NJ SCHOOL PERFORMANCE REPORT

OCEAN AVENUE ELEMENTARY SCHOOL
(25-3160-080)
Grades Offered: PK-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MONMOUTH
District	MIDDLETOWN TWP
Principal Name	MRS. WILSON
Address	235 OCEAN AVENUE NORTH MIDDLETOWN, NJ 07748-2798
Phone Number	(732)787-0092
Email Address	WILSONCC@MIDDLETOWNK12.ORG
Website	https://www.middletownk12.org/Domain/17
Twitter	https://twitter.com/oceanaveschool

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
PK	24	28	22
KG	56	46	43
1	44	57	35
2	52	44	53
3	49	53	44
4	38	48	50
5	52	38	50
Total	315	314	297

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	46.0%	48.1%	49.8%
Male	54.0%	51.9%	50.2%
Economically Disadvantaged Students	34.3%	38.9%	34.7%
Students with Disabilities	14.0%	15.0%	14.8%
English Learners	2.2%	1.0%	0.3%
Homeless Students		2.2%	1.3%
Students in Foster Care		1.9%	1.3%
Military-Connected Students		0.6%	0.3%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	81.9%	83.4%	80.8%
Hispanic	10.5%	8.3%	10.1%
Black or African American	0.6%	2.2%	2.0%
Asian	1.6%	0.3%	1.0%
Native Hawaiian or Pacific Islander	0.3%	0.6%	0.3%
American Indian or Alaska Native	0.3%	0.3%	0.0%
Two or More Races	4.8%	4.8%	5.7%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	24	28	22
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	56	46	43

Enrollment by Home Language

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

Home Language	% of Students
English	98.3%
Other Languages	1.7%

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	39.5	48	50	Not Met	31	48	50	Not Met
White	39.5	48	50	Not Met	30.5	48	51	Not Met
Hispanic	46	44	49	**	33	45	48	**
Black or African American	*	42	44	**	*	44	44	**
Asian, Native Hawaiian, or Pacific Islander	*	60	61	**	*	61.5	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	39	49	**	*	47	51	**
Economically Disadvantaged	46	44	48	Met Standard	30.5	43.5	47	Not Met
Students with Disabilities	52.5	41.5	41	**	21	38	43	**
English Learners	*	74	54	**	*	59	51	**

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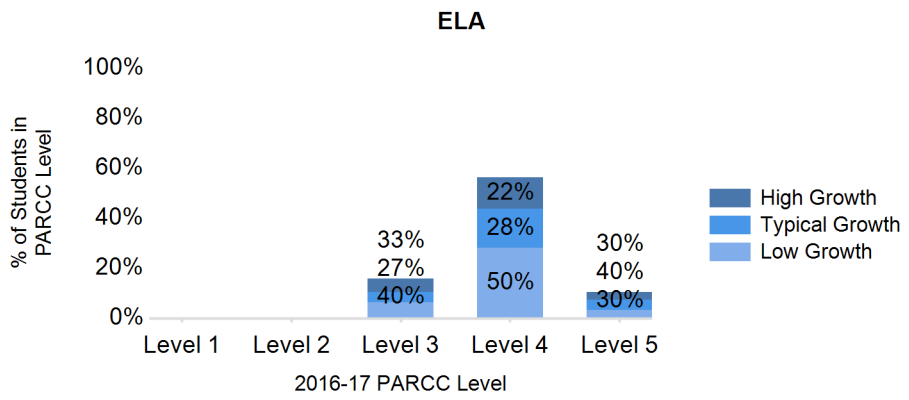
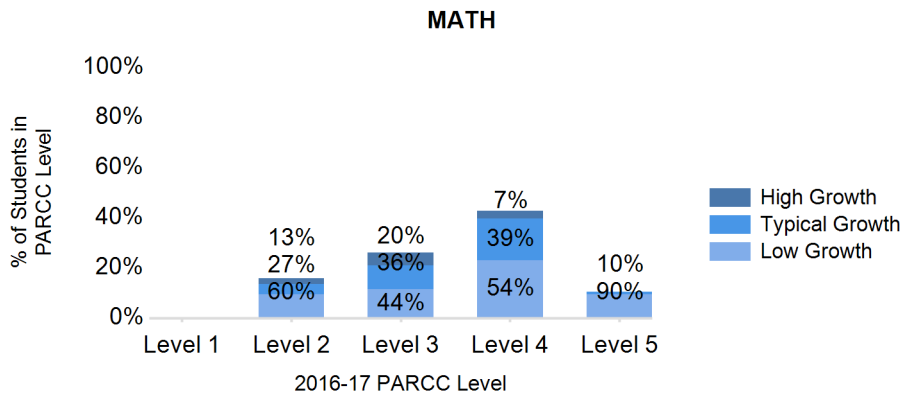
Student Growth by Performance Level

