




Wayside Elementary School
2016-2017
Grade Span 3H-04

25-3810-080
MONMOUTH
OCEAN TWP
733 BOWNE ROAD
OCEAN, NJ 07712-2599

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

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

Navigating through the reports:

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

Other Resources:

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



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Enrollment Trends by Grade

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

Grade	2014-15	2015-16	2016-17
PK	22	21	25
KG	119	105	122
1	126	124	104
2	107	126	126
3	124	108	118
4	121	129	114
Ungraded	44	47	42
Total	663	660	651

Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	47%	49%	48%
Male	53%	51%	52%
Economically Disadvantaged Students	37%	35%	30%
Students with Disabilities	23%	23%	20%
English Learners	14%	12%	14%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	% of Students
White	53.9%
Hispanic	21.7%
Asian	12.4%
Black or African American	11.2%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.8%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	23	21	25
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	121	105	122

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	65.4%
Spanish	16.3%
Creoles and pidgins, French-based	3.4%
Urdu	2.8%
Arabic	2.2%
Other	10.2%



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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	235	99.2	56.60	55.60	54.90	56.6	39.9	Met Target
White	121	98.4	73.50	63.90	63.90	73.5	44.9	Met Target
Hispanic	49	100.0	30.60	36.90	39.80	30.6	22.1	Met Target
Black or African American	28	100.0	17.80	*	35.20	17.8	26.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	37	100.0	64.90	*	80.70	64.9	53.3	Met Target
American Indian or Alaska Native	N	N	*	0.00	53.70	*	**	**
Two or More Races	N	N	*	39.10	54.90	*	**	**
Female	115	100.0	60.00	65.60	62.20	60		
Male	120	98.4	53.40	46.20	48.10	53.4		
Economically Disadvantaged Students	80	98.8	31.30	32.60	36.20	31.3	20.7	Met Target
Non-Economically Disadvantaged Students	155	99.4	69.60	63.80	65.80	69.6		
Students with Disabilities	44	97.8	36.40	21.10	20.50	36.4	26.2	Met Target
Students without Disabilities	191	99.5	61.20	64.70	61.90	61.2		
English Learners	54	100.0	35.20	*	25.20	35.2	14.5	Met Target
Non-English Learners	181	98.9	63.00	*	57.40	63		
Homeless Students	*	*	*	15.80	26.40	*		
Students In Foster Care	*	*	*	0.00	24.80	*		
Military-Connected Students	N	N	*	100.00	53.50	*		
Migrant Students	N	N	*	0.00	23.00	*		

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



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	125	752	751	749	*	15%	29%	44%	*	50%	50%
White	59	767	760	759	0%	*	22%	61%	*	70%	61%
Hispanic	26	732	*	734	*	*	*	*	0%	31%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	21	763	765	775	0%	*	*	*	*	52%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	750	N	N	N	N	N	N	52%
Female	57	753	753	753	*	*	32%	42%	*	49%	55%
Male	68	752	748	744	*	*	27%	46%	*	52%	46%
Economically Disadvantaged Students	45	736	729	730	*	*	42%	24%	*	29%	31%
Non-Economically Disadvantaged Students	80	761	760	761	*	*	21%	55%	*	63%	63%
Students with Disabilities	25	734	730	720	*	*	*	40%	*	40%	24%
Students without Disabilities	100	757	758	754	*	*	*	45%	*	53%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	733	N	N	N	N	N	N	29%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	110	756	757	753	*	*	26%	50%	14%	64%	56%
White	62	765	762	762	*	*	*	60%	18%	77%	67%
Hispanic	23	738	*	740	*	*	52%	*	0%	30%	40%
Black or African American	*	*	*	736	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	16	761	763	777	*	0%	*	63%	*	81%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	58	761	765	758	*	*	22%	57%	*	71%	61%
Male	52	751	750	748	*	*	29%	42%	*	56%	51%
Economically Disadvantaged Students	35	738	*	737	*	*	51%	34%	0%	34%	36%
Non-Economically Disadvantaged Students	75	765	*	764	*	*	13%	57%	20%	77%	69%
Students with Disabilities	19	736	731	724	*	*	*	*	0%	32%	25%
Students without Disabilities	91	761	764	759	*	*	*	*	17%	70%	62%
English Learners	*	*	*	710	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

