

DEMOGRAPHIC INFORMATION

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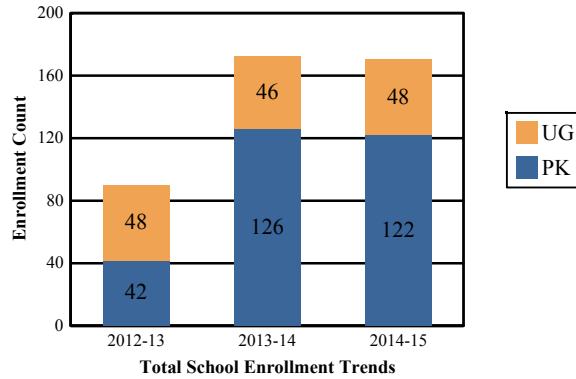
29-5020-050

OXYCOCUS ELEMENTARY SCHOOL
250 NORTH MAIN STREET
MANAHAWKIN, NJ 08050-3011

GRADE SPAN PK

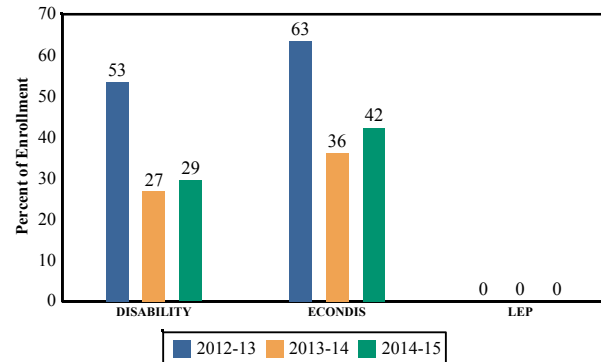
Enrollment by Grade

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



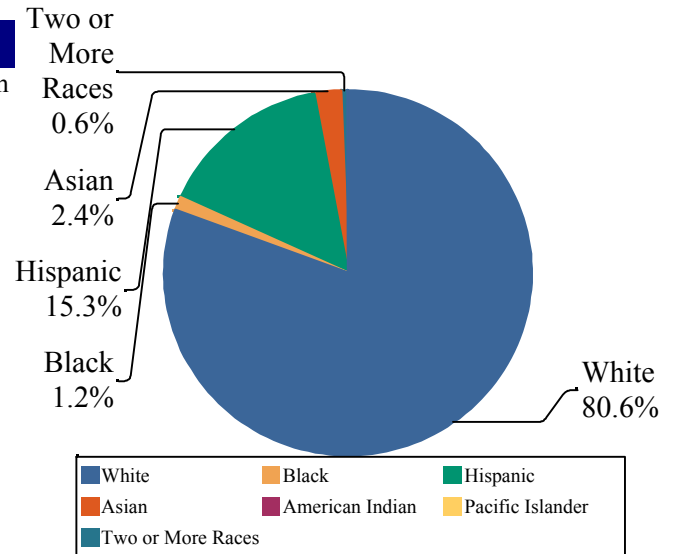
Enrollment Trends by Program Participation

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



Enrollment by Ethnic/Racial Subgroup

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



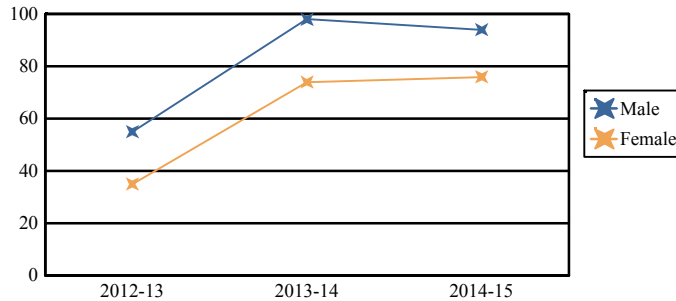
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade

Total School Enrollment

School Year	Count
2012-13	90
2013-14	172
2014-15	170

Enrollment by Gender

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



Current Year Enrollment by Program Participation

Program	Count of Students	% of Enrollment
2014-15		
Students with Disability	50	29%
Economically Disadvantaged Students	72	42.4%
English Language Learners	0	0.0%

Language Diversity

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

Language	Percent
2014-15	
English	87.8%
Spanish	10.1%
Chinese	1.1%
Arabic	0.5%
Punjabi	0.5%

School Year	Male	Female
2012-13	55	35
2013-14	98	74
2014-15	94	76

Length of School Day

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

	School
2014-15	Hrs. Mins.

Student Suspension Rate

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

	School
2014-15	

Instructional Time

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

2014-15	School
Full Time	Hrs. Mins.
Shared Time	Hrs. Mins.

Student Expulsions

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

	School
2014-15	

Student to Staff Ratio

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

2014-15	School
Faculty	11
Administrators	170



State of New Jersey
2014-15

29-5020-060

OVERVIEW

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MCKINLEY AVENUE ELEMENTARY SCHOOL
1000 MCKINLEY AVENUE
MANAHAWKIN, NJ 08050-2807

GRADE SPAN 03-04

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

In particular, the School Performance Reports seek to:

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

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

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

DEMOGRAPHIC INFORMATION

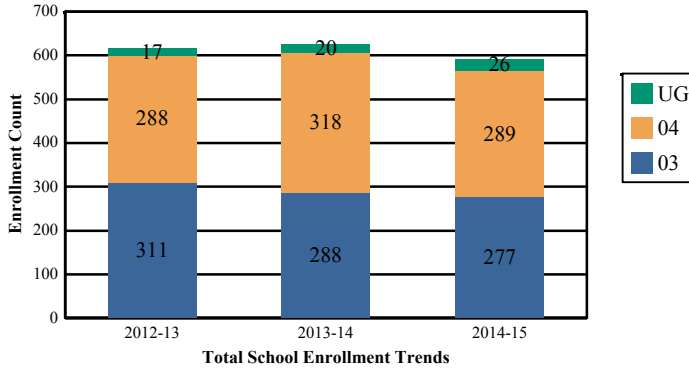
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GRADE SPAN 03-04

Enrollment by Grade

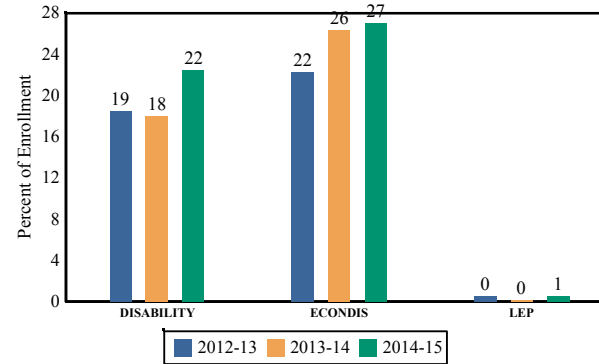
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

