



State of New Jersey  
2015-2016

Grade Span KF-04

29-2480-040  
OCEAN  
LACEY TWP  
Cedar Creek Elementary School  
220 WESTERN BLVD  
LANOKA HARBOR, NJ 08734-0313

## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

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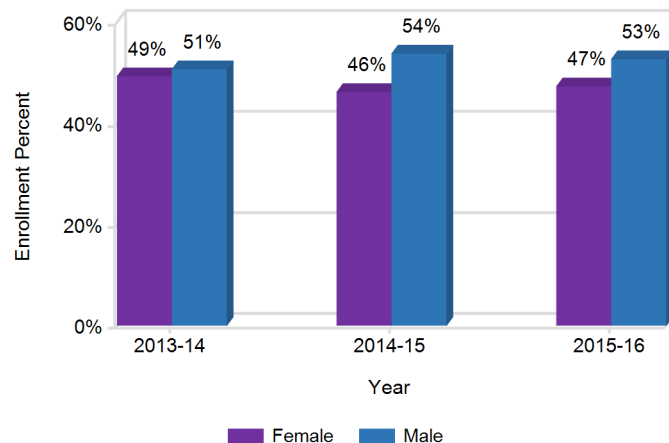
## Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	104	98	82
Grade 01	94	114	88
Grade 02	111	98	109
Grade 03	98	110	97
Grade 04	109	103	113
UG	42	40	46
Total	558	563	535

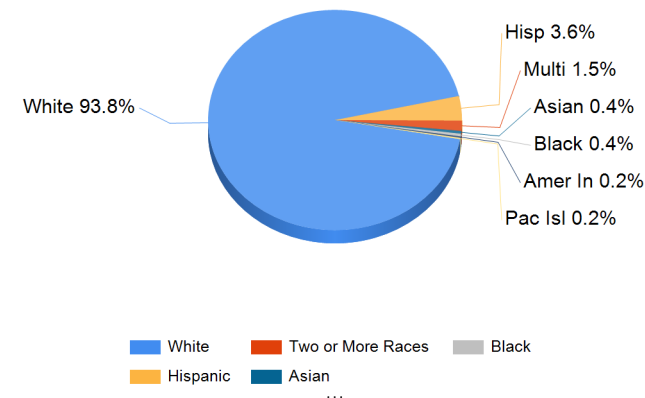
## Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



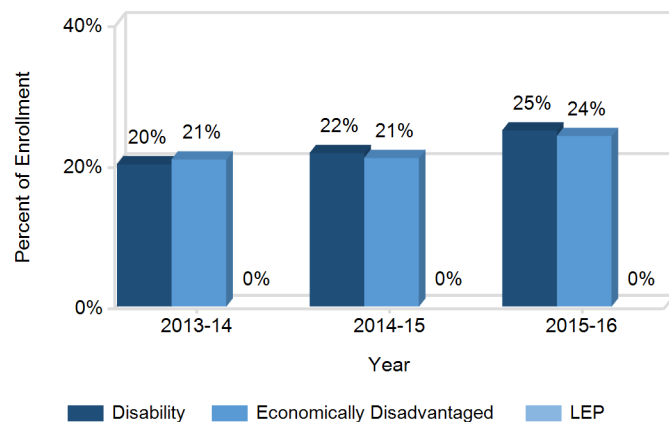
## Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



## Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



## Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	100.0%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	49%	80	40
Mathematics Met or Exceeded Expectations	37%	60	30

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓\*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	220	49%	40	98%	✓	219	37%	30	98%	✓
White	209	50%	29	98%	✓	208	37%	19	98%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	62	32%	77	97%	✓	62	19%	55	97%	✓
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	41	37%	49	100%	✓	41	20%	22	100%	✓



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## PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	101	748	742	746	5%	19%	30%	43%	4%	47%	48%
White	98	747	744	756	5%	18%	31%	43%	3%	46%	58%
African American	N	N	N	727	N	N	N	N	N	N	30%
Hispanic	S	S	730	730	S	S	S	S	S	S	31%
Asian	S	S	773	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	28	732	722	718	18%	21%	32%	29%	N	29%	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	16	735	728	727	6%	25%	38%	31%	N	31%	28%
PARCC MATH											
<b>Schoolwide</b>	100	746	746	749	3%	22%	29%	39%	7%	46%	52%
White	97	745	747	757	3%	22%	30%	39%	6%	45%	63%
African American	N	N	N	730	N	N	N	N	N	N	31%
Hispanic	S	S	735	736	S	S	S	S	S	S	35%
Asian	S	S	789	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	28	732	732	727	7%	32%	36%	25%	N	25%	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	16	730	735	732	13%	25%	38%	25%	N	25%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	118	749	751	750	3%	9%	36%	45%	6%	51%	54%
White	110	750	752	759	4%	9%	34%	47%	6%	54%	64%
African American	S	S	734	733	S	S	S	S	S	S	33%
Hispanic	S	S	S	737	S	S	S	S	S	S	37%
Asian	N	N	N	773	N	N	N	N	N	N	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	28	734	725	723	14%	18%	32%	36%	N	36%	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	26	740	741	734	12%	12%	39%	39%	N	39%	33%
PARCC MATH											
<b>Schoolwide</b>	118	737	743	745	3%	31%	39%	26%	2%	28%	47%
White	110	738	744	752	3%	31%	37%	27%	2%	29%	57%
African American	S	S	719	727	S	S	S	S	S	S	24%
Hispanic	S	S	732	733	S	S	S	S	S	S	30%
Asian	N	N	N	771	N	N	N	N	N	N	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	28	725	720	724	7%	43%	36%	14%	N	14%	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	26	726	734	730	12%	35%	39%	15%	N	15%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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2015-2016

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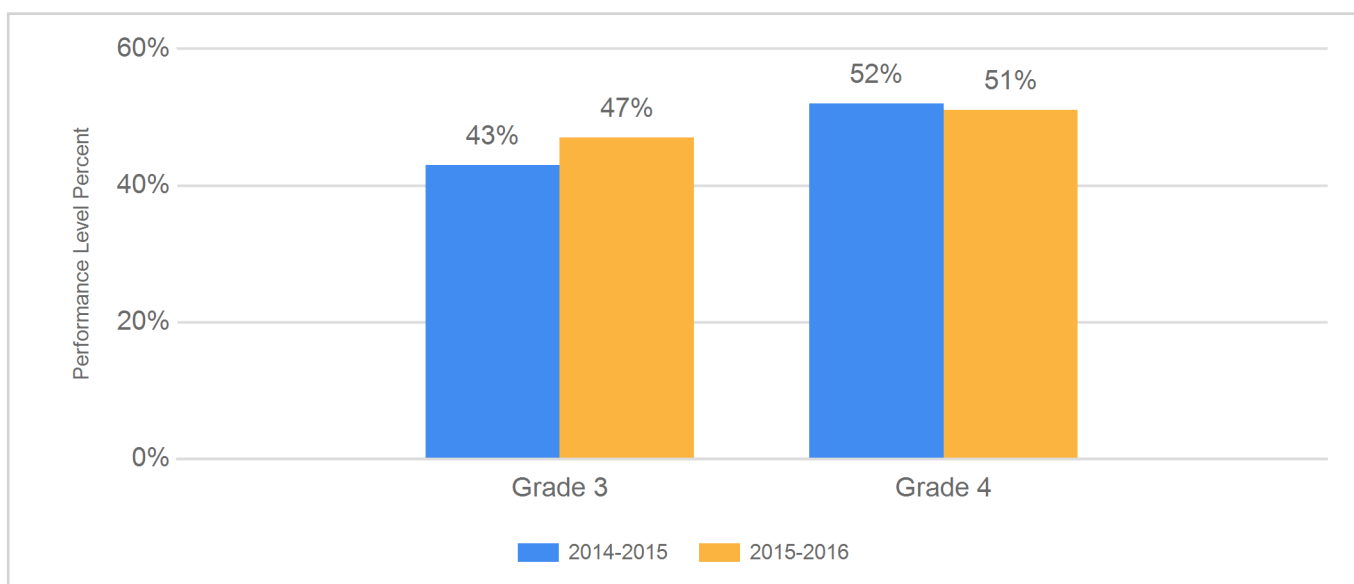
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### PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





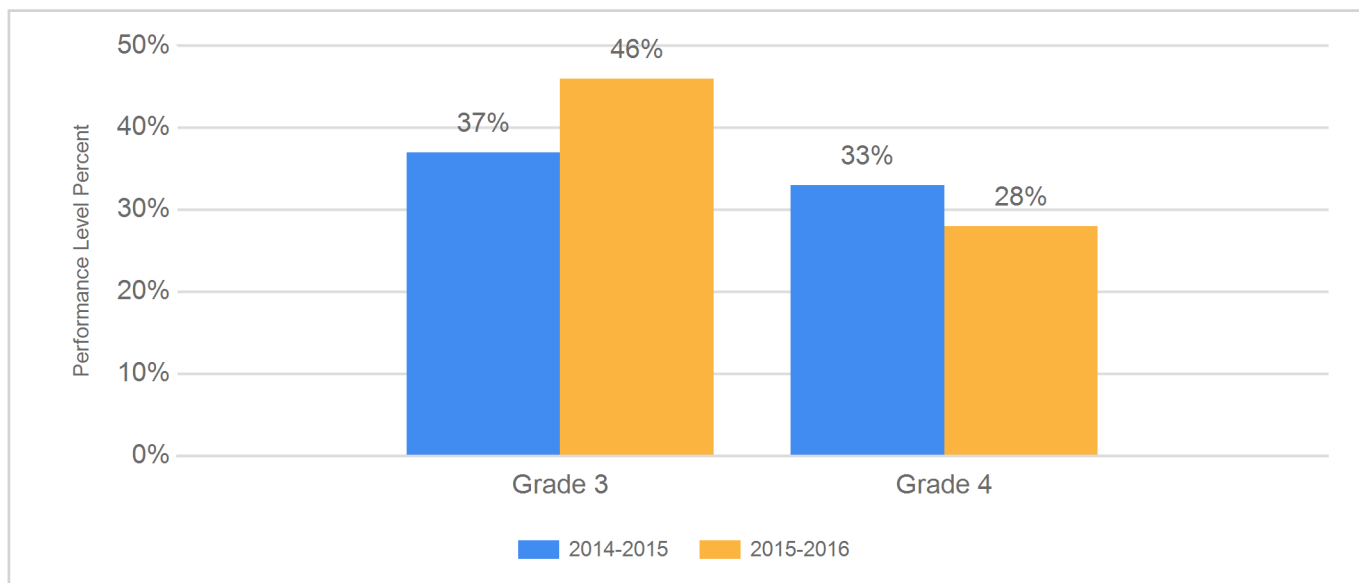
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2015-2016

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## PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey  
2015-2016

Grade Span KF-04

29-2480-040

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

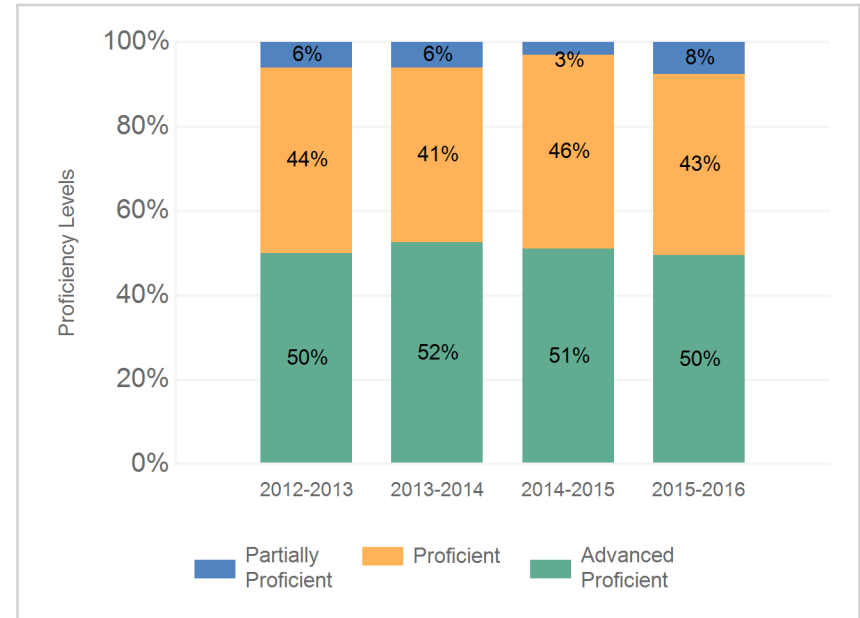
### NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	50%	43%	8%
White	52%	42%	5%
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	N	N	N
Two or More Races	S	S	S
Students with Disability	41%	45%	14%
English Language Learners	N	N	N
Economically Disadvantaged Students	44%	40%	16%

### NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.







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2015-2016

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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4read.html">http://www.nj.gov/education/pr/1415/naep/naep4read.html</a>
Reading Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8read.html">http://www.nj.gov/education/pr/1415/naep/naep8read.html</a>
Math Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4math.html">http://www.nj.gov/education/pr/1415/naep/naep4math.html</a>
Math Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8math.html">http://www.nj.gov/education/pr/1415/naep/naep8math.html</a>
Science Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4science.html">http://www.nj.gov/education/pr/1415/naep/naep4science.html</a>
Science Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8science.html">http://www.nj.gov/education/pr/1415/naep/naep8science.html</a>

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey  
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### Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	47	41	50
Student Growth on Math	58	49	50

### Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	4%	2%
Partially Met (L2)	3%	7%	8%
Approached (L3)	12%	9%	11%
Met (L4)	18%	13%	7%
Exceeded (L5)	2%	1%	1%

### Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	3%	4%
Partially Met (L2)	3%	11%	13%
Approached (L3)	12%	7%	9%
Met (L4)	9%	11%	11%
Exceeded (L5)	2%	1%	1%



State of New Jersey  
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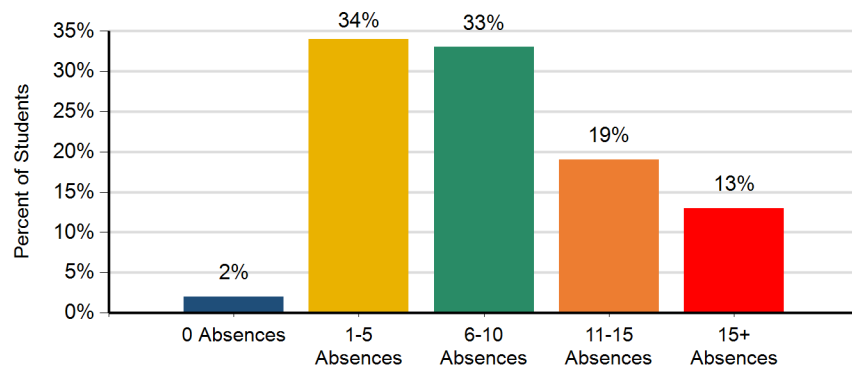
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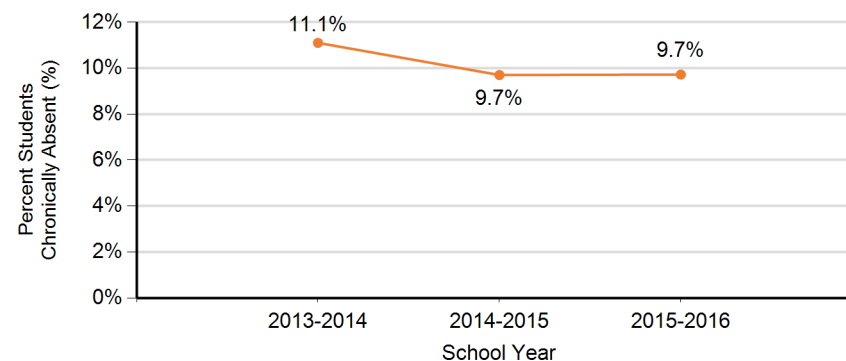
## Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



## Chronic Absenteeism Trend

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





State of New Jersey  
2015-2016

Grade Span KF-04

29-2480-040

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LACEY TWP

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### 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
2015-16	6 Hrs. 30 Mins.

