



Beachwood Elementary School
(29-5190-064)
Grades Offered: KG-05
2018-2019

Report Key:

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:



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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	Ocean
District	Toms River Regional School District
Principal Name	Mrs. Kimberly Muir
Address	901 BERKELEY AVENUE BEACHWOOD, NJ 08722
Phone Number	732-505-5820
Email Address	kmuir@trschoools.com
Website	http://www.trschools.com/beachwood
Twitter	https://www.instagram.com/beachwood_elementary/



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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	2016-17	2017-18	2018-19
KG	82	68	74
1	80	86	84
2	79	82	82
3	87	78	85
4	109	83	74
5	95	110	77
Total	532	507	476

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	49.6%	50.1%	46.2%
Male	50.4%	49.9%	53.8%
Economically Disadvantaged Students	21.6%	24.7%	27.3%
Students with Disabilities	13.5%	14.4%	18.3%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.2%	0.4%	0.0%
Students in Foster Care	1.5%	1.4%	0.4%
Military-Connected Students	0.0%	0.0%	0.0%
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	2016-17	2017-18	2018-19
White	82.5%	79.5%	80.3%
Hispanic	9.6%	13.0%	12.6%
Black or African American	2.8%	2.4%	2.3%
Asian	1.3%	1.0%	0.8%
Native Hawaiian or Pacific Islander	0.6%	0.4%	0.4%
American Indian or Alaska Native	0.2%	0.0%	0.0%
Two or More Races	3.0%	3.7%	3.6%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	82	68	74

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.

Home Language	% of Students
English	96.2%
Spanish	2.3%
Other Languages	1.5%



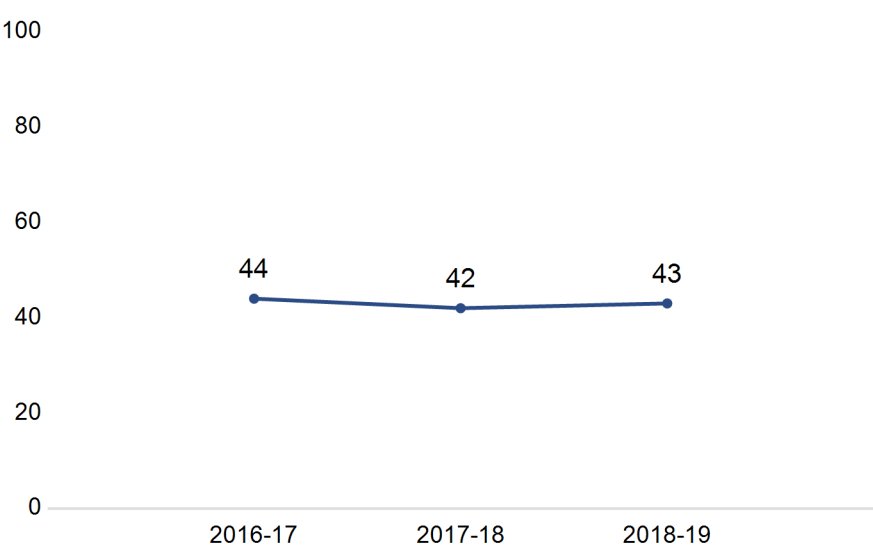
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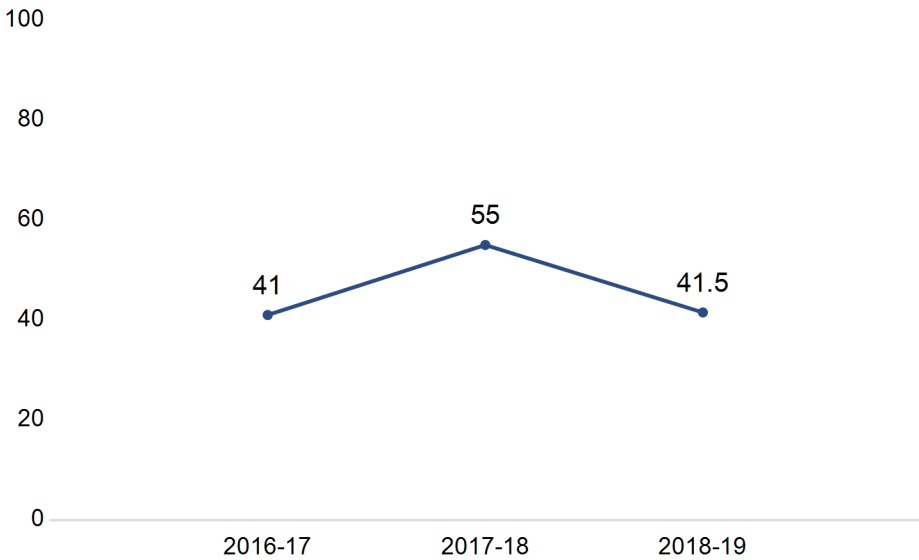
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures 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.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	44	42	43	41	55	41.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each 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 that explains their progress compared to students who had the same test scores in previous years.

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) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

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	43	48	50	Met Standard	41.5	44	50	Met Standard
White	45	48	50	Met Standard	41.5	45	52	Met Standard
Hispanic	41	45	49	**	29	42	47	**
Black or African American	*	45.5	45	**	*	40	43	**
Asian, Native Hawaiian, or Pacific Islander	*	53	59	**	*	57	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	43	49	**	*	44	52	**
Female	43	51	53	N	34.5	44	50	N
Male	43	44	47	N	48	45	51	N
Economically Disadvantaged Students	26	45	48	Not Met	34	44	46	Not Met
Students with Disabilities	35.5	40	43	Not Met	39.5	41	45	Not Met
English Learners	*	39	52	**	*	41	50	**
Homeless Students	N	44	43	N	N	45	44	N
Students in Foster Care	*	52	42	N	*	61.5	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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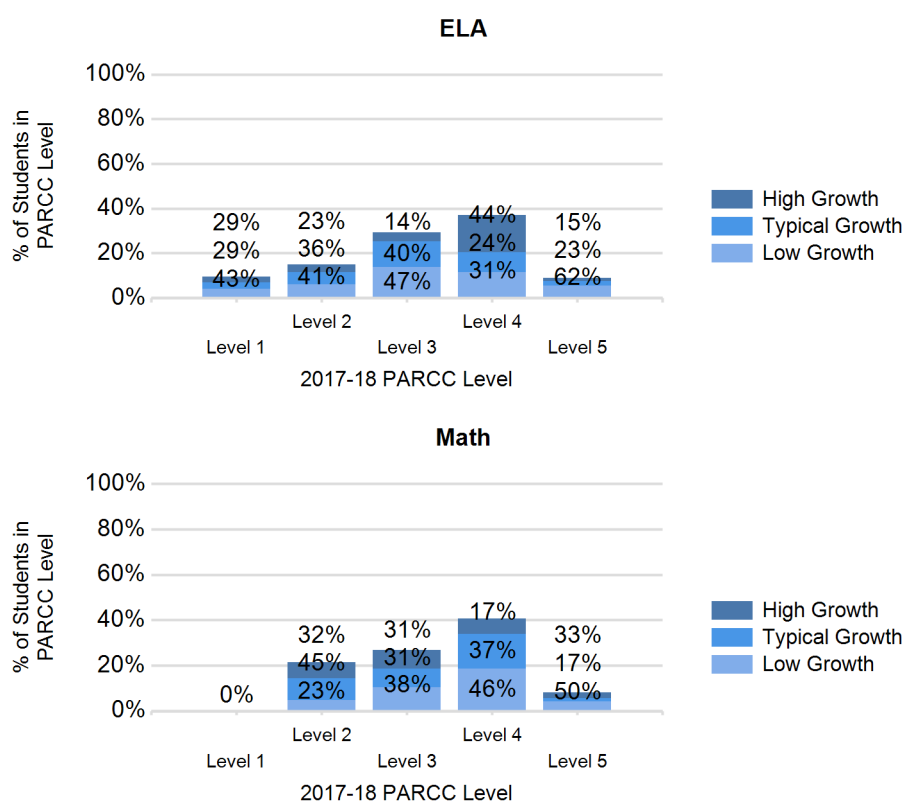
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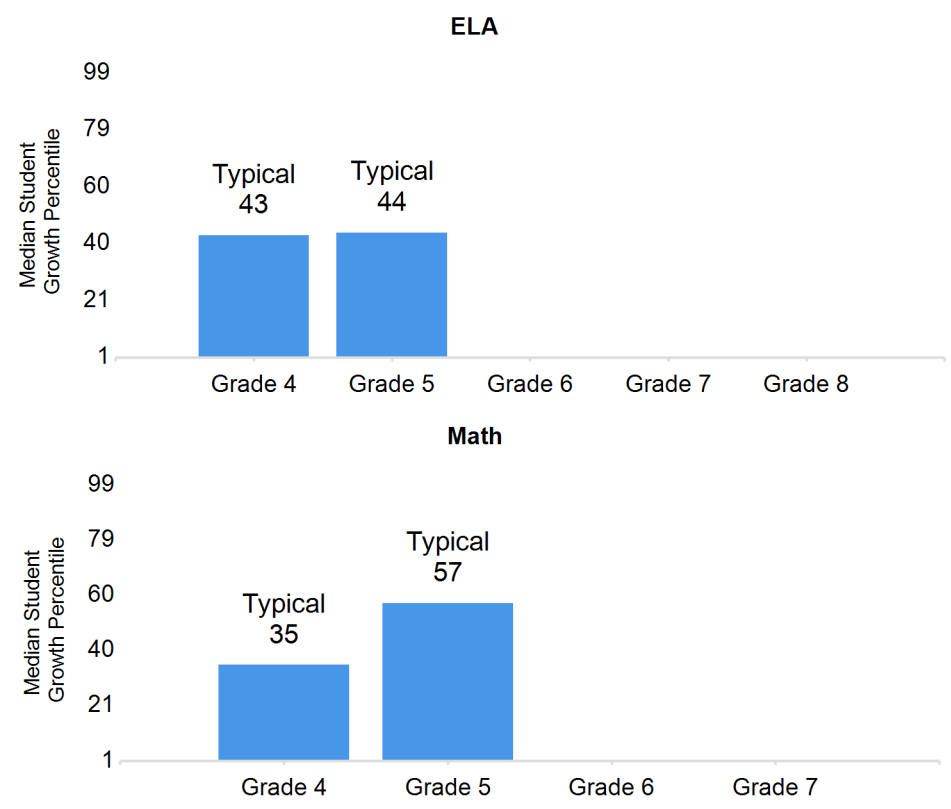
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



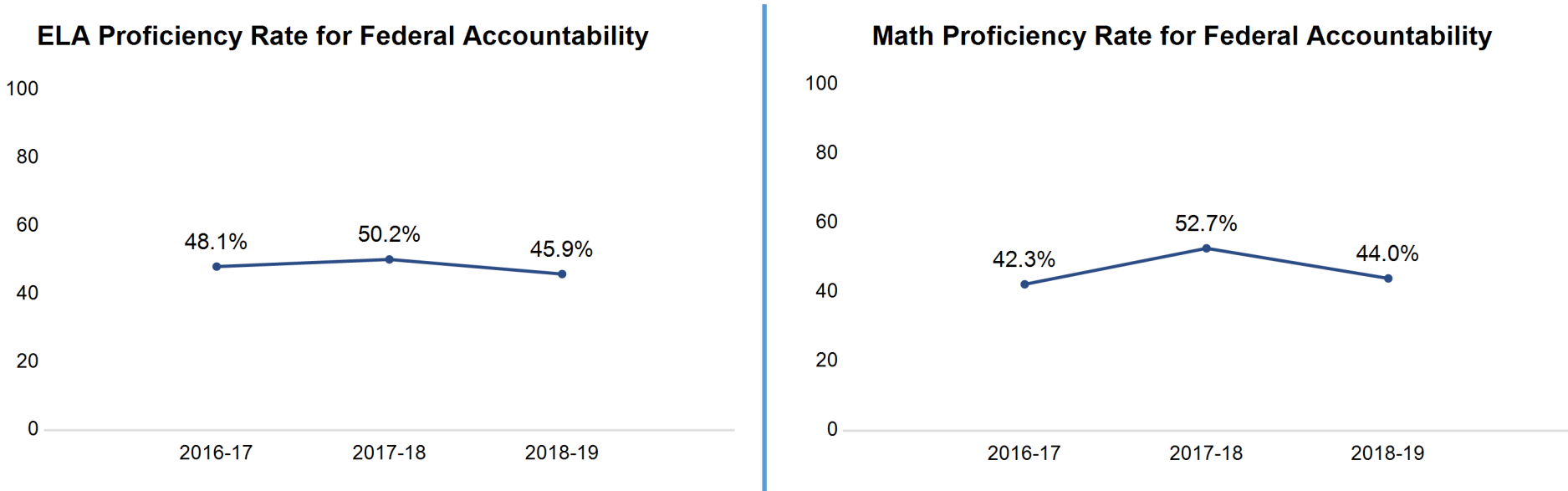


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English Language Arts and Mathematics Performance Trends

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 statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that 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.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	92.4%	97.0%	99.2%	92.8%	97.4%	98.7%
Proficiency Rate for Federal Accountability	48.1%	50.2%	45.9%	42.3%	52.7%	44.0%
Annual Target	51.2%	52.7%	54.2%	53.3%	54.7%	56.1%
Met Annual Target?	Met Target†	Met Target†	Not Met	Not Met	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that 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 2030. 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	233	99.2	45.9	54.8	57.9	45.9	54.2	Not Met
White	193	99.0	47.2	58.9	66.9	47.2	55.5	Not Met
Hispanic	28	100.0	46.4	40.0	43.9	46.4	46	Met Target
Black or African American	*	*	*	36.8	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	77.5	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	107	100.0	53.3	62.8	64.8	53.3		
Male	126	98.4	39.7	47.0	51.3	39.7		
Economically Disadvantaged Students	54	98.2	25.9	37.6	40.0	25.9	43.9	Not Met
Non-Economically Disadvantaged Students	179	99.4	52.0	61.4	67.9	52.0		
Students with Disabilities	32	94.1	*	17.7	22.7	*	29.2	Not Met
Students without Disabilities	201	100.0	*	62.8	65.1	*		
English Learners	*	*	*	20.6	29.3	*	**	**
Non-English Learners	*	*	*	55.7	60.6	*		
Homeless Students	*	*	*	32.6	29.1	*		
Students In Foster Care	*	*	*	36.0	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