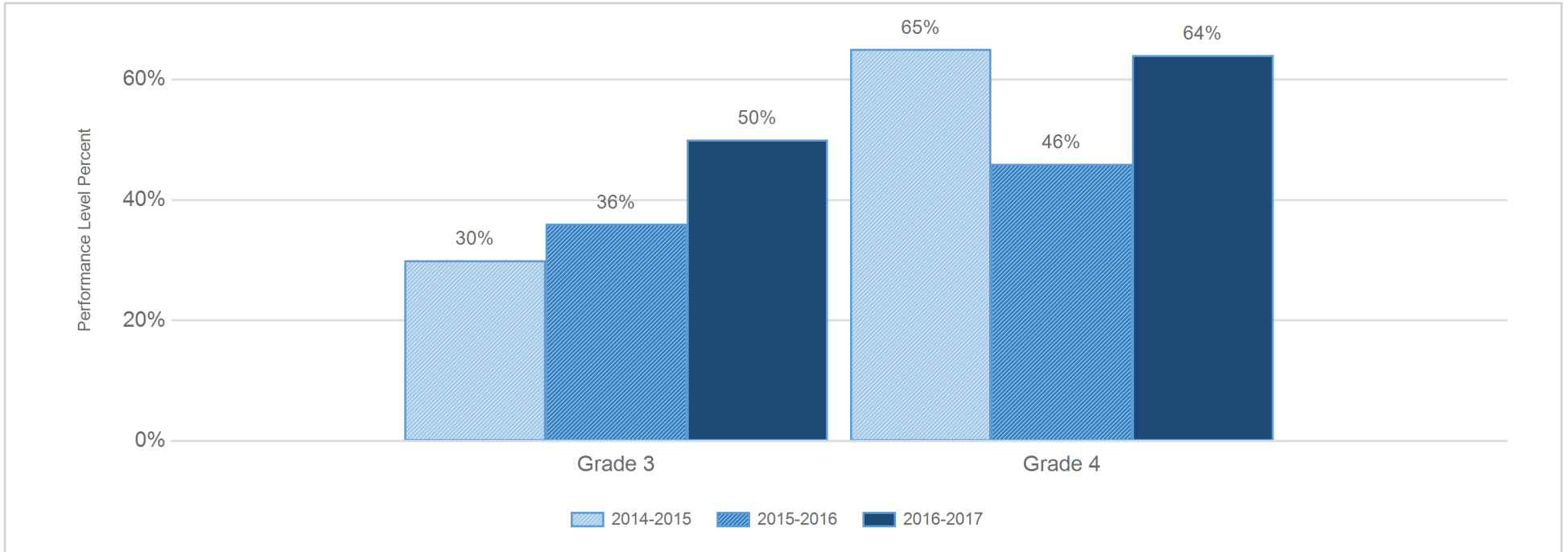


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English Language Arts/Literacy Assessment - Performance Trends

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





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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	240	99.2	57.50	49.60	43.50	57.5	52.5	Met Target
White	122	98.4	71.30	57.40	52.40	71.3	57.6	Met Target
Hispanic	53	100.0	32.10	30.90	27.60	32.1	37	Met Target†
Black or African American	28	100.0	21.50	*	21.70	21.5	33.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	37	100.0	75.70	*	75.60	75.7	67.4	Met Target
American Indian or Alaska Native	N	N	*	0.00	42.50	*	**	**
Two or More Races	N	N	*	37.50	44.90	*	**	**
Female	119	100.0	52.10	51.00	44.10	52.1		
Male	121	98.4	62.80	48.40	42.90	62.8		
Economically Disadvantaged Students	82	98.8	34.20	27.50	25.10	34.2	30.6	Met Target
Non-Economically Disadvantaged Students	158	99.4	69.70	57.80	54.30	69.7		
Students with Disabilities	44	97.8	40.90	*	16.50	40.9	39.1	Met Target
Students without Disabilities	196	99.5	61.20	*	48.80	61.2		
English Learners	59	100.0	37.30	*	23.30	37.3	24.6	Met Target
Non-English Learners	181	98.9	64.10	*	45.20	64.1		
Homeless Students	*	*	*	19.00	16.40	*		
Students In Foster Care	*	*	*	0.00	15.10	*		
Military-Connected Students	N	N	*	100.00	39.90	*		
Migrant Students	N	N	*	0.00	18.20	*		