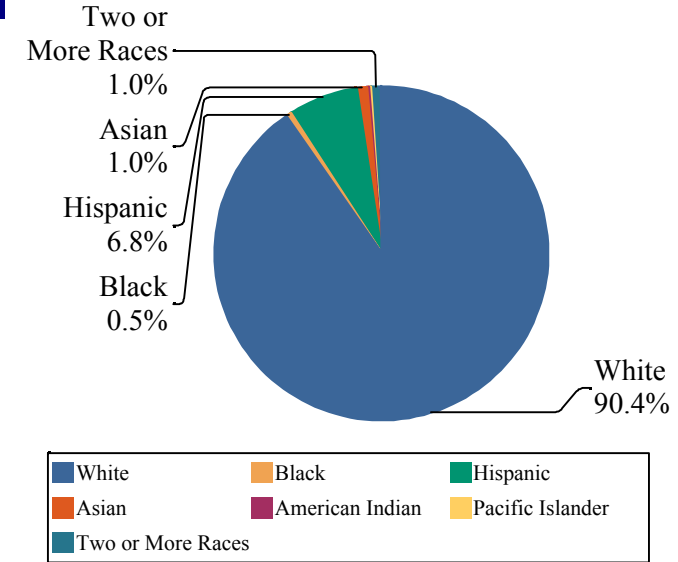
Enrollment Trends by Program Participation

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



Enrollment by Ethnic/Racial Subgroup

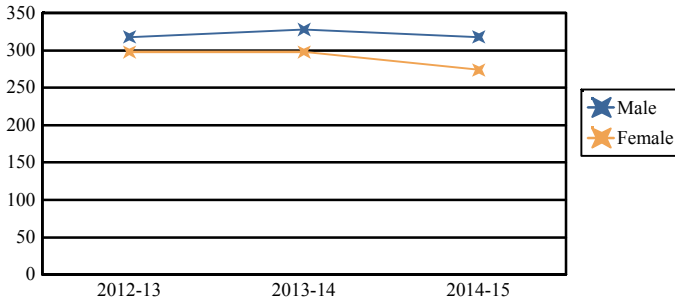
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	616
2013-14	626
2014-15	592

Enrollment by Gender

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



	Male	Female
2012-13	318	298
2013-14	328	298
2014-15	318	274

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	133	22%
Economically Disadvantaged Students	160	27.0%
English Language Learners	3	0.5%

Language Diversity

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

2014-15	Percent
English	95.5%
Spanish	3.0%
Afrikaans	0.3%
Vietnamese	0.3%
Abkhazian	0.2%
Chinese	0.2%
Other	0.5%

ACADEMIC ACHIEVEMENT

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GRADE SPAN 03-04

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	47%	23	37
Math Met or Exceeded Expectation	42%		

ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	523	46.6%	95%	87.9%	YES*
White	467	48.2%	95%	87%	YES*
African American	-	-	--	--	--
Hispanic	38	18.4%	95%	97.4%	-
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	113	16.8%	95%	83.7%	NO
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	129	27.1%	95%	86.6%	YES*

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

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ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	523	42.4%	95%	87.9%	YES*
White	467	43.7%	95%	87%	YES*
African American	-	-	--	--	--
Hispanic	38	18.4%	95%	97.4%	-
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	113	16.8%	95%	83.7%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	129	21.8%	95%	86.6%	YES*

YES* = Met Participation Rate (Participation Averaging applied)

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

PARCC Performance Level

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

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

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

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GRADE SPAN 03-04

PARCC ELA Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	265	741	744	14%	16%	26%	40%	4%	44%	44%
White	237	743	753	13%	15%	27%	41%	4%	45%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	55	711	718	38%	27%	16%	18%	0%	18%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	71	723	724	31%	20%	25%	21%	3%	24%	24%

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GRADE SPAN 03-04

PARCC ELA Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	258	747	751	10%	12%	29%	43%	7%	50%	52%
White	230	748	758	8%	11%	30%	44%	7%	51%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	21	731	737	29%	24%	19%	24%	5%	29%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	58	719	725	34%	21%	29%	14%	2%	16%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	58	735	734	17%	19%	33%	29%	2%	31%	31%

ACADEMIC ACHIEVEMENT

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GRADE SPAN 03-04

PARCC MATH - Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	265	745	746	6%	16%	36%	37%	6%	43%	46%
White	237	745	752	5%	16%	35%	38%	6%	43%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	17	727	733	18%	24%	47%	12%	0%	12%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	55	725	727	18%	33%	31%	16%	2%	18%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	71	731	730	13%	25%	42%	17%	3%	20%	26%

ACADEMIC ACHIEVEMENT

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GRADE SPAN 03-04

PARCC MATH - Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	258	743	744	8%	21%	29%	40%	2%	42%	42%
White	230	744	749	7%	20%	29%	41%	3%	44%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	21	726	732	19%	38%	19%	24%	0%	24%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	58	720	724	22%	45%	17%	16%	0%	16%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	58	731	730	12%	28%	36%	24%	0%	24%	23%

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

ACADEMIC ACHIEVEMENT

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GRADE SPAN 03-04

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NJASK Results - Science Grade Level - 04

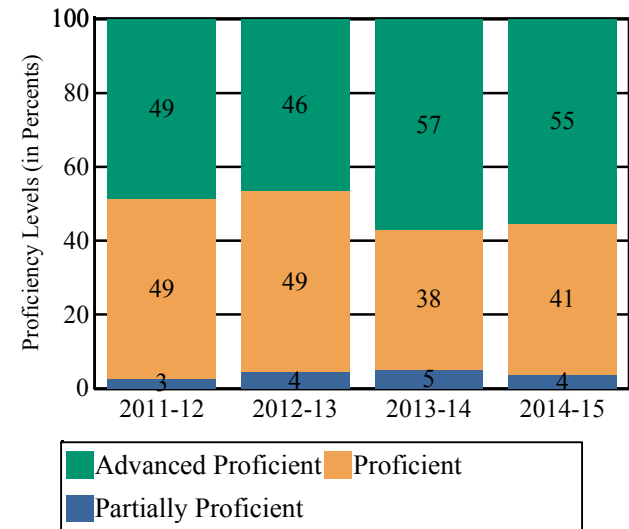
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	55%	41%	4%
White	58%	39%	3%
African American	-	-	-
Hispanic	19%	67%	14%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	48%	46%	6%
English Language Learners	-	-	-
Economically Disadvantaged Students	33%	61%	7%