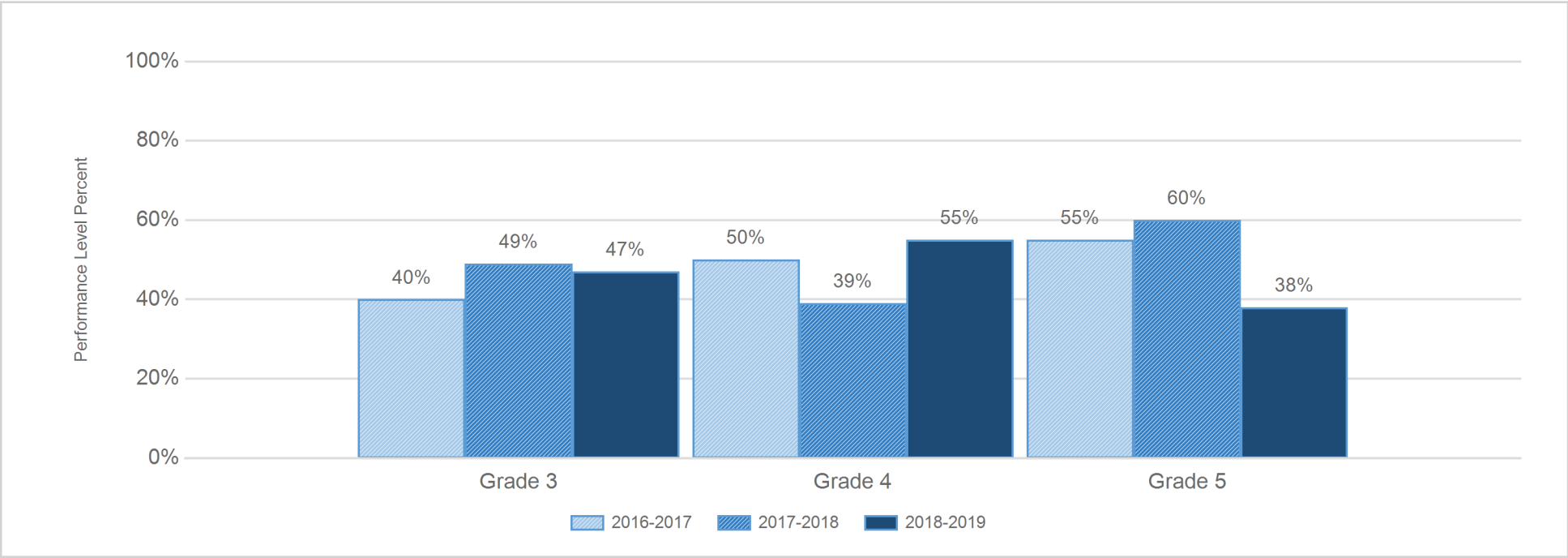


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

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	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	83	743	744	748	12%	16%	25%	*	*	47%	50%
White	67	745	749	757	*	16%	25%	*	*	48%	60%
Hispanic	13	735	727	734	*	0%	*	*	*	46%	36%
Black or African American	*	*	723	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	737	756	N	N	N	N	N	N	58%
Female	41	754	749	753	*	*	24%	*	*	59%	55%
Male	42	733	738	743	*	*	26%	*	*	36%	46%
Economically Disadvantaged Students	18	733	727	731	*	*	*	*	*	28%	33%
Non-Economically Disadvantaged Students	65	746	751	759	*	*	*	*	*	52%	61%
Students with Disabilities	*	*	711	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	752	754	*	*	*	*	*	*	56%
English Learners	N	N	702	713	N	N	N	N	N	N	17%
Non-English Learners	83	743	745	751	12%	16%	25%	*	*	47%	54%
Homeless Students	N	N	714	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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	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	77	754	752	755	*	*	31%	42%	13%	55%	57%
White	65	756	756	763	*	*	29%	*	*	58%	67%
Hispanic	*	*	737	743	*	*	*	*	*	*	44%
Black or African American	*	*	736	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	738	762	*	*	*	*	*	*	64%
Female	38	753	757	760	*	*	*	*	*	55%	62%
Male	39	754	747	750	*	*	*	*	*	54%	53%
Economically Disadvantaged Students	19	738	*	740	*	*	*	*	*	32%	40%
Non-Economically Disadvantaged Students	58	759	*	765	*	*	*	*	*	62%	69%
Students with Disabilities	*	*	720	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	759	761	*	*	*	*	*	*	64%
English Learners	N	N	701	720	N	N	N	N	N	N	17%
Non-English Learners	77	754	753	758	*	*	31%	42%	13%	55%	60%
Homeless Students	*	*	739	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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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	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	74	744	750	756	*	16%	35%	*	*	38%	58%
White	61	743	753	764	*	20%	36%	*	*	36%	68%
Hispanic	*	*	741	743	*	*	*	*	*	*	44%
Black or African American	*	*	734	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	762	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	29	752	754	761	*	*	38%	*	*	45%	64%
Male	45	738	746	750	*	*	33%	*	*	33%	52%
Economically Disadvantaged Students	18	728	737	740	*	*	*	*	*	22%	39%
Non-Economically Disadvantaged Students	56	749	757	766	*	*	*	*	*	43%	69%
Students with Disabilities	14	710	*	724	*	*	*	*	*	*	23%
Students without Disabilities	60	751	*	762	*	*	*	*	*	*	65%
English Learners	N	N	709	713	N	N	N	N	N	N	11%
Non-English Learners	74	744	751	758	*	16%	35%	*	*	38%	60%
Homeless Students	N	N	732	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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Mathematics Assessment - Participation and Performance

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This table shows both the percentage of students that 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 2030. 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 our [accountability resources](#).

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Schoolwide	232	98.7	44.0	37.4	44.5	44.0	56.1	Not Met
White	192	98.5	45.3	40.8	54.1	45.3	56.9	Not Met
Hispanic	28	100.0	35.7	24.2	28.8	35.7	52.8	Not Met
Black or African American	*	*	*	18.1	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	67.5	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	106	99.1	44.3	38.2	44.9	44.3		
Male	126	98.4	43.7	36.6	44.2	43.7		
Economically Disadvantaged Students	54	98.2	31.5	23.5	26.3	31.5	50.5	Not Met
Non-Economically Disadvantaged Students	178	98.9	47.8	42.8	54.9	47.8		
Students with Disabilities	32	94.1	28.1	11.6	17.4	27.9	40.6	Met Target†
Students without Disabilities	200	99.5	46.5	42.9	50.0	46.5		
English Learners	*	*	*	21.3	25.0	*	**	**
Non-English Learners	*	*	*	37.9	46.5	*		
Homeless Students	*	*	*	24.8	17.1	*		
Students In Foster Care	*	*	*	12.0	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

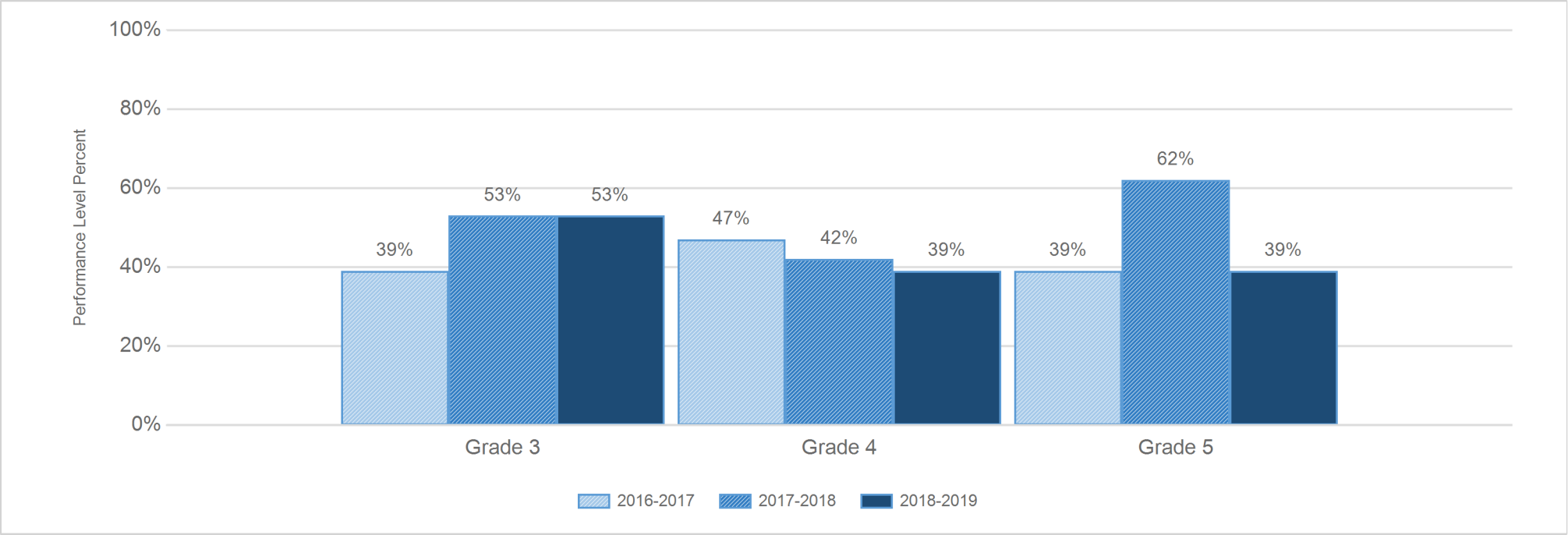


Beachwood Elementary School
(29-5190-064)
Grades Offered: KG-05
2018-2019

Report Key:
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N No Data is available to display
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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



Beachwood Elementary School
(29-5190-064)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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	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	83	749	746	752	*	17%	24%	*	*	53%	55%
White	67	751	749	760	*	15%	24%	*	*	57%	66%
Hispanic	13	736	733	739	*	*	*	*	*	31%	40%
Black or African American	*	*	726	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	743	758	N	N	N	N	N	N	62%
Female	41	752	746	751	*	*	*	*	*	61%	54%
Male	42	746	745	752	*	*	*	*	*	45%	56%
Economically Disadvantaged Students	18	739	733	737	*	*	*	*	*	33%	37%
Non-Economically Disadvantaged Students	65	752	751	761	*	*	*	*	*	58%	67%
Students with Disabilities	*	*	722	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	751	756	*	*	*	*	*	*	60%
English Learners	N	N	724	728	N	N	N	N	N	N	26%
Non-English Learners	83	749	746	754	*	17%	24%	*	*	53%	58%
Homeless Students	N	N	727	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Beachwood Elementary School

(29-5190-064)

Grades Offered: KG-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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	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	76	746	744	749	*	17%	39%	*	*	39%	51%
White	64	748	748	757	*	16%	41%	*	*	41%	62%
Hispanic	*	*	732	737	*	*	*	*	*	*	36%
Black or African American	*	*	725	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	37	738	744	749	*	*	38%	*	*	32%	50%
Male	39	753	745	749	*	*	41%	*	*	46%	52%
Economically Disadvantaged Students	19	737	*	734	*	*	*	*	*	32%	32%
Non-Economically Disadvantaged Students	57	749	*	759	*	*	*	*	*	42%	63%
Students with Disabilities	*	*	717	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	750	754	*	*	*	*	*	*	56%
English Learners	N	N	717	722	N	N	N	N	N	N	18%
Non-English Learners	76	746	745	751	*	17%	39%	*	*	39%	54%
Homeless Students	*	*	731	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Beachwood Elementary School

(29-5190-064)

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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	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	74	740	745	747	*	30%	27%	*	*	39%	47%
White	61	741	748	755	*	25%	31%	*	*	39%	58%
Hispanic	*	*	735	735	*	*	*	*	*	*	30%
Black or African American	*	*	723	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	29	737	743	747	*	38%	*	*	*	34%	47%
Male	45	742	746	747	*	24%	*	*	*	42%	47%
Economically Disadvantaged Students	18	736	733	732	*	*	*	*	*	33%	27%
Non-Economically Disadvantaged Students	56	741	750	757	*	*	*	*	*	41%	59%
Students with Disabilities	14	725	*	725	*	*	*	*	*	29%	19%
Students without Disabilities	60	743	*	752	*	*	*	*	*	42%	52%
English Learners	N	N	715	718	N	N	N	N	N	N	12%
Non-English Learners	74	740	745	749	*	30%	27%	*	*	39%	49%
Homeless Students	N	N	724	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Beachwood Elementary School

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2018-2019

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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 different types of significant cognitive disabilities.

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

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	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† Target was met within one standard deviation

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 and 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
0-2	N	N	N
3-4	N	N	N
5 or more	N	N	N



Beachwood Elementary School

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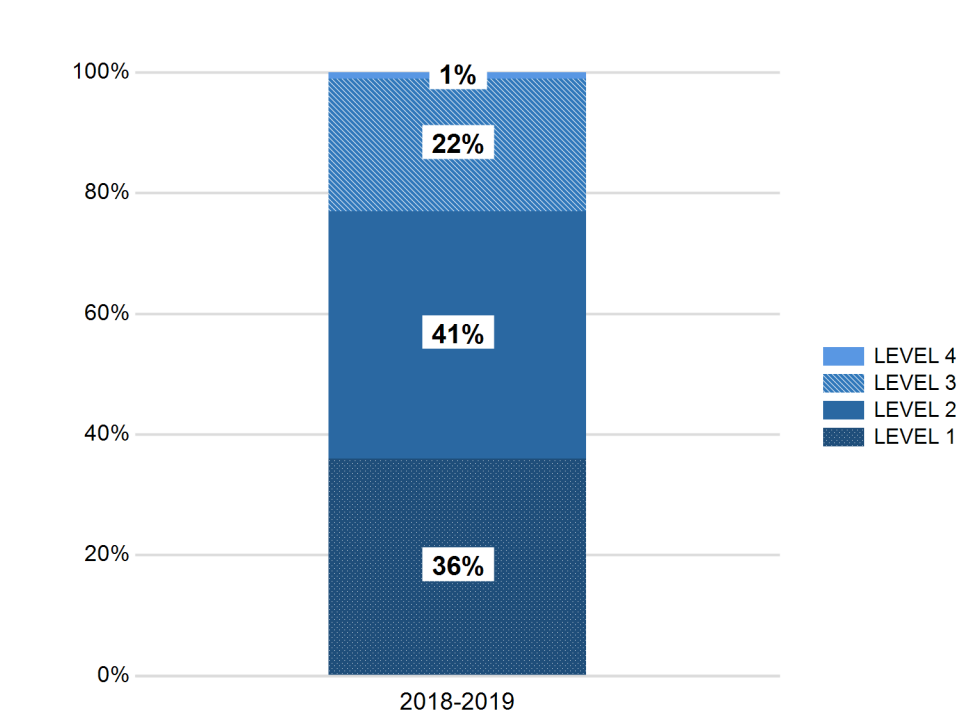
2018-2019

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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 will 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 this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, 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	36	41	22	1
White	36	39	24	2
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	38	48	10	3
Male	34	36	30	0
Economically Disadvantaged Students	39	56	6	0
Non-Economically Disadvantaged Students	35	36	27	2
Students with Disabilities	50	50	0	0
Students without Disabilities	32	39	27	2
English Learners	N	N	N	N
Non-English Learners	36	41	22	1
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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2018-2019

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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.