### 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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

### 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.

2015-16	School
Faculty	10:1
Administrator	268:1

### Student Suspension Rate

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

	School
2015-16	0.4%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



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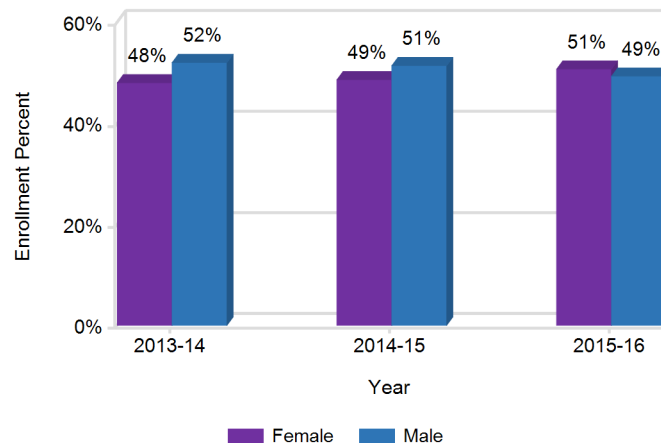
## Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	95	92	64
Grade 01	115	89	91
Grade 02	103	103	94
Grade 03	113	100	89
Grade 04	111	113	100
UG	1	1	16
<b>Total</b>	<b>538</b>	<b>498</b>	<b>454</b>

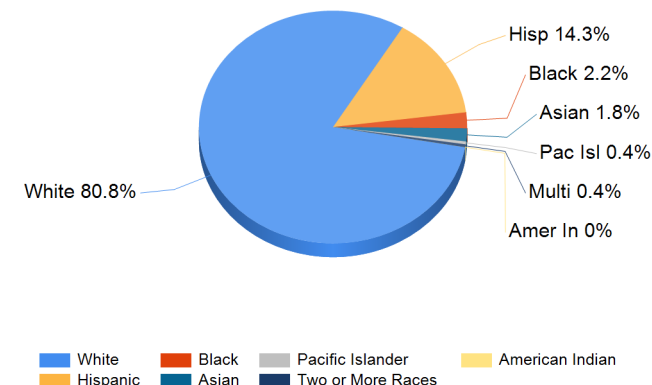
## Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



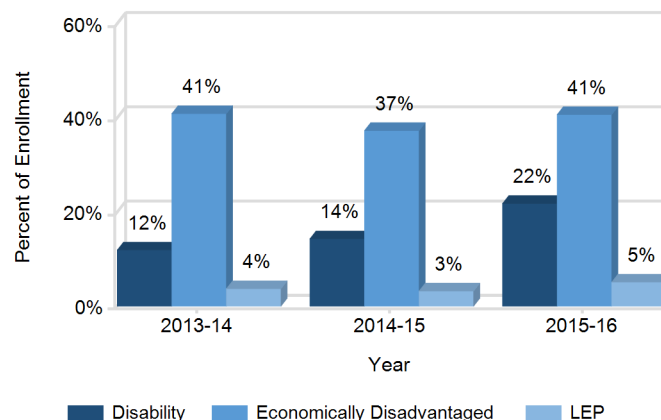
## Enrollment by Ethnic/ Racial Subgroup

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## Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



## Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	87.4%
Spanish	10.1%
Chinese	1.5%
Greek, Modern (1453-)	0.2%
Hungarian	0.2%
Other	0.4%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

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English Language Arts Literacy Met or Exceeded Expectations	47%	60	35
Mathematics Met or Exceeded Expectations	38%	80	34

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓\*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	168	47%	35	94%	✓	168	38%	34	94%	✗
White	141	48%	24	93%	✗	141	39%	22	93%	✗
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	33	27%	68	93%	✗	33	27%	70	93%	✗
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	61	34%	40	93%	✗	61	26%	41	93%	✗



State of New Jersey  
2015-2016

Grade Span KF-04

29-2480-050

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## PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	87	741	742	746	9%	26%	23%	38%	3%	41%	48%
White	76	742	744	756	8%	25%	24%	40%	4%	43%	58%
African American	S	S	S	727	S	S	S	S	S	S	30%
Hispanic	S	S	730	730	S	S	S	S	S	S	31%
Asian	N	N	N	772	N	N	N	N	N	N	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	22	732	722	718	23%	32%	9%	32%	5%	36%	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	28	729	728	727	18%	32%	21%	29%	N	29%	28%
PARCC MATH											
<b>Schoolwide</b>	87	742	746	749	3%	23%	32%	37%	5%	41%	52%
White	76	743	747	757	3%	24%	30%	38%	5%	43%	63%
African American	S	S	S	730	S	S	S	S	S	S	31%
Hispanic	S	S	735	736	S	S	S	S	S	S	35%
Asian	N	N	N	777	N	N	N	N	N	N	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	22	741	732	727	N	27%	36%	32%	5%	36%	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	28	735	735	732	4%	29%	39%	29%	N	29%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations





State of New Jersey  
2015-2016

Grade Span KF-04

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## PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	90	747	751	750	6%	11%	33%	47%	3%	50%	54%
White	69	750	752	759	3%	9%	36%	48%	4%	52%	64%
African American	N	N	N	733	N	N	N	N	N	N	33%
Hispanic	14	734	739	737	14%	21%	29%	36%	N	36%	37%
Asian	S	S	S	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	760	756	S	S	S	S	S	S	62%
Students with Disability	15	716	725	723	20%	33%	33%	13%	N	13%	22%
English Language Learners	S	S	S	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	37	738	741	734	11%	14%	41%	32%	3%	35%	33%
PARCC MATH											
<b>Schoolwide</b>	90	741	743	745	7%	16%	42%	36%	N	36%	47%
White	69	742	744	752	4%	19%	42%	35%	N	35%	57%
African American	N	N	N	727	N	N	N	N	N	N	24%
Hispanic	14	729	732	733	21%	7%	43%	29%	N	29%	30%
Asian	S	S	S	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	757	750	S	S	S	S	S	S	54%
Students with Disability	15	714	720	724	27%	40%	20%	13%	N	13%	22%
English Language Learners	S	S	S	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	37	733	734	730	14%	14%	49%	24%	N	24%	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span KF-04

29-2480-050

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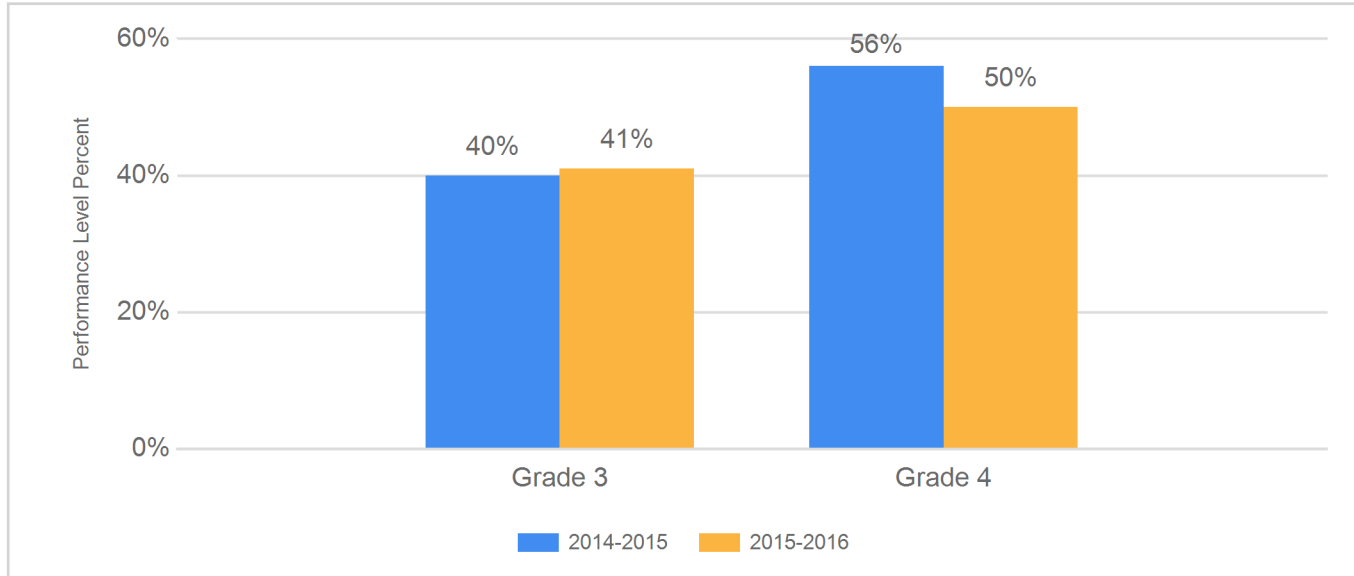
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### PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey  
2015-2016

Grade Span KF-04

29-2480-050

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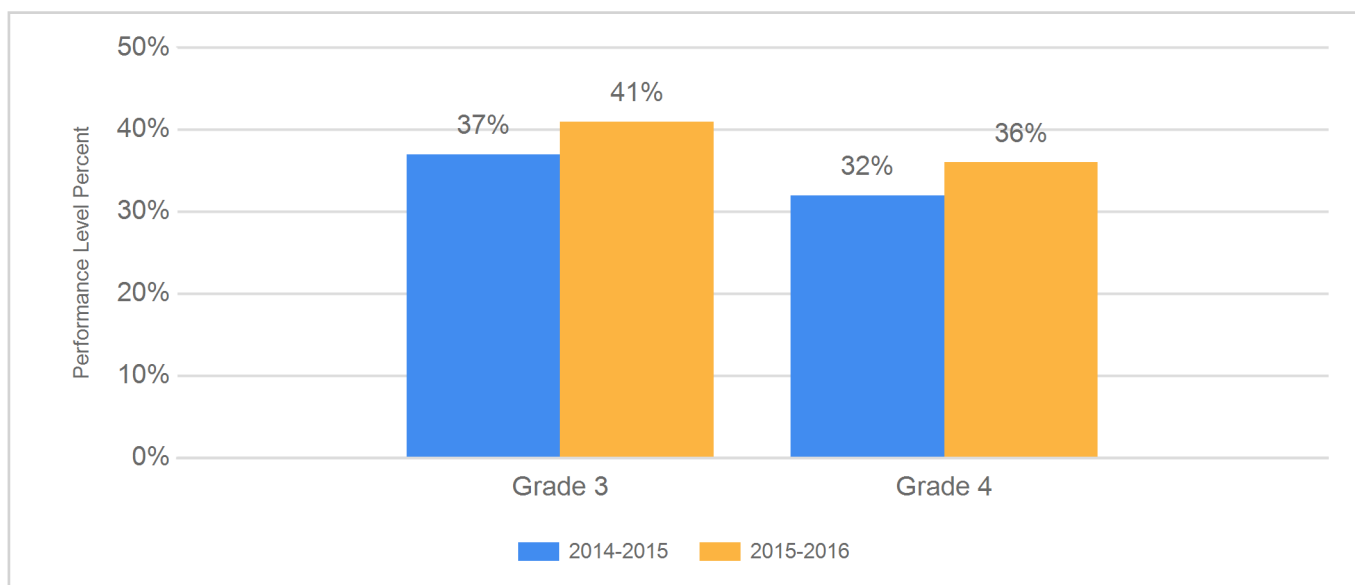
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## PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey  
2015-2016

Grade Span KF-04

29-2480-050

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

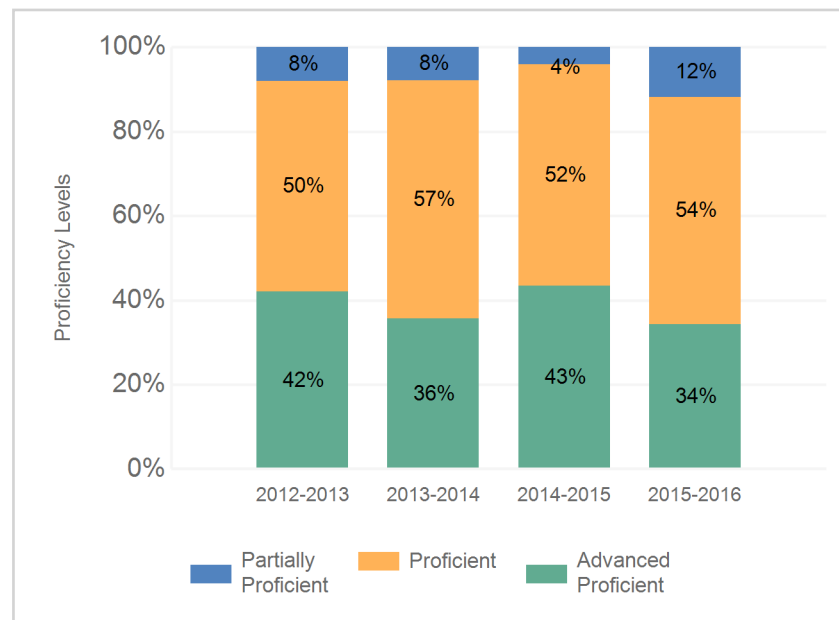
### NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	34%	54%	12%
White	37%	56%	8%
African American	S	S	S
Hispanic	14%	50%	36%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	24%	35%	41%
English Language Learners	S	S	S
Economically Disadvantaged Students	19%	65%	16%

### NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey  
2015-2016

Grade Span KF-04

29-2480-050

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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science 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>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey  
2015-2016

Grade Span KF-04

29-2480-050

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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. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

### Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	45	41	50
Student Growth on Math	56	49	50

### Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	4%	4%	5%
Partially Met (L2)	1%	4%	6%
Approached (L3)	13%	14%	8%
Met (L4)	15%	14%	9%
Exceeded (L5)	1%	1%	0%

### Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	1%	4%
Partially Met (L2)	6%	5%	13%
Approached (L3)	8%	18%	5%
Met (L4)	13%	10%	12%
Exceeded (L5)	1%	0%	1%



State of New Jersey  
2015-2016

Grade Span KF-04

29-2480-050

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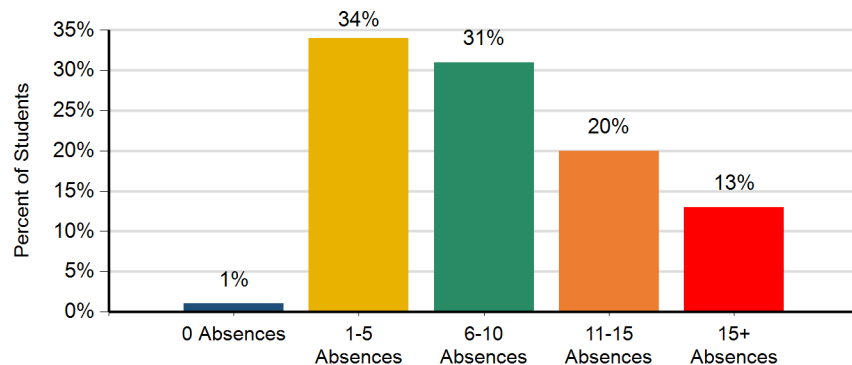
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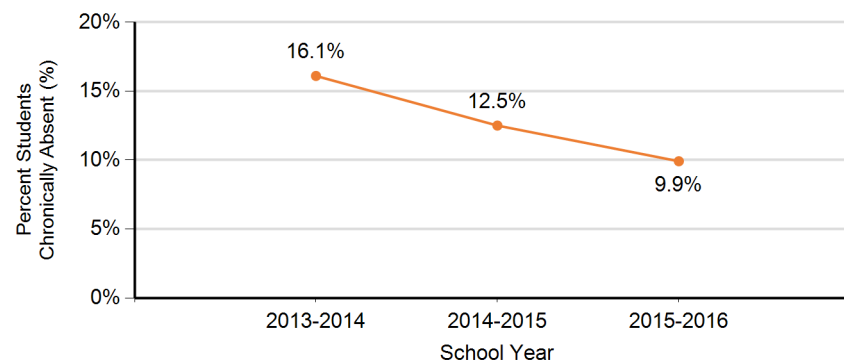
## Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



## Chronic Absenteeism Trend

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





State of New Jersey  
2015-2016

Grade Span KF-04

29-2480-050  
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### 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
2015-16	6 Hrs. 30 Mins.

### 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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

### 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.

2015-16	School
Faculty	10:1
Administrator	227:1

### Student Suspension Rate

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

	School
2015-16	0.0%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%





State of New Jersey  
2015-2016

Grade Span 09-PG

29-2480-020

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## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



State of New Jersey  
2015-2016

Grade Span 09-PG

29-2480-020

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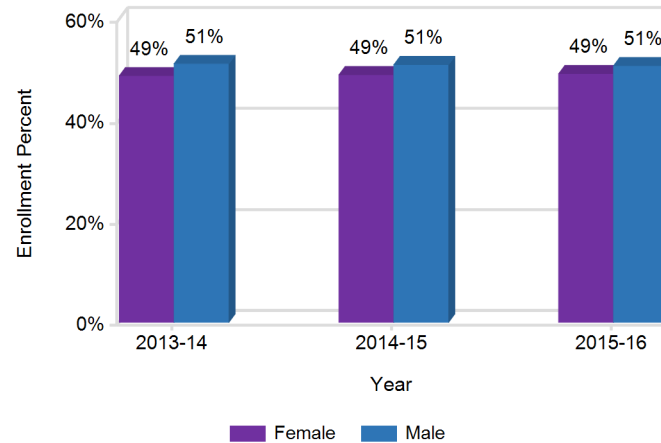
## Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	321	291	295
Grade 10	343	302	278
Grade 11	331	287	243
Grade 12	332	322	278
UG	79	93	94
Total	1405	1295	1188

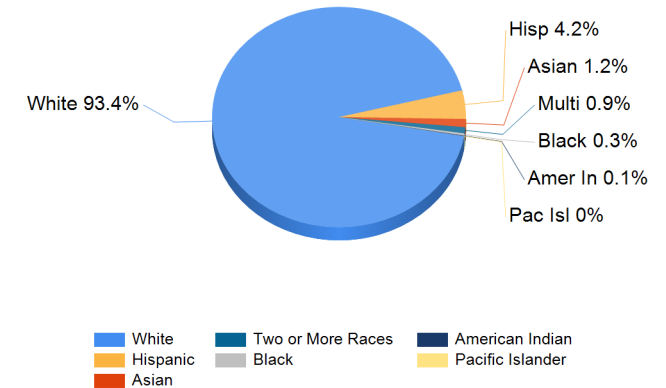
## Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



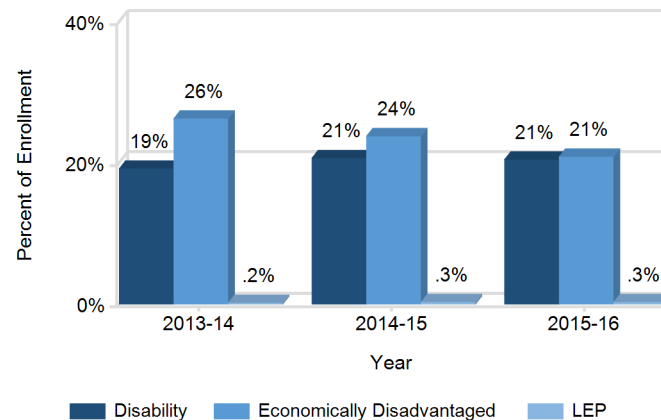
## Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



## Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



## Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	96.5%
Spanish	2.3%
Filipino	0.3%
Korean	0.2%
Portuguese	0.2%
Other	0.8%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey  
2015-2016

Grade Span 09-PG

29-2480-020

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	34%	S	35
Mathematics Met or Exceeded Expectations	14%	S	24

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓\*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	557	34%	35	91%	X	512	14%	24	92%	X
White	516	35%	22	91%	X	477	13%	13	92%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	125	14%	71	88%	X	90	9%	67	90%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	111	29%	46	86%	X	97	12%	34	86%	X



State of New Jersey  
2015-2016

Grade Span 09-PG

29-2480-020

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## PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District 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	299	738	738	746	12%	20%	31%	31%	5%	37%	49%
White	274	740	740	754	10%	19%	32%	33%	6%	38%	58%
African American	S	S	S	729	S	S	S	S	S	S	30%
Hispanic	14	722	722	730	29%	36%	14%	21%	N	21%	34%
Asian	S	S	S	774	S	S	S	S	S	S	78%
American Indian	S	S	S	734	S	S	S	S	S	S	40%
Two or More Races	S	S	S	748	S	S	S	S	S	S	53%
Students with Disability	75	717	717	713	27%	36%	24%	12%	1%	13%	12%
English Language Learners	N	N	N	693	N	N	N	N	N	N	4%
Economically Disadvantaged Students	66	734	734	729	18%	21%	24%	32%	5%	36%	31%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span 09-PG

29-2480-020

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## PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>269</b>	<b>723</b>	<b>723</b>	<b>740</b>	<b>36%</b>	<b>20%</b>	<b>12%</b>	<b>22%</b>	<b>9%</b>	<b>31%</b>	<b>44%</b>
White	251	723	723	747	37%	20%	12%	23%	8%	32%	50%
African American	N	N	N	722	N	N	N	N	N	N	28%
Hispanic	11	711	711	726	36%	36%	9%	9%	9%	18%	33%
Asian	S	S	S	767	S	S	S	S	S	S	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	S	S	S	741	S	S	S	S	S	S	45%
Students with Disability	52	707	707	702	50%	19%	15%	12%	4%	15%	11%
English Language Learners	S	S	S	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	50	708	708	723	48%	20%	12%	18%	2%	20%	30%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span 09-PG

29-2480-020

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## \*\*PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District 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	254	734	734	736	21%	21%	22%	31%	6%	37%	40%
White	235	734	734	739	20%	22%	20%	32%	6%	37%	42%
African American	N	N	N	728	N	N	N	N	N	N	30%
Hispanic	S	S	S	732	S	S	S	S	S	S	37%
Asian	S	S	S	753	S	S	S	S	S	S	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	N	N	N	736	N	N	N	N	N	N	39%
Students with Disability	49	710	710	710	41%	33%	10%	16%	N	16%	13%
English Language Learners	S	S	S	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	45	724	724	730	22%	27%	27%	22%	2%	24%	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

\*\*Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



State of New Jersey  
2015-2016

Grade Span 09-PG

29-2480-020

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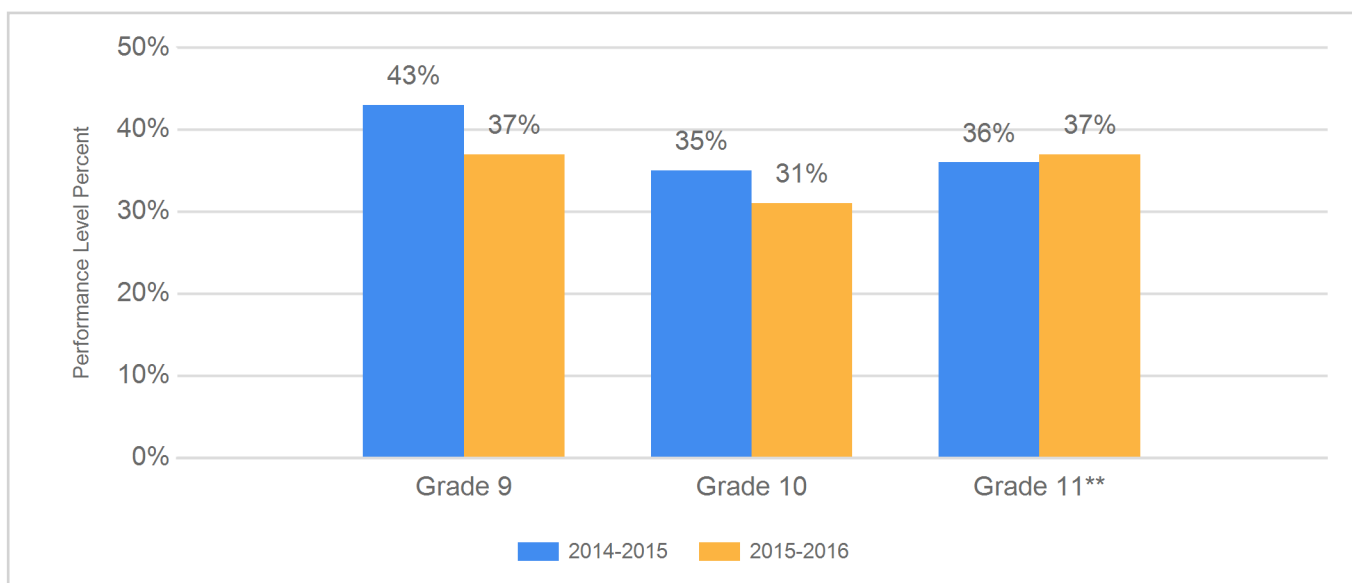
Lacey Township High School

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## PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



\*\*Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



State of New Jersey  
2015-2016

Grade Span 09-PG

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## PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>221</b>	<b>719</b>	<b>719</b>	<b>727</b>	<b>22%</b>	<b>33%</b>	<b>32%</b>	<b>13%</b>	<b>N</b>	<b>13%</b>	<b>41%</b>
White	207	719	719	734	22%	33%	32%	14%	N	14%	51%
African American	S	S	S	717	S	S	S	S	S	S	20%
Hispanic	S	S	S	720	S	S	S	S	S	S	25%
Asian	S	S	S	746	S	S	S	S	S	S	76%
American Indian	S	S	S	726	S	S	S	S	S	S	38%
Two or More Races	S	S	S	727	S	S	S	S	S	S	47%
Students with Disability	S	S	S	708	S	S	S	S	S	S	10%
English Language Learners	N	N	N	707	N	N	N	N	N	N	9%
Economically Disadvantaged Students	55	715	715	719	26%	35%	26%	15%	N	15%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations





State of New Jersey  
2015-2016

Grade Span 09-PG

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## PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>730</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>27%</b>
White	S	S	S	736	S	S	S	S	S	S	34%
African American	S	S	S	717	S	S	S	S	S	S	9%
Hispanic	S	S	S	720	S	S	S	S	S	S	13%
Asian	S	S	S	750	S	S	S	S	S	S	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	S	730	S	S	S	S	S	S	29%
Students with Disability	S	S	S	709	S	S	S	S	S	S	5%
English Language Learners	S	S	S	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	S	S	S	719	S	S	S	S	S	S	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span 09-PG

29-2480-020

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## PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>722</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>27%</b>
White	S	S	S	728	S	S	S	S	S	S	31%
African American	N	N	N	700	N	N	N	N	N	N	8%
Hispanic	S	S	S	707	S	S	S	S	S	S	12%
Asian	S	S	S	754	S	S	S	S	S	S	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	S	S	S	727	S	S	S	S	S	S	34%
Students with Disability	S	S	S	690	S	S	S	S	S	S	5%
English Language Learners	N	N	N	692	N	N	N	N	N	N	7%
Economically Disadvantaged Students	S	S	S	705	S	S	S	S	S	S	11%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span 09-PG

