



Township of Ocean Intermediate School  
2016-2017


Grade Span 05-08

25-3810-040  
MONMOUTH  
OCEAN TWP  
1200 WEST PARK AVENUE  
OCEAN, NJ 07712-7296

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

#### Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

#### Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.state.nj.us](mailto:reportcard@doe.state.nj.us)



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### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
5	261	266	268
6	254	258	276
7	269	265	251
8	324	270	268
Ungraded	32	22	12
Total	1140	1081	1075

### Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	48%	49%	49%
Male	53%	51%	52%
Economically Disadvantaged Students	28%	25%	26%
Students with Disabilities	18%	19%	20%
English Learners	2%	2%	3%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

### Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	66.5%
Hispanic	14.2%
Black or African American	9.6%
Asian	8.9%
Native Hawaiian or Pacific Islander	0.1%
American Indian or Alaska Native	0.0%
Two or More Races	0.7%

### 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. All other students are included in Other Languages.

Home Language	% of Students
English	77.4%
Spanish	8.7%
Creoles and pidgins, French-based	2.2%
Portuguese	2.0%
Arabic	1.3%
Other	8.8%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	997	93.5	59.90	55.60	54.90	59.1	57	Met Target
White	657	91.6	66.80	63.90	63.90	64.5	60.3	Met Target
Hispanic	144	98.0	40.20	36.90	39.80	40.2	44.6	Met Target†
Black or African American	98	97.1	29.60	*	35.20	29.6	35.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	90	96.8	76.70	*	80.70	76.7	71.7	Met Target
American Indian or Alaska Native	*	*	*	0.00	53.70	*	**	**
Two or More Races	*	*	*	39.10	54.90	*	**	**
Female	485	94.0	72.20	65.60	62.20	71.7		
Male	512	93.0	48.40	46.20	48.10	47.4		
Economically Disadvantaged Students	242	96.9	35.60	32.60	36.20	*	39.9	Met Target†
Non-Economically Disadvantaged Students	755	92.4	67.80	63.80	65.80	*		
Students with Disabilities	204	92.8	16.70	21.10	20.50	16.3	19	Met Target†
Students without Disabilities	793	93.7	71.10	64.70	61.90	70.3		
English Learners	117	98.3	36.80	*	25.20	36.8	27.2	Met Target
Non-English Learners	880	92.9	63.00	*	57.40	61.7		
Homeless Students	*	*	*	15.80	26.40	*		
Students In Foster Care	*	*	*	0.00	24.80	*		
Military-Connected Students	N	N	*	100.00	53.50	*		
Migrant Students	N	N	*	0.00	23.00	*		

\*\* ESSA accountability targets are only included if data is available for at least 20 students



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	259	759	759	755	7%	9%	21%	56%	8%	64%	59%
White	155	766	766	763	*	*	19%	62%	10%	72%	69%
Hispanic	43	744	744	743	*	*	33%	44%	*	47%	44%
Black or African American	34	736	736	739	29%	*	*	32%	*	38%	39%
Asian, Native Hawaiian, or Pacific Islander	25	766	766	778	0%	*	*	64%	*	76%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	756	*	*	*	*	*	*	60%
Female	132	767	767	761	*	*	16%	60%	*	73%	66%
Male	127	750	750	749	*	*	26%	51%	*	54%	53%
Economically Disadvantaged Students	72	737	737	739	*	*	25%	35%	*	39%	40%
Non-Economically Disadvantaged Students	187	767	767	765	*	*	19%	64%	*	73%	71%
Students with Disabilities	65	729	729	724	*	*	32%	23%	*	25%	22%
Students without Disabilities	194	769	769	761	*	*	17%	67%	*	77%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	756	*	*	*	*	*	*	60%
Homeless Students	N	N	N	732	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	730	N	N	N	N	N	N	36%

