ounty: Monmouth

## Township of Ocean Intermediate School (25-3810-040)

2021-2022
Principal: Mr. Christopher Amato
District: Township of Ocean School Distric
School Website
1200 West Park Avenue
6 732-531-5630
Ocean, NJ 07712-7296

## Overview \& Resources

 equitable access to high quality education. We encourage you to use these reports to:

- Learn more about the school and the district
. Start conversations with school community members and ask question
- Engage with school communities to identify where schools are doing well and where they can improve

 will be used for accountability determinations for the 2021-22 school year. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year
Shool Performance Report Resources: The NJDOE has several resource documents that can help you understand and use the School Performance Reports, which can also be found under the "Resource Documents" link at the top of the page
- One-page guides to help start conversations for administrators, educators, elementary, and middle and high school families

Reference Guide with details on all the data in these reports

- Frequently Asked Questions

Understanding Ad juted Cohort Graduation Rates
Unders Growth Percentiles
Dat Privacy Rules (why you see *'s and N's in the reports)
Let the NJDOE know how we can improve future reports by taking our feedback survey. Contact reportcard@doe.nj.gov with any questions about the reports

## Overview \& Resources

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

Type
County
District
Principal Name
Address
Phone Number
Email Address
Website
Facebook
Twitter

Contact Information Monmouth
Township of Ocean School District
Mr. Christopher Amato
200 West Park Avenue, Ocean, NJ 07712-7296
732-531-5630

## Demographics

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

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

| Grade | $\mathbf{2 0 1 9 - 2 0}$ | $\mathbf{2 0 2 0 - 2 1}$ | 2021-22 |
| :--- | :---: | :---: | :---: |
| 6 | 256 | 259 | 217 |
| 7 | 248 | 253 | 247 |
| 8 | 255 | 254 | 261 |
| Total | 1,014 | 977 | 957 |

Enrollment Trends by Student Group
This table shows the percentage of students by student group for the past three school years. 2019 -20 was the first year that data was collected for non-binary/undesignated gender and, as a result, data may not be a true representation of the student population. Additionally, to protect student privacy, gender percentages for 2019-20 are rounded to the nearest 0.5 and percentages for 2020-21 and 2021-22 may show a range, depending on the overall school population size.

| Student Group | 2019-20 | 2020-21 | 2021-22 |
| :---: | :---: | :---: | :---: |
| Male | 51.0\% | 54.0\% | 55.0\% |
| Non-Binary/Undesignated Gender | <1\% | $\leq 1 \%$ | $\leq 1 \%$ |
| Economically Disadvantaged Students | 25.0\% | 22.5\% | 21.7\% |
| Students with Disabilities | 22.1\% | 22.2\% | 23.5\% |
| English Learners | 2.9\% | 2.7\% | 4.7\% |
| Homeless Students | 1.3\% | 1.0\% | 1.3\% |
| Students in Foster Care | 0.1\% | 0.0\% | 0.0\% |
| Military-Connected Students | 0.0\% | 0.1\% | 0.1\% |
| Migrant Students | 0.0\% | 0.0\% | 0.0\% |

Migrant Students
Enrollment by Racial and Ethnic Group
This table shows the percentage of students by racial and ethnic group for the past three school years.

| Racial And Ethnic Group | $\mathbf{2 0 1 9 - 2 0}$ | $\mathbf{2 0 2 0 - 2 1}$ | $\mathbf{2 0 2 1 - 2 2}$ |
| :--- | :--- | :--- | :--- |
| White | $59.5 \%$ | $59.7 \%$ | 58.8 |
| Hispanic | $19.3 \%$ | $19.1 \%$ | $20.5 \%$ |
| Black or African American | $11.2 \%$ | $11.0 \%$ | $1.3 \%$ |
| Asian | $7.9 \%$ | $7.2 \%$ |  |
| Native Hawaiian or Pacific Islander | $0.1 \%$ | $0.0 \%$ | $0.0 \%$ |
| American Indian or Alaska Native | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ |
| Two Or More Races | $2.0 \%$ | $0.0 \%$ | $2.2 \%$ |

## Demographics

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

## Enrollment by Home Language


100


## Student Growth

 Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 . The SGP measures their academic progress from one year to the next compared to other students with similar prior test scores (academic peers).
 2022. The 2021-22 reports will not include any mSGP data.
 NJDOE measured academic progress in ELA and mathematics using Relative School Improvement Measure (RSIM). Results of the RSIM measure are available on the NJDOE's Accountability_page under 2022 Accountability Data

## Academic Achievement

 in comparing data from year to year.


## Academic Achievement

 mportant Note for 2021-22: NJS in comparing data from year to year.

English Language Arts Assessment - Participation and Performance
 half a school year are excluded from performance results. Student are considered to have met or exceeded expectations if they score at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.



| Student Group | Valid <br> 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 | Annual Target | Met Annual Target |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 937 | 99.7\% | 54.1\% | 51.1\% | 49\% | 54.1\% | 60.6\% | Not Met |
| White | 562 | 99.8\% | 62.6\% | 60.2\% | 58.2\% | 62.6\% | 63.4\% | Met Targett |
| Hispanic | 179 | 98.9\% | 41.3\% | 35.5\% | 35\% | 41.3\% | 50.2\% | Not Met |
| Black or African American | 105 | 100\% | 22.9\% | 23.4\% | 30.9\% | 22.9\% | 42.4\% | Not Met |
| Asian, Native Hawaiian, or Pacific Islander | 68 | 100\% | 73.5\% | 67.9\% | 78\% | 73.5\% | 73\% | Met Target |
| American Indian or Alaska Native | * | * | * | * | 48.7\% | * | ** | ** |
| Two or More Races | * | 100\% | 30.4\% | 34.7\% | 55.4\% | 30.4\% |  |  |
| Female | * | 100\% | 60.4\% | 57.9\% | 55.1\% | 60.4\% |  |  |
| Male | * | 99.4\% | 49.1\% | 45.2\% | 43.2\% | 49.1\% |  |  |
| Non-binary/undesignated gender | * | * | * | * | 63.8\% | * |  |  |
| Economically Disadvantaged Students | 191 | 99\% | 29.8\% | 30.1\% | 30.9\% | 29.8\% | 46.2\% | Not Met |
| Non-Economically Disadvantaged Students | 746 | 99.9\% | 60.3\% | 56.5\% | 57.8\% | 60.3\% |  |  |
| Students with Disabilities | 234 | 99.2\% | 16.2\% | 16.6\% | 17.9\% | 16.2\% | 28.6\% | Not Met |
| Students without Disabilities | 703 | 99.9\% | 66.7\% | 61.6\% | 55.7\% | 66.7\% |  |  |
| English Learners | 66 | 100\% | 22.7\% | 24\% | 21.9\% | 22.7\% | 35.5\% | Not Met |
| Non-English Learners | 871 | 99.7\% | 56.5\% | 53.8\% | 52\% | 56.5\% |  |  |
| Homeless Students | * | * | * | 20\% | 20.4\% | * |  |  |
| Students in Foster Care | * | * | * | * | 17.9\% | * |  |  |
| Military-Connected Students | * | * | * | * | 46\% | * |  |  |
| Migrant Students | * | * | * | * | <10\% | * |  |  |

+ Target was met within a confidence interval


## Academic Achievement


 in comparing data from year to year.

## English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the New Jersey Student Learning Assessment (NJSLA) for English Language Arts (ELA) for the past three years. Important note for 2021-22: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results are not available for the 2019-20 and 2020-21 school years.


## Academic Achievement


 in comparing data from year to year.