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

NJASK Proficiency Trends - Science - Grade Level - 04

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



COLLEGE AND CAREER READINESS

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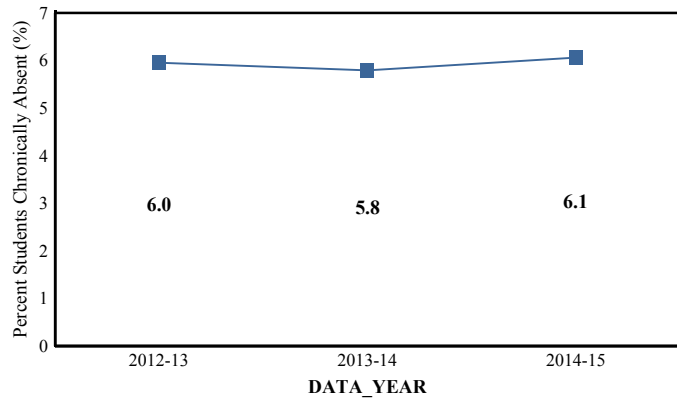
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GRADE SPAN 03-04

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

Chronic Absenteeism Trend

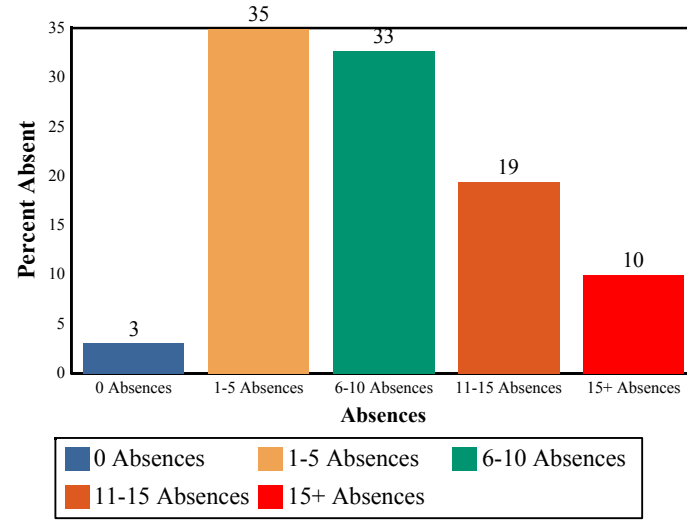
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



Chronic Absenteeism for 2014-15	6.07%
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Absenteeism

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



STUDENT GROWTH

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GRADE SPAN 03-04

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	32	4	5	35	NO
Student Growth on Math	37	14	14	35	YES
		9	10		50%

Student Growth

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

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	10%	0%	0%
Partially Met	10%	1%	0%
Approached	17%	9%	2%
Met	15%	14%	13%
Exceeded	0%	2%	5%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	7%	1%	0%
Partially Met	14%	5%	1%
Approached	14%	9%	6%
Met	11%	14%	15%
Exceeded	0%	0%	2%

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

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

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

WITHIN SCHOOL ACHIEVEMENT GAP

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

Grade Level - 03

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

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

Percentile	School Scale Score	State Scale Score
99th	830	850
75th	765	770
50th	743	743
25th	718	715
0th	651	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	47	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	812	850
75th	763	767
50th	745	745
25th	730	722
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	45

WITHIN SCHOOL ACHIEVEMENT GAP

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GRADE SPAN 03-04

Grade Level - 04

Grade Level - 04

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

PARCC MATH 25th %ile vs 75th%ile

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

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

Percentile	School Scale Score	State Scale Score
99th	807	850
75th	768	773
50th	749	750
25th	727	728
0th	650	650

Percentile	School Scale Score	State Scale Score
99th	799	850
75th	762	764
50th	744	742
25th	722	721
0th	662	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	45

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	43

SCHOOL CLIMATE

OCEAN

STAFFORD TWP

GRADE SPAN 03-04

Length of School Day

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

	School
2014-15	6 Hrs. 38 Mins.

Student Suspension Rate

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

	School
2014-15	0.3%

Instructional Time

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

2014-15	School
Full Time	5 Hrs. 53 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	12
Administrators	296

SCHOOL PEER GROUP

OCEAN
STAFFORD TWP

MCKINLEY AVENUE ELEMENTARY SCHOOL
1000 MCKINLEY AVENUE
MANAHAWKIN, NJ 08050-2807

GRADE SPAN 03-04

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	WESTWOOD REGIONAL	BERKELEY ELEMENTARY	03-5755-060	KG-05	24.7%	9.4%	7%
BURLINGTON	BORDENTOWN REGIONAL	PETER MUSCHAL ELEMENTARY	05-0475-100	PK-03	19.3%	2.8%	10.8%
BURLINGTON	BURLINGTON TWP	FOUNTAIN WOODS ELEMENTARY SCHOOL	05-0620-037	03-05	27.9%	2.7%	20.4%
BURLINGTON	MOUNT LAUREL TWP	LARCHMONT ELEMENTARY SCHOOL	05-3440-055	PK-04	28.3%	3.1%	19.2%
BURLINGTON	SOUTHAMPTON TWP	SOUTHAMPTON TOWNSHIP SCHOOL #2	05-4930-060	03-05	23.8%	1.7%	17.4%
BURLINGTON	WESTAMPTON	HOLLY HILLS ELEMENTARY SCHOOL	05-5720-020	KG-04	25.1%	3.4%	16.4%
ESSEX	MONTCLAIR TOWN	CHARLES H. BULLOCK SCHOOL	13-3310-060	KG-05	24.3%	0%	19.1%
ESSEX	MONTCLAIR TOWN	HILLSIDE ELEMENTARY SCHOOL	13-3310-123	03-05	22.9%	0%	16.1%
GLOUCESTER	LOGAN TWP	LOGAN TOWNSHIP ELEMENTARY SCHOOL	15-2750-040	02-05	22%	1.2%	13.9%
MIDDLESEX	WOODBRIAGE TWP	MAWBAY STREET ELEMENTARY SCHOOL	23-5850-220	KG-05	18.9%	1.7%	9.2%
MIDDLESEX	WOODBRIAGE TWP	OAK RIDGE HEIGHTS SCHOOL	23-5850-240	KG-05	11.3%	0%	4.7%
MIDDLESEX	WOODBRIAGE TWP	ROBERT MASCENICK ELEMENTARY SCHOOL	23-5850-110	KG-05	14.4%	0.3%	6.8%
MONMOUTH	HAZLET TWP	COVE ROAD SCHOOL	25-2105-070	05-06	23.7%	0.5%	19%
MONMOUTH	HOWELL TWP	EDITH M. GRIEBLING ELEMENTARY SCHOOL	25-2290-020	KG-05	18.8%	1.1%	12.8%
MONMOUTH	OCEAN TWP	OCEAN TOWNSHIP ELEMENTARY SCHOOL	25-3810-060	PK-04	27.7%	5.4%	16.5%
MORRIS	ROCKAWAY TWP	BIRCHWOOD ELEMENTARY SCHOOL	27-4490-010	KG-05	23.9%	0.7%	17.4%
OCEAN	BARNEGAT TWP	CECIL S COLLINS ELEMENTARY	29-0185-015	PK-05	22.2%	0.5%	17.7%
OCEAN	PLUMSTED TWP	DR. GERALD H. WOHR ELEMENTARY SCHOOL	29-4190-050	02-05	23.6%	4.8%	12.7%
OCEAN	STAFFORD TWP	MCKINLEY AVENUE ELEMENTARY SCHOOL	29-5020-060	03-04	27%	0.5%	22.5%
OCEAN	STAFFORD TWP	STAFFORD INTERMEDIATE SCHOOL	29-5020-070	02-06	24.6%	0.6%	20.6%