An "\*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	255	753	753	751	6%	15%	25%	40%	14%	54%	54%
White	174	756	756	758	*	14%	25%	46%	*	59%	63%
Hispanic	36	738	738	740	*	*	33%	*	*	31%	38%
Black or African American	18	729	729	735	*	*	*	*	*	17%	32%
Asian, Native Hawaiian, or Pacific Islander	22	777	777	775	0%	*	*	50%	*	91%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	127	760	760	758	*	*	24%	47%	17%	63%	61%
Male	128	746	746	745	*	*	27%	34%	11%	45%	46%
Economically Disadvantaged Students	67	739	739	737	*	*	30%	22%	*	33%	34%
Non-Economically Disadvantaged Students	188	758	758	760	*	*	23%	47%	*	62%	65%
Students with Disabilities	47	727	727	722	*	*	32%	*	*	17%	17%
Students without Disabilities	208	759	759	757	*	*	24%	*	*	63%	61%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	55%
Migrant Students	N	N	N	721	N	N	N	N	N	N	20%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	236	753	753	756	9%	11%	18%	45%	18%	63%	59%
White	161	760	760	763	*	*	17%	52%	19%	71%	69%
Hispanic	34	743	743	741	*	*	*	32%	*	50%	44%
Black or African American	19	716	716	737	*	*	*	*	0%	16%	38%
Asian, Native Hawaiian, or Pacific Islander	21	759	759	783	*	*	0%	*	*	67%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	756	*	*	*	*	*	*	59%
Female	109	765	765	764	*	*	12%	48%	28%	76%	68%
Male	127	744	744	748	*	*	23%	42%	9%	51%	51%
Economically Disadvantaged Students	45	733	733	738	*	24%	*	27%	*	38%	40%
Non-Economically Disadvantaged Students	191	758	758	765	*	7%	*	49%	*	69%	70%
Students with Disabilities	37	703	703	719	*	*	*	*	*	*	19%
Students without Disabilities	199	763	763	763	*	*	*	*	*	*	67%
English Learners	*	*	*	700	*	*	*	*	*	*	*
Non-English Learners	*	*	*	757	*	*	*	*	*	*	*
Homeless Students	*	*	*	730	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	246	756	756	757	9%	12%	19%	43%	18%	61%	59%
White	166	763	763	764	6%	7%	19%	48%	21%	68%	68%
Hispanic	31	735	735	742	*	*	32%	*	*	32%	44%
Black or African American	27	734	734	737	*	*	*	*	*	37%	39%
Asian, Native Hawaiian, or Pacific Islander	22	766	766	785	*	*	0%	46%	*	73%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	115	773	773	765	*	*	14%	54%	26%	80%	68%
Male	131	742	742	748	*	*	23%	34%	10%	44%	50%
Economically Disadvantaged Students	53	736	736	739	*	28%	21%	26%	*	36%	40%
Non-Economically Disadvantaged Students	193	762	762	766	*	8%	18%	48%	*	67%	69%
Students with Disabilities	49	714	714	717	*	*	*	*	0%	16%	18%
Students without Disabilities	197	767	767	764	*	*	*	*	22%	72%	67%
English Learners	*	*	*	700	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	720	N	N	N	N	N	N	21%



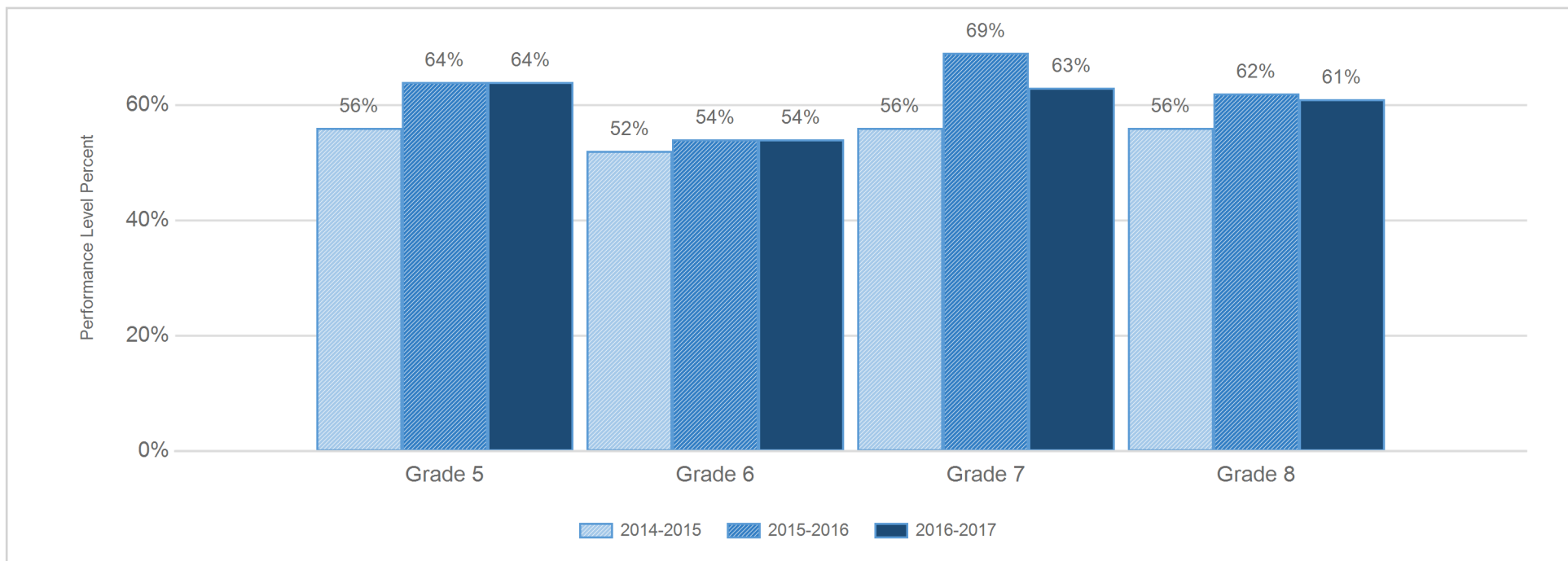


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English Language Arts/Literacy Assessment - Performance Trends