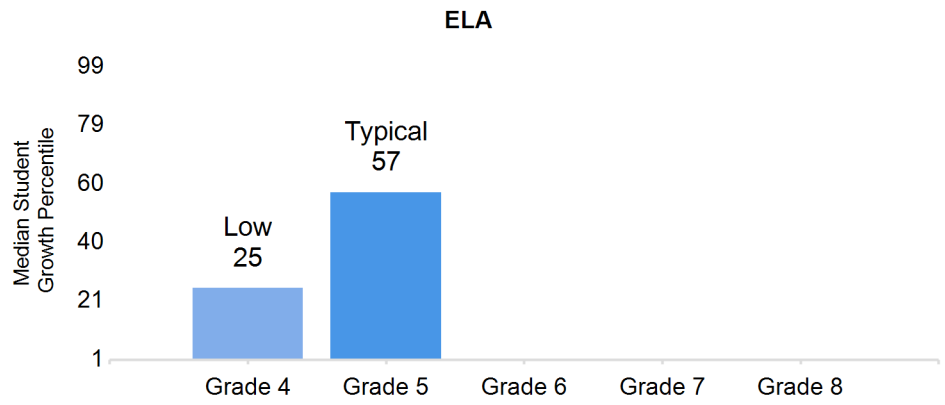
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

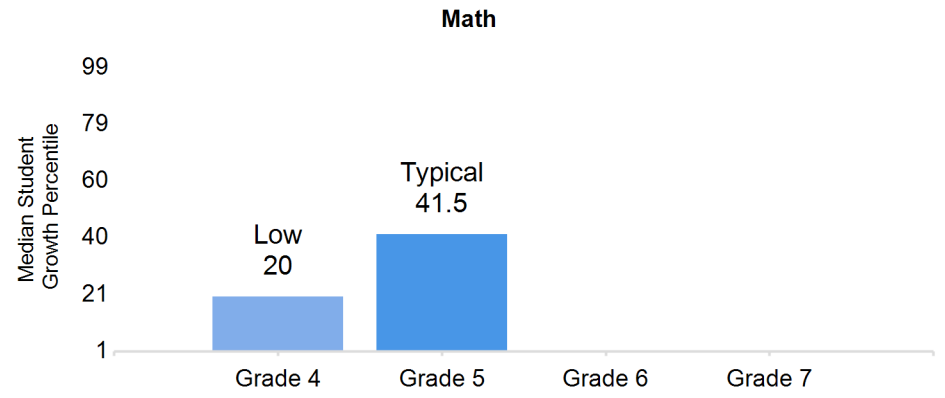




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	145	98.0	56.6	63.0	56.7	56.6	57.8	Met Target†
White	117	97.5	57.3	63.8	65.6	57.3	59.8	Met Target†
Hispanic	17	100.0	64.7	57.1	42.5	64.7	**	**
Black or African American	*	*	*	26.1	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	72.8	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	72	98.6	63.9	71.6	64.5	63.9		
Male	73	97.4	49.3	54.3	49.4	49.3		
Economically Disadvantaged Students	52	98.1	40.4	36.1	38.5	40.4	41	Met Target†
Non-Economically Disadvantaged Students	93	97.9	65.6	66.4	67.5	65.6		
Students with Disabilities	28	100.0	17.9	*	21.6	17.9	21	Met Target†
Students without Disabilities	117	97.5	65.8	*	63.9	65.8		
English Learners	*	*	*	55.5	27.3	*	**	**
Non-English Learners	*	*	*	63.0	59.4	*		
Homeless Students	*	*	*	41.4	27.7	*		
Students In Foster Care	*	*	*	50.0	26.3	*		
Military-Connected Students	N	N	N	72.7	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	752	754	750	*	*	*	*	*	59%	52%
White	39	753	755	759	*	*	*	*	*	62%	61%
Hispanic	*	*	744	736	*	*	*	*	*	*	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	*	743	N	N	N	N	N	N	46%
Two or More Races	*	*	758	758	*	*	*	*	*	*	58%
Female	22	769	761	756	*	*	*	*	*	77%	57%
Male	24	736	748	744	*	*	*	*	*	42%	46%
Economically Disadvantaged Students	12	726	732	733	*	*	*	*	*	25%	34%
Non-Economically Disadvantaged Students	34	761	757	762	*	*	*	*	*	71%	64%
Students with Disabilities	*	*	722	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	762	756	*	*	*	*	*	*	57%
English Learners	N	N	736	712	N	N	N	N	N	N	15%
Non-English Learners	46	752	754	753	*	*	*	*	*	59%	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	23%
Military-Connected Students	N	N	*	751	N	N	N	N	N	N	52%
Migrant Students	N	N	*	741	N	N	N	N	N	N	48%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	751	764	756	*	*	35%	*	*	47%	58%
White	40	753	*	764	*	*	33%	*	*	50%	68%
Hispanic	*	*	751	744	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	772	782	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	25	762	771	762	*	*	*	*	*	56%	63%
Male	24	740	756	751	*	*	*	*	*	38%	53%
Economically Disadvantaged Students	14	741	742	740	*	*	*	*	*	36%	40%
Non-Economically Disadvantaged Students	35	756	767	767	*	*	*	*	*	51%	70%
Students with Disabilities	*	*	734	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	771	762	*	*	*	*	*	*	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	49	751	*	759	*	*	35%	*	*	47%	61%
Homeless Students	N	N	*	729	N	N	N	N	N	N	28%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	757	761	755	*	*	*	*	*	68%	58%