SCHOOL PEER GROUP

OCEAN
STAFFORD TWP

MCKINLEY AVENUE ELEMENTARY SCHOOL
1000 MCKINLEY AVENUE
MANAHAWKIN, NJ 08050-2807

GRADE SPAN 03-04

OCEAN	TOMS RIVER REGIONAL	NORTH DOVER ELEMENTARY SCHOOL	29-5190-080	KG-05	16.5%	0%	11.5%
PASSAIC	HAWTHORNE BORO	ROOSEVELT ELEMENTARY SCHOOL	31-2100-080	KG-05	23.2%	2.3%	16.7%
PASSAIC	WEST MILFORD TWP	UPPER GREENWOOD LAKE ELEMENTARY SCHOOL	31-5650-090	PK-06	23.2%	0%	19.6%
SUSSEX	SUSSEX-WANTAGE REGIONAL	WANTAGE ELEMENTARY SCHOOL	37-5100-070	03-05	26.3%	0.6%	21.2%
SUSSEX	VERNON TWP	CEDAR MOUNTAIN PRIMARY SCHOOL	37-5360-023	02-04	24.6%	0%	19.3%
SUSSEX	VERNON TWP	LOUNSBERRY HOLLOW MIDDLE SCHOOL	37-5360-030	05-06	24.1%	1%	17.6%
UNION	KENILWORTH BORO	WARREN G. HARDING ELEMENTARY SCHOOL	39-2420-050	PK-06	25.2%	5.6%	12.7%
UNION	UNION TWP	BATTLE HILL	39-5290-080	PK-04	26.5%	2.8%	18.4%
WARREN	BELVIDERE TOWN	THIRD STREET ELEMENTARY SCHOOL	41-0280-050	KG-03	27.5%	0%	24.2%
WARREN	FRANKLIN TWP	FRANKLIN TOWNSHIP SCHOOL	41-1620-050	PK-06	13.9%	0%	6.3%
WARREN	LOPATCONG TWP	LOPATCONG ELEMENTARY SCHOOL	41-2790-050	PK-04	15.9%	0.4%	9.4%

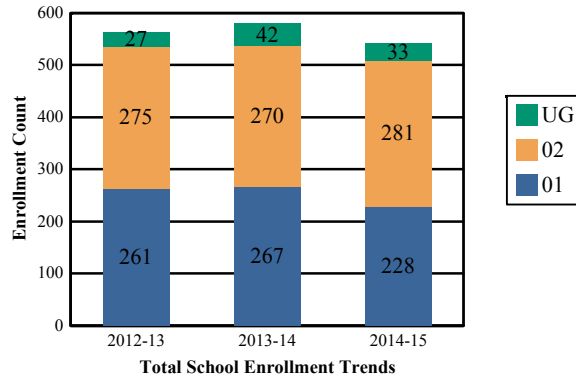
DEMOGRAPHIC INFORMATION

**OCEAN
STAFFORD TWP**

GRADE SPAN 01-03

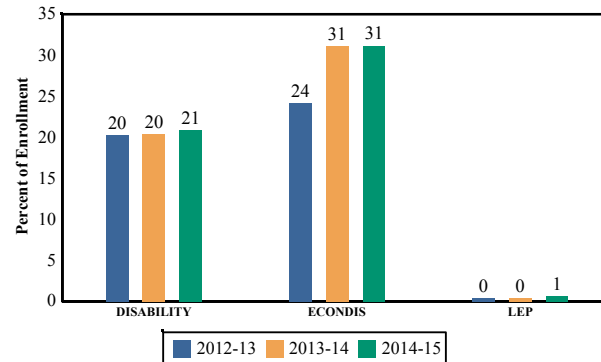
Enrollment by Grade

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



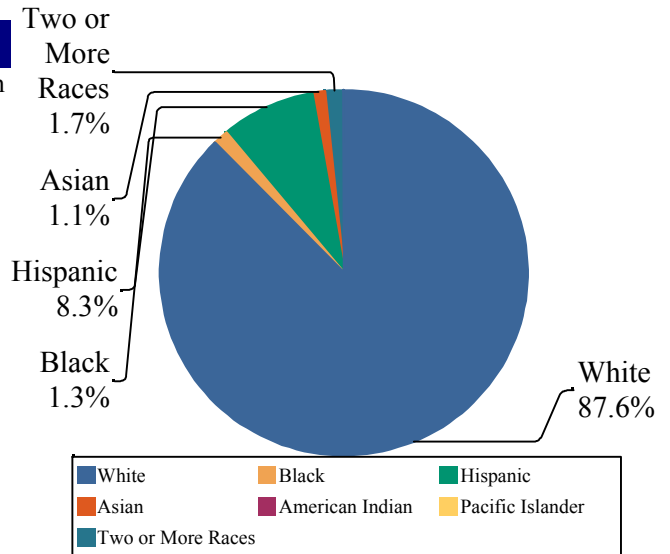
Enrollment Trends by Program Participation