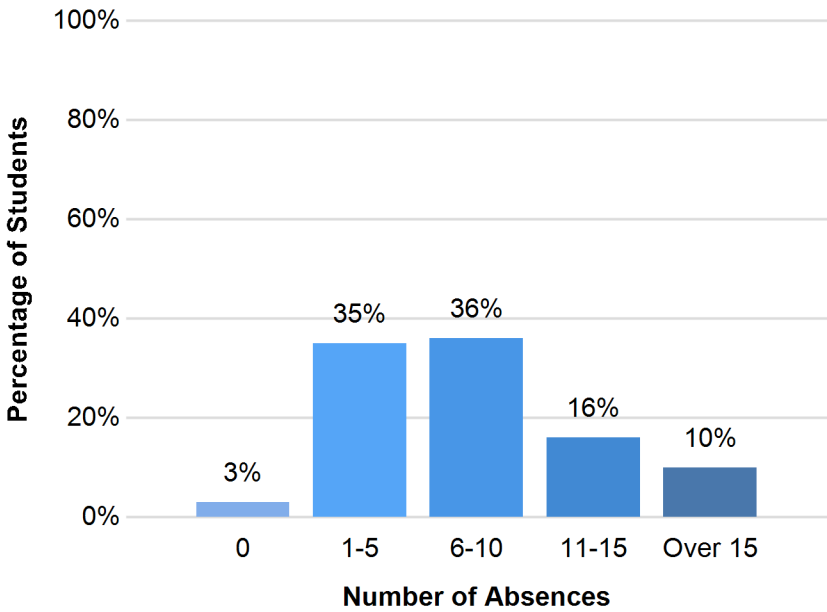
Chronic Absenteeism

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 last two columns show the chronic absenteeism state average for students in the grades offered and 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	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	31	6.3	8.9	Met
White	24	6.1	8.9	Met
Hispanic	5	7.4	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	5.9	**	**
Female	11	4.9		
Male	20	7.5		
Economically Disadvantaged Students	13	9.4	8.9	Not Met
Students with Disabilities	13	12.9	8.9	Not Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





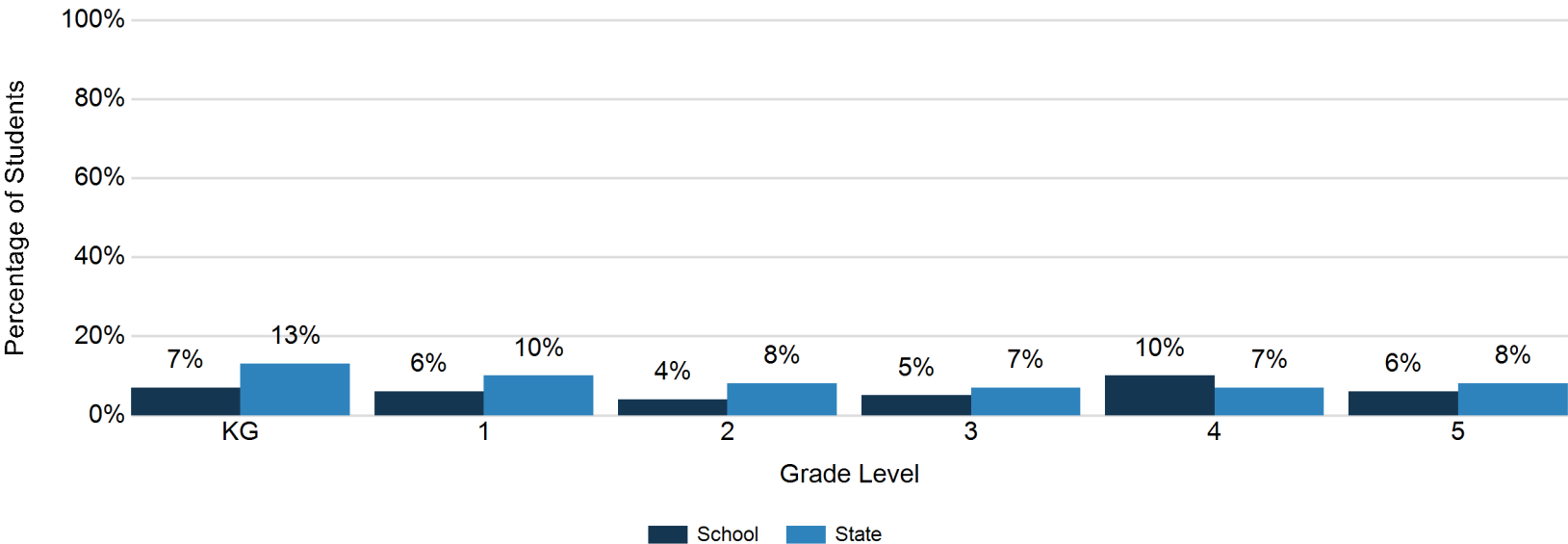
Beachwood Elementary School
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.63

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	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	3	3
No Identified Nature	2		2

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

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.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0



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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. 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	8:40 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, 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
2018-19	1:1



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Key terms for staff data:

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	40	118,214
Average years experience in public schools	14.9	12.1
Average years experience in district	13.9	10.8
Percentage of Teachers with 4 or more years experience in the district	92.5%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	71	9,530
Average years experience in public schools	21.7	16.0
Average years experience in district	17.1	12.0
Percentage of Administrators with 4 or more years experience in the district	90.1%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members 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.		
Ratio	School Ratio	District Ratio
Students to Teachers	12:1	13:1
Students to Administrators	238:1	216:1
Teachers to Administrators	20:1	17:1
Students to Librarians/Media Specialists		2550:1
Students to Nurses		567:1
Students to Counselors		403:1
Students to Child Study Team Members		392:1



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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

Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.2%	95.0%	50.0%	48.4%	77.1%	54.9%
Male	53.8%	5.0%	50.0%	51.6%	22.9%	45.1%
White	80.3%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	12.6%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.3%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	0.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.6%	0.0%	0.0%	2.1%	0.2%	0.2%



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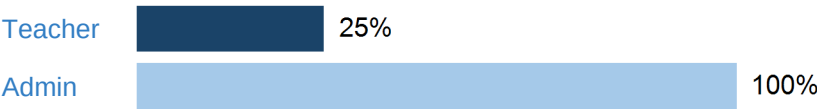
Teachers and Administrators - Level of Education

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

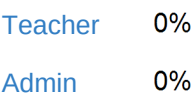
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.7%	90.5%
2017-18 Administrators: Same district 2018-19	94.4%	87.9%

Faculty Attendance

This table shows the percentage of days that 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
2018-19	97.0%



Beachwood Elementary School
(29-5190-064)
Grades Offered: KG-05
2018-2019

Report Key:

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [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 2018-19 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.



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2018-2019

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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 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.

Status for 2020-21 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, Native Hawaiian, or Pacific Islander	
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 Targeted Support and Improvement.



Beachwood Elementary School

(29-5190-064)

Grades Offered: KG-05

2018-2019

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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

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

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

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 represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	48.1%	50.2%	45.9%
Math Proficiency	42.3%	52.7%	44.0%
ELA Growth	44	42	43
Math Growth	41	55	42
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	7.4%	7.1%	6.3%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement– Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Met Standard	Met Standard	N	Met	No
White	Not Met	Not Met	Met Standard	Met Standard	n/a	Met	No
Hispanic	Met Target	Not Met	**	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	Not Met	Met Target†	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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



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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 the school or district directly.

 Highlights:	- Strong partnership between school and home strengthened through PTO-sponsored events. Free family nights held monthly to build home-school connection. - Implement Responsive Classroom best practices daily to develop students' social, emotional, and academic learning - Certified as a NJ Future Ready School (bronze tier)
 Mission, Vision, Theme:	At Beachwood Elementary, we have established an environment in which both students and staff are committed to learning. We are dedicated to ensuring the success of all of our students; therefore, the curriculum is tailored to meet the needs of each individual child in the school. Beachwood Elementary students enjoy a safe and positive learning environment that encourages both academic and social growth.
 Awards, Recognition, Accomplishments:	Grant recipient from Grunin Foundation, Grant recipient from JCP&L; Future Ready School, OceanFirst Grant recipient



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 Courses, Curriculum, Instruction:	Our instructional program is characterized by a strong emphasis on literacy and math skills and carefully integrated programs in science and social studies. In an effort to educate the whole child, our students have the opportunity to develop their musical, artistic, and technological skills. They actively engage in physical exercise and are encouraged to live a healthy lifestyle to keep a healthy body and a fit mind.
 Clubs and Activities:	Extracurricular activities include student council, peer tutoring, Bear Cubs program, Science Club, Board Game Club, Robotics Club, Garden Club, and safety patrol. Students in grades four and five are invited to join the chorus and take instrument lessons to participate in the band or orchestra. Being part of the school play is a highlight activity for many third, fourth, and fifth graders. All classes are involved in the Bears Care Garden, a 5000 square foot vegetable garden that was built and is maintained by the students, staff and families.



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 Before and After School Programs:	Y-Kids before- and after-care offered through the YMCA
 Staff and Professional Learning:	Our staff continues to participate in and facilitate a variety of motivating technology, curriculum content, and instructional strategy workshops, beginning in the summer months and continuing throughout the year. The workshops enhance teachers' proficiency and knowledge in enriching our learning environment and educational programs. Professional Learning Communities, by grade level, are scheduled monthly, during the school day, providing horizontal articulation and collaboration.



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 Student Supports and Services:	Students with Disabilities Services, Intervention and Referral Services, Reading Intervention Services, Peer Tutoring Services
 Student Health and Wellness:	Before-school breakfast program, Physical Education and Health classes, Daily recess time allotted for students
 Parent and Community Involvement:	Thanks to our active PTO, students are afforded opportunities for enrichment through assemblies and school programs that support our curriculum. Monthly family fun nights are offered free of charge to all students and include events such as Valentines Bingo and Family Fit Night. All parents have access to the Parent Portal to check students' attendance and grades.



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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers Beachwood Elementary utilizes the New Jersey Department of Education Climate Survey.
 Facilities:	Beachwood Elementary is nestled in the Jersey Shore community of Beachwood. The school was built in 1988 and home to approximately 530 students, grades K-5. Our full-day kindergarten program is supported by a classroom environment that promotes centers-based learning. There are multiple mobile computer labs in addition to a technology lab in the media center.
 School Safety:	Beachwood Elementary is patrolled by our security officers. The main entrance has a remote locked door/video system that is opened only after checking identification of the visitor . Upgraded security cameras have been added to the interior and exterior of the building. Monthly fire and security drills are conducted following state procedures. Annual safety procedures are reviewed with all staff at the beginning of the school year and reviewed as needed. Beachwood Elementary takes great pride in our positive working relationship with the local police department who meets with staff and students on a regular basis to educate all on current safety concerns.



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 Technology and STEM:	Recent upgrades to the WAN backbone enable high speed 1 Gb connections to all locations and 10 Gb between two data centers, with resiliency from potential outages. Firewalls have been upgraded to provide improved cybersecurity. HSS now has hundreds of shared computing devices. All classrooms have improved WiFi access. Every staff and student has Google accounts. All schools participate in Computers Science Education Week, NJ Makers Day, NJ STEM Week and Digital Learning Day. Staff training is provided by a district Ed Tech Supervisor and building web developers. Tech courses focus on computer applications, problem solving, the use of media and the maker mindset. Opportunities have been expanded and enhanced through grants and foundations, with more than 2/3 of raised in the 18-19 school year going to STEAM initiatives.



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A blue circular icon containing a white lowercase letter 'i', representing information. Other Information	Autism program; therapy dog on premises



Cedar Grove Elementary School
(29-5190-065)
Grades Offered: PK-05
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:



Cedar Grove Elementary School
(29-5190-065)
Grades Offered: PK-05
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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	Ocean
District	Toms River Regional School District
Principal Name	Ms. Stacey Monetti
Address	179 CEDAR GROVE ROAD TOMS RIVER, NJ 08753-4399
Phone Number	732-505-5830
Email Address	smonetti@trschoools.com
Website	http://www.trschools.com/cedargrove/
Twitter	https://twitter.com/TRProudPatriots



Cedar Grove Elementary School

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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	2016-17	2017-18	2018-19
PK	160	175	170
KG	105	109	132
1	119	108	114
2	126	124	119
3	114	128	129
4	129	122	134
5	136	126	124
Total	889	892	922

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	44.4%	47.1%	47.5%
Male	55.6%	52.9%	52.5%
Economically Disadvantaged Students	22.7%	20.6%	22.9%
Students with Disabilities	27.9%	28.1%	26.8%
English Learners	4.0%	5.0%	5.3%
Homeless Students	1.7%	1.3%	1.2%
Students in Foster Care	1.0%	0.9%	0.2%
Military-Connected Students	0.0%	0.0%	0.0%
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	2016-17	2017-18	2018-19
White	78.5%	77.0%	76.7%
Hispanic	14.7%	14.5%	15.6%
Black or African American	2.0%	1.9%	2.0%
Asian	2.5%	2.7%	2.4%
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	2.2%	3.9%	3.4%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	101	107	87
PK - Full Day	59	68	83
KG - Half Day	0	0	0
KG - Full Day	105	109	132

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.

Home Language	% of Students
English	89.8%
Spanish	6.7%
Other Languages	3.5%



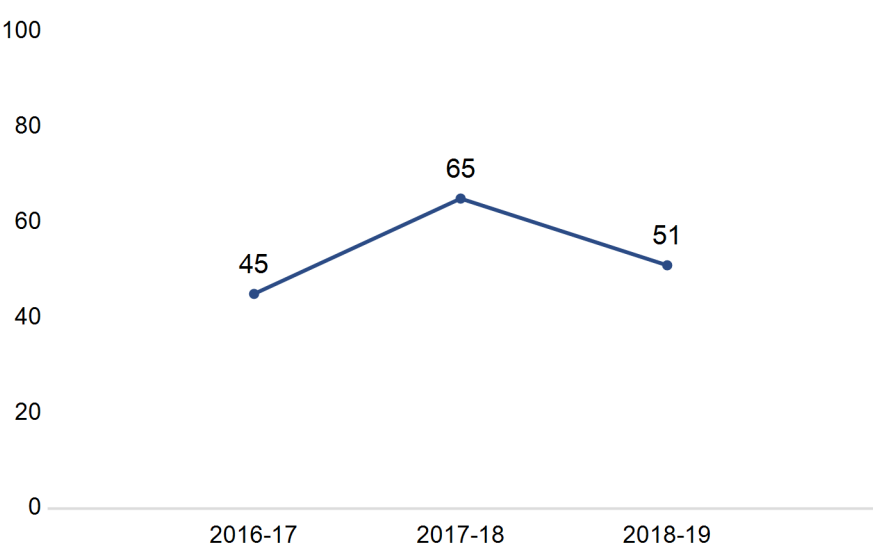
Cedar Grove Elementary School
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Grades Offered: PK-05
2018-2019

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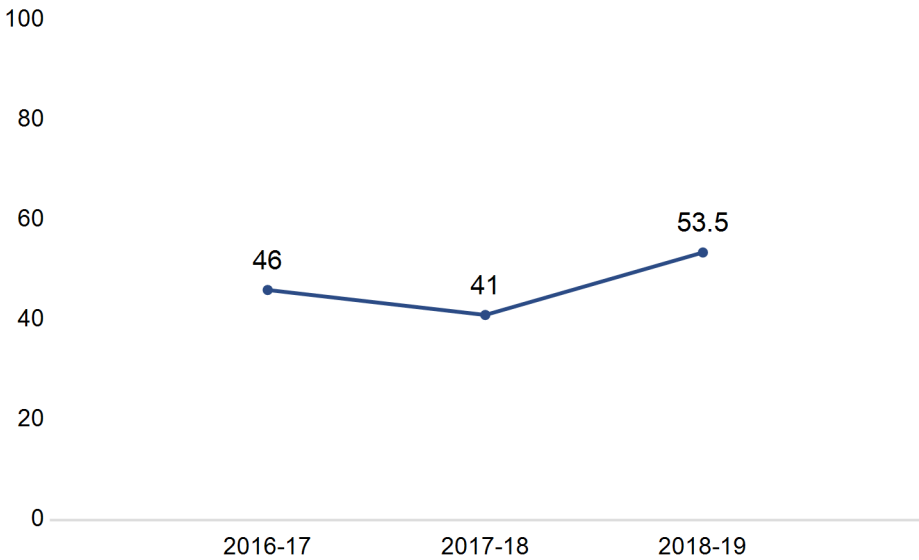
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures 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.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	45	65	51	46	41	53.5
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each 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 that explains their progress compared to students who had the same test scores in previous years.

