



Ocean Township Elementary School
(25-3810-060)
Grades Offered: PK-04
2018-2019

Report Key:

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How to use this report:

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

Navigating through the reports:

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

Notes from the New Jersey Department of Education:



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School Contact Information

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	Township of Ocean School District
Principal Name	Dr. Doreen Ryan
Address	555 DOW AVENUE OAKHURST, NJ 07755-1199
Phone Number	732-531-5690
Email Address	dryan@oceanschools.org
Website	http://www.oceanschools.org
Facebook	https://www.facebook.com/TownshipofOceanSchoolDistrict
Twitter	http://twitter.com/dryanoceantwp



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	31	35	33
KG	71	85	70
1	67	74	80
2	69	75	69
3	75	76	71
4	74	81	73
Total	387	426	396

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	39.8%	42.7%	43.7%
Male	60.2%	57.3%	56.3%
Economically Disadvantaged Students	30.0%	31.2%	38.1%
Students with Disabilities	26.6%	25.8%	27.3%
English Learners	6.7%	5.4%	6.8%
Homeless Students	0.0%	1.2%	1.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.2%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	60.5%	53.8%	52.8%
Hispanic	19.6%	19.7%	18.4%
Black or African American	13.7%	16.9%	17.9%
Asian	3.6%	6.6%	8.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.6%	3.1%	2.8%

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	2016-17	2017-18	2018-19
PK - Half Day	18	16	17
PK - Full Day	13	19	16
KG - Half Day	0	0	0
KG - Full Day	71	85	70

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	71.7%
Spanish	7.8%
Portuguese	6.6%
Creoles and pidgins, French-based	3.5%
Haitian	1.8%
Other Languages	8.6%



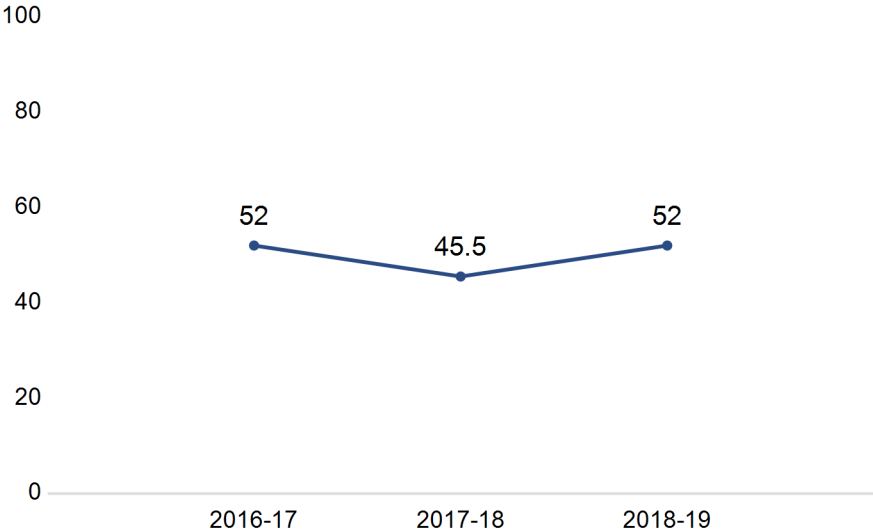
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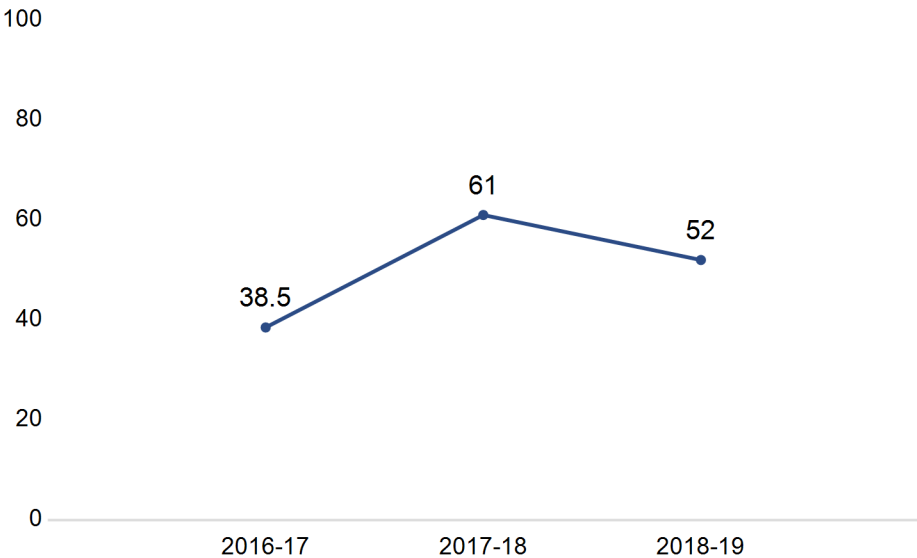
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	52	45.5	52	38.5	61	52
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Not Met	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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 (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 (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	52	42	50	Met Standard	52	47	50	Met Standard
White	52	42	50	Met Standard	54	45	52	Met Standard
Hispanic	35	39	49	**	54	48	47	**
Black or African American	*	43	45	**	*	45	43	**
Asian, Native Hawaiian, or Pacific Islander	*	46	59	**	*	56	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	48.5	49	**	*	66	52	**
Female	64	44	53	N	38	45	50	N
Male	46	41	47	N	54	48	51	N
Economically Disadvantaged Students	53.5	39	48	Met Standard	52	45.5	46	Met Standard
Students with Disabilities	24.5	33	43	**	45	44	45	**
English Learners	*	44	52	**	53	52	50	**
Homeless Students	N	*	43	N	N	67.5	44	N
Students in Foster Care	N	*	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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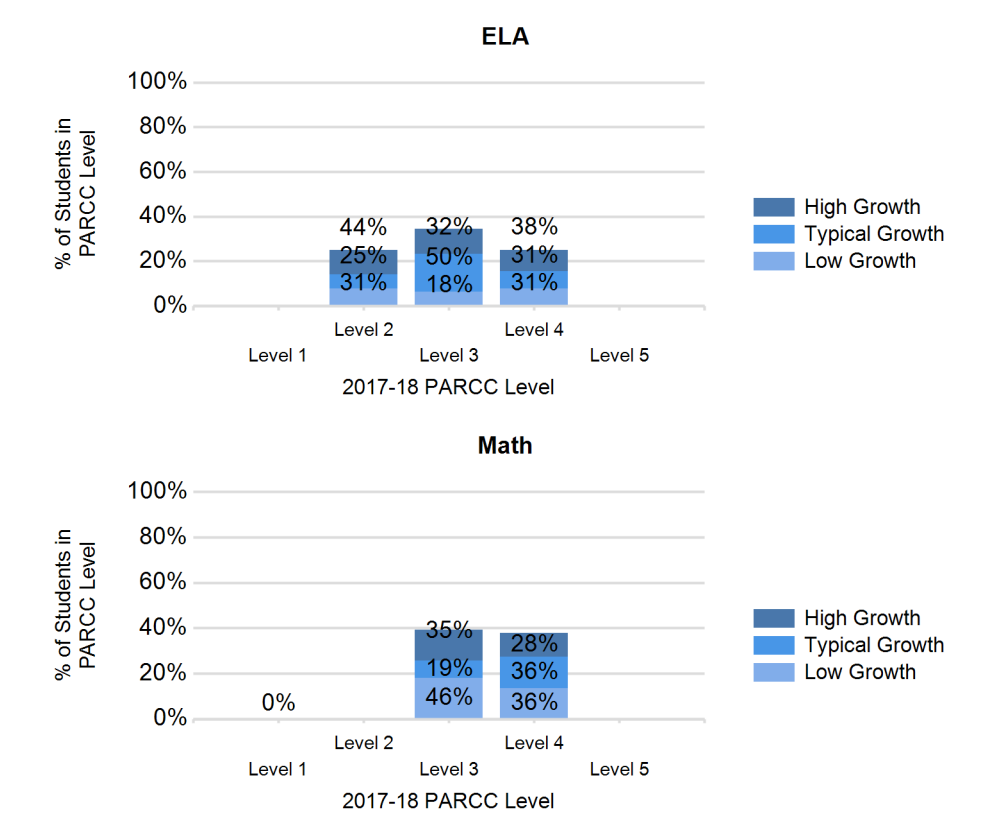
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If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth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

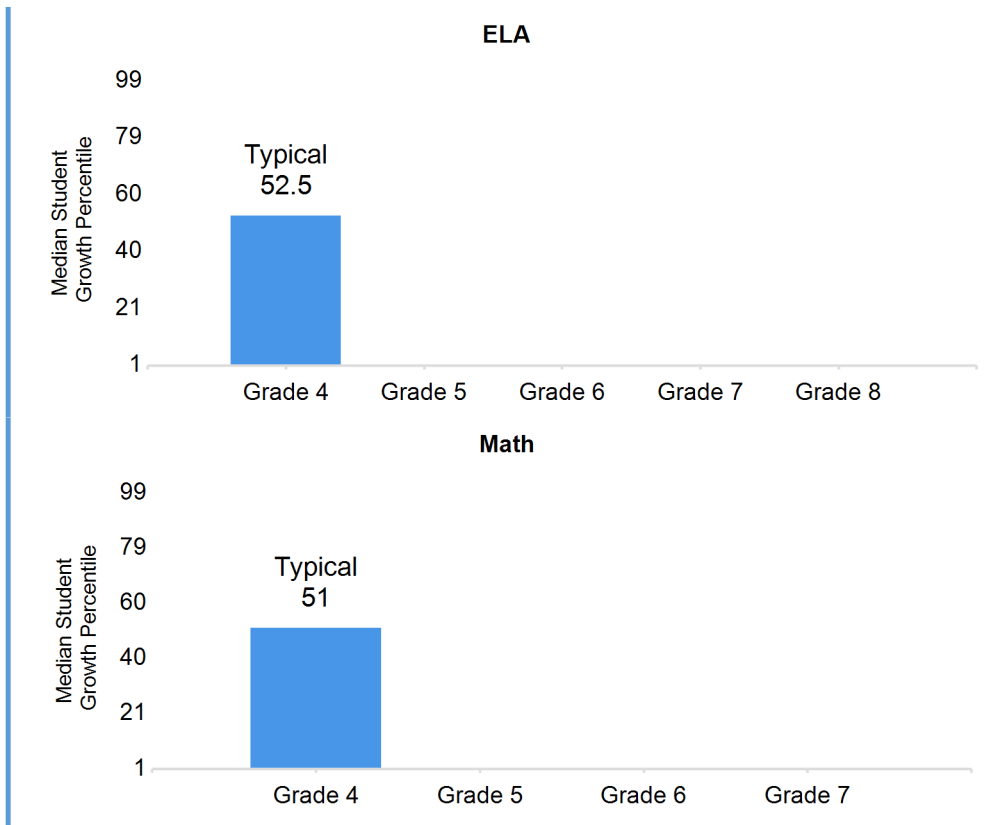
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



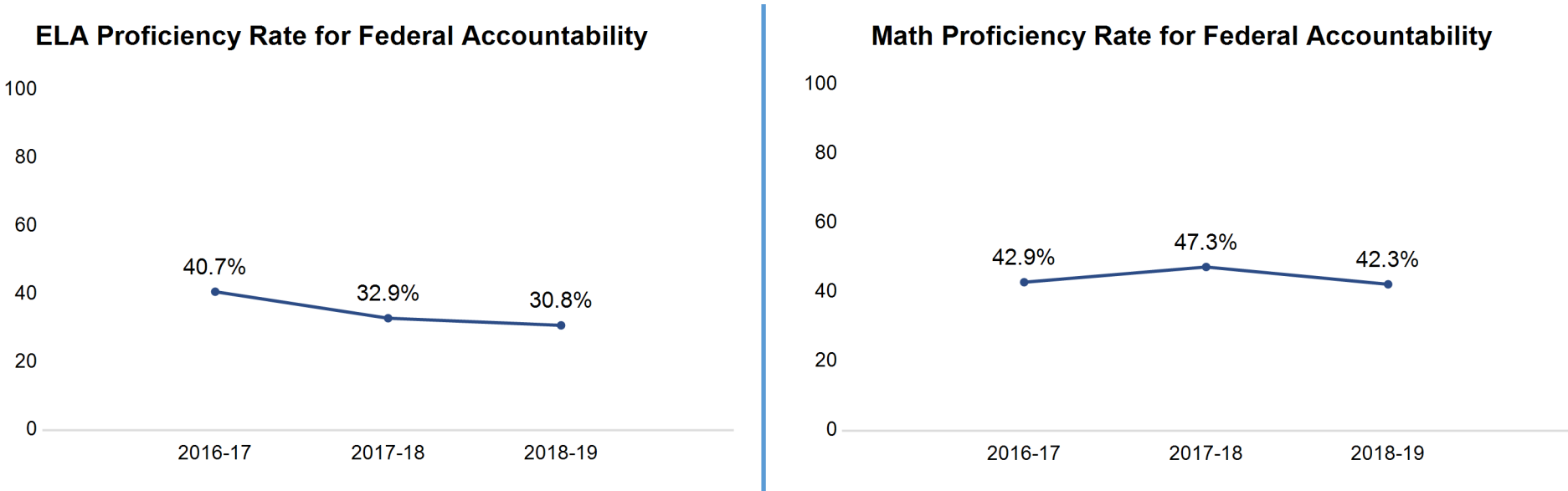


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.0%	96.2%	93.2%	97.4%	96.2%	93.2%
Proficiency Rate for Federal Accountability	40.7%	32.9%	30.8%	42.9%	47.3%	42.3%
Annual Target	46.5%	48.2%	50.0%	54.2%	55.5%	56.9%
Met Annual Target?	Met Target†	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	137	93.2	31.4	55.3	57.9	30.8	50	Not Met
White	74	91.4	41.9	62.2	66.9	40.3	52.5	Not Met
Hispanic	27	96.4	11.1	39.8	43.9	11.1	35.8	Not Met
Black or African American	23	92.3	26.1	*	38.5	25.2	32.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	65.7	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	45.5	64.4	*	**	**
Female	53	89.8	32.1	62.4	64.8	30.3		
Male	84	95.5	31.0	49.1	51.3	31.0		
Economically Disadvantaged Students	51	96.2	19.6	33.0	40.0	*	31.6	Not Met
Non-Economically Disadvantaged Students	86	91.6	38.4	62.2	67.9	*		
Students with Disabilities	29	96.7	*	*	22.7	*	23.9	Not Met
Students without Disabilities	108	92.4	*	*	65.1	*		
English Learners	19	100.0	15.8	*	29.3	15.8	**	**
Non-English Learners	118	92.2	33.9	*	60.6	32.9		
Homeless Students	*	*	*	28.6	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

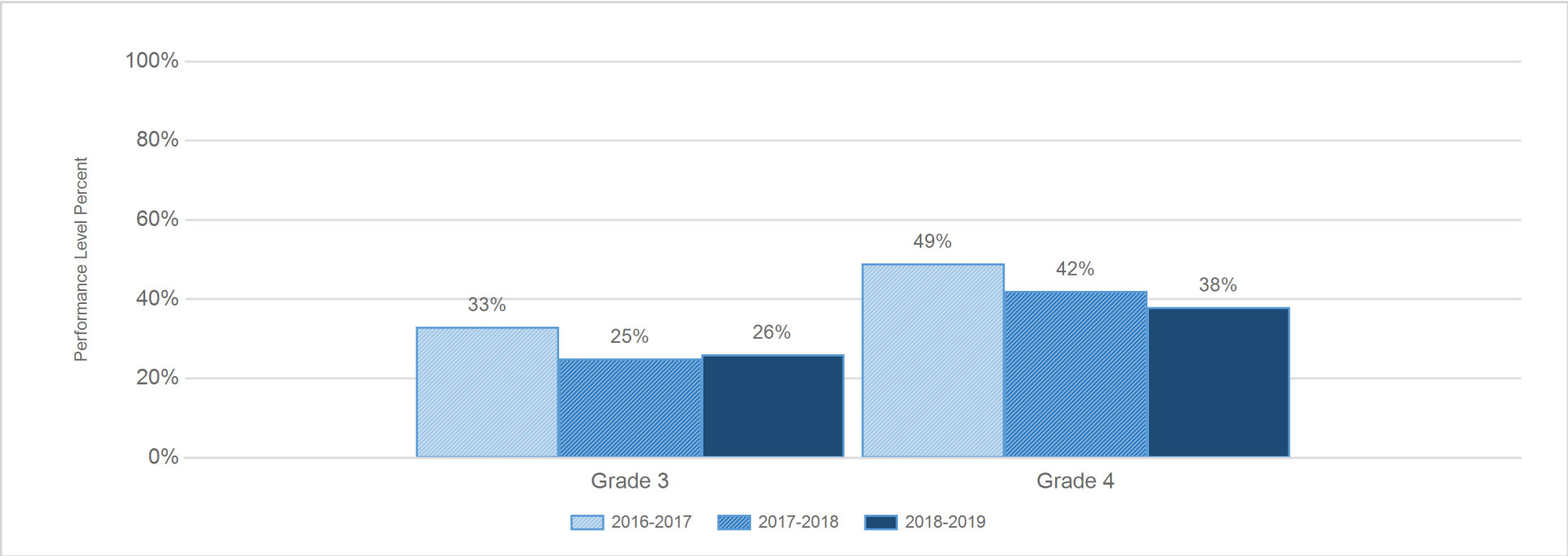


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	68	731	746	748	15%	24%	35%	26%	0%	26%	50%
White	34	739	754	757	*	*	32%	41%	0%	41%	60%
Hispanic	*	*	735	734	*	*	*	*	*	*	36%
Black or African American	*	*	729	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	24	735	749	753	*	*	*	*	*	21%	55%
Male	44	728	744	743	*	*	*	*	*	30%	46%
Economically Disadvantaged Students	26	725	*	731	*	*	42%	*	*	12%	33%
Non-Economically Disadvantaged Students	42	734	*	759	*	*	31%	*	*	36%	61%
Students with Disabilities	15	706	725	719	*	*	*	*	*	13%	24%
Students without Disabilities	53	738	752	754	*	*	*	*	*	30%	56%
English Learners	*	*	716	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	748	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	68	744	758	755	*	16%	37%	*	*	38%	57%
White	40	753	763	763	0%	*	45%	*	*	43%	67%
Hispanic	14	720	745	743	*	*	*	*	*	14%	44%
Black or African American	10	743	745	739	*	*	*	*	*	60%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	29	747	762	760	*	*	34%	*	*	41%	62%
Male	39	742	755	750	*	*	38%	*	*	36%	53%
Economically Disadvantaged Students	25	733	*	740	*	*	*	*	*	28%	40%
Non-Economically Disadvantaged Students	43	750	*	765	*	*	*	*	*	44%	69%
Students with Disabilities	12	710	734	725	*	*	*	*	*	*	25%
Students without Disabilities	56	751	765	761	*	*	*	*	*	*	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

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Schoolwide	137	93.2	43.1	46.9	44.5	42.3	56.9	Not Met
White	74	91.4	55.4	53.0	54.1	53.3	62.1	Met Target†
Hispanic	27	96.4	25.9	33.7	28.8	25.9	46	Not Met
Black or African American	23	92.3	30.4	*	23.0	29.4	27.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	60.7	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	45.5	53.3	*	**	**
Female	53	89.8	41.5	47.7	44.9	39.2		
Male	84	95.5	44.0	46.3	44.2	44.0		
Economically Disadvantaged Students	51	96.2	33.3	23.8	26.3	*	42.5	Met Target†
Non-Economically Disadvantaged Students	86	91.6	48.8	54.1	54.9	*		
Students with Disabilities	29	96.7	20.7	*	17.4	20.7	29.8	Met Target†
Students without Disabilities	108	92.4	49.1	*	50.0	47.7		
English Learners	19	100.0	31.6	29.7	25.0	31.6	**	**
Non-English Learners	118	92.2	44.9	49.0	46.5	43.5		
Homeless Students	*	*	*	28.6	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

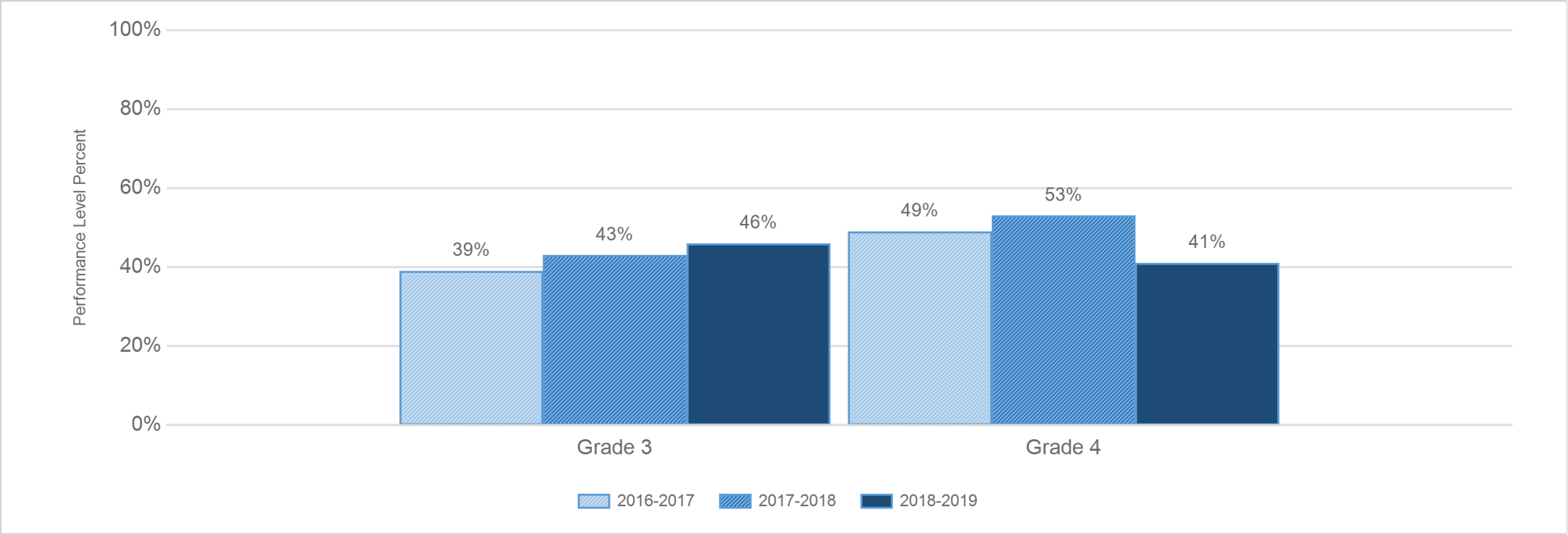


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	68	745	757	752	*	19%	28%	*	*	46%	55%
White	34	750	762	760	*	*	32%	*	*	53%	66%
Hispanic	*	*	748	739	*	*	*	*	*	*	40%
Black or African American	*	*	742	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	24	745	757	751	*	*	*	*	*	46%	54%
Male	44	744	757	752	*	*	*	*	*	45%	56%
Economically Disadvantaged Students	26	739	*	737	*	*	*	*	*	38%	37%
Non-Economically Disadvantaged Students	42	748	*	761	*	*	*	*	*	50%	67%
Students with Disabilities	15	723	738	731	*	*	0%	*	*	27%	31%
Students without Disabilities	53	751	762	756	*	*	36%	*	*	51%	60%
English Learners	*	*	744	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	758	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Ocean Township Elementary School
(25-3810-060)
Grades Offered: PK-04
2018-2019

Report Key:

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	68	744	755	749	*	15%	38%	*	*	41%	51%
White	40	756	761	757	0%	*	38%	*	*	58%	62%
Hispanic	14	718	742	737	*	*	*	*	*	14%	36%
Black or African American	10	733	738	731	*	*	*	*	*	20%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	29	744	754	749	*	*	45%	*	*	38%	50%
Male	39	744	756	749	*	*	33%	*	*	44%	52%
Economically Disadvantaged Students	25	734	*	734	*	*	40%	*	*	28%	32%
Non-Economically Disadvantaged Students	43	750	*	759	*	*	37%	*	*	49%	63%
Students with Disabilities	12	724	738	726	*	*	*	*	*	17%	25%
Students without Disabilities	56	749	760	754	*	*	*	*	*	46%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	N	N
4	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	50.0%	**	**

† 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	24	*	*
3-4	*	*	*
5 or more	N	N	N



Ocean Township Elementary School

(25-3810-060)

Grades Offered: PK-04

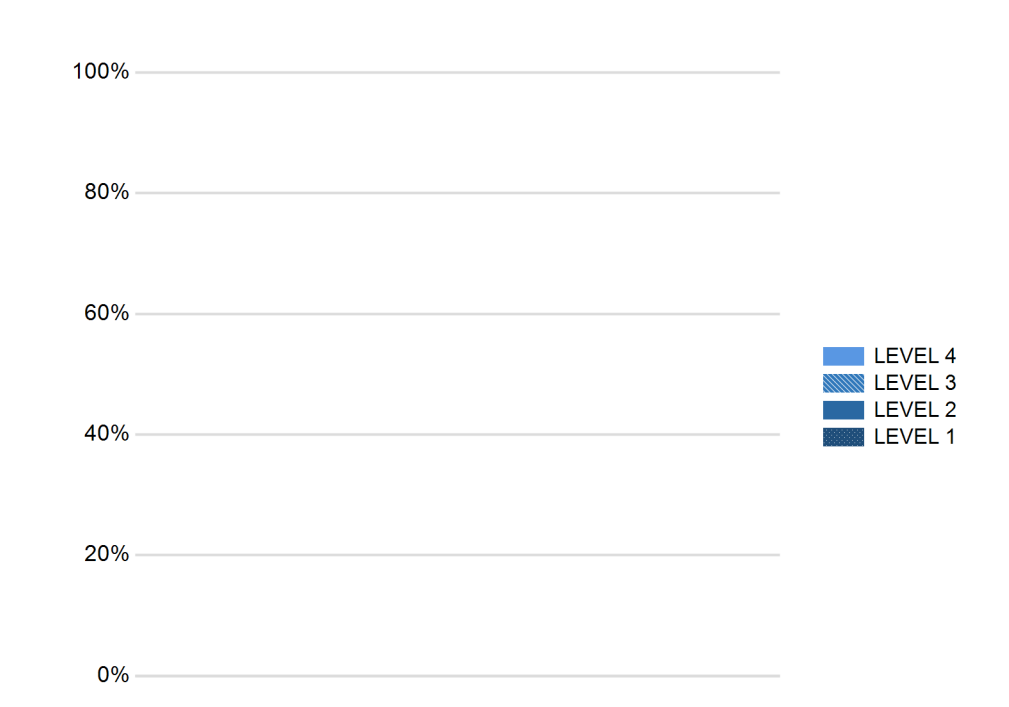
2018-2019

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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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
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Ocean Township Elementary School