White	38	757	*	763	*	*	*	*	*	66%	68%
Hispanic	*	*	755	743	*	*	*	*	*	*	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	24	764	768	762	*	*	*	*	*	67%	66%
Male	26	751	755	749	*	*	*	*	*	69%	51%
Economically Disadvantaged Students	26	744	740	739	*	*	*	*	*	50%	39%
Non-Economically Disadvantaged Students	24	772	764	766	*	*	*	*	*	88%	71%
Students with Disabilities	11	714	726	724	*	*	*	*	*	18%	22%
Students without Disabilities	39	770	770	762	*	*	*	*	*	82%	65%
English Learners	N	N	*	712	N	N	N	N	N	N	11%
Non-English Learners	50	757	*	757	*	*	*	*	*	68%	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	27%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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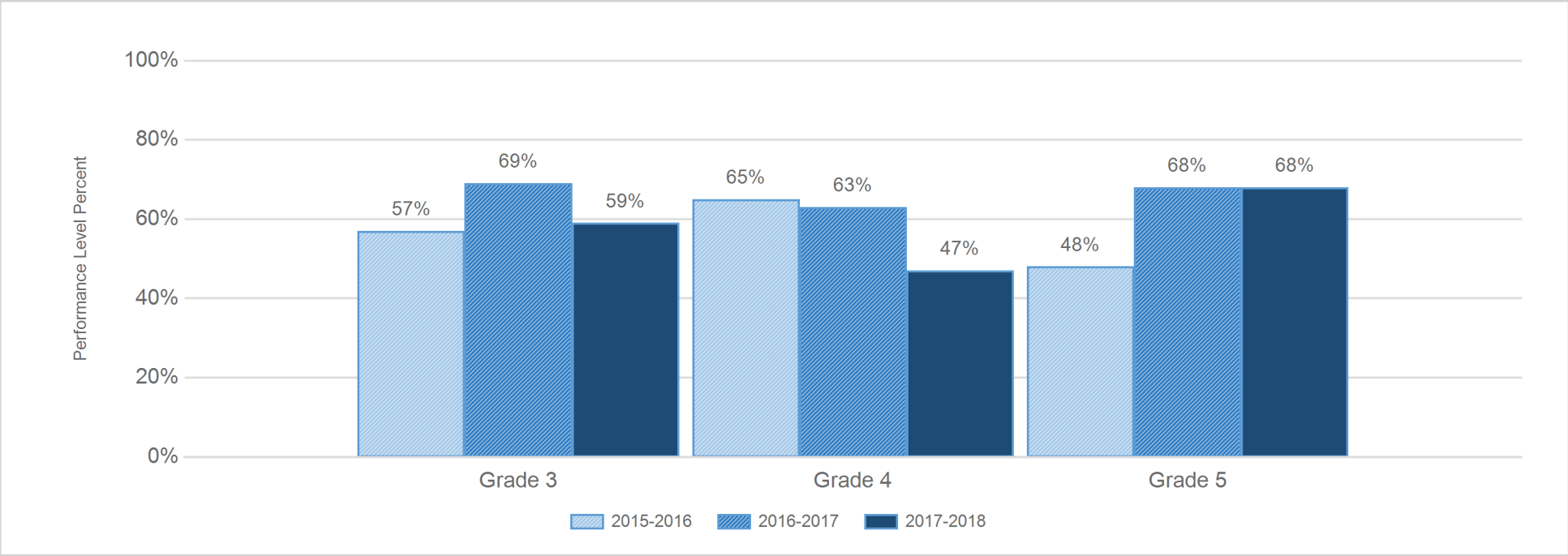
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	145	98.0	44.2	50.9	45.0	44.2	57.8	Not Met
White	117	97.5	44.4	51.6	54.1	44.4	57.2	Not Met
Hispanic	17	100.0	47.1	43.5	29.2	47.1	**	**
Black or African American	*	*	*	20.4	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	68.4	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	72	98.6	47.2	52.5	46.0	47.2		
Male	73	97.4	41.1	49.2	43.9	41.1		
Economically Disadvantaged Students	52	98.1	26.9	22.4	26.6	26.9	44.7	Not Met
Non-Economically Disadvantaged Students	93	97.9	53.7	54.4	55.9	53.7		
Students with Disabilities	28	100.0	*	15.9	17.1	*	7.4	Met Target†
Students without Disabilities	117	97.5	*	59.4	50.5	*		
English Learners	*	*	*	45.5	24.6	*	**	**
Non-English Learners	*	*	*	50.9	46.9	*		
Homeless Students	*	*	*	30.0	17.3	*		
Students In Foster Care	*	*	*	23.1	16.2	*		
Military-Connected Students	N	N	N	54.6	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	761	761	752	*	*	28%	26%	26%	52%	53%
White	39	762	761	760	*	*	28%	26%	28%	54%	64%
Hispanic	*	*	746	739	*	*	*	*	*	*	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	49%
Two or More Races	*	*	774	757	*	*	*	*	*	*	59%
Female	22	772	761	752	*	*	*	*	*	64%	53%
Male	24	750	760	751	*	*	*	*	*	42%	53%
Economically Disadvantaged Students	12	734	739	736	*	*	*	*	*	17%	35%
Non-Economically Disadvantaged Students	34	770	763	762	*	*	*	*	*	65%	66%
Students with Disabilities	*	*	734	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	768	756	*	*	*	*	*	*	57%
English Learners	N	N	746	726	N	N	N	N	N	N	23%
Non-English Learners	46	761	761	754	*	*	28%	26%	26%	52%	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	55%
Migrant Students	N	N	*	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