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







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### Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	1008	93.7	55.60	49.60	43.50	55	48.7	Met Target
White	659	91.7	62.80	57.40	52.40	60.8	53.5	Met Target
Hispanic	147	98.0	36.10	30.90	27.60	36.1	32.1	Met Target
Black or African American	101	97.2	24.80	*	21.70	24.8	21.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	93	97.9	72.00	*	75.60	72	68.4	Met Target
American Indian or Alaska Native	*	*	*	0.00	42.50	*	**	**
Two or More Races	*	*	*	37.50	44.90	*	**	**
Female	490	94.1	60.20	51.00	44.10	59.9		
Male	518	93.4	51.40	48.40	42.90	50.4		
Economically Disadvantaged Students	247	96.9	31.50	27.50	25.10	*	32.2	Met Target†
Non-Economically Disadvantaged Students	761	92.7	63.50	57.80	54.30	*		
Students with Disabilities	203	92.4	16.80	*	16.50	16.3	16.5	Met Target†
Students without Disabilities	805	94.1	65.40	*	48.80	65		
English Learners	126	98.5	36.50	*	23.30	36.5	27.8	Met Target
Non-English Learners	882	93.1	58.30	*	45.20	57.2		
Homeless Students	11	91.7	18.20	19.00	16.40	18.2		
Students In Foster Care	*	*	*	0.00	15.10	*		
Military-Connected Students	N	N	*	100.00	39.90	*		
Migrant Students	N	N	*	0.00	18.20	*		

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	261	754	754	746	4%	10%	30%	44%	12%	56%	46%
White	155	760	760	754	*	*	27%	52%	13%	65%	57%
Hispanic	44	740	740	734	*	23%	36%	32%	*	36%	30%
Black or African American	35	736	736	728	*	*	34%	34%	0%	34%	22%
Asian, Native Hawaiian, or Pacific Islander	25	767	767	774	0%	*	*	*	*	64%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	746	*	*	*	*	*	*	47%
Female	134	757	757	747	*	*	28%	46%	*	60%	47%
Male	127	751	751	746	*	*	32%	43%	*	52%	46%
Economically Disadvantaged Students	74	737	737	732	*	*	39%	27%	*	31%	27%
Non-Economically Disadvantaged Students	187	761	761	756	*	*	26%	51%	*	66%	59%
Students with Disabilities	65	733	733	724	*	*	35%	26%	*	28%	19%
Students without Disabilities	196	761	761	751	*	*	28%	50%	*	65%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	715	N	N	N	N	N	N	18%



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Mathematics Assessment - Performance by Grade: Grade 6\*\*

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	260	751	751	743	6%	14%	26%	42%	12%	54%	44%
White	174	756	756	750	*	*	25%	49%	13%	62%	54%
Hispanic	37	740	740	730	*	*	32%	32%	*	38%	27%
Black or African American	20	716	716	724	*	*	*	*	0%	10%	20%
Asian, Native Hawaiian, or Pacific Islander	24	766	766	770	*	*	*	42%	*	75%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	744	*	*	*	*	*	*	46%
Female	129	752	752	744	*	*	24%	44%	*	56%	45%
Male	131	750	750	742	*	*	28%	40%	*	53%	43%
Economically Disadvantaged Students	68	733	733	728	*	*	28%	29%	*	34%	24%
Non-Economically Disadvantaged Students	192	758	758	752	*	*	26%	46%	*	62%	56%
Students with Disabilities	47	726	726	716	*	*	23%	*	*	19%	13%
Students without Disabilities	213	757	757	748	*	*	27%	*	*	62%	50%
English Learners	10	708	708	709	*	*	0%	*	0%	20%	*
Non-English Learners	250	753	753	744	*	*	27%	*	13%	56%	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

\*\*Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Mathematics Assessment - Performance by Grade: Grade 7\*\*

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	235	750	750	741	4%	10%	31%	48%	7%	55%	40%
White	160	753	753	748	*	*	29%	53%	*	61%	49%
Hispanic	34	744	744	729	*	*	41%	35%	*	38%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	21	760	760	764	0%	*	*	52%	*	67%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	109	752	752	742	*	9%	28%	52%	*	60%	41%
Male	126	748	748	739	*	11%	33%	44%	*	51%	38%
Economically Disadvantaged Students	44	738	738	728	*	*	39%	30%	*	32%	22%
Non-Economically Disadvantaged Students	191	753	753	748	*	*	29%	52%	*	60%	50%
Students with Disabilities	37	718	718	716	*	*	*	*	*	*	11%
Students without Disabilities	198	756	756	746	*	*	*	*	*	*	45%
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

\*\*Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Mathematics Assessment - Performance by Grade: Grade 8\*\*

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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
<b>Schoolwide</b>	157	736	736	727	*	20%	30%	36%	*	36%	28%
White	96	742	742	735	*	14%	34%	43%	*	44%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	23	720	720	714	*	44%	*	*	0%	17%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	746	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	727	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	63	743	743	730	*	18%	30%	46%	*	46%	30%
Male	94	731	731	725	*	21%	30%	29%	*	30%	26%
Economically Disadvantaged Students	46	718	718	719	*	37%	*	*	*	20%	19%
Non-Economically Disadvantaged Students	111	743	743	734	*	13%	*	*	*	43%	34%
Students with Disabilities	44	709	709	705	*	*	*	*	*	*	*
Students without Disabilities	113	746	746	734	*	*	*	*	*	*	*
English Learners	*	*	*	702	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	709	*	*	*	*	*	*	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	712	N	N	N	N	N	N	*