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2018-2019

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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

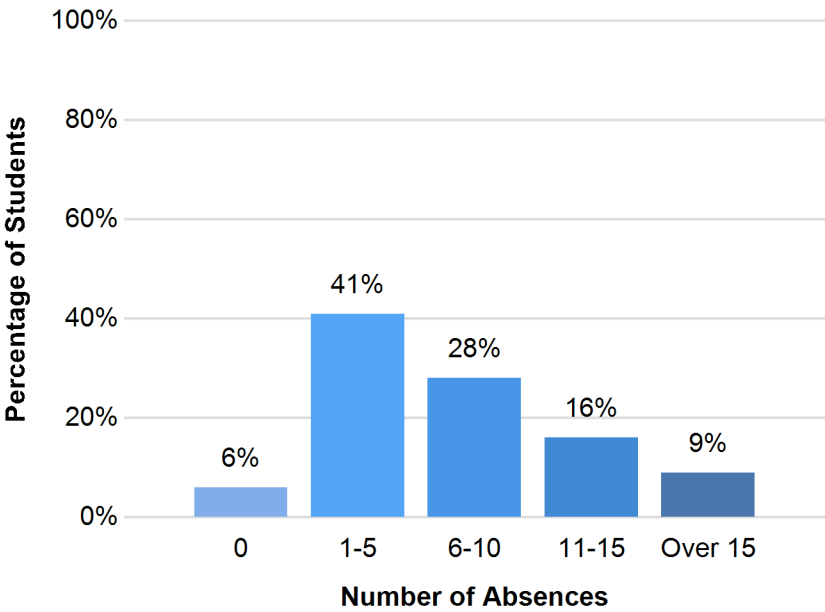
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	20	5.4	9.2	Met
White	8	4.2	9.2	Met
Hispanic	7	10.3	9.2	Not Met
Black or African American	3	4.3	9.2	Met
Asian, Native Hawaiian, or Pacific	2	7.1	9.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Female	6	3.7		
Male	14	6.9		
Economically Disadvantaged Students	13	8.8	9.2	Met
Students with Disabilities	8	10.0	9.2	Not Met
English Learners	0	0	9.2	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





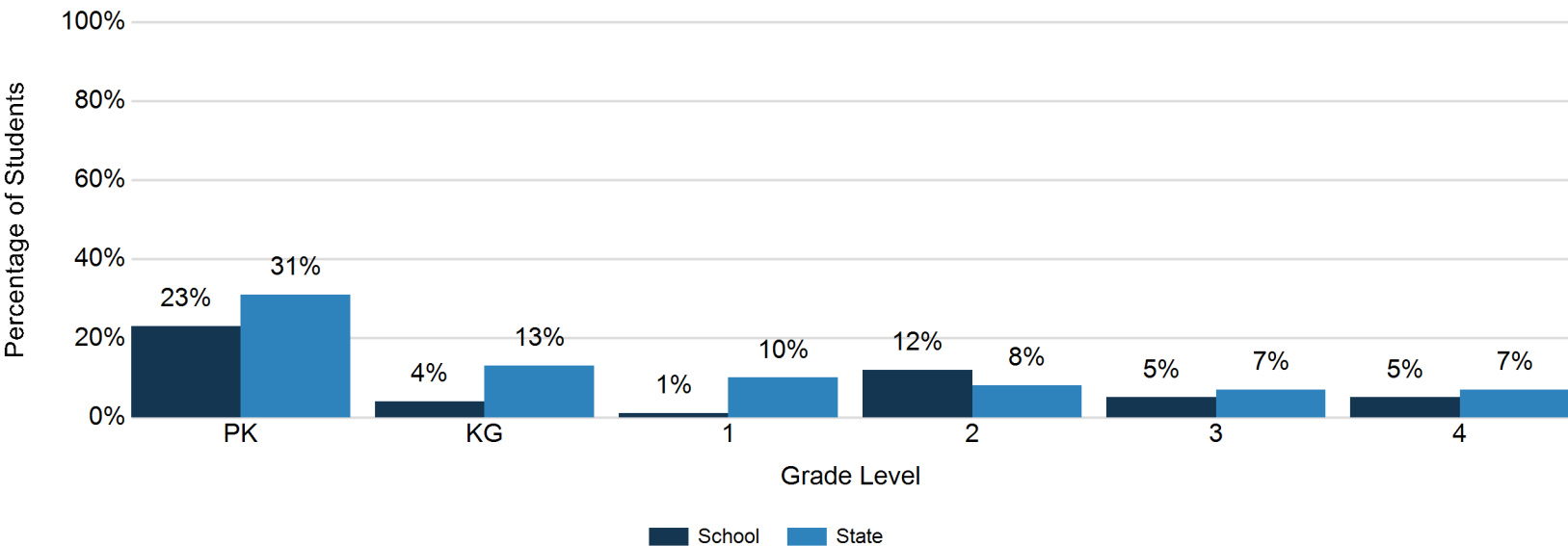
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Chronic Absenteeism by Grade

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





Ocean Township Elementary School

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	6
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	2.27

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	3	4
No Identified Nature	0		0

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

Student Disciplinary Removals

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

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

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



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School Day

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

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

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	48	118,214
Average years experience in public schools	11.6	12.1
Average years experience in district	10.8	10.8
Percentage of Teachers with 4 or more years experience in the district	81.3%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	25	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.5	12.0
Percentage of Administrators with 4 or more years experience in the district	84.0%	76.9%

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	8:1	9:1
Students to Administrators	132:1	136:1
Teachers to Administrators	16:1	15:1
Students to Librarians/Media Specialists		681:1
Students to Nurses		681:1
Students to Counselors		262:1
Students to Child Study Team Members		227:1



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

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	43.7%	79.2%	100.0%	48.4%	77.1%	54.9%
Male	56.3%	20.8%	0.0%	51.6%	22.9%	45.1%
White	52.8%	97.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	18.4%	2.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	17.9%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	8.1%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.8%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

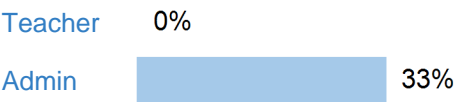
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.4%	90.5%
2017-18 Administrators: Same district 2018-19	91.7%	87.9%

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
2018-19	96.2%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	40.7%	32.9%	30.8%
Math Proficiency	42.9%	47.3%	42.3%
ELA Growth	52	46	52
Math Growth	38	61	52
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	50.0%
Chronic Absenteeism	6.5%	5.1%	5.4%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



Ocean Township Elementary School
(25-3810-060)
Grades Offered: PK-04
2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Not Met	Not Met	Met Standard	Met Standard	**	Met	No
White	Not Met	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	Not Met	Not Met	**	**	n/a	Not Met	No
Black or African American	Met Target†	Met Target	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Met Target†	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	Not Met	Met Target†	**	**	n/a	Not Met	No
English Learners	**	**	**	**	**	Met	No

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






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School Narrative

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

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> Curriculum includes Wonders Language Arts, enVision 2.0 Math, and integrated (NGSS) Science and Social Studies. After School Activities: MakerSpace Club, Chorus, Safety Patrol, Art Club, Book Club, Pep Squad. An innovation lab is available for students to explore, problem solve and innovate. Students in grades K-4 use technology every day. Technology is embedded in our school day. Our school has a Positive Behavior Interventions and Support program in this school every day.
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>Our mission is to instill a true passion for lifelong learning and discovery within each child. We emphasize the importance of strong character traits, such as accountability, honesty, respect and kindness. These traits create a positive environment that is safe, nurturing and educational for each member of our school family. The Ocean Township Elementary School on Dow Avenue in Oakhurst houses grades Preschool through Fourth grade. OTES provides every student in grades K-4 with one-to-one technology to enhance the sequentially organized curriculum and developmentally appropriate lessons.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>OTES offers extra-curricular activities for students including Chorus, MakerSpace Club, Pep Squad, Art Club, and Book Club. Students also participate in the National Geography Bee, Spelling Bee, and Battle of the Books. The Board of Education and local newspapers recognize the outstanding efforts of our elementary students for excellence in such things as Essay Writing, Poetry Contests as well as the Spelling and Geography Bees.</p>





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 Courses, Curriculum, Instruction:	Students in kindergarten through fourth grade receive instruction in reading, spelling, writing, mathematics, science and social studies in heterogeneously grouped classes through a sequentially organized curriculum. Lessons are developmentally appropriate and aligned with the New Jersey Student Learning Standards. Our Language Arts program used is McGraw-Hill's Wonders. It is research-based and uses a phonetic approach. . The Math program is Pearson's EnVision Math 2.0, and it is also aligned to the state standards. Science and Social Studies are integrated into the ELA and Math instruction. Science is also developed from the Next Generation Science Standards and incorporates STEM.
 Clubs and Activities:	Chorus, Book Club, Art Club, Safety Patrol, MakerSpace, Homework Club, and Pep Squad are available.





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



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






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 <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: No OTES is working on implementation of the District Strategic Action Plan which includes school culture and climate goals and objectives. The full-time Guidance Counselor works with students and staff to maintain a positive climate.</p>
 <div>Facilities:</div>	<p>OTES was built in 1958 and was originally used as a Grades 5-8 Middle School. There have been several renovations to upgrade the Library, Gymnasium, Visual and Performing Arts rooms, to add an elevator, and to add Air Conditioning to all student areas. There is recently added playground equipment and the outdoor space is shared with the expansive High School Athletic fields.</p>
 <div>School Safety:</div>	<p>OTES has a full-time Security Guard that ensures that the building and perimeter of the facility are safe. The Security Guard interfaces directly with the adjoining OTHS campus security team which includes a Class III Ocean Township Police Officer.</p>





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




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 <div>Other Information</div>	<p>The PTA provides monthly assembly programs and helps to ensure that every child is included on class and field trips. The PTA also works with the teachers to provide an annual Field Day as well as class parties to signify different seasonal dates. Our school environment lends itself to offering many opportunities for children to learn and demonstrate tolerance, compassion and understanding of other people's needs and ideas. We work very hard to create a climate of respect and kindness. It is expected that students show great effort and be a good citizen. We incorporate lessons on Internet safety and information literacy to help students develop the skills and behaviors necessary for becoming safe and strong digital citizens. We have a full time school counselor who supports the staff and students in providing a climate of open communication and respect. Any personal, social or academic concerns that arise are promptly handled so students know they can always come to an adult for support. We are committed to excellence and look forward to the joys and challenges of the future.</p>
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Ocean Township High School
 (25-3810-030)
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Ocean Township High School
 (25-3810-030)
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School Contact Information

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	Township of Ocean School District
Principal Name	Mrs. Dawn Kaszuba
Address	550 WEST PARK AVENUE OAKHURST, NJ 07755-1098
Phone Number	732-531-5650
Email Address	dkaszuba@oceanschools.org
Website	http://www.oceanschools.org
Facebook	https://www.facebook.com/TownshipofOceanSchoolDistrict
Twitter	https://twitter.com/mrskaszuba



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	260	263	236
10	319	254	270
11	271	301	250
12	284	283	301
Total	1,134	1,101	1,057

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	49.2%	48.6%	48.2%
Male	50.8%	51.4%	51.8%
Economically Disadvantaged Students	25.6%	26.1%	26.2%
Students with Disabilities	16.2%	17.8%	17.5%
English Learners	4.8%	4.9%	5.2%
Homeless Students	0.7%	2.0%	1.2%
Students in Foster Care	0.0%	0.1%	0.0%
Military-Connected Students	0.1%	0.1%	0.1%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	64.6%	62.6%	62.3%
Hispanic	13.7%	14.4%	16.2%
Black or African American	11.7%	12.9%	11.9%
Asian	9.4%	9.5%	9.2%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.6%	0.5%	0.3%

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,111	1,081	1,032
Shared Time Students	45	40	48
Full Time Equivalent	1,134	1,101	1,056

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	81.2%
Spanish	6.9%
Portuguese	2.7%
Creoles and pidgins, French-based	2.3%
Gujarati	1.0%
Other Languages	5.8%

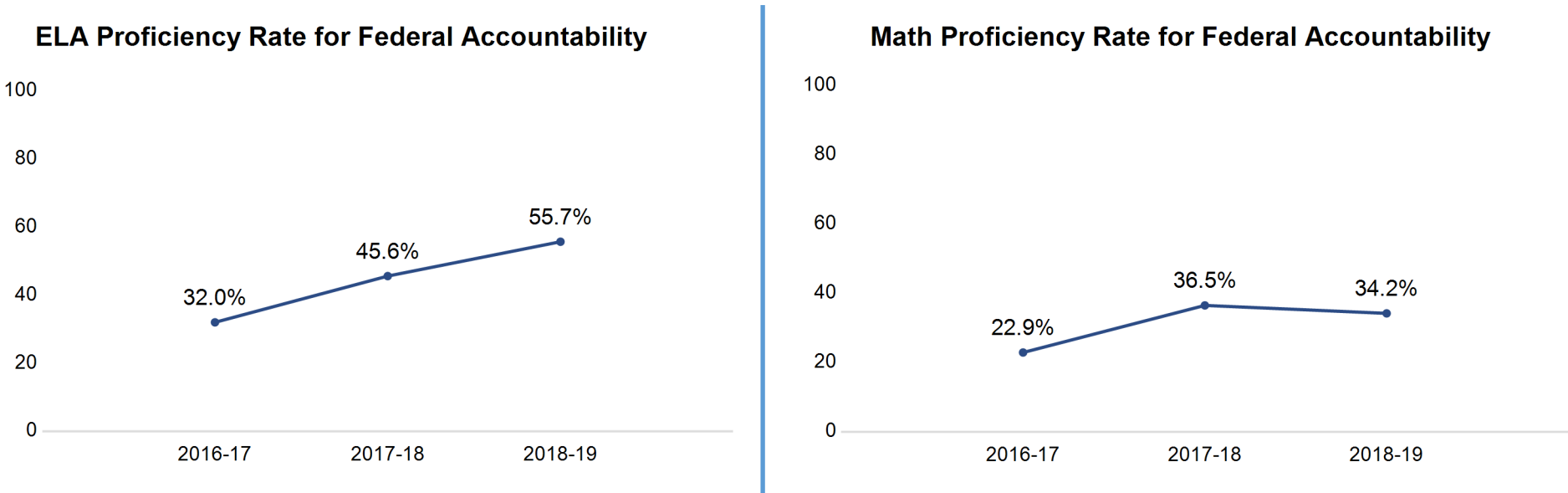


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	71.8%	99.2%	98.8%	76.8%	99.8%	99.0%
Proficiency Rate for Federal Accountability	32.0%	45.6%	55.7%	22.9%	36.5%	34.2%
Annual Target	35.3%	37.6%	40.0%	30.7%	33.3%	35.9%
Met Annual Target?	Met Target†	Met Target	Met Target	Not Met	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	483	98.8	55.7	55.3	57.9	55.7	40	Met Target
White	313	98.4	62.0	62.2	66.9	62.0	42.3	Met Target
Hispanic	80	100.0	43.8	39.8	43.9	43.8	31.6	Met Target
Black or African American	47	98.1	29.8	*	38.5	29.8	26.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	43	100.0	60.5	65.7	82.9	60.5	53.3	Met Target
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	N	N	N	45.5	64.4	N	**	**
Female	221	99.6	62.4	62.4	64.8	62.4		
Male	262	98.2	50.0	49.1	51.3	50.0		
Economically Disadvantaged Students	96	98.1	33.3	33.0	40.0	33.3	33.6	Met Target†
Non-Economically Disadvantaged Students	387	99.0	61.2	62.2	67.9	61.2		
Students with Disabilities	88	96.7	13.6	*	22.7	13.6	20.8	Not Met
Students without Disabilities	395	99.3	65.1	*	65.1	65.1		
English Learners	27	96.9	11.1	*	29.3	11.1	11.1	Met Target
Non-English Learners	456	98.9	58.3	*	60.6	58.3		
Homeless Students	*	*	*	28.6	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

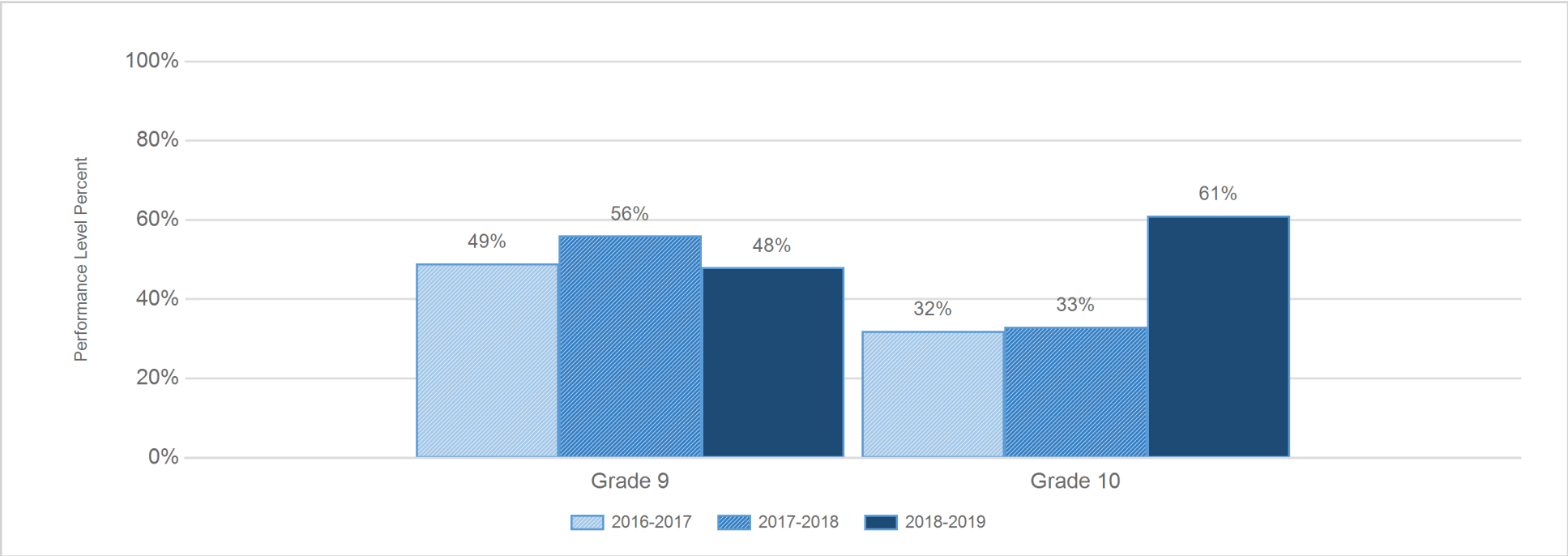


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	230	743	743	753	11%	13%	27%	42%	6%	48%	56%
White	147	748	748	762	7%	12%	27%	*	*	54%	65%
Hispanic	44	737	737	737	*	*	*	*	*	48%	40%
Black or African American	21	714	714	732	*	*	*	*	*	10%	33%
Asian, Native Hawaiian, or Pacific Islander	18	752	752	783	0%	*	*	*	*	50%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	N	N	N	761	N	N	N	N	N	N	63%
Female	108	749	749	760	10%	9%	27%	*	*	54%	63%
Male	122	738	738	746	12%	17%	27%	*	*	43%	49%
Economically Disadvantaged Students	43	725	725	734	23%	23%	23%	30%	0%	30%	36%
Non-Economically Disadvantaged Students	187	748	748	762	9%	11%	28%	45%	7%	52%	65%
Students with Disabilities	38	711	711	717	*	*	*	*	*	*	17%
Students without Disabilities	192	750	750	760	*	*	*	*	*	*	63%
English Learners	12	686	686	693	*	*	*	*	*	*	*
Non-English Learners	218	746	746	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	266	753	753	757	14%	13%	13%	42%	19%	61%	58%
White	169	761	761	767	8%	10%	14%	46%	22%	68%	67%
Hispanic	41	724	724	738	29%	*	*	*	*	37%	43%
Black or African American	30	735	735	733	*	*	*	*	*	43%	38%
Asian, Native Hawaiian, or Pacific Islander	26	761	761	792	*	*	*	*	*	69%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	N	N	N	766	N	N	N	N	N	N	65%
Female	117	765	765	766	*	12%	*	44%	26%	71%	66%
Male	149	743	743	749	*	14%	*	40%	13%	52%	51%
Economically Disadvantaged Students	61	722	722	735	34%	25%	*	*	*	33%	40%
Non-Economically Disadvantaged Students	205	762	762	767	7%	10%	*	*	*	69%	67%
Students with Disabilities	49	706	706	711	43%	27%	*	*	*	16%	19%
Students without Disabilities	217	763	763	765	7%	10%	*	*	*	71%	65%
English Learners	11	686	686	687	*	*	*	*	*	*	*
Non-English Learners	255	756	756	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



Ocean Township High School
 (25-3810-030)
 Grades Offered: 09-12
 2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	476	99.0	34.2	46.9	44.5	34.2	35.9	Met Target†
White	309	98.4	38.8	53.0	54.1	38.8	37.8	Met Target
Hispanic	80	100.0	23.8	33.7	28.8	23.8	27.3	Met Target†
Black or African American	45	100.0	11.1	*	23.0	11.1	24	Not Met
Asian, Native Hawaiian, or Pacific Islander	42	100.0	45.2	60.7	76.5	45.2	49.8	Met Target†
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	N	N	N	45.5	53.3	N	**	**
Female	218	99.6	38.5	47.7	44.9	38.5		
Male	258	98.5	30.6	46.3	44.2	30.6		
Economically Disadvantaged Students	92	100.0	12.0	23.8	26.3	12.0	30.3	Not Met
Non-Economically Disadvantaged Students	384	98.7	39.6	54.1	54.9	39.6		
Students with Disabilities	87	97.8	*	*	17.4	*	13.8	Not Met
Students without Disabilities	389	99.3	*	*	50.0	*		
English Learners	26	100.0	*	29.7	25.0	*	16.2	Met Target†
Non-English Learners	450	98.9	*	49.0	46.5	*		
Homeless Students	*	*	*	28.6	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

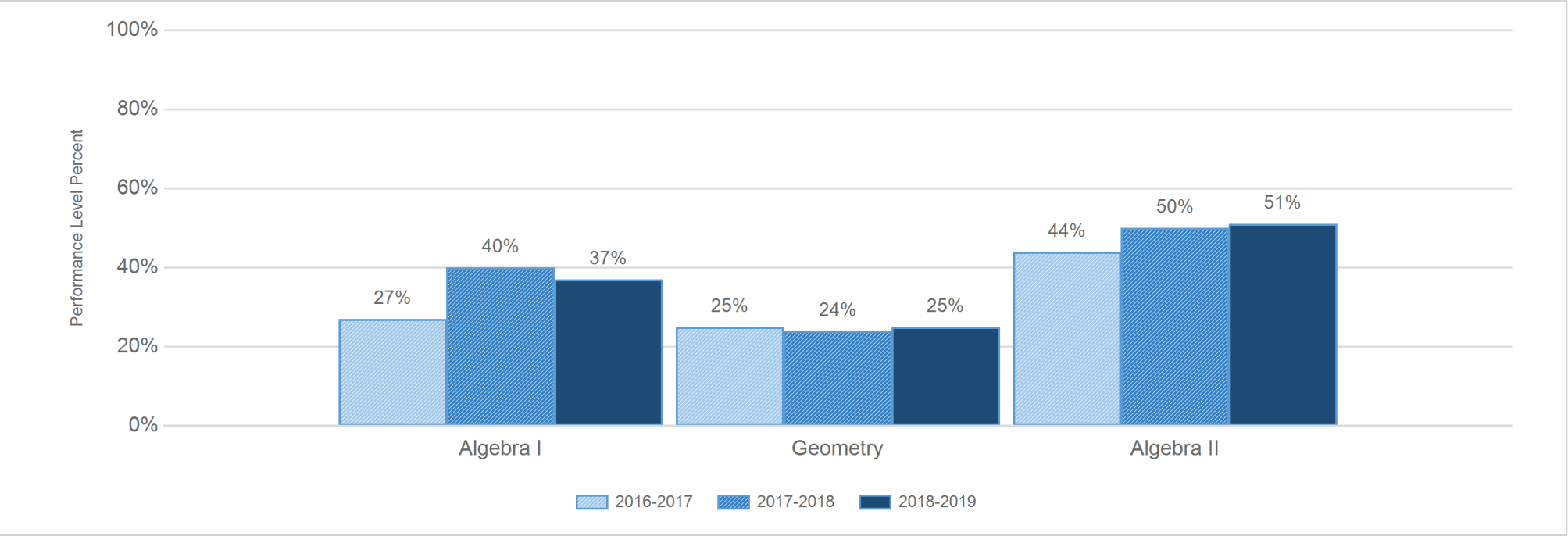


Ocean Township High School
(25-3810-030)
Grades Offered: 09-12
2018-2019

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	183	736	749	744	13%	22%	27%	*	*	37%	42%
White	109	745	758	752	*	17%	27%	*	*	50%	53%
Hispanic	41	725	*	728	24%	*	32%	*	*	20%	24%
Black or African American	23	713	713	725	*	48%	*	*	*	13%	20%
Asian, Native Hawaiian, or Pacific Islander	10	743	*	775	0%	*	*	*	*	30%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	82	739	752	745	*	28%	17%	*	*	44%	44%
Male	101	734	747	743	*	18%	36%	*	*	32%	41%
Economically Disadvantaged Students	45	718	*	727	31%	24%	31%	*	*	13%	23%
Non-Economically Disadvantaged Students	138	742	*	752	7%	22%	26%	*	*	45%	52%
Students with Disabilities	44	710	*	717	*	*	*	*	*	*	12%
Students without Disabilities	139	745	*	748	*	*	*	*	*	*	47%
English Learners	19	702	702	710	*	*	*	*	*	*	*
Non-English Learners	164	740	753	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	220	734	734	737	8%	25%	42%	*	*	25%	35%
White	143	736	736	743	*	22%	45%	*	*	27%	43%
Hispanic	38	732	732	724	*	29%	47%	*	*	*	17%
Black or African American	22	712	712	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	17	744	*	762	0%	*	*	*	*	47%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	96	733	*	738	*	27%	39%	*	*	27%	36%
Male	124	734	734	736	*	24%	45%	*	*	23%	34%
Economically Disadvantaged Students	47	725	725	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	173	736	*	743	*	*	*	*	*	*	43%
Students with Disabilities	43	717	717	712	*	*	*	*	*	*	*
Students without Disabilities	177	738	*	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	84	749	749	755	*	14%	31%	*	*	51%	58%
White	59	747	747	758	*	*	34%	47%	0%	47%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	16	749	749	777	*	*	*	*	*	56%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	45	748	748	752	*	*	29%	*	*	51%	55%
Male	39	750	750	758	*	*	33%	*	*	51%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	84	749	749	755	*	14%	31%	*	*	51%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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
9	N	N
10	N	N
11	*	*