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	127	755	754	750	*	*	21%	35%	21%	57%	53%
White	59	768	762	758	0%	*	*	42%	31%	73%	63%
Hispanic	28	733	*	738	*	*	*	*	*	29%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	21	777	773	778	0%	0%	*	52%	*	81%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	N	750	N	N	N	N	N	N	53%
Female	58	752	752	751	*	*	24%	35%	*	52%	52%
Male	69	759	755	750	*	*	17%	36%	*	61%	53%
Economically Disadvantaged Students	46	739	734	735	*	*	30%	28%	*	37%	34%
Non-Economically Disadvantaged Students	81	765	762	761	*	*	15%	40%	*	68%	65%
Students with Disabilities	25	742	736	728	*	*	*	*	*	40%	29%
Students without Disabilities	102	759	760	754	*	*	*	*	*	61%	57%
English Learners	10	732	735	724	*	*	*	*	*	30%	21%
Non-English Learners	117	757	755	753	*	*	*	*	*	59%	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	725	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	114	752	752	746	*	14%	23%	51%	*	59%	47%
White	63	760	757	754	*	*	22%	59%	*	70%	59%
Hispanic	25	733	*	734	*	*	*	*	0%	36%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	17	756	758	773	*	*	*	59%	*	71%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	62	749	752	746	*	*	*	48%	*	53%	47%
Male	52	754	752	746	*	*	*	54%	*	65%	48%
Economically Disadvantaged Students	36	732	*	731	*	*	36%	31%	*	31%	27%
Non-Economically Disadvantaged Students	78	761	*	756	*	*	17%	60%	*	72%	61%
Students with Disabilities	19	737	732	724	*	*	*	*	*	42%	22%
Students without Disabilities	95	754	757	751	*	*	*	*	*	62%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	49%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

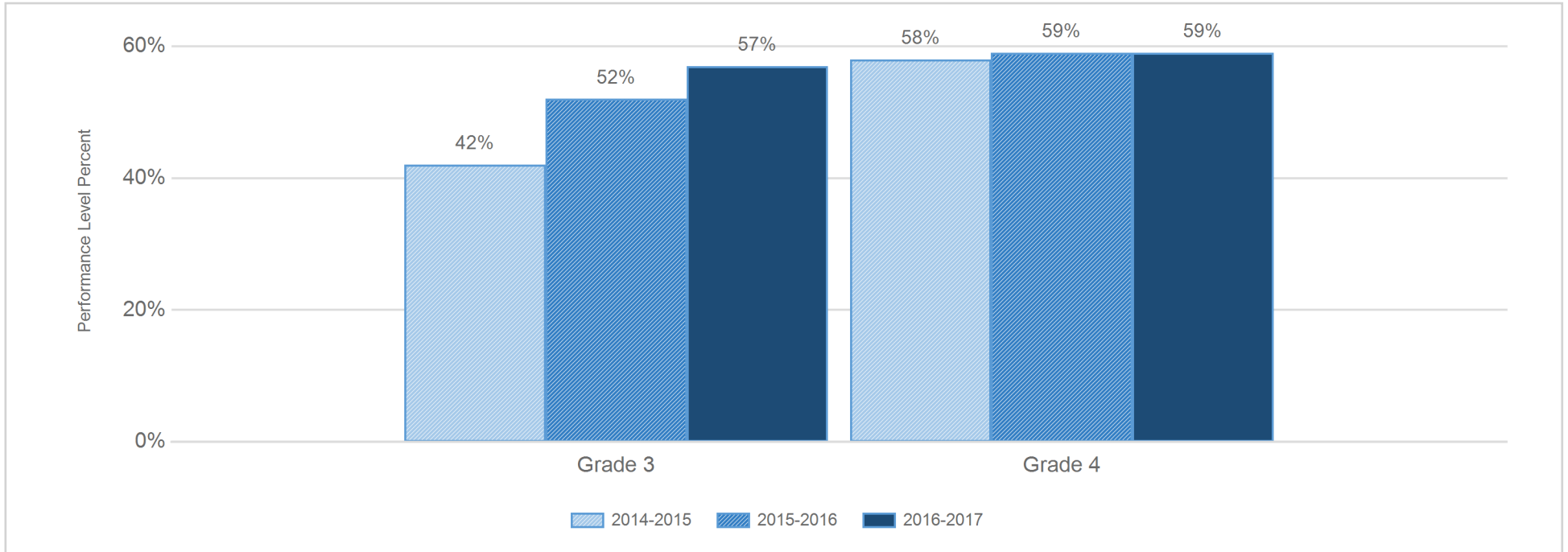


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Mathematics Assessment – Performance Trends

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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	32	*	*
2	14	*	*
3	11	*	*
4	*	*	*
5+	N	N	N



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

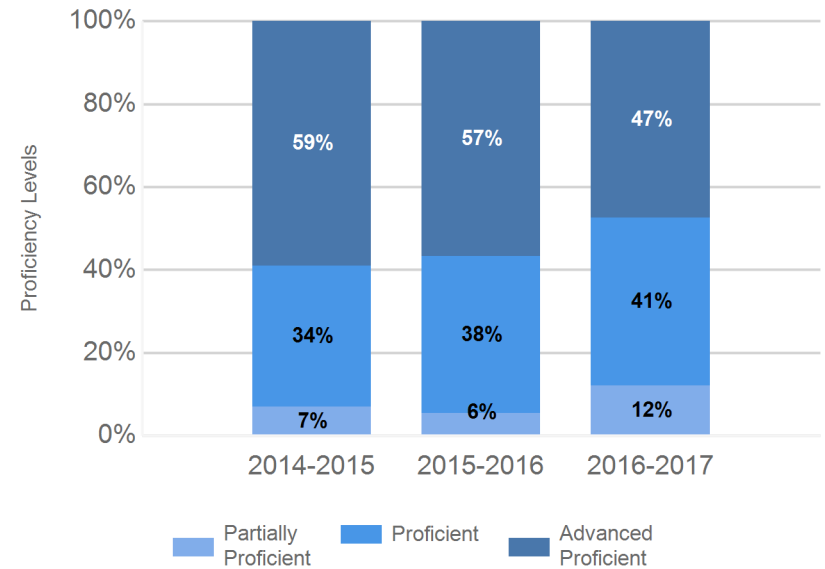
NJASK Science Assessment Performance: Grade 4

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	47%	41%	12%
White	64%	30%	6%
Hispanic	24%	48%	28%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	13%	67%	21%
Students with Disabilities	50%	35%	15%
English Learners	*	*	*

NJASK Science Assessment Performance Trends: Grade 4

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





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

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here: <http://www.state.nj.us/education/njsmart/performance/>

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	66.5	50	50	Exceeds Target	66	55	50	Exceeds Target
White	69	52	50	Exceeds Target	73.5	54	52	Exceeds Target
Hispanic	58	*	49	Met Target	57.5	*	47	Met Target
Black or African American	*	38	45	**	*	52	43	**
Asian, Native Hawaiian, or Pacific Islander	*	66	60	**	*	62	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	58	*	47	Met Target	63	*	46	Exceeds Target
Students with Disabilities	54	35.5	41	**	66	45	43	**
English Learners	56.5	48	53	Met Target	66	57	51	Exceeds Target

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



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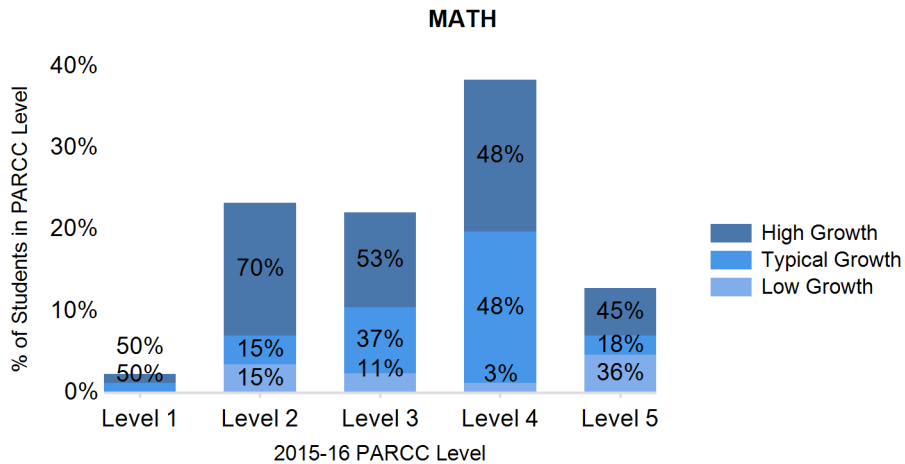
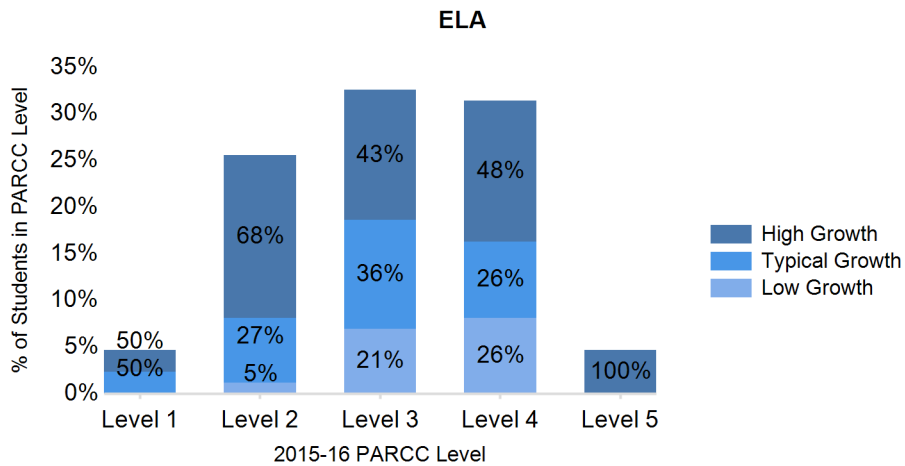
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