\*\*Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	92	784	747	742	*	*	*	77%	20%	97%	42%
White	*	*	*	750	*	*	*	*	*	*	52%
Hispanic	*	*	*	727	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	15	784	*	773	*	*	*	80%	*	100%	76%
American Indian or Alaska Native	N	N	N	735	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	53	784	749	743	*	*	*	72%	*	94%	43%
Male	39	783	745	741	*	*	*	85%	*	100%	40%
Economically Disadvantaged Students	11	782	730	726	*	*	*	*	*	82%	23%
Non-Economically Disadvantaged Students	81	784	754	751	*	*	*	*	*	99%	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	707	N	N	N	N	N	N	*
Non-English Learners	92	784	749	744	*	*	*	77%	20%	97%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	741	N	N	N	N	N	N	37%
Migrant Students	N	N	N	714	N	N	N	N	N	N	21%



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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	*	*	*	733	*	*	*	*	*	*	30%
White	*	*	*	739	*	*	*	*	*	*	38%
Hispanic	N	N	N	722	N	N	N	N	N	N	14%
Black or African American	N	N	N	718	N	N	N	N	N	N	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	757	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	N	N	N	734	N	N	N	N	N	N	31%
Male	*	*	*	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	N	N	N	721	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	737	*	*	*	*	*	*	*
English Learners	N	N	N	709	N	N	N	N	N	N	*
Non-English Learners	*	*	*	734	*	*	*	*	*	*	*
Homeless Students	N	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	726	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



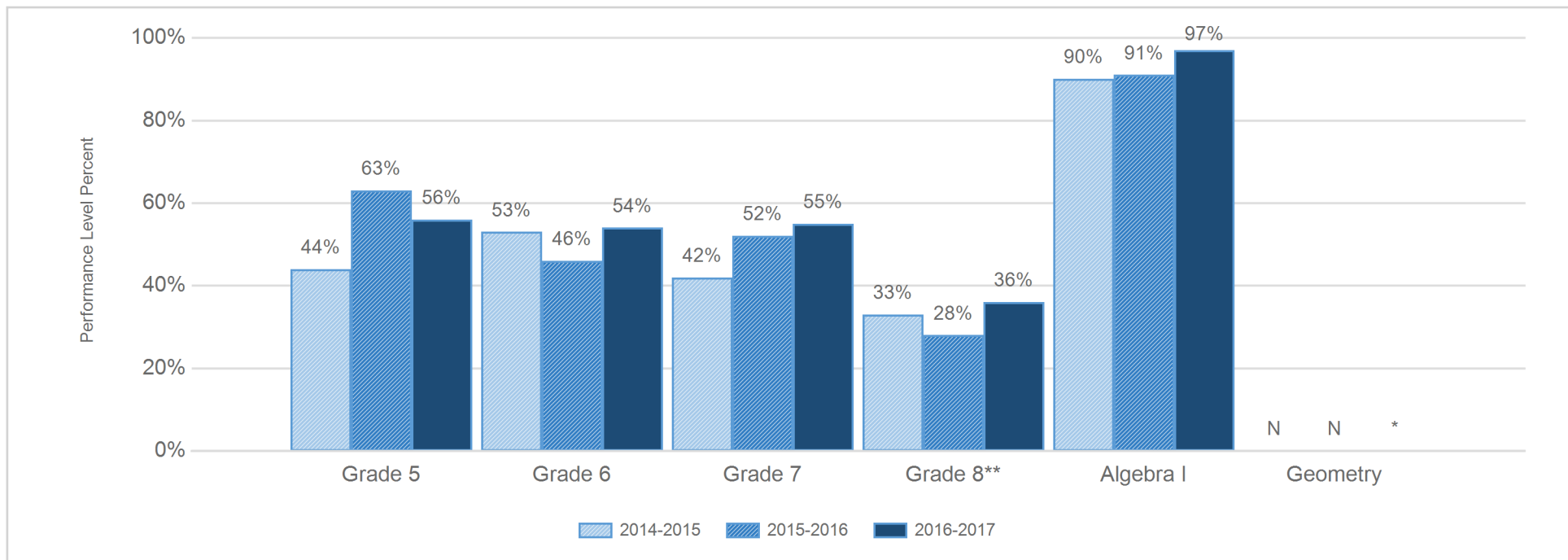


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**Mathematics Assessment – Performance Trends**

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



\*\*Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
5	N	N
6	*	*
7	*	*
8	*	*

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. The table also shows 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
1	15	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	N	N	N