29-2480-020

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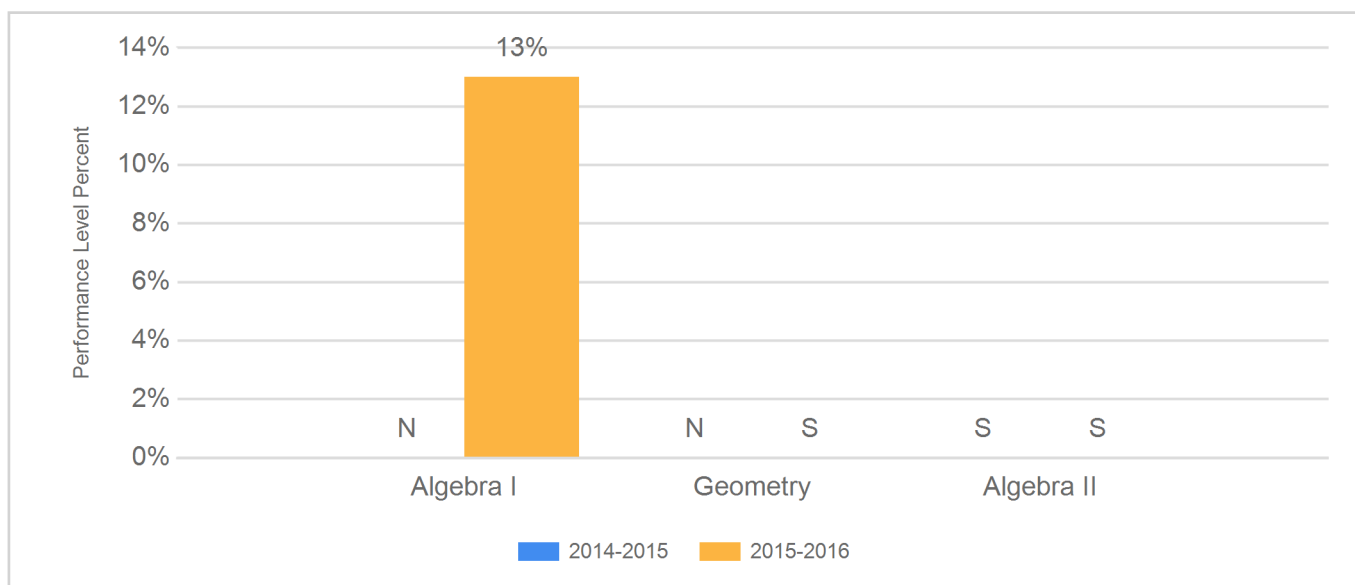
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## PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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2015-2016

Grade Span 09-PG

29-2480-020

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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

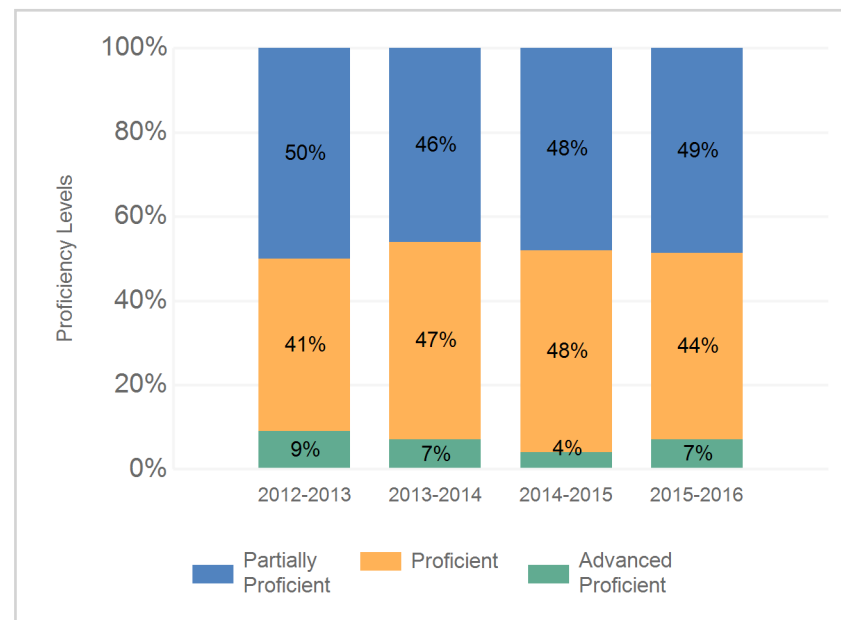
### Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	7%	44%	49%
White	7%	45%	48%
African American	S	S	S
Hispanic	21%	21%	57%
American Indian	S	S	S
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	N	25%	75%
English Language Learners	S	S	S
Economically Disadvantaged Students	8%	29%	64%

### Proficiency Trends - Biology

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





State of New Jersey  
2015-2016

Grade Span 09-PG

29-2480-020

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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.

## PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	95.8%	95.5%
Percent of Students Participating in SAT	59.3%	58.0%
Percent of Students Participating in ACT	21.2%	27.6%

## PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
<b>PSAT</b>	937	950
<b>SAT</b>	-	-
Reading and Writing	537	537
Math	531	538
<b>ACT</b>	-	-
Reading	22	23
English	21	22
Math	22	23
Science	21	22

## PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
<b>PSAT</b>	N	N	N
<b>SAT</b>	-	-	-
Reading and Writing	480	76%	71%
Math	530	53%	53%
<b>ACT</b>	-	-	-
Reading	22	54%	58%
English	18	69%	74%
Math	22	58%	61%
Science	23	37%	49%

## PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
<b>PSAT</b>	1030	930	830
<b>SAT</b>	-	-	-
Reading and Writing	590	540	480
Math	590	530	480
<b>ACT</b>	-	-	-
Reading	24	22	18
English	25	22	16
Math	24	22	18
Science	24	21	18

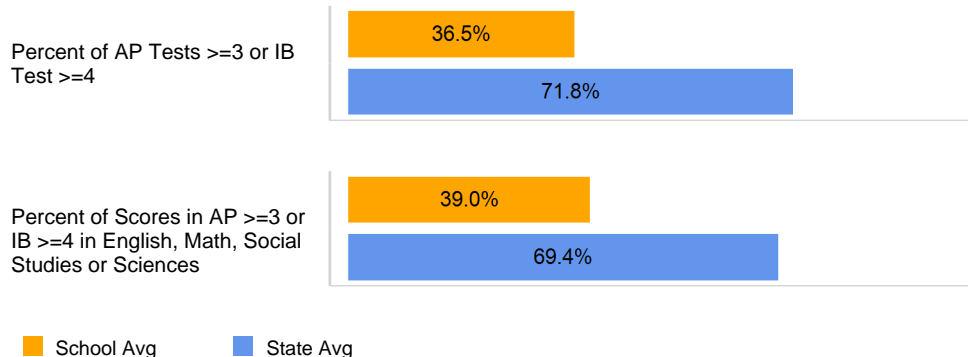


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2015-2016

Grade Span 09-PG

## AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP  $\geq 3$  or IB  $\geq 4$  for students enrolled in the school and across the state.



## Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	27.6%	39.1%
One of More Test	28.4%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	18.2%	26.6%
Participating in Dual Enrollment	0.0%	15.4%

## AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	15	15
AP Calculus AB	22	22
AP Calculus BC	5	5
AP Chemistry	32	32
AP English Literature and Composition	16	16
AP Environmental Science	20	22
AP French Language	28	28
AP German Language	21	21
AP Macroeconomics	0	3
AP Music Theory	4	4
AP Physics 1	0	21
AP Physics B	21	0
AP Physics C: Mechanics	0	2
AP Psychology	51	54
AP Spanish Language	13	13
AP Statistics	0	2
AP Studio Art—General Portfolio	0	4
AP U.S. Government and Politics	0	3
AP U.S. History	13	13
Student AP Tests $\geq 3$ and IB Tests $\geq 4$		54



State of New Jersey  
2015-2016

Grade Span 09-PG

29-2480-020

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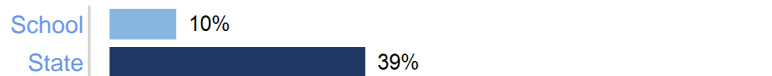
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## Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

### MUSIC



### DRAMA



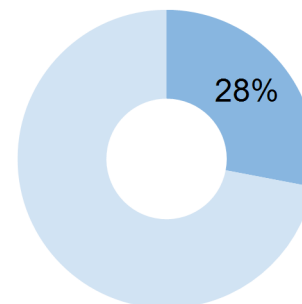
### DANCE



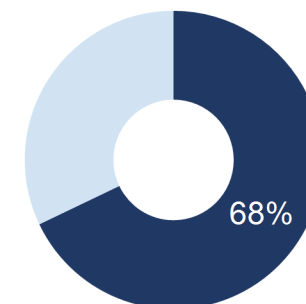
### VISUAL ARTS



### Any Visual and Performing Arts



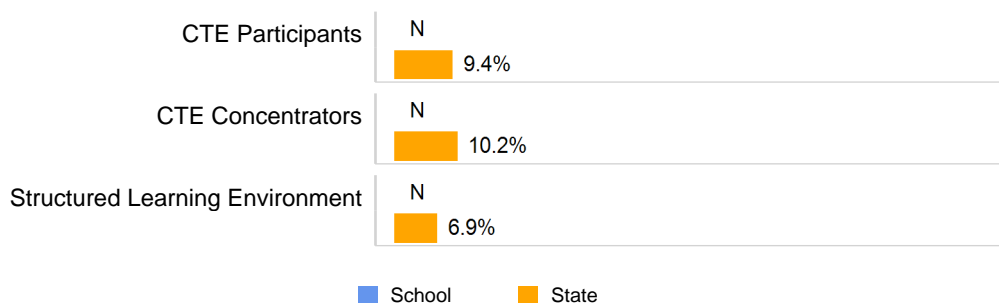
School



State

## Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.





State of New Jersey  
2015-2016

Grade Span 09-PG

29-2480-020

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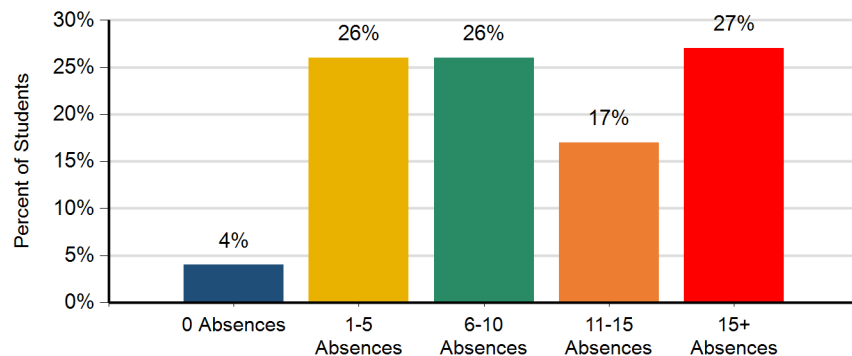
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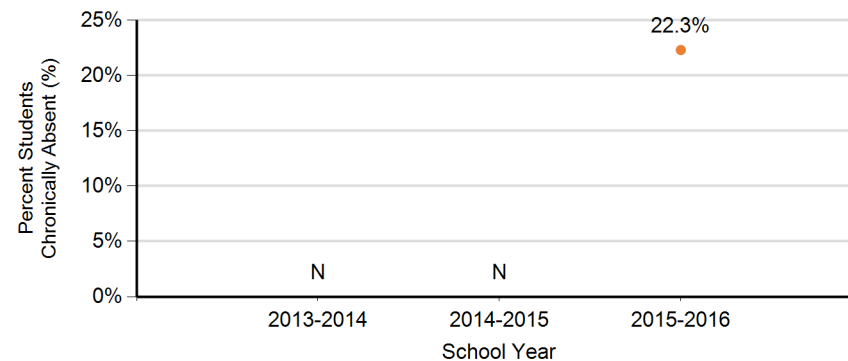
## Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



## Chronic Absenteeism Trend

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







State of New Jersey  
2015-2016

Grade Span 09-PG

29-2480-020

OCEAN

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Lacey Township High School

73 HAINES STREET

LANOKA HARBOR, NJ 08734

## Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	93.1%	52	81%
White	94%	42	
African American	S	S	
Hispanic	S	S	
American Indian	N	N	
Asian	S	S	
Native Hawaiian	N	N	
Two or More Races	S	S	
Students with Disability	81.1%	45	
English Language Learners	N	N	
Economically Disadvantaged Students	85%	40	

## Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	0.8%	1.2%
White	0.8%	0.6%
African American	S	2.6%
Hispanic	N	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	N	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	3.3%	1.7%



State of New Jersey  
2015-2016

Grade Span 09-PG

29-2480-020

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Lacey Township High School

73 HAINES STREET

LANOKA HARBOR, NJ 08734

### Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	87%	87%
2014	90%	91%
2015	94%	93%
2016	93%	

### Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	74.2%	55.7%	44.3%
White	74.3%	55.0%	45.0%
African American	S	S	S
Hispanic	S	S	S
American Indian	0.0%	0.0%	0.0%
Asian	S	S	S
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	S	S	S
Students with Disability	50.8%	66.7%	33.3%
English Language Learners	S	S	S
Economically Disadvantaged Students	51.9%	63.0%	37.0%



State of New Jersey  
2015-2016

Grade Span 09-PG

29-2480-020

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Lacey Township High School

73 HAINES STREET

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### 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
2015-16	6 Hrs. 30 Mins.

### 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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 44 Mins.
Shared Time	2 Hrs. 52 Mins.