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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	27.3%	40.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	32	84.4%	15.6%
3-4	18	*	*
5 or more	*	*	*



Ocean Township High School
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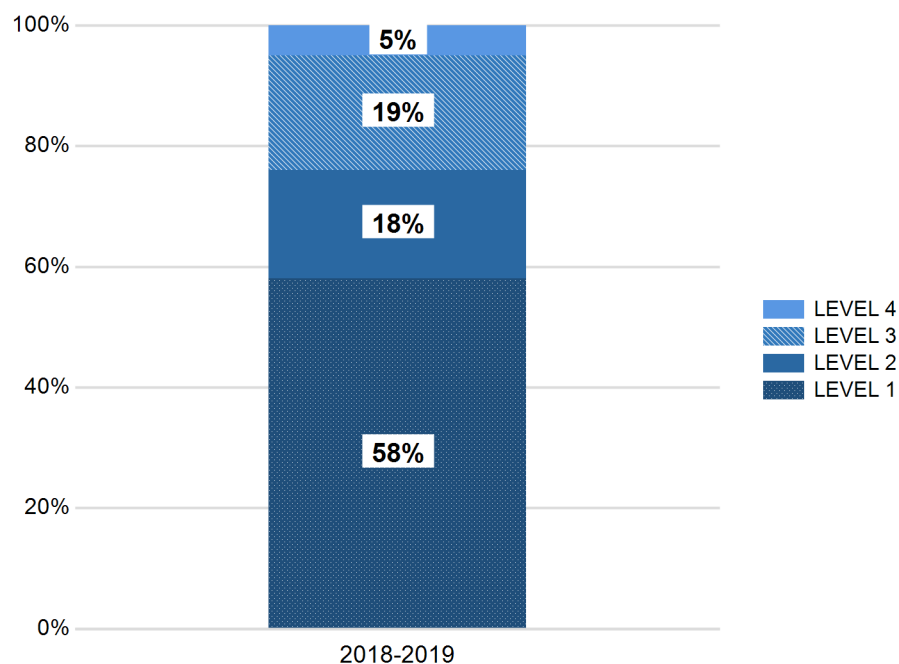
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	58	18	19	5
White	47	23	25	6
Hispanic	65	19	10	6
Black or African American	87	6	6	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	55	21	20	4
Male	61	15	18	6
Economically Disadvantaged Students	73	13	11	4
Non-Economically Disadvantaged Students	53	20	22	5
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	95.9%	84.5%
12th graders taking SAT in 2018-19 or prior years	84.1%	72.1%
12th graders taking ACT in 2018-19 or prior years	24.9%	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	484	476	Grade 10: 430 Grade 11: 460	67%	61%
PSAT 10/NMSQT - Math	476	477	Grade 10: 480 Grade 11: 510	44%	43%
SAT - Reading and Writing	548	539	480	79%	70%
SAT - Math	540	541	530	55%	53%
ACT - Reading	22	25	22	52%	66%
ACT - English	21	24	18	73%	81%
ACT - Math	21	24	22	48%	65%
ACT - Science	21	24	23	32%	57%



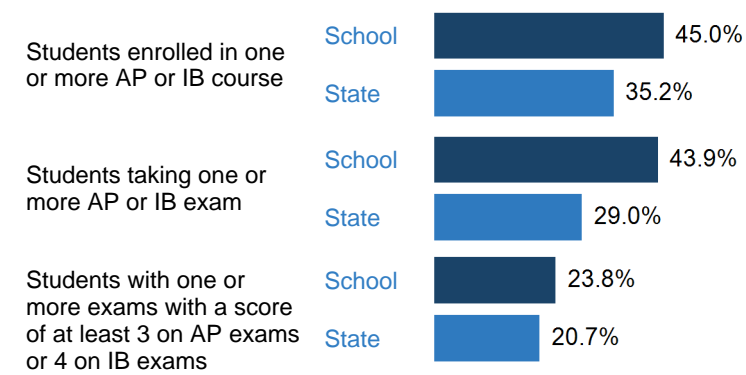
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	21	21
AP Calculus AB	51	51
AP Calculus BC	6	7
AP Chemistry	4	4
AP Computer Science A	29	7
AP Computer Science Principles	0	22
AP English Language and Composition	51	50
AP English Literature and Composition	19	19
AP Environmental Science	57	56
AP European History	16	15
AP French Language and Culture	4	4
AP Human Geography	54	54
AP Italian Language and Culture	7	7
AP Macroeconomics	17	17
AP Microeconomics	25	25
AP Music Theory	3	3



Ocean Township High School

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AP/IB Course	Students Enrolled	Students Tested
AP Physics 1	0	44
AP Physics 2	0	13
AP Physics B	57	0
AP Psychology	74	73
AP Spanish Language	15	15
AP Statistics	9	9
AP U.S. Government and Politics	3	3
AP U.S. History	32	32
Total Exams taken		551
Exams with scores of at least 3 on AP exams or 4 on IB exams		282



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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

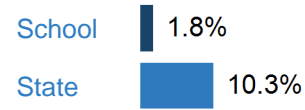
Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants
(completed only one course in an approved CTE program)



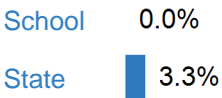
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences





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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	7.9%	1.8%	7.7%	10.3%
White	8.4%	*	6.1%	9.6%
Hispanic	6.1%	*	10.3%	11.3%
Black or African American	*	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	4.6%	*	7.3%	10.6%
Male	10.9%	*	8.0%	10.1%
Economically Disadvantaged Students	4.0%	*	10.4%	11.8%
Students with Disabilities	5.4%	*	6.6%	9.2%
English Learners	0.0%	*	8.7%	3.2%
Homeless Students	*	0.0%	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*



Ocean Township High School
(25-3810-030)
Grades Offered: 09-12
2018-2019

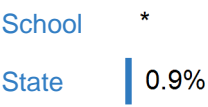
Report Key:
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	*		
Architecture & Construction	*		
Arts, AV Technology & Communications	*		
Finance	56		
Health Science	11		
Hospitality & Tourism	*		
Human Services	*	*	*
Manufacturing	25		
Marketing	*		
Transportation, Distribution & Logistics	*	*	*
Total (All Clusters)	124	*	*



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	168	59	3	1	0	0	33
10	15	177	96	14	0	0	5
11	8	23	137	70	10	1	32
12	1	6	39	79	84	24	58
Total	192	265	275	164	94	25	128
Enrolled in AP/IB Course					57	9	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	28

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	225	0	0	0	0	14
10	19	200	43	1	0	49
11	15	7	14	53	167	63
12	14	6	0	52	19	130
Total	273	213	57	106	186	256
Enrolled in AP/IB Course	21	4		57	57	0
Enrolled in Dual Enrollment Course	21	4	0	57	57	0



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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	210	8	0	0	0	22
10	12	261	0	25	0	19
11	6	261	1	19	0	62
12	0	270	27	30	0	126
Total	228	800	28	74	0	229
Enrolled in AP/IB Course	0	32	28	74		73
Enrolled in Dual Enrollment Course	0	32	28	74	0	28

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	99	39	74	0	0	0	7
10	116	37	78	0	0	0	3
11	64	17	51	0	0	0	0
12	19	5	10	0	0	0	0
Total	298	98	213	0	0	0	10
Enrolled in AP/IB Course	15	4	7	0	0	0	0
Enrolled in Dual Enrollment Course	15	4	7	0	0	0	0
Enrolled in Level 3 or Higher	130	40	113	0	0	0	0



Ocean Township High School
 (25-3810-030)
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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	4	0	0	7	0	0
11	10	0	0	17	0	0
12	31	0	0	89	0	0
Total	45	0	0	113	0	0
Enrolled in AP/IB Course	29		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



Ocean Township High School

(25-3810-030)

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2018-2019

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

Language	Students Earning a Seal of Biliteracy
Arabic	*
French	*
Hindi	*
Italian	*
Portuguese	*
Spanish	17
Total	31



Ocean Township High School
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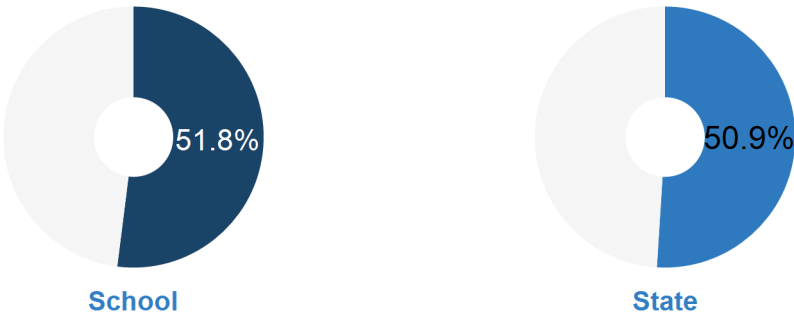
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Visual and Performing Arts – Course Participation

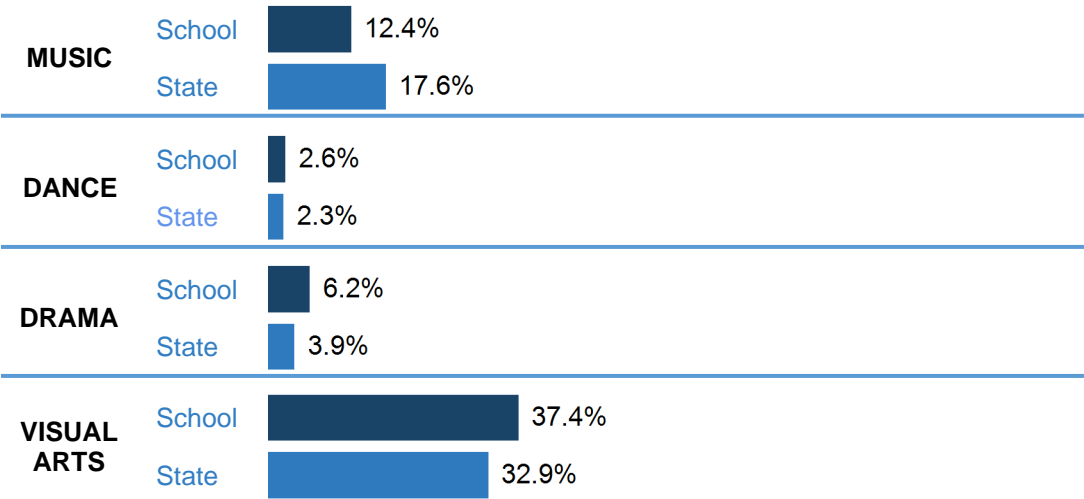
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





Ocean Township High School

(25-3810-030)

Grades Offered: 09-12

2018-2019

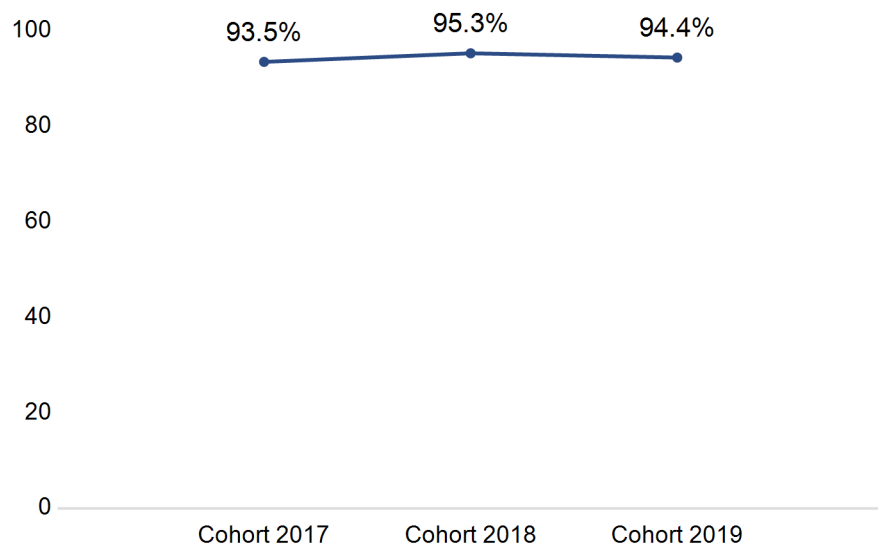
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

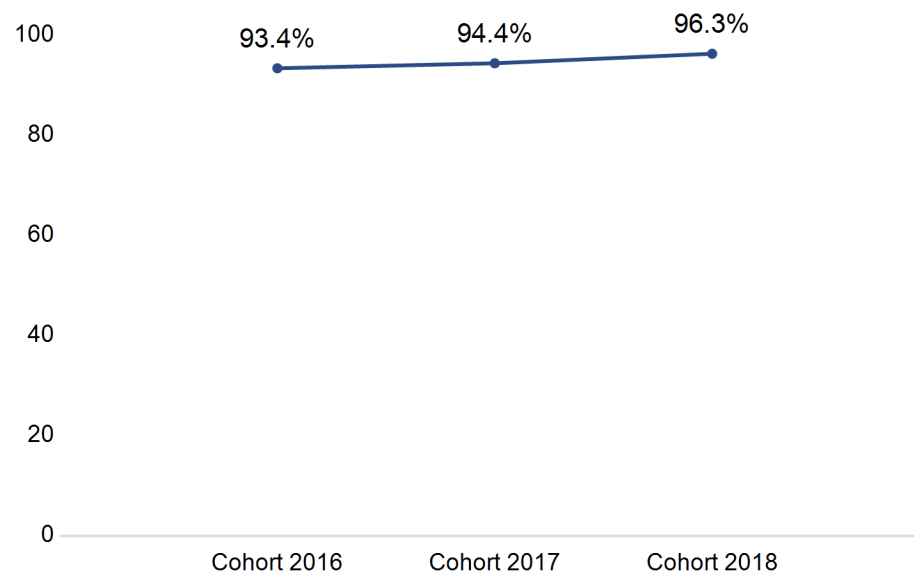
Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	93.5%	95.3%	94.4%	93.4%	94.4%	96.3%
Annual Target	94.2%	N		95.8%	95.8%	
Met Annual Target?	Not Met	Met Goal		Not Met	Not Met	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. 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	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	94.4%	90.6%	96.3%	92.5%	95.3%	N	Met Goal	94.4%	95.8%	Not Met
White	97.5%	94.9%	96.8%	95.9%	95.3%	N	Met Goal	96.7%	N	Met Goal
Hispanic	89.1%	84.5%	88.4%	87.3%	88.4%	95.0%	Not Met	86.7%	94.1%	Not Met
Black or African American	83.7%	83.3%	100.0%	87.1%	100.0%	N	Met Goal	93.8%	96.0%	Not Met
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	N	Met Goal	87.5%	96.0%	Not Met
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	N	N	N
Female	93.1%	92.8%	98.6%	94.4%	97.9%			96.3%		
Male	95.7%	88.5%	93.9%	90.8%	92.6%			93.0%		
Economically Disadvantaged Students	93.2%	84.0%	96.1%	87.3%	94.8%	90.3%	Met Target	92.8%	95.1%	Not Met
Students with Disabilities	86.0%	79.2%	90.2%	83.8%	86.5%	82.8%	Met Target	80.7%	83.7%	Not Met
English Learners	91.7%	75.4%	81.0%	80.1%	81.0%	N	N	91.7%	**	**
Homeless Students	*	74.6%	*	78.3%	*			N		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	*	85.0%	*			N		



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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	33.0%	36.0%
Substitute Competency Test	58.4%	54.5%
Portfolio Appeals Process	2.3%	2.3%
Alternate Requirements specified in IEP	6.3%	7.3%
Unknown	0.0%	0.0%

Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	0.2%	1.2%
2017-2018	0.1%	1.2%
2016-2017	0.2%	1.1%



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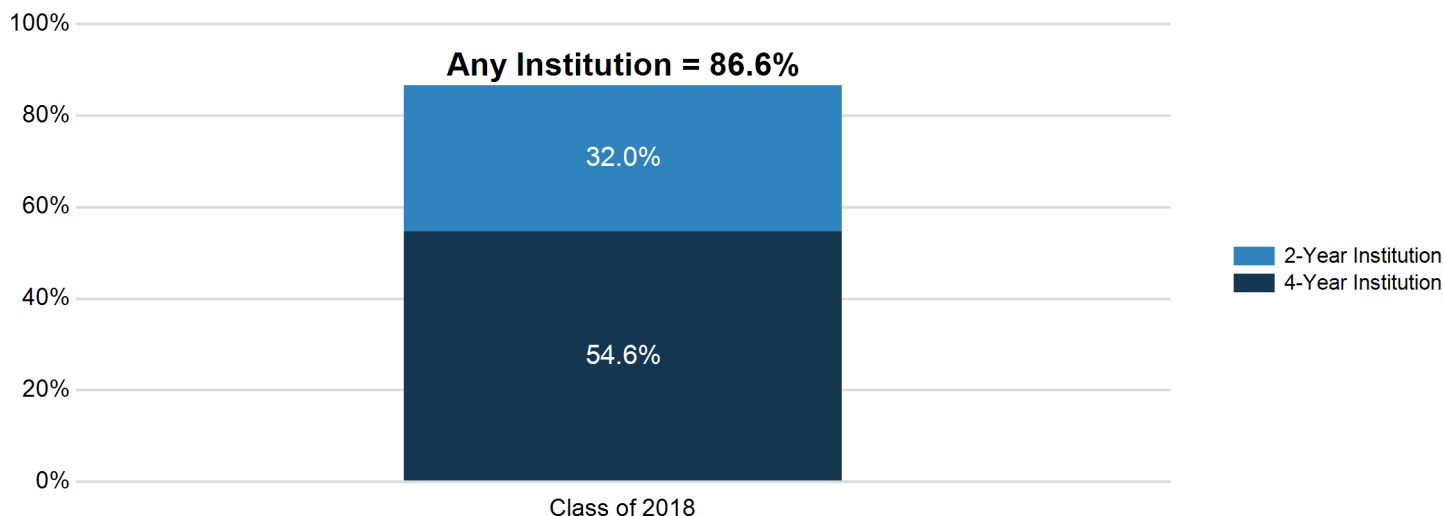
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	32.0%
% Enrolled in 4-Year Institution	54.6%
% Enrolled in Any Postsecondary Institution	86.6%



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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	82.7%	29.1%	70.9%
White	84.5%	22.7%	77.3%
Hispanic	66.7%	43.8%	56.3%
Black or African American	86.1%	45.2%	54.8%
Asian, Native Hawaiian, or Pacific Islander	100%	32.1%	67.9%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	72.4%	50.8%	49.2%
Students with Disabilities	62.8%	59.3%	40.7%
English Learners	57.1%	87.5%	12.5%

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	86.6%	37%	63%	74.8%	25.2%	64.2%	35.8%
White	92.9%	31.2%	68.8%	74.1%	25.9%	55.9%	44.1%
Hispanic	64.1%	60%	40%	80%	20%	80%	20%
Black or African American	69.7%	52.2%	47.8%	78.3%	21.7%	87%	13%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	75%	54.2%	45.8%	79.2%	20.8%	85.4%	14.6%
Students with Disabilities	64.4%	82.8%	17.2%	96.6%	3.4%	86.2%	13.8%
English Learners	*	*	*	*	*	*	*



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

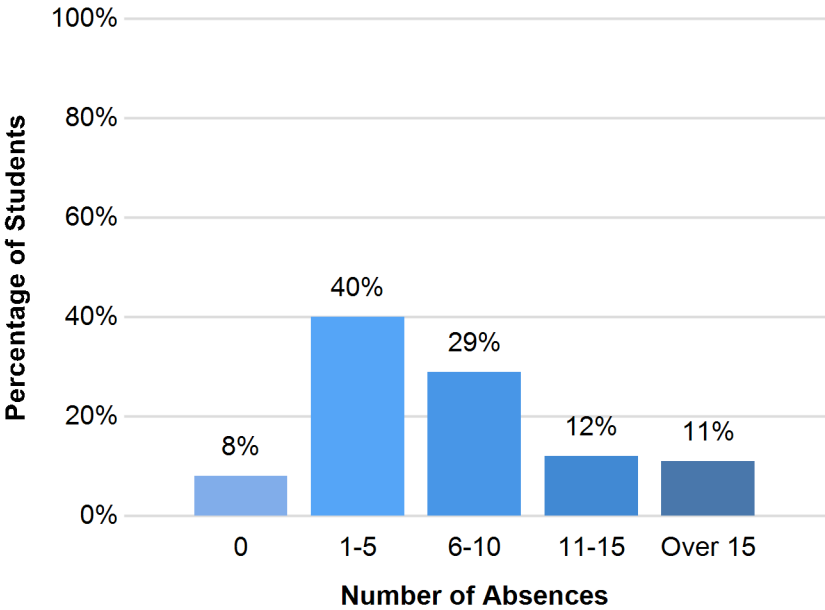
Chronic Absenteeism

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	104	9.4	14.2	Met
White	48	7.0	14.2	Met
Hispanic	31	17.3	14.2	Not Met
Black or African American	17	12.6	14.2	Met
Asian, Native Hawaiian, or Pacific	6	6.0	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	51	9.7		
Male	53	9.2		
Economically Disadvantaged Students	50	17.4	14.2	Not Met
Students with Disabilities	38	17.5	14.2	Not Met
English Learners	9	15.8	14.2	Not Met
Homeless Students	5	38.5		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





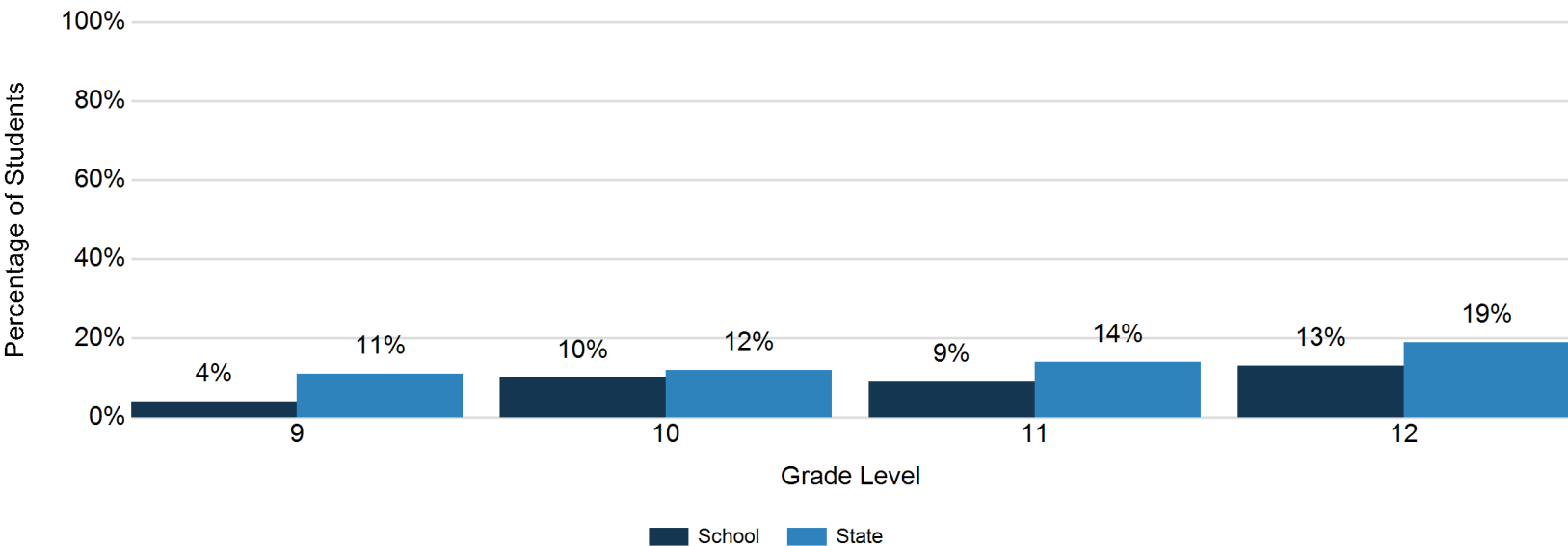
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	13
Weapons	3
Vandalism	3
Substances	11
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	32
Incidents Per 100 Students Enrolled	3.03

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	12
Weapons	3
Vandalism	2
Substances	8
Harassment, Intimidation, Bullying (HIB)	3
Other Incidents Leading to Removal	1

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	3	3
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	27	2.6%
Any Suspension	30	2.8%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
142



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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	7:25 AM
Typical End Time	1:55 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



Ocean Township High School
(25-3810-030)
Grades Offered: 09-12
2018-2019

Report Key:

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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	109	118,214
Average years experience in public schools	12.2	12.1
Average years experience in district	10.8	10.8
Percentage of Teachers with 4 or more years experience in the district	80.7%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	25	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.5	12.0
Percentage of Administrators with 4 or more years experience in the district	84.0%	76.9%

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	9:1
Students to Administrators	106:1	136:1
Teachers to Administrators	11:1	15:1
Students to Librarians/Media Specialists		681:1
Students to Nurses		681:1
Students to Counselors		262:1
Students to Child Study Team Members		227:1