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

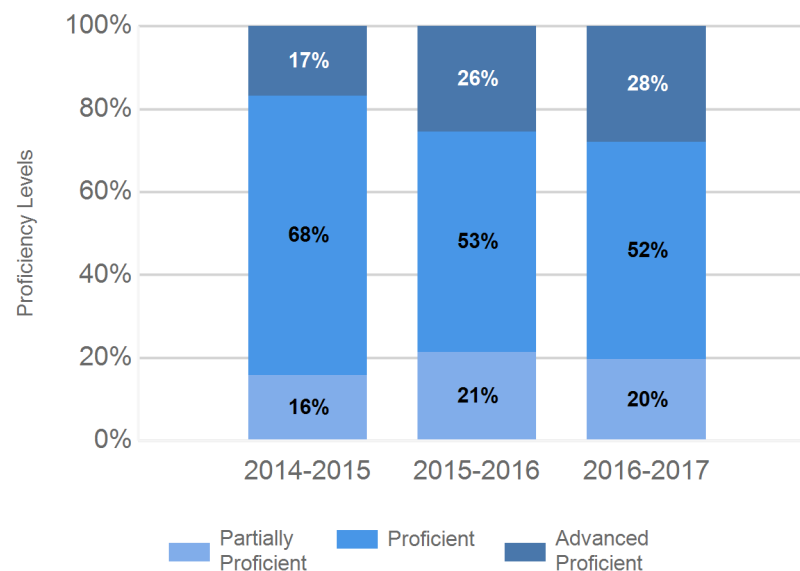
### NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	28%	52%	20%
White	30%	57%	13%
Hispanic	13%	53%	34%
Black or African American	14%	39%	46%
Asian, Native Hawaiian, or Pacific Islander	48%	36%	16%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	15%	42%	42%
Students with Disabilities	6%	42%	52%
English Learners	N	*	*

### NJASK Science Assessment Performance Trends: Grade 8

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





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	47	50	50	Met Target	55	55	50	Met Target
White	48	52	50	Met Target	54	54	52	Met Target
Hispanic	43	*	49	Met Target	55	*	47	Met Target
Black or African American	36	38	45	Not Met	49	52	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	66	60	Exceeds Target	*	62	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	30	51	**	*	43	52	**
Economically Disadvantaged	40	*	47	Met Target	50.5	*	46	Met Target
Students with Disabilities	34	35.5	41	Not Met	46	45	43	Met Target
English Learners	46	48	53	Met Target	55.5	57	51	Met Target

\*\* ESSA accountability targets are only included if data is available for at least 20 students.



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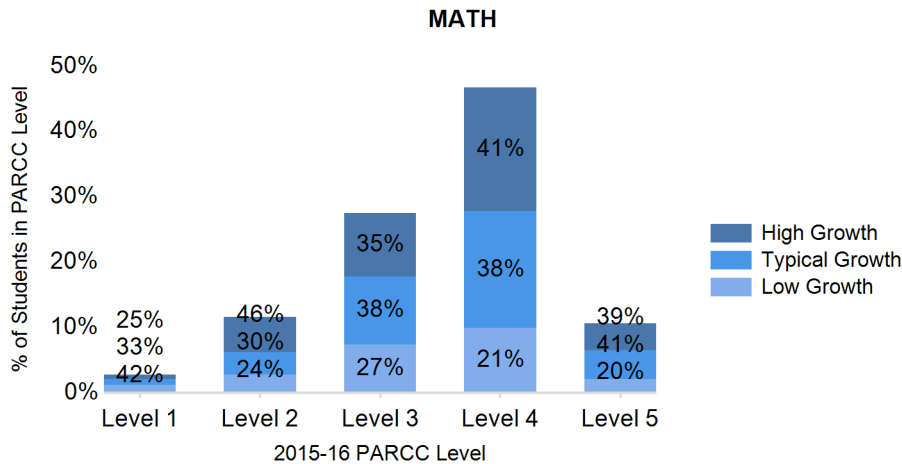
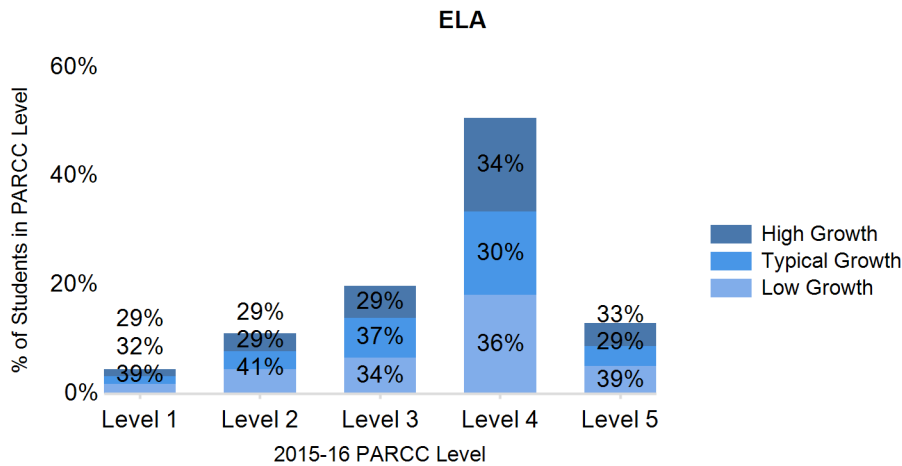
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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**