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) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

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	51	48	50	Met Standard	53.5	44	50	Met Standard
White	50	48	50	Met Standard	54	45	52	Met Standard
Hispanic	50	45	49	Met Standard	49	42	47	Met Standard
Black or African American	*	45.5	45	**	*	40	43	**
Asian, Native Hawaiian, or Pacific Islander	*	53	59	**	*	57	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	43	49	**	*	44	52	**
Female	54.5	51	53	N	52	44	50	N
Male	47	44	47	N	56	45	51	N
Economically Disadvantaged Students	51	45	48	Met Standard	38.5	44	46	Not Met
Students with Disabilities	32	40	43	Not Met	46.5	41	45	Met Standard
English Learners	43	39	52	**	40	41	50	**
Homeless Students	*	44	43	N	*	45	44	N
Students in Foster Care	N	52	42	N	N	61.5	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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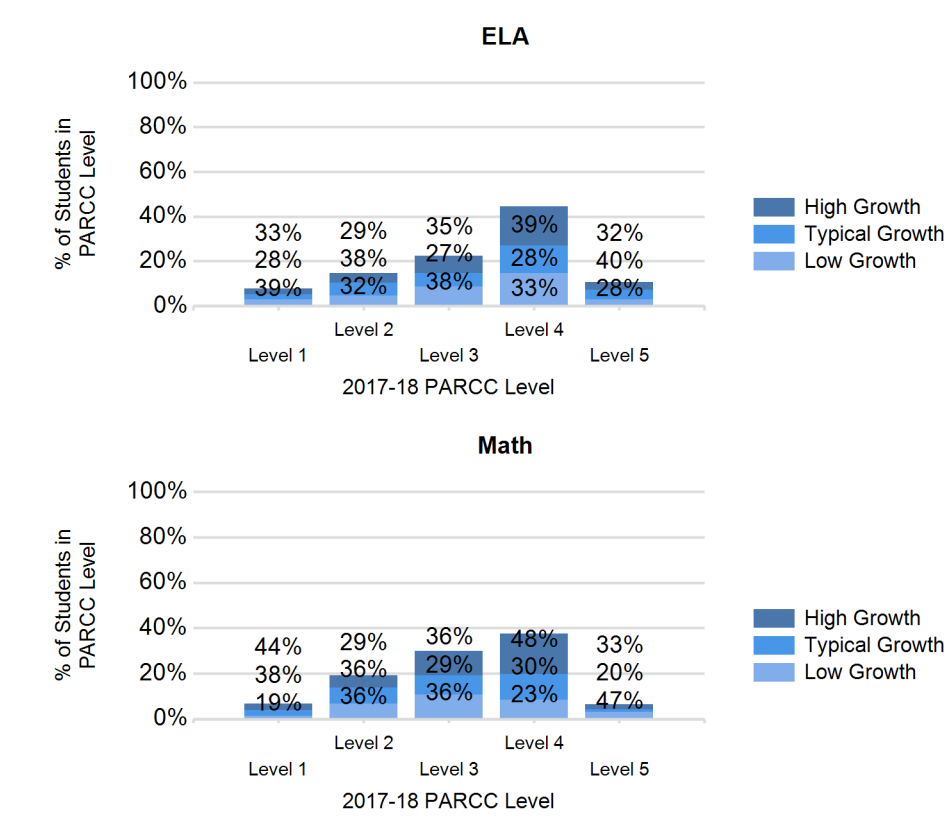
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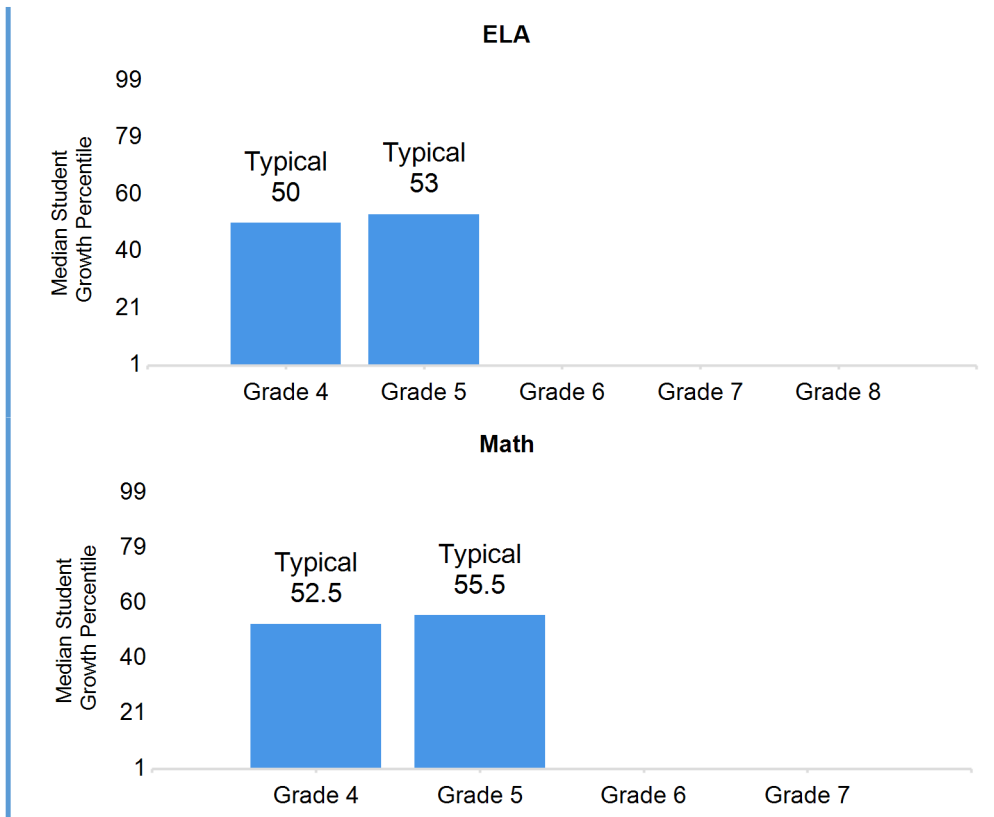
Student Growth by Performance Level

Student Growth by Grade

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



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



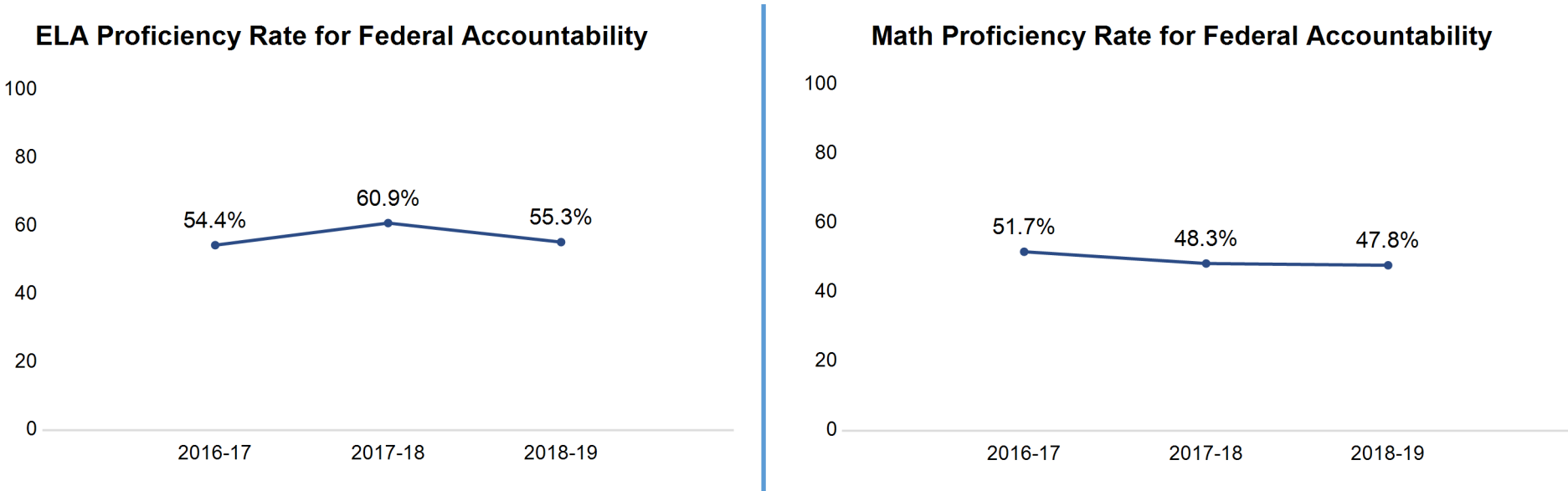


Cedar Grove Elementary School
(29-5190-065)
Grades Offered: PK-05
2018-2019

Report Key:
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N No Data is available to display
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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 statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that 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.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.9%	97.5%	96.4%	97.9%	97.5%	96.6%
Proficiency Rate for Federal Accountability	54.4%	60.9%	55.3%	51.7%	48.3%	47.8%
Annual Target	57.0%	58.2%	59.4%	58.2%	59.4%	60.5%
Met Annual Target?	Met Target†	Met Target	Met Target†	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Cedar Grove Elementary School
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2018-2019

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that 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 2030. 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	365	96.4	55.3	54.8	57.9	55.3	59.4	Met Target†
White	299	96.5	57.9	58.9	66.9	57.9	61.5	Met Target†
Hispanic	47	98.1	42.6	40.0	43.9	42.6	33.2	Met Target
Black or African American	*	*	*	36.8	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	77.5	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	182	95.9	56.6	62.8	64.8	56.6		
Male	183	96.9	54.1	47.0	51.3	54.1		
Economically Disadvantaged Students	68	98.6	32.4	37.6	40.0	32.4	44	Not Met
Non-Economically Disadvantaged Students	297	95.9	60.6	61.4	67.9	60.6		
Students with Disabilities	69	84.7	21.7	17.7	22.7	19.5	27.8	Not Met
Students without Disabilities	296	99.7	63.2	62.8	65.1	63.2		
English Learners	27	100.0	18.5	20.6	29.3	18.5	N	N
Non-English Learners	338	96.1	58.3	55.7	60.6	58.3		
Homeless Students	*	*	*	32.6	29.1	*		
Students In Foster Care	*	*	*	36.0	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



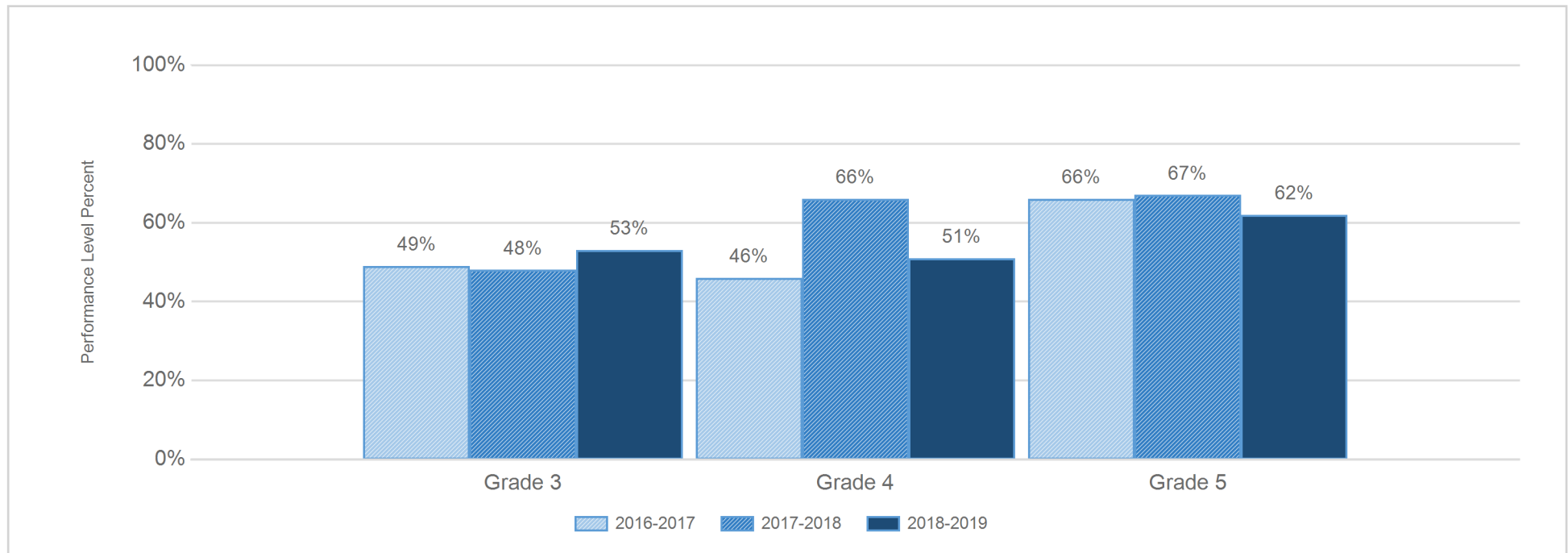
Cedar Grove Elementary School
(29-5190-065)
Grades Offered: PK-05
2018-2019

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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 statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





Cedar Grove Elementary School
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English Language Arts Assessment - Performance by Grade: Grade 3

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	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	120	749	744	748	13%	8%	26%	*	*	53%	50%
White	98	755	749	757	*	*	28%	*	*	57%	60%
Hispanic	16	721	727	734	*	*	*	*	*	31%	36%
Black or African American	*	*	723	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	769	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	737	756	*	*	*	*	*	*	58%
Female	58	748	749	753	*	*	26%	*	*	52%	55%
Male	62	751	738	743	*	*	26%	*	*	55%	46%
Economically Disadvantaged Students	24	728	727	731	*	*	*	*	*	33%	33%
Non-Economically Disadvantaged Students	96	755	751	759	*	*	*	*	*	58%	61%
Students with Disabilities	16	710	711	719	*	*	*	*	*	*	24%
Students without Disabilities	104	755	752	754	*	*	*	*	*	*	56%
English Learners	10	703	702	713	*	*	*	*	*	10%	17%
Non-English Learners	110	754	745	751	*	*	*	*	*	57%	54%
Homeless Students	*	*	714	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Cedar Grove Elementary School

(29-5190-065)

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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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	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	124	752	752	755	*	*	23%	31%	19%	51%	57%
White	103	752	756	763	*	*	21%	34%	18%	52%	67%
Hispanic	13	754	737	743	0%	*	*	*	*	46%	44%
Black or African American	*	*	736	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	738	762	*	*	*	*	*	*	64%
Female	64	757	757	760	*	*	23%	*	*	55%	62%
Male	60	747	747	750	*	*	23%	*	*	47%	53%
Economically Disadvantaged Students	24	735	*	740	*	*	*	*	*	25%	40%
Non-Economically Disadvantaged Students	100	757	*	765	*	*	*	*	*	57%	69%
Students with Disabilities	23	725	720	725	*	*	*	*	*	17%	25%
Students without Disabilities	101	759	759	761	*	*	*	*	*	58%	64%
English Learners	*	*	701	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	753	758	*	*	*	*	*	*	60%
Homeless Students	*	*	739	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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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	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	117	758	750	756	*	*	24%	52%	10%	62%	58%
White	93	762	753	764	*	*	22%	54%	13%	67%	68%
Hispanic	19	737	741	743	*	*	*	*	*	42%	44%
Black or African American	*	*	734	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	762	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	55	761	754	761	*	*	27%	*	*	65%	64%
Male	62	755	746	750	*	*	21%	*	*	60%	52%
Economically Disadvantaged Students	18	736	737	740	*	*	*	*	*	39%	39%
Non-Economically Disadvantaged Students	99	762	757	766	*	*	*	*	*	67%	69%
Students with Disabilities	22	731	*	724	*	*	*	*	*	32%	23%
Students without Disabilities	95	764	*	762	*	*	*	*	*	69%	65%
English Learners	*	*	709	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	751	758	*	*	*	*	*	*	60%
Homeless Students	N	N	732	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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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 assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that 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 2030. 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	366	96.6	47.8	37.4	44.5	47.8	60.5	Not Met
White	300	96.8	49.7	40.8	54.1	49.7	62.9	Not Met
Hispanic	47	98.1	36.2	24.2	28.8	36.2	35	Met Target
Black or African American	*	*	*	18.1	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	67.5	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	182	95.9	44.0	38.2	44.9	44.0		
Male	184	97.4	51.6	36.6	44.2	51.6		
Economically Disadvantaged Students	68	98.6	35.3	23.5	26.3	35.3	51.5	Not Met
Non-Economically Disadvantaged Students	298	96.2	50.7	42.8	54.9	50.7		
Students with Disabilities	71	87.1	15.5	11.6	17.4	14.3	33.1	Not Met
Students without Disabilities	295	99.3	55.6	42.9	50.0	55.6		
English Learners	27	100.0	29.6	21.3	25.0	29.6	N	N
Non-English Learners	339	96.4	49.3	37.9	46.5	49.3		
Homeless Students	*	*	*	24.8	17.1	*		
Students In Foster Care	*	*	*	12.0	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