### 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.

2015-16	School
Faculty	10:1
Administrator	132:1

### Student Suspension Rate

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

	School
2015-16	5.4%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



State of New Jersey  
2015-2016

Grade Span 07-08

29-2480-053  
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660 DENTON AVENUE  
FORKED RIVER, NJ 08731-0535

## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



State of New Jersey  
2015-2016

Grade Span 07-08

29-2480-053

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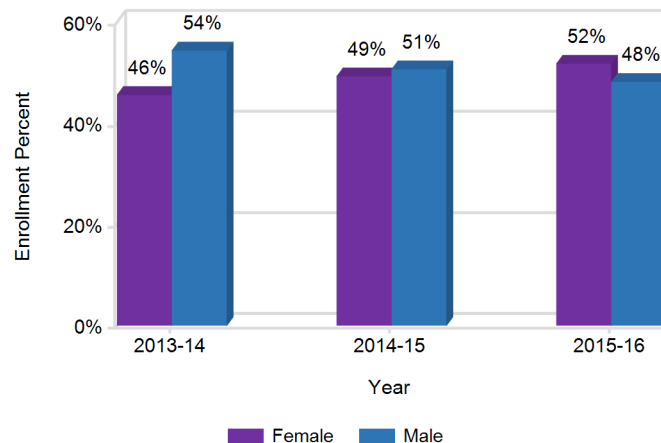
## Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 07	311	281	306
Grade 08	316	311	285
UG	71	63	54
Total	698	655	645

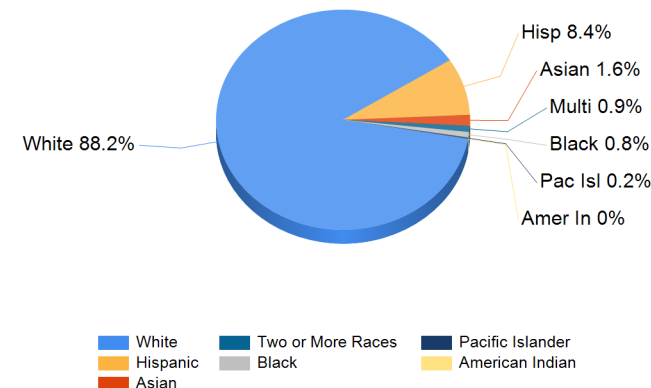
## Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



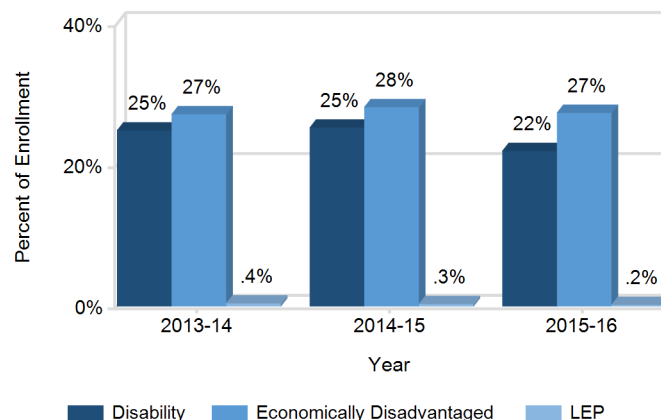
## Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



## Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



## Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	93.0%
Spanish	4.3%
Chinese	0.8%
Greek, Modern (1453-)	0.3%
Lithuanian	0.3%
Other	1.5%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey  
2015-2016

Grade Span 07-08

29-2480-053

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	45%	20	32
Mathematics Met or Exceeded Expectations	34%	20	25

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	569	45%	32	94%	X	568	34%	25	94%	X
White	509	46%	20	94%	X	508	35%	17	94%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	43	23%	15	96%	✓	43	9%	4	96%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	122	16%	39	96%	✓	122	12%	39	96%	✓
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	142	28%	28	91%	X	141	22%	27	90%	X



State of New Jersey  
2015-2016

Grade Span 07-08

29-2480-053

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Lacey Township Middle School

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## PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	300	743	743	753	12%	17%	26%	33%	12%	46%	56%
White	257	745	745	760	12%	13%	27%	37%	13%	49%	65%
African American	S	S	S	733	S	S	S	S	S	S	35%
Hispanic	28	723	723	739	11%	50%	21%	18%	N	18%	41%
Asian	S	S	S	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	S	759	S	S	S	S	S	S	63%
Students with Disability	61	712	712	716	41%	20%	23%	15%	2%	16%	16%
English Language Learners	N	N	N	703	N	N	N	N	N	N	10%
Economically Disadvantaged Students	85	728	728	735	24%	25%	22%	24%	6%	29%	37%
PARCC MATH											
<b>Schoolwide</b>	275	734	734	740	7%	28%	39%	27%	N	27%	39%
White	236	736	736	747	6%	24%	39%	30%	N	30%	47%
African American	S	S	S	724	S	S	S	S	S	S	19%
Hispanic	S	S	S	729	S	S	S	S	S	S	23%
Asian	S	S	S	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	S	744	S	S	S	S	S	S	44%
Students with Disability	59	718	718	713	24%	37%	27%	12%	N	12%	9%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	83	728	728	727	11%	35%	37%	17%	N	17%	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span 07-08

29-2480-053

OCEAN

LACEY TWP

Lacey Township Middle School

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## PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	298	739	739	753	15%	17%	26%	38%	4%	42%	55%
White	269	740	740	759	16%	17%	26%	38%	4%	42%	63%
African American	N	N	N	732	N	N	N	N	N	N	34%
Hispanic	23	729	729	740	13%	22%	35%	30%	N	30%	43%
Asian	S	S	S	780	S	S	S	S	S	S	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	S	756	S	S	S	S	S	S	59%
Students with Disability	67	708	708	715	45%	27%	18%	10%	N	10%	16%
English Language Learners	N	N	N	701	N	N	N	N	N	N	9%
Economically Disadvantaged Students	69	729	729	736	13%	30%	32%	25%	N	25%	38%
**PARCC MATH											
<b>Schoolwide</b>	191	715	715	726	28%	34%	27%	11%	N	11%	26%
White	168	714	714	732	29%	35%	26%	11%	N	11%	32%
African American	N	N	N	712	N	N	N	N	N	N	14%
Hispanic	S	S	S	721	S	S	S	S	S	S	20%
Asian	S	S	S	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	S	726	S	S	S	S	S	S	26%
Students with Disability	S	S	S	704	S	S	S	S	S	S	8%
English Language Learners	N	N	N	704	N	N	N	N	N	N	9%
Economically Disadvantaged Students	58	716	716	718	28%	33%	28%	12%	N	12%	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

\*\*Grade 8 does not include students who took an Algebra test.

\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.





State of New Jersey  
2015-2016

Grade Span 07-08

29-2480-053

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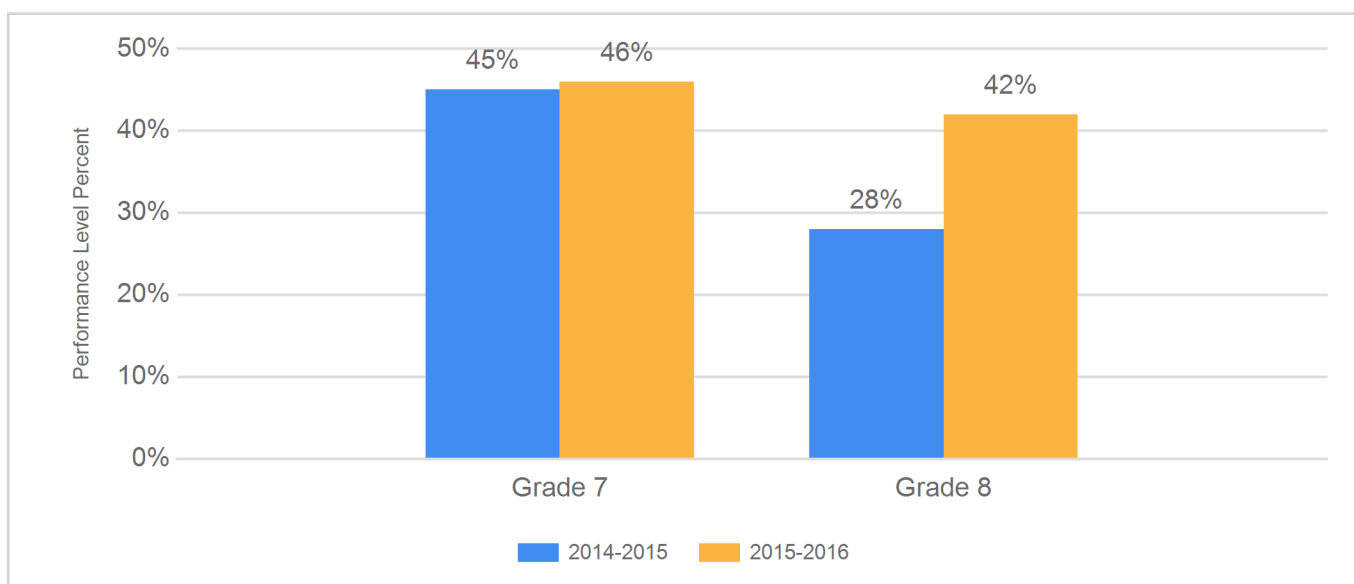
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### PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey  
2015-2016

Grade Span 07-08

29-2480-053

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## PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>108</b>	<b>762</b>	<b>762</b>	<b>769</b>	<b>N</b>	<b>N</b>	<b>18%</b>	<b>82%</b>	<b>N</b>	<b>82%</b>	<b>41%</b>
White	100	761	761	772	N	N	17%	83%	N	83%	51%
African American	N	N	N	748	N	N	N	N	N	N	20%
Hispanic	S	S	S	746	S	S	S	S	S	S	25%
Asian	S	S	S	789	S	S	S	S	S	S	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	S	S	S	776	S	S	S	S	S	S	47%
Students with Disability	S	S	S	738	S	S	S	S	S	S	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	11	762	762	746	N	N	9%	91%	N	91%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span 07-08

29-2480-053

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## PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>23</b>	<b>755</b>	<b>755</b>	<b>776</b>	<b>N</b>	<b>4%</b>	<b>35%</b>	<b>57%</b>	<b>4%</b>	<b>61%</b>	<b>27%</b>
White	21	753	753	772	N	5%	38%	52%	5%	57%	34%
African American	N	N	N	755	N	N	N	N	N	N	9%
Hispanic	N	N	N	761	N	N	N	N	N	N	13%
Asian	S	S	S	785	S	S	S	S	S	S	61%
American Indian	N	N	N	777	N	N	N	N	N	N	15%
Two or More Races	S	S	S	778	S	S	S	S	S	S	29%
Students with Disability	S	S	S	771	S	S	S	S	S	S	5%
English Language Learners	N	N	N	770	N	N	N	N	N	N	6%
Economically Disadvantaged Students	S	S	S	759	S	S	S	S	S	S	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span 07-08

29-2480-053

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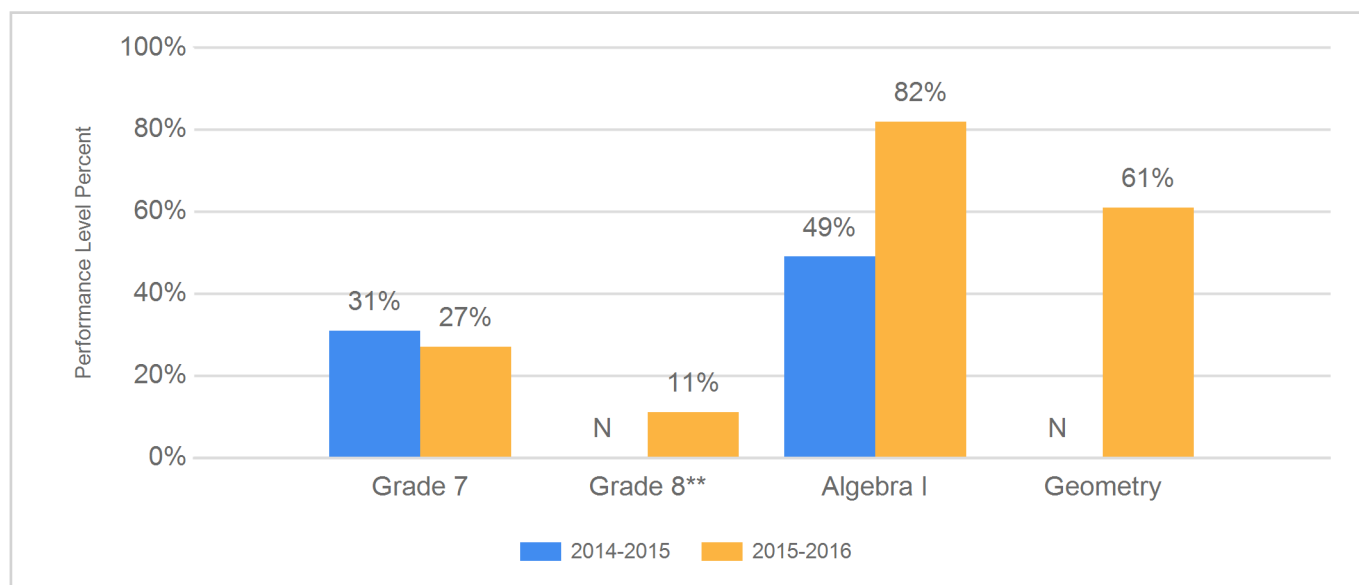
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## PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



\*\*Grade 8 does not include students who took an Algebra test.