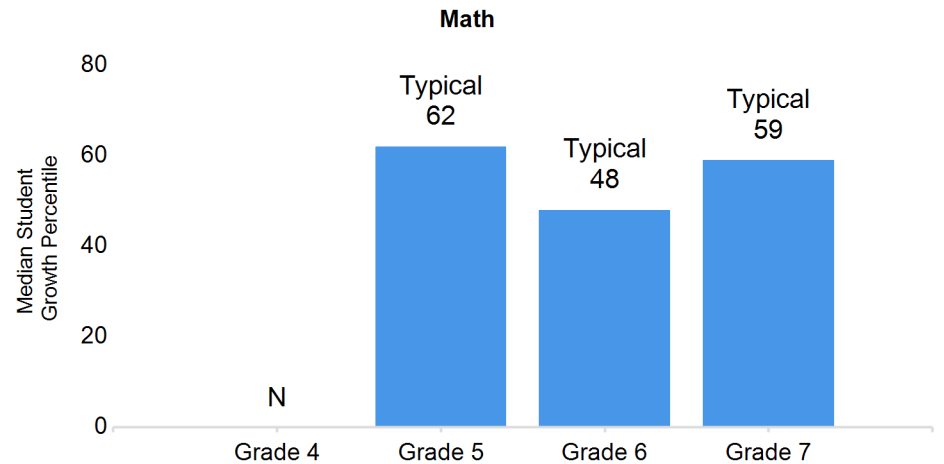
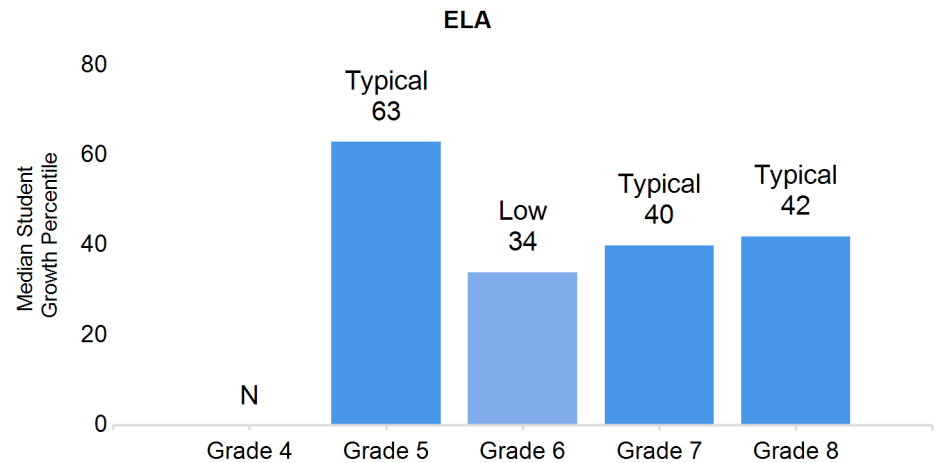
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

### Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	279
7	2	0	256
8	95	0	174
Schoolwide	97	0	709

### World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	113	35	120	0	0	0	0
7	100	52	87	0	0	0	5
8	108	46	87	0	0	0	8
Schoolwide	321	133	294	0	0	0	13
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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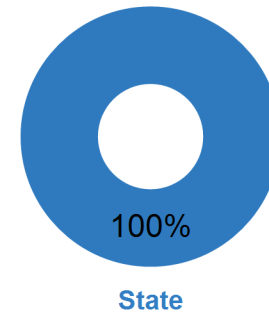
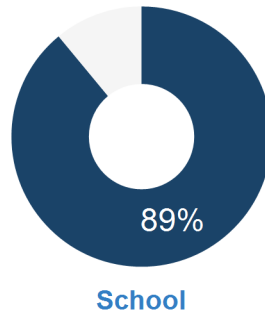
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Visual and Performing Arts – Course Participation

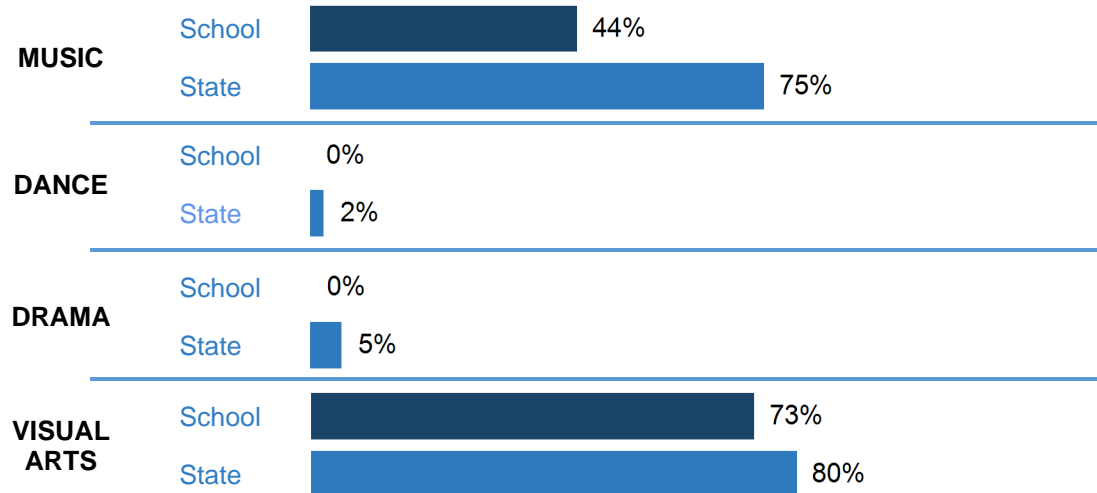
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