Ocean Township High School
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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.2%	66.1%	40.0%	48.4%	77.1%	54.9%
Male	51.8%	33.9%	60.0%	51.6%	22.9%	45.1%
White	62.3%	94.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	16.2%	2.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	11.9%	1.8%	0.0%	15.0%	6.6%	13.9%
Asian	9.2%	0.9%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.3%	0.0%	0.0%	2.1%	0.2%	0.2%



Ocean Township High School
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2018-2019

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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.4%	90.5%
2017-18 Administrators: Same district 2018-19	91.7%	87.9%

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
2018-19	96.1%



Ocean Township High School
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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).
 Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
 Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



Ocean Township High School
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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](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	32.0%	45.6%	55.7%
Math Proficiency	22.9%	36.5%	34.2%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	93.5%	95.3%	94.4%
5-Year Graduation Rate†	93.4%	94.4%	96.3%
Progress toward English Language Proficiency		44.4%	27.3%
Chronic Absenteeism	10.5%	9.9%	9.4%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target†	Met Goal	Not Met	Met Target†	Met	No
White	Met Target	Met Target	Met Goal	Met Goal	n/a	Met	No
Hispanic	Met Target	Met Target†	Not Met	Not Met	n/a	Not Met	No
Black or African American	Met Target	Not Met	Met Goal	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target†	Met Goal	Not Met	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Not Met	Met Target	Not Met	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Met Target	Not Met	n/a	Not Met	No
English Learners	Met Target	Met Target†	N	**	**	Not Met	No

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






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School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> New construction yields state-of-the-art facilities for Performing Arts programs. Development of three Career Technical Education programs in Business and Finance, Technology and Visual and Performing Arts. Major expansion of the physical education area including new gym, training and wrestling rooms, and health classrooms.
 <p>Mission, Vision, Theme:</p>	<p>Ocean Township High School provides students with a safe and secure environment where they can acquire critical thinking skills and attain academic achievement with a college preparatory curriculum. The students' high school experience affords them the opportunity to explore their social and emotional development as well as their personal interests and strengths. Ocean Township High School students are encouraged to become civic-minded, contributing members of their community.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Ocean Township High School has been recognized by The Washington Post and Niche.com for its academic programs. In addition, students have earned awards and acclaim for their work in the Arts, Robotics, Technology, DECA, and World Languages. With 285 students taking a total of 551 AP exams in May of 2019, OTHS is proud not only of the opportunities offered but also of student success: 29 AP Scholars, 13 AP Scholars with Honor, and 17 AP Scholars with Distinction.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Ocean offers a challenging & inclusive curriculum for all students in grades K-12. Offering dual credit options with Monmouth University, Kean University, New Jersey Institute of Technology (NJIT), Rider University, Georgian Court University and Brookdale Community College, Ocean Township High School supports student achievement at the post-secondary level. In addition, the awarding of the Career Pathways Grant in the Spring of 2016 has contributed to the development of career-technical education programs of study in Finance (fall 2017), Technology (fall 2018), and Visual and Performing Arts (fall 2020).</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys), Gymnastics (Girls), Ice Hockey (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys)</p> <p>Ocean Township has some of the finest coaches, top notch teams and produces a number of All-Conference, All-Shore and All-State student-athletes. Ocean Township provides positive experiences for students and feels the athletic program is an integral part of the educational process. Our goal is to develop highly competitive athletics, while not losing sight of educational values such as sportsmanship, healthy attitudes, and scholastic achievement.</p>
 <p>Clubs and Activities:</p>	<p>Ocean Township offers over 40 clubs and activities for its students with diverse interests and provides a strong outlet for their talents. Advisors bring the high school and the community at large together, via fundraising opportunities and service-oriented projects and activities, fostering good will and a commitment to service. Several clubs and activities have earned awards at the local, regional and national levels.</p>






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 <p>Before and After School Programs:</p>	<p>Ocean Township High School offers several programs for assistance after school. In addition to teachers' office hours, students can access assistance in formal peer tutoring and homework help in the media center three days per week. For those students with an interest in intramural sports, OTHS offers Volleyball, Double Dutch, Ultimate Frisbee and Dance.</p>
 <p>Staff and Professional Learning:</p>	<p>The district's strategic plan puts a high priority on transforming our learning environments, making cross curricular connections, allowing multiple pathways to demonstrate mastery, and utilizing the appropriate technologies to expand and enhance student learning towards real-life, authentic experiences. Ocean Township High School strongly supports the use of district-provided and external opportunities for professional development contributing to increased student achievement in the classroom.</p>
 <p>Postsecondary Information:</p>	<p>Ninety percent of Ocean Township's Class of 2019 plan to attend two-year or four-year colleges and universities, with nine percent pursuing opportunities in the military, the workforce, vocational training and a year abroad. Sixteen percent of the Class of 2019 started their college career while in high school, accumulating college credits through a variety of dual credit opportunities.</p>






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 <p>Student Supports and Services:</p>	<p>Ocean Township High School's school counseling office provides services to meet the needs of all students. Focusing on their academic, social and emotional development, counselors meet with their students for group and individual counseling sessions, in addition to providing large group programs for students and parents in the evening. In addition, the Child Study Team ensures appropriate programming for all students with special needs.</p>
 <p>Student Health and Wellness:</p>	<p>Committed to physical and mental health wellness, Ocean Township High School offers many opportunities for students to experience healthy lifestyle choices, incorporating community activities with well-subscribed bicycling and walking programs. Health classes, the nurse's office and the Student Assistance Coordinator provide valuable instruction and services including but not limited to units and programs on drug/alcohol abuse and addiction, first aid, stress and anxiety, and nutrition.</p>
 <p>Parent and Community Involvement:</p>	<p>Ocean Township High School is supported in its endeavors by active parents and community. From school-specific academic, athletic and extracurricular programming to district-wide strategic planning, parent contributions are solicited and welcomed. With several parent organizations, including the Spartan Parents, the Spartan Band Parents, The Spartan Booster Club, SEPTA and our Spartan Advisory Teams, OTHS--its students, teachers and programs--benefits from partnerships.</p>






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: No School climate remains an important consideration on a daily basis. Improvement has been addressed via team and school-wide action plans.</p>
 <p>Facilities:</p>	<p>Due to the expansion and renovation of areas, Ocean Township High School now boasts state-of-the-art facilities in physical and performing arts. The Spartan Blackbox Theater, Dance Studio and Music Technology lab facilitate authentic learning experiences in authentic environments. Similarly, the addition of a wrestling room, training facility, auxiliary gym and health classrooms provides for the expansion of programs in physical education and athletics.</p>
 <p>School Safety:</p>	<p>OTHS employs a multi-faceted approach to school safety. Regular school safety team meetings and communication and collaboration with the Ocean Township Police Department facilitate improvements to our systems on a regular basis. In addition, with four full time security guards and a Class III Officer from the OTPD, we are able to ensure that the building and perimeter are safe. Our full time SAC, school counselors and Child Study Team also work proactively to meet the emotional needs of our students.</p>



Ocean Township High School

(25-3810-030)

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2018-2019

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 <div>Technology and STEM:</div>	<div>Through the 1:1 Chromebook initiative, OTHS has not only been able to provide devices for every student but also to initiate significant change in how technology is utilized and implemented in every classroom. The devices, along with an Educational Technology Specialist and focused professional development, have transformed the classroom experience.</div>
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Township of Ocean Intermediate School

(25-3810-040)

Grades Offered: 05-08

2018-2019

Report Key:

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** Accountability calculations require 20 or more students

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How to use this report:

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

Navigating through the reports:

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

Notes from the New Jersey Department of Education:



Township of Ocean Intermediate School

(25-3810-040)

Grades Offered: 05-08

2018-2019

Report Key:

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** Accountability calculations require 20 or more students

N No Data is available to display

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School Contact Information

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	Township of Ocean School District
Principal Name	Mr. Christopher Amato
Address	1200 WEST PARK AVENUE OCEAN, NJ 07712-7296
Phone Number	732-531-5630
Email Address	camato@oceanschools.org
Website	http://www.oceanschools.org
Facebook	https://www.facebook.com/TownshipofOceanSchoolDistrict
Twitter	https://twitter.com/camatotois



Township of Ocean Intermediate School

(25-3810-040)

Grades Offered: 05-08

2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
5	269	256	256
6	277	264	258
7	257	281	266
8	272	252	270
Total	1,075	1,053	1,050

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	48.5%	49.6%	49.0%
Male	51.5%	50.4%	51.0%
Economically Disadvantaged Students	26.0%	26.2%	27.7%
Students with Disabilities	19.9%	21.2%	22.1%
English Learners	3.1%	3.2%	3.9%
Homeless Students	0.7%	1.0%	1.4%
Students in Foster Care	0.2%	0.2%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	66.5%	65.4%	61.1%
Hispanic	14.2%	15.9%	17.3%
Black or African American	9.6%	8.8%	10.5%
Asian	8.9%	8.6%	9.2%
Native Hawaiian or Pacific Islander	0.1%	0.2%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.7%	1.0%	1.6%

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	70.4%
Spanish	11.6%
Creoles and pidgins, French-based	3.0%
Portuguese	2.7%
Arabic	1.9%
Other Languages	10.4%



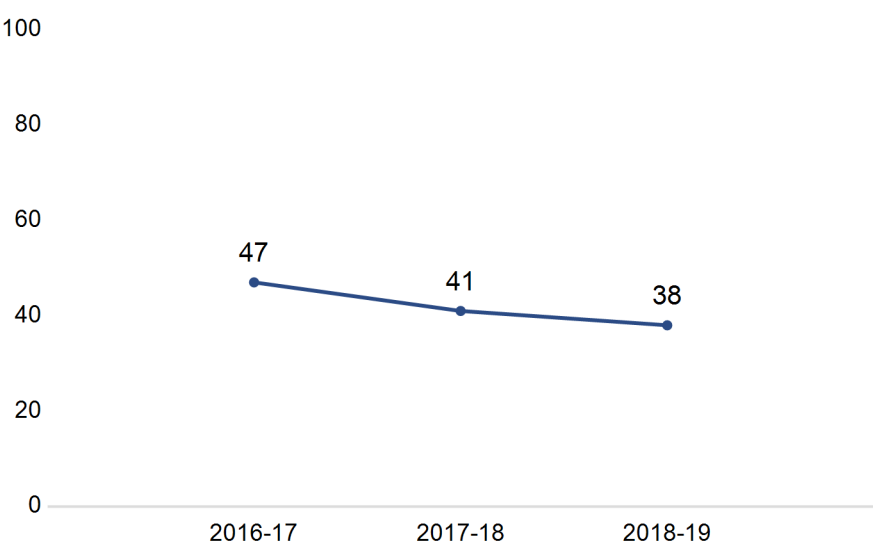
Township of Ocean Intermediate School
(25-3810-040)
Grades Offered: 05-08
2018-2019

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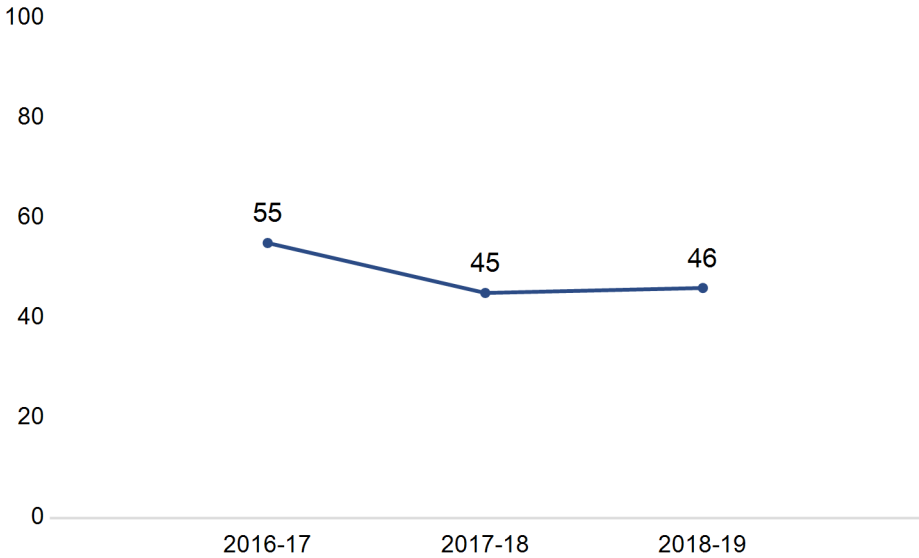
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	47	41	38	55	45	46
Met Standard (40-59.5)?	Met Standard	Met Standard	Not Met	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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 (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 (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	38	42	50	Not Met	46	47	50	Met Standard
White	39	42	50	Not Met	42	45	52	Met Standard
Hispanic	36	39	49	Not Met	52	48	47	Met Standard
Black or African American	39.5	43	45	Not Met	44.5	45	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	40	46	59	Met Standard	58.5	56	60	Met Standard
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	52	48.5	49	**	59	66	52	**
Female	40	44	53	N	44	45	50	N
Male	37	41	47	N	47	48	51	N
Economically Disadvantaged Students	37	39	48	Not Met	46	45.5	46	Met Standard
Students with Disabilities	32	33	43	Not Met	43	44	45	Met Standard
English Learners	41	44	52	Met Standard	55	52	50	Met Standard
Homeless Students	*	*	43	N	*	67.5	44	N
Students in Foster Care	*	*	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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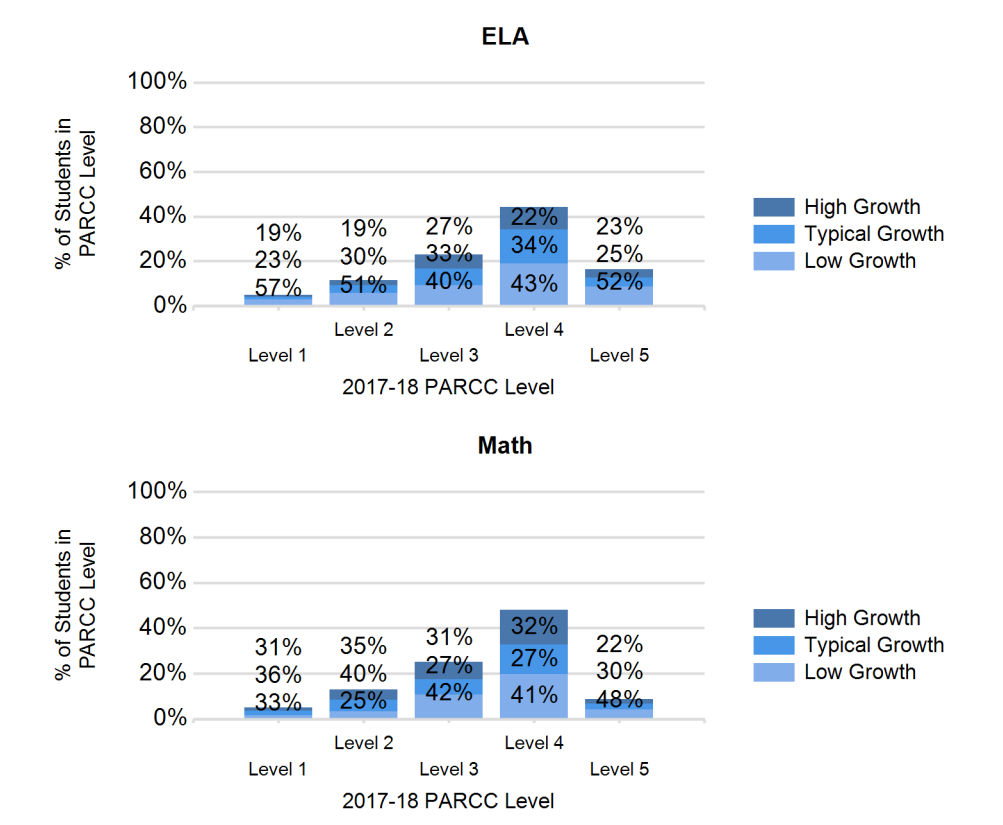
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

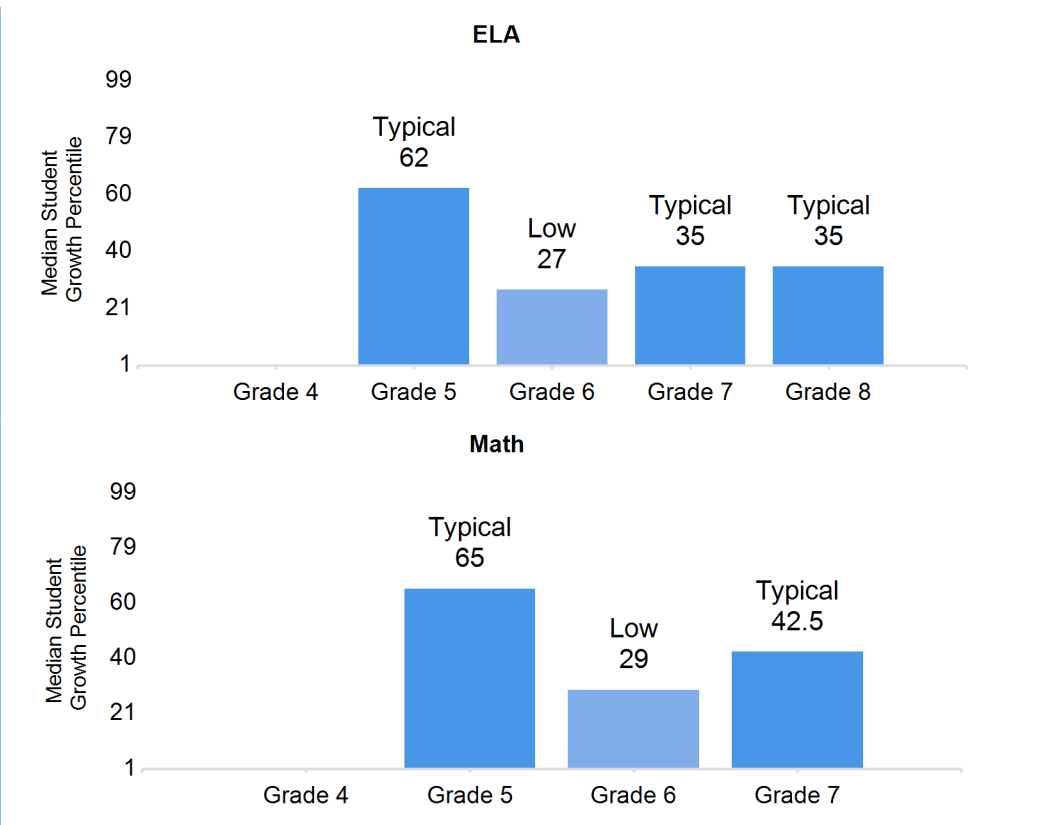
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



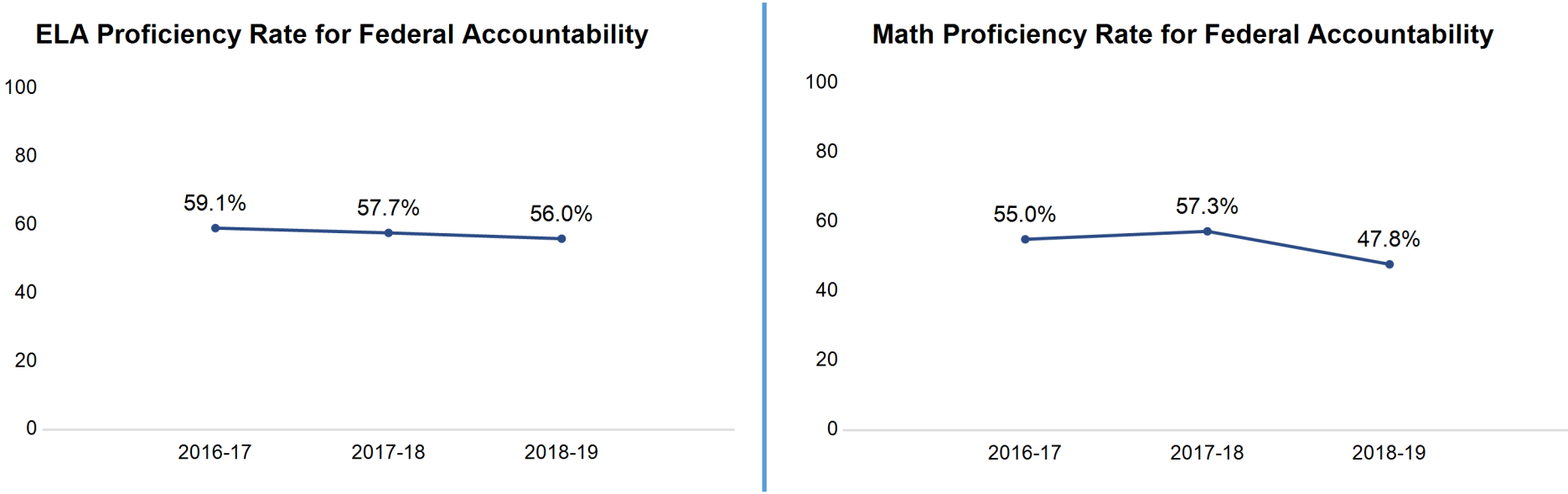


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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	93.5%	94.6%	94.2%	93.7%	95.4%	94.5%
Proficiency Rate for Federal Accountability	59.1%	57.7%	56.0%	55.0%	57.3%	47.8%
Annual Target	57.0%	58.2%	59.4%	48.7%	50.4%	52.0%
Met Annual Target?	Met Target	Met Target†	Not Met	Met Target	Met Target	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Township of Ocean Intermediate School

(25-3810-040)

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	983	94.2	56.5	55.3	57.9	56.0	59.4	Not Met
White	606	93.4	63.0	62.2	66.9	62.0	62.4	Met Target†
Hispanic	169	94.5	39.1	39.8	43.9	38.8	48.3	Not Met
Black or African American	98	94.3	31.6	*	38.5	31.4	40.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	95	97.9	71.6	65.7	82.9	71.6	72.6	Met Target†
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	15	100.0	53.3	45.5	64.4	53.3	**	**
Female	477	94.7	65.4	62.4	64.8	65.2		
Male	506	93.7	48.0	49.1	51.3	47.4		
Economically Disadvantaged Students	237	93.8	35.0	33.0	40.0	*	44.1	Not Met
Non-Economically Disadvantaged Students	746	94.3	63.3	62.2	67.9	*		
Students with Disabilities	222	93.0	15.8	*	22.7	15.4	25.4	Not Met
Students without Disabilities	761	94.6	68.3	*	65.1	68.0		
English Learners	107	95.7	33.6	*	29.3	33.6	32.7	Met Target
Non-English Learners	876	94.0	59.2	*	60.6	58.6		
Homeless Students	15	100.0	20.0	28.6	29.1	20.0		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

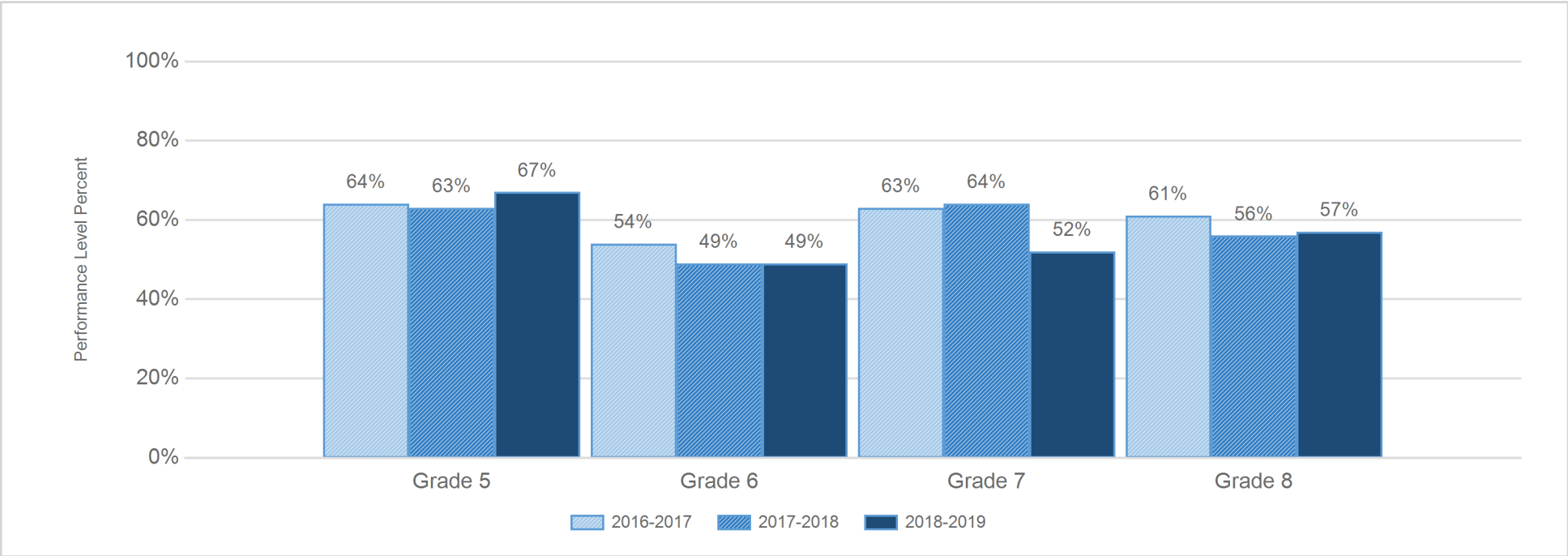


Township of Ocean Intermediate School
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	252	761	761	756	9%	6%	18%	54%	13%	67%	58%
White	140	768	768	764	*	*	15%	58%	17%	75%	68%
Hispanic	49	743	743	743	*	*	22%	53%	0%	53%	44%
Black or African American	31	739	739	739	*	*	*	*	*	39%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	109	769	769	761	*	*	20%	*	*	72%	64%
Male	143	755	755	750	*	*	17%	*	*	64%	52%
Economically Disadvantaged Students	66	744	744	740	*	*	29%	*	*	48%	39%
Non-Economically Disadvantaged Students	186	767	767	766	*	*	15%	*	*	74%	69%
Students with Disabilities	59	720	720	724	*	*	32%	*	*	19%	23%
Students without Disabilities	193	774	774	762	*	*	14%	*	*	82%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	244	746	746	754	7%	15%	29%	45%	4%	49%	56%
White	157	751	751	762	*	13%	25%	*	*	57%	65%
Hispanic	47	733	733	743	*	*	49%	23%	0%	23%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	19	750	750	780	*	*	*	*	*	58%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	119	755	755	762	*	8%	25%	*	*	62%	64%
Male	125	738	738	748	*	21%	33%	*	*	36%	48%
Economically Disadvantaged Students	58	728	728	740	*	21%	47%	*	*	17%	39%
Non-Economically Disadvantaged Students	186	752	752	763	*	13%	24%	*	*	59%	67%
Students with Disabilities	47	718	718	722	*	*	*	*	*	*	19%
Students without Disabilities	197	753	753	761	*	*	*	*	*	*	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	240	748	748	761	11%	11%	27%	37%	15%	52%	63%
White	145	756	756	769	8%	7%	25%	39%	21%	60%	72%
Hispanic	36	735	735	747	*	*	39%	33%	0%	33%	50%
Black or African American	33	722	722	741	*	*	*	*	*	27%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	124	761	761	769	*	*	25%	*	*	63%	71%
Male	116	735	735	753	*	*	28%	*	*	40%	55%
Economically Disadvantaged Students	66	729	729	743	18%	23%	23%	*	*	36%	45%
Non-Economically Disadvantaged Students	174	756	756	771	8%	6%	28%	*	*	57%	73%
Students with Disabilities	58	709	709	720	*	*	28%	*	*	12%	22%
Students without Disabilities	182	761	761	769	*	*	26%	*	*	64%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	251	755	755	762	12%	12%	19%	39%	19%	57%	63%
White	166	758	758	770	10%	10%	19%	40%	20%	61%	72%
Hispanic	38	741	741	747	*	*	26%	*	*	45%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	25	779	779	794	*	0%	*	40%	44%	84%	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	128	764	764	771	*	*	18%	41%	23%	65%	71%
Male	123	746	746	753	*	*	20%	36%	14%	50%	55%
Economically Disadvantaged Students	51	733	733	743	22%	*	27%	*	*	35%	45%
Non-Economically Disadvantaged Students	200	761	761	772	9%	*	17%	*	*	63%	72%
Students with Disabilities	57	726	726	721	26%	21%	30%	*	*	23%	22%
Students without Disabilities	194	764	764	770	7%	9%	16%	*	*	68%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	993	94.5	48.0	46.9	44.5	47.8	52	Not Met
White	608	93.7	54.6	53.0	54.1	53.8	56.3	Met Target†
Hispanic	172	95.1	33.1	33.7	28.8	33.1	37.2	Met Target†
Black or African American	102	94.5	18.6	*	23.0	18.5	28	Not Met
Asian, Native Hawaiian, or Pacific Islander	96	98.0	63.5	60.7	76.5	63.5	69.6	Met Target†
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	15	100.0	53.3	45.5	53.3	53.3	**	**
Female	485	95.1	48.0	47.7	44.9	48.0		
Male	508	94.0	48.0	46.3	44.2	47.5		
Economically Disadvantaged Students	244	94.7	22.5	23.8	26.3	*	37.2	Not Met
Non-Economically Disadvantaged Students	749	94.5	56.3	54.1	54.9	*		
Students with Disabilities	222	93.0	14.9	*	17.4	14.6	23.2	Not Met
Students without Disabilities	771	95.0	57.6	*	50.0	57.6		
English Learners	115	96.8	26.1	29.7	25.0	26.1	33.2	Not Met
Non-English Learners	878	94.2	50.9	49.0	46.5	50.5		
Homeless Students	15	100.0	20.0	28.6	17.1	20.0		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



Township of Ocean Intermediate School

(25-3810-040)

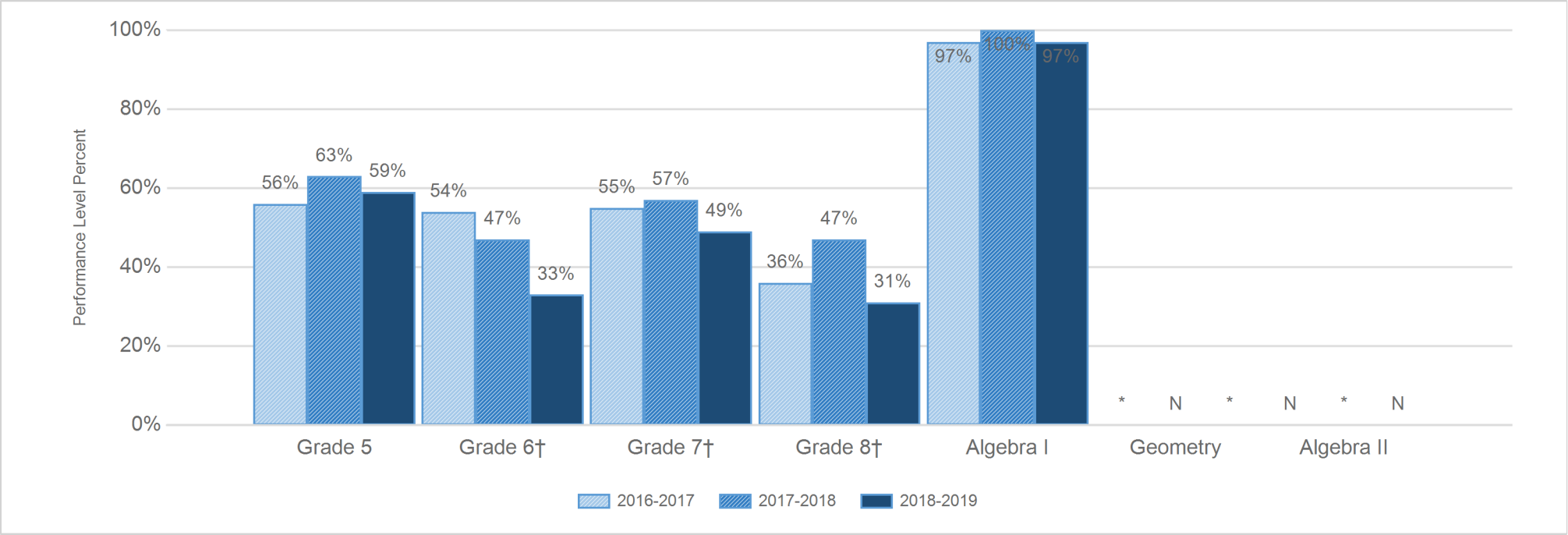
Grades Offered: 05-08

2018-2019

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 Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



Township of Ocean Intermediate School
(25-3810-040)
Grades Offered: 05-08
2018-2019

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- N** No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	252	759	759	747	*	*	22%	37%	22%	59%	47%
White	140	766	766	755	*	*	17%	42%	27%	69%	58%
Hispanic	49	747	747	735	*	*	35%	*	*	41%	30%
Black or African American	31	731	731	729	*	48%	*	*	*	23%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	109	758	758	747	*	*	27%	35%	20%	55%	47%
Male	143	760	760	747	*	*	19%	38%	23%	62%	47%
Economically Disadvantaged Students	66	740	740	732	*	*	38%	*	*	30%	27%
Non-Economically Disadvantaged Students	186	766	766	757	*	*	17%	*	*	69%	59%
Students with Disabilities	59	729	729	725	*	*	29%	*	*	17%	19%
Students without Disabilities	193	768	768	752	*	*	20%	*	*	72%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Township of Ocean Intermediate School
(25-3810-040)
Grades Offered: 05-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	248	739	739	741	8%	22%	36%	*	*	33%	41%
White	157	745	745	749	*	20%	36%	*	*	39%	51%
Hispanic	48	723	723	729	*	27%	38%	*	*	17%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	20	745	745	769	*	*	*	*	*	40%	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	123	741	741	742	*	19%	37%	*	*	37%	42%
Male	125	737	737	740	*	25%	35%	*	*	30%	40%
Economically Disadvantaged Students	60	722	722	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	188	745	745	750	*	*	*	*	*	*	53%
Students with Disabilities	47	716	716	716	*	45%	*	*	*	13%	12%
Students without Disabilities	201	744	744	746	*	16%	*	*	*	38%	46%
English Learners	13	706	706	709	*	*	*	*	*	*	*
Non-English Learners	235	741	741	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



Township of Ocean Intermediate School
(25-3810-040)
Grades Offered: 05-08
2018-2019

Report Key:

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	245	746	746	744	7%	20%	24%	41%	8%	49%	42%
White	147	751	751	751	*	15%	24%	*	*	56%	53%
Hispanic	38	739	739	733	*	29%	*	*	*	42%	26%
Black or African American	34	724	724	727	*	35%	32%	*	*	12%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	127	748	748	744	*	19%	28%	*	*	50%	42%
Male	118	743	743	743	*	21%	20%	*	*	47%	42%
Economically Disadvantaged Students	71	729	729	731	*	34%	30%	*	*	21%	24%
Non-Economically Disadvantaged Students	174	753	753	751	*	14%	22%	*	*	60%	53%
Students with Disabilities	58	720	720	718	*	41%	17%	*	*	16%	13%
Students without Disabilities	187	754	754	749	*	13%	26%	*	*	59%	48%
English Learners	12	712	712	716	*	*	*	*	*	*	10%
Non-English Learners	233	748	748	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



Township of Ocean Intermediate School
(25-3810-040)
Grades Offered: 05-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	179	732	732	728	15%	23%	31%	*	*	31%	29%
White	109	735	735	737	11%	26%	31%	*	*	32%	38%
Hispanic	32	720	720	722	*	*	*	*	*	19%	22%
Black or African American	20	712	712	714	*	*	*	*	*	20%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	89	733	733	731	11%	20%	39%	*	*	29%	31%
Male	90	730	730	726	19%	26%	23%	*	*	32%	27%
Economically Disadvantaged Students	49	720	720	719	27%	29%	*	*	*	27%	20%
Non-Economically Disadvantaged Students	130	736	736	735	11%	21%	*	*	*	32%	36%
Students with Disabilities	54	711	711	707	*	*	*	*	*	*	10%
Students without Disabilities	125	741	741	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



Township of Ocean Intermediate School
(25-3810-040)
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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	781	749	744	0%	*	*	82%	15%	97%	42%
White	58	782	758	752	0%	*	*	78%	19%	97%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	N	N	713	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	40	778	752	745	0%	*	*	*	*	98%	44%
Male	34	786	747	743	0%	*	*	*	*	97%	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	702	710	N	N	N	N	N	N	*
Non-English Learners	74	781	753	745	0%	*	*	82%	15%	97%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



Township of Ocean Intermediate School
(25-3810-040)
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2018-2019

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- N** No Data is available to display
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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	*	*	734	737	*	*	*	*	*	*	35%
White	N	N	736	743	N	N	N	N	N	N	43%
Hispanic	N	N	732	724	N	N	N	N	N	N	17%
Black or African American	N	N	712	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	*	*	*	738	*	*	*	*	*	*	36%
Male	N	N	734	736	N	N	N	N	N	N	34%
Economically Disadvantaged Students	N	N	725	722	N	N	N	N	N	N	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	N	N	717	712	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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2018-2019

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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	749	755	N	N	N	N	N	N	58%
White	N	N	747	758	N	N	N	N	N	N	62%
Hispanic	N	N	*	731	N	N	N	N	N	N	34%
Black or African American	N	N	*	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	749	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	N	N	748	752	N	N	N	N	N	N	55%
Male	N	N	750	758	N	N	N	N	N	N	62%
Economically Disadvantaged Students	N	N	*	729	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	N	N	*	761	N	N	N	N	N	N	65%
Students with Disabilities	N	N	*	715	N	N	N	N	N	N	25%
Students without Disabilities	N	N	*	756	N	N	N	N	N	N	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	N	N	749	755	N	N	N	N	N	N	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



Township of Ocean Intermediate School

(25-3810-040)

Grades Offered: 05-08

2018-2019

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
5	*	*
6	*	*
7	*	*
8	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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	69.0%	40.9%	Exceeds

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	28	78.6%	21.4%
3-4	12	58.3%	41.7%
5 or more	*	*	*



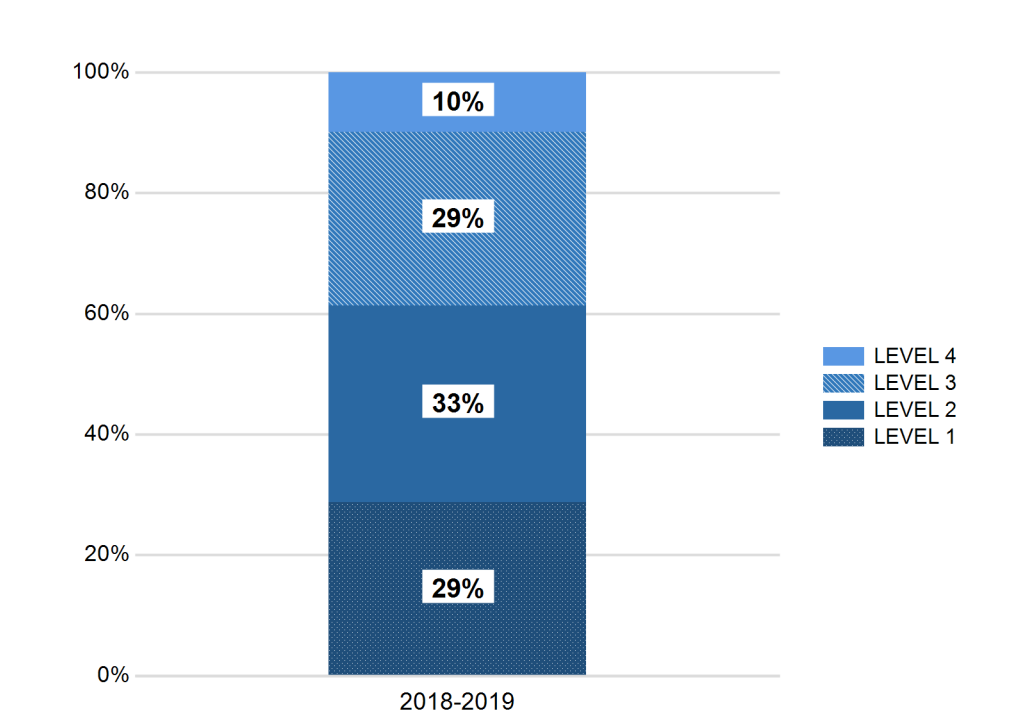
Township of Ocean Intermediate School
(25-3810-040)
Grades Offered: 05-08
2018-2019

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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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	29	33	29	10
White	20	33	37	10
Hispanic	42	33	21	4
Black or African American	58	35	6	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	29	36	27	8
Male	29	31	30	11
Economically Disadvantaged Students	47	39	14	0
Non-Economically Disadvantaged Students	22	30	34	13
Students with Disabilities	62	29	9	0
Students without Disabilities	19	34	35	13
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Township of Ocean Intermediate School

(25-3810-040)

Grades Offered: 05-08

2018-2019

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** Accountability calculations require 20 or more students

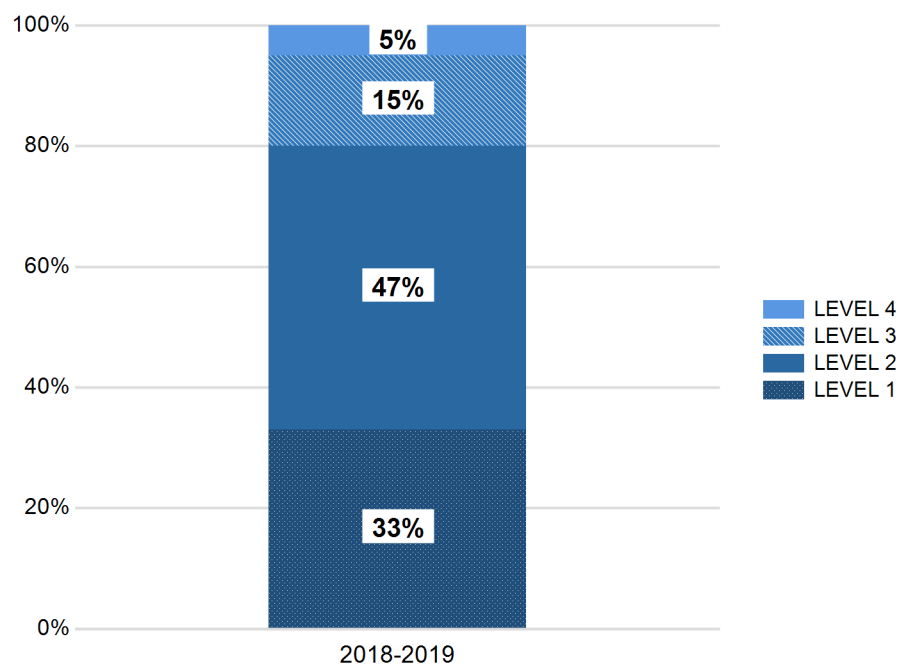
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NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	33	47	15	5
White	28	50	16	6
Hispanic	50	38	13	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	12	52	28	8
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	33	50	14	4
Male	33	45	17	6
Economically Disadvantaged Students	58	36	6	0
Non-Economically Disadvantaged Students	26	50	18	6
Students with Disabilities	58	34	7	2
Students without Disabilities	26	51	18	6
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Township of Ocean Intermediate School
(25-3810-040)
Grades Offered: 05-08
2018-2019

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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	258
7	0	0	266
8	74	0	195
Total	74	0	719

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	102	22	113	0	0	0	6
7	120	38	87	0	0	0	8
8	112	33	106	0	0	0	9
Total	334	93	306	0	0	0	23



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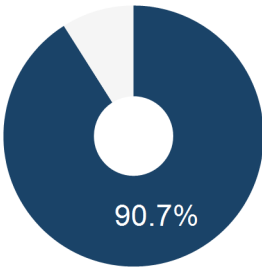
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Visual and Performing Arts – Course Participation

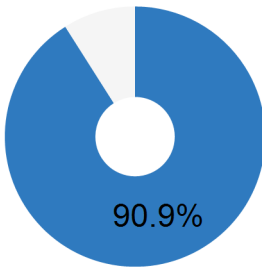
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

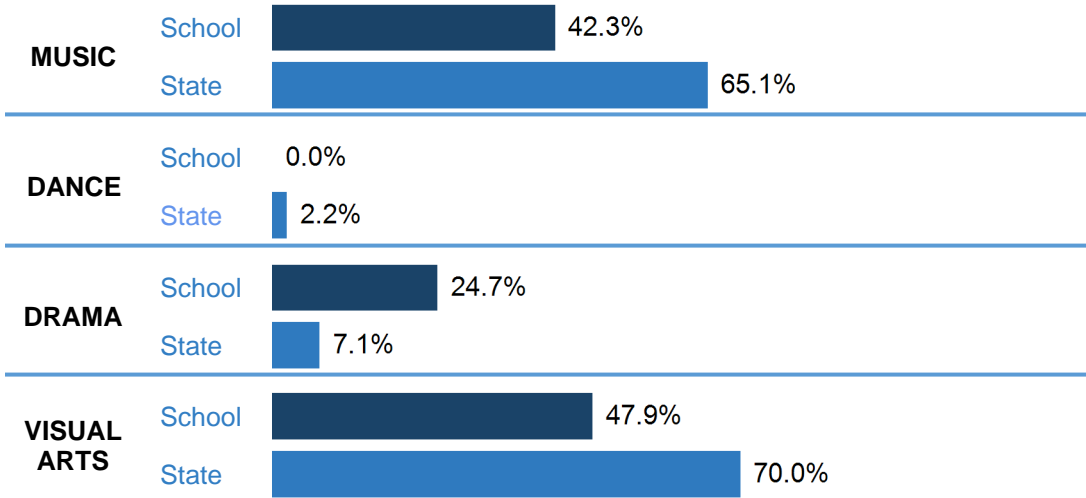


School



State

Students enrolled in one or more classes by discipline:





Township of Ocean Intermediate School

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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

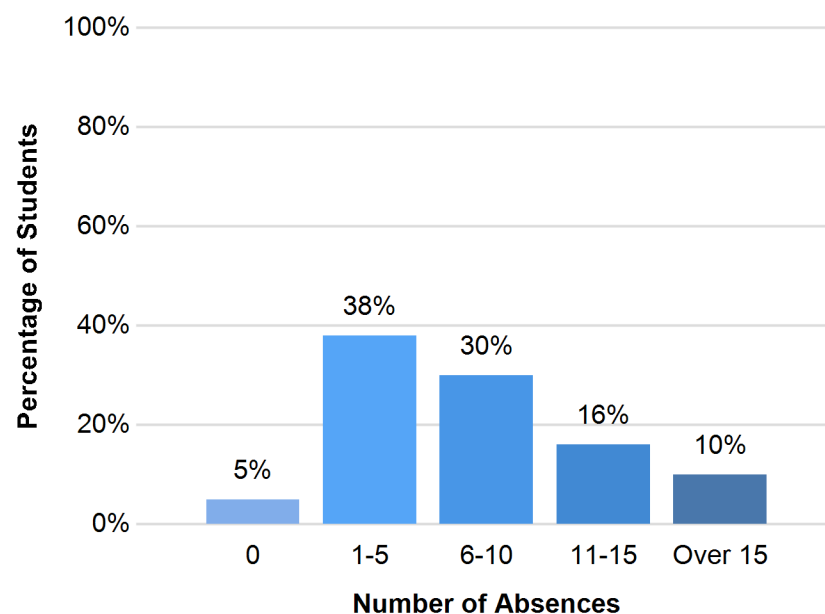
Chronic Absenteeism

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	61	5.8	8.7	Met
White	40	6.2	8.7	Met
Hispanic	14	7.7	8.7	Met
Black or African American	1	0.9	8.7	Met
Asian, Native Hawaiian, or Pacific	5	5.1	8.7	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	5.9	**	**
Female	24	4.7		
Male	37	6.9		
Economically Disadvantaged Students	20	6.9	8.7	Met
Students with Disabilities	18	7.6	8.7	Met
English Learners	3	7.3	8.7	Met
Homeless Students	1	6.7		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





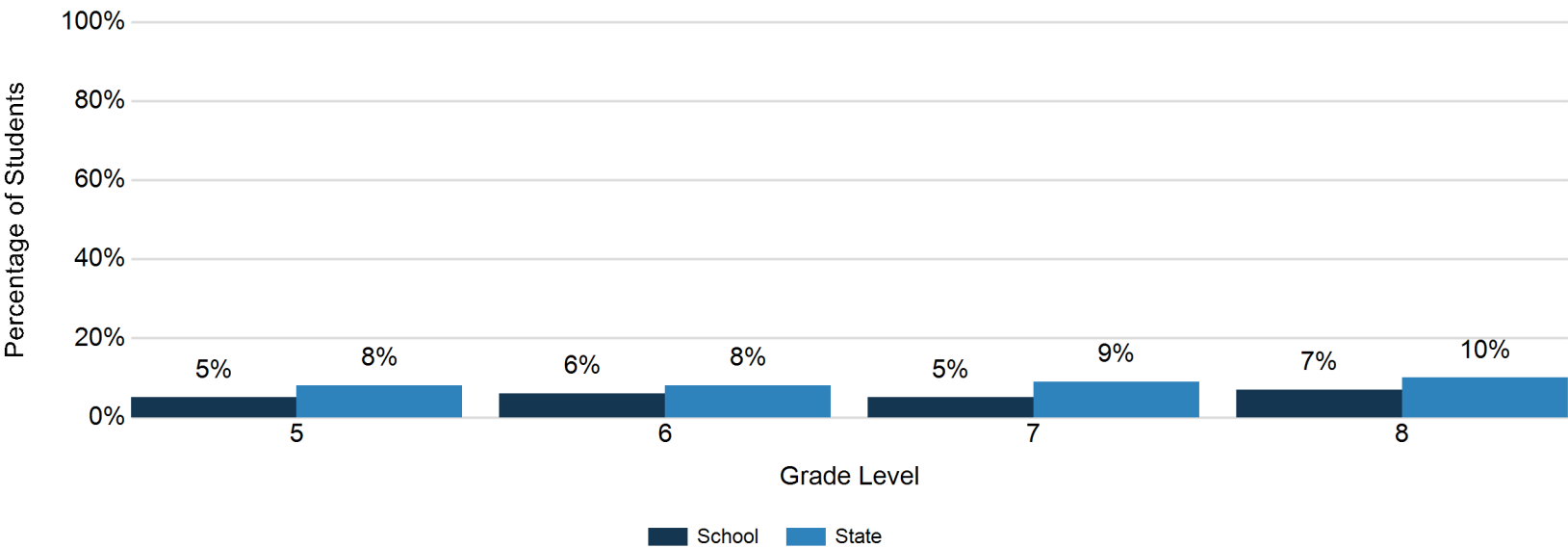
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	14
Weapons	1
Vandalism	3
Substances	2
Harassment, Intimidation, Bullying (HIB)	11
Total Unique Incidents	31
Incidents Per 100 Students Enrolled	2.95

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	1	2
Religion	0	1	1
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	1	1
Disability	0	1	1
Other	4	6	10
No Identified Nature	0		0

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	6
Weapons	1
Vandalism	2
Substances	2
Harassment, Intimidation, Bullying (HIB)	4
Other Incidents Leading to Removal	1

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	23	2.2%
Any Suspension	27	2.6%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
61



Township of Ocean Intermediate School

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School Day

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

Category	School
Typical Start Time	8:00 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 33 Mins
Shared Time - Instructional Time	5 Hrs. 33 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	117	118,214
Average years experience in public schools	12.9	12.1
Average years experience in district	11.4	10.8
Percentage of Teachers with 4 or more years experience in the district	82.1%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	25	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.5	12.0
Percentage of Administrators with 4 or more years experience in the district	84.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	9:1
Students to Administrators	210:1	136:1
Teachers to Administrators	23:1	15:1
Students to Librarians/Media Specialists		681:1
Students to Nurses		681:1
Students to Counselors		262:1
Students to Child Study Team Members		227:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.0%	76.9%	40.0%	48.4%	77.1%	54.9%
Male	51.0%	23.1%	60.0%	51.6%	22.9%	45.1%
White	61.1%	97.4%	100.0%	42.4%	83.6%	77.4%
Hispanic	17.3%	1.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	10.5%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	9.2%	0.9%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.6%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

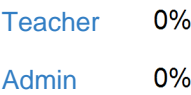
Bachelor’s Degree



Master’s Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.4%	90.5%
2017-18 Administrators: Same district 2018-19	91.7%	87.9%

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
2018-19	96.5%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).
 Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
 Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	59.1%	57.7%	56.0%
Math Proficiency	55.0%	57.3%	47.8%
ELA Growth	47	41	38
Math Growth	55	45	46
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		63.6%	69.0%
Chronic Absenteeism	4.7%	5.7%	5.8%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Not Met	Not Met	Not Met	Met Standard	Exceeds Target	Met	No
White	Met Target†	Met Target†	Not Met	Met Standard	n/a	Met	No
Hispanic	Not Met	Met Target†	Not Met	Met Standard	n/a	Met	No
Black or African American	Not Met	Not Met	Not Met	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Not Met	Met Standard	n/a	Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Met Standard	n/a	Met	No
English Learners	Met Target	Not Met	Met Standard	Met Standard	Met Standard	Met	No

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






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School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> New Alternating Block Schedule Added a full time Educational Technology Coach NJ Devils Healthy Hat Trick Grant Winner
 <p>Mission, Vision, Theme:</p>	<p>Meeting the needs of all TOIS students with a proud tradition of academic excellence.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>TOIS Band has received a superior rating in the High Note Music Festival for several years running. Our students participate in the National Geography Bee and the Scripps-Howard Spelling Bee. Forensics has won championships at Rumson Country Day and Ranney, while G&T participates in Future Cities and Math Olympiad. Math Club participates in CBA and MathCounts competitions.</p>






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





Township of Ocean Intermediate School
 (25-3810-040)
 Grades Offered: 05-08
 2018-2019

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School Narrative

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






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






Township of Ocean Intermediate School
(25-3810-040)
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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: No The climate survey is a goal and objective of our Strategic Action plan, and the results have been used to improve school climate.</p>
 <p>Facilities:</p>	<p>TOIS was originally built in 1975. In 2004, an addition was built to house the district 5th grade in the building. During the summer of 2016, renovations took place to upgrade the 6th, 7th and 8th grade science classrooms and labs. Renovations were also made to add a theater arts class to the building.</p>
 <p>School Safety:</p>	<p>TOIS has two full-time Security Guards that ensures that the building and perimeter of the facility are safe. OUR Security Guards interact with our students on daily basis and are an additional support and resource to our students. TOIS is attempting to secure our own Class III officer for the 2019-2020 school year.</p>




Township of Ocean Intermediate School
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 <div>Technology and STEM:</div>	One to one devices for students (Chromebook); multiple technology electives are offered- Introduction to Mutimedia Productions and computer applications. In addition our School Media Specialist also serves as an Educational Technology Specialist.
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Township of Ocean Intermediate School
 (25-3810-040)
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<div>  <div>Other Information</div> </div>	<p>TOIS has 2 security guards on staff to insure the safety of students and staff. Chromebooks are available to all 5th grade students in their classrooms and 6-8th grade students are assigned a Chromebook which they can take home. Teachers may be contacted by district email and maintain a strong presence on Google Classroom.</p>
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Wanamassa Elementary School
(25-3810-070)
Grades Offered: PK-04
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Notes from the New Jersey Department of Education:



Wanamassa Elementary School
(25-3810-070)
Grades Offered: PK-04
2018-2019

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School Contact Information

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	Township of Ocean School District
Principal Name	Mr. Victor Milano
Address	901 BENDERMEER AVENUE WANAMASSA, NJ 07712-4103
Phone Number	732-531-5700
Email Address	vmilano@oceanschools.org
Website	http://www.oceanschools.org
Facebook	https://www.facebook.com/TownshipofOceanSchoolDistrict
Twitter	https://twitter.com/wanamassaelem



Wanamassa Elementary School

(25-3810-070)

Grades Offered: PK-04

2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	39	38	39
KG	57	60	53
1	41	55	57
2	56	40	60
3	59	55	47
4	63	61	60
Total	315	309	316

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.0%	45.3%	44.3%
Male	53.0%	54.7%	55.7%
Economically Disadvantaged Students	14.6%	13.3%	15.5%
Students with Disabilities	31.4%	31.7%	27.8%
English Learners	5.1%	2.9%	6.0%
Homeless Students	0.3%	0.3%	0.9%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.3%	0.0%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	74.3%	75.1%	75.3%
Hispanic	13.3%	11.7%	13.3%
Black or African American	2.5%	4.5%	3.8%
Asian	6.3%	5.8%	4.4%
Native Hawaiian or Pacific Islander	0.0%	0.3%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	3.5%	2.6%	2.8%

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	2016-17	2017-18	2018-19
PK - Half Day	39	38	39
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	57	60	53

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	85.8%
Spanish	6.0%
Chinese	1.9%
Arabic	1.9%
Portuguese	1.6%
Other Languages	2.8%



Wanamassa Elementary School
(25-3810-070)
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2018-2019

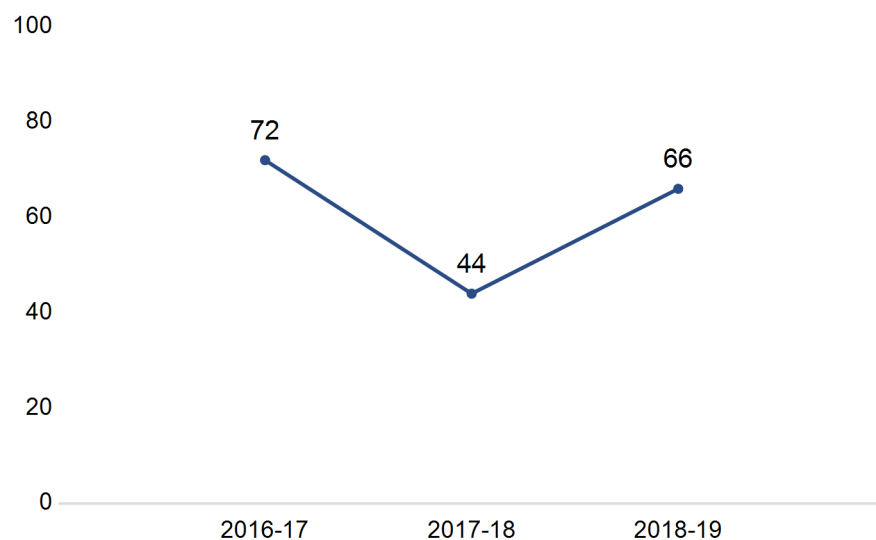
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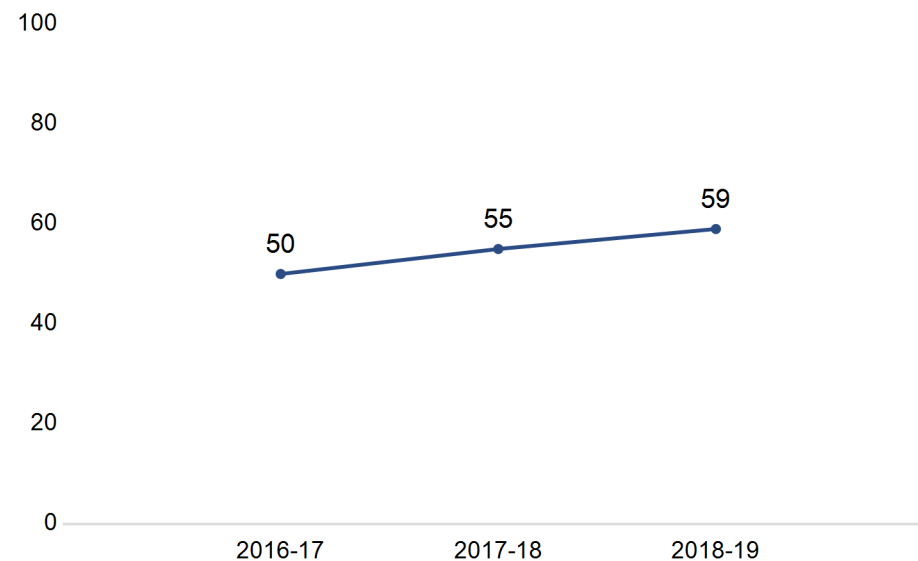
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	72	44	66	50	55	59
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Wanamassa Elementary School
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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 (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 (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	66	42	50	Exceeds Standard	59	47	50	Met Standard
White	66	42	50	Exceeds Standard	60	45	52	Exceeds Standard
Hispanic	63	39	49	**	44	48	47	**
Black or African American	N	43	45	**	N	45	43	**
Asian, Native Hawaiian, or Pacific Islander	*	46	59	**	*	56	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	48.5	49	**	*	66	52	**
Female	66	44	53	N	47	45	50	N
Male	66	41	47	N	68	48	51	N
Economically Disadvantaged Students	*	39	48	**	*	45.5	46	**
Students with Disabilities	51	33	43	**	47	44	45	**
English Learners	*	44	52	**	*	52	50	**
Homeless Students	*	*	43	N	*	67.5	44	N
Students in Foster Care	N	*	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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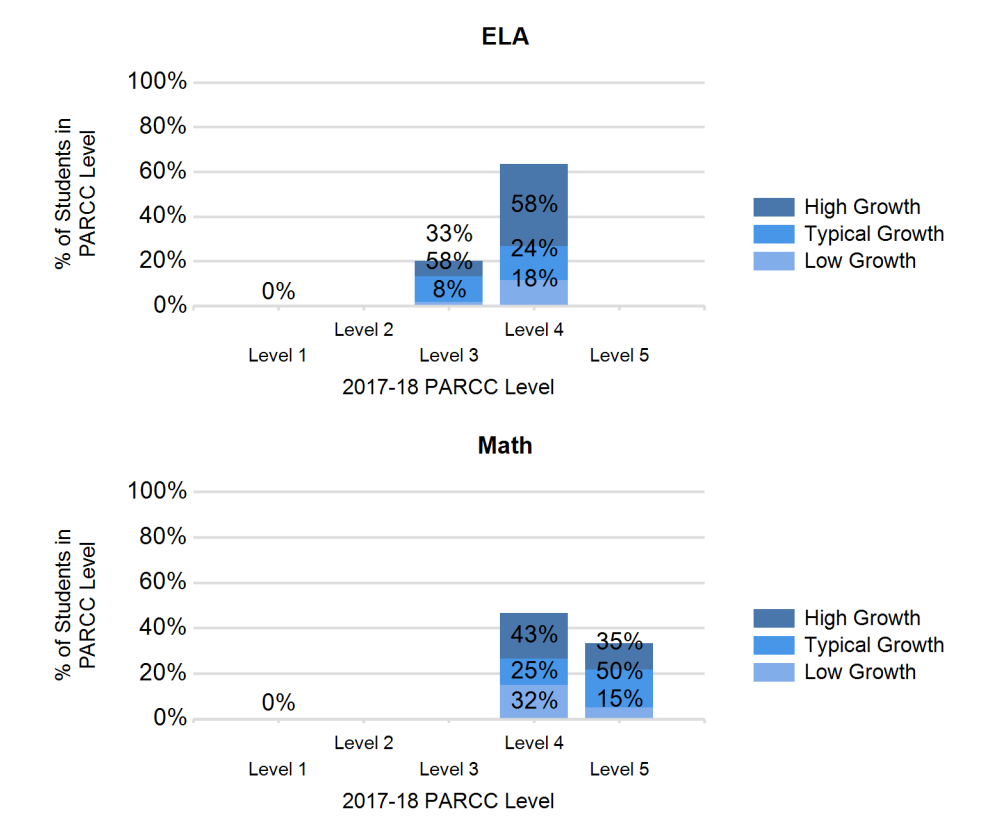
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A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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.

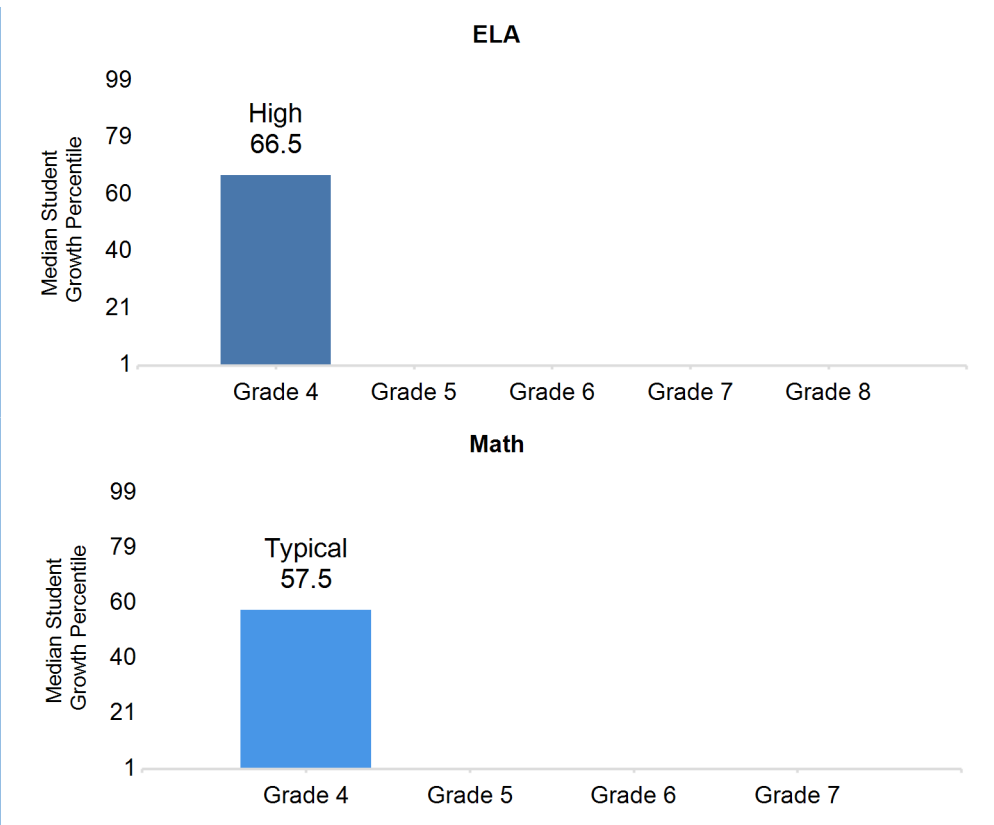
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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





Wanamassa Elementary School

(25-3810-070)

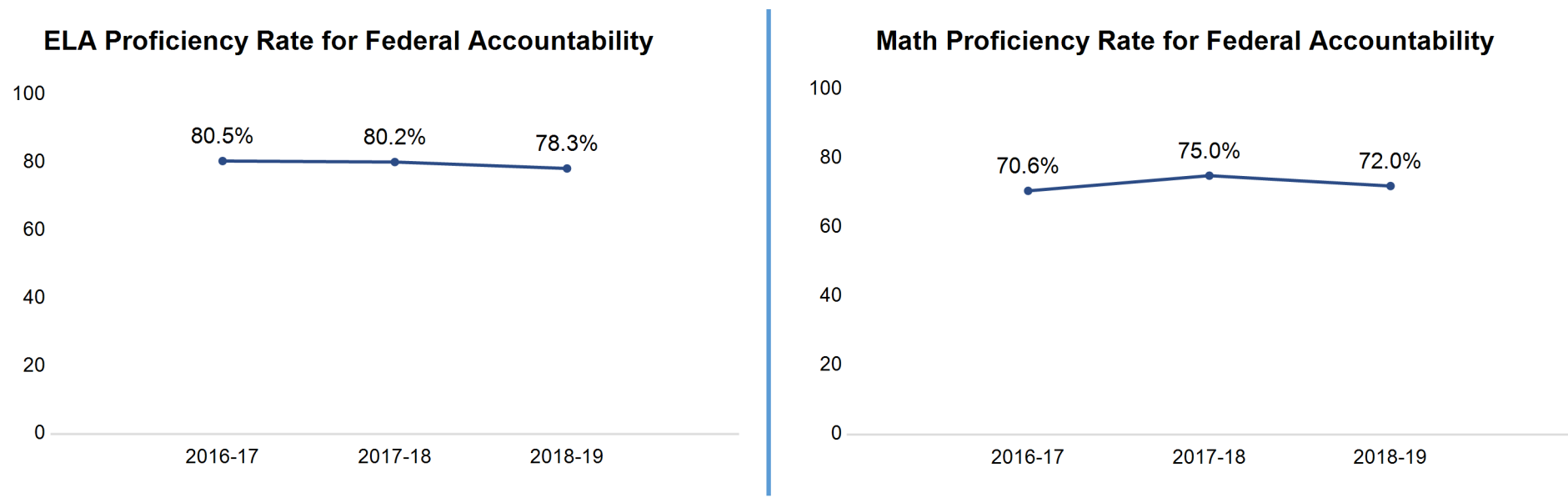
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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	95.9%	98.3%	100.0%	96.7%	98.3%	100.0%
Proficiency Rate for Federal Accountability	80.5%	80.2%	78.3%	70.6%	75.0%	72.0%
Annual Target	56.4%	57.7%	58.9%	71.7%	72.2%	72.6%
Met Annual Target?	Met Goal	Met Goal	Met Target	Met Target†	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment. This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	106	100.0	78.3	55.3	57.9	78.3	58.9	Met Target
White	77	100.0	84.4	62.2	66.9	84.4	61.9	Met Goal
Hispanic	18	100.0	50.0	39.8	43.9	50.0	**	**
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	65.7	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	45.5	64.4	*	**	**
Female	44	100.0	75.0	62.4	64.8	75.0		
Male	62	100.0	80.6	49.1	51.3	80.6		
Economically Disadvantaged Students	13	100.0	53.8	33.0	40.0	53.8	**	**
Non-Economically Disadvantaged Students	93	100.0	81.7	62.2	67.9	81.7		
Students with Disabilities	35	100.0	62.9	*	22.7	62.9	35.9	Met Target
Students without Disabilities	71	100.0	85.9	*	65.1	85.9		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	*	*	*	28.6	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

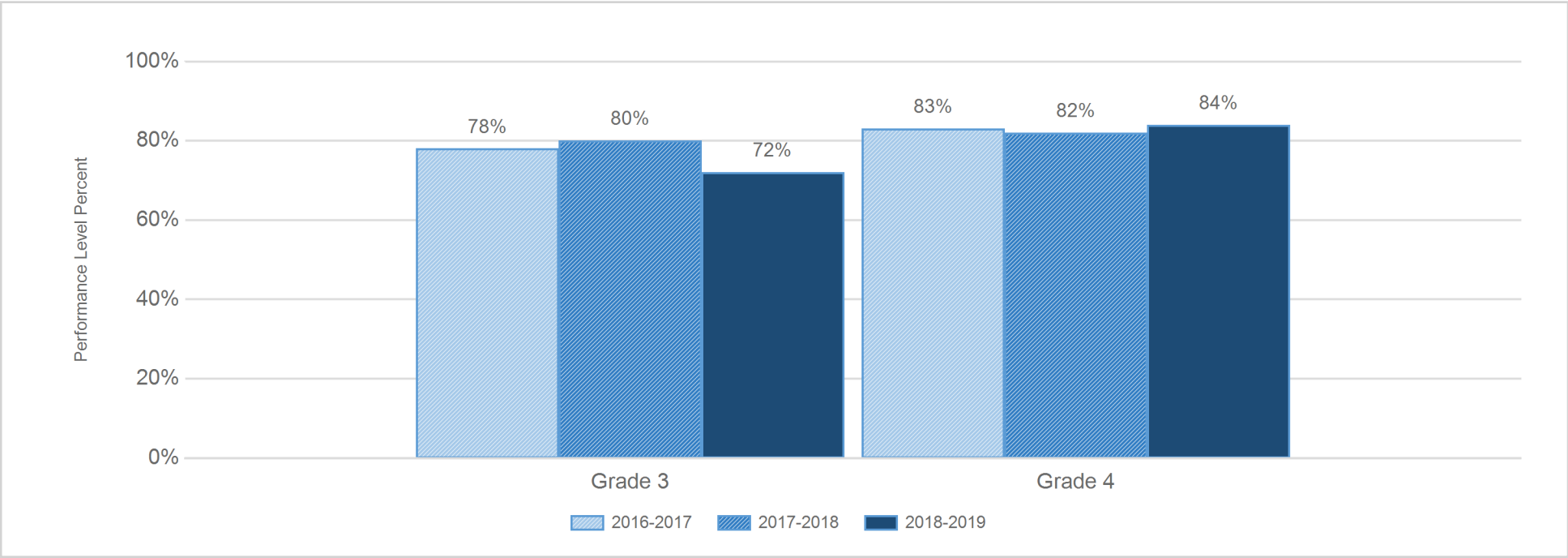


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2018-2019

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





Wanamassa Elementary School

(25-3810-070)

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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	764	746	748	*	*	*	*	*	72%	50%
White	35	766	754	757	*	*	*	*	*	77%	60%
Hispanic	*	*	735	734	*	*	*	*	*	*	36%
Black or African American	*	*	729	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	12	753	749	753	*	*	*	*	*	50%	55%
Male	34	768	744	743	*	*	*	*	*	79%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	*	759	*	*	*	*	*	*	61%
Students with Disabilities	16	750	725	719	*	*	*	*	*	63%	24%
Students without Disabilities	30	771	752	754	*	*	*	*	*	77%	56%
English Learners	*	*	716	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	748	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	61	781	758	755	0%	*	*	46%	38%	84%	57%
White	44	784	763	763	0%	*	*	48%	41%	89%	67%
Hispanic	11	766	745	743	0%	*	*	*	*	55%	44%
Black or African American	N	N	745	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	33	785	762	760	0%	*	*	*	*	85%	62%
Male	28	776	755	750	0%	*	*	*	*	82%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	69%
Students with Disabilities	18	760	734	725	0%	*	*	*	*	67%	25%
Students without Disabilities	43	790	765	761	0%	*	*	*	*	91%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Wanamassa Elementary School

(25-3810-070)

Grades Offered: PK-04

2018-2019

Report Key:
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 N No Data is available to display
 † This indicates a table specific note,see note below table

Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	107	100.0	72.0	46.9	44.5	72.0	72.6	Met Target†
White	77	100.0	75.3	53.0	54.1	75.3	75.1	Met Target
Hispanic	19	100.0	57.9	33.7	28.8	57.9	**	**
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	60.7	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	45.5	53.3	*	**	**
Female	44	100.0	65.9	47.7	44.9	65.9		
Male	63	100.0	76.2	46.3	44.2	76.2		
Economically Disadvantaged Students	13	100.0	46.2	23.8	26.3	46.2	**	**
Non-Economically Disadvantaged Students	94	100.0	75.5	54.1	54.9	75.5		
Students with Disabilities	35	100.0	57.1	*	17.4	57.1	56.7	Met Target
Students without Disabilities	72	100.0	79.2	*	50.0	79.2		
English Learners	*	*	*	29.7	25.0	*	**	**
Non-English Learners	*	*	*	49.0	46.5	*		
Homeless Students	*	*	*	28.6	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

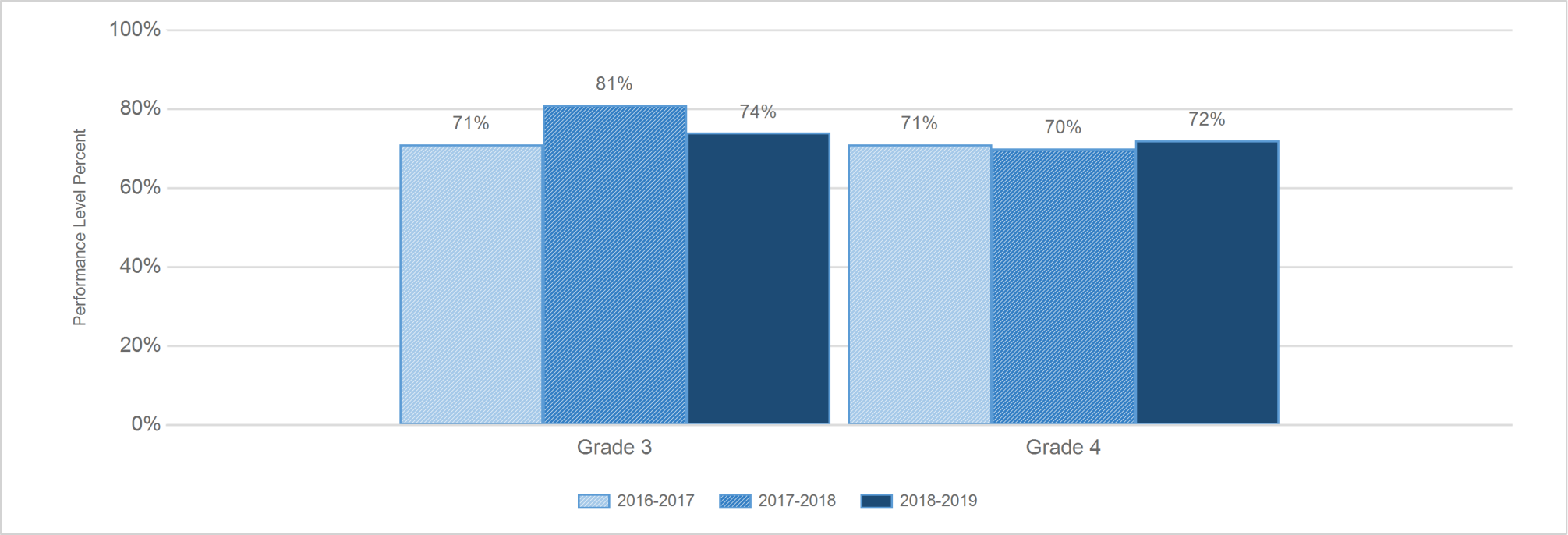


Wanamassa Elementary School
(25-3810-070)
Grades Offered: PK-04
2018-2019

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



Wanamassa Elementary School
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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	47	766	757	752	*	*	*	51%	23%	74%	55%
White	35	769	762	760	*	*	*	*	*	77%	66%
Hispanic	*	*	748	739	*	*	*	*	*	*	40%
Black or African American	*	*	742	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	12	762	757	751	*	*	*	*	*	83%	54%
Male	35	768	757	752	*	*	*	*	*	71%	56%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	67%
Students with Disabilities	16	757	738	731	*	*	*	*	*	56%	31%
Students without Disabilities	31	771	762	756	*	*	*	*	*	84%	60%
English Learners	*	*	744	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	758	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Wanamassa Elementary School
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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	61	770	755	749	0%	*	25%	*	*	72%	51%
White	44	772	761	757	0%	*	23%	*	*	75%	62%
Hispanic	11	762	742	737	0%	*	*	*	*	55%	36%
Black or African American	N	N	738	731	N	N	N	N	N	N	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	33	764	754	749	0%	*	*	*	*	61%	50%
Male	28	778	756	749	0%	*	*	*	*	86%	52%
Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	759	*	*	*	*	*	*	63%
Students with Disabilities	18	755	738	726	0%	*	*	*	*	61%	25%
Students without Disabilities	43	777	760	754	0%	*	*	*	*	77%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	N	N
4	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 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	15	*	*
3-4	*	*	*
5 or more	*	*	*