State of New Jersey  
2015-2016

Grade Span 07-08

29-2480-053

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

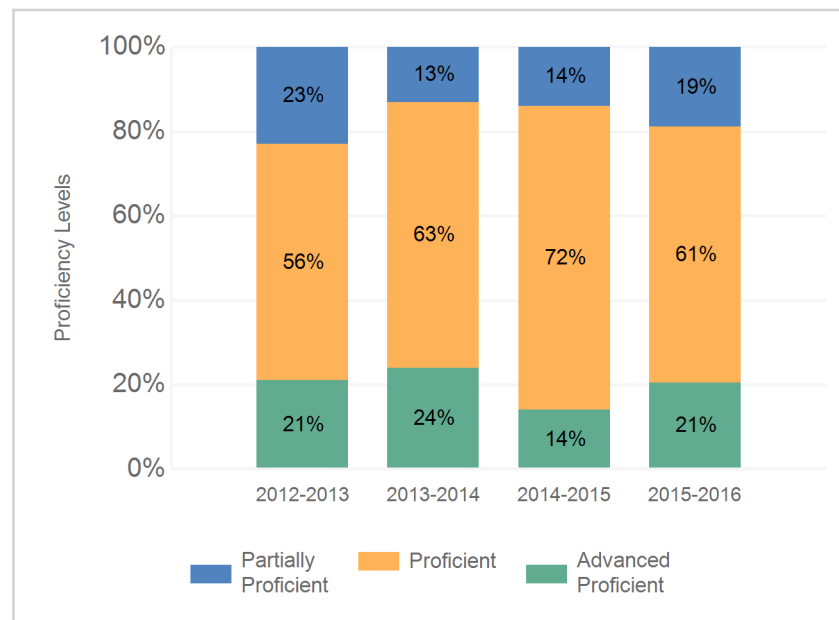
### NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	21%	61%	19%
White	20%	61%	19%
African American	N	N	N
Hispanic	22%	57%	22%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	9%	38%	54%
English Language Learners	N	N	N
Economically Disadvantaged Students	26%	52%	23%

### NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey  
2015-2016

Grade Span 07-08

29-2480-053

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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science 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>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey  
2015-2016

Grade Span 07-08

29-2480-053

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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. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

### Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	38	41	50
Student Growth on Math	48	49	50

### Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	6%	9%	2%
Partially Met (L2)	6%	5%	3%
Approached (L3)	8%	8%	7%
Met (L4)	19%	11%	6%
Exceeded (L5)	7%	1%	1%

### Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	0%	0%	0%
Approached (L3)	0%	0%	0%
Met (L4)	0%	0%	0%
Exceeded (L5)	0%	0%	0%



State of New Jersey  
2015-2016

Grade Span 07-08

29-2480-053

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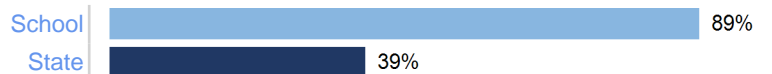
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## Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

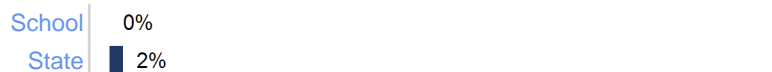
### MUSIC



### DRAMA



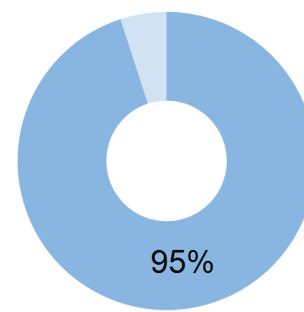
### DANCE



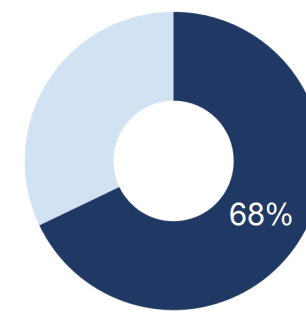
### VISUAL ARTS



### Any Visual and Performing Arts



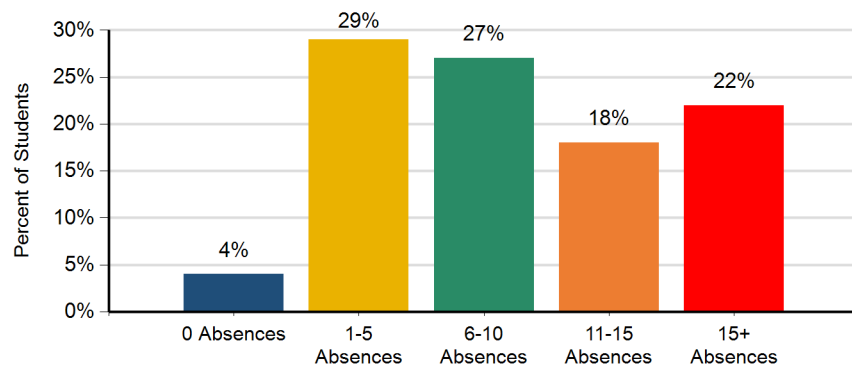
School



State

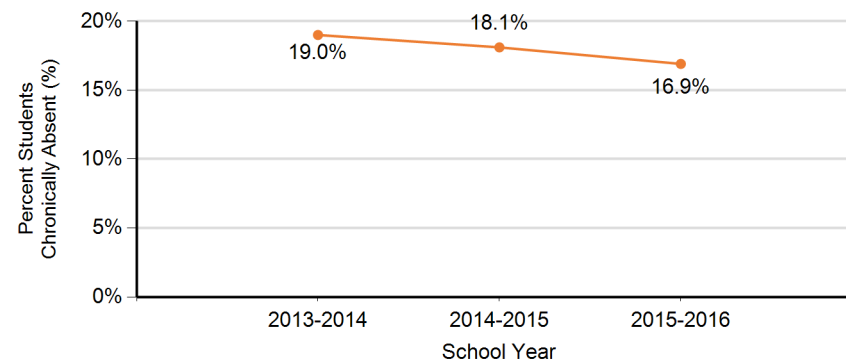
## Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



## Chronic Absenteeism Trend

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







State of New Jersey  
2015-2016

Grade Span 07-08

29-2480-053

OCEAN

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Lacey Township Middle School

660 DENTON AVENUE

FORKED RIVER, NJ 08731-0535

### 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
2015-16	6 Hrs. 30 Mins.

### 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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 39 Mins.
Shared Time	0 Hrs. 0 Mins.

### 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.

2015-16	School
Faculty	11:1
Administrator	162:1

### Student Suspension Rate

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

	School
2015-16	6.8%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



State of New Jersey  
2015-2016

Grade Span KF-04

29-2480-060  
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## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



State of New Jersey  
2015-2016

Grade Span KF-04

29-2480-060  
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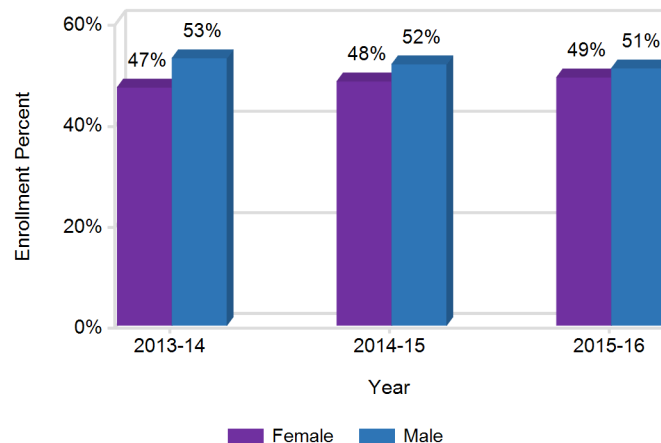
## Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	93	95	83
Grade 01	95	93	85
Grade 02	95	95	83
Grade 03	98	95	93
Grade 04	120	97	101
UG	62	63	58
<b>Total</b>	<b>563</b>	<b>538</b>	<b>503</b>

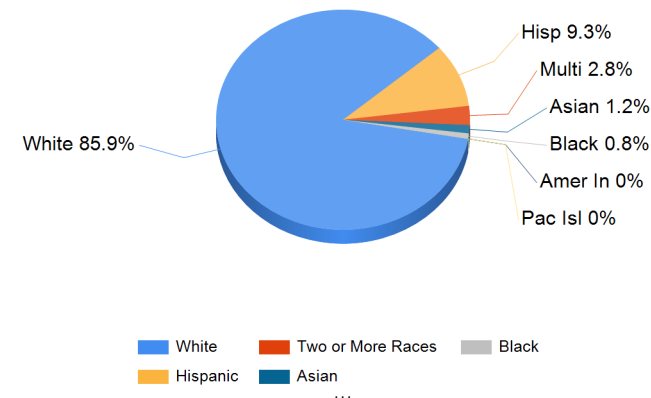
## Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



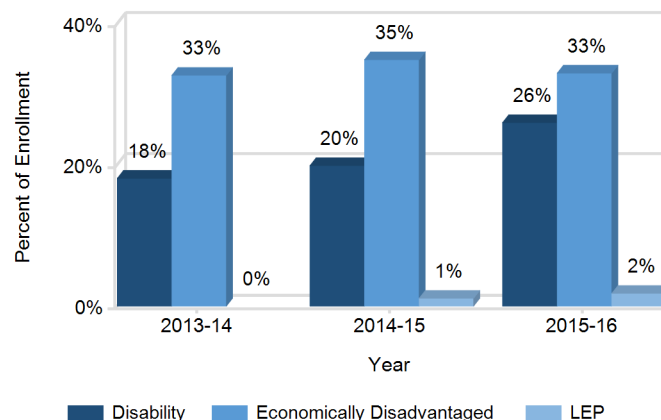
## Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



## Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



## Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	94.8%
Spanish	4.6%
German	0.2%
Polish	0.2%
Tagalog	0.2%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey  
2015-2016

Grade Span KF-04

29-2480-060

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	57%	100	51
Mathematics Met or Exceeded Expectations	54%	100	59

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	209	57%	51	96%	✓	209	54%	59	95%	✓
White	174	58%	42	95%	✓	174	57%	52	95%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	60	17%	45	97%	✓	60	18%	51	97%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	69	42%	59	99%	✓	69	41%	77	99%	✓



State of New Jersey  
2015-2016

Grade Span KF-04

29-2480-060

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## PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	108	738	742	746	19%	16%	22%	42%	1%	43%	48%
White	88	742	744	756	15%	17%	24%	43%	1%	44%	58%
African American	N	N	N	727	N	N	N	N	N	N	30%
Hispanic	14	724	730	730	43%	7%	14%	36%	N	36%	31%
Asian	S	S	773	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	S	753	S	S	S	S	S	S	55%
Students with Disability	39	708	722	718	46%	21%	23%	10%	N	10%	22%
English Language Learners	S	S	S	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	43	725	728	727	30%	19%	23%	28%	N	28%	28%
PARCC MATH											
<b>Schoolwide</b>	108	749	746	749	6%	21%	25%	36%	12%	48%	52%
White	88	752	747	757	6%	17%	26%	40%	11%	51%	63%
African American	N	N	N	730	N	N	N	N	N	N	31%
Hispanic	14	734	735	736	7%	43%	21%	14%	14%	29%	35%
Asian	S	S	789	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	S	754	S	S	S	S	S	S	57%
Students with Disability	39	727	732	727	13%	44%	28%	10%	5%	15%	28%
English Language Learners	S	S	S	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	43	738	735	732	7%	33%	26%	30%	5%	35%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span KF-04

29-2480-060

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LACEY TWP

Lanoka Harbor Elementary School

281 MANCHESTER AVE

LANOKA HARBOR, NJ 08734

## PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	109	755	751	750	6%	11%	16%	55%	13%	68%	54%
White	93	756	752	759	7%	10%	15%	55%	14%	69%	64%
African American	S	S	734	733	S	S	S	S	S	S	33%
Hispanic	S	S	739	737	S	S	S	S	S	S	37%
Asian	N	N	N	773	N	N	N	N	N	N	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	760	756	S	S	S	S	S	S	62%
Students with Disability	24	721	725	723	25%	38%	13%	25%	N	25%	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	33	744	741	734	3%	24%	18%	52%	3%	55%	33%
PARCC MATH											
<b>Schoolwide</b>	109	751	743	745	7%	8%	26%	56%	3%	59%	47%
White	93	752	744	752	7%	8%	26%	58%	2%	60%	57%
African American	S	S	719	727	S	S	S	S	S	S	24%
Hispanic	S	S	732	733	S	S	S	S	S	S	30%
Asian	N	N	N	771	N	N	N	N	N	N	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	757	750	S	S	S	S	S	S	54%
Students with Disability	24	719	720	724	29%	38%	13%	21%	N	21%	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	33	741	734	730	9%	15%	27%	49%	N	49%	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



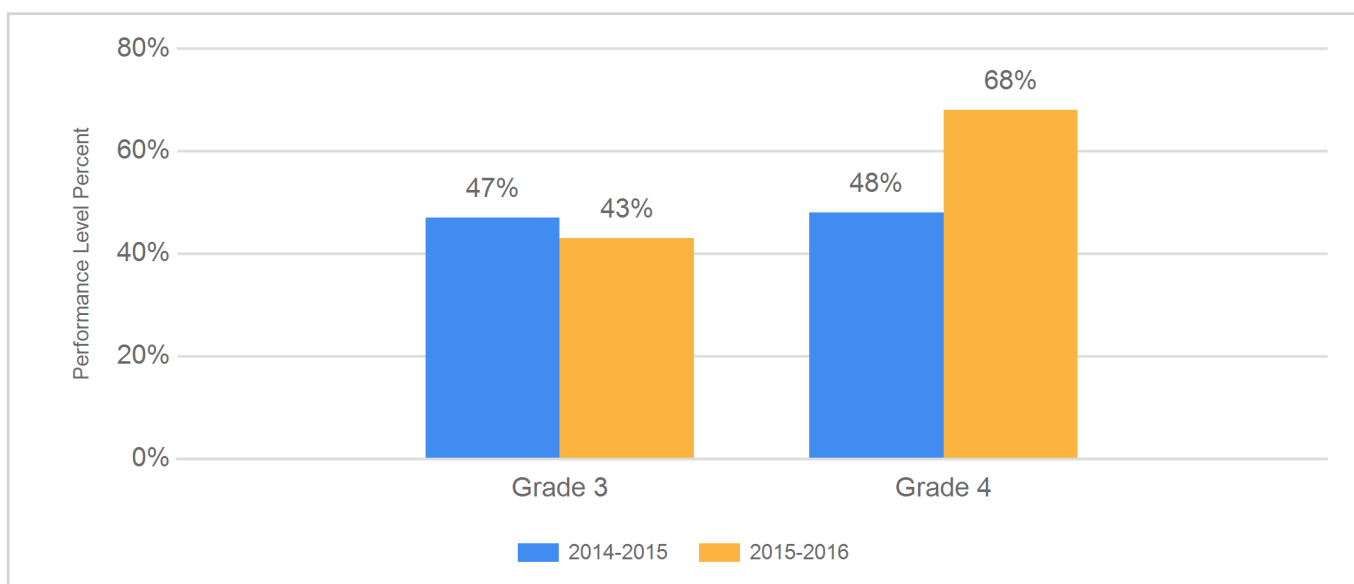
State of New Jersey  
2015-2016

Grade Span KF-04

29-2480-060  
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### PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