**Grades 6-8:**

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



Students enrolled in one or more classes by discipline:







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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

### Chronic Absenteeism

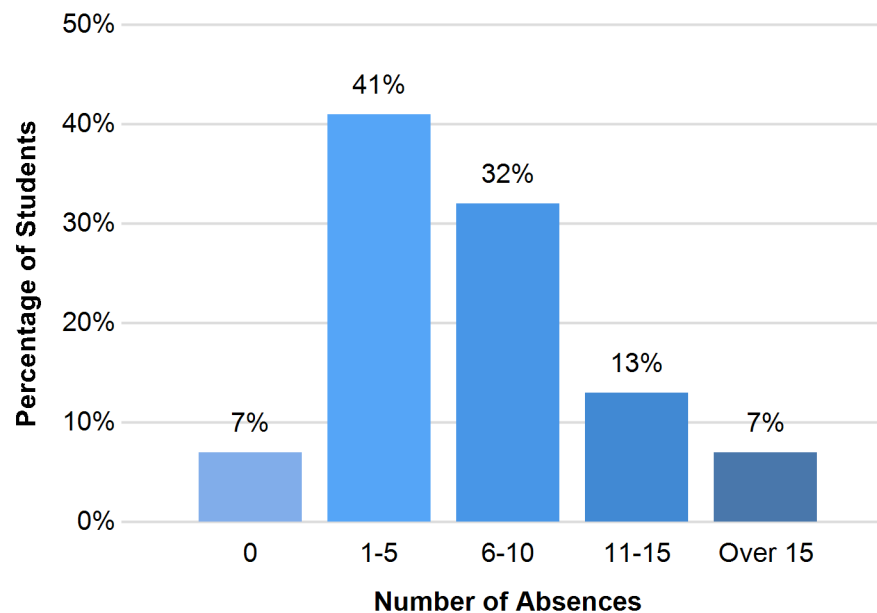
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	4.70	8.30	Met Target
White	5.00	8.30	Met Target
Hispanic	5.30	8.30	Met Target
Black or African American	5.80	8.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	1.00	8.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	0	**	**
Economically Disadvantaged Students	4.30	8.30	Met Target
Students with Disabilities	4.10	8.30	Met Target
English Learners	6.30	8.30	Met Target

\*\* *ESSA* accountability targets are only included if data is available for at least 20 students.

### Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





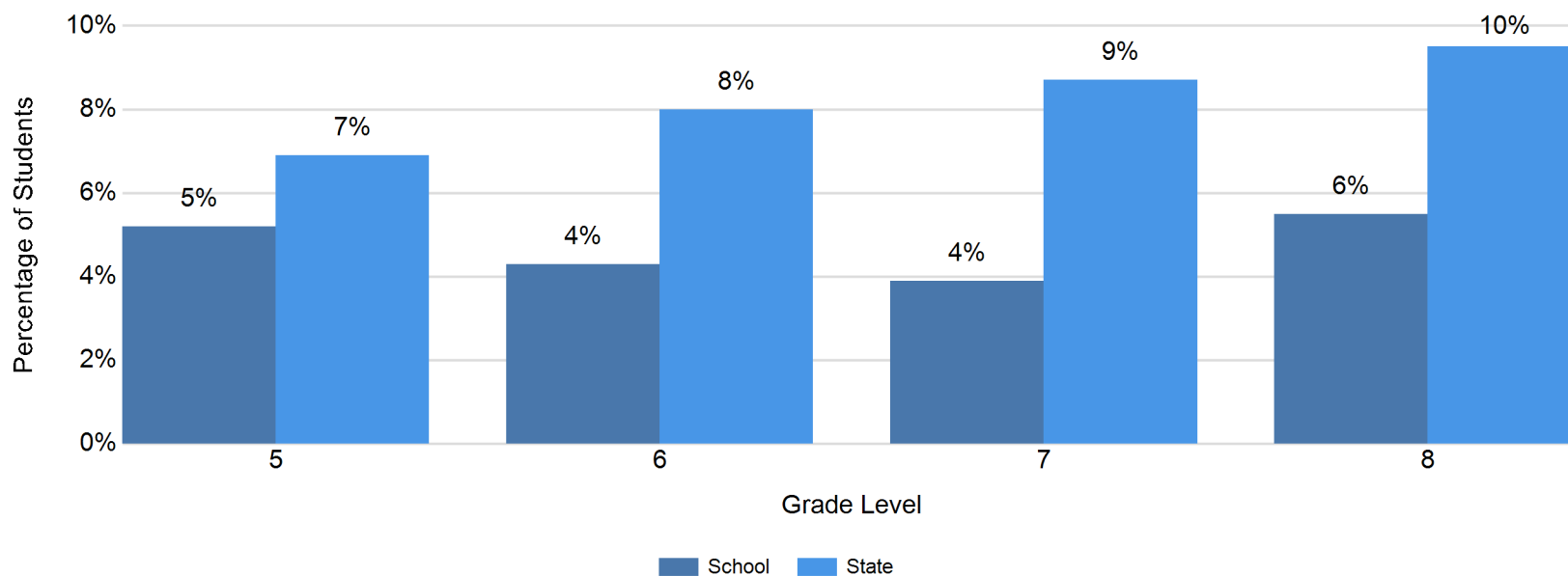
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### Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