Low Growth: Less than 35 **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

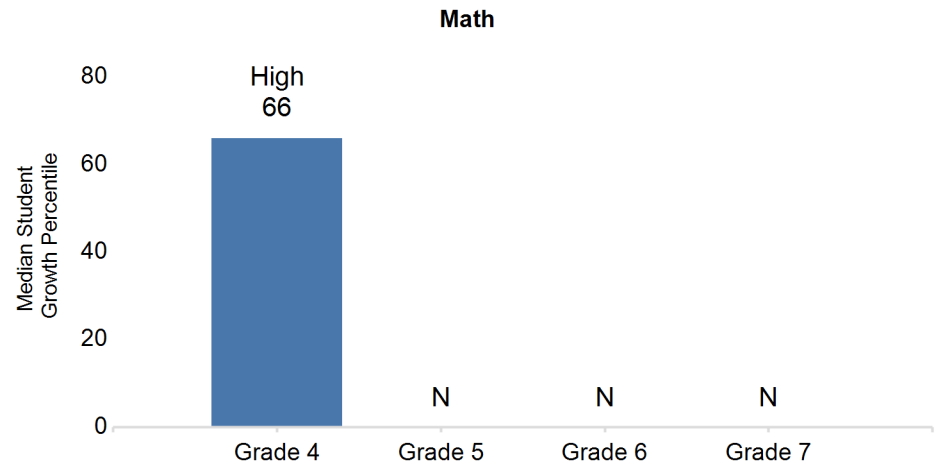
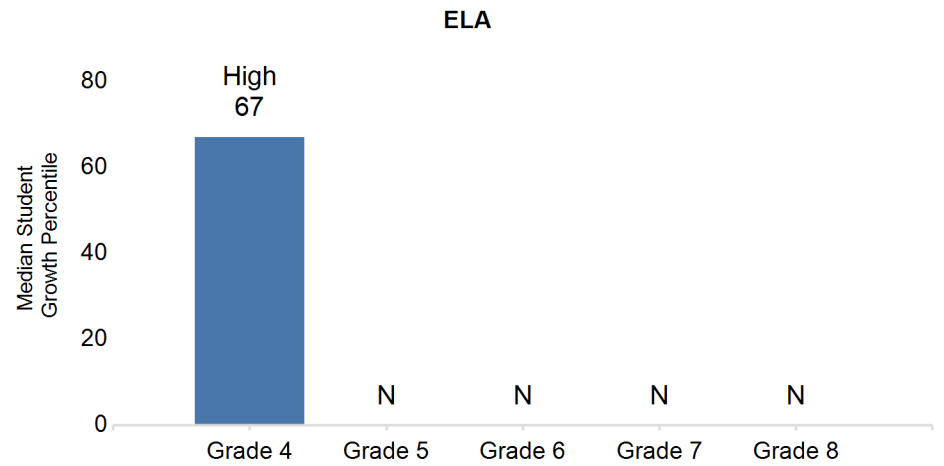
Student Growth by Performance Level

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



Student Growth by Grade

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



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



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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

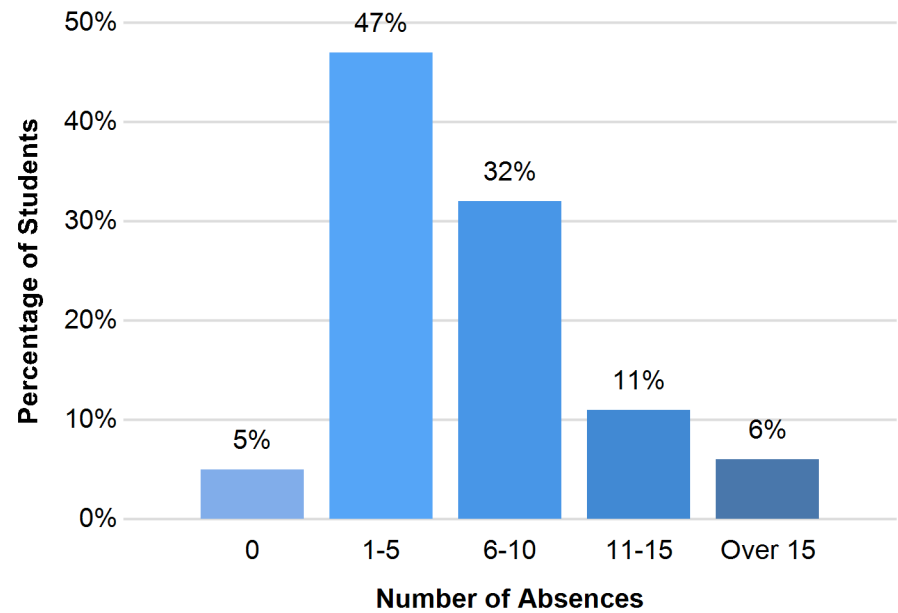
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.60	8.70	Met Target
White	3.10	8.70	Met Target
Hispanic	4.00	8.70	Met Target
Black or African American	2.90	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	6.30	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	0	**	**
Economically Disadvantaged Students	4.10	8.70	Met Target
Students with Disabilities	3.10	8.70	Met Target
English Learners	4.50	8.70	Met Target