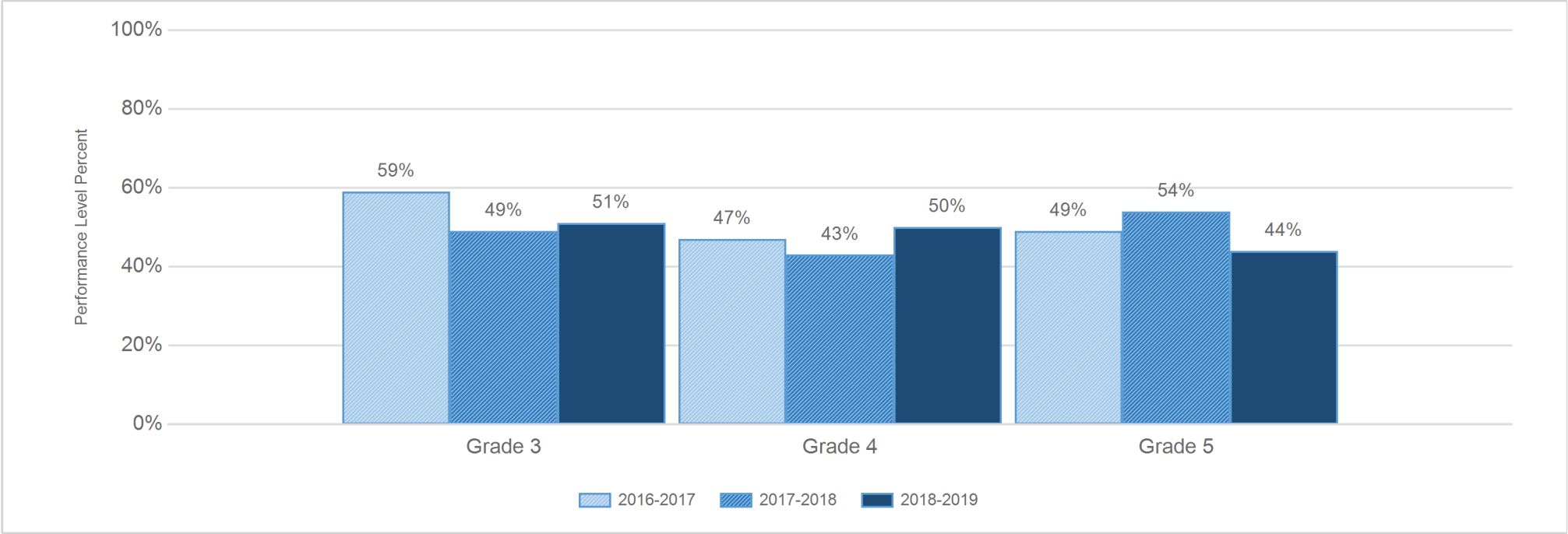


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

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	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	120	748	746	752	*	18%	26%	*	*	51%	55%
White	98	750	749	760	*	19%	22%	*	*	54%	66%
Hispanic	16	738	733	739	*	*	*	*	*	25%	40%
Black or African American	*	*	726	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	768	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	743	758	*	*	*	*	*	*	62%
Female	57	747	746	751	*	19%	28%	*	*	46%	54%
Male	63	749	745	752	*	17%	24%	*	*	56%	56%
Economically Disadvantaged Students	24	739	733	737	*	*	*	*	*	46%	37%
Non-Economically Disadvantaged Students	96	750	751	761	*	*	*	*	*	52%	67%
Students with Disabilities	17	717	722	731	*	*	*	*	*	12%	31%
Students without Disabilities	103	753	751	756	*	*	*	*	*	57%	60%
English Learners	10	734	724	728	*	*	*	*	*	20%	26%
Non-English Learners	110	749	746	754	*	*	*	*	*	54%	58%
Homeless Students	*	*	727	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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	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	124	747	744	749	10%	21%	19%	*	*	50%	51%
White	103	748	748	757	10%	18%	21%	*	*	50%	62%
Hispanic	13	742	732	737	*	*	*	*	*	54%	36%
Black or African American	*	*	725	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	64	749	744	749	*	20%	17%	*	*	55%	50%
Male	60	745	745	749	*	22%	22%	*	*	45%	52%
Economically Disadvantaged Students	24	724	*	734	*	*	*	*	*	29%	32%
Non-Economically Disadvantaged Students	100	752	*	759	*	*	*	*	*	55%	63%
Students with Disabilities	23	718	717	726	*	43%	*	*	*	13%	25%
Students without Disabilities	101	753	750	754	*	16%	*	*	*	58%	56%
English Learners	*	*	717	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	745	751	*	*	*	*	*	*	54%
Homeless Students	*	*	731	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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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	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	119	746	745	747	*	20%	31%	*	*	44%	47%
White	94	750	748	755	*	16%	32%	*	*	48%	58%
Hispanic	20	727	735	735	*	*	*	*	*	25%	30%
Black or African American	*	*	723	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	57	742	743	747	*	25%	37%	*	*	35%	47%
Male	62	750	746	747	*	16%	26%	*	*	52%	47%
Economically Disadvantaged Students	19	730	733	732	*	*	*	*	*	21%	27%
Non-Economically Disadvantaged Students	100	749	750	757	*	*	*	*	*	48%	59%
Students with Disabilities	23	729	*	725	*	*	*	*	*	22%	19%
Students without Disabilities	96	750	*	752	*	*	*	*	*	49%	52%
English Learners	*	*	715	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	745	749	*	*	*	*	*	*	49%
Homeless Students	*	*	724	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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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 different types of significant cognitive disabilities.

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

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	2018-19 Target	Met Target?
Schoolwide/English Learners	63.9%	56.6%	Met Target

† Target was met within one standard deviation

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 and 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
0-2	30	90.0%	10.0%
3-4	18	*	*
5 or more	N	N	N



Cedar Grove Elementary School

(29-5190-065)

Grades Offered: PK-05

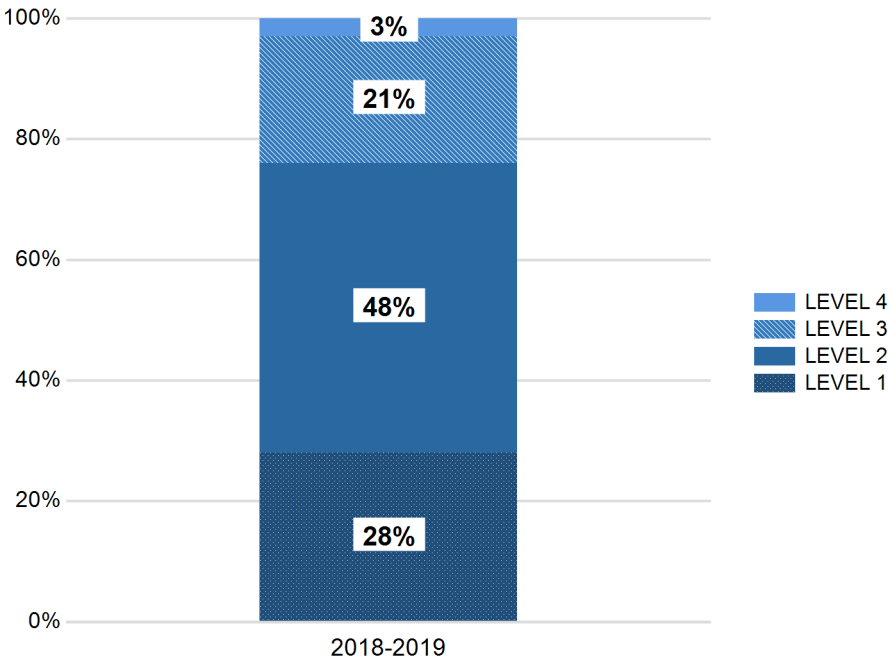
2018-2019

Report Key:
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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 will 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 this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, 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	48	21	3
White	23	48	25	3
Hispanic	50	45	5	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	34	48	16	2
Male	23	48	26	3
Economically Disadvantaged Students	56	39	6	0
Non-Economically Disadvantaged Students	24	50	24	3
Students with Disabilities	43	48	9	0
Students without Disabilities	25	48	24	3
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Cedar Grove Elementary School

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2018-2019

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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.

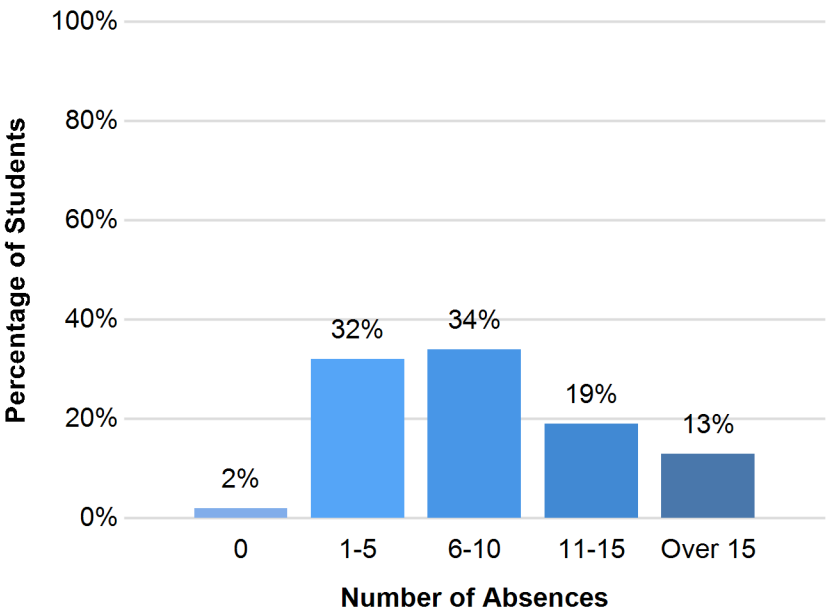
Chronic Absenteeism

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 last two columns show the chronic absenteeism state average for students in the grades offered and 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	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	69	9.7	8.9	Not Met
White	57	9.9	8.9	Not Met
Hispanic	7	8.1	8.9	Met
Black or African American	2	20.0	**	**
Asian, Native Hawaiian, or Pacific	1	7.7	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	8.0	8.9	Met
Female	35	9.9		
Male	34	9.5		
Economically Disadvantaged Students	25	18.4	8.9	Not Met
Students with Disabilities	15	13.8	8.9	Not Met
English Learners	1	5.6	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





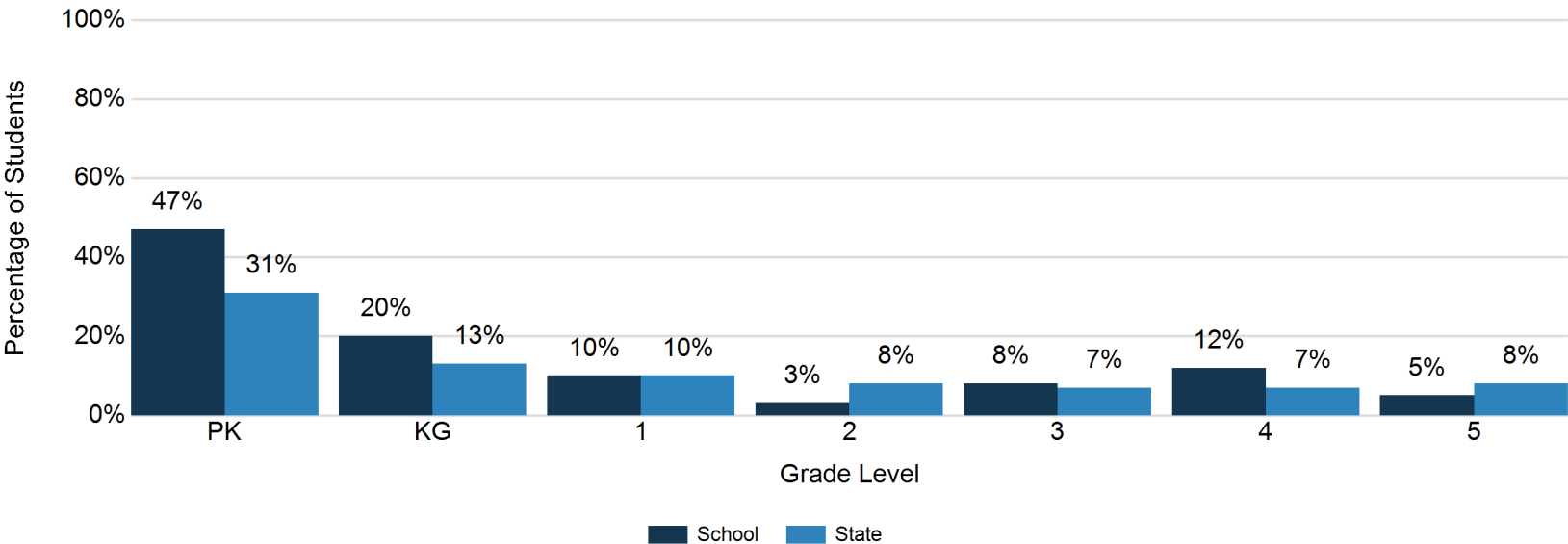
Cedar Grove Elementary School
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Grades Offered: PK-05
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





Cedar Grove Elementary School

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	2
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	0.54

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	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	2	2
No Identified Nature	1		1

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

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.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
10



Cedar Grove Elementary School

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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. 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	9:25 AM
Typical End Time	3:35 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, 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
2018-19	1.1:1



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Key terms for staff data:

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	52	118,214
Average years experience in public schools	14.9	12.1
Average years experience in district	14.4	10.8
Percentage of Teachers with 4 or more years experience in the district	96.2%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	71	9,530
Average years experience in public schools	21.7	16.0
Average years experience in district	17.1	12.0
Percentage of Administrators with 4 or more years experience in the district	90.1%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members 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.		
Ratio	School Ratio	District Ratio
Students to Teachers	18:1	13:1
Students to Administrators	461:1	216:1
Teachers to Administrators	26:1	17:1
Students to Librarians/Media Specialists		2550:1
Students to Nurses		567:1
Students to Counselors		403:1
Students to Child Study Team Members		392:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.5%	92.3%	0.0%	48.4%	77.1%	54.9%
Male	52.5%	7.7%	100.0%	51.6%	22.9%	45.1%
White	76.7%	96.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	15.6%	1.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.0%	1.9%	0.0%	15.0%	6.6%	13.9%
Asian	2.4%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.4%	0.0%	0.0%	2.1%	0.2%	0.2%



Cedar Grove Elementary School
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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 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 this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.7%	90.5%
2017-18 Administrators: Same district 2018-19	94.4%	87.9%

Faculty Attendance

This table shows the percentage of days that 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
2018-19	96.0%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [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 2018-19 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.



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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 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.

Status for 2020-21 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, Native Hawaiian, or Pacific Islander	
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 Targeted Support and Improvement.



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Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

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

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

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 represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	54.4%	60.9%	55.3%
Math Proficiency	51.7%	48.3%	47.8%
ELA Growth	45	65	51
Math Growth	46	41	54
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		69.0%	63.9%
Chronic Absenteeism	7.4%	8.9%	9.7%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement– Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target†	Not Met	Met Standard	Met Standard	Met Target	Not Met	No
White	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	Not Met	Not Met	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	N	N	**	**	**	**	No

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



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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 the school or district directly.

 Highlights:	- Cedar Grove Elementary integrates technology into daily teaching, learning and assessment through Google Apps for Education and a variety of interactive online learning environments. - As an ESL magnet school, Cedar Grove Elementary utilizes a Sheltered English Instruction (SEI) approach which integrates language with grade level content. - Responsive Classroom strategies and the Sanford Harmony social emotional learning program are used to improve relationships between peers and staff members and maintain a positive climate and culture.
 Mission, Vision, Theme:	The mission of Cedar Grove Elementary is to grow our students into respectful, curious and productive citizens. To achieve this mission we commit to: model and teach the elements of respect within an environment of civility, engage students in educational experiences grounded in best practice and high standards, engage peers and students in a collegial learning environment, and support families and the community in encouraging students to reach their full potential.
 Awards, Recognition, Accomplishments:	Cedar Grove Elementary has a proud history of strong teaching, successful students and supportive families. We are fortunate to work in an involved community with whom we share the mutual goals of academic growth, good citizenship, and the appreciation of a well rounded education for our children. Recent highlights of awards, recognition and accomplishments include: No Place for Hate Gold Star Award, Future Ready Schools - Bronze Certification and receipt of Investors Bank Grant for "Change of Pace Space" school beautification project. Cedar Grove students and staff regularly engage in philanthropic activities to support a wide variety of causes.



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2018-2019

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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 the school or district directly.

 Courses, Curriculum, Instruction:	The New Jersey Student Learning Standards establish high expectations for student learning. Our teachers work hard to implement a curriculum firmly rooted in the standards with ongoing and regular assessment of students' skills. Data is used to plan for whole group and differentiated instruction. Lessons are well rounded that include both skills and concepts, as well as strategic and extended thinking.
 Clubs and Activities:	Student Clubs and Activities: Technology/Robotics, Yearbook, OMNI Art, Safety Patrol, Bridges, Student Leadership, Orchestra, Band, Chorus Teacher Committees: School Improvement Panel, School Spirit, School Beautification, No Place for Hate, School Safety, Parent Advisory Committee (with parents)



Cedar Grove Elementary School
(29-5190-065)
Grades Offered: PK-05
2018-2019

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 Before and After School Programs:	YMCA Y-Kids Program
 Staff and Professional Learning:	Our staff regularly participates in district and building level professional development opportunities, with a strong emphasis on collaboration. Cedar Grove Elementary School is one of only two elementary schools in Toms River participating in a pilot of the Connected Action Roadmap, a Professional Learning Community process designed for continuous school improvement. This work is driven by a teacher leadership team consisting of a teacher leader at each grade level (K-5).



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 Student Supports and Services:	Cedar Grove Elementary provides strong Tier One instruction grounded in best practice. Basic skills intervention is offered to students who meet eligibility requirements. A robust Intervention and Referral Services Committee meets monthly to support teachers and set individualized goals and interventions for students. Students who require special education services are afforded a continuum of options as required by the Administrative Code. Related services provided for our special education students include: Speech and language therapy, occupational therapy, physical therapy, medical services as provided by our school nurses, and counseling services provided by our school counselor.
 Student Health and Wellness:	Our school takes a proactive approach to teach our children to be respectful, curious and productive "Proud Patriots." Social-emotional Learning activities are utilized within the context of a child's developmental level to teach children how to resolve conflicts. Through classroom discussions, responsive classroom and Sanford Harmony activities, morning announcements and special assemblies, we help our children to be sensitive to the needs of others.
 Parent and Community Involvement:	We communicate regularly with our Cedar Grove community through our weekly Parent "Patriot Post" email blast (https://www.trschools.com/cedargrove/news), Class Dojo, Remind, Google Classroom and social media platforms (i.e., Twitter), to provide up-to-date information about school events, programs, student achievement, and the curriculum. An open dialogue between our school, home, and community occurs during parent/teacher conferences, School Orientation Day, PTO Meetings, Visit the School Night, and special school wide and classroom events. Cookies With a Cop is a triannual program sponsored by the Toms River Police Department.



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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Results of New Jersey School Climate Surveys (Staff and Student) are analyzed by the School Safety Committee and Student Leadership Team. Areas of strength are identified as leverage to improve areas for growth. Yearly school goals are informed by the results of these surveys and serve as evidence to document success.
 Facilities:	Cedar Grove Elementary School is one of twelve elementary schools which comprise the Toms River Regional School District. At Cedar Grove, we educate approximately 780 students in kindergarten through grade five with a professional and support staff of over 80 people. For forty-eight years the Cedar Grove Elementary School has served as a family-focused neighborhood school. The improvements scheduled within the referendum will greatly enhance the structure, and the School Beautification Committee is prepared to make aesthetic improvements to enhance the learning environment for students.
 School Safety:	Cedar Grove Elementary is patrolled by our security officers. The main entrance has a remote locked door/video system that is opened only after checking identification of the visitor . Upgraded security cameras have been added to the interior and exterior of the building. A keyless entry point allows staff members to enter our school with the use of a key fob. Monthly fire and security drills are conducted following state procedures. Annual safety procedures are reviewed with all staff at the beginning of the school year and reviewed as needed. Cedar Grove Elementarty takes great pride in our positive working relationship with the local police department who meets with staff and students on a regular basis to educate all on current safety concerns.



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 Technology and STEM:	Recent upgrades to the WAN backbone enable high speed 1 Gb connections to all locations and 10 Gb between two data centers, with resiliency from potential outages. Firewalls have been upgraded to provide improved cybersecurity. CGE now has hundreds of shared computing devices. All classrooms have improved WiFi access. Every staff and student has Google accounts. All schools participate in Computers Science Education Week, NJ Makers Day, NJ STEM Week and Digital Learning Day. Staff training is provided by a district Ed Tech Supervisor and building web developers. Tech courses focus on computer applications, problem solving, the use of media and the maker mindset. Opportunities have been expanded and enhanced through grants and foundations, with more than 2/3 of raised in the 18-19 school year going to STEAM initiatives.
 Early Childhood Education:	The Early Learning Center encompasses programs for children with special needs. At the Early Learning Center, we educate approximately 150 children with from ages 3-5. The twelve classrooms include general education/inclusion, preschool disabled, and preschool autism. The Early Learning Center has 60 staff members including teachers, paraprofessionals, secretaries, and related service providers.



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 Other Information	Cedar Grove Elementary School recognizes that future academic success depends upon a solid foundation in reading. Our students benefit from systematic instruction in phonics and rich experiences with authentic literature to help them move confidently into the world of written language. Teachers collaborate to share ideas and create workshop model lessons in order to implement the language arts program most effectively. Our teacher's efforts produce enthusiastic readers who respond to story selections of various genres through writing. Ongoing activities include older children working alongside younger children, completing cooperative writing projects that build skills and promote positive student relationships. Rigorous mathematics instruction emphasizes everyday applications, meaningful problem solving, reasoning, and mathematical communication. We focus on mathematical thinking and writing. We challenge our students to explain their responses and show how they arrive at their answers. Children must be able to think clearly, understand alternative processes, work cooperatively, and communicate ideas in mathematics, if they are to be successful in life and future careers.



East Dover Elementary School
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

**East Dover Elementary School**

(29-5190-070)

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2018-2019

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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	Ocean
District	Toms River Regional School District
Principal Name	Mr. Matthew Gray
Address	725 VAUGHN AVENUE TOMS RIVER, NJ 08753
Phone Number	732-505-5840
Email Address	mgray@trschoools.com
Website	http://www.trschools.com/eastdover/
Twitter	https://twitter.com/EDEPrincipal



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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	2016-17	2017-18	2018-19
PK	8	11	49
KG	111	99	116
1	117	109	106
2	114	111	119
3	102	102	111
4	117	112	111
5	125	114	121
Total	694	658	733

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	50.3%	48.8%	47.2%
Male	49.7%	51.2%	52.8%
Economically Disadvantaged Students	32.9%	31.8%	36.0%
Students with Disabilities	22.6%	24.0%	26.5%
English Learners	0.0%	0.2%	0.0%
Homeless Students	0.7%	1.2%	1.1%
Students in Foster Care	0.4%	0.5%	0.5%
Military-Connected Students	0.0%	0.0%	0.0%
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	2016-17	2017-18	2018-19
White	70.9%	69.9%	71.5%
Hispanic	17.7%	19.1%	17.7%
Black or African American	4.9%	3.6%	3.8%
Asian	2.3%	2.6%	2.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.1%
American Indian or Alaska Native	0.1%	0.2%	0.1%
Two or More Races	4.0%	4.6%	4.5%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	1	0	49
PK - Full Day	7	11	0
KG - Half Day	0	0	0
KG - Full Day	111	99	116

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.

Home Language	% of Students
English	92.9%
Spanish	5.7%
Other Languages	1.4%



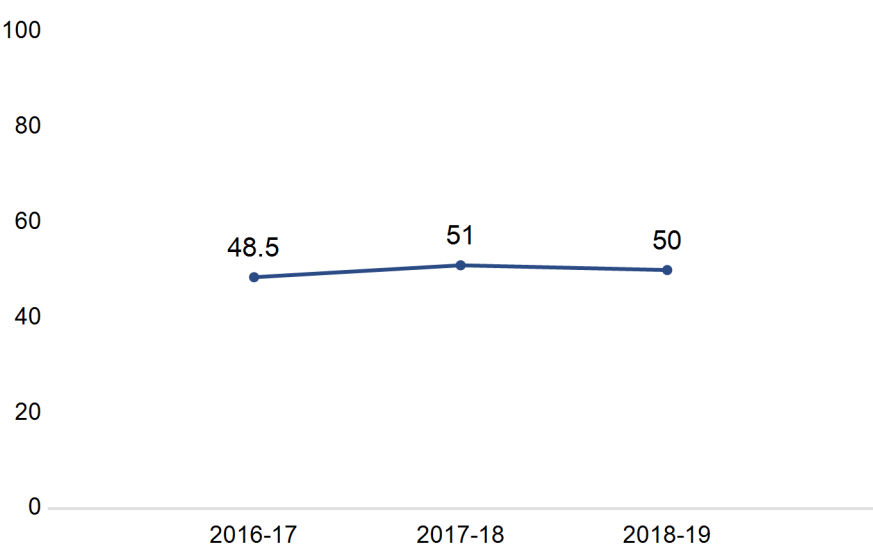
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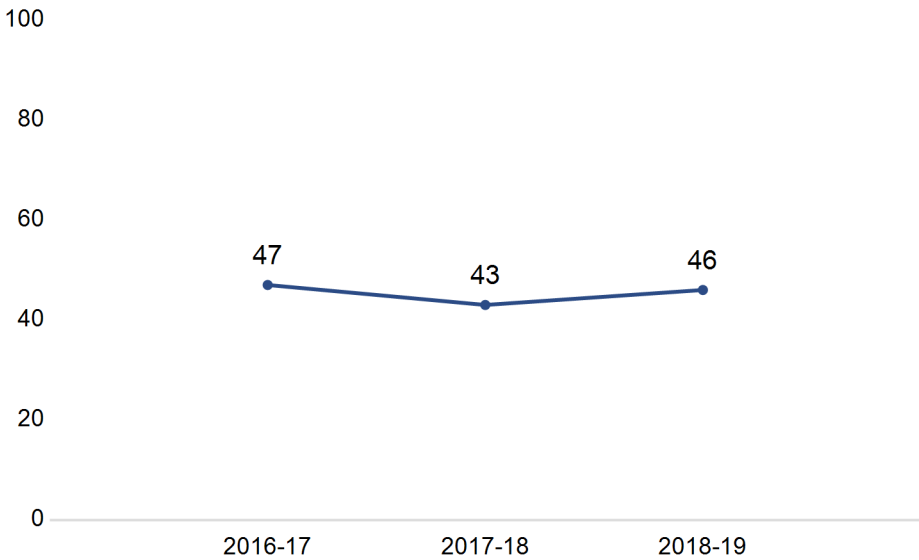
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures 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.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	48.5	51	50	47	43	46
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each 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 that explains their progress compared to students who had the same test scores in previous years.

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) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