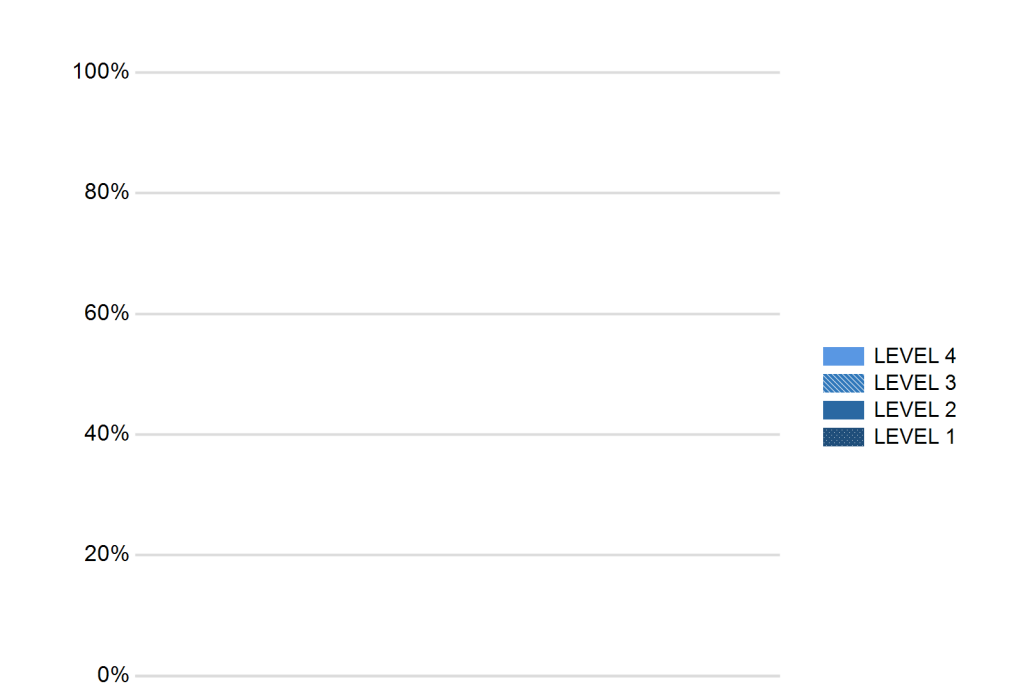
Wanamassa Elementary School
(25-3810-070)
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2018-2019

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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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

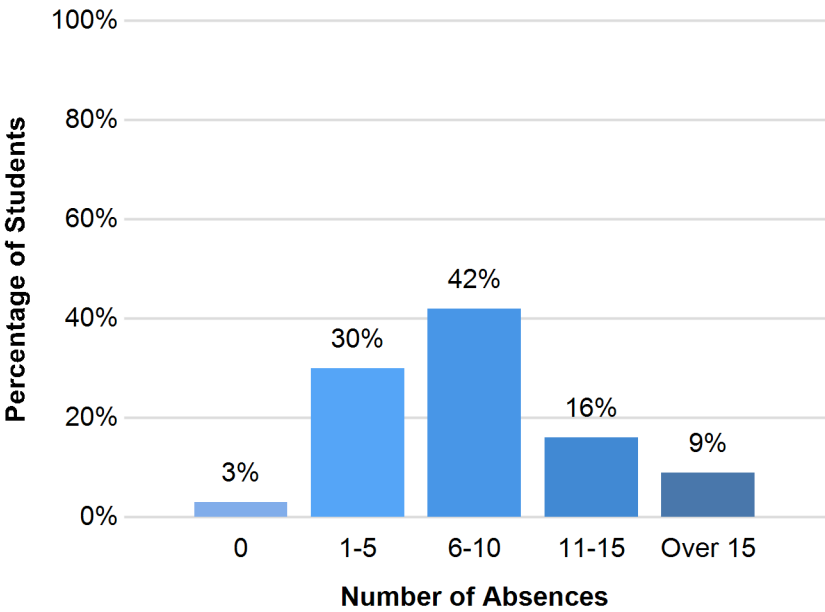
Chronic Absenteeism

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	12	4.2	9.2	Met
White	5	2.4	9.2	Met
Hispanic	2	5.0	9.2	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	1	7.7	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	8	6.5		
Male	4	2.5		
Economically Disadvantaged Students	6	12.0	9.2	Not Met
Students with Disabilities	2	2.9	9.2	Met
English Learners	3	15.8	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





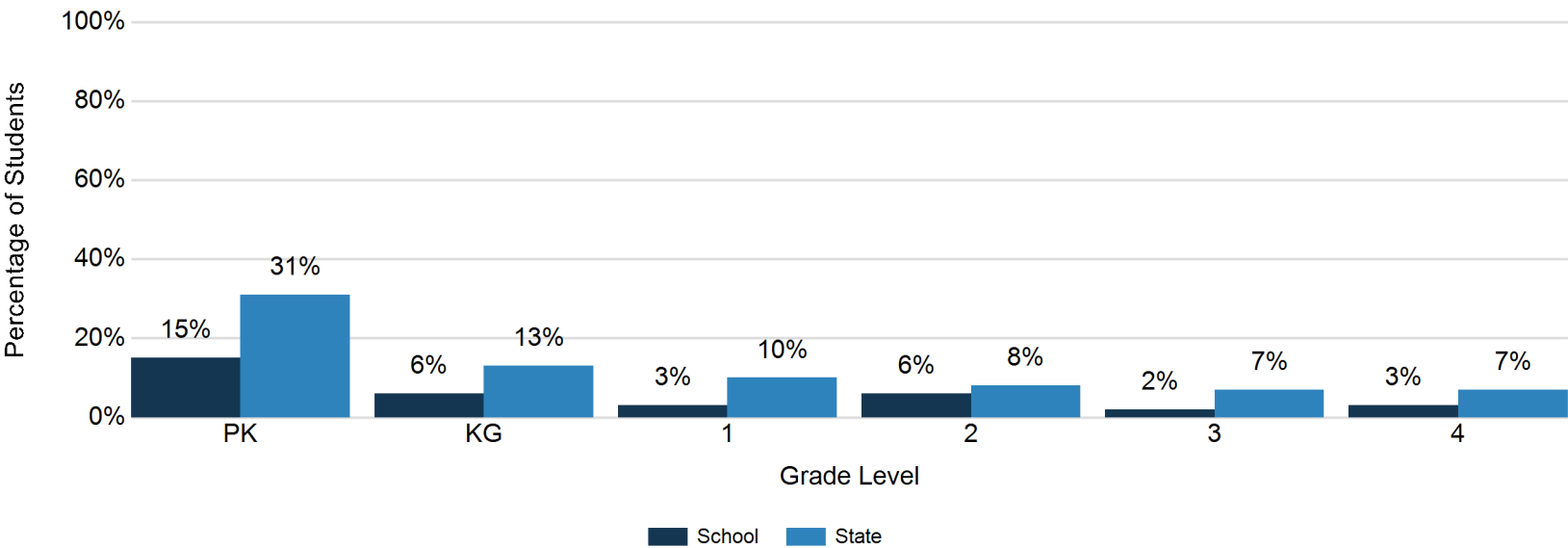
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	3
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	1.27

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	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	8:45 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 5 Mins
Shared Time - Instructional Time	6 Hrs. 5 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	35	118,214
Average years experience in public schools	13.7	12.1
Average years experience in district	12.5	10.8
Percentage of Teachers with 4 or more years experience in the district	71.4%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	25	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.5	12.0
Percentage of Administrators with 4 or more years experience in the district	84.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	9:1
Students to Administrators	316:1	136:1
Teachers to Administrators	35:1	15:1
Students to Librarians/Media Specialists		681:1
Students to Nurses		681:1
Students to Counselors		262:1
Students to Child Study Team Members		227:1



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

Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	44.3%	91.4%	0.0%	48.4%	77.1%	54.9%
Male	55.7%	8.6%	100.0%	51.6%	22.9%	45.1%
White	75.3%	97.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	13.3%	2.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	3.8%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	4.4%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.8%	0.0%	0.0%	2.1%	0.2%	0.2%



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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

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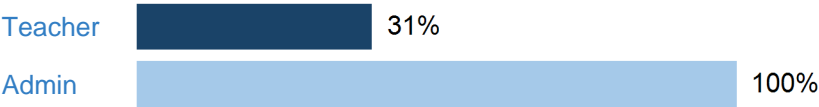
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

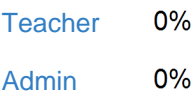
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.4%	90.5%
2017-18 Administrators: Same district 2018-19	91.7%	87.9%

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
2018-19	96.6%



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2018-2019

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



Wanamassa Elementary School

(25-3810-070)

Grades Offered: PK-04

2018-2019

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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



Wanamassa Elementary School

(25-3810-070)

Grades Offered: PK-04

2018-2019

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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

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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](#).

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	80.5%	80.2%	78.3%
Math Proficiency	70.6%	75.0%	72.0%
ELA Growth	72	44	66
Math Growth	50	55	59
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	5.3%	5.1%	4.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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(25-3810-070)
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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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Met Target†	Exceeds Standard	Met Standard	**	Met	No
White	Met Goal	Met Target	Exceeds Standard	Exceeds Standard	n/a	Met	No
Hispanic	**	**	**	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	**	**	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target	**	**	n/a	Met	No
English Learners	**	**	**	**	**	**	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 the school or district directly.

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> Wanamassa School is a proud elementary school serving our smallest area of Ocean Township. We look forward to changing the lives, for the better, of our students each and every day! We have After School Activities for students which include: MakerSpace Club, Chorus, Safety Patrol, Art Club, Book Club, cheerleading. We had a major expansion of the building which includes a new physical education area, visual & performing arts wing and cafeteria.
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>Our mission is to instill a true passion for lifelong learning and discovery within each child. We emphasize the importance of strong character traits, such as accountability, honesty, respect and kindness. These traits create a positive environment that is safe, nurturing and educational for each member of our school family.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>Each year, we are recognized by various community groups for our volunteer efforts and community service through our Project Care program. The Board of Education and local newspapers recognize the outstanding efforts of our elementary students for excellence in such things as Essay Writing, Poetry Contests as well as Spelling and Geography Bees. This year we achieved the Bronze Tier for the State of NJ's Future Ready School Initiative.</p>



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<div>A blue icon representing a stack of three books, with the top book slightly offset to show the pages underneath.</div> <div>Courses, Curriculum, Instruction:</div>	Students in kindergarten through fourth grade receive instruction in reading, spelling, writing, mathematics, science and social studies in heterogeneously grouped classes through a sequentially organized curriculum. Lessons are developmentally appropriate and aligned with the New Jersey Student Learning Standards. Our reading program (Wonders) is research-based and uses a phonetic approach.
<div>A blue icon featuring a megaphone on the left and two musical notes on the right, one above the other.</div> <div>Clubs and Activities:</div>	Chorus, Book Club, Art Club, Safety Patrol, MakerSpace, Floor Hockey, Jump Rope Club and Cheerleading are available at Wanamassa School.





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 <div>Before and After School Programs:</div>	All teachers offer extra help before or after the regular school day ends. The Ocean Township Depart of Human Services runs Project Extend before and after school.
 <div>Staff and Professional Learning:</div>	Professional learning takes place all throughout the year. We have 5 in-service days, and multiple monthly meetings. Our PD is based on the belief that children learn best in real-world contexts that make sense to children; that all students deserve a richer and more challenging curriculum, and that a balanced and practical approach to learning is best for understanding concepts. PLCs at our school are centered around improving student engagement.






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 <div>Student Supports and Services:</div>	<p>Our basic skills classes and special education classes utilize our Wonders & Wonder Works Program as well. Special education classes for resource center and self-contained learning and language disabilities classes utilize additional reading methods with an alternative approach for teaching skills. English language learners as well as struggling learners receive supplemental instruction as needed.</p>
 <div>Student Health and Wellness:</div>	<p>Breakfast is offered to all students each day. Students are given physical education classes 2xs a week. Students take part in a 10 minute recess in the morning and a 30 minute recess during the afternoon. Health topics are immersed in the science and physical education classes.</p>
 <div>Parent and Community Involvement:</div>	<p>Our PTA meets monthly and all parents and teachers are free to attend meetings. Our PTA works so very hard to help offset expenses for our local families by paying for all school trips, some technology and classroom supplies and games. We have a parent portal and it is utilized daily. Parents can view all the daily happenings from our many school staff twitter accounts.</p>






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 <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: No Through our 2017-2022 Strategic Plan, the District conducted a School Climate Survey for all stakeholders in the winter of 2018.</p>
 <div>Facilities:</div>	<p>Our school is about 87 years old. A new gymnasium and visual and performing arts wing was opened during the 2017-2018 school year. An innovation lab was created and the school has an open courtyard. All classrooms are air conditioned and updated with the latest sound system.</p>
 <div>School Safety:</div>	<p>We have a school safety team that meets throughout the year. This team looks to improve upon ways to help keep the students and staff safe. We have a security guard that works the entire day here at Wanamassa School.</p>





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 <div>Technology and STEM:</div>	<p>We have an innovation lab that is utilized by all students and staff. Students have access to chrome books 1:1 throughout the day.</p>
 <div>Early Childhood Education:</div>	<p>We have a preschool program for 3 & 4 year old students.</p>




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 <div>Other Information</div>	<p>Our school environment lends itself to offering many opportunities for children to learn and demonstrate tolerance, compassion and understanding of other people’s needs and ideas. We work very hard to create a climate of respect and kindness. It is expected that students show great effort and be a good citizen. We incorporate lessons on Internet safety and information literacy to help students develop the skills and behaviors necessary for becoming safe and strong digital citizens. We have a full time school counselor who supports the staff and students in providing a climate of open communication and respect. Any personal, social or academic concerns that arise are promptly handled so students know they can always come to an adult for support. We are committed to excellence and look forward to the joys and challenges of the future.</p>
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Wayside Elementary School
(25-3810-080)
Grades Offered: PK-04
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Notes from the New Jersey Department of Education:

**Wayside Elementary School**

(25-3810-080)

Grades Offered: PK-04

2018-2019

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School Contact Information

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	Township of Ocean School District
Principal Name	Ms. Denise Palaia
Address	733 BOWNE ROAD OCEAN, NJ 07712-2599
Phone Number	732-531-5710
Email Address	dpalaia@oceanschools.org
Website	http://www.oceanschools.org
Facebook	https://www.facebook.com/TownshipofOceanSchoolDistrict
Twitter	https://twitter.com/DPalaia



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	49	43	48
KG	127	101	84
1	106	119	101
2	128	97	125
3	125	129	100
4	116	117	127
Total	651	606	585

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.8%	45.2%	47.0%
Male	52.2%	54.8%	53.0%
Economically Disadvantaged Students	30.4%	28.4%	27.9%
Students with Disabilities	19.7%	22.3%	27.7%
English Learners	13.8%	12.2%	11.6%
Homeless Students	0.8%	1.2%	0.3%
Students in Foster Care	0.3%	0.0%	0.0%
Military-Connected Students	0.0%	0.2%	0.2%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	53.9%	55.8%	57.3%
Hispanic	21.7%	21.0%	20.9%
Black or African American	11.2%	11.4%	10.9%
Asian	12.4%	10.9%	9.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.8%	1.0%	1.4%

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	2016-17	2017-18	2018-19
PK - Half Day	42	33	39
PK - Full Day	7	10	9
KG - Half Day	0	0	0
KG - Full Day	127	101	84

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	68.9%
Spanish	14.9%
Creoles and pidgins, French-based	3.1%
Arabic	2.4%
Urdu	2.2%
Other Languages	8.5%



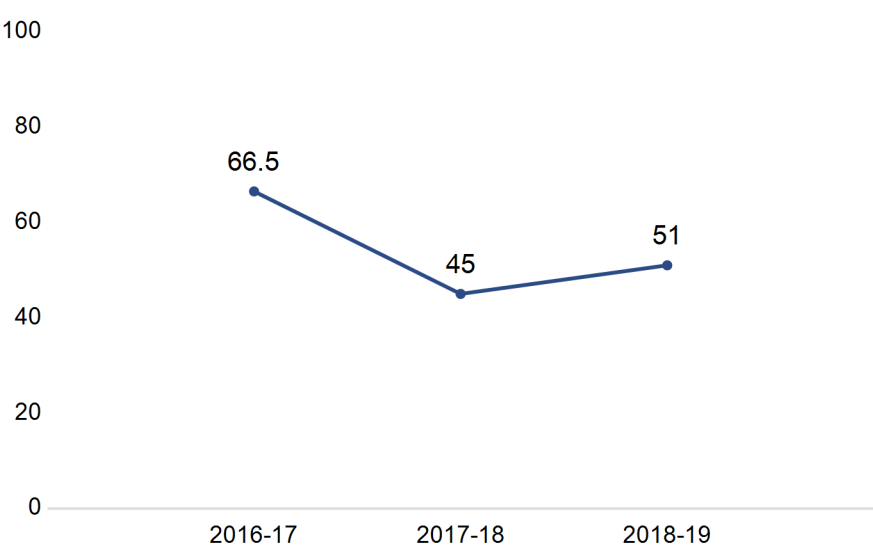
Wayside Elementary School
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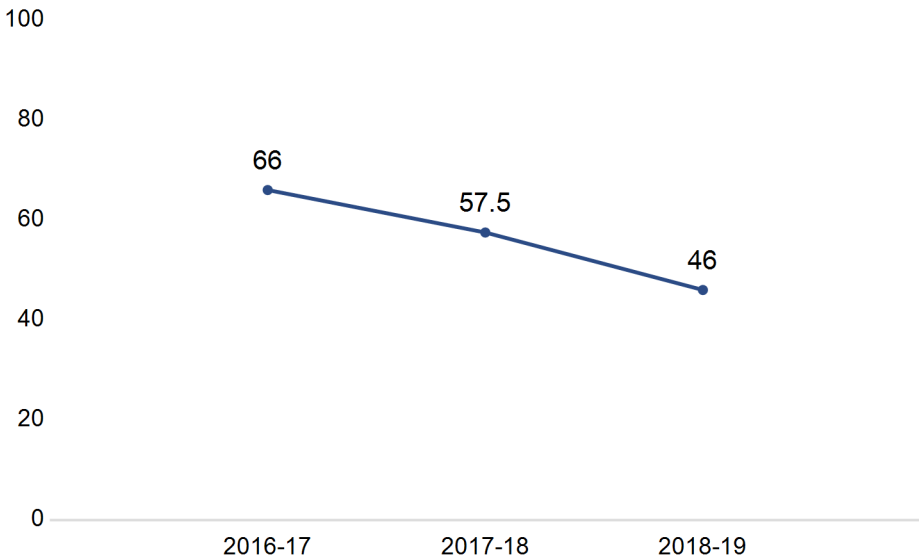
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	66.5	45	51	66	57.5	46
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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 (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 (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	51	42	50	Met Standard	46	47	50	Met Standard
White	51	42	50	Met Standard	47.5	45	52	Met Standard
Hispanic	50	39	49	Met Standard	39	48	47	Not Met
Black or African American	52	43	45	**	55	45	43	**
Asian, Native Hawaiian, or Pacific Islander	55.5	46	59	**	44	56	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	48.5	49	**	N	66	52	**
Female	51	44	53	N	47.5	45	50	N
Male	51.5	41	47	N	44	48	51	N
Economically Disadvantaged Students	32.5	39	48	Not Met	38.5	45.5	46	Not Met
Students with Disabilities	34	33	43	Not Met	48	44	45	Met Standard
English Learners	52	44	52	Met Standard	39	52	50	Not Met
Homeless Students	N	*	43	N	N	67.5	44	N
Students in Foster Care	N	*	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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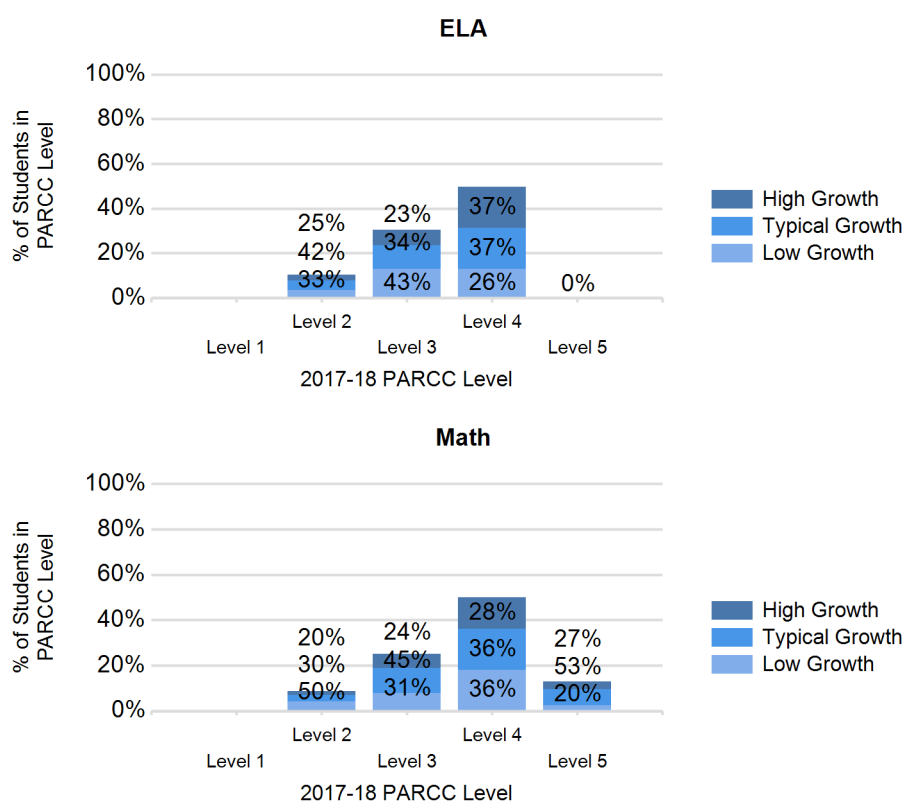
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

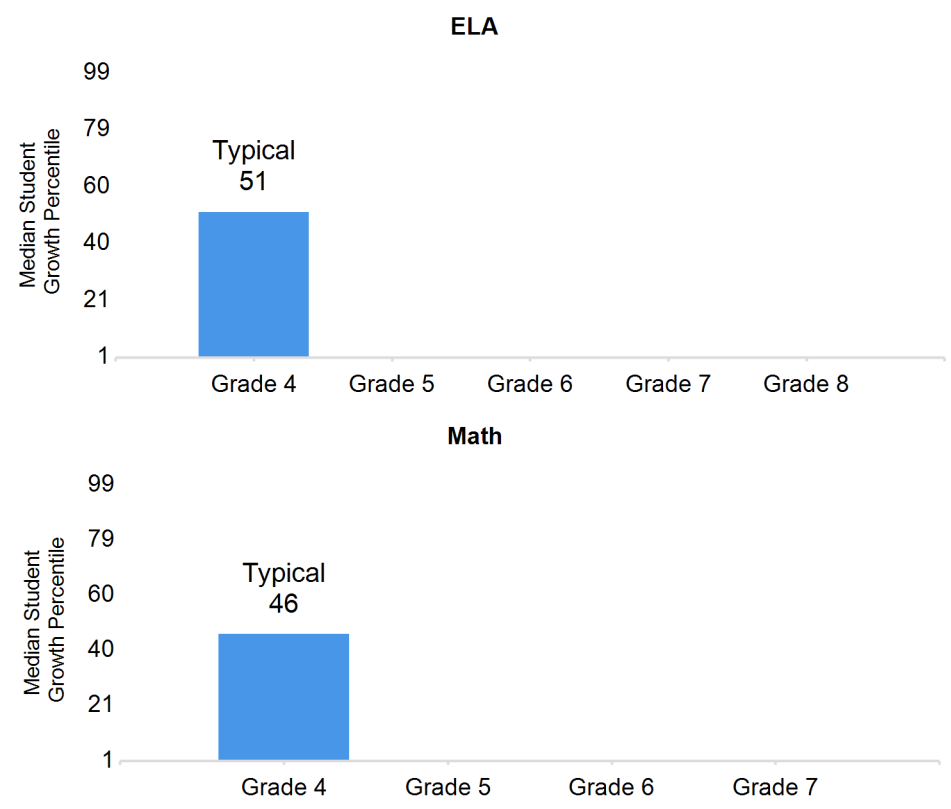
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



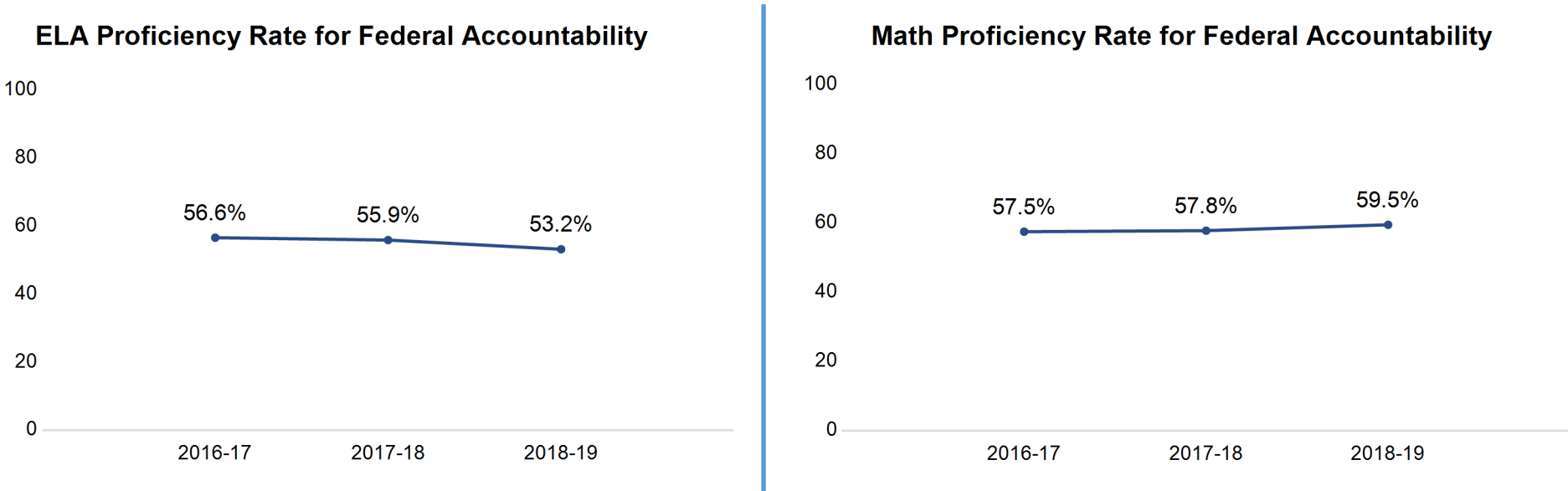


Wayside Elementary School
(25-3810-080)
Grades Offered: PK-04
2018-2019

Report Key:
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N No Data is available to display
† This indicates a table specific note, see note below table

English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.2%	98.0%	97.0%	99.2%	98.0%	97.0%
Proficiency Rate for Federal Accountability	56.6%	55.9%	53.2%	57.5%	57.8%	59.5%
Annual Target	39.9%	42.0%	44.1%	52.5%	54.0%	55.4%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Wayside Elementary School
 (25-3810-080)
 Grades Offered: PK-04
 2018-2019

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment. This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	222	97.0	53.2	55.3	57.9	53.2	44.1	Met Target
White	127	94.8	56.7	62.2	66.9	56.6	48.6	Met Target
Hispanic	43	100.0	48.8	39.8	43.9	48.8	28.2	Met Target
Black or African American	28	100.0	39.3	*	38.5	39.3	32.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	65.7	82.9	*	56.1	Met Target
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	45.5	64.4	*	**	**
Female	106	95.6	58.5	62.4	64.8	58.5		
Male	116	98.3	48.3	49.1	51.3	48.3		
Economically Disadvantaged Students	58	100.0	31.0	33.0	40.0	31.0	27	Met Target
Non-Economically Disadvantaged Students	164	95.9	61.0	62.2	67.9	61.0		
Students with Disabilities	46	95.9	15.2	*	22.7	15.2	31.9	Not Met
Students without Disabilities	176	97.3	63.1	*	65.1	63.1		
English Learners	45	100.0	42.2	*	29.3	42.2	21.4	Met Target
Non-English Learners	177	96.3	55.9	*	60.6	55.9		
Homeless Students	*	*	*	28.6	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

**Wayside Elementary School**

(25-3810-080)

Grades Offered: PK-04

2018-2019

Report Key:

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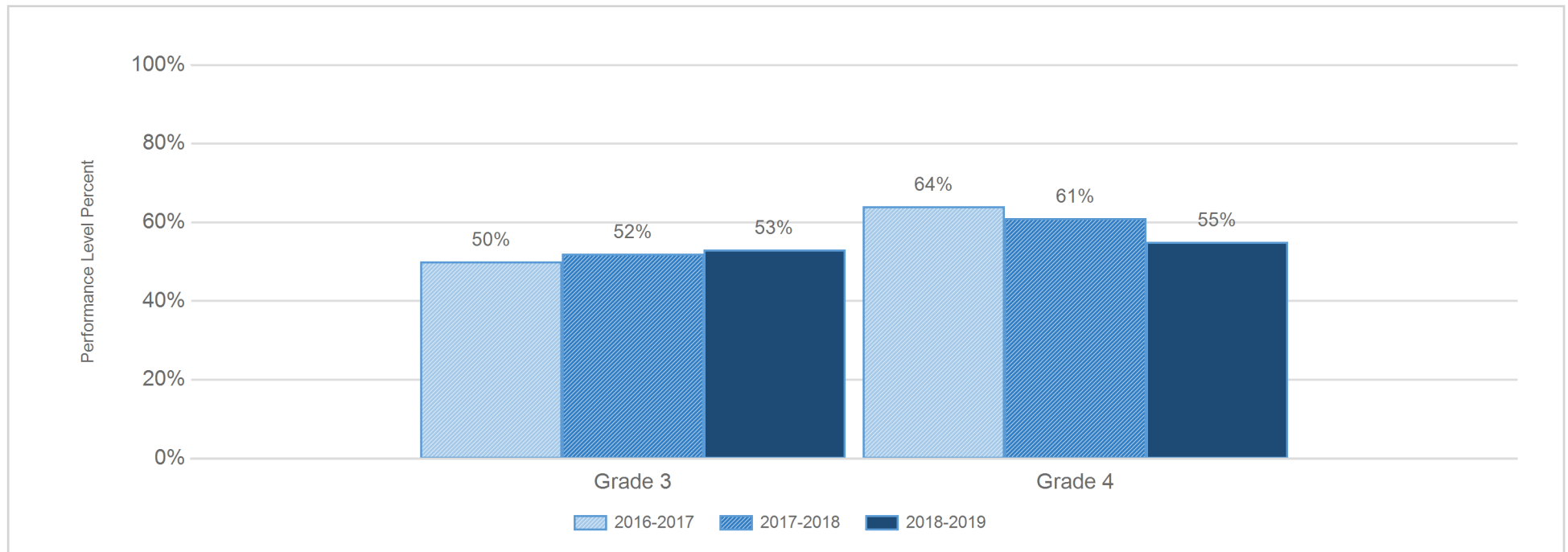
** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





Wayside Elementary School
 (25-3810-080)
 Grades Offered: PK-04
 2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	98	748	746	748	*	14%	23%	*	*	53%	50%
White	56	755	754	757	*	*	23%	*	*	61%	60%
Hispanic	16	743	735	734	*	*	*	*	*	44%	36%
Black or African American	14	733	729	731	*	*	*	*	*	43%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	50	755	749	753	*	*	24%	*	*	62%	55%
Male	48	741	744	743	*	*	23%	*	*	44%	46%
Economically Disadvantaged Students	29	729	*	731	*	*	*	*	*	34%	33%
Non-Economically Disadvantaged Students	69	756	*	759	*	*	*	*	*	61%	61%
Students with Disabilities	14	717	725	719	*	*	*	*	*	21%	24%
Students without Disabilities	84	753	752	754	*	*	*	*	*	58%	56%
English Learners	*	*	716	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	748	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Wayside Elementary School
(25-3810-080)
Grades Offered: PK-04
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	124	754	758	755	*	13%	28%	*	*	55%	57%
White	68	756	763	763	*	*	28%	*	*	57%	67%
Hispanic	29	750	745	743	*	*	*	*	*	52%	44%
Black or African American	15	747	745	739	0%	*	*	*	*	33%	39%
Asian, Native Hawaiian, or Pacific Islander	12	764	*	779	0%	*	*	*	*	75%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	58	756	762	760	*	*	28%	*	*	57%	62%
Male	66	753	755	750	*	*	29%	*	*	53%	53%
Economically Disadvantaged Students	32	737	*	740	*	*	34%	*	*	28%	40%
Non-Economically Disadvantaged Students	92	760	*	765	*	*	26%	*	*	64%	69%
Students with Disabilities	29	727	734	725	*	*	41%	*	*	14%	25%
Students without Disabilities	95	763	765	761	*	*	24%	*	*	67%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Wayside Elementary School
(25-3810-080)
Grades Offered: PK-04
2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	222	97.0	59.5	46.9	44.5	59.5	55.4	Met Target
White	127	94.8	64.6	53.0	54.1	64.4	59.9	Met Target
Hispanic	43	100.0	48.8	33.7	28.8	48.8	41.5	Met Target
Black or African American	28	100.0	39.3	*	23.0	39.3	38.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	60.7	76.5	*	68.7	Met Target
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	45.5	53.3	*	**	**
Female	106	95.6	60.4	47.7	44.9	60.4		
Male	116	98.3	58.6	46.3	44.2	58.6		
Economically Disadvantaged Students	58	100.0	34.5	23.8	26.3	34.5	35.8	Met Target†
Non-Economically Disadvantaged Students	164	95.9	68.3	54.1	54.9	68.3		
Students with Disabilities	46	95.9	28.3	*	17.4	28.3	43.5	Not Met
Students without Disabilities	176	97.3	67.6	*	50.0	67.6		
English Learners	45	100.0	51.1	29.7	25.0	51.1	30.4	Met Target
Non-English Learners	177	96.3	61.6	49.0	46.5	61.6		
Homeless Students	*	*	*	28.6	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

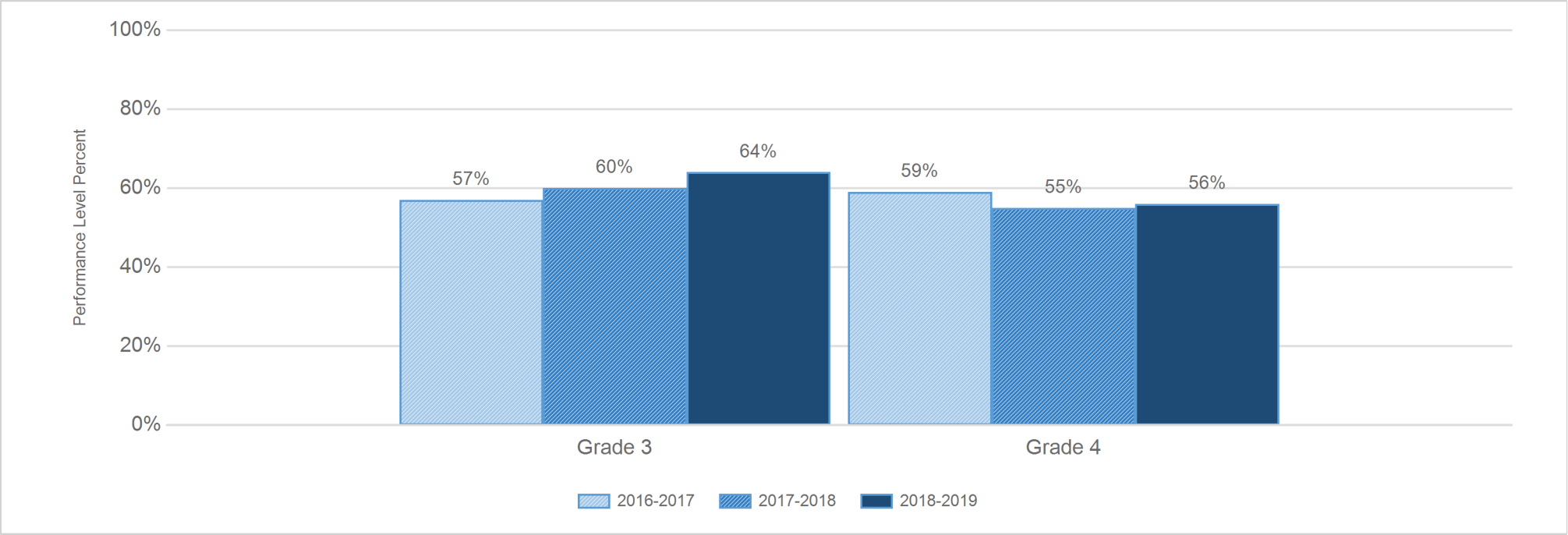


Wayside Elementary School
(25-3810-080)
Grades Offered: PK-04
2018-2019

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



Wayside Elementary School
 (25-3810-080)
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 2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	98	761	757	752	*	*	27%	47%	17%	64%	55%
White	56	766	762	760	*	*	*	55%	20%	75%	66%
Hispanic	16	756	748	739	0%	0%	*	*	*	50%	40%
Black or African American	14	744	742	735	*	*	*	*	*	29%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	50	761	757	751	*	*	26%	*	*	66%	54%
Male	48	762	757	752	*	*	27%	*	*	63%	56%
Economically Disadvantaged Students	29	742	*	737	*	*	*	*	*	34%	37%
Non-Economically Disadvantaged Students	69	770	*	761	*	*	*	*	*	77%	67%
Students with Disabilities	14	733	738	731	*	*	*	*	*	21%	31%
Students without Disabilities	84	766	762	756	*	*	*	*	*	71%	60%
English Learners	*	*	744	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	758	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Wayside Elementary School
(25-3810-080)
Grades Offered: PK-04
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	124	753	755	749	*	9%	30%	*	*	56%	51%
White	68	756	761	757	*	*	29%	*	*	60%	62%
Hispanic	29	747	742	737	*	*	41%	*	*	45%	36%
Black or African American	15	741	738	731	0%	*	*	*	*	47%	29%
Asian, Native Hawaiian, or Pacific Islander	12	770	*	776	0%	*	*	*	*	75%	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	58	752	754	749	*	*	31%	*	*	55%	50%
Male	66	754	756	749	*	*	29%	*	*	58%	52%
Economically Disadvantaged Students	32	741	*	734	*	*	47%	*	*	34%	32%
Non-Economically Disadvantaged Students	92	758	*	759	*	*	24%	*	*	64%	63%
Students with Disabilities	29	734	738	726	*	*	34%	*	*	34%	25%
Students without Disabilities	95	759	760	754	*	*	28%	*	*	63%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Wayside Elementary School
(25-3810-080)
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2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	69.6%	56.6%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	39	*	*
3-4	24	70.8%	29.2%
5 or more	*	*	*



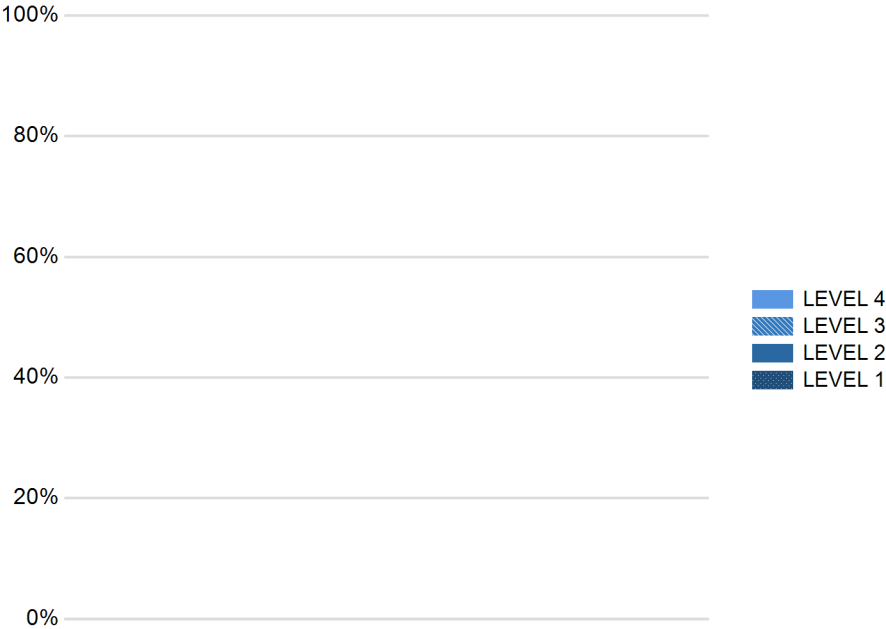
Wayside Elementary School
(25-3810-080)
Grades Offered: PK-04
2018-2019

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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 grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
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Wayside Elementary School
(25-3810-080)
Grades Offered: PK-04
2018-2019

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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

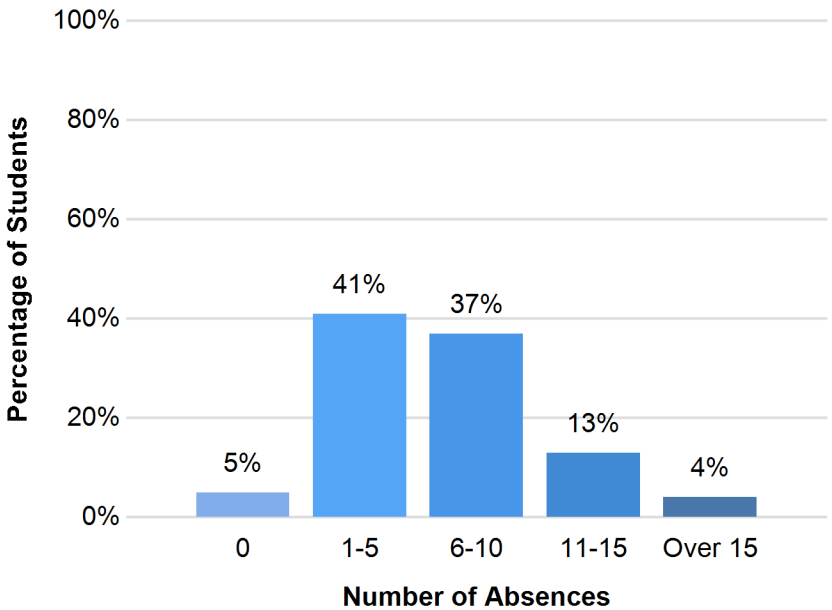
Chronic Absenteeism

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	23	4.3	9.2	Met
White	10	3.3	9.2	Met
Hispanic	5	4.3	9.2	Met
Black or African American	3	5.3	9.2	Met
Asian, Native Hawaiian, or Pacific	*	*	9.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	11	4.3		
Male	12	4.2		
Economically Disadvantaged Students	10	6.3	9.2	Met
Students with Disabilities	5	3.8	9.2	Met
English Learners	6	8.8	9.2	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





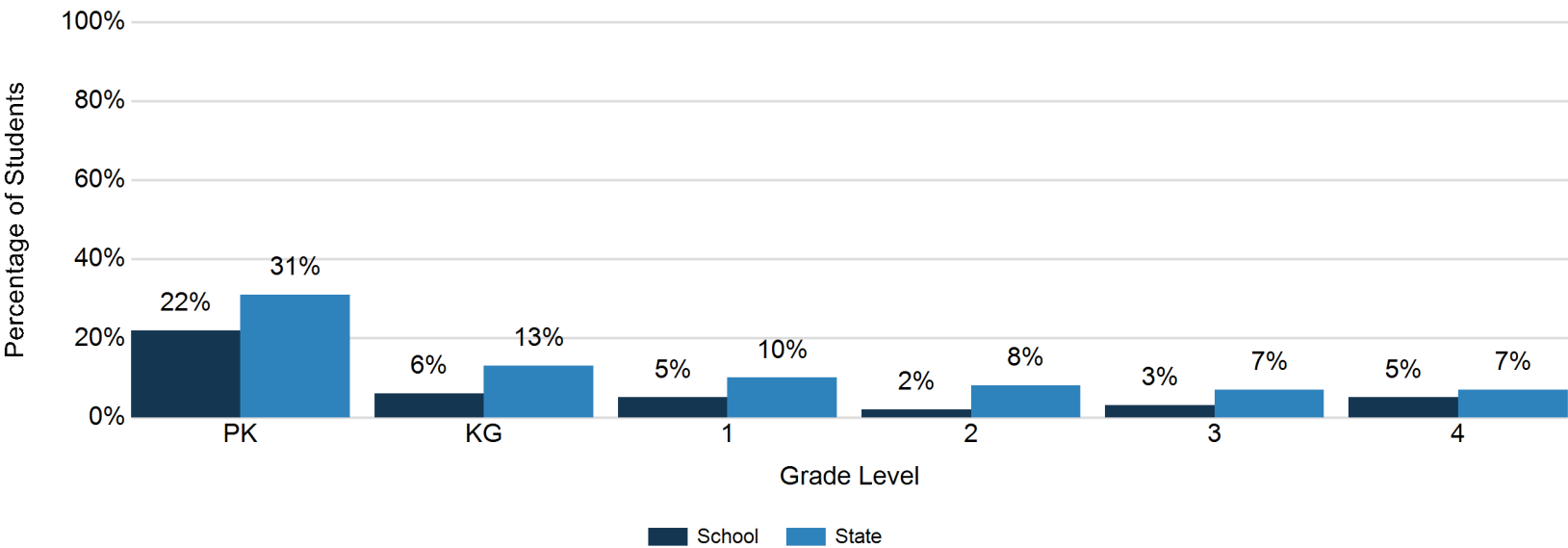
Wayside Elementary School
(25-3810-080)
Grades Offered: PK-04
2018-2019

Report Key:
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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism by Grade

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





Wayside Elementary School

(25-3810-080)

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N

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	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

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



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School Day

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

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

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	67	118,214
Average years experience in public schools	11.7	12.1
Average years experience in district	11.1	10.8
Percentage of Teachers with 4 or more years experience in the district	79.1%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	25	9,530
Average years experience in public schools	16.8	16.0
Average years experience in district	14.5	12.0
Percentage of Administrators with 4 or more years experience in the district	84.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	9:1
Students to Administrators	585:1	136:1
Teachers to Administrators	67:1	15:1
Students to Librarians/Media Specialists		681:1
Students to Nurses		681:1
Students to Counselors		262:1
Students to Child Study Team Members		227:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.0%	95.5%	100.0%	48.4%	77.1%	54.9%
Male	53.0%	4.5%	0.0%	51.6%	22.9%	45.1%
White	57.3%	97.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	20.9%	3.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	10.9%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	9.6%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.4%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

Bachelor’s Degree



Master’s Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.4%	90.5%
2017-18 Administrators: Same district 2018-19	91.7%	87.9%

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
2018-19	97.5%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	56.6%	55.9%	53.2%
Math Proficiency	57.5%	57.8%	59.5%
ELA Growth	66	45	51
Math Growth	66	58	46
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		76.3%	69.6%
Chronic Absenteeism	3.6%	3.5%	4.3%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target	Met Target	Met Standard	Met Standard	Met Target	Met	No
White	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	Met Target	Met Target	Met Standard	Not Met	n/a	Met	No
Black or African American	Met Target	Met Target	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target†	Not Met	Not Met	n/a	Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Met Standard	n/a	Met	No
English Learners	Met Target	Met Target	Met Standard	Not Met	Not Met	Met	No

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



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School Narrative

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



Highlights:

- Technology is imbedded in our school day. 1:1 Chromebooks for students.
- An innovation lab is available for students to explore, problem solve and innovate.
- Teachers are working on improving student engagement through Action Team Research.



Mission, Vision, Theme:

Our mission is to instill a true passion for lifelong learning and discovery within each child. We emphasize the importance of strong character traits, such as accountability, honesty, respect and kindness. These traits create a positive environment that is safe, nurturing and educational for each member of our school family.



Awards, Recognition, Accomplishments:

The Board of Education and local newspapers recognize the outstanding efforts of our elementary students for excellence in such things as Essay Writing, Poetry Contests as well as Spelling and Geography Bees. Future Ready Bronze award earned.





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 <div>Courses, Curriculum, Instruction:</div>	Students in kindergarten through fourth grade receive instruction in reading, spelling, writing, mathematics, science and social studies in heterogeneously grouped classes through a sequentially organized curriculum. Lessons are developmentally appropriate and aligned with the New Jersey Student Learning Standards. Our reading program (Wonders) is research-based and uses a phonetic approach.
 <div>Clubs and Activities:</div>	Homework Club for grades 1-4, Chorus, Maker Space Club, Safety Patrol Club, Book Club, Art Club





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<div>  <div>Before and After School Programs:</div> </div>	<p>Project Extend runs for grades K-4 from 7:00am-8:30am and 3:15pm - 6:00pm. It is run through our town's Department of Human Services.</p>
<div>  <div>Staff and Professional Learning:</div> </div>	<p>Professional learning takes place all throughout the year. We have 5 in-service days, and multiple monthly meetings. Our PD is based on the belief that children learn best in real-world contexts that make sense to children; that all students deserve a richer and more challenging curriculum; and that a balanced and practical approach to learning is best for understanding concepts. PLCs at our school are centered around improving students engagement through Action Research.</p>






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 <div>Student Supports and Services:</div>	<p>Our Basic Skills classes and special education classes utilize our Wonders & Wonder Works Program as well. Special education classes for resource center and self-contained learning and language disabilities classes utilize additional reading methods with an alternative approach for teaching skills. We also have a Spanish Bilingual program. English language learners as well as struggling learners receive supplemental instruction as needed.</p>
 <div>Student Health and Wellness:</div>	<p>Breakfast is offered to all students each day. Students are given Physical Education classes 2xs a week. Students take part in a 10 minute recess in the morning and a 30 minute recess during the afternoon.</p>
 <div>Parent and Community Involvement:</div>	<p>Our PTA meets month and all parents and teachers are free to attend meetings. Our PTA works so very hard to help offset expenses for our local families by paying for all school trips, some technology and classroom supplies and games. The PTA is committed to involving all parents in an effort to support our children. We have a parent portal and it is utilized daily. ESL and Bilingual family nights are used to share information. The "I" in kind initiative. The PTA purchased the large banner that is displayed the lobby. All children will have the opportunity to be the "I" in kind.</p>






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<div>  <div>Climate Surveys:</div> </div>	<p>Is a Climate Survey Used: No Through our 2017-2022 Strategic Plan, the District conducted a School Climate Survey for all stakeholders in the winter of 2018.</p>
<div>  <div>Facilities:</div> </div>	<p>Our school is 49 years old and was built in 1969. An additional wing was added in 1998. Recent renovations in 2016 include air conditioning, new art room, upgrades to the music room and six small group instruction rooms.</p>
<div>  <div>School Safety:</div> </div>	<p>School Safety committee meets periodically throughout the year.</p>





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 <div>Technology and STEM:</div>	<p>We have an innovation lab that is utilized by all students and staff. Students have access to chrome books 1:1 throughout the day.</p>
 <div>Early Childhood Education:</div>	<p>Housed the first full day preschool in the district.</p>




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 <div>Other Information</div>	At Wayside we have developed a sensory room for students in which they can calm their bodies when necessary. We also acknowledge students efforts by calling them for Wayside Wow work and have their papers displayed. Our full time guidance counselor develops innovative lessons to address students' social and emotional needs.
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