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

Days Absent

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



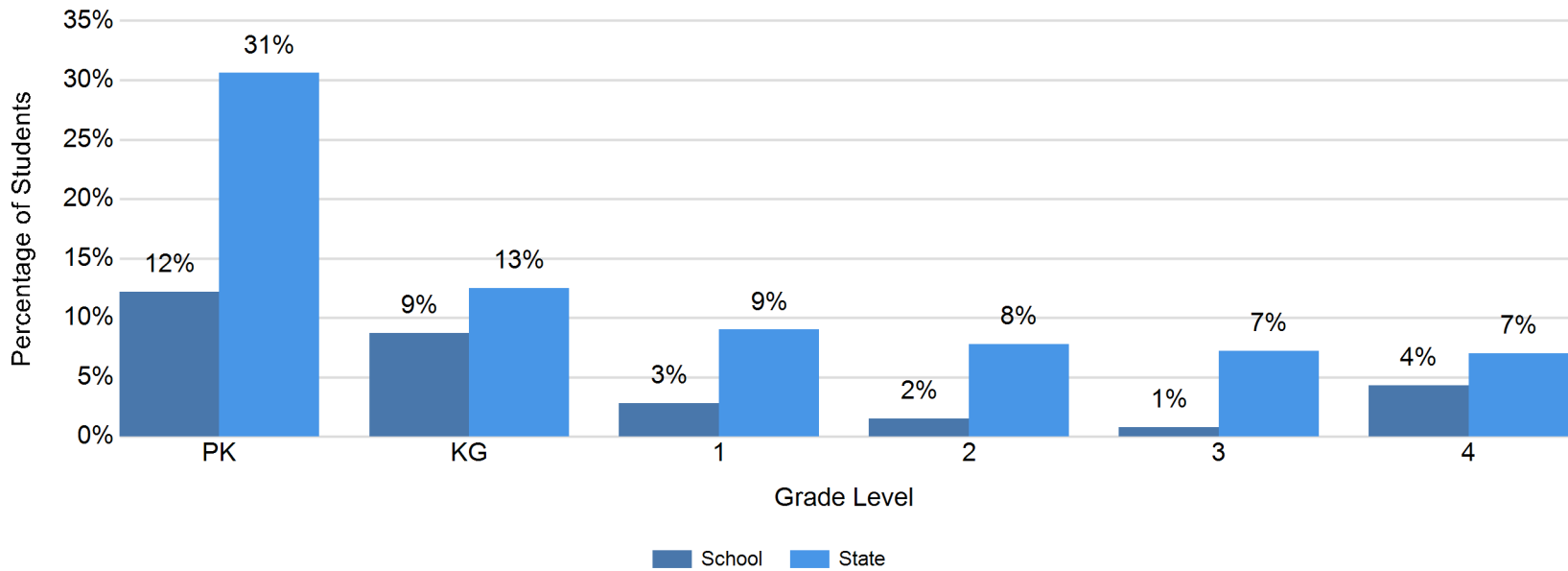


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

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

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.6%
Any Suspension	0.6%

Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:0.5	287.8 kbps	100 kbps	Yes	N	Fiber	No

Per-Pupil Expenditures (District Level)

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

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



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

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

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

Teachers – Experience and Certifications

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

Category	Teachers in Schools	Teachers in State
Total Number of teachers	71	115,100
Average years experience in public schools	10.9	11.8
Average years experience in district	10.2	10.5
Teachers in district for 4 or more years	69%	74%

Administrators – Experience (District Level)

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

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

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	9:1	9:1
Administrators	651:1	142:1
Librarian/Media Specialists		712:1
Nurses		712:1
Counselors		274:1
Child Study Team		237:1



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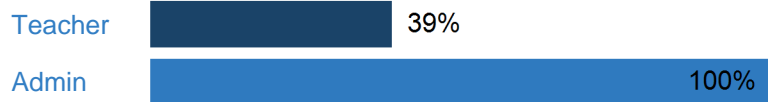
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