OCEAN AVENUE ELEMENTARY SCHOOL
(25-3160-080)
Grades Offered: PK-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	740	757	748	*	*	41%	39%	0%	39%	49%
White	40	741	*	755	*	*	40%	40%	0%	40%	60%
Hispanic	*	*	751	737	*	*	*	*	*	*	34%
Black or African American	N	N	*	730	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	763	774	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	25	744	759	748	*	*	*	*	*	36%	50%
Male	24	736	755	748	*	*	*	*	*	42%	49%
Economically Disadvantaged Students	14	729	735	733	*	*	*	*	*	36%	30%
Non-Economically Disadvantaged Students	35	745	760	758	*	*	*	*	*	40%	62%
Students with Disabilities	*	*	732	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	763	753	*	*	*	*	*	*	55%
English Learners	N	N	*	722	N	N	N	N	N	N	16%
Non-English Learners	49	740	*	750	*	*	41%	39%	0%	39%	52%
Homeless Students	N	N	*	722	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	723	*	*	*	*	*	*	16%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

OCEAN AVENUE ELEMENTARY SCHOOL
(25-3160-080)
Grades Offered: PK-05
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	739	755	748	*	*	30%	42%	0%	42%	49%
White	38	738	*	756	*	*	37%	39%	0%	39%	60%
Hispanic	*	*	749	736	*	*	*	*	*	*	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	24	744	755	749	*	*	*	46%	0%	46%	50%
Male	26	734	755	747	*	*	*	38%	0%	38%	48%
Economically Disadvantaged Students	26	729	731	733	*	*	*	*	*	27%	29%
Non-Economically Disadvantaged Students	24	749	758	758	*	*	*	*	*	58%	62%
Students with Disabilities	11	705	727	726	*	*	*	*	*	*	20%
Students without Disabilities	39	748	762	752	*	*	*	*	*	*	55%
English Learners	N	N	*	718	N	N	N	N	N	N	13%
Non-English Learners	50	739	*	750	*	*	30%	42%	0%	42%	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	20%
Military-Connected Students	N	N	*	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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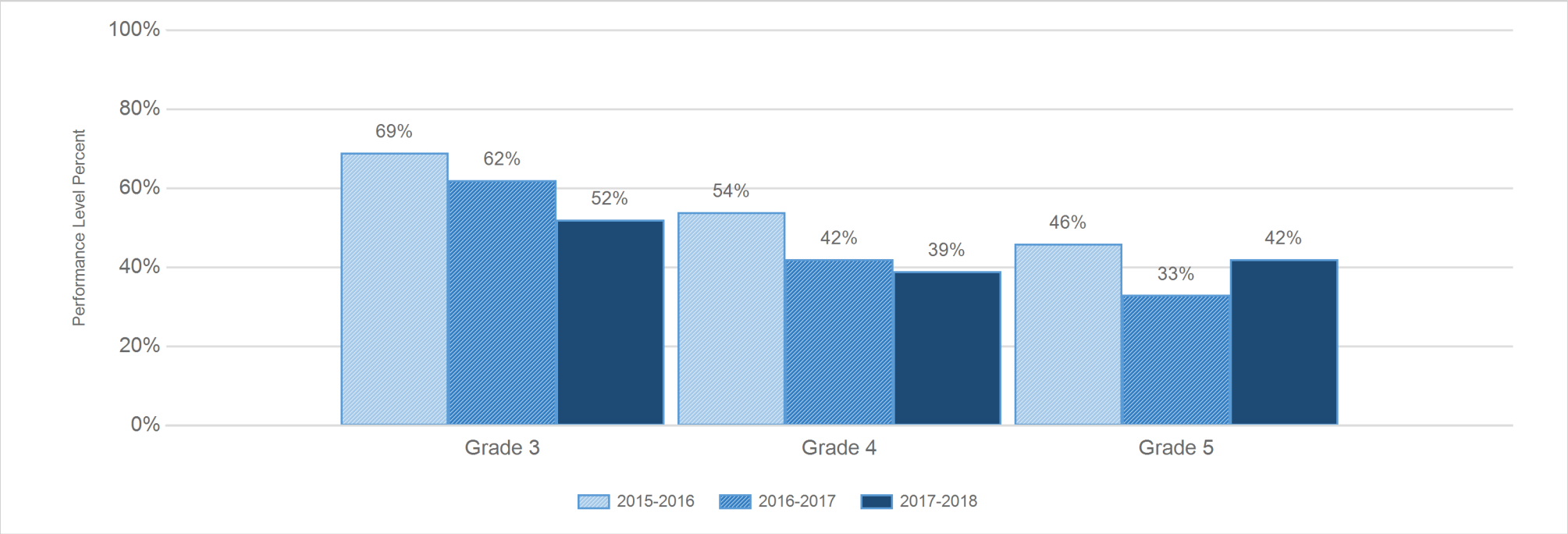
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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

NJASK Science Assessment Information

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

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

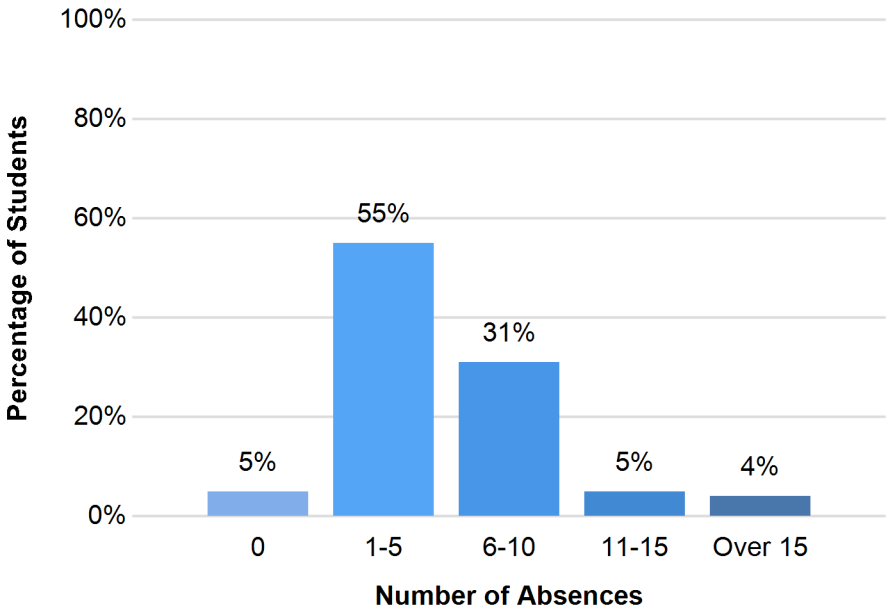
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	7	2.5	8.9	Met
White	4	1.8	8.9	Met
Hispanic	2	6.7	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Economically Disadvantaged Students	6	6.3	8.9	Met
Students with Disabilities	0	0	8.9	Met
English Learners	*	*	**	**