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



Enrollment by Ethnic/Racial Subgroup

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



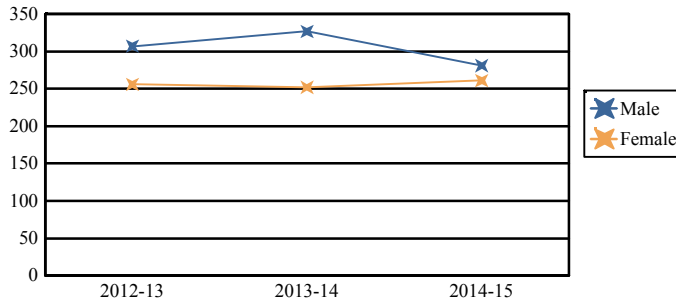
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade

Total School Enrollment

2012-13	563
2013-14	579
2014-15	542

Enrollment by Gender

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



Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	113	21%
Economically Disadvantaged Students	169	31.2%
English Language Learners	3	0.6%

Language Diversity

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

2014-15	Percent
English	93.5%
Spanish	4.9%
English, Old (ca.450-1100)	0.4%
Hindi	0.4%
Abkhazian	0.2%
Turkish	0.2%
Other	0.6%

	Male	Female
2012-13	307	256
2013-14	327	252
2014-15	281	261

Length of School Day

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

	School
2014-15	6 Hrs. 35 Mins.

Student Suspension Rate

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

	School
2014-15	1.7%

Instructional Time

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

2014-15	School
Full Time	5 Hrs. 50 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	14
Administrators	271



State of New Jersey

2014-15

29-5020-070

OVERVIEW

OCEAN
STAFFORD TWP

GRADE SPAN 02-06

STAFFORD INTERMEDIATE SCHOOL
1000 MCKINLEY AVENUE
MANAHAWKIN, NJ 08050

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

In particular, the School Performance Reports seek to:

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

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

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

DEMOGRAPHIC INFORMATION

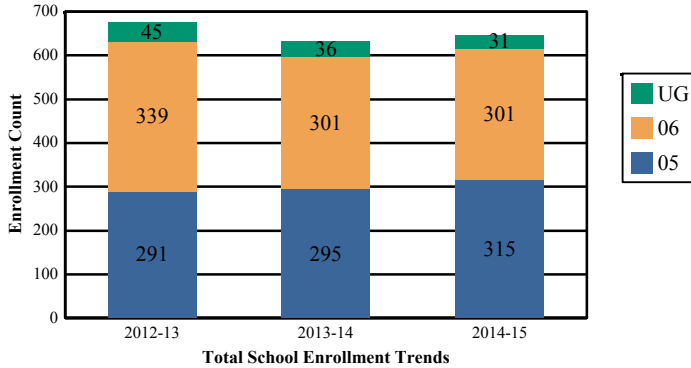
OCEAN
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29-5020-070
STAFFORD INTERMEDIATE SCHOOL
1000 MCKINLEY AVENUE
MANAHAWKIN, NJ 08050

Enrollment by Grade

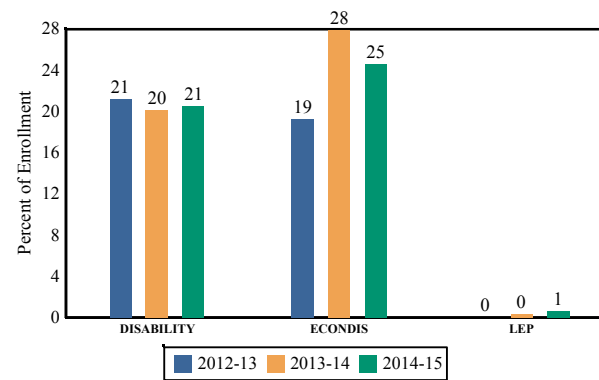
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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

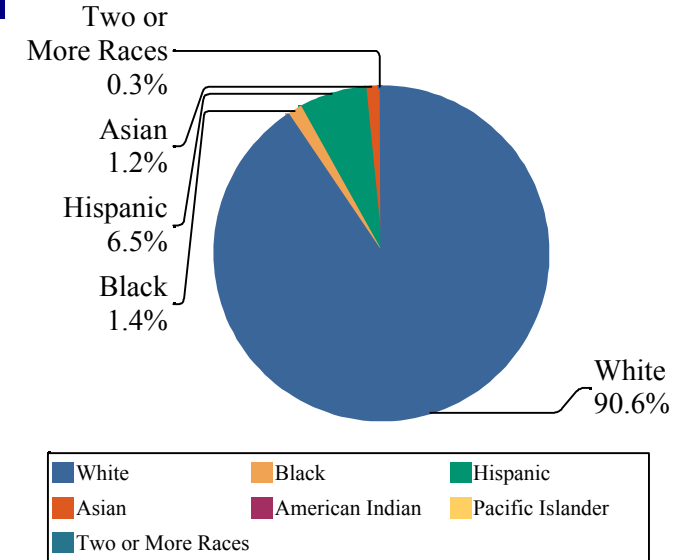
Enrollment Trends by Program Participation

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



Enrollment by Ethnic/Racial Subgroup

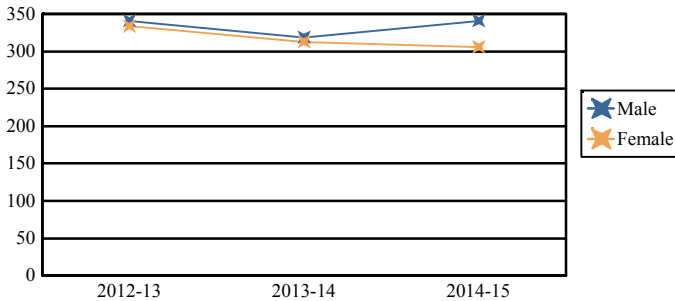
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	675
2013-14	632
2014-15	647

Enrollment by Gender

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



	Male	Female
2012-13	341	334
2013-14	319	313
2014-15	341	306

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	133	21%
Economically Disadvantaged Students	159	24.6%
English Language Learners	4	0.6%

Language Diversity

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

2014-15	Percent
English	96.3%
Spanish	2.8%
Vietnamese	0.2%
Gujarati	0.2%
Turkish	0.2%
Uzbek	0.2%
Other	0.3%

ACADEMIC ACHIEVEMENT

OCEAN
STAFFORD TWP

GRADE SPAN 02-06

STAFFORD INTERMEDIATE SCHOOL
1000 MCKINLEY AVENUE
MANAHAWKIN, NJ 08050

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	59%	59	60
Math Met or Exceeded Expectation	50%		

ESEA Waiver - English Language Arts/Literacy

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	570	58.5%	95%	88.2%	YES*
White	515	59.6%	95%	87.9%	YES*
African American	-	-	--	--	--
Hispanic	39	46.1%	95%	92.9%	YES*
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	108	19.4%	95%	85%	YES*
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	115	35.6%	95%	84.6%	YES*

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

OCEAN
STAFFORD TWP

GRADE SPAN 02-06

STAFFORD INTERMEDIATE SCHOOL
1000 MCKINLEY AVENUE
MANAHAWKIN, NJ 08050

ESEA Waiver - Math

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	571	49.7%	95%	88.1%	YES*
White	515	51%	95%	87.9%	YES*
African American	-	-	--	--	--
Hispanic	40	37.5%	95%	93%	YES*
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	108	13.9%	95%	85%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	115	30.4%	95%	84.6%	YES*

YES* = Met Participation Rate (Participation Averaging applied)

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

ACADEMIC ACHIEVEMENT

OCEAN
STAFFORD TWP

GRADE SPAN 02-06

STAFFORD INTERMEDIATE SCHOOL
1000 MCKINLEY AVENUE
MANAHAWKIN, NJ 08050

PARCC Performance Level

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

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

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

ACADEMIC ACHIEVEMENT

OCEAN
STAFFORD TWP

GRADE SPAN 02-06

STAFFORD INTERMEDIATE SCHOOL
1000 MCKINLEY AVENUE
MANAHAWKIN, NJ 08050

PARCC ELA Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	744	-	-	-	-	-	-	44%
White	-	-	753	-	-	-	-	-	-	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

ACADEMIC ACHIEVEMENT

OCEAN
STAFFORD TWP

GRADE SPAN 02-06

STAFFORD INTERMEDIATE SCHOOL
1000 MCKINLEY AVENUE
MANAHAWKIN, NJ 08050

PARCC ELA Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	299	754	751	6%	11%	25%	54%	5%	59%	53%
White	271	755	757	5%	10%	24%	55%	6%	61%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	20	740	737	10%	15%	30%	45%	0%	45%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	51	719	723	29%	31%	22%	18%	0%	18%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	58	737	734	12%	17%	38%	33%	0%	33%	31%

ACADEMIC ACHIEVEMENT

OCEAN
STAFFORD TWP

GRADE SPAN 02-06

STAFFORD INTERMEDIATE SCHOOL
1000 MCKINLEY AVENUE
MANAHAWKIN, NJ 08050

PARCC ELA Performance Distribution - Grade - 06

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	270	754	749	3%	9%	31%	49%	9%	58%	50%
White	243	755	755	2%	8%	32%	51%	7%	58%	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	19	744	736	11%	11%	32%	37%	11%	47%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	-	-	770	-	-	-	-	-	-	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	56	733	718	7%	27%	46%	18%	2%	20%	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	56	743	733	4%	20%	39%	32%	5%	38%	30%

ACADEMIC ACHIEVEMENT

OCEAN
STAFFORD TWP

GRADE SPAN 02-06

STAFFORD INTERMEDIATE SCHOOL
1000 MCKINLEY AVENUE
MANAHAWKIN, NJ 08050

PARCC MATH - Performance Distribution - Grade - 03

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	746	-	-	-	-	-	-	46%
White	-	-	752	-	-	-	-	-	-	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

ACADEMIC ACHIEVEMENT

OCEAN
STAFFORD TWP

GRADE SPAN 02-06

STAFFORD INTERMEDIATE SCHOOL
1000 MCKINLEY AVENUE
MANAHAWKIN, NJ 08050

PARCC MATH - Performance Distribution - Grade - 05

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	300	745	744	4%	16%	32%	46%	1%	47%	42%
White	271	746	749	3%	16%	32%	47%	1%	49%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	21	736	733	10%	24%	29%	38%	0%	38%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	51	716	724	18%	45%	27%	10%	0%	10%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	58	735	731	10%	24%	33%	33%	0%	33%	23%

ACADEMIC ACHIEVEMENT

OCEAN
STAFFORD TWP

GRADE SPAN 02-06

STAFFORD INTERMEDIATE SCHOOL
1000 MCKINLEY AVENUE
MANAHAWKIN, NJ 08050

PARCC MATH - Performance Distribution - Grade - 06

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	270	749	743	3%	14%	31%	48%	4%	52%	42%
White	243	750	749	2%	14%	31%	49%	4%	53%	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	19	741	731	5%	16%	42%	37%	0%	37%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	-	-	768	-	-	-	-	-	-	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	56	725	718	14%	41%	29%	14%	2%	16%	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	56	737	729	5%	25%	43%	27%	0%	27%	23%

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

Proficiency Percentages

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

ACADEMIC ACHIEVEMENT

OCEAN
STAFFORD TWP

GRADE SPAN 02-06

29-5020-070
STAFFORD INTERMEDIATE SCHOOL
1000 MCKINLEY AVENUE
MANAHAWKIN, NJ 08050

NJASK Results - Science Grade Level - 04

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

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	-	-	-
White	-	-	-
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

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

NJASK Proficiency Trends - Science - Grade Level - 04

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

Data is suppressed to protect the confidentiality of the students.

COLLEGE AND CAREER READINESS

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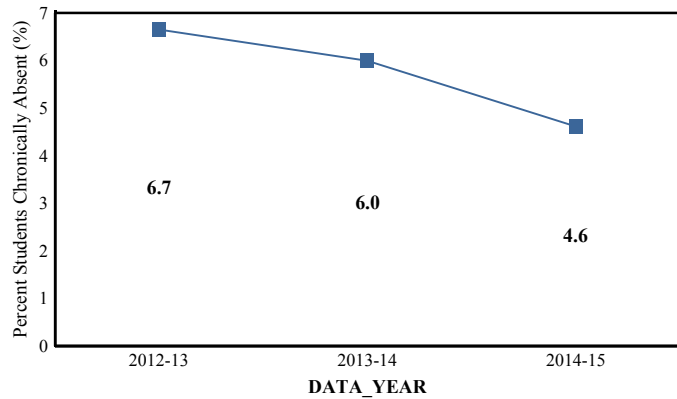
GRADE SPAN 02-06

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1000 MCKINLEY AVENUE
MANAHAWKIN, NJ 08050