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

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	41	17.5%
Mathematics Proficiency	64	17.5%
English Language Arts Growth	90	25%
Mathematics Growth	91	25%
Chronic Absenteeism	83	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		76.3
Summative Rating: Percentile rank of Summative Score		87 th
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

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

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



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Accountability Summary by Student Group

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

Student Group	Summative Score	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	76	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
White	87	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
Hispanic	66	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Black or African American	**	No	Met Target†	Met Target†	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	No	Met Target	Met Target	Met Target	**	**	No
American Indian or Alaska Native	**	No	**	**	**	**	**	No
Two or More Races	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	75	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Students with Disabilities	**	No	Met Target	Met Target	Met Target	**	**	No
English Learners	75	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Ms. Palaia	Email Address:	dpalaia@oceanschools.org
Address:	733 BOWNE ROAD OCEAN, NJ 07712-2599	Website:	www.oceanschools.org
Phone:	(732)531-5710	Facebook:	https://www.facebook.com/TownshipofOceanSchoolDistrict
		Twitter:	N/A

School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Technology is imbedded in our school day. 1:1 Chromebooks for students. • An innovation lab is available for students to explore, problem solve and innovate. • Teachers are working on improving student engagement through Action Team Research.
 <p>Mission, Vision, Theme:</p>	<p>Our mission is to instill a true passion for lifelong learning and discovery within each child. We emphasize the importance of strong character traits, such as accountability, honesty, respect and kindness. These traits create a positive environment that is safe, nurturing and educational for each member of our school family.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>The Board of Education and local newspapers recognize the outstanding efforts of our elementary students for excellence in such things as Essay Writing, Poetry Contests as well as Spelling and Geography Bees.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Students in kindergarten through fourth grade receive instruction in reading, spelling, writing, mathematics, science and social studies in heterogeneously grouped classes through a sequentially organized curriculum. Lessons are developmentally appropriate and aligned with the Common Core State Standards. Our reading program (Wonders) is research-based and uses a phonetic approach.</p>
 <p>Clubs and Activities:</p>	<p>Homework Club for grades 1-4, Chorus, Maker Space Club, Safety Patrol Club, Book Club, Art Club</p>
 <p>Before and After School Programs:</p>	<p>Project Extend runs for grades K-4 from 7:00am-8:30am and 3:15pm - 6:00pm. It is run through our town's department of human services.</p>







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 <p>Staff and Professional Learning:</p>	<p>Professional learning takes place all throughout the year. We have 3 in-service days, and multiple monthly meetings. Our PD is based on the belief that children learn best in real-world contexts that make sense to children; that all students deserve a richer and more challenging curriculum; and that a balanced and practical approach to learning is best for understanding concepts. PLCs at our school are centered around improving students engagement.</p>
 <p>Student Supports and Services:</p>	<p>Our Basic Skills classes and special education classes utilize our Wonders & Wonder Works Program as well. Special education classes for resource center and self-contained learning and language disabilities classes utilize additional reading methods with an alternative approach for teaching skills. We also have a Spanish Bilingual program. English language learners as well as struggling learners receive supplemental instruction as needed.</p>
 <p>Student Health and Wellness:</p>	<p>Breakfast is offered to all students each day. Students are given Physical Education classes 2xs a week. Students take part in a 10 minute recess in the morning and a 30 minute recess during the afternoon.</p>
 <p>Parent and Community Involvement:</p>	<p>Our PTA meets monthly and all parents and teachers are free to attend meetings. Our PTA works so very hard to help offset expenses for our local families by paying for all school trips, some technology and classroom supplies and games. The PTA is committed to involving all parents in an effort to support our children. We have a parent portal and it is utilized daily.</p>




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School Narrative

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 <p>Facilities:</p>	<p>Our school is 48 years old and was built in 1969. An additional wing was added in 1998. Recent renovations in 2016 include air conditioning, new art room, upgrades to the music room and six small group instruction rooms.</p>
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