Days Absent

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



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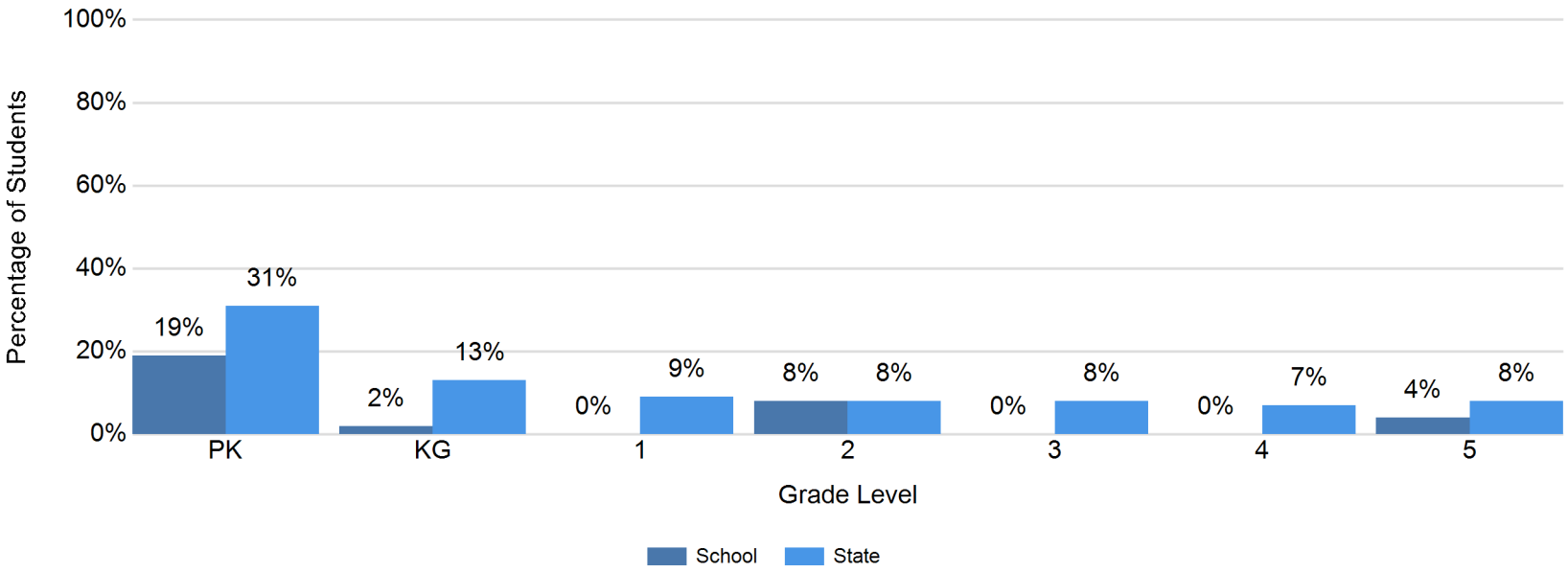
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.67

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	0	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	13		13

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	8:55 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 5 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	N

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$376	$14,008	$14,384

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	29	117,464
Average years experience in public schools	12.8	12.0
Average years experience in district	11.5	10.7
Teachers in district for 4 or more years	82.8%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	48	9,374
Average years experience in public schools	18.8	16.0
Average years experience in district	10.0	12.0
Administrators in district for 4 or more years	66.7%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	12:1
Students to Administrators	297:1	198:1
Teachers to Administrators	29:1	16:1
Students to Librarians/Media Specialists		1587:1
Students to Nurses		529:1
Students to Counselors		414:1
Students to Child Study Team		198:1