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	50	48	50	Met Standard	46	44	50	Met Standard
White	49.5	48	50	Met Standard	44	45	52	Met Standard
Hispanic	55	45	49	Met Standard	70	42	47	Exceeds Standard
Black or African American	*	45.5	45	**	*	40	43	**
Asian, Native Hawaiian, or Pacific Islander	49	53	59	**	52.5	57	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	44	43	49	**	41.5	44	52	**
Female	50	51	53	N	49	44	50	N
Male	50	44	47	N	41	45	51	N
Economically Disadvantaged Students	50.5	45	48	Met Standard	46.5	44	46	Met Standard
Students with Disabilities	47	40	43	Met Standard	42	41	45	Met Standard
English Learners	*	39	52	**	*	41	50	**
Homeless Students	*	44	43	N	*	45	44	N
Students in Foster Care	*	52	42	N	*	61.5	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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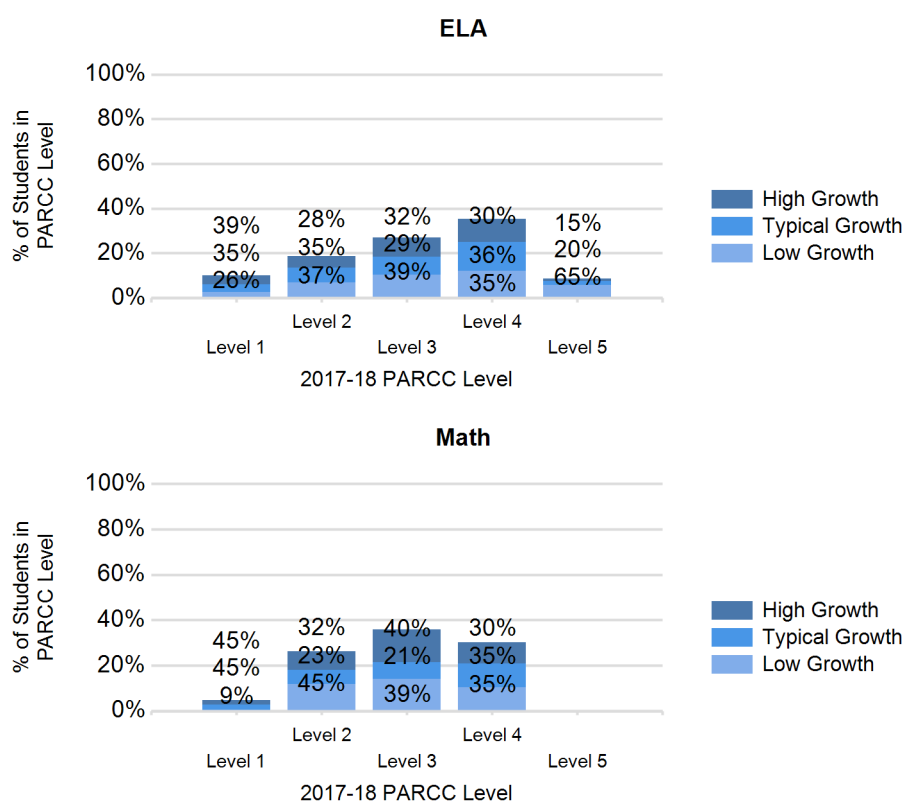
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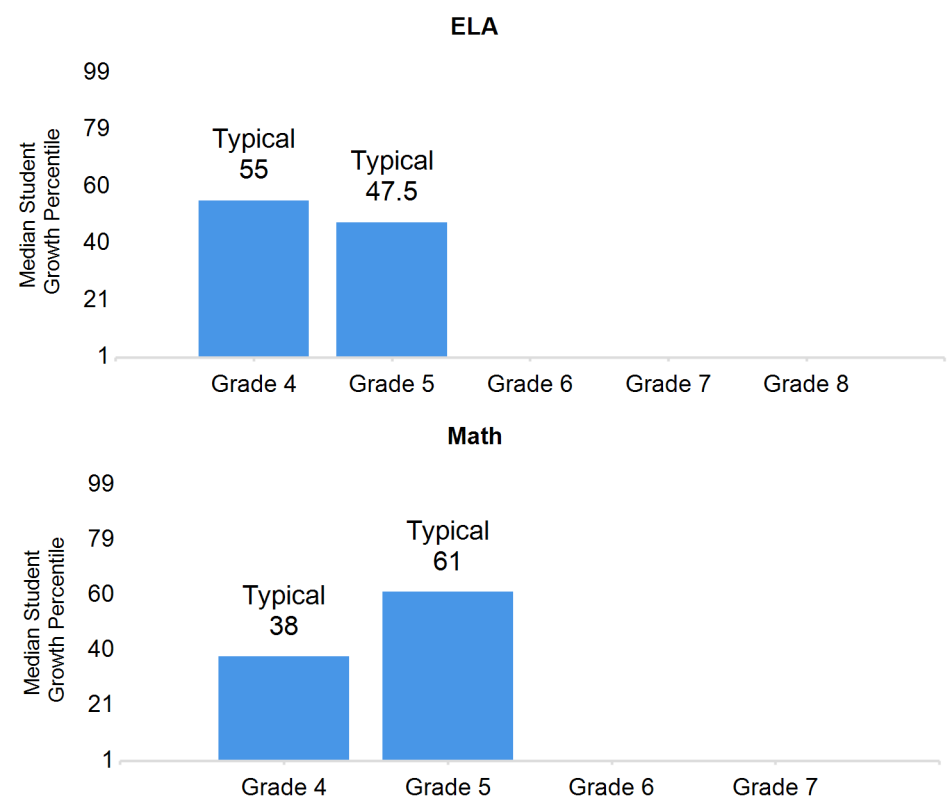
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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





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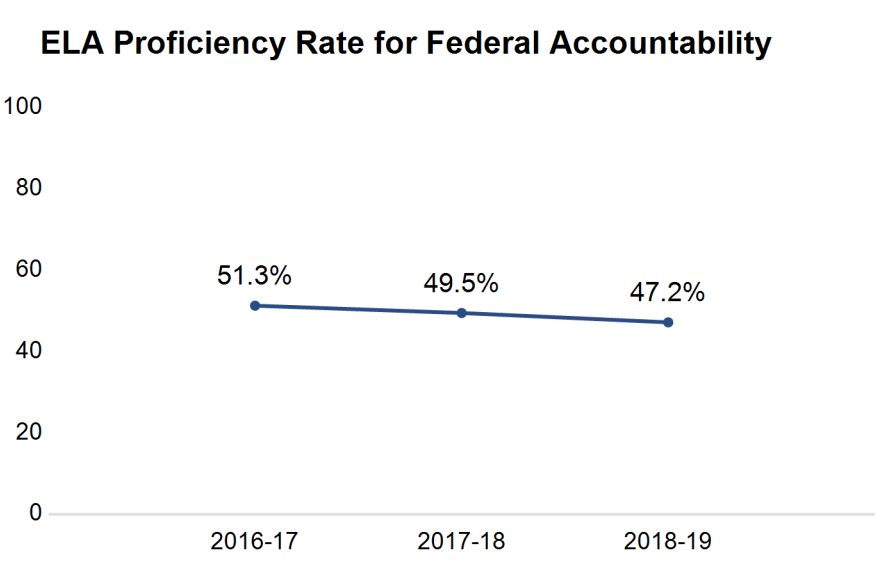
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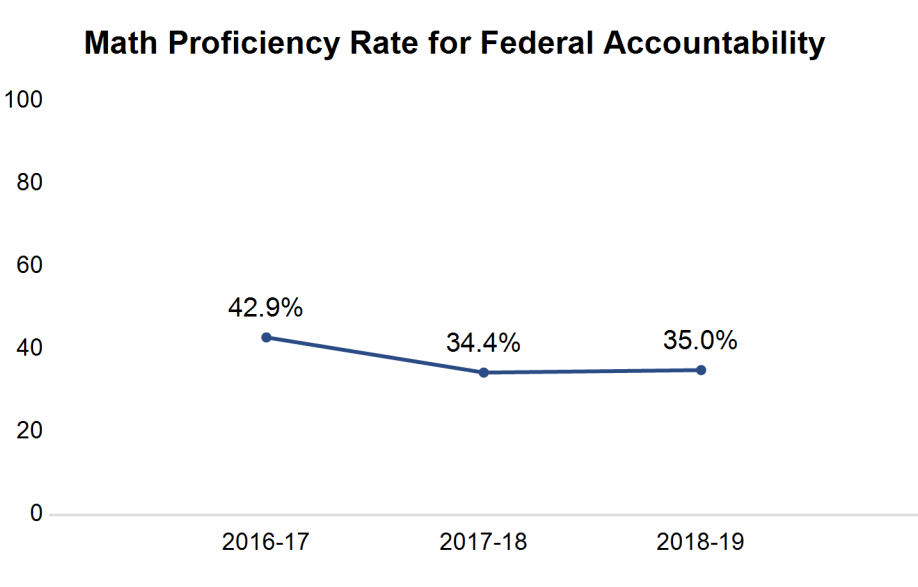
English Language Arts and Mathematics Performance Trends

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 statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that 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.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.3%	98.5%	98.1%	97.3%	98.6%	98.1%
Proficiency Rate for Federal Accountability	51.3%	49.5%	47.2%	42.9%	34.4%	35.0%
Annual Target	45.7%	47.5%	49.3%	48.2%	49.8%	51.5%
Met Annual Target?	Met Target	Met Target	Met Target†	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that 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 2030. 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	343	98.1	47.2	54.8	57.9	47.2	49.3	Met Target†
White	234	97.5	50.9	58.9	66.9	50.9	49.5	Met Target
Hispanic	71	98.6	29.6	40.0	43.9	29.6	48.7	Not Met
Black or African American	*	*	*	36.8	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	13	100.0	69.2	77.5	82.9	69.2	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	13	100.0	61.5	*	64.4	61.5	**	**
Female	173	98.9	54.9	62.8	64.8	54.9		
Male	170	97.3	39.4	47.0	51.3	39.4		
Economically Disadvantaged Students	112	99.2	36.6	37.6	40.0	36.6	42.9	Met Target†
Non-Economically Disadvantaged Students	231	97.5	52.4	61.4	67.9	52.4		
Students with Disabilities	90	94.8	13.3	17.7	22.7	13.3	29.3	Not Met
Students without Disabilities	253	99.2	59.3	62.8	65.1	59.3		
English Learners	*	*	*	20.6	29.3	*	**	**
Non-English Learners	*	*	*	55.7	60.6	*		
Homeless Students	*	*	*	32.6	29.1	*		
Students In Foster Care	*	*	*	36.0	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

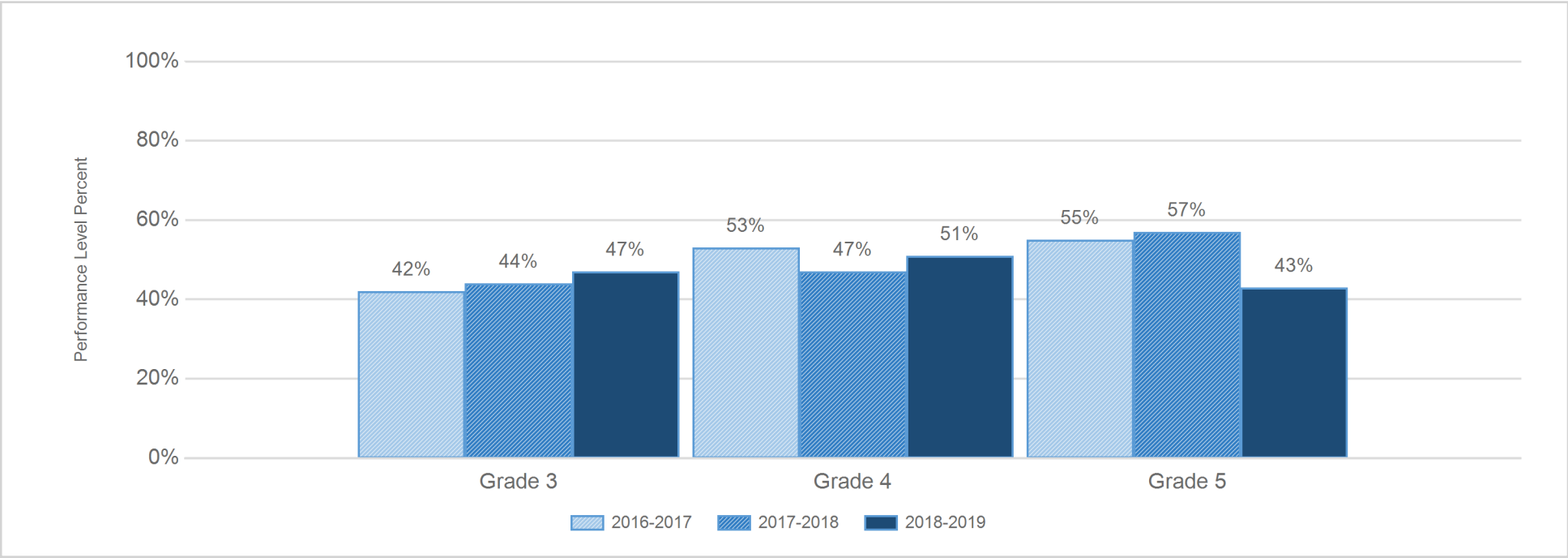


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

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	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	111	743	744	748	16%	15%	22%	*	*	47%	50%
White	69	750	749	757	*	16%	22%	*	*	52%	60%
Hispanic	29	729	727	734	*	*	*	*	*	31%	36%
Black or African American	*	*	723	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	737	756	*	*	*	*	*	*	58%
Female	57	752	749	753	*	*	25%	*	*	54%	55%
Male	54	734	738	743	*	*	19%	*	*	39%	46%
Economically Disadvantaged Students	29	721	727	731	*	*	*	*	*	24%	33%
Non-Economically Disadvantaged Students	82	751	751	759	*	*	*	*	*	55%	61%
Students with Disabilities	27	697	711	719	*	*	*	*	*	*	24%
Students without Disabilities	84	758	752	754	*	*	*	*	*	*	56%
English Learners	*	*	702	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	745	751	*	*	*	*	*	*	54%
Homeless Students	*	*	714	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



East Dover Elementary School
(29-5190-070)
Grades Offered: PK-05
2018-2019

Report Key:
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N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts Assessment - Performance by Grade: Grade 4

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	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	113	749	752	755	*	19%	22%	*	*	51%	57%
White	83	754	756	763	*	*	22%	*	*	58%	67%
Hispanic	16	736	737	743	*	*	*	*	*	31%	44%
Black or African American	*	*	736	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	*	*	738	762	*	*	*	*	*	*	64%
Female	56	754	757	760	*	*	20%	*	*	59%	62%
Male	57	744	747	750	*	*	25%	*	*	44%	53%
Economically Disadvantaged Students	38	743	*	740	*	29%	29%	*	*	37%	40%
Non-Economically Disadvantaged Students	75	752	*	765	*	15%	19%	*	*	59%	69%
Students with Disabilities	27	715	720	725	*	*	*	*	*	15%	25%
Students without Disabilities	86	759	759	761	*	*	*	*	*	63%	64%
English Learners	N	N	701	720	N	N	N	N	N	N	17%
Non-English Learners	113	749	753	758	*	19%	22%	*	*	51%	60%
Homeless Students	*	*	739	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



East Dover Elementary School
(29-5190-070)
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2018-2019

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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	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	744	750	756	9%	14%	34%	*	*	43%	58%
White	85	742	753	764	*	14%	33%	*	*	44%	68%
Hispanic	24	739	741	743	*	*	54%	*	*	25%	44%
Black or African American	*	*	734	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	762	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	62	746	754	761	*	*	31%	*	*	48%	64%
Male	63	742	746	750	*	*	38%	*	*	38%	52%
Economically Disadvantaged Students	47	737	737	740	*	*	32%	*	*	38%	39%
Non-Economically Disadvantaged Students	78	748	757	766	*	*	36%	*	*	46%	69%
Students with Disabilities	32	717	*	724	*	*	*	*	*	*	23%
Students without Disabilities	93	753	*	762	*	*	*	*	*	*	65%
English Learners	*	*	709	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	751	758	*	*	*	*	*	*	60%
Homeless Students	*	*	732	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



East Dover Elementary School
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Grades Offered: PK-05
2018-2019

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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 assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that 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 2030. 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	343	98.1	35.0	37.4	44.5	35.0	51.5	Not Met
White	234	97.5	38.0	40.8	54.1	38.0	53.8	Not Met
Hispanic	71	98.6	19.7	24.2	28.8	19.7	44	Not Met
Black or African American	*	*	*	18.1	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	13	100.0	76.9	67.5	76.5	76.9	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	13	100.0	38.5	*	53.3	38.5	**	**
Female	173	98.9	35.8	38.2	44.9	35.8		
Male	170	97.3	34.1	36.6	44.2	34.1		
Economically Disadvantaged Students	112	99.2	23.2	23.5	26.3	23.2	45.6	Not Met
Non-Economically Disadvantaged Students	231	97.5	40.7	42.8	54.9	40.7		
Students with Disabilities	90	94.8	13.3	11.6	17.4	13.3	36.1	Not Met
Students without Disabilities	253	99.2	42.7	42.9	50.0	42.7		
English Learners	*	*	*	21.3	25.0	*	**	**
Non-English Learners	*	*	*	37.9	46.5	*		
Homeless Students	*	*	*	24.8	17.1	*		
Students In Foster Care	*	*	*	12.0	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

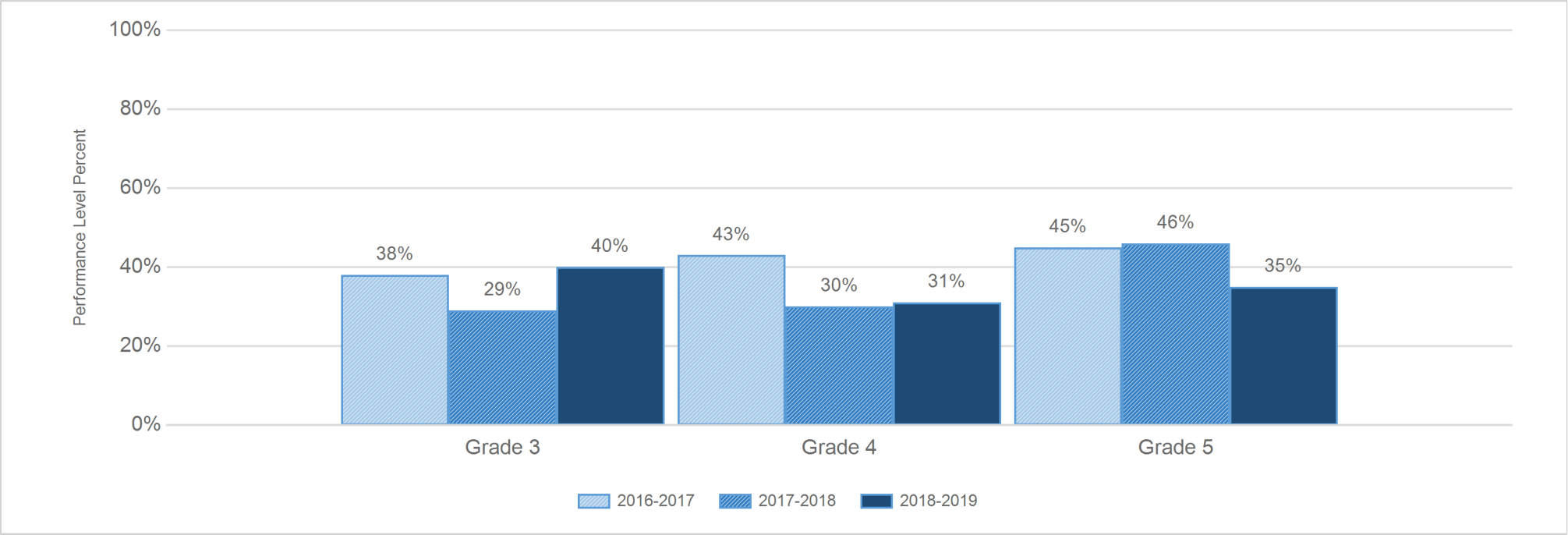


East Dover Elementary School
(29-5190-070)
Grades Offered: PK-05
2018-2019

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

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	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	111	739	746	752	11%	20%	30%	*	*	40%	55%
White	69	742	749	760	*	*	30%	*	*	45%	66%
Hispanic	29	734	733	739	*	34%	*	*	*	24%	40%
Black or African American	*	*	726	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	743	758	*	*	*	*	*	*	62%
Female	57	739	746	751	*	*	30%	*	*	37%	54%
Male	54	740	745	752	*	*	30%	*	*	43%	56%
Economically Disadvantaged Students	29	725	733	737	*	*	*	*	*	21%	37%
Non-Economically Disadvantaged Students	82	744	751	761	*	*	*	*	*	46%	67%
Students with Disabilities	27	726	722	731	*	*	*	*	*	22%	31%
Students without Disabilities	84	744	751	756	*	*	*	*	*	45%	60%
English Learners	*	*	724	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	746	754	*	*	*	*	*	*	58%
Homeless Students	*	*	727	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



East Dover Elementary School

(29-5190-070)

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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	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	113	733	744	749	15%	26%	28%	*	*	31%	51%
White	83	736	748	757	12%	24%	29%	*	*	35%	62%
Hispanic	16	723	732	737	*	*	*	*	*	13%	36%
Black or African American	*	*	725	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	56	732	744	749	*	34%	29%	*	*	29%	50%
Male	57	734	745	749	*	18%	28%	*	*	33%	52%
Economically Disadvantaged Students	38	727	*	734	*	26%	29%	*	*	24%	32%
Non-Economically Disadvantaged Students	75	736	*	759	*	25%	28%	*	*	35%	63%
Students with Disabilities	27	713	717	726	*	*	*	*	*	*	25%
Students without Disabilities	86	740	750	754	*	*	*	*	*	*	56%
English Learners	N	N	717	722	N	N	N	N	N	N	18%
Non-English Learners	113	733	745	751	15%	26%	28%	*	*	31%	54%
Homeless Students	*	*	731	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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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	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	740	745	747	*	26%	34%	*	*	35%	47%
White	85	739	748	755	*	28%	29%	*	*	36%	58%
Hispanic	24	738	735	735	0%	*	58%	*	*	17%	30%
Black or African American	*	*	723	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	62	743	743	747	*	24%	29%	*	*	40%	47%
Male	63	738	746	747	*	29%	38%	*	*	30%	47%
Economically Disadvantaged Students	47	735	733	732	*	34%	43%	*	*	21%	27%
Non-Economically Disadvantaged Students	78	743	750	757	*	22%	28%	*	*	44%	59%
Students with Disabilities	32	723	*	725	*	*	*	*	*	*	19%
Students without Disabilities	93	746	*	752	*	*	*	*	*	*	52%
English Learners	*	*	715	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	745	749	*	*	*	*	*	*	49%
Homeless Students	*	*	724	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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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 different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*

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	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† Target was met within one standard deviation

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 and 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
0-2	N	N	N
3-4	N	N	N
5 or more	N	N	N



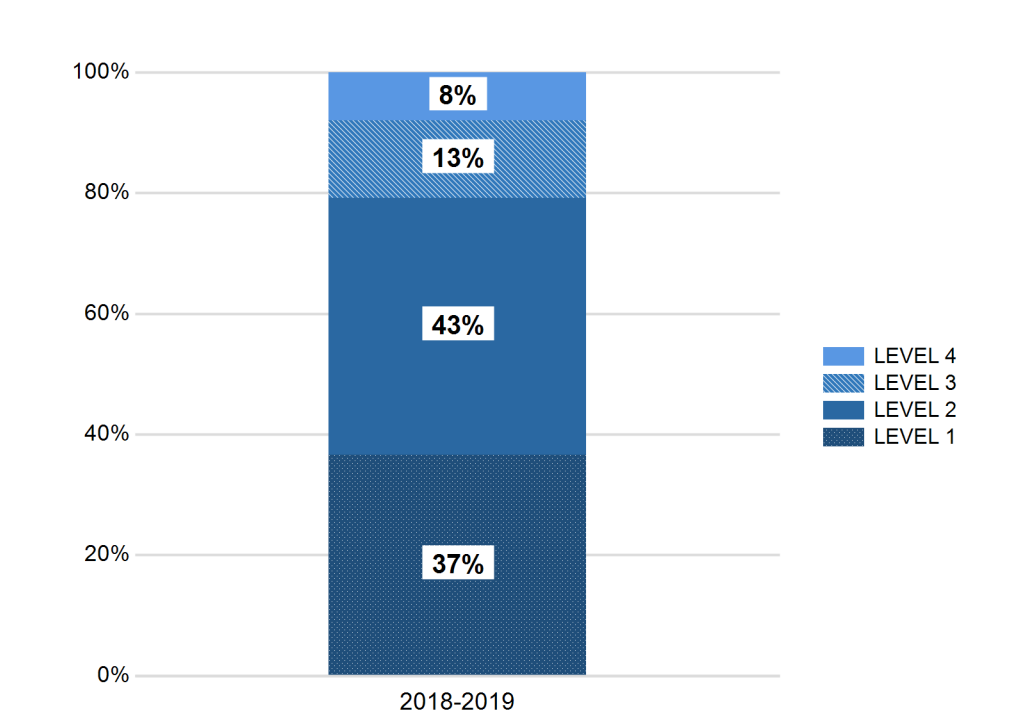
East Dover Elementary School
(29-5190-070)
Grades Offered: PK-05
2018-2019

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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 will 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 this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, 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	37	43	13	8
White	38	43	14	5
Hispanic	39	48	4	9
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	38	43	8	11
Male	36	42	19	3
Economically Disadvantaged Students	49	43	4	4
Non-Economically Disadvantaged Students	29	42	19	10
Students with Disabilities	70	23	3	3
Students without Disabilities	26	49	17	9
English Learners	N	N	N	N
Non-English Learners	37	43	13	8
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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.

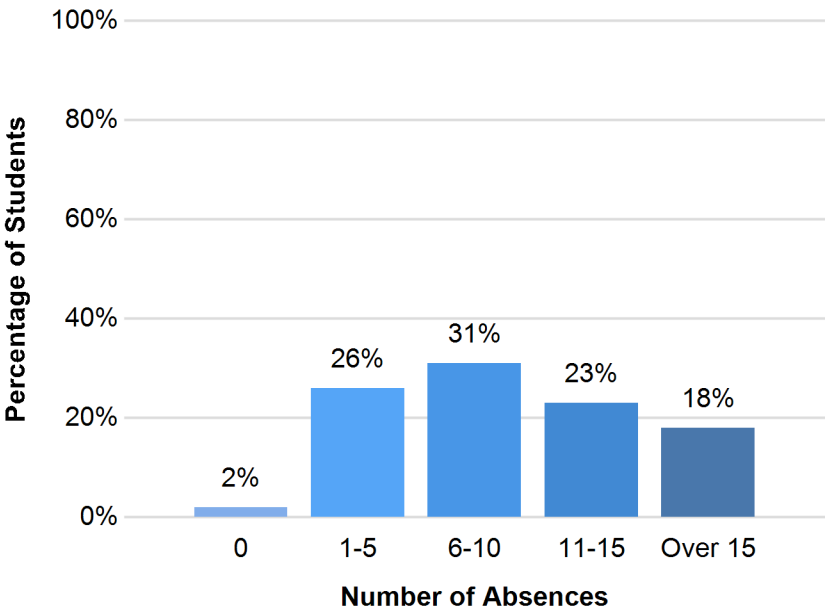
Chronic Absenteeism

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 last two columns show the chronic absenteeism state average for students in the grades offered and 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	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	81	11.7	8.9	Not Met
White	54	11.3	8.9	Not Met
Hispanic	18	13.0	8.9	Not Met
Black or African American	6	23.1	8.9	Not Met
Asian, Native Hawaiian, or Pacific	*	*	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	3	10.0	8.9	Not Met
Female	36	10.9		
Male	45	12.4		
Economically Disadvantaged Students	42	16.5	8.9	Not Met
Students with Disabilities	25	15.6	8.9	Not Met
English Learners	0	0	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





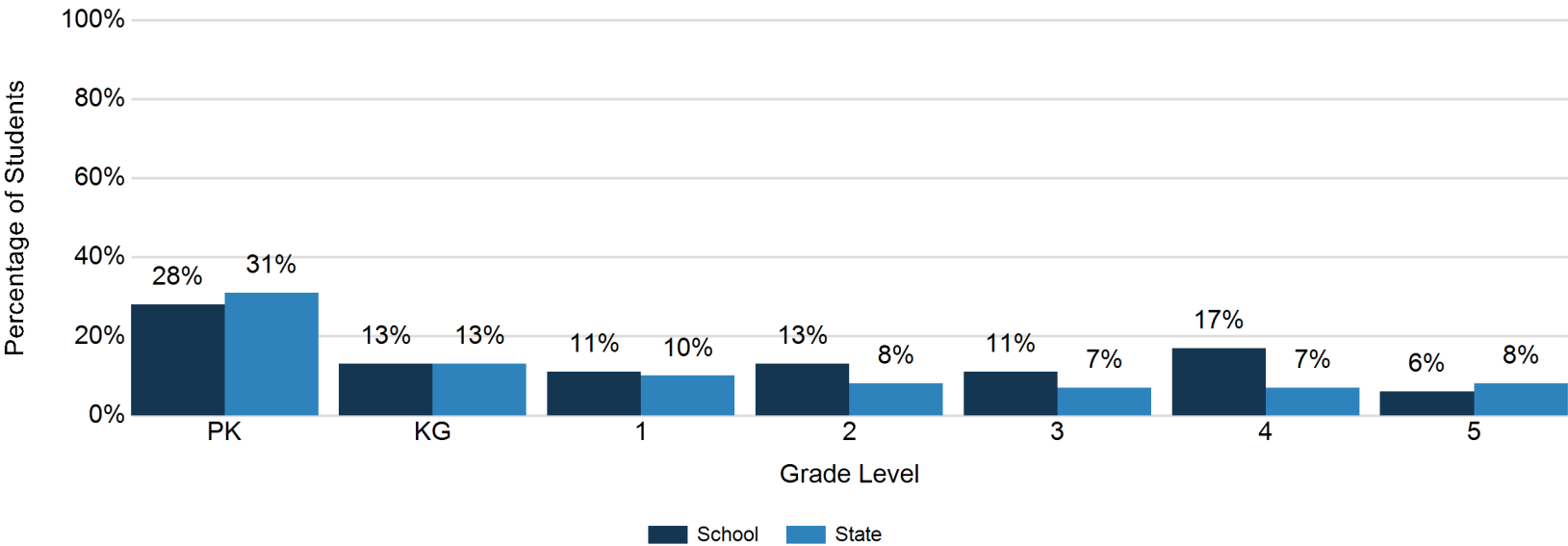
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





East Dover Elementary School

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2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	4
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.55

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	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	3		3

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

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.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
*



East Dover Elementary School
(29-5190-070)
Grades Offered: PK-05
2018-2019

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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. 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	9:25 AM
Typical End Time	3:35 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, 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
2018-19	1.3:1



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Key terms for staff data:

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	58	118,214
Average years experience in public schools	15.0	12.1
Average years experience in district	13.6	10.8
Percentage of Teachers with 4 or more years experience in the district	82.8%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	71	9,530
Average years experience in public schools	21.7	16.0
Average years experience in district	17.1	12.0
Percentage of Administrators with 4 or more years experience in the district	90.1%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members 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.		
Ratio	School Ratio	District Ratio
Students to Teachers	13:1	13:1
Students to Administrators	367:1	216:1
Teachers to Administrators	29:1	17:1
Students to Librarians/Media Specialists		2550:1
Students to Nurses		567:1
Students to Counselors		403:1
Students to Child Study Team Members		392:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.2%	89.7%	50.0%	48.4%	77.1%	54.9%
Male	52.8%	10.3%	50.0%	51.6%	22.9%	45.1%
White	71.5%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	17.7%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	3.8%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	2.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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2018-2019

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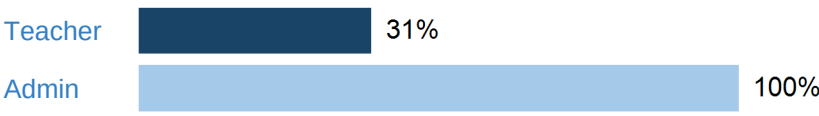
Teachers and Administrators - Level of Education

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

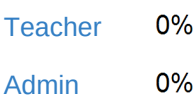
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.7%	90.5%
2017-18 Administrators: Same district 2018-19	94.4%	87.9%

Faculty Attendance

This table shows the percentage of days that 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
2018-19	96.5%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [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 2018-19 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.



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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 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.

Status for 2020-21 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, Native Hawaiian, or Pacific Islander	
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 Targeted Support and Improvement.



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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

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 represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	51.3%	49.5%	47.2%
Math Proficiency	42.9%	34.4%	35.0%
ELA Growth	48	51	50
Math Growth	47	43	46
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	13.6%	11.5%	11.7%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement– Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target†	Not Met	Met Standard	Met Standard	N	Not Met	No
White	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	Not Met	Not Met	Met Standard	Exceeds Standard	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Not Met	No
Economically Disadvantaged Students	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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



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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 the school or district directly.

 Highlights:	- Fully Inclusive homerooms have been created to support all learners. - KultureCity/OceanFirst Sensory Room incorporated into the daily