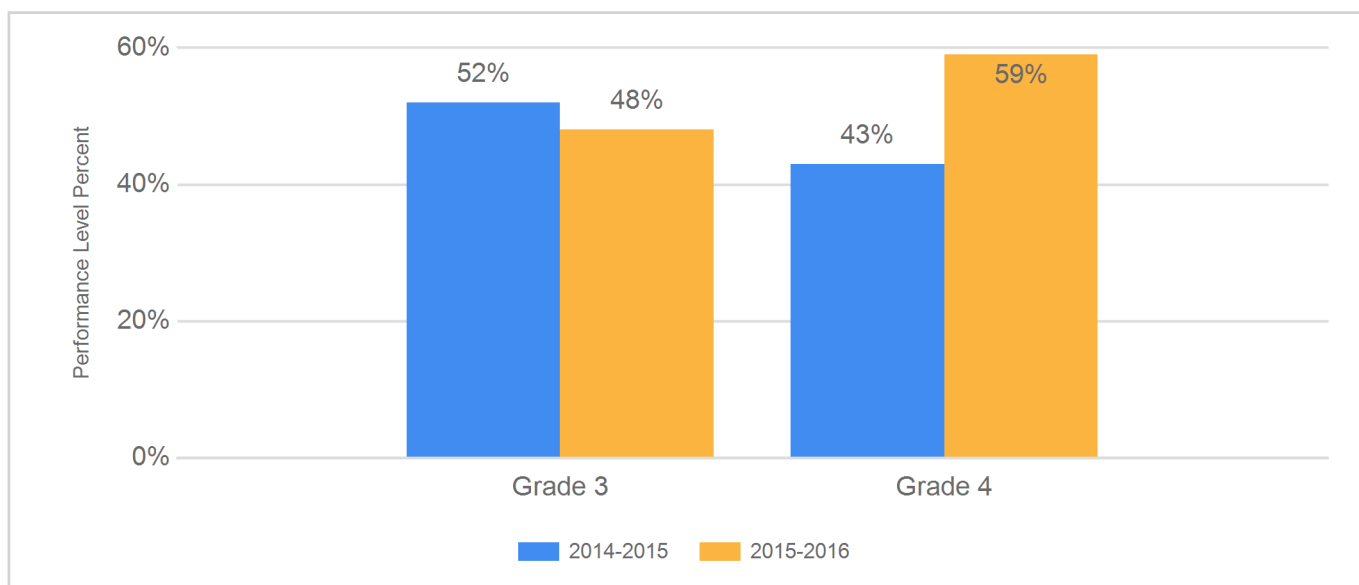
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2015-2016

Grade Span KF-04

29-2480-060  
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281 MANCHESTER AVE  
LANOKA HARBOR, NJ 08734

## PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.







State of New Jersey  
2015-2016

Grade Span KF-04

29-2480-060

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

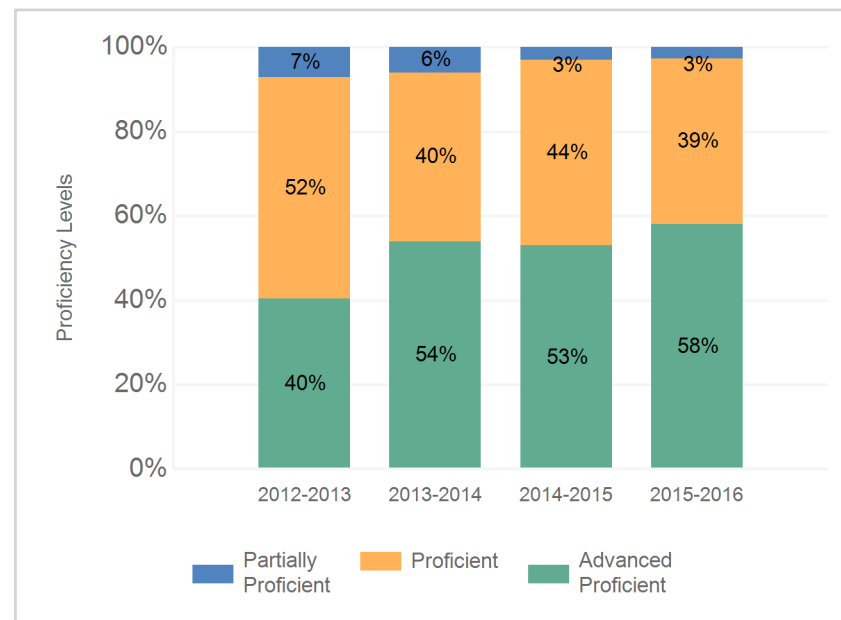
## NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	58%	39%	3%
White	57%	40%	2%
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	N	N	N
Two or More Races	S	S	S
Students with Disability	29%	57%	14%
English Language Learners	N	N	N
Economically Disadvantaged Students	45%	52%	3%

## NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey  
2015-2016

Grade Span KF-04

29-2480-060  
OCEAN  
LACEY TWP  
Lanoka Harbor Elementary School  
281 MANCHESTER AVE  
LANOKA HARBOR, NJ 08734

## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4read.html">http://www.nj.gov/education/pr/1415/naep/naep4read.html</a>
Reading Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8read.html">http://www.nj.gov/education/pr/1415/naep/naep8read.html</a>
Math Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4math.html">http://www.nj.gov/education/pr/1415/naep/naep4math.html</a>
Math Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8math.html">http://www.nj.gov/education/pr/1415/naep/naep8math.html</a>
Science Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4science.html">http://www.nj.gov/education/pr/1415/naep/naep4science.html</a>
Science Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8science.html">http://www.nj.gov/education/pr/1415/naep/naep8science.html</a>

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey  
2015-2016

Grade Span KF-04

29-2480-060

OCEAN

LACEY TWP

Lanoka Harbor Elementary School

281 MANCHESTER AVE

LANOKA HARBOR, NJ 08734

### Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	65	41	50
Student Growth on Math	65	49	50

### Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	4%	8%
Partially Met (L2)	2%	1%	7%
Approached (L3)	6%	11%	13%
Met (L4)	10%	11%	22%
Exceeded (L5)	0%	1%	1%

### Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	3%	2%
Partially Met (L2)	3%	2%	7%
Approached (L3)	0%	12%	14%
Met (L4)	8%	17%	27%
Exceeded (L5)	0%	2%	1%



State of New Jersey  
2015-2016

Grade Span KF-04

29-2480-060

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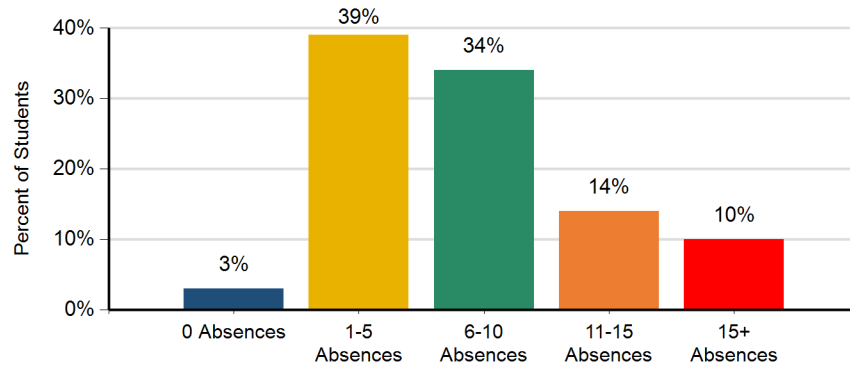
Lanoka Harbor Elementary School

281 MANCHESTER AVE

LANOKA HARBOR, NJ 08734

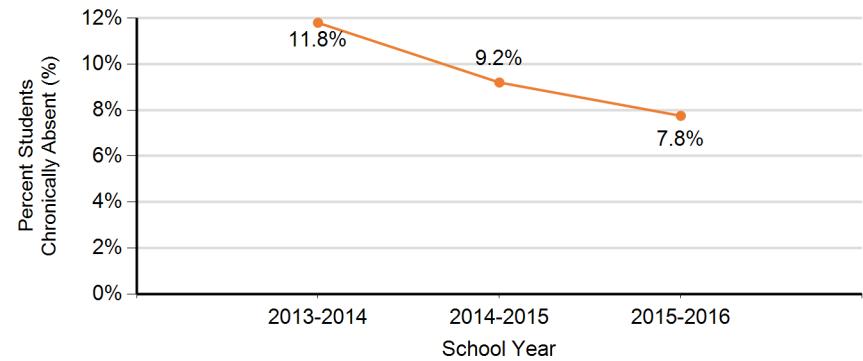
## Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



## Chronic Absenteeism Trend

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





State of New Jersey  
2015-2016

Grade Span KF-04

29-2480-060  
OCEAN  
LACEY TWP  
Lanoka Harbor Elementary School  
281 MANCHESTER AVE  
LANOKA HARBOR, NJ 08734

### 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
2015-16	6 Hrs. 30 Mins.

### 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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

### 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.

2015-16	School
Faculty	10:1
Administrator	252:1

### Student Suspension Rate

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

	School
2015-16	0.2%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



State of New Jersey  
2015-2016

Grade Span 3H-06

29-2480-055  
OCEAN  
LACEY TWP  
Mill Pond Elementary School  
210 WESTERN BLVD  
LANOKA HARBOR, NJ 08734

## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. 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 schools that are educating similar students, against district and state-wide 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 meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the 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; 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.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



State of New Jersey  
2015-2016

Grade Span 3H-06

29-2480-055

OCEAN

LACEY TWP

Mill Pond Elementary School

210 WESTERN BLVD

LANOKA HARBOR, NJ 08734

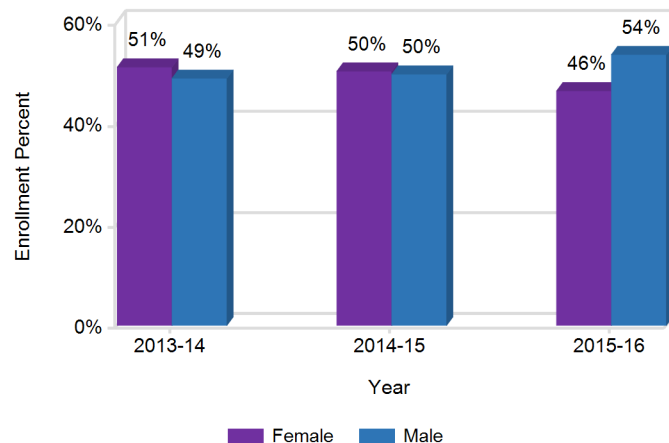
## Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	0	0	0
Grade KG	0	0	0
Grade 01	0	0	0
Grade 02	0	0	0
Grade 03	0	0	0
Grade 04	0	0	0
Grade 05	309	345	311
Grade 06	283	308	333
UG	112	88	141
Total	704	741	785

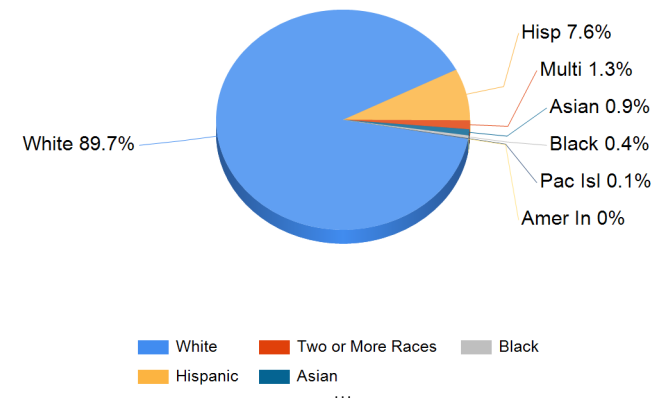
## Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



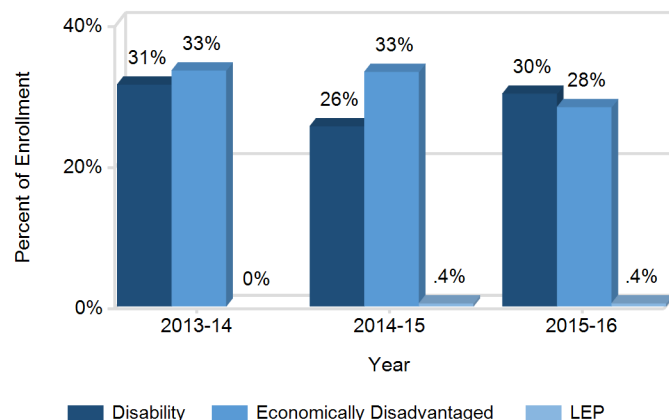
## Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



## Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



## Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	95.5%
Spanish	3.3%
Polish	0.3%
Russian	0.1%
Turkish	0.1%
Other	0.5%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey  
2015-2016

Grade Span 3H-06

29-2480-055

OCEAN

LACEY TWP

Mill Pond Elementary School

210 WESTERN BLVD

LANOKA HARBOR, NJ 08734

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has 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.

This section also measures Science as demonstrated in NJ ASK Science assessments.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	46%	40	35
Mathematics Met or Exceeded Expectations	35%	40	28

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	628	46%	35	93%	X	626	35%	28	92%	X
White	560	46%	22	92%	X	558	35%	18	92%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	48	48%	51	95%	✓	48	31%	39	95%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	140	24%	53	92%	X	139	20%	53	91%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	173	38%	51	91%	X	173	20%	27	91%	X





State of New Jersey  
2015-2016

Grade Span 3H-06

29-2480-055

OCEAN

LACEY TWP

Mill Pond Elementary School

210 WESTERN BLVD

LANOKA HARBOR, NJ 08734

## PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	N	N	N	746	N	N	N	N	N	N	48%
White	N	N	N	756	N	N	N	N	N	N	58%
African American	N	N	N	727	N	N	N	N	N	N	30%
Hispanic	N	N	N	730	N	N	N	N	N	N	31%
Asian	N	N	N	772	N	N	N	N	N	N	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	N	N	N	718	N	N	N	N	N	N	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	N	N	N	727	N	N	N	N	N	N	28%
PARCC MATH											
<b>Schoolwide</b>	N	N	N	749	N	N	N	N	N	N	52%
White	N	N	N	757	N	N	N	N	N	N	63%
African American	N	N	N	730	N	N	N	N	N	N	31%
Hispanic	N	N	N	736	N	N	N	N	N	N	35%
Asian	N	N	N	777	N	N	N	N	N	N	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	N	N	N	727	N	N	N	N	N	N	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span 3H-06

29-2480-055

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Mill Pond Elementary School

210 WESTERN BLVD

LANOKA HARBOR, NJ 08734

## PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	N	N	N	750	N	N	N	N	N	N	54%
White	N	N	N	759	N	N	N	N	N	N	64%
African American	N	N	N	733	N	N	N	N	N	N	33%
Hispanic	N	N	N	737	N	N	N	N	N	N	37%
Asian	N	N	N	773	N	N	N	N	N	N	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	N	N	N	723	N	N	N	N	N	N	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	N	N	N	734	N	N	N	N	N	N	33%
PARCC MATH											
<b>Schoolwide</b>	N	N	N	745	N	N	N	N	N	N	47%
White	N	N	N	752	N	N	N	N	N	N	57%
African American	N	N	N	727	N	N	N	N	N	N	24%
Hispanic	N	N	N	733	N	N	N	N	N	N	30%
Asian	N	N	N	771	N	N	N	N	N	N	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	N	N	N	724	N	N	N	N	N	N	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	N	N	N	730	N	N	N	N	N	N	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

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Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span 3H-06

29-2480-055

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Mill Pond Elementary School

210 WESTERN BLVD

LANOKA HARBOR, NJ 08734

## PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	316	745	745	751	7%	17%	29%	45%	3%	48%	53%
White	280	746	746	758	6%	16%	30%	44%	3%	48%	64%
African American	S	S	S	733	S	S	S	S	S	S	32%
Hispanic	23	743	743	738	13%	17%	17%	52%	N	52%	37%
Asian	S	S	S	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	S	759	S	S	S	S	S	S	63%
Students with Disability	69	721	721	723	20%	39%	22%	19%	N	19%	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	92	739	739	735	10%	17%	32%	40%	1%	41%	33%
PARCC MATH											
<b>Schoolwide</b>	315	741	741	747	5%	20%	35%	38%	3%	40%	47%
White	279	742	742	753	5%	19%	36%	38%	3%	40%	57%
African American	S	S	S	728	S	S	S	S	S	S	24%
Hispanic	23	736	736	735	9%	30%	17%	44%	N	44%	31%
Asian	S	S	S	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	S	754	S	S	S	S	S	S	56%
Students with Disability	69	729	729	725	13%	35%	26%	22%	4%	26%	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	92	731	731	732	9%	28%	40%	23%	N	23%	28%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span 3H-06

29-2480-055

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Mill Pond Elementary School

210 WESTERN BLVD

LANOKA HARBOR, NJ 08734

## PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	323	744	744	750	7%	18%	31%	40%	4%	43%	52%
White	288	744	744	756	7%	18%	31%	41%	3%	44%	61%
African American	N	N	N	732	N	N	N	N	N	N	31%
Hispanic	27	740	740	738	11%	26%	26%	26%	11%	37%	37%
Asian	S	S	S	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	S	755	S	S	S	S	S	S	60%
Students with Disability	63	724	724	719	22%	30%	29%	19%	N	19%	15%
English Language Learners	S	S	S	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	83	737	737	735	11%	23%	35%	28%	4%	31%	33%
PARCC MATH											
<b>Schoolwide</b>	323	736	736	743	9%	20%	42%	28%	2%	30%	43%
White	288	736	736	750	9%	19%	42%	30%	1%	31%	53%
African American	N	N	N	724	N	N	N	N	N	N	20%
Hispanic	27	730	730	730	15%	30%	37%	11%	7%	19%	26%
Asian	S	S	S	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	S	748	S	S	S	S	S	S	49%
Students with Disability	S	S	S	717	S	S	S	S	S	S	13%
English Language Learners	S	S	S	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	83	729	729	728	11%	29%	41%	19%	N	19%	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span 3H-06

29-2480-055

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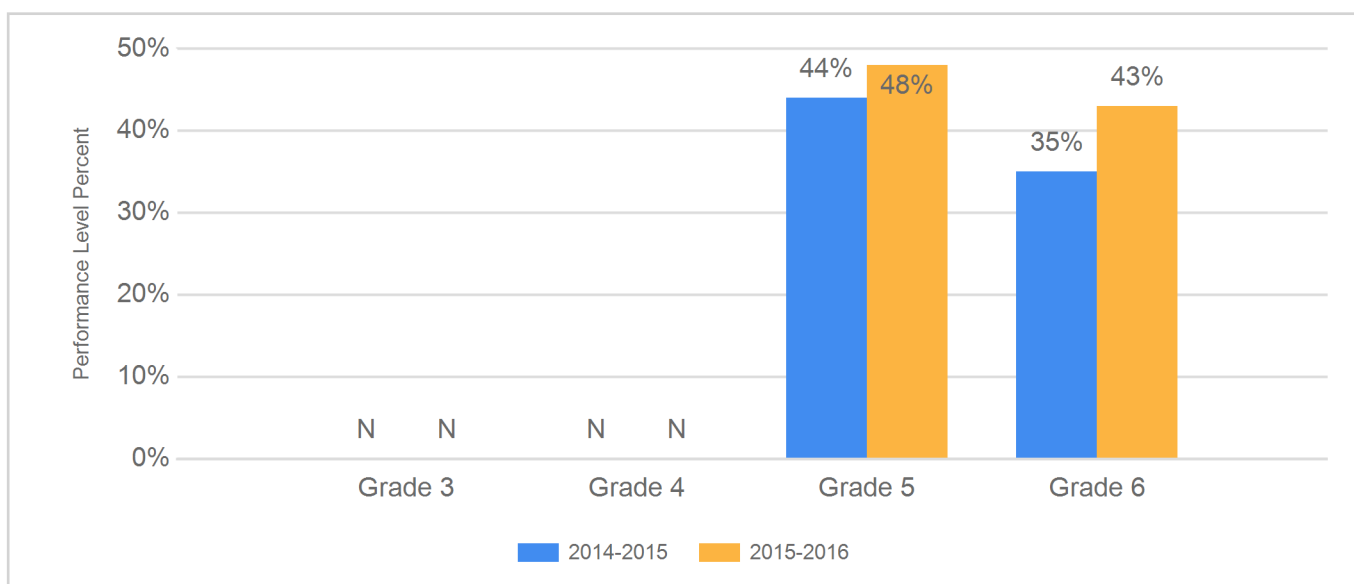
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210 WESTERN BLVD

LANOKA HARBOR, NJ 08734

## PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey  
2015-2016

Grade Span 3H-06

29-2480-055

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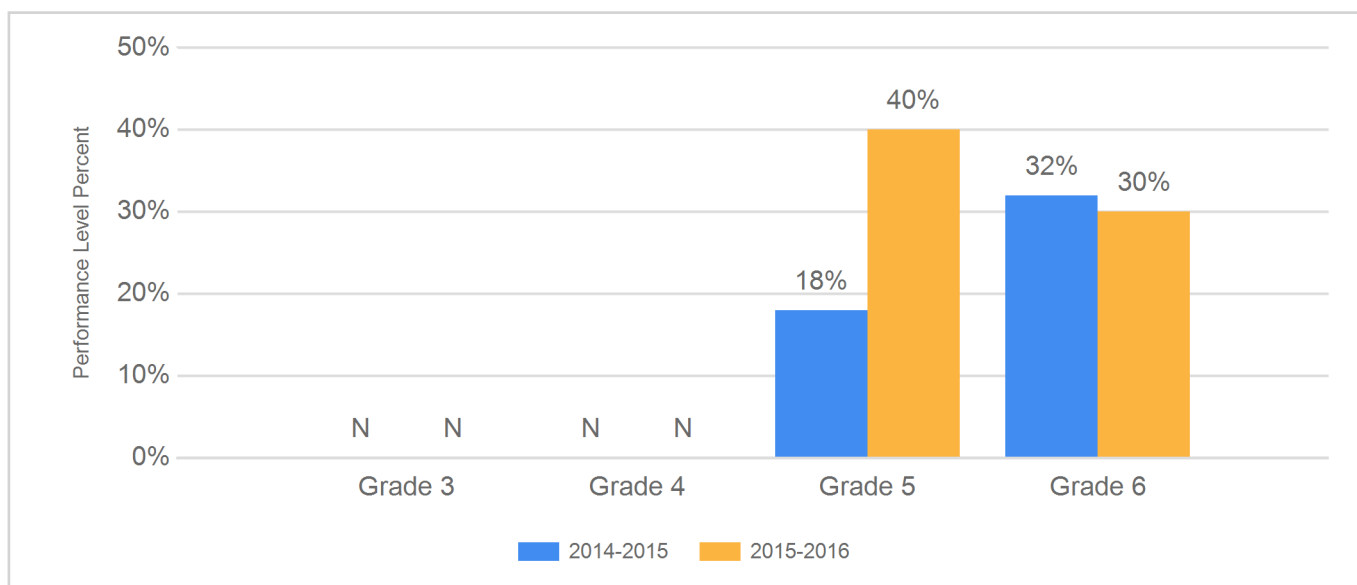
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## PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey  
2015-2016

Grade Span 3H-06

29-2480-055

OCEAN

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Mill Pond Elementary School

210 WESTERN BLVD

LANOKA HARBOR, NJ 08734

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

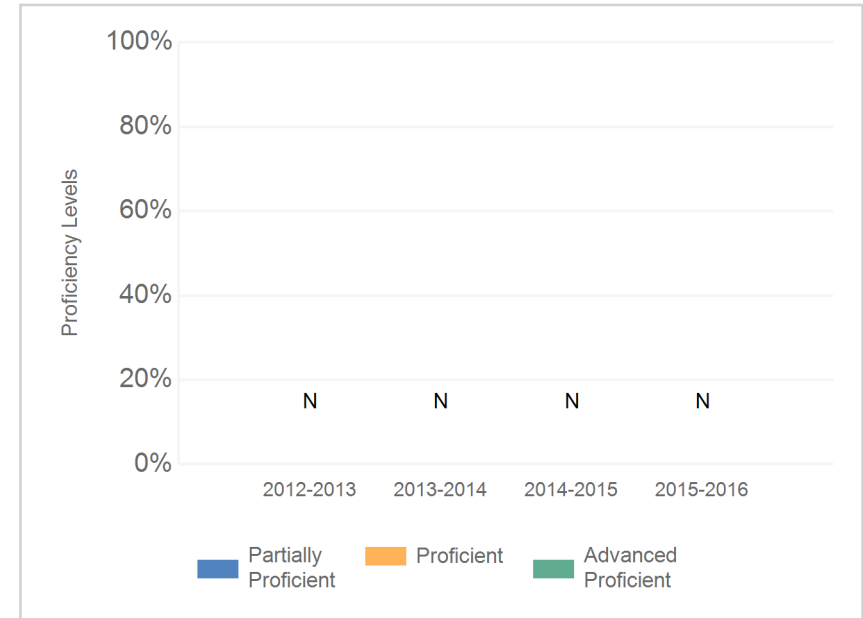
### NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	N	N	N
White	N	N	N
African American	N	N	N
Hispanic	N	N	N
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	N	N	N
English Language Learners	N	N	N
Economically Disadvantaged Students	N	N	N

### NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey  
2015-2016

Grade Span 3H-06

29-2480-055

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Mill Pond Elementary School

210 WESTERN BLVD

LANOKA HARBOR, NJ 08734

## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

The national assessment of education 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 reading, math and science 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>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

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

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2





State of New Jersey  
2015-2016

Grade Span 3H-06

29-2480-055

OCEAN

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Mill Pond Elementary School

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LANOKA HARBOR, NJ 08734

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. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

### Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	39	41	50
Student Growth on Math	43	49	50

### Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	1%	1%
Partially Met (L2)	4%	7%	5%
Approached (L3)	16%	11%	8%
Met (L4)	18%	14%	10%
Exceeded (L5)	0%	1%	1%

### Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	1%	3%
Partially Met (L2)	13%	9%	11%
Approached (L3)	13%	13%	16%
Met (L4)	5%	7%	5%
Exceeded (L5)	0%	0%	0%



State of New Jersey  
2015-2016

Grade Span 3H-06

29-2480-055

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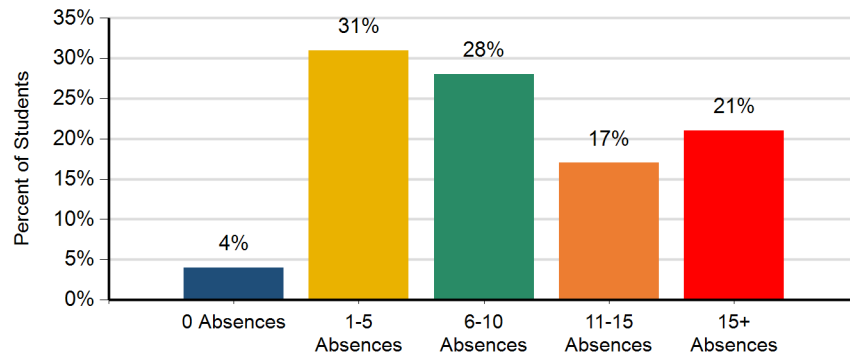
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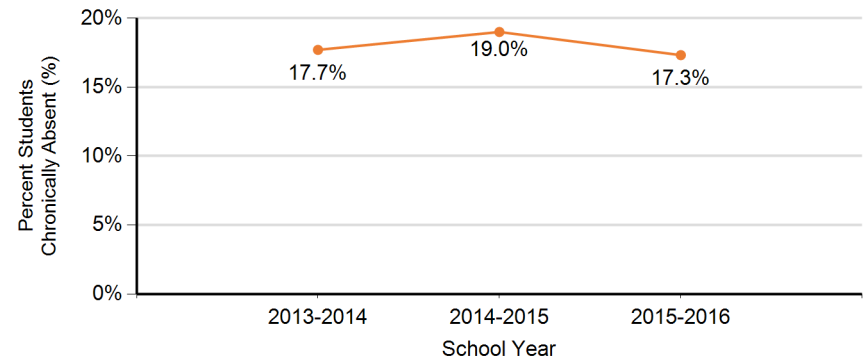
## Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



## Chronic Absenteeism Trend

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





State of New Jersey  
2015-2016

Grade Span 3H-06

29-2480-055  
OCEAN  
LACEY TWP  
Mill Pond Elementary School  
210 WESTERN BLVD  
LANOKA HARBOR, NJ 08734

### 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
2015-16	6 Hrs. 30 Mins.

### 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. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

### 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.

2015-16	School
Faculty	12:1
Administrator	262:1

### Student Suspension Rate

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

	School
2015-16	0.3%

### Student Expulsions

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

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%