NJ SCHOOL PERFORMANCE REPORT

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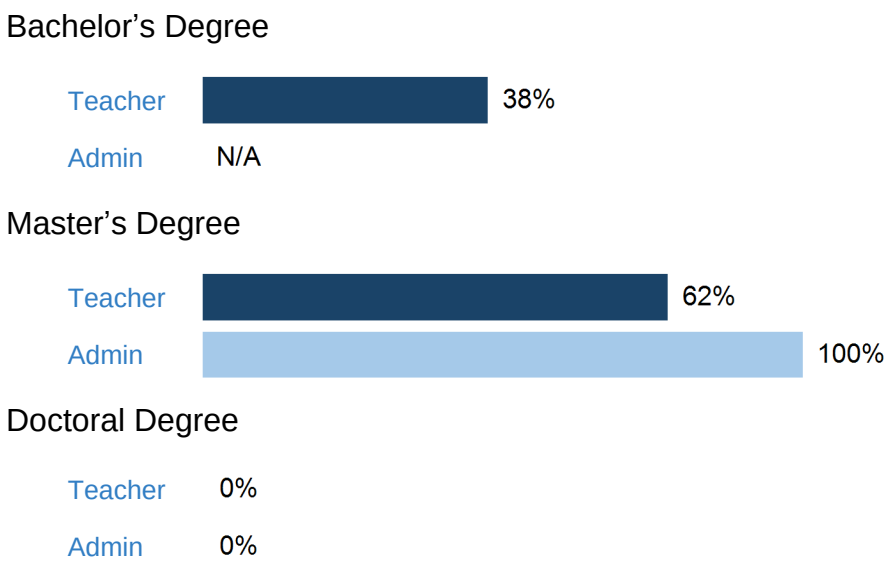
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	93.1%	90.2%
2016-17 Administrators: Same district 2017-18	84.8%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.7%

NJ SCHOOL PERFORMANCE REPORT

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	89.7%	100.0%
Male	10.3%	0.0%
White	93.1%	100.0%
Hispanic	6.9%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

NJ SCHOOL PERFORMANCE REPORT

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(25-3160-080)
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2017-2018

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

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	39.04	17.5%
Mathematics Proficiency	28.32	17.5%
English Language Arts Growth	18.42	25.0%
Mathematics Growth	3.68	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	94.00	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	31.41	n/a
Summative Rating: Percentile Rank of Summative Score	20.91	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target†	Not Met	Not Met	Not Met	**	Met	No
White	26.69	14.08	No	Met Target†	Not Met	Not Met	Not Met	n/a	Met	No
Hispanic	**	**	No	**	**	**	**	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	42.51	14.08	No	Met Target†	Not Met	Met Standard	Not Met	n/a	Met	No
Students with Disabilities	**	**	No	Met Target†	Met Target†	**	**	n/a	Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• Researched based curricula drive the instruction at OAS Reade's and Writers Workshop GoMath and Stemscopes. • Strong emphasis on the incorporation of technology that includes 1 to 1 Chromebooks grades 2 through 5 iPads PreK through 2 grade. • All members of the learning community work collaboratively to provide a safe and emotionally secure learning environment.
Mission, Vision, Theme:	The Learning Community of OAS believes that ALL children can learn! We believe in using research based best practices to provide meaningful and engaging learning and valid data analysis to identify the needs of all learners to drive our instruction. Purposeful feedback individualization and targeted instruction will support students as learners and fostering habits of mind will support the development of the whole child.
Awards, Recognition, Accomplishments:	Ocean Avenue School is proud to be a Silver Certified Future Ready School and Common Sense Digital Citizenship Certified school.

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Courses, Curriculum, Instruction:	Daily, students are immersed in activities and instruction that encompass academic and social education. Innovative methods and strategies are used to accomplish these goals. We are continuing to utilize the processes from Readers and Writers Workshop to support literacy instruction. Our balanced literacy program is student centered, inclusive, and interdisciplinary, focusing on supporting reading and writing instruction while connecting these skills to the content areas.
Clubs and Activities:	Fitness Club, Garden Club, Theater Week, Technology Club, Morning Mindfulness, Girls on The Run and Strengthening Families are some of the clubs and activities offered before and after school at Ocean Avenue School.

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Before and After School Programs:	Through Title 1 funding, Ocean Avenue is able to provide students with before and after school tutoring programs. Teachers are also dedicated to meeting with students before and after school for additional support. In addition to academic support, through Title 1 funding, OAS provides the Strengthening Families Program to support high risk families. Strengthening Families is a 14 week, evidence based program that promotes parenting skills, children's social skills and family life skills training. Parents and children participate in SFP under the guidance of licensed social workers.
Staff and Professional Learning:	The staff at Ocean Avenue is engaged in ongoing professional learning throughout the year. Monthly Professional Learning Community activities are held to support teachers as life learners. Teachers in our building emerge as leaders and provide professional development to each other, in addition to attending district level and outside professional development opportunities.

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Student Supports and Services:	Ocean Avenue works hard to be a supportive and inclusive community and we are committed to supporting students, families, community members and staff from a wide range of races, ethnicities, genders, cultures, abilities, economic classes and family structures. Our diversity allows us to expand our minds, learn from each other, and support one another in a variety of ways. Our unique histories and experiences are central to building a strong community.
Student Health and Wellness:	Ocean Avenue devotes much time to developing the social and emotional capacity of our students. We partner with the Bayshore Family Success Center to offer on site counseling services to our students. Our school psychologist provides a variety of groups that support coping, social skills, and executive function. We provide families with many community resources that offer nutritional, financial and mental health assistance.
Parent and Community Involvement:	The PTA of Ocean Avenue is another positive influence in the school. Moms, dads and grandparents volunteer their time to provide the school with extras. We have assembly programs that enrich all areas of the curriculum, and provide students the opportunity to enrich learning by attending field trips. The school community partners with many community agencies to foster involvement.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers The school climate survey is used to identify children's perceived level of safety in the environment. It asks the children to identify their comfort level with staff, comfort level in various settings within the school setting and overall feeling of safety. The data collected is used to analyze patterns and to develop interventions for areas of concern.
Facilities:	Ocean Avenue Elementary School was built in 1931. Cynthia C. Wilson has been the building principal since 2009. The building has been updated over the years with the most recent upgrades including solar panels and two water filtration systems. Through the acquisition of a Target grant we were able to repurpose the existing library and created a comfy Reading Room. Our computer lab has been transformed into a Zen Den where mindful activities coexist with daily instruction.
School Safety:	The Middletown School District continues to put student and staff safety as its top priority. We work collaboratively with police and other emergency management personnel to develop and carry out our strategic school safety and security plans and ensure maximum effectiveness and efficiency in allocating security resources. Student social and emotional learning is a focus at every level in order to promote a positive and safe school climate. Our programs and practices include character education, individual and group counseling by mental health professionals, student and staff training, in district therapeutic programs provided by the YMCA, crisis management teams, partnerships with community mental health organizations and other efforts to promote student self regulation, social awareness, interpersonal skills and responsible decision making.

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Technology and STEM:	District initiatives based on technology and STEM are supported through daily innovative practices within our classrooms. Student driven hands on activities, that include coding, robotics, engineering and design, inspire students to demonstrate creativity, explore 21st century topics, generate projects of interest and develop deeper understandings that prepare them for future academic success. Our school is equipped for 21st century learners. Technology, such as SMART Boards, Chromebooks, iPads, and document cameras are utilized to engage learners and enhance learning. Students in grades 3 through 5 each have been assigned a Chromebook and actively work in a 1 to 1 digital environment on a daily basis. Beyond the classroom, we offer students opportunities to deepen their understanding through the Technology club after school STEM programs.
Early Childhood Education:	The Middletown Township Preschool Program utilizes The Creative Curriculum Teaching Strategies GOLD for Preschool. This curriculum is scientifically researched based, approved by the New Jersey Department of Education, Division of Early Childhood Education and aligned with the New Jersey Preschool Teaching and Learning Standards. The Creative Curriculum provides hands- on learning with best practices for developmentally appropriate activities.

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Other Information:	Ocean Avenue School is located in a small bayside community in Middletown Township with a student population of 301 students. Our school possesses many indicators of a high performing school as suggested by the Center for Comprehensive School Reform and Improvement. Characteristics include aligned and rigorous curriculum, effective instruction, use of formative and summative student data assessment, highly qualified staff, effective school leadership and opportunities for personalized learning. At Ocean Avenue School we believe in creating a learning environment that is student centered and inviting so that students feel comfortable and believe in themselves. It is our goal to grow, inspire and motivate learners so that they can become critical thinkers and college and career ready citizens. Teaching and learning are aligned to the New Jersey Student Learning standards in an environment that meets the demands required to succeed in a competitive world.