English Language Arts Assessment - Performance By Grade: Grade 5


| Student Group | Valid Scores | School 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 or exceeded expectations | State: \% of testers met or exceeded expectations |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 223 | 759 | 759 | 748 | 9\% | 9\% | 14\% | 55\% | 12\% | 67\% | 50\% |
| White | 140 | 766 | 766 | 757 | 6\% | 6\% | 14\% | 59\% | 14\% | 74\% | 60\% |
| Hispanic | 46 | 753 | 753 | 735 | 13\% | 11\% | 13\% | 50\% | 13\% | 63\% | 35\% |
| Black or African American | 22 | 731 | 731 | 731 | 23\% | 23\% | 23\% | 32\% | 0\% | 32\% | 31\% |
| Asian, Native Hawaiian, or Pacific Islander | 11 | 768 | 768 | 775 | 0\% | 9\% | 9\% | 82\% | 0\% | 82\% | 78\% |
| American Indian or Alaska Native | * | * | * | 746 | * | * | * | * | * | * | 49\% |
| Two or More Races | * | * | * | 755 | * | * | * | * | * | * | 57\% |
| Female | * | 764 | 764 | 753 | 7\% | 8\% | 14\% | 59\% | 12\% | 71\% | 55\% |
| Male | * | 756 | 756 | 743 | 11\% | 10\% | 15\% | 52\% | 11\% | 64\% | 45\% |
| Non-binary/undesignated gender | * | * | * | 767 | * | * | * | * | * | * | 70\% |
| Economically Disadvantaged Students | 45 | 731 | 731 | 731 | 27\% | 16\% | 22\% | 36\% | 0\% | 36\% | 30\% |
| Non-Economically Disadvantaged Students | 178 | 766 | 766 | 757 | 5\% | 8\% | 12\% | 60\% | 15\% | 75\% | 60\% |
| Students with Disabilities | 52 | 721 | 721 | 718 | 33\% | 23\% | 23\% | 21\% | 0\% | 21\% | 19\% |
| Students without Disabilities | 171 | 771 | 771 | 754 | 2\% | 5\% | 12\% | 65\% | 15\% | 81\% | 56\% |
| English Learners | 12 | 700 | 700 | 709 | * | * | * | * | * | * | * |
| Non-English Learners | 211 | 763 | 763 | 751 | 7\% | 9\% | 14\% | 58\% | 12\% | 71\% | 53\% |
| Homeless Students | * | * | * | 720 | * | * | * | * | * | * | 22\% |
| Students in Foster Care | * | * | * | 722 | * | * | * | * | * | - | 17\% |
| Military-Connected Students | * | * | * | 746 | * | * | * | * | * | * | 47\% |
| Migrant Students | * | * | * | 684 | * | * | * | * | * | * | * |

## Academic Achievement


 in comparing data from year to year.

English Language Arts Assessment - Performance By Grade: Grade 6


| Student Group | Valid Scores | School Mean Scale Score | District Mean Scale Score | State Mean <br> 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 or exceeded expectations | State: \% of testers met or exceeded expectations |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 209 | 742 | 742 | 746 | 14\% | 12\% | 26\% | 41\% | 6\% | 47\% | 48\% |
| White | 124 | 750 | 750 | 754 | 10\% | 10\% | 21\% | 52\% | 8\% | 60\% | 57\% |
| Hispanic | 34 | 731 | 731 | 734 | 24\% | 12\% | 41\% | 24\% | 0\% | 24\% | 34\% |
| Black or African American | 23 | 715 | 715 | 731 | * | * | * | * | * | * | 29\% |
| Asian, Native Hawaiian, or Pacific Islander | 21 | 750 | 750 | 770 | 10\% | 10\% | 24\% | 52\% | 5\% | 57\% | 77\% |
| American Indian or Alaska Native | * | * | * | 746 | * | * | * | * | * | * | 49\% |
| Two or More Races | * | * | * | 751 | * | * | * | * | * | * | 52\% |
| Female | * | 750 | 750 | 751 | 8\% | 7\% | 31\% | 46\% | 8\% | 54\% | 54\% |
| Male | * | 737 | 737 | 741 | 19\% | 17\% | 23\% | 38\% | 4\% | 42\% | 42\% |
| Non-binary/undesignated gender | * | * | * | 760 | * | * | * | * | * | * | 69\% |
| Economically <br> Disadvantaged Students | 42 | 723 | 723 | 731 | 33\% | 14\% | 33\% | 17\% | 2\% | 19\% | 29\% |
| Non-Economically Disadvantaged Students | 167 | 747 | 747 | 753 | 10\% | 12\% | 25\% | 47\% | 7\% | 54\% | 56\% |
| Students with Disabilities | 44 | 706 | 706 | 717 | 55\% | 18\% | 14\% | 14\% | 0\% | 14\% | 14\% |
| Students without Disabilities | 165 | 752 | 752 | 752 | 4\% | 11\% | 30\% | 48\% | 7\% | 56\% | 54\% |
| English Learners | * | * | * | 707 | * | * | * | * | * | * | * |
| Non-English Learners | * | 744 | 744 | 748 | 12\% | 12\% | 27\% | 42\% | 6\% | 48\% | 50\% |
| Homeless Students | * | * | * | 719 | * | * | * | , | * | - | 18\% |
| Students in Foster Care | * | * | * | 717 | * | * | * | * | * | * | 16\% |
| Military-Connected Students | * | * | * | 746 | * | * | * | * | * | * | 47\% |
| Migrant Students | * | * | * | * | * | * | * | * | * | * | * |

## Academic Achievement


 in comparing data from year to year.

English Language Arts Assessment - Performance By Grade: Grade 7


| Student Group | Valid Scores | School 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 or exceeded expectations | State: \% of testers met or exceeded expectations |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 245 | 747 | 747 | 751 | 12\% | 14\% | 24\% | 34\% | 16\% | 50\% | 53\% |
| White | 145 | 754 | 754 | 759 | 8\% | 10\% | 26\% | 37\% | 19\% | 55\% | 62\% |
| Hispanic | 55 | 737 | 737 | 737 | 18\% | 16\% | 27\% | 29\% | 9\% | 38\% | 39\% |
| Black or African American | 27 | 723 | 723 | 732 | 19\% | 37\% | 15\% | 30\% | 0\% | 30\% | 34\% |
| Asian, Native Hawaiian, or Pacific Islander | 14 | 774 | 774 | 782 | 0\% | 0\% | 14\% | 43\% | 43\% | 86\% | 82\% |
| American Indian or Alaska Native | * | * | * | 744 | * | * | * | * | * | * | 48\% |
| Two or More Races | * | * | * | 756 | * | * | * | * | * | * | 57\% |
| Female | * | 755 | 755 | 757 | 9\% | 10\% | 25\% | 35\% | 22\% | 57\% | 60\% |
| Male | * | 741 | 741 | 744 | 15\% | 18\% | 23\% | 34\% | 10\% | 44\% | 46\% |
| Non-binary/undesignated gender | * | * | * | 762 | * | * | * | * | * | * | 64\% |
| Economically Disadvantaged Students | 56 | 733 | 733 | 733 | 21\% | 27\% | 18\% | 29\% | 5\% | 34\% | 35\% |
| Non-Economically <br> Disadvantaged Students | 189 | 752 | 752 | 759 | 9\% | 11\% | 26\% | 36\% | 19\% | 54\% | 61\% |
| Students with Disabilities | 59 | 709 | 709 | 714 | 46\% | 19\% | 25\% | 10\% | 0\% | 10\% | 17\% |
| Students without Disabilities | 186 | 760 | 760 | 758 | 1\% | 13\% | 24\% | 42\% | 20\% | 62\% | 60\% |
| English Learners | * | * | * | 699 | * | * | * | * | * | * | * |
| Non-English Learners | * | 749 | 749 | 753 | 11\% | 14\% | 25\% | 35\% | 16\% | 51\% | 55\% |
| Homeless Students | * | * | * | 720 | * | * | * | * | * | * | 22\% |
| Students in Foster Care | * | * | * | 717 | * | * | * | * | * | * | 19\% |
| Military-Connected Students | * | * | * | 747 | * | * | * | * | * | * | 48\% |
| Migrant Students | * | * | * | 683 | * | * | * | * | * | * | * |

## Academic Achievement


 in comparing data from year to year.

English Language Arts Assessment - Performance By Grade: Grade 8


| Student Group | Valid Scores | School 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 or exceeded expectations | State: \% of testers met or exceeded expectations |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 251 | 750 | 750 | 750 | 15\% | 9\% | 23\% | 39\% | 15\% | 53\% | 51\% |
| White | 148 | 759 | 759 | 758 | 9\% | 8\% | 20\% | 44\% | 19\% | 63\% | 60\% |
| Hispanic | 44 | 732 | 732 | 736 | 23\% | 11\% | 30\% | 32\% | 5\% | 36\% | 38\% |
| Black or African American | 32 | 720 | 720 | 730 | 41\% | 13\% | 28\% | 16\% | 3\% | 19\% | 32\% |
| Asian, Native Hawaiian, or Pacific Islander | 19 | 776 | 776 | 783 | 0\% | 0\% | 16\% | 53\% | 32\% | 84\% | 82\% |
| American Indian or Alaska Native | * | * | * | 752 | * | * | * | * | * | * | 53\% |
| Two or More Races | * | * | * | 756 | * | * | * | * | * | * | 57\% |
| Female | * | 756 | 756 | 757 | 10\% | 9\% | 20\% | 45\% | 15\% | 60\% | 59\% |
| Male | * | 746 | 746 | 742 | 18\% | 9\% | 24\% | 34\% | 15\% | 48\% | 44\% |
| Non-binary/undesignated gender | * | * | * | 759 | * | * | * | * | * | * | 60\% |
| Economically Disadvantaged Students | 45 | 730 | 730 | 732 | 20\% | 22\% | 29\% | 24\% | 4\% | 29\% | 34\% |
| Non-Economically Disadvantaged Students | 206 | 755 | 755 | 758 | 14\% | 6\% | 21\% | 42\% | 17\% | 59\% | 59\% |
| Students with Disabilities | 63 | 713 | 713 | 712 | 43\% | 17\% | 22\% | 17\% | 0\% | 17\% | 15\% |
| Students without Disabilities | 188 | 763 | 763 | 757 | 5\% | 6\% | 23\% | 46\% | 20\% | 65\% | 58\% |
| English Learners | * | * | * | 697 | * | * | * | * | * | * | * |
| Non-English Learners | * | 751 | 751 | 752 | 14\% | 9\% | 23\% | 39\% | 15\% | 54\% | 53\% |
| Homeless Students | * | * | * | 716 | * | * | * | * | * | * | 22\% |
| Students in Foster Care | * | * | * | 712 | * | * | * | * | * | * | 14\% |
| Military-Connected Students | * | * | * | 745 | * | * | * | * | * | * | 47\% |
| Migrant Students | * | * | * | 678 | * | * | * | * | * | * | * |

## Academic Achievement


 in comparing data from year to year.

## Mathematics Assessment - Participation and Performance



 on the DLM assessment.
 ESSA accountability. For more details on New Jersey's accountability system, see the NJDOE Accountability_page. More information and additional data can also be found on the NJDOE Academic Achievement page

| Student Group | Valid <br> 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 | Annual Target | Met Annual Target |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 945 | 99.8\% | 37\% | 39.3\% | 36\% | 37\% | 53.7\% | Not Met |
| White | 563 | 99.8\% | 45.3\% | 47.9\% | 46.2\% | 45.3\% | 57.7\% | Not Met |
| Hispanic | 187 | 99.5\% | 21.4\% | 24.8\% | 19.9\% | 21.4\% | 39.7\% | Not Met |
| Black or African American | 106 | 100\% | 12.3\% | 12.7\% | 15.7\% | 12.3\% | 31\% | Not Met |
| Asian, Native Hawaiian, or Pacific Islander | 66 | 100\% | 57.6\% | 57.1\% | 71.3\% | 57.6\% | 70.2\% | Not Met |
| American Indian or Alaska Native | * | * | * | * | 37.3\% | * | ** | ** |
| Two or More Races | * | 100\% | 17.4\% | 28.6\% | 44.1\% | 17.4\% |  |  |
| Female | * | 99.8\% | 32\% | 35.5\% | 34.5\% | 32\% |  |  |
| Male | * | 99.8\% | 41\% | 42.6\% | 37.4\% | 41\% |  |  |
| Non-binary/undesignated gender | * | * | * | * | 35\% | * |  |  |
| Economically Disadvantaged Students | 194 | 100\% | 14.4\% | 19.5\% | 17.3\% | 14.4\% | 39.8\% | Not Met |
| Non-Economically Disadvantaged Students | 751 | 99.7\% | 42.9\% | 44.5\% | 45.2\% | 42.9\% |  |  |
| Students with Disabilities | 235 | 99.6\% | <10\% | 12\% | 14.7\% | <10\% | 26.6\% | Not Met |
| Students without Disabilities | 710 | 99.9\% | 46.3\% | 47.5\% | 40.5\% | 46.3\% |  |  |
| English Learners | 75 | 98.8\% | 10.7\% | 21.1\% | 16\% | 10.7\% | 36\% | Not Met |
| Non-English Learners | 870 | 99.9\% | 39.3\% | 41.4\% | 38.4\% | 39.3\% |  |  |
| Homeless Students | * | * | * | 20\% | <10\% | * |  |  |
| Students in Foster Care | * | * | * | * | 10\% | * |  |  |
| Military-Connected Students | * | * | * | * | 34.5\% | * |  |  |
| Migrant Students | * | * | * | * | <10\% | * |  |  |

$\dagger$ Target was met within a confidence interval.

## Academic Achievement


 in comparing data from year to year.

## Mathematics Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the New Jersey Student Learning Assessment (NJSLA) for Mathematics for the past three years.
 all students in middle school and grades 9 and 10. The requirements for high school testing changed in 2021-22 so that students are only required to take the NJSLA once in high school. Therefore, 2021-22 data for Geometry and Algebra II may not be comparable to data from 2018 -19.



## Academic Achievement


 in comparing data from year to year.

Mathematics Assessment - Performance By Grade: Grade 5
This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year,

| Student Group | Valid Scores | School 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 or exceeded expectations | State: \% of testers met or exceeded expectations |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 227 | 745 | 745 | 736 | 7\% | 17\% | 27\% | 41\% | 7\% | 48\% | 36\% |
| White | 141 | 752 | 752 | 746 | 4\% | 13\% | 24\% | 50\% | 9\% | 59\% | 47\% |
| Hispanic | 49 | 737 | 737 | 722 | 10\% | 22\% | 37\% | 24\% | 6\% | 31\% | 18\% |
| Black or African American | 22 | 722 | 722 | 716 | 14\% | 32\% | 36\% | 18\% | 0\% | 18\% | 14\% |
| Asian, Native Hawaiian, or Pacific Islander | 11 | 760 | 760 | 769 | 0\% | 18\% | 18\% | 45\% | 18\% | 64\% | 74\% |
| American Indian or Alaska Native | * | * | * | 736 | * | * | * | * | * | * | 38\% |
| Two or More Races | * | * | * | 744 | * | * | * | * | * | * | 45\% |
| Female | * | 740 | 740 | 736 | 9\% | 21\% | 30\% | 36\% | 5\% | 41\% | 34\% |
| Male | * | 750 | 750 | 737 | 6\% | 14\% | 25\% | 45\% | 10\% | 55\% | 38\% |
| Non-binary/undesignated gender | * | * | * | 747 | * | * | * | * | * | * | 55\% |
| Economically Disadvantaged Students | 46 | 724 | 724 | 718 | 15\% | 35\% | 37\% | 9\% | 4\% | 13\% | 15\% |
| Non-Economically Disadvantaged Students | 181 | 751 | 751 | 746 | 5\% | 13\% | 25\% | 49\% | 8\% | 57\% | 47\% |
| Students with Disabilities | 53 | 717 | 717 | 714 | 30\% | 25\% | 30\% | 15\% | 0\% | 15\% | 14\% |
| Students without Disabilities | 174 | 754 | 754 | 741 | 0\% | 15\% | 26\% | 49\% | 10\% | 59\% | 41\% |
| English Learners | 15 | 709 | 709 | 707 | * | * | * | * | * | * | * |
| Non-English Learners | 212 | 748 | 748 | 739 | 6\% | 14\% | 28\% | 44\% | 8\% | 52\% | 39\% |
| Homeless Students | * | * | * | 709 | * | * | * | * | * | * | * |
| Students in Foster Care | * | * | * | 710 | * | * | * | * | * | * | 10\% |
| Military-Connected Students | * | * | * | 737 | * | * | * | * | * | * | 35\% |
| Migrant Students | * | * | * | 685 | * | * | * | * | * | * | * |

## Academic Achievement


 in comparing data from year to year,

Mathematics Assessment - Performance By Grade: Grade 6
This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year,
Students in sixth grade who were enrolled in an Algebra I course during the 2021-22 school year were required to take both the Algebra I and Grade 6 mathematics assessment. The results of the Grade 6 mathematics assessment are included in this data.

| Student Group | Valid <br> Scores | School Mean <br> Scale Score | District Mean Scale Score | State Mean <br> 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 or exceeded expectations | State: \% of testers met or exceeded expectations |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 216 | 733 | 733 | 733 | 14\% | 25\% | 34\% | 24\% | 3\% | 27\% | 31\% |
| White | 124 | 740 | 740 | 742 | 5\% | 24\% | 36\% | 31\% | 3\% | 35\% | 41\% |
| Hispanic | 40 | 717 | 717 | 720 | 38\% | 15\% | 38\% | 8\% | 3\% | 10\% | 15\% |
| Black or African American | 24 | 711 | 711 | 714 | * | * | * | * | * | * | 12\% |
| Asian, Native Hawaiian, or Pacific Islander | 21 | 748 | 748 | 763 | 5\% | 19\% | 33\% | 33\% | 10\% | 43\% | 68\% |
| American Indian or Alaska Native | * | * | * | 733 | * | * | * | * | * | * | 30\% |
| Two or More Races | * | * | * | 739 | * | * | * | * | * | * | 38\% |
| Female | * | 730 | 730 | 733 | 12\% | 26\% | 44\% | 17\% | 1\% | 18\% | 30\% |
| Male | * | 734 | 734 | 734 | 15\% | 24\% | 27\% | 28\% | 5\% | 33\% | 33\% |
| Non-binary/undesignated gender | * | * | * | 734 | * | * | * | * | * | * | 21\% |
| Economically <br> Disadvantaged Students | 42 | 720 | 720 | 717 | * | * | * | * | * | * | 13\% |
| Non-Economically Disadvantaged Students | 174 | 736 | 736 | 741 | 11\% | 24\% | 33\% | 28\% | 3\% | 32\% | 40\% |
| Students with Disabilities | 44 | 709 | 709 | 710 | * | * | * | * | * | * | * |
| Students without Disabilities | 172 | 739 | 739 | 738 | 6\% | 24\% | 37\% | 28\% | 4\% | 33\% | 36\% |
| English Learners | 13 | 695 | 695 | 703 | * | * | * | * | * | * | * |
| Non-English Learners | 203 | 735 | 735 | 736 | 11\% | 24\% | 36\% | 25\% | 3\% | 29\% | 33\% |
| Homeless Students | * | * | * | 708 | * | * | * | * | * | * | * |
| Students in Foster Care | * | * | * | 706 | * | * | * | * | * | * | * |
| Military-Connected Students | * | * | * | 734 | * | * | * | * | * | * | 31\% |
| Migrant Students | * | * | * | 706 | * | * | * | * | * | * | 20\% |

## Academic Achievement


 in comparing data from year to year.

## Mathematics Assessment - Performance By Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year
Students who took the Algebra I , Geometry, or Algebra II end-of-course assessments are not included in grade level results.

| Student Group | Valid <br> Scores | School Mean Scale Score | District Mean Scale Score | State Mean <br> 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 or exceeded expectations | State: \% of testers met or exceeded expectations |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 246 | 741 | 741 | 737 | 6\% | 21\% | 34\% | 35\% | 4\% | 39\% | 34\% |
| White | 143 | 745 | 745 | 745 | 2\% | 17\% | 34\% | 43\% | 4\% | 47\% | 45\% |
| Hispanic | 58 | 733 | 733 | 727 | 14\% | 22\% | 40\% | 21\% | 3\% | 24\% | 20\% |
| Black or African American | 27 | 724 | 724 | 722 | 15\% | 41\% | 26\% | 19\% | 0\% | 19\% | 15\% |
| Asian, Native Hawaiian, or Pacific Islander | 14 | 763 | 763 | 761 | 0\% | 7\% | 21\% | 50\% | 21\% | 71\% | 68\% |
| American Indian or Alaska Native | * | * | * | 733 | * | * | * | * | * | * | 26\% |
| Two or More Races | * | * | * | 742 | * | * | * | * | * | * | 40\% |
| Female | * | 740 | 740 | 736 | 4\% | 19\% | 40\% | 34\% | 3\% | 37\% | 32\% |
| Male | * | 741 | 741 | 738 | 8\% | 23\% | 28\% | 35\% | 6\% | 41\% | 36\% |
| Non-binary/undesignated gender | * | * | * | 738 | * | * | * | * | * | * | 42\% |
| Economically Disadvantaged Students | 57 | 730 | 730 | 725 | 11\% | 32\% | 32\% | 25\% | 2\% | 26\% | 17\% |
| Non-Economically Disadvantaged Students | 189 | 744 | 744 | 743 | 5\% | 18\% | 34\% | 38\% | 5\% | 43\% | 43\% |
| Students with Disabilities | 59 | 718 | 718 | 715 | * | * | * | * | * | * | 10\% |
| Students without Disabilities | 187 | 748 | 748 | 741 | 1\% | 14\% | 36\% | 43\% | 5\% | 49\% | 39\% |
| English Learners | * | * | * | 712 | * | * | * | * | * | * | * |
| Non-English Learners | * | 742 | 742 | 739 | 5\% | 20\% | 34\% | 36\% | 5\% | 40\% | 36\% |
| Homeless Students | * | * | * | 715 | * | * | * | * | * | * | * |
| Students in Foster Care | * | * | * | 715 | * | * | * | * | * | * | 10\% |
| Military-Connected Students | * | * | * | 738 | * | * | * | * | * | * | 32\% |
| Migrant Students | * | * | * | 697 | * | * | * | * | * | - | * |

## Academic Achievement


 in comparing data from year to year.

## Mathematics Assessment - Performance By Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year
Students who took the Algebra I, Geometry, or Algebra II end-of-course assessments are not included in grade level results.

| Student Group | Valid <br> Scores | School Mean Scale Score | District Mean Scale Score | State Mean <br> 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 or exceeded expectations | State: \% of testers met or exceeded expectations |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 182 | 715 | 715 | 716 | 29\% | 36\% | 25\% | 10\% | 0\% | 10\% | 15\% |
| White | 100 | 718 | 718 | 725 | 29\% | 30\% | 26\% | 15\% | 0\% | 15\% | 21\% |
| Hispanic | 40 | 712 | 712 | 711 | * | * | * | * | * | * | 11\% |
| Black or African American | 30 | 701 | 701 | 703 | * | * | * | * | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 737 | * | * | * | * | * | * | 36\% |
| American Indian or Alaska Native | * | * | * | 718 | * | * | * | * | * | * | 17\% |
| Two or More Races | * | * | * | 718 | * | * | * | * | * | * | 18\% |
| Female | * | 716 | 716 | 716 | * | * | * | * | * | * | 14\% |
| Male | * | 714 | 714 | 716 | 33\% | 31\% | 25\% | 12\% | 0\% | 12\% | 16\% |
| Non-binary/undesignated gender | * | * | * | 733 | * | * | * | * | * | * | 26\% |
| Economically Disadvantaged Students | 43 | 705 | 705 | 708 | * | * | * | * | * | * | * |
| Non-Economically Disadvantaged Students | 139 | 718 | 718 | 721 | 25\% | 34\% | 27\% | 14\% | 0\% | 14\% | 19\% |
| Students with Disabilities | 61 | 701 | 701 | 699 | * | * | * | * | * | * | * |
| Students without Disabilities | 121 | 722 | 722 | 721 | 18\% | 36\% | 33\% | 13\% | 0\% | 13\% | 18\% |
| English Learners | * | * | * | 698 | * | * | * | * | * | * | * |
| Non-English Learners | * | 715 | 715 | 718 | 28\% | 37\% | 25\% | 11\% | 0\% | 11\% | 16\% |
| Homeless Students | * | * | * | 700 | * | * | * | * | * | * | * |
| Students in Foster Care | * | * | * | 694 | * | * | * | * | * | * | - |
| Military-Connected Students | * | * | * | 716 | * | * | * | * | * | * | 15\% |
| Migrant Students | * | * | * | 683 | * | * | * | * | * | * | * |

## Academic Achievement


 in comparing data from year to year.

## Mathematics Assessment - Performance By Test: Algebra I

This table shows performance on the NJSLA Algebra I end-of-course assessment. The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.
 esults of their Algebra I assessment are not included in these results but will be reported when the student in in grade 9 .
 2019-20 school years.

| Student Group | Valid Scores | School Mean Scale Score | District Mean <br> Scale Score | State Mean <br> 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 or exceeded expectations | State: \% of testers met or exceeded expectations |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 69 | 777 | 736 | 735 | 0\% | 0\% | 6\% | 86\% | 9\% | 94\% | 35\% |
| White | 49 | 778 | 744 | 745 | 0\% | 0\% | 6\% | 84\% | 10\% | 94\% | 45\% |
| Hispanic | * | * | 720 | 720 | * | * | * | * | * | * | 19\% |
| Black or African American | * | * | 712 | 717 | * | * | * | * | * | * | 16\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 766 | 767 | * | * | * | * | * | * | 72\% |
| American Indian or Alaska Native | * | * | * | 734 | * | * | * | * | * | * | 30\% |
| Two or More Races | * | * | * | 742 | * | * | * | * | * | * | 42\% |
| Female | * | 770 | 733 | 735 | 0\% | 0\% | 11\% | 81\% | 7\% | 89\% | 35\% |
| Male | * | 781 | 738 | 735 | 0\% | 0\% | 2\% | 88\% | 10\% | 98\% | 35\% |
| Non-binary/undesignated gender | * | * | * | 738 | * | * | * | * | * | * | 33\% |
| Economically Disadvantaged Students | * | * | 714 | 719 | * | * | * | * | * | * | 17\% |
| Non-Economically Disadvantaged Students | * | 777 | 741 | 742 | 0\% | 0\% | 6\% | 85\% | 9\% | 94\% | 42\% |
| Students with Disabilities | * | * | 708 | 708 | * | * | * | * | * | * | * |
| Students without Disabilities | * | 777 | 742 | 739 | 0\% | 0\% | 6\% | 85\% | 9\% | 94\% | 39\% |
| English Learners | * | * | 706 | 702 | * | * | * | * | * | * | * |
| Non-English Learners | * | 777 | 738 | 737 | 0\% | 0\% | 6\% | 86\% | 9\% | 94\% | 37\% |
| Homeless Students | * | * | * | 708 | * | * | * | * | * | * | * |
| Students in Foster Care | * | * | * | 709 | * | * | * | - | - | - | * |
| Military-Connected Students | - | * | * | 729 | * | * | * | - | * | * | 28\% |
| Migrant Students | * | * | * | * | * | * | * | * | * | * | * |

## Academic Achievement


 in comparing data from year to year.

## Mathematics Assessment - Performance By Test: Geometry

This table shows performance on the NJSLA Geometry end-of-course assessment. The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.
 2019-20 school years.

| Student Group | Valid Scores | School 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 or exceeded expectations | State: \% of testers met or exceeded expectations |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | * | * | 745 | 748 | * | * | * | * | * | * | 50\% |
| White | * | * | 748 | 750 | * | * | * | * | * | * | 54\% |
| Hispanic | * | * | * | 730 | * | * | * | * | * | * | 23\% |
| Black or African American | * | * | * | 728 | * | * | * | * | * | * | 21\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 763 | * | * | * | * | * | * | 74\% |
| American Indian or Alaska Native | * | * | * | 745 | * | * | * | * | * | * | 47\% |
| Two or More Races | * | * | * | 752 | * | * | * | * | * | * | 57\% |
| Female | * | * | 748 | 746 | * | * | * | * | * | * | 47\% |
| Male | * | * | 741 | 749 | * | * | * | * | * | * | 53\% |
| Non-binary/undesignated gender | * | * | * | 749 | * | * | * | * | * | * | 44\% |
| Economically <br> Disadvantaged Students | * | * | * | 729 | * | * | * | * | * | * | 22\% |
| Non-Economically Disadvantaged Students | * | * | 746 | 751 | * | * | * | * | * | * | 55\% |
| Students with Disabilities | * | * | * | 723 | * | * | * | * | * | * | 22\% |
| Students without Disabilities | * | * | 745 | 749 | * | * | * | * | * | * | 51\% |
| English Learners | * | * | * | 708 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | 745 | 749 | * | * | * | * | * | * | 51\% |
| Homeless Students | * | * | * | 719 | * | * | * | * | * | * | 13\% |
| Students in Foster Care | * | * | * | 721 | * | * | * | * | * | * | 10\% |
| Military-Connected Students | * | * | * | 742 | * | * | * | * | * | * | 41\% |
| Migrant Students | * | * | * | * | * | * | * | * | * | * | * |

## Academic Achievement


 in comparing data from year to year.

## Mathematics Assessment - Performance By Test: Algebra I

This table shows performance on the NJSLA Algebra Il end-of-course assessment. The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.
 2019-20 school years.

| Student Group | Valid Scores | School 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 or exceeded expectations | State: \% of testers met or exceeded expectations |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | * | * | * | 764 | * | * | * | * | * | * | 68\% |
| White | * | * | * | 765 | * | * | * | * | * | * | 71\% |
| Hispanic | * | * | * | 724 | * | * | * | * | * | * | 28\% |
| Black or African American | * | * | * | 734 | * | * | * | * | * | * | 33\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 782 | * | * | * | * | * | * | 85\% |
| American Indian or Alaska Native | * | * | * | 753 | * | * | * | * | * | * | 59\% |
| Two or More Races | * | * | * | 763 | * | * | * | * | * | * | 65\% |
| Female | * | * | * | 758 | * | * | * | * | * | * | 62\% |
| Male | * | * | * | 769 | * | * | * | * | * | * | 73\% |
| Non-binary/undesignated gender | * | * | * | 771 | * | * | * | * | * | * | 64\% |
| Economically Disadvantaged Students | * | * | * | 721 | * | * | * | * | * | * | 25\% |
| Non-Economically Disadvantaged Students | * | * | * | 771 | * | * | * | * | * | * | 76\% |
| Students with Disabilities | * | * | * | 749 | * | * | * | * | * | * | 58\% |
| Students without Disabilities | * | * | * | 764 | * | * | * | * | * | * | 68\% |
| English Learners | * | * | * | 696 | * | * | * | * | * | * | 10\% |
| Non-English Learners | * | * | * | 764 | * | * | * | * | * | * | 68\% |
| Homeless Students | * | * | * | * | * | * | * | * | * | * | * |
| Students in Foster Care | * | * | * | * | * | * | * | * | * | * | * |
| Military-Connected Students | * | * | * | 757 | * | * | * | * | * | * | 58\% |
| Migrant Students | * | * | * | * | * | * | * | * | * | * | * |

## Academic Achievement


 in comparing data from year to year

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

## Academic Achievement


 English Language Proficiency Test - Participation and Performance
 proficient status.

| Years in District | \# Students Tested | \% Students with Overall Score Below 4.5 | \% Students with Overall Score 4.5 or Above |
| :---: | :---: | :---: | :---: |
| 3-4 | * | * | * |
| 5 or more | * | * | * |

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

| Student Group | Percent of English learners making expected growth to proficiency | Annual Target | Met Target? |
| :---: | :---: | :---: | :---: |
| Schoolwide/English Learners | 19\% | 22.5\% | Met Target $\dagger$ |

## Academic Achievement

 proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment. Visit the assessment reports page for DLM results.


NJSLA Science Assessment: Grade 8 Summary
 mportant note for 2021-22 Reports: Due to the cancellation of statewide assessments in 2019-20 and 2020-21, statewide assessment results for NJSLA Science are not available for the 2019-20 and 2020-21 school years.
 REPORT

## Academic Achievement

 proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment. Visit the assessment reports page for DLM results.

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

| Student Group | \% Level 1 | \% Level 2 | \% Level 3 | \% Level 4 |
| :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 33\% | 36\% | 21\% | 11\% |
| White | 21\% | 40\% | 26\% | 13\% |
| Hispanic | 49\% | 29\% | 12\% | 10\% |
| Black or African American | 73\% | 27\% | 0\% | 0\% |
| Asian, Native Hawaiian, or Pacific Islander | 18\% | 45\% | 27\% | 9\% |
| American Indian or Alaska Native | * | * | * | * |
| Two or More Races | * | * | * | * |
| Female | 39\% | 37\% | 17\% | 8\% |
| Male | 28\% | 35\% | 24\% | 13\% |
| Non-binary/undesignated gender | * | * | * | * |
| Economically Disadvantaged Students | 61\% | 30\% | 7\% | 2\% |
| Non-Economically Disadvantaged Students | 25\% | 37\% | 24\% | 13\% |
| Students with Disabilities | 64\% | 34\% | 2\% | 0\% |
| Students without Disabilities | 23\% | 36\% | 26\% | 14\% |
| English Learners | * | * | * | * |
| Non-English Learners | 28\% | 38\% | 22\% | 12\% |
| Homeless Students | * | * | * | * |
| Students in Foster Care | * | * | * | * |
| Military-Connected Students | * | * | * | * |
| Migrant Students | * | * | * | * | REPORT

## Academic Achievement

 proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment. Visit the assessment reports page for DLM results.

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

| Student Group | \% Level 1 | \% Level 2 | \% Level 3 | \% Level 4 |
| :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 38\% | 46\% | 13\% | 4\% |
| White | 30\% | 49\% | 17\% | 5\% |
| Hispanic | 56\% | 40\% | 2\% | 2\% |
| Black or African American | 69\% | 28\% | 3\% | 0\% |
| Asian, Native Hawaiian, or Pacific Islander | 5\% | 58\% | 26\% | 11\% |
| American Indian or Alaska Native | * | * | * | * |
| Two or More Races | * | * | * | * |
| Female | 35\% | 55\% | 7\% | 3\% |
| Male | 40\% | 39\% | 17\% | 5\% |
| Non-binary/undesignated gender | * | * | * | * |
| Economically Disadvantaged Students | 60\% | 38\% | 2\% | 0\% |
| Non-Economically Disadvantaged Students | 33\% | 48\% | 15\% | 5\% |
| Students with Disabilities | 70\% | 27\% | 3\% | 0\% |
| Students without Disabilities | 26\% | 52\% | 16\% | 5\% |
| English Learners | * | * | * | * |
| Non-English Learners | 37\% | 46\% | 13\% | 4\% |
| Homeless Students | * | * | * | * |
| Students in Foster Care | * | * | * | * |
| Military-Connected Students | * | * | * | * |
| Migrant Students | * | * | * | * |

Information about New Jersey Student Learning Standards can be found on the NJDOE website.
Mathematics - Course Participation
This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.


Information about New Jersey Student Learning Standards can be found on the NJDOE website.

## World Languages - Course Participation

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

| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 6 | 111 | 0 | 91 | 0 | 0 | 0 | 0 |
| 7 | 132 | 0 | 109 | 0 | 0 | 0 | 0 |
| 8 | 126 | 36 | 84 | 0 | 0 | 0 | 0 |
| Total | 369 | 36 | 284 | 0 | 0 | 0 | 0 |

## College and Career Readiness

Information about New Jersey Student Learning Standards can be found on the NJDOE website.

## Computer Science - Course Participation

 enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

| Grade | Computer Programming | Principles of Computer Science | Computing Systems | Other Computer Science | Networking | Information Systems | Other IT |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 6 | N | N | N | N | N | N | N |
| 7 | N | N | N | N | N | N | N |
| 8 | N | N | N | N | N | N | N |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

## College and Career Readiness

Information about New Jersey Student Learning Standards can be found on the NJDOE website.
Visual and Performing Arts - Course Participation
The first set of graphs below show the percentages of students who were enrolled in any Vissual and Performing Arts classes during the school year. The second set of charts show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.
Grades $6-8$ Students enrolled in one or more visual and performing arts classes

Music


Dance
School $5.9 \%$
State $-3.3 \%$

Drama
School $\square$ 7.17 17.0\%
State 7.1\%

Visual Arts
School $\square 52.7 \%$
State

 statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.
Important Note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 chronic absenteeism rates with the rates from 2020-21 and rates prior to 2019-20 as the pandemic has impacted attendance rates over the last three years.
Chronic Absenteeism
 was above the state average ("Not Met") or less than or equal to the state average ("Met"),

| Schoolwide | 97 | 10.1\% | 15.9\% | Met |
| :---: | :---: | :---: | :---: | :---: |
| White | 49 | 8.6\% | 15.9\% | Met |
| Hispanic | 29 | 14.8\% | 15.9\% | Met |
| Black or African American | 10 | 9.1\% | 15.9\% | Met |
| Asian, Native Hawaiian, or Pacific Islander | 4 | 5.9\% | 15.9\% | Met |
| American Indian or Alaska Native | * | * | ** | ** |
| Two or More Races | * | 23.8\% | 15.9\% | Not Met |
| Female | * | 9.2\% |  |  |
| Male | * | 10.8\% |  |  |
| Non-Binary/Undesignated Gender | * | * |  |  |
| Economically Disadvantaged Students | 34 | 16.2\% | 15.9\% | Not Met |
| Students with Disabilities | 42 | 17.9\% | 15.9\% | Not Met |
| English Learners | 6 | 14.3\% | 15.9\% | Met |
| Homeless Students | 3 | 30.0\% |  |  |
| Students in Foster Care | * | * |  |  |
| Military-Connected Students | * | * |  |  |
| Migrant Students | * | * |  |  |

Report Key:

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

 statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculation.
Important Note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 chronic absenteeism rates with the rates from 2020-21 and rates prior to 2019 -20 as the pandemic has impacted attendance rates over the last three years
Days Absent
This graph shows the percentage of K -12 students by the number of days they were absent during the school year


 statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculation

Important Note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 chronic absenteeism rates with the rates from 2020-21 and rates prior to 2019 -20 as the pandemic has impacted attendance rates over the last three years.
Chronic Absenteeism by Grade
This graph shows the percentage of students by grade level who were chronically absent during the school year with a state comparison.


* Data is not displayed in order to protect student privacy
** Accountability calculations req
NNo Data is available to display

 process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.
Important note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 student safety data with the data from 2020-21 and 2019-20 as the pandemic impacted the data from those years.


## Violence, Vandalism, HIB, and Substance Offenses

Police Notifications
his table shows the number ar in the total unique ncidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled

Violence $\quad 13$
Weapons 1
Vandalism 3
Substances 0
Harassment, Intimidation, Bullying (HIB) 28
$\begin{array}{ll}\text { Total Unique Incidents } & 45\end{array}$
Incidents Per 100 Students Enrolled 4.70

## Violence

Weapons 1
Vandalism 0
Substances 0
Harassment, Intimidation, Bullying (HIB) 13
Other Incidents Leading to Removal

6

Report Key:

* Data is not displayed in order to protect student privac
** Accountability calculations require 20 or more students
display
This indicates a table specific note see note below table

 process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.
Important note for 2021-22: The NJDOE recommends caution in comparing the 2021-22 student safety data with the data from 2020-21 and 2019-20 as the pandemic impacted the data from those years.


## Harassment, Intimidation, and Bullying (HIB) Investigations

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

| Race | 0 | 5 | 5 |
| :--- | :--- | :---: | :---: |
| Religion | 0 | 3 | 3 |
| Ancestry | 0 | 1 | 1 |
| Gender | 0 | 7 | 7 |
| Sexual Orientation | 0 | 7 | 7 |
| Disability | 0 | 0 | 0 |
| Other | 0 | 15 | 15 |
| No Identified Nature | 0 |  | 0 |

* Data is not displayed in order to protect student privacy
* Accountability calculations

NNo Data is available to display

## 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 hat a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Typical Start Time
Typical End Time
Length of School Day
Full Time - Instructional Time
Shared Time - Instructional Time

## 8:00 AM

2.30 PM

6 Hrs. 30 Mins.
5 Hrs. 33 Mins.

N

## Device Ratios

This table shows the student to device ratio, which is the number of students in grades PK-12 per device, including devices designated for instruction, testing, and remote learning. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for online testing and digital learning in grades PreK through 12. This information dditionlly schols Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low student to device ratio due to this policy decision.

2021-2022

## Student Access to Technology and Internet

reports about student access to technolay and internet connectivity as of the end of the 2021-2022 school year can found on the NJDOE website.

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.
Key terms for staff data:
teachers: All classroom teachers
斯 tables below report on "experienced" teachers and administrators for federal reporting purposes.


## Teachers - Experience

his table shows information about the experience of teachers assigned to this school and cross the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. The number of out-offield teachers is the number of teachers who are potentially teaching outside of their area of certification.

| Total Number of teachers | 104 | 118,773 |
| :--- | :---: | :---: |
| Average years experience in public schools | 14.9 | 12.5 |
| Average years experience in district | 13.4 | 11.3 |
| Percentage of Teachers with 4 or more years | $88.5 \%$ | $76.0 \%$ |
| experience in the district | 0 | 2,937 |

## Administrators - Experience (District Level)

 This table shows information about the experience of administrators assigned to this district and across the state.| Total Number of administrators | 24 | 9,578 |
| :--- | :---: | :---: |
| Average years experience in public schools | 16.1 | 16.5 |
| Average years experience in district | 14.5 | 12.6 |
| Percentage of Administrators with 4 or more years | $83.3 \%$ | $\mathbf{7 8 . 8 \%}$ |
| experience in the district |  |  |

## Staff Counts

This table shows the number of staff members assigned to the school, district, and state across several staff categories. The staff counts in this table reflect data submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). Additionally, some staff members may be assigned to the district only, but assigned to the school, even though there are district staff members working in the school.

| Teachers | 104 | 368 | 118,773 |
| :--- | :---: | :---: | :---: |
| Administrators | 4 | 24 | 9,578 |
| Librarians/Media | 2 | 5 | 1,212 |
| Specialists | 1 | 5 | 2,911 |
| Nurses | 4 | 23 | 4,324 |
| School Counselors | 5 | 6 | 9,115 |
| Child Study Team | 2 | 4 | 2,159 |
| Members | 1 | 2,487 |  |
| School Psychologists | 2 | 1 | 372 |
| School Social Workers | 1 |  | 694 |
| Student Assistance | 1 |  |  |
| Coordinators <br> School Safety |  |  |  |
| Specialists |  |  |  |

Township of Ocean Intermediate School
(25-3810-040)
2021-2022

Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
NNo Data is available to display

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.
Key terms for staff data:
Teachers: All classroom teachers
itrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators, tables below report on "experienced" teachers and administrators for federal reporting purposes.


## Student and Staff Ratios

his table shows ratios of students and staff members in the school and district. The ratios re based on data submitted by districts to $N J$ SMART and are not based on staff full-time equivalent (FTE).

| Students to Teachers | $9: 1$ | $9: 1$ |
| :--- | :---: | :---: |
| Students to Administrators | $239: 1$ | $138: 1$ |
| Teachers to Administrators | $26: 1$ | $15: 1$ |
| Students to Librarians/Media Specialists $\dagger$ | $479: 1$ | $661: 1$ |
| Students to Nurses $\dagger$ | $957: 1$ | $661: 1$ |
| Students to Counselors $\dagger$ | $239: 1$ | $254: 1$ |
| Students to Child Study Team Members,$++\dagger$ | $45: 1$ | $31: 1$ |
| Students to School Psychologists $\dagger$ | $479: 1$ | $551: 1$ |
| Students to School Social Workers $\dagger$ | $957: 1$ | $826: 1$ |
| Students to Student Assistance Coordinators $\dagger$ | $957: 1$ | $1652: 1$ |
| Students to School Safety Specialists $\dagger$ | N | $3303: 1$ |

+ In some districts, staff members in these roles who work in multiple schools may be assigned only to the district and not to individual schools. As a result, a School Ratio may + Child Study Tam be dis
disabilities teacher consultants ans social workers, and note that or the ratio compares Students with Disabilities instead of all students.


## Teachers and Administrators - Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group. 2019-20 was the first year that data was collected for non-binary/undesignated gender and, as a result, the data may not be a true representation of the student or staff population. Additionally, to protect student privacy, gender percentages for 2019-20 are rounded to the nearest 0.5 and percentages for 2020-21 and 2021-22 may show a range, depending on the overall school population size.

| Female | $45.0 \%$ |
| :--- | ---: |
| Male | $55.0 \%$ |
| Non-Binary/Undesignated Gender | $\leq 1 \%$ |
| White | $58.8 \%$ |
| Hispanic | $20.5 \%$ |
| Black or African American | $11.3 \%$ |
| Asian | $7.2 \%$ |
| American Indian or Alaska Native | $0.0 \%$ |
| Native Hawaiian or Pacific Islander | $0.0 \%$ |
| Two or More Races | $2.2 \%$ |


| $70-75 \%$ | $*$ | $48.0 \%$ | $77.0 \%$ | $56.0 \%$ |
| :---: | :---: | :---: | :---: | :---: |
| $20-25 \%$ | $*$ | $52.0 \%$ | $23.0 \%$ | $44.0 \%$ |
| $55 \%$ | $*$ | $\leq 1 \%$ | $\leq 1 \%$ | $\leq 1 \%$ |
| $96.2 \%$ | $100.0 \%$ | $40.1 \%$ | $82.6 \%$ | $76.3 \%$ |
| $1.9 \%$ | $0.0 \%$ | $32.1 \%$ | $8.1 \%$ | $8.1 \%$ |
| $0.0 \%$ | $0.0 \%$ | $14.6 \%$ | $6.5 \%$ | $13.9 \%$ |
| $1.9 \%$ | $0.0 \%$ | $10.1 \%$ | $2.3 \%$ | $1.3 \%$ |
| $0.0 \%$ | $0.0 \%$ | $0.2 \%$ | $0.1 \%$ | $0.1 \%$ |
| $0.0 \%$ | $0.0 \%$ | $0.2 \%$ | $0.2 \%$ | $0.1 \%$ |
| $0.0 \%$ | $0.0 \%$ | $2.7 \%$ | $0.2 \%$ | $0.3 \%$ |

56.0\% 44.0\% 76.3\% 8.1\% 13.9\% 1.3\% 0.1\% 0.3\%

Report Key:

* Data is not displayed in order to protect student privac
** Accountability calculations reque 20 or more studen
NNo Data is available to display

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.
Key terms for staff data:
Teachers: All classroom teachers
 tables below report on "experienced" teachers and administrators for federal reporting purposes.


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

Teachers and Administrators - Level of Education
This chart shows the highest level of education attained by teachers and administrators. The Bachelor's degree 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


## Teacher $0.0 \%$

Admin $0.0 \%$
0
$0 \quad 20$
20
30
40
50
$60 \quad 70$
80
90
100

Township of Ocean Intermediate School
(25-3810-040)
2021-2022

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* Data is not displayed in order to protect student privac
** Accountability calculations require 20 or more student
N No Data is available to display
$\dagger$ This indicates a table specific note see note below table

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

## Key terms for staff data:

eachers: All classroom teachers
.
Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements,

Teachers by Subject Area




| Elementary Not <br> Subject Specific | 22 | >80\% | S20\% | S20\% | 100.0\% | 0.0\% | 0.0\% | 0.0\% | 0.0\% | 0.0\% | 0.0\% | 77.3\% | 59.1\% | 40.9\% | 0.0\% |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| English/Language Arts/Literacy | 17 | >80\% | S20\% | S20\% | 94.1\% | 5.9\% | 0.0\% | 0.0\% | 0.0\% | 0.0\% | 0.0\% | 94.1\% | 41.2\% | 58.8\% | 0.0\% |
| English Speakers or Other Languages | 1 | * | * | * | 100.0\% | 0.0\% | 0.0\% | 0.0\% | 0.0\% | 0.0\% | 0.0\% | 100.0\% | 0.0\% | 100.0\% | 0.0\% |
| Mathematics | 8 | * | * | * | 87.5\% | 0.0\% | 0.0\% | 12.5\% | 0.0\% | 0.0\% | 0.0\% | 87.5\% | 50.0\% | 50.0\% | 0.0\% |
| Science | 10 | * | * | * | 90.0\% | 0.0\% | 0.0\% | 10.0\% | 0.0\% | 0.0\% | 0.0\% | 100.0\% | 40.0\% | 60.0\% | 0.0\% |
| Social Studies/History | 11 | * | * | * | 100.0\% | 0.0\% | 0.0\% | 0.0\% | 0.0\% | 0.0\% | 0.0\% | 90.9\% | 9.1\% | 90.9\% | 0.0\% |
| World Language | 5 | * | * | * | 80.0\% | 20.0\% | 0.0\% | 0.0\% | 0.0\% | 0.0\% | 0.0\% | 80.0\% | 0.0\% | 100.0\% | 0.0\% |
| Visual and Performing Arts | 6 | * | * | * | 100.0\% | 0.0\% | 0.0\% | 0.0\% | 0.0\% | 0.0\% | 0.0\% | 100.0\% | 66.7\% | 33.3\% | 0.0\% |
| Health/Physical Education | 9 | * | * | * | 100.0\% | 0.0\% | 0.0\% | 0.0\% | 0.0\% | 0.0\% | 0.0\% | 100.0\% | 88.9\% | 11.1\% | 0.0\% |
| Family \& Consumer Sciences | 0 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| Financial Literacy | 0 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| Business | 0 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| Computer Science/IT | 3 | * | * | * | 100.0\% | 0.0\% | 0.0\% | 0.0\% | 0.0\% | 0.0\% | 0.0\% | 100.0\% | 66.7\% | 33.3\% | 0.0\% |
| Industrial Arts | 0 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| Career and Technical Education | 0 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| Special Education | 28 | >80\% | S20\% | S20\% | 96.4\% | 0.0\% | 0.0\% | 3.6\% | 0.0\% | 0.0\% | 0.0\% | 82.1\% | 57.1\% | 42.9\% | 0.0\% |
| Bilingual | 0 | N | N | N | N | N | N | N | N | N | N | N | N | N | N |

* Data is not displayed in order to protect student privacy
** Accountability calculations re
NNo Data is available to display


## Per-Pupil Expenditures by Source


 comes from the 2021-22 School Registry Summary (SRS).
 friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).
 questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information
Link to District Summary of 2021-22 School-Level Per Pupil Expenditures by Source
An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

| School Level Expenditures Not Assigned to a School | \$383 | \$581 | \$964 | 3,227.5 |
| :---: | :---: | :---: | :---: | :---: |
| District Level Central Expenditures |  | \$2,921 | \$2,921 | 3,227.5 |
| Ocean Township High School | \$57 | \$13,434 | \$13,491 | 979.4 |
| Township of Ocean Intermediate School | \$1,309 | \$13,699 | \$15,008 | 951.9 |
| Ocean Township Elementary School | \$265 | \$11,829 | \$12,094 | 393.8 |
| Wanamassa Elementary School | \$57 | \$11,967 | \$12,024 | 331.9 |
| Wayside Elementary School | \$57 | \$11,891 | \$11,948 | 570.5 |

*Data is not displayed in order to protect student privacy
** Accountability calculations req
$t$ This indicates at
 identify schools in the following four federal categories every three years

Comprehensive Support and Improvement (CSI): Overall Low Performing
Schools with a summative score in the bottom $5 \%$ of Title I schools.
Comprehensive Support and Improvement (CSI): Low Graduation Rat High schools with a four-year graduation rate of $67 \%$ or less
Additional Targeted Support and Improvement: Low Performing Student Group (ATSI):
Schools with one or more student group with a summative score that would be in the bottom $5 \%$ of Title I schools
Comprehensive Support and Improvement (CSI): Chronically Low Performing
Title I schools identified as Additional Targeted Support and Improvement; Low Performing Student Group (ATSI) that are identified for three or more consecutive years, i.e. ATSI schools that do not meet exit criteria.
The NJDOE has not yet identified schools in this category as no ATSI schools have been in status for three or more years.

## Annually NJDOE will identify schools in the following federal category

Targeted Support and Improvement: Consistently Underperforming Student Group (TSI):
Schools with one or more student groups that missed annual targets or standards for all indicators for two years in a row
For purposes of ESSA accountability, only schools and student groups with data for 20 or more students are included in calculations.
For more information about New Jersey's accountability system, how indicator and summative scores were calculated, how federal accountability status is determined, and additional data, see the NJDOE accountability page.
 2020-2021 school years. These waivers removed the requirements to

Calculate indicator scores and summative scores for the 2019-2020 and 2020-2021 school years;
Identify schools for comprehensive and targeted support and improvement during the 2020-2021 and 2021-2022 school years (based on 2019-2020 and 2020-2021 data, respectively).
As a result of these waivers, any school that was identified for comprehensive or targeted support and improvement during the 2019-20 school year will retain the same status for the 2021-22 and 2022-23 school years
The NJDOE identified schools across four categories during the 2022-23 school year (based on 2021-22 data):
CSI: Overall Low Performing;
CSI: Low Graduation Rate;
ATSI; and
TSI.
For the TSI identification that occurred during the 2022-23 school year, status in meeting annual targets for the 2018-19 and 2021-22 school years were used since data was not available for two consecutive years.
Additionally, all schools that were previously identified were eligible to exit status at the end of the $2022-23$ school year if the NJDOE's Exit Criteria were met
 to exit status in fall 2023 if all exit criteria are met. Schools identified for TSI status will be eligible to exit annually if exit criteria are met.

Township of Ocean Intermediate School
(25-3810-040)
2021-2022

## ESSA Accountability Status

The table below provides the school's federal school status for the $2023-24$ school year, the category (or reason) for identification, the year the school is eligible to exit tatus, and, if applicable, the student groups identified for support. For additional information, the NJDOE ESSA Accountability webpage includes a list of all school equiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.
$\dagger$ This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and mprovement.

Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations
$\dagger$ This indicates a tab

Not in Status
n/a
n/a

Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations
This india


## Accountability Indicator Scores and Summative Ratings - 2021-22 School Year


 re identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see the NJDOE Accountability page


## Summative Rating

46.36

Comprehensive Support: Overall Low Performing

Weights indicated by this symbol were adjusted due to data availablit
$\dagger$ A modified summative score was calculated using only available data.

Reporkey.

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
NNo Data is available to display


## Accountability Summary by Student Group - 2021-22 School Yea


 2 ast 20 students are included in accountability determinations.

 ill be identified as requiring TSS.
For more information about accountability determinations, indicators, and annual targets, see the NJDOE Accountability page.

| Schoolwide |  |  | No | Not Met | Not Met | Met <br> Standard | Met Standard | N | N | Met Targett | Met | No |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| White | 63.38 | 13.90 | No | Met Target $\dagger$ | Not Met | Met Standard | Met <br> Standard | N | N |  | Met | No |
| Hispanic | 55.32 | 13.90 | No | Not Met | Not Met | Met Standard | Met Standard | N | N |  | Met | No |
| Black or African American | 38.57 | 13.90 | No | Not Met | Not Met | Met Standard | Met Standard | N | N |  | Met | No |
| Asian, Native Hawaiian, or Pacific Islander | 79.55 | 13.90 | No | Met Target | Not Met | Exceeds Standard | Met Standard | N | N |  | Met | No |
| American Indian or Alaska Native | ** | ** | No | ** | ** | ** | ** | N | N |  | ** | No |
| Two or More Races | ** | ** | No | N | N | ** | ** | N | N |  | Not Met | No |
| Economically Disadvantaged Students | 57.98 | 13.90 | No | Not Met | Not Met | Met Standard | Met Standard | N | N |  | Not Met | No |
| Students with Disabilities | 45.98 | 13.90 | No | Not Met | Not Met | Met Standard | Met Standard | N | N |  | Not Met | No |
| English Learners | 34.35 | 13.90 | No | Not Met | Not Met | Met Standard | Met Standard | N | N | Met Targett | Met | No |

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

Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations req
NNo Data is available to display
 there are questions about the information provided in the narrative section, please contact the school or district directly.


Mission, Vision, Theme:


Awards, Recognition, Accomplishments:

Received Bronze metal recgonition for Sustainable Jersey for Schools
Completed our first year of the Unified Program by creating an inclusive club, Social Cafe and a bowling team.
We expanded our after school academic support program, Spartans Leading the Way, to help with the learning loss as a result of the pandemic.

Meeting the needs of all TOIS students with a proud tradition of academic exellence.

TOIS MakerSpace and Design and Modeling courses entered several prototypes into the STEAM Tank Challenge, which resulted in 17 teams making it the regional level of recognition. Our Math Club, on an individula and team level, had students receive high rankings at multiple local competetions. Our Boys basketball team won the Run for the Rose tournament.
A No Data is available to display
NNo Data is available to display
$\dagger$ This indicates a table specific note, see note below table
 there are questions about the information provided in the narrative section, please contact the school or district directly.


In addition to all students receiving instruction in the 4 academic areas of math, science, social studies, and ELA, TOIS offers the following courses: connection, band, chorus, music, art, theater arts, computer finance and multimedia productions. World language and health/physical education are taken on a daily basis to round out the schedule

## Courses, Curriculum, Instruction:



Sports and Athletics:


Clubs and Activities:

Sports Offered: Baseball (Boys), Basketball (Boys \& Girls), Bowling (Boys \& Girls), Cheerleading (Girls), Cross Country (Boys \& Girls), Field Hockey (Girls), Soccer (Boys \& Girls), Softball (Girls), Track and Field - Spring (Boys \& Girls), Wrestling (Coed)
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.

Nearly two dozen extracurricular activities complement the TOIS academic program. These include drama club and stage crew, yearbook, student council, Sand Pebbles (the TOIS Literary Magazine), after-school band, after-school chorus, The Spartan Times (the TOIS School Newspaper), WordPlay, Art Club, Math Club, Forensics, Choir, Garden Club, and MakerSpace Club.


Before and After School Programs:


Staff and Professional Learning:


Student Supports and Services:

All teachers offer extra help after the regular school day ends. For 5th \& 6th Grade, Skills for Success is offered. The Ocean Township Department of Human Services runs Project Extend for after school care here at TOIS.

TOIS has monthly faculty, department, and Professional Learning Communities meetings. Extensive Professional Development and multiple EdCamp opportunities are available for faculty and staff to take advantage of throughout the school year.

Our behaviorist and BCBA has been instrumental in supporting teachers as they work to identify and manage student behaviors in a positive way. The work of our behaviorist and BCBA have gone a long way in improving academic outcomes for students who traditional faced obstacles. TOIS has a guidance counselor assigned to each grade level. Basic Skills and English as a Second Language programs are offered to those in need. We have a Child Study Team with 4 members available to meet the needs of our Special Education population. A mentoring program has been created to help those students who require the extra support. We are anticipating the addition of two new budget positions for the 2021-2022 School year; Equity Coach and BCBA, each of which will be housed at TOIS.

## ©

Student Health and Wellness:


Parent and Community Involvement:


Climate Surveys:

All grade levels at TOIS take Health/Physical Education throughout the school year. There is a registered nurse on staff and Sodexo provides breakfast daily and offers healthy options for lunches for our students and staff.

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.

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers.


School Safety:


Technology and STEM:

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, rennovations 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

TOIS hosts two security guards, and we recently added a Class III police officer to our school. These security professionals ensure the safety and well being of our students, staff, and school stakeholders.

One to one devices for students (Chromebook); multiple technology electives are offered- Introduction to Mutimedia Productions and computer applications. In addtion our School Media Specialist also serves as an Educational Technology Specialist. REPORT

TOIS staff worked diligently to successfully adapt to hybrid teaching. As a district, by the end of the year our schools were attending school five days per week. Our Drama club and Visual and Performing Arts department produced virtual shows.