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

Chronic Absenteeism Trend

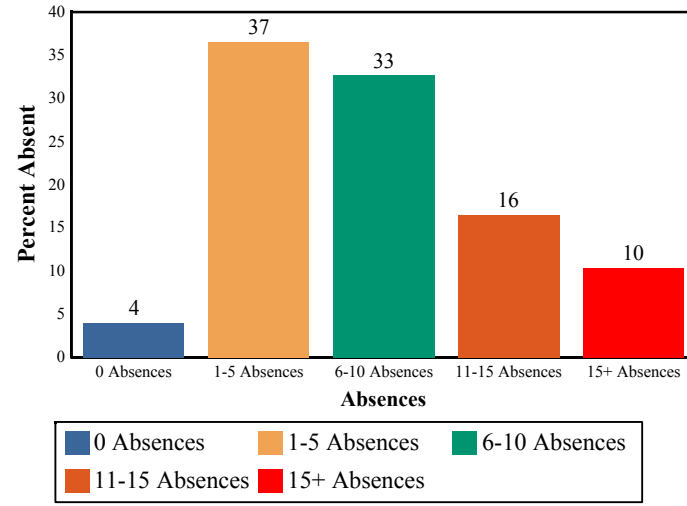
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



Chronic Absenteeism for 2014-15	4.62%
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Absenteeism

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



STUDENT GROWTH

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1000 MCKINLEY AVENUE
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GRADE SPAN 02-06

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

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	48	34	40	35	YES
Student Growth on Math	51	41	45	35	YES
		38	43		100%

Student Growth

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

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	0%	0%
Partially Met	6%	3%	1%
Approached	11%	10%	7%
Met	13%	19%	20%
Exceeded	0%	1%	6%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	3%	0%	0%
Partially Met	9%	4%	1%
Approached	10%	10%	12%
Met	9%	16%	21%
Exceeded	0%	1%	2%

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

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

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

WITHIN SCHOOL ACHIEVEMENT GAP

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

Grade Level - 05

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

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

Percentile	School Scale Score	State Scale Score
99th	810	850
75th	773	773
50th	756	751
25th	734	728
0th	678	650

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

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	797	850
75th	764	763
50th	748	743
25th	728	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	40

WITHIN SCHOOL ACHIEVEMENT GAP

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STAFFORD INTERMEDIATE SCHOOL
1000 MCKINLEY AVENUE
MANAHAWKIN, NJ 08050

GRADE SPAN 02-06

Grade Level - 06

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

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

Percentile	School Scale Score	State Scale Score
99th	807	850
75th	771	770
50th	754	749
25th	739	726
0th	676	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	44

Grade Level - 06

PARCC MATH 25th %ile vs 75th%ile

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

Percentile	School Scale Score	State Scale Score
99th	796	850
75th	767	763
50th	750	742
25th	735	721
0th	654	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	42

SCHOOL CLIMATE

OCEAN
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STAFFORD INTERMEDIATE SCHOOL
1000 MCKINLEY AVENUE
MANAHAWKIN, NJ 08050

GRADE SPAN 02-06

Length of School Day

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

	School
2014-15	6 Hrs. 38 Mins.

Student Suspension Rate

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

	School
2014-15	2.0%

Instructional Time

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

2014-15	School
Full Time	5 Hrs. 53 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	12
Administrators	324

SCHOOL PEER GROUP

OCEAN
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GRADE SPAN 02-06

STAFFORD INTERMEDIATE SCHOOL
1000 MCKINLEY AVENUE
MANAHAWKIN, NJ 08050

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADESPAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	EDGEWATER BORO	ELEANOR VAN GELDER	03-1270-050	03-06	20%	5.5%	8.8%
BURLINGTON	BORDENTOWN REGIONAL	PETER MUSCHAL ELEMENTARY	05-0475-100	PK-03	19.3%	2.8%	10.8%
BURLINGTON	BURLINGTON TWP	FOUNTAIN WOODS ELEMENTARY SCHOOL	05-0620-037	03-05	27.9%	2.7%	20.4%
BURLINGTON	MOUNT LAUREL TWP	HILLSIDE ELEMENTARY SCHOOL	05-3440-050	PK-04	14.6%	0%	9.5%
BURLINGTON	SOUTHAMPTON TWP	SOUTHAMPTON TOWNSHIP SCHOOL #2	05-4930-060	03-05	23.8%	1.7%	17.4%
BURLINGTON	WESTAMPTON	HOLLY HILLS ELEMENTARY SCHOOL	05-5720-020	KG-04	25.1%	3.4%	16.4%
CAMDEN	VOORHEES TWP	OSAGE SCHOOL	07-5400-090	KG-05	20.6%	5.1%	9.9%
ESSEX	WEST ORANGE TOWN	GREGORY ELEMENTARY SCHOOL	13-5680-120	KG-05	24.2%	3.1%	17.6%
MERCER	LAWRENCE TWP	BEN FRANKLIN ELEMENTARY	21-2580-070	PK-03	17.7%	2.7%	9.9%
MIDDLESEX	EAST BRUNSWICK TWP	CHITTICK ELEMENTARY SCHOOL	23-1170-125	KG-05	16.8%	0%	12.3%
MIDDLESEX	MIDDLESEX BORO	HAZELWOOD ELEMENTARY SCHOOL	23-3140-065	PK-03	26.4%	5%	17.9%
MIDDLESEX	SOUTH BRUNSWICK TWP	GREENBROOK ELEMENTARY SCHOOL	23-4860-095	KG-05	25.5%	6%	15.6%
MIDDLESEX	WOODBRIIDGE TWP	OAK RIDGE HEIGHTS SCHOOL	23-5850-240	KG-05	11.3%	0%	4.7%
MIDDLESEX	WOODBRIIDGE TWP	ROBERT MASCENICK ELEMENTARY SCHOOL	23-5850-110	KG-05	14.4%	0.3%	6.8%
MONMOUTH	HAZLET TWP	COVE ROAD SCHOOL	25-2105-070	05-06	23.7%	0.5%	19%
MONMOUTH	HAZLET TWP	MIDDLE ROAD SCHOOL	25-2105-090	01-04	18.9%	0%	14.5%
MONMOUTH	HOWELL TWP	EDITH M. GRIEBLING ELEMENTARY SCHOOL	25-2290-020	KG-05	18.8%	1.1%	12.8%
MONMOUTH	TINTON FALLS	SWIMMING RIVER SCHOOL	25-5185-050	04-05	22.2%	1.5%	16.8%
OCEAN	BARNEGAT TWP	CECIL S COLLINS ELEMENTARY	29-0185-015	PK-05	22.2%	0.5%	17.7%
OCEAN	PLUMSTED TWP	DR. GERALD H. WOEHR ELEMENTARY SCHOOL	29-4190-050	02-05	23.6%	4.8%	12.7%
OCEAN	STAFFORD TWP	MCKINLEY AVENUE ELEMENTARY SCHOOL	29-5020-060	03-04	27%	0.5%	22.5%



State of New Jersey
2014-15

29-5020-070

SCHOOL PEER GROUP

OCEAN
STAFFORD TWP

STAFFORD INTERMEDIATE SCHOOL
1000 MCKINLEY AVENUE
MANAHAWKIN, NJ 08050

GRADE SPAN 02-06

OCEAN	STAFFORD TWP	STAFFORD INTERMEDIATE SCHOOL	29-5020-070	02-06	24.6%	0.6%	20.6%
OCEAN	TOMS RIVER REGIONAL	NORTH DOVER ELEMENTARY SCHOOL	29-5190-080	KG-05	16.5%	0%	11.5%
PASSAIC	HAWTHORNE BORO	ROOSEVELT ELEMENTARY SCHOOL	31-2100-080	KG-05	23.2%	2.3%	16.7%
PASSAIC	NORTH HALEDON BORO	MEMORIAL ELEMENTARY SCHOOL	31-3640-060	KG-04	17.6%	0.5%	12.6%
PASSAIC	WEST MILFORD TWP	UPPER GREENWOOD LAKE ELEMENTARY SCHOOL	31-5650-090	PK-06	23.2%	0%	19.6%
SUSSEX	SUSSEX-WANTAGE REGIONAL	WANTAGE ELEMENTARY SCHOOL	37-5100-070	03-05	26.3%	0.6%	21.2%
UNION	UNION TWP	BATTLE HILL	39-5290-080	PK-04	26.5%	2.8%	18.4%
WARREN	BELVIDERE TOWN	THIRD STREET ELEMENTARY SCHOOL	41-0280-050	KG-03	27.5%	0%	24.2%
WARREN	FRANKLIN TWP	FRANKLIN TOWNSHIP SCHOOL	41-1620-050	PK-06	13.9%	0%	6.3%
WARREN	LOPATCONG TWP	LOPATCONG ELEMENTARY SCHOOL	41-2790-050	PK-04	15.9%	0.4%	9.4%

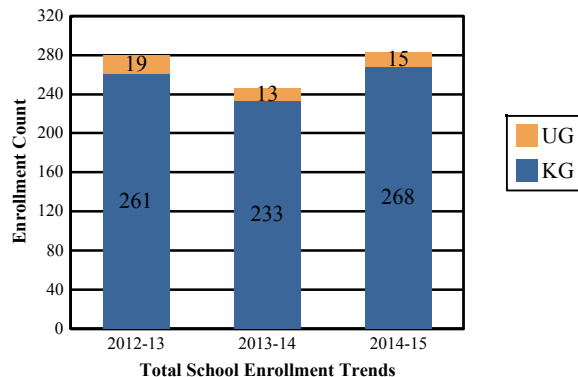
DEMOGRAPHIC INFORMATION

OCEAN
STAFFORD TWP

GRADE SPAN KG

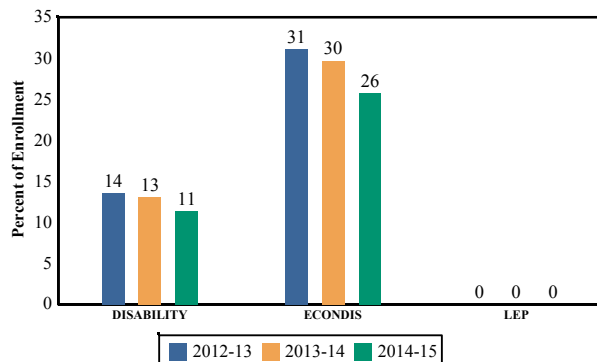
Enrollment by Grade

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



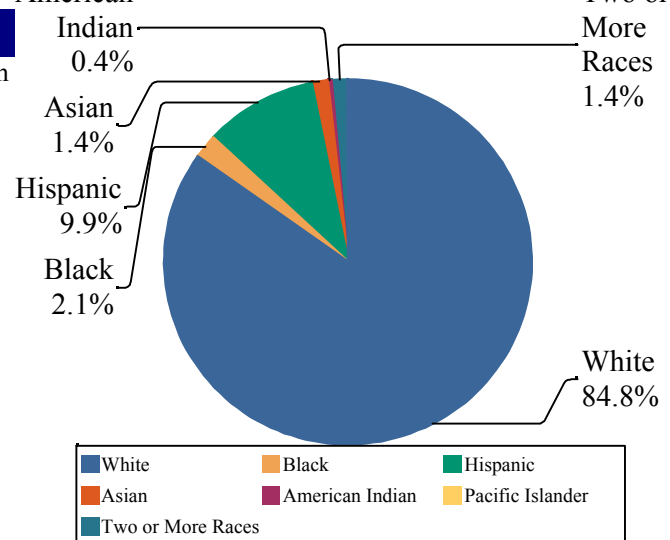
Enrollment Trends by Program Participation

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



Enrollment by Ethnic/Racial Subgroup

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



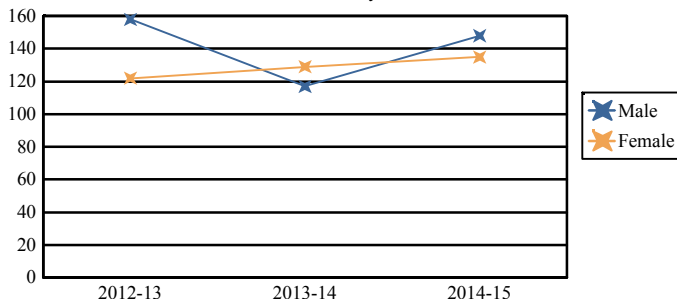
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade

Total School Enrollment

2012-13	280
2013-14	246
2014-15	283

Enrollment by Gender

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



Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	32	11%
Economically Disadvantaged Students	73	25.8%
English Language Learners	0	0.0%

Language Diversity

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

2014-15	Percent
English	92.5%
Spanish	6.8%
Abkhazian	0.4%
Vietnamese	0.4%

	Male	Female
2012-13	158	122
2013-14	117	129
2014-15	148	135

Length of School Day

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

	School
2014-15	6 Hrs. 35 Mins.

Student Suspension Rate

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

	School
2014-15	0.0%

Instructional Time

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

2014-15	School
Full Time	5 Hrs. 50 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

Student to Staff Ratio

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

2014-15	School
Faculty	14
Administrators	283