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

### 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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.37

### Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	3.8%
Out-of-School Suspensions	1.9%
Any Suspension	5.0%

### Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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### Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1.2	287.8 kbps	100 kbps	Yes	N	Fiber	No

### Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/Local	Total
District Total	\$478	\$16,859	\$17,337



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

**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

**Full-Time Equivalent:** In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

### Teachers – Experience and Certifications

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

Category	Teachers in Schools	Teachers in State
Total Number of teachers	123	115,100
Average years experience in public schools	12.5	11.8
Average years experience in district	10.7	10.5
Teachers in district for 4 or more years	80%	74%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	25	9,476
Average years experience in public schools	19.2	15.7
Average years experience in district	14.1	11.5
Administrators in district for 4 or more years	80%	74%

### Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	9:1	9:1
Administrators	179:1	142:1
Librarian/Media Specialists		712:1
Nurses		712:1
Counselors		274:1
Child Study Team		237:1



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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 the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	90%	85%
2015-16 Administrators: Same district 2016-17	84%	85%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	96%



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### Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	46	17.5%
Mathematics Proficiency	55	17.5%
English Language Arts Growth	33	25%
Mathematics Growth	66	25%
Chronic Absenteeism	78	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		54.2
<b>Summative Rating:</b> Percentile rank of Summative Score		56 <sup>th</sup>
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5th percentile		No

\*\* Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.





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### Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	54	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	51	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Hispanic	56	No	Met Target†	Met Target	Met Target	Met Target	Met Target	No
Black or African American	52	No	Met Target†	Met Target	Met Target	Not Met	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	59	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	No	**	**	**	**	**	No
Two or More Races	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	54	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Students with Disabilities	50	No	Met Target†	Met Target†	Met Target	Not Met	Met Target	No
English Learners	59	No	Met Target	Met Target	Met Target	Met Target	Met Target	No

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† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Mr. Kostula	<b>Email Address:</b>	<a href="mailto:lkostula@oceanschools.org">lkostula@oceanschools.org</a>
<b>Address:</b>	1200 WEST PARK AVENUE OCEAN, NJ 07712-7296	<b>Website:</b>	<a href="http://www.oceanschools.org">www.oceanschools.org</a>
<b>Phone:</b>	(732)531-5630	<b>Facebook:</b>	<a href="https://www.facebook.com/TownshipofOceanSchoolDistrict">https://www.facebook.com/TownshipofOceanSchoolDistrict</a>
		<b>Twitter:</b>	N/A

School Narrative

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

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Technology is part of each school day, with all students utilizing 1:1 personal Chromebooks</li> <li>• The installation of an electronic sign for better community communication.</li> <li>• The creation of The Ocean View for live-streaming of morning announcements.</li> </ul>
 <b>Mission, Vision, Theme:</b>	Meeting the needs of all TOIS students with a proud tradition of academic excellence.
 <b>Awards, Recognition, Accomplishments:</b>	TOIS has participated in the Elks 'Proud to be an American' poster contest. 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.







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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>In addition to all students receiving instruction in the 4 academic areas of math, science, social studies, and ELA, TOIS offer the following courses: 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>
 <p><b>Sports and Athletics:</b></p>	<p><b>Sports Offered:</b></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>
 <p><b>Clubs and Activities:</b></p>	<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, Debate Club, PRIDE Club, Math Club, Forensics, and MakerSpace Club.</p>
 <p><b>Before and After School Programs:</b></p>	<p>All teachers offer extra help after the regular school day ends. For 5th &amp; 6th Grade, Skills for Success is offered. The Ocean Township Depart of Human Services runs Project Extend for after school care here at TOIS.</p>







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 <p><b>Staff and Professional Learning:</b></p>	<p>TOIS has monthly faculty meetings as well as Professional Learning Communities. Extensive Professional Development and multiple EdCamp opportunities are available for faculty and staff to take advantage of throughout the school year.</p>
 <p><b>Student Supports and Services:</b></p>	<p>TOIS has a guidance counselor assigned to each grade level. Academic Success Classes 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><b>Student Health and Wellness:</b></p>	<p>All grade levels at TOIS take Health/Physical Education every day during 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><b>Parent and Community Involvement:</b></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>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents, Administrators, Teachers The Strategic Action Plan.</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>



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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 email through Teachers on the Web through the district website.



Other Information: