



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

2022-2023

County: Monmouth

District: Township of Ocean School District

1200 West Park Avenue  
Ocean, NJ 07712-7296

Principal: Mr. Christopher Amato

[School Website](#)

732-531-5630



895  
Total Students



05-08  
Grades Offered

## Overview & Resources

The School Performance Reports reflect the New Jersey Department of Education's (NJDOE) commitment to providing parents, students, and school communities with a large variety of information about each school and district. These reports can be used as a tool to help evaluate whether all students have 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 questions
- **Engage** with school communities to identify where schools are doing well and where they can improve

**Important Notes for 2022-23 Reports:** The 2022-23 School Performance Reports include all data that was previously reported prior to the COVID-19 pandemic, which includes all assessment, student growth, and accountability data. Data throughout the reports has been impacted by the pandemic in various ways, so the NJDOE recommends caution in comparing data from year to year.

**School 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 [school board members](#), [administrators](#), [educators](#), [elementary](#), and [middle and high school families](#)
- [Reference Guide](#) with details on all the data in these reports
- [Frequently Asked Questions](#)
- [Understanding Adjusted Cohort Graduation Rates](#)
- [Understanding Student Growth Percentiles](#)
- [Data 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](mailto:reportcard@doe.nj.gov) with any questions about the reports

## Overview & Resources

### School Contact Information

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

Type	Contact Information
County	Monmouth
District	Township of Ocean School District
Principal Name	Mr. Christopher Amato
Address	1200 West Park Avenue, Ocean, NJ 07712-7296
Phone Number	<a href="tel:732-531-5630">732-531-5630</a>
Email Address	<a href="mailto:camato@oceanschools.org">camato@oceanschools.org</a>
Website	<a href="http://www.oceanschools.org">www.oceanschools.org</a>
Facebook	<a href="https://www.facebook.com/TownshipofOceanSchoolDistrict">https://www.facebook.com/TownshipofOceanSchoolDistrict</a>
Twitter	<a href="https://twitter.com/camatotois">https://twitter.com/camatotois</a>

## 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	2020-21	2021-22	2022-23
5	211	232	214
6	259	217	226
7	253	247	212
8	254	261	243
<b>Total</b>	<b>977</b>	<b>957</b>	<b>895</b>

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. To protect student and staff privacy, gender percentages for 2020-21, 2021-22, and 2022-23 may show a range, depending on the overall school population size.

Student Group	2020-21	2021-22	2022-23
Female	46.0%	45.0%	46.0%
Male	54.0%	55.0%	54.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	22.5%	21.7%	28.5%
Students with Disabilities	22.2%	23.5%	21.3%
English Learners	2.7%	4.7%	4.9%
Homeless Students	1.0%	1.3%	1.1%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.1%	0.1%	0.2%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

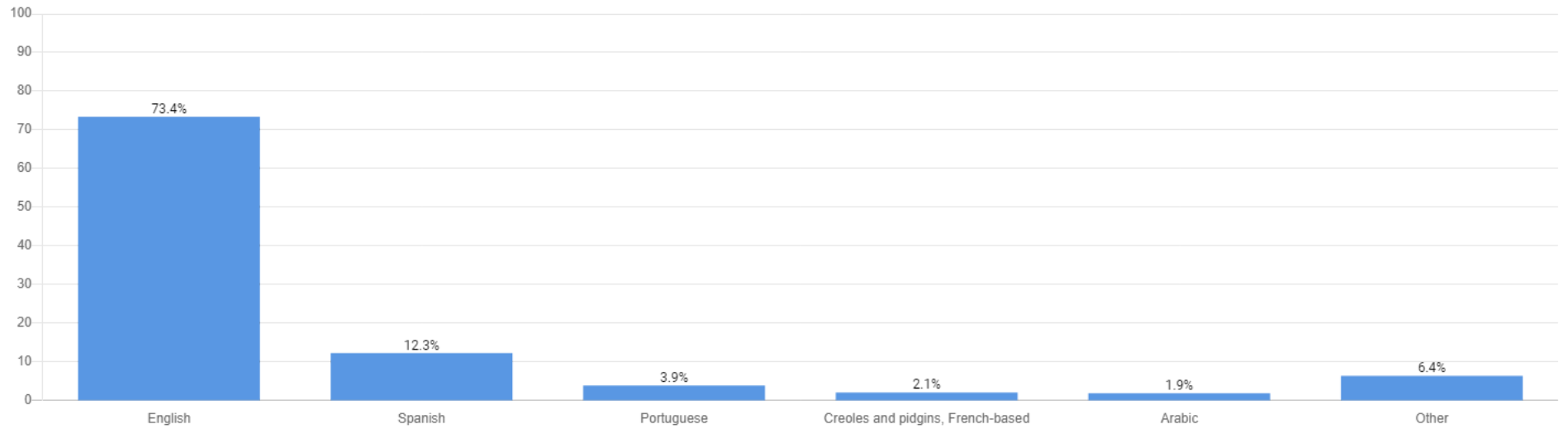
Racial And Ethnic Group	2020-21	2021-22	2022-23
White	59.7%	58.8%	59.0%
Hispanic	19.1%	20.5%	21.1%
Black or African American	11.0%	11.3%	10.6%
Asian	8.0%	7.2%	7.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two Or More Races	2.3%	2.2%	2.2%

## 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

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total. To see this data in a table, click the Table View option below the chart.



## Student Growth

Student growth is a measure of how much students are learning each year. New Jersey's ESSA state plan outlines that academic progress will be measured with school's median student growth percentile (mSGP) on statewide ELA and mathematics assessments. Each individual student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7. The SGP measures their academic progress from one year to the next compared to other students with similar prior test scores (academic peers).

A student's SGP falls between 1 and 99 and can be grouped into three levels. An mSGP below 35 indicates low growth, an mSGP between 35 and 65 indicates typical growth, and an mSGP greater than 65 indicates high growth. If the SGPs for all students are ordered from smallest to largest, the mSGP is the percentile in the middle of the list.

The [NJDOE Student Growth page](#) has more information about SGPs and mSGPs, including a video that explains how both SGPs and mSGPs are calculated.

**Important Note for 2022-23:** Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022 school year only.

### Student Growth Trends and Progress

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

**Important Note for 2022-23:** Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations.

**ELA Median Student Growth Percentile**



**Math Median Student Growth Percentile**



Performance Measure	2020-21 ELA	2021-22 ELA	2022-23 ELA	2020-21 Math	2021-22 Math	2022-23 Math
Median Student Growth Percentile			49			41
Met Standard (40-59.5)?			Met Standard			Met Standard
Statewide: Median Student Growth Percentile			50			50

## Student Growth

### Student Growth

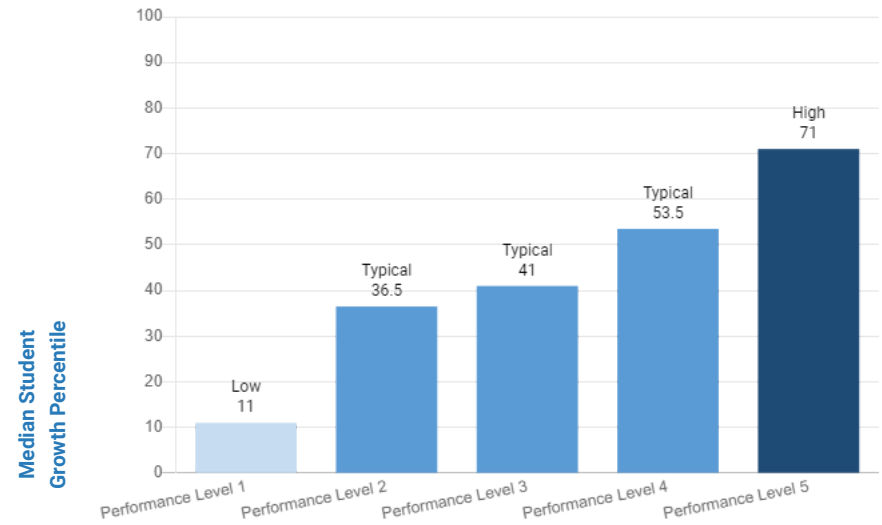
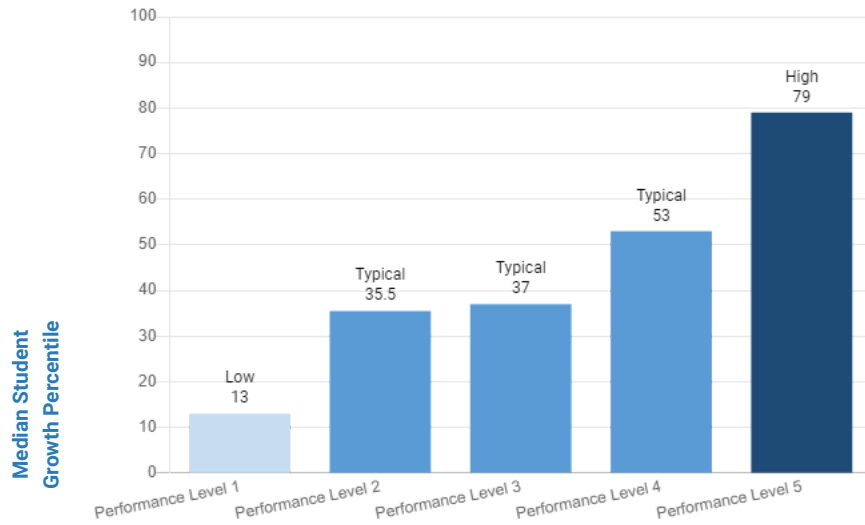
This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	49	50	50	Met Standard	41	47	50	Met Standard
White	50	51	51	Met Standard	44	47	51	Met Standard
Hispanic	45	46	47	Met Standard	36	44.5	47	Not Met
Black or African American	53	54.5	45	Met Standard	40	44	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	52	58	60	Met Standard	50	48	61	Met Standard
American Indian or Alaska Native	N	N	54	**	N	N	49	**
Two or More Races	54.5	55	52	Met Standard	33	44	51	**
Female	49	49	52		41	46	49	
Male	50	52	48		42	47	51	
Non-Binary/Undesignated Gender	N	N	46.5		N	N	62	
Economically Disadvantaged Students	47	47	46	Met Standard	39.5	44	46	Not Met
Students with Disabilities	40.5	43	40	Met Standard	36	40	42	Not Met
English Learners	54	52.5	47	Met Standard	46.5	51	48	Met Standard
Homeless Students	*	*	42		*	*	42	
Students in Foster Care	N	N	42		N	N	44	
Military-Connected Students	*	*	50		*	*	49	
Migrant Students	N	N	36		N	N	43	

## Student Growth

### Student Growth by Performance Level

These graphs show the median Student Growth Percentile (mSGP) for students by performance level on the New Jersey Student Learning Assessment (NJSLA) for English language arts (ELA) and mathematics.

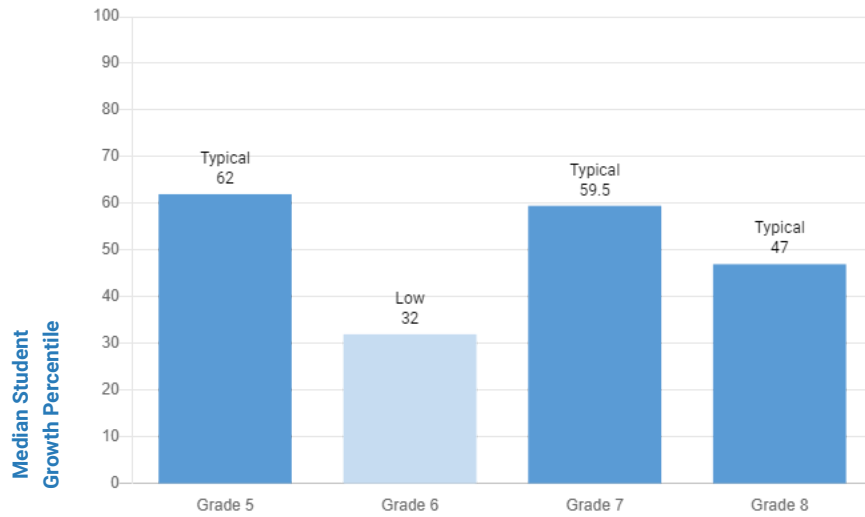


## Student Growth

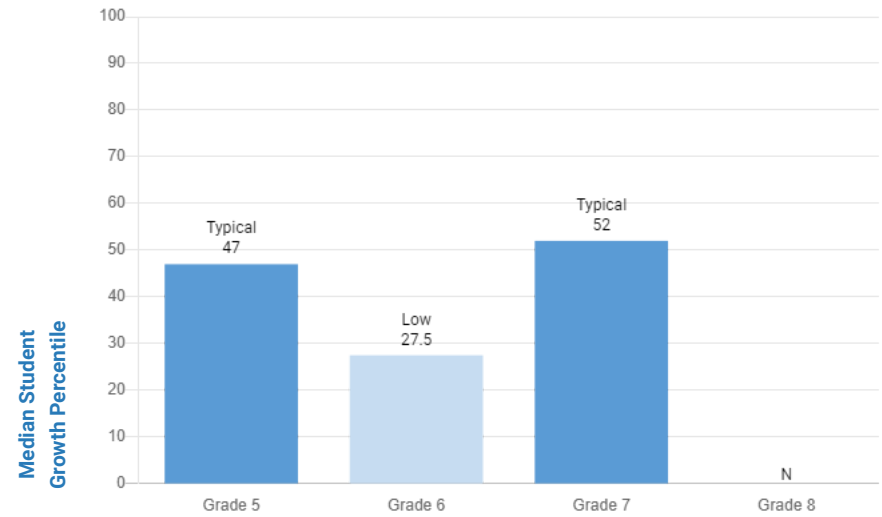
### Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade for English Language Arts (ELA) and mathematics.

#### ELA



#### Math





## Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

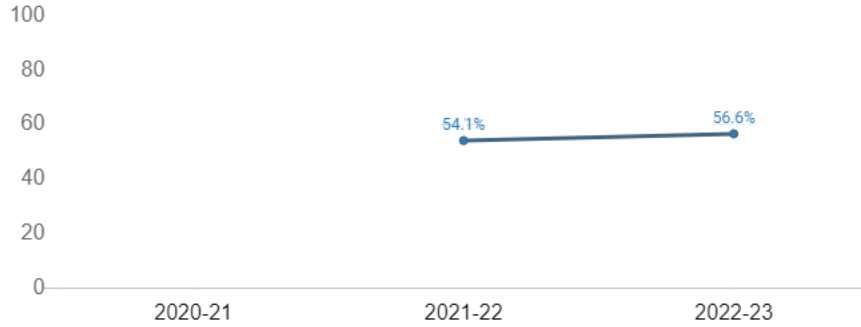
**Important Note for 2022-23:** NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. As data over the last three years was impacted by the pandemic in various ways, the NJDOE recommends caution in comparing data from year to year.

### English Language Arts and Mathematics Performance Trends

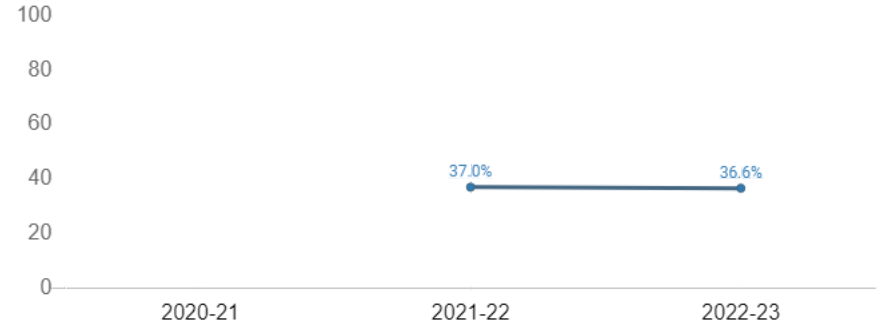
These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the New Jersey Student Learning Assessment (NJSLA) and the DLM alternate assessment for English language arts (ELA) and mathematics. The Proficiency Rate for Federal Accountability measures the percentage of students who met or exceeded expectations on the assessments (NJSLA or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. Students who were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

**Important note for 2022-23:** Due to the cancellation of statewide assessments in prior years, statewide assessment results are not available for the 2020-21 school year.

**ELA Proficiency Rate for Federal Accountability**



**Math Proficiency Rate for Federal Accountability**



Performance Measure	2020-21 ELA	2021-22 ELA	2022-23 ELA	2020-21 Math	2021-22 Math	2022-23 Math
Participation Rate		99.7%	99.8%		99.8%	99.6%
Proficiency Rate for Federal Accountability		54.1%	56.6%		37.0%	36.6%
Annual Target		60.6%	61.8%		53.7%	55.3%
Met Annual Target?		Not Met	Not Met		Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability		49.0%	51.3%		36.0%	38.2%

† Target was met within a confidence interval.

## Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

**Important Note for 2022-23:** NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. 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.

### English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English language arts (ELA) both overall and by student group. It includes the results of students taking both the NJSLA and DLM. NJSLA results include only students in grades 3 through 9. Students who were enrolled for less than 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 or at Level 3 or 4 on the DLM.

This table shows both the percentage of students who met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long-term goal of 80% proficiency by 2032. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long-term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see the [NJDOE Accountability page](#). More information and additional data can also be found on the [NJDOE Academic Achievement page](#).

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	Annual Target	Met Annual Target
Schoolwide	882	99.8%	56.6%	57.8%	51.3%	56.6%	61.8%	Not Met
White	532	100%	66.2%	67.1%	60.7%	66.2%	64.5%	Met Target
Hispanic	179	99.5%	36.3%	40.6%	37.3%	36.3%	52%	Not Met
Black or African American	91	100%	38.5%	34.4%	34%	38.5%	44.8%	Met Target†
Asian, Native Hawaiian, or Pacific Islander	60	100%	60%	62.5%	79.8%	60%	73.5%	Not Met
American Indian or Alaska Native	*	*	*	*	52.7%	*	**	**
Two or More Races	*	95.2%	55%	61.7%	58.2%	55%	33.4%	Met Target
Female	*	99.8%	64.9%	66.1%	56.8%	64.9%		
Male	*	99.8%	49.6%	50.4%	46%	49.6%		
Non-binary/undesignated gender	*	*	*	*	62.5%	*		
Economically Disadvantaged Students	219	99.6%	34.7%	37.1%	33.4%	34.7%	48.4%	Not Met
Non-Economically Disadvantaged Students	663	99.9%	63.8%	64.6%	61.3%	63.8%		
Students with Disabilities	202	99%	11.4%	15.8%	19.2%	11.4%	31.9%	Not Met
Students without Disabilities	680	100%	70%	70.3%	58.3%	70%		
English Learners	74	100%	24.3%	31.7%	23.9%	24.3%	38.3%	Not Met
Non-English Learners	808	99.8%	59.5%	60.5%	54.7%	59.5%		
Homeless Students	*	*	*	*	23.2%	*		
Students in Foster Care	*	*	*	*	20.3%	*		
Military-Connected Students	*	*	*	*	49.2%	*		
Migrant Students	*	*	*	*	15.9%	*		

† Target was met within a confidence interval.

## Academic Achievement

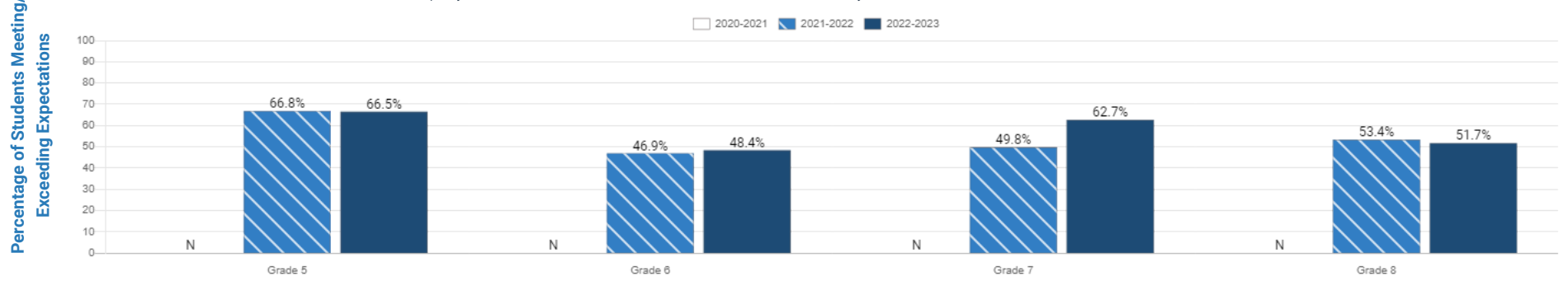
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

**Important Note for 2022-23:** NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. 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.

### 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 2022-23:** Due to the cancellation of statewide assessments in prior years, statewide assessment results are not available for the 2020-21 school year.



## Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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### English Language Arts Assessment - Performance By Grade: Grade 5

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

Student Group	Valid Scores	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	209	762	762	750	6%	8%	19%	53%	13%	67%	53%
White	128	770	770	759	4%	4%	13%	63%	17%	80%	64%
Hispanic	41	742	742	736	7%	17%	39%	34%	2%	37%	39%
Black or African American	21	740	740	733	24%	14%	14%	43%	5%	48%	34%
Asian, Native Hawaiian, or Pacific Islander	11	768	768	777	0%	0%	36%	55%	9%	64%	82%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	53%
Two or More Races	*	*	*	759	*	*	*	*	*	*	62%
Female	*	766	766	755	4%	7%	18%	55%	16%	71%	58%
Male	*	758	758	745	9%	10%	20%	51%	11%	62%	48%
Non-binary/undesignated gender	*	*	*	747	*	*	*	*	*	*	40%
Economically Disadvantaged Students	55	739	739	732	15%	15%	33%	33%	5%	38%	34%
Non-Economically Disadvantaged Students	154	770	770	761	3%	6%	14%	60%	16%	77%	65%
Students with Disabilities	39	726	726	720	21%	31%	28%	21%	0%	21%	20%
Students without Disabilities	170	770	770	756	3%	3%	17%	61%	16%	77%	60%
English Learners	*	*	*	707	*	*	*	*	*	*	*
Non-English Learners	*	763	763	754	6%	8%	17%	55%	14%	68%	57%
Homeless Students	*	*	*	721	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	723	*	*	*	*	*	*	20%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	53%
Migrant Students	*	*	*	717	*	*	*	*	*	*	29%



## Academic Achievement

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### English Language Arts Assessment - Performance By Grade: Grade 7

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

Student Group	Valid Scores	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	209	754	754	752	11%	11%	15%	38%	25%	63%	56%
White	119	764	764	761	6%	8%	13%	41%	32%	73%	65%
Hispanic	39	734	734	738	21%	18%	18%	33%	10%	44%	41%
Black or African American	24	729	729	735	25%	21%	21%	25%	8%	33%	38%
Asian, Native Hawaiian, or Pacific Islander	21	765	765	784	10%	0%	19%	38%	33%	71%	84%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	55%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	*	760	760	759	8%	5%	14%	48%	24%	73%	62%
Male	*	749	749	746	14%	14%	16%	30%	25%	55%	50%
Non-binary/undesignated gender	*	*	*	759	*	*	*	*	*	*	53%
Economically Disadvantaged Students	53	731	731	735	25%	19%	13%	34%	9%	43%	38%
Non-Economically Disadvantaged Students	156	762	762	762	7%	8%	16%	39%	30%	69%	66%
Students with Disabilities	41	699	699	715	49%	32%	10%	7%	2%	10%	18%
Students without Disabilities	168	767	767	760	2%	5%	17%	45%	30%	76%	63%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	756	756	756	10%	9%	16%	40%	26%	66%	59%
Homeless Students	*	*	*	722	*	*	*	*	*	*	25%
Students in Foster Care	*	*	*	716	*	*	*	*	*	*	19%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	54%
Migrant Students	*	*	*	701	*	*	*	*	*	*	10%



## Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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### Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM. NJSLA results include students taking end-of-grade assessments in grades 3 through 8, as well as end-of-course assessments (Algebra I, Geometry, Algebra II) in middle school and high school. High school mathematics assessment results include all results for Algebra I and Geometry and/or Algebra II results only for students who took Algebra I in middle school and who are enrolled in their first high school mathematics course that corresponds to an end-of-course assessment. Students who were enrolled for less than 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 or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students who met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long-term goal of 80% proficiency by 2032. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long-term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see the [NJDOE Accountability page](#). More information and additional data can also be found on the [NJDOE Academic Achievement page](#).

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	Annual Target	Met Annual Target
Schoolwide	885	99.6%	36.6%	41.6%	38.2%	36.6%	55.3%	Not Met
White	532	99.6%	44.2%	49.6%	48.7%	44.2%	59.1%	Not Met
Hispanic	180	99.5%	21.7%	27%	22.2%	21.7%	42.2%	Not Met
Black or African American	91	100%	11%	15.8%	17.9%	11%	34.1%	Not Met
Asian, Native Hawaiian, or Pacific Islander	62	100%	54.8%	59.2%	73.1%	54.8%	70.8%	Not Met
American Indian or Alaska Native	*	*	*	*	40.1%	*	**	**
Two or More Races	*	95.2%	30%	39.6%	46.4%	30%	21.2%	Met Target
Female	*	99.3%	32.5%	38.5%	36.5%	32.5%		
Male	*	99.8%	40%	44.4%	39.9%	40%		
Non-binary/undesignated gender	*	*	*	*	36.8%	*		
Economically Disadvantaged Students	221	98.7%	15.8%	22.3%	19.5%	15.8%	42.3%	Not Met
Non-Economically Disadvantaged Students	664	99.9%	43.5%	48.1%	48.8%	43.5%		
Students with Disabilities	202	99%	<10%	14.1%	15.7%	<10%	29.9%	Not Met
Students without Disabilities	683	99.7%	44.7%	49.7%	43%	44.7%		
English Learners	77	100%	15.6%	28.9%	18.1%	15.6%	38.7%	Not Met
Non-English Learners	808	99.5%	38.6%	43%	41%	38.6%		
Homeless Students	*	*	*	*	11.9%	*		
Students in Foster Care	*	*	*	*	<10%	*		
Military-Connected Students	*	*	*	*	37.3%	*		
Migrant Students	*	*	*	*	12.7%	*		

† Target was met within a confidence interval.



## Academic Achievement

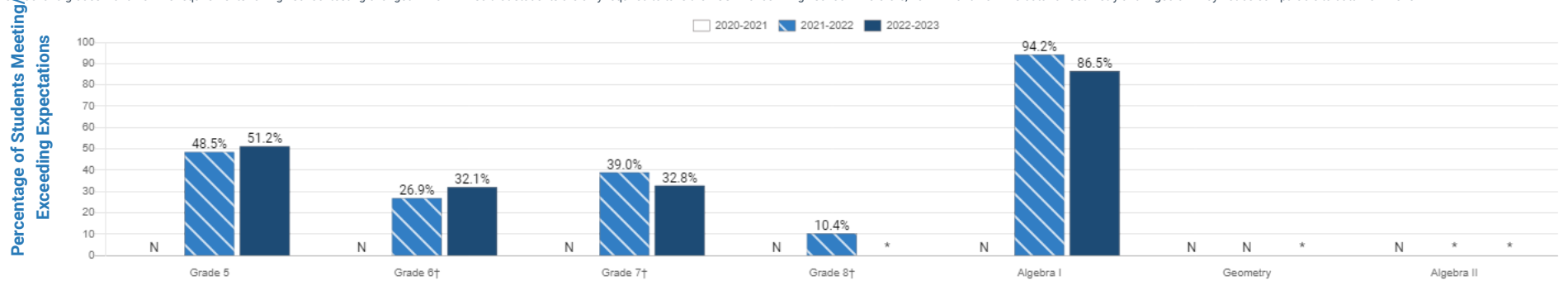
This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

**Important Note for 2022-23:** NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. 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.

### 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.

**Important note for 2022-23:** Due to the cancellation of statewide assessments in prior years, statewide assessment results are not available for the 2020-21 school year. Additionally, end-of-course assessment results for Geometry and Algebra II for 2018-19 and prior years included 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 and 2022-23 data for Geometry and Algebra II may not be comparable to data from 2018-19.



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

## Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

**Important Note for 2022-23:** NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. 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.

### 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	213	749	749	740	5%	15%	30%	45%	6%	51%	40%
White	128	756	756	750	2%	8%	26%	55%	9%	64%	52%
Hispanic	45	731	731	726	11%	29%	36%	24%	0%	24%	23%
Black or African American	21	732	732	720	10%	33%	38%	14%	5%	19%	18%
Asian, Native Hawaiian, or Pacific Islander	11	759	759	772	0%	0%	27%	73%	0%	73%	76%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	42%
Two or More Races	*	*	*	749	*	*	*	*	*	*	50%
Female	*	746	746	739	3%	17%	34%	40%	6%	46%	38%
Male	*	751	751	741	7%	12%	25%	50%	6%	56%	42%
Non-binary/undesignated gender	*	*	*	745	*	*	*	*	*	*	45%
Economically Disadvantaged Students	57	730	730	723	7%	30%	44%	18%	2%	19%	19%
Non-Economically Disadvantaged Students	156	755	755	751	4%	9%	24%	55%	8%	63%	52%
Students with Disabilities	39	725	725	719	18%	33%	31%	18%	0%	18%	17%
Students without Disabilities	174	754	754	745	2%	10%	29%	51%	7%	59%	45%
English Learners	*	*	*	711	*	*	*	*	*	*	*
Non-English Learners	*	749	749	743	4%	14%	29%	47%	6%	53%	43%
Homeless Students	*	*	*	713	*	*	*	*	*	*	11%
Students in Foster Care	*	*	*	714	*	*	*	*	*	*	10%
Military-Connected Students	*	*	*	741	*	*	*	*	*	*	39%
Migrant Students	*	*	*	713	*	*	*	*	*	*	21%





## Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

**Important Note for 2022-23:** NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. 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.

### 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 who took the NJSLA, which includes students who 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 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	175	710	710	716	*	*	*	*	*	*	18%
White	93	718	718	727	27%	32%	31%	10%	0%	10%	25%
Hispanic	49	702	702	709	*	*	*	*	*	*	12%
Black or African American	23	696	696	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	739	*	*	*	*	*	*	41%
American Indian or Alaska Native	*	*	*	708	*	*	*	*	*	*	12%
Two or More Races	*	*	*	719	*	*	*	*	*	*	21%
Female	*	712	712	717	*	*	*	*	*	*	17%
Male	*	708	708	716	*	*	*	*	*	*	18%
Non-binary/undesignated gender	*	*	*	728	*	*	*	*	*	*	28%
Economically Disadvantaged Students	53	699	699	707	*	*	*	*	*	*	11%
Non-Economically Disadvantaged Students	122	714	714	723	*	*	*	*	*	*	23%
Students with Disabilities	57	697	697	699	*	*	*	*	*	*	*
Students without Disabilities	118	716	716	721	*	*	*	*	*	*	21%
English Learners	*	*	*	694	*	*	*	*	*	*	*
Non-English Learners	*	711	711	718	*	*	*	*	*	*	19%
Homeless Students	*	*	*	700	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	692	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	721	*	*	*	*	*	*	22%
Migrant Students	*	*	*	686	*	*	*	*	*	*	*

## Academic Achievement

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**Important Note for 2022-23:** NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. 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.

### 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 who took the NJSLA, it does not exclude students who were enrolled less than half a year.

This includes any students who were enrolled in an Algebra I course and took the Algebra I assessment in grades 7 through 12. Students in sixth grade who were enrolled in Algebra I course during the 2022-23 school year were required to take both the Algebra I and Grade 6 mathematics assessment. The results of their Algebra I assessment are not included in these results but will be reported when the student is in grade 9.

**Important Note for 2022-23:** The NJDOE recommends caution in comparing the 2022-23 Algebra I performance to data prior to 2019-20, as the population of students taking this assessment has changed as a result of new high school testing requirements. NJSLA data is not available for the 2020-21 school 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	74	774	736	738	0%	1%	12%	74%	12%	86%	35%
White	52	771	744	747	0%	2%	15%	71%	12%	83%	46%
Hispanic	*	*	720	723	*	*	*	*	*	*	20%
Black or African American	*	*	715	720	*	*	*	*	*	*	16%
Asian, Native Hawaiian, or Pacific Islander	12	789	773	773	0%	0%	0%	75%	25%	100%	73%
American Indian or Alaska Native	*	*	*	732	*	*	*	*	*	*	31%
Two or More Races	*	*	*	746	*	*	*	*	*	*	44%
Female	*	770	738	737	0%	3%	12%	71%	15%	85%	34%
Male	*	777	735	739	0%	0%	13%	78%	10%	88%	37%
Non-binary/undesignated gender	*	*	*	739	*	*	*	*	*	*	34%
Economically Disadvantaged Students	*	*	721	722	*	*	*	*	*	*	18%
Non-Economically Disadvantaged Students	*	774	741	746	0%	2%	12%	72%	14%	86%	44%
Students with Disabilities	*	*	710	712	*	*	*	*	*	*	*
Students without Disabilities	*	774	743	742	0%	1%	12%	74%	12%	86%	40%
English Learners	*	*	701	706	*	*	*	*	*	*	*
Non-English Learners	*	774	739	740	0%	1%	12%	74%	12%	86%	38%
Homeless Students	*	*	*	713	*	*	*	*	*	*	11%
Students in Foster Care	*	*	*	707	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	734	*	*	*	*	*	*	30%
Migrant Students	*	*	*	702	*	*	*	*	*	*	*







## Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

**Important Note for 2022-23:** NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. 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.

### DLM Alternate Assessment - Participation

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

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

**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

## Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

**Important Note for 2022-23:** NJSLA data is not available for 2019-2020 and 2020-21 due to federal waivers and assessment cancellations. 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.

### 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 Assessment for English language proficiency and the percentage of students tested who 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 4.5 or Above
0-2	30	>90%	<10%
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 student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English learners making expected growth to proficiency	Annual Target	Met Target?
Schoolwide/English Learners	25.8%	27.4%	Met Target†

† Target was met within a confidence interval.

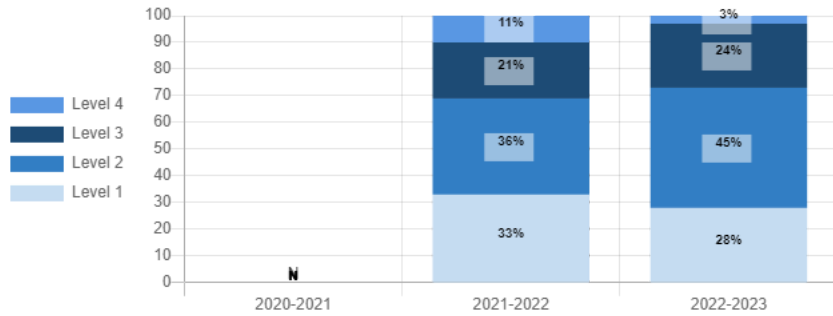
## Academic Achievement

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

### NJSLA Science Assessment: Grade 5 Summary

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

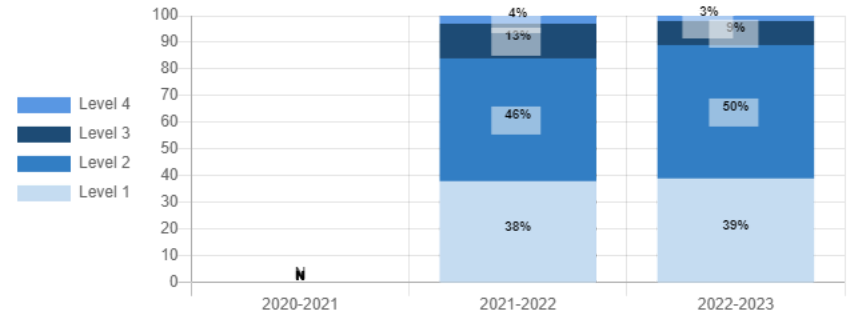
**Important note for 2022-23 Reports:** Due to the cancellation of statewide assessments in prior years, statewide assessment results are not available for the 2020-21 school year.



### NJSLA Science Assessment: Grade 8 Summary

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

**Important note for 2022-23 Reports:** Due to the cancellation of statewide assessments in prior years, statewide assessment results are not available for the 2020-21 school year.



## Academic Achievement

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### NJSLA Science Assessment: Grade 5

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	28%	45%	24%	3%
White	16%	48%	32%	4%
Hispanic	58%	40%	2%	0%
Black or African American	52%	33%	10%	5%
Asian, Native Hawaiian, or Pacific Islander	9%	64%	27%	0%
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	28%	52%	18%	3%
Male	29%	38%	30%	3%
Non-binary/undesignated gender	*	*	*	*
Economically Disadvantaged Students	55%	39%	4%	2%
Non-Economically Disadvantaged Students	18%	47%	31%	3%
Students with Disabilities	62%	28%	10%	0%
Students without Disabilities	21%	49%	27%	3%
English Learners	*	*	*	*
Non-English Learners	26%	46%	25%	3%
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	*	*	*	*

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## Academic Achievement

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

### NJSLA Science Assessment: Grade 8

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	39%	50%	9%	3%
White	31%	54%	11%	4%
Hispanic	54%	41%	5%	0%
Black or African American	56%	44%	0%	0%
Asian, Native Hawaiian, or Pacific Islander	20%	53%	20%	7%
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	35%	55%	8%	2%
Male	42%	45%	9%	4%
Non-binary/undesignated gender	*	*	*	*
Economically Disadvantaged Students	57%	39%	3%	0%
Non-Economically Disadvantaged Students	33%	53%	10%	4%
Students with Disabilities	77%	21%	2%	0%
Students without Disabilities	27%	58%	11%	4%
English Learners	*	*	*	*
Non-English Learners	37%	51%	9%	3%
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	*	*	*	*



## Academic Achievement

### Graduation Proficiency Assessment (NJGPA) : Grade 11

This table shows how grade 11 students performed on the New Jersey Graduation Proficiency Assessment (NJGPA), both overall and by student group. Students are identified as either Graduation Ready or Not Yet Graduation Ready for both English Language Arts (ELA) and mathematics based on their scores on the assessment.

# College and Career Readiness

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

## Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	231
7	9	0	212
8	67	0	177
<b>Total</b>	76	0	620

## College and Career Readiness

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	121	0	98	0	0	0	0
7	117	0	89	0	0	0	0
8	124	0	105	0	0	0	0
<b>Total</b>	362	0	292	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

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
5	N	N	N	N	N	N	N
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
<b>Total</b>	0	0	0	0	0	0	0

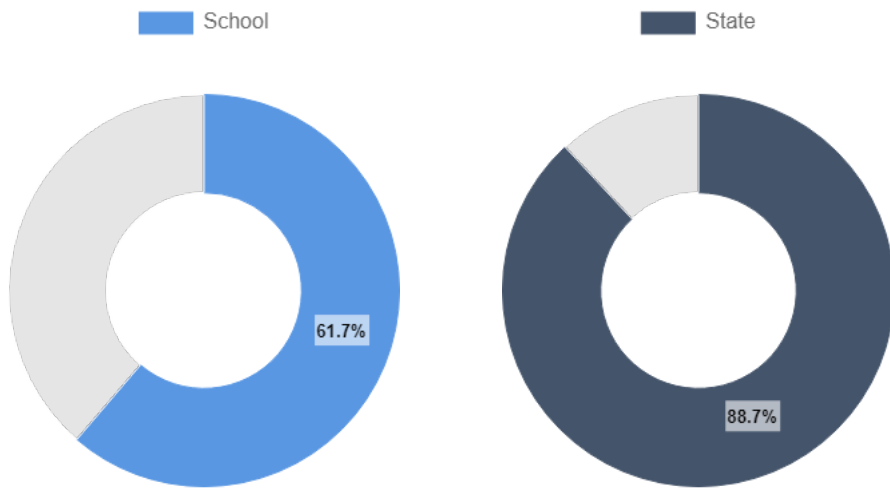
## College and Career Readiness

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### Visual and Performing Arts – Course Participation

The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The 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



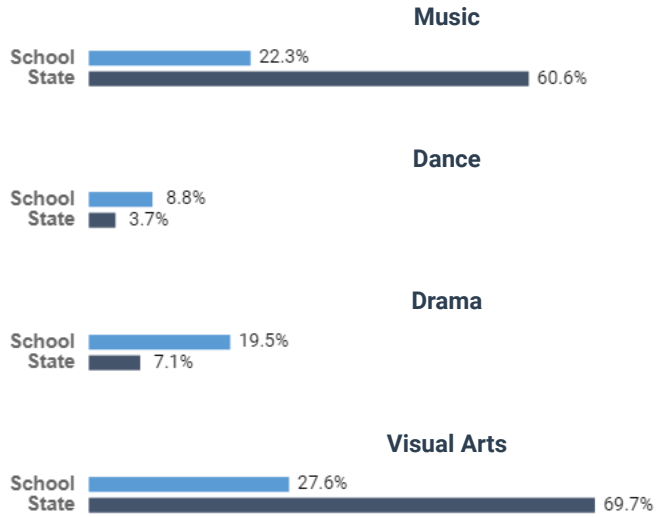
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The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The second set of charts show the percentages of students enrolled in at least one course within each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

Students enrolled in one or more classes by discipline:



## Climate and Environment

Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

**Important Note for 2022-23:** The NJDOE recommends caution in comparing the 2022-23 chronic absenteeism rates with the rates from prior years as the pandemic has impacted attendance rates over the last several years.

### Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The state average column is the target used for accountability purposes and it reflects the statewide average for students in the grades offered by the school. Each student group has the same target based on all students, so the same "state average" will appear for all student groups. The last column shows whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	# of Students Chronically Absent	% of Students Chronically Absent	State Average	Met State Average
Schoolwide	98	10.8%	14.4%	Met
White	47	8.8%	14.4%	Met
Hispanic	27	14.1%	14.4%	Met
Black or African American	11	11.5%	14.4%	Met
Asian, Native Hawaiian, or Pacific Islander	6	9.7%	14.4%	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	35.0%	14.4%	Not Met
Female	*	10.4%		
Male	*	11.2%		
Non-Binary/Undesignated Gender	*	*		
Economically Disadvantaged Students	43	16.9%	14.4%	Not Met
Students with Disabilities	35	17.3%	14.4%	Not Met
English Learners	7	16.3%	14.4%	Not Met
Homeless Students	4	36.4%		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	*	*		

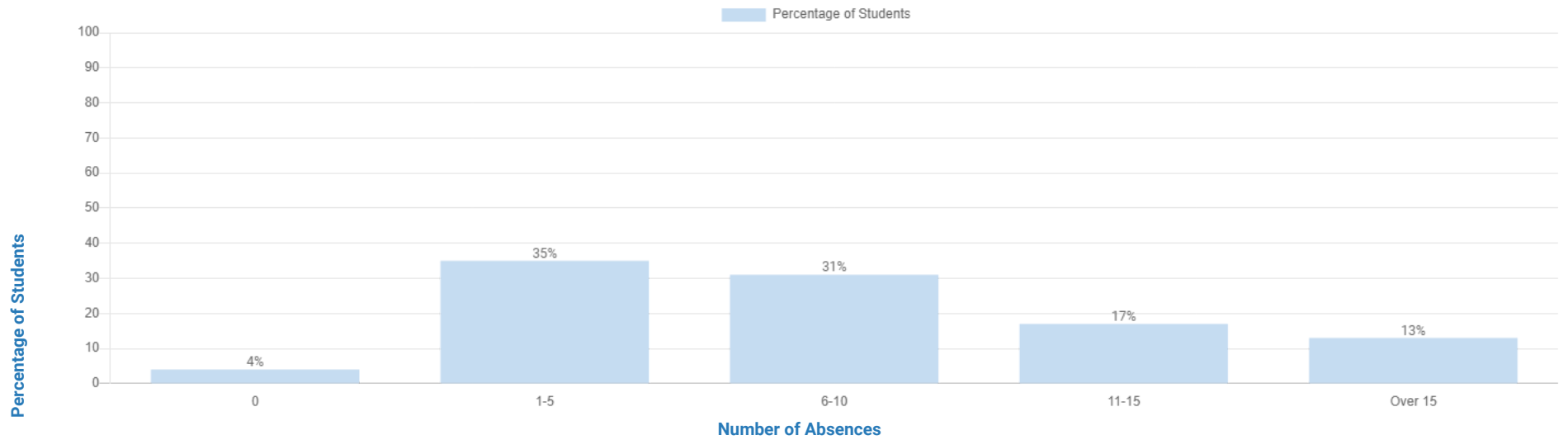
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**Important Note for 2022-23:** The NJDOE recommends caution in comparing the 2022-23 chronic absenteeism rates with the rates from prior years as the pandemic has impacted attendance rates over the last several years.

### Days Absent

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



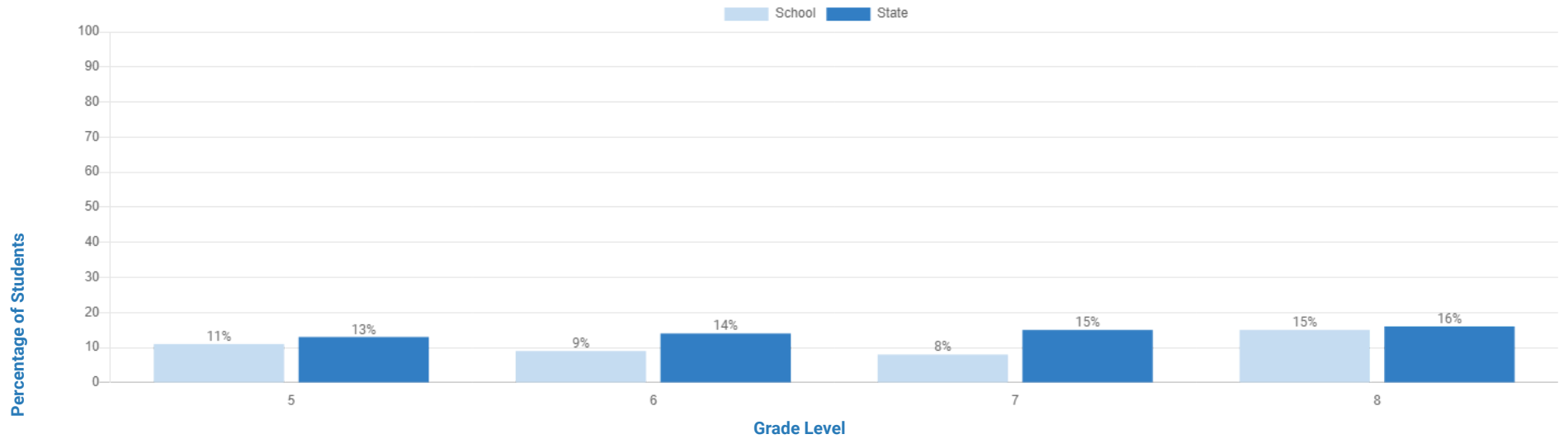
## Climate and Environment

Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

**Important Note for 2022-23:** The NJDOE recommends caution in comparing the 2022-23 chronic absenteeism rates with the rates from prior years as the pandemic has impacted attendance rates over the last several 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.



## Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

**Important note for 2022-23:** The NJDOE recommends caution in comparing the 2022-23 student safety data with the data from 2020-21 and 2019-20 as the pandemic impacted the data for those years.

### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	7
Weapons	1
Vandalism	2
Substances	1
Harassment, Intimidation, Bullying (HIB)	21
<b>Total Unique Incidents</b>	<b>32</b>
Incidents Per 100 Students Enrolled	3.58

### Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	1
Weapons	0
Vandalism	2
Substances	1
Harassment, Intimidation, Bullying (HIB)	8
Other Incidents Leading to Removal	2

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## Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

**Important note for 2022-23:** The NJDOE recommends caution in comparing the 2022-23 student safety data with the data from 2020-21 and 2019-20 as the pandemic impacted the data for those years.

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

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	3	3
Religion	0	2	2
Ancestry	0	0	0
Gender	0	4	4
Sexual Orientation	0	7	7
Disability	0	1	1
Other	0	8	8
No Identified Nature	7		7

### Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year. The NJDOE is additionally required to report on the number, percentage, and demographics of students who received removals and that data is available on the [NJDOE website](#).

Removal Type	Number of Students	Percent of Students	School Days Missed due to Out-of-School Suspensions
In-School Suspensions	1	0.1%	81
Out-of-School Suspensions	29	3.2%	
Any Suspension	30	3.4%	
Removal to other education program	0	0.0%	
Expulsion	0	0.0%	
Arrest	0	0.0%	



## Climate and Environment

### School Day

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

Category	School
Typical Start Time	8:00 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs. 30 Mins.
Full Time - Instructional Time	5 Hrs. 33 Mins.
Shared Time - Instructional Time	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 comes from the elective NJTRAX survey and reflects data submitted as of October 2023, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low student to device ratio due to this policy decision.

School Year	Student to Device Ratio
2022-2023	1:1

### Student Access to Technology and Internet

The NJDOE collects information on student device types, device owners, and internet connectivity. [Reports about student access to technology and internet connectivity](#) can be found on the NJDOE website.

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## Staff

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

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

**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, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

**Out-of-Field:** A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, or if the teacher has an expired certificate.

**Provisional Teacher:** A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

### Teachers – Experience

This table shows information about the experience and professional qualifications of teachers. Out-of-field teachers are teachers who are potentially teaching outside of their area of certification. Teachers with provisional certifications are fully certified novice teachers of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification. The New Jersey Department of Education does not issue emergency instructional certificates for teachers. Additional data on the professional qualifications of teachers and administrators, broken down by schools with high or low economically disadvantaged populations, is available on the [School Performance Staff page](#).

Category	Teachers in School	Teachers in State
Total Number of teachers	104	118,882
Average years experience in public schools	14.9	12.5
Average years experience in district	13.5	11.3
Number of Teachers with 4 or more years experience in the district	94	88,415
Percentage of Teachers with 4 or more years experience in the district	90.4%	74.8%
Number of out-of-field teachers	1	2,811
Percentage of out-of-field teachers	1%	2.4%
Number of Teachers with Provisional Credentials	2	8,605
Percentage of Teachers with Provisional Credentials	1.9%	7.3%

### Administrators – Experience

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

Category	Admin. in School	Admin. in State
Total Number of administrators	4	9,952
Average years experience in public schools	13.3	16.1
Average years experience in district	13.3	12.5
Number of Administrators with 4 or more years experience in the district	4	7,675
Percentage of Administrators with 4 or more years experience in the district	100.0%	77.9%

### 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 work in multiple schools in the district. In these cases, the table may show 0 staff members assigned to the school, even though there are district staff members working in the school. The School Safety Specialists data is based on data submitted by districts in the CDS system and is not available at the school level because it is a district assigned position.

Staff Category	School: Total Staff Members	District: Total Staff Members	State: Total Staff Members
Teachers	104	367	118,882
Administrators	4	24	9,952
Librarians/Media Specialists	2	5	1,194
Nurses	1	5	2,960
School Counselors	4	12	4,519
Child Study Team Members	5	23	9,367
School Psychologists	2	6	2,166
School Social Workers	1	5	2,654
Student Assistance Coordinators	2	3	381
School Safety Specialists	N	1	694

## Staff

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

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**Out-of-Field:** A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, or if the teacher has an expired certificate.

**Provisional Teacher:** A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

### Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. The ratios are based on data submitted by districts to NJ SMART and are not based on staff full-time equivalent (FTE). The School Safety Specialists data is based on data submitted by districts in the CDS system and is not available at the school level because it is a district assigned position.

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	9:1
Students to Administrators	224:1	135:1
Teachers to Administrators	26:1	15:1
Students to Librarians/Media Specialists †	448:1	649:1
Students to Nurses †	895:1	649:1
Students to Counselors †	224:1	270:1
Students to Child Study Team Members †,††	38:1	31:1
Students to School Psychologists †	448:1	541:1
Students to School Social Workers †	895:1	649:1
Students to Student Assistance Coordinators †	448:1	1081:1
Students to School Safety Specialists †	N	3243:1

† 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 show N, but there may be district assigned staff working in the school

†† Child Study Team members include school psychologists, school social workers, and learning disabilities teacher consultants, also note that 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. To protect student and staff privacy, gender percentages may show a range, depending on the overall school population size.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.0%	75-80%	*	48.0%	77.0%	57.0%
Male	54.0%	20-25%	*	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤5%	*	≤1%	≤1%	≤1%
White	59.0%	95.2%	100.0%	39.1%	82.2%	74.8%
Hispanic	21.1%	2.9%	0.0%	33.1%	8.3%	8.5%
Black or African American	10.6%	0.0%	0.0%	14.4%	6.3%	14.3%
Asian	7.0%	1.9%	0.0%	10.1%	2.4%	1.4%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.4%	0.6%
Two or More Races	2.2%	0.0%	0.0%	2.9%	0.2%	0.4%

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## Staff

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

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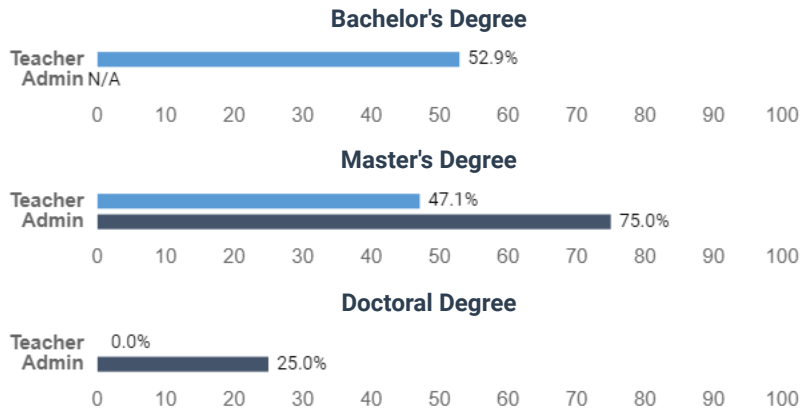
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### Teachers and Administrators - Level of Education

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



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

This table shows the percentage of teachers and administrators assigned to this district in 2021-22 that were still assigned to this district in 2022-23. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2021-22 Teachers: Same district 2022-23	91.3%	88.4%
2021-22 Administrators: Same district 2022-23	75.0%	86.6%



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## Per-Pupil Expenditures

### Per-Pupil Expenditures by Source

The table below summarizes the most recently available expenses for regular and special education students taught at schools in the district. The amounts include both actual personnel and actual non-personnel expenditures and include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities. An overall cost per pupil for a given school can be calculated by adding the Central Expenditures and the Expenditures Not Assigned to a School to the School Level Expenditures reported for that school. The Average Daily Enrollment (ADE\*\*) comes from the 2022-23 School Registry Summary (SRS).

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

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

[Link to District Summary of 2022-23 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.

Ocean Twp	Federal	State & Local	Total	ADE**
District Level Total Expenditures	\$1,285	\$21,703	\$22,988	3,186.9
District Level Central Expenditures		\$5,690	\$5,690	3,186.9
Ocean Township High School	\$349	\$12,129	\$12,478	990.4
Township of Ocean Intermediate School	\$2,867	\$11,313	\$14,180	893.7
Ocean Township Elementary School	\$1,277	\$24,860	\$26,137	387.6
Wanamassa Elementary School	\$1,045	\$29,148	\$30,193	330.6
Wayside Elementary School	\$591	\$16,484	\$17,075	584.6

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## Accountability

**New Jersey's Every Student Succeeds Act (ESSA) Accountability System** New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). Based on New Jersey's [approved ESSA state plan](#), NJDOE will identify schools in the following four federal categories every three years:

- **Comprehensive Support and Improvement (CSI): Overall Low Performing:**
  - Title I schools with a summative score in the bottom 5% of Title I schools.
- **Comprehensive Support and Improvement (CSI): Low Graduation Rate:**
  - All high schools with a four-year graduation rate of 67% or less
- **Additional Targeted Support and Improvement: Low Performing Student Group (ATSI):**
  - All 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 fall 2023 identification is the first year that the NJDOE identified schools in this category.

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

- **Targeted Support and Improvement: Consistently Underperforming Student Group (TSI):**
  - All 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](#)

**Important Note for 2022-23 Reports:** The NJDOE received approval to make a one-time change to the identification timeline under the [COVID-19 State Plan Addendum](#). Under the approved Addendum, the NJDOE identified schools for CSI and ATSI status in both fall 2022 and fall 2023. Schools that were identified for CSI or ATSI status in fall 2022 were eligible to exit status at the end of the 2023-2024 school year if all exit criteria were met. Schools that were identified for CSI or ATSI status in fall 2023 will be eligible to exit status at the end of the 2026-2027 school year if all exit criteria are met. Schools identified for TSI status are eligible to exit annually if exit criteria are met.

The NJDOE resumed using median student growth percentiles (mSGPs) to measure academic progress, or growth, for the 2022-2023 school year. The NJDOE had received approval through the Addendum to use an alternate measure of academic progress, Relative School Improvement Measure (RSIM) for the 2021-2022 school year only because mSGPs were unavailable.

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## Accountability

### ESSA Accountability Status

The table below provides the school's federal school status for the 2024-25 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the [NJDOE Accountability page](#) includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

Status for 2024-25 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Pacific Islander, Native Hawaiian	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

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

### ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years.

**ELA and Math Proficiency:** Percentage of students who met or exceeded expectations on statewide assessments (NJSLA or DLM) **ELA and Math Growth: For 2022-23, this data reflects median student growth percentiles (mSGPs).** For 2021-22, this data shows the Relative School Improvement Measure (RSIM), which was based on aggregate scale score improvement on the statewide assessments in ELA and mathematics (NJSLA), when comparing prior year performance to 2021-22 performance. **Four- and five-year graduation rates:** The adjusted cohort graduation rate **Progress toward English Language Proficiency:** The percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs Assessment for English Language proficiency. **Chronic absenteeism:** The percentage of students who were absent for 10% or more of the days enrolled during the school year.

**Important Note for 2022-23:** The NJDOE received federal waivers that waived certain assessment and accountability-related requirements for the 2019-20 and 2020-21 school years. As a result, proficiency, growth, and progress toward English language proficiency data is not available for 2020-21. The growth measure used for 2021-22 was an alternate measure used because median student growth percentiles were not available for 2021-22 and the NJDOE resumed using mSGPs for 2022-2023, so growth data for 2021-22 to 2022-23 should not be compared. 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.

ESSA Accountability Indicator	2020-21	2021-22	2022-23
ELA Proficiency		54.1%	56.6%
Math Proficiency		37.0%	36.6%
ELA Growth		75	49
Math Growth		29	41
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		19.0%	25.8%
Chronic Absenteeism	9.1%	10.1%	10.8%

† This table shows the most recent graduation rate for reference, but accountability calculations for a given year use the prior year's graduation rate.



## Accountability

### Accountability Indicator Scores and Summative Ratings - 2022-23 School Year

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

ESSA Accountability Indicator	Score	Weight
ELA Proficiency Indicator Score	51.66	15.0%
Math Proficiency Indicator Score	36.13	15.0%
ELA Growth Indicator Score	47.09	20.0%
Math Growth Indicator Score	19.63	20.0%
4-Year Graduation Rate Indicator Score	N	N
5-Year Graduation Rate Indicator Score	N	N
Progress toward English Language Proficiency Indicator Score	31.23	20.0%
Chronic Absenteeism Indicator Score	58.61	10.0%
<b>Summative Score</b>	38.62	
<b>Summative Rating</b>	31.43	
<b>Comprehensive Support: Overall Low Performing</b>	No	
<b>Comprehensive Support: Low Graduation Rate</b>	No	

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

††A modified summative score was calculated using only available data.

## Accountability

### Accountability Summary by Student Group - 2022-23 School Year

The NJDOE is required under ESSA to identify schools for Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI). Both TSI and ATSI identifications are based on how student groups within schools perform. Schools are identified for ATSI if they have at least one student group that has a summative score that would be in the bottom 5% of Title I schools if it was its own school. Schools are identified for TSI if they have at least one student group that missed annual targets or standards for all indicators for two years in a row. Only student groups that have data for at least 20 students are included in the accountability determinations.

In the table below, the first three columns show information on the identification for ATSI. It shows the summative score for each student group, the cut-off score that was used to identify schools for comprehensive support and improvement (CSI), and whether the school (and student groups) have been identified as requiring ATSI. The remaining columns in the table show whether the student group met annual targets or standards for all indicators for the 2022-23 school year. If at least one student group did not meet all targets and also did not meet all targets in the 2021-22 school year, then the school will be identified as requiring TSI.

For more information about accountability determinations, indicators, and annual targets, see the [NJDOE Accountability page](#).

Student Group	Summative Score	Summative Score Cut-Off for Additional Targeted Support	Requires Additional Targeted Support: Low Performing Student Group	ELA Proficiency	Math Proficiency	ELA Growth	Math Growth	4-Year Graduation Rate	5-Year Graduation Rate	Progress toward English Language Proficiency	Chronic Absenteeism	Requires Targeted Support: Consistently Underperforming Student Group
Schoolwide			No	Not Met	Not Met	Met Standard	Met Standard	N	N	Met Target†	Met	No
White	54.25	11.64	No	Met Target	Not Met	Met Standard	Met Standard	N	N		Met	No
Hispanic	28.31	11.64	No	Not Met	Not Met	Met Standard	Not Met	N	N		Met	No
Black or African American	36.44	11.64	No	Met Target†	Not Met	Met Standard	Met Standard	N	N		Met	No
Asian, Native Hawaiian, or Pacific Islander	60.88	11.64	No	Not Met	Not Met	Met Standard	Met Standard	N	N		Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	N	N		**	No
Two or More Races	46.74	11.64	No	Met Target	Met Target	Met Standard	**	N	N		Not Met	No
Economically Disadvantaged Students	44.55	11.64	No	Not Met	Not Met	Met Standard	Not Met	N	N		Not Met	No
Students with Disabilities	39.17	11.64	No	Not Met	Not Met	Met Standard	Not Met	N	N		Not Met	No
English Learners	51.01	11.64	No	Not Met	Not Met	Met Standard	Met Standard	N	N	Met Target†	Not Met	No

†Target was met within a confidence interval.

**Report Key:**

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## 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. Please note that the narrative is optional, so only categories in which the district chose to share information will be displayed. If there are questions about the information provided in the narrative section, please contact the school or district directly.



### Highlights:

- Sustainable Jersey School - Bronze Medal Recognition
- We have expanded our multicultural night festivities. Many community members and organizations joined our celebration
- Our Drama Club's performance of Rock of Ages Jr. Was a huge success. By the time of the show, the students ran the production, from Stage crew, to lighting, to audio and performing.



### Mission, Vision, Theme:

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



### Awards, Recognition, Accomplishments:

Both our Concert Band and our Choir received a superior rating at the High Note Music Festival. Additionally, our Choir received a Superior rating at the NJMEA Middle School Choral Festival. Our 6th and 7th boys basketball team went undefeated, 12-0 and won the league championship.

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### Courses, Curriculum, Instruction:

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.



### Sports and Athletics:

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

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.



### Clubs and Activities:

Over twenty 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), Art Club, Math Club, Forensics, Choir, Garden Club, MakerSpace Club, BeYou, Deeply Rooted, Step Team, Dance Team, Hope Club, Italian Club, Spanish Club, and Forensics.

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### **Before and After School Programs:**

All teachers offer extra help after the regular school day ends. For Grade 5-8, Spartans Leading the Way (Academic and Mentoring) is offered. The Ocean Township Department of Human Services runs Project Extend for after school care here at TOIS.



### **Staff and Professional Learning:**

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.



### **Student Supports and Services:**

Our 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 has 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 supports. The expansion of our Mentoring Program is a highlight as we work to help our students establish and achieve personal goals.

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### Student Health and Wellness:

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.



### Parent and Community Involvement:

TOIS has monthly PTA meetings to which parents and staff members are encouraged to participate in. We have the Genesis parent portal that allows parents to track their student's academic progress throughout the year.



### Climate Surveys:

Is a Climate Survey Used: No;

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### Facilities:

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.



### School Safety:

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



### Technology and STEM:

One to one devices for students (Chromebook); multiple technology electives are offered- Introduction to Multimedia Productions and computer applications. In addition our School we have a dedicated Educational Technology Specialist. In addition, our Media Specialist also serves as an Educational Technology Specialist.

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### Effective and Efficient Use of ESSR Funding:

The expansions of our Summer Bridge program has enabled us to close learning gaps and help students prepare to step up to the next grade level. Our program is fully inclusive and overseen by a Facilitator. Our program includes Math, Creative Writing, Summer Reading, STEAM, Pre Algebra, Special Education Supports, ELL supports and a school nurse. We partner with Sodexo to provide daily snacks for our students.