2105-060	05-06	17.3%	1.9%	16.5%
MONMOUTH	HOWELL TWP	TAUNTON ELEMENTARY SCHOOL	25-2290-060	KG-05	18.4%	0%	21.4%
MONMOUTH	MANALAPAN-ENGLISHTOWN REG	TAYLOR MILLS SCHOOL	25-2920-090	KG-05	16.3%	0.7%	16.7%
MONMOUTH	MIDDLETOWN TWP	BAYVIEW ELEMENTARY SCHOOL	25-3160-060	KG-05	20.3%	0.5%	22%
MONMOUTH	WEST LONG BRANCH BORO	BETTY MCELMON ELEMENTARY	25-5640-080	PK-03	14.1%	2.1%	11.1%
MORRIS	PARSIPPANY-TROY HILLS TWP	ROCKAWAY MEADOW ELEMENTARY SCHOOL	27-3950-107	KG-05	22%	6.8%	14.8%

SCHOOL PEER GROUP

OCEAN
POINT PLEASANT BORO

OCEAN ROAD ELEMENTARY SCHOOL
BENEDICT STREET
POINT PLEASANT, NJ 08742

GRADE SPAN PK-05

OCEAN	POINT PLEASANT BORO	NELLIE F. BENNETT ELEMENTARY SCHOOL	29-4210-055	PK-05	14.6%	2.2%	11.6%
OCEAN	POINT PLEASANT BORO	OCEAN ROAD ELEMENTARY SCHOOL	29-4210-060	PK-05	18.4%	5.3%	13.3%
PASSAIC	BLOOMINGDALE BORO	SAMUEL R. DONALD ELEMENTARY SCHOOL	31-0420-030	02-04	19.5%	3.1%	18.5%
PASSAIC	CLIFTON CITY	SCHOOL #16	31-0900-210	KG-05	27.4%	0.8%	31.1%
PASSAIC	LITTLE FALLS TWP	LITTLE FALLS TOWNSHIP PUBLIC SCHOOL # 3	31-2700-070	03-04	19.5%	1.7%	18.4%
PASSAIC	POMPTON LAKES BORO	LENOX SCHOOL	31-4230-060	KG-05	18.5%	4.1%	16.1%
SOMERSET	FRANKLIN TWP	FRANKLIN PARK SCHOOL	35-1610-080	PK-04	18.9%	5.1%	13.6%
SOMERSET	HILLSBOROUGH TWP	SUNNYMEAD ELEMENTARY SCHOOL	35-2170-060	KG-04	18.1%	8%	10.1%
UNION	LINDEN CITY	NUMBER 10	39-2660-170	PK-05	21.4%	11.8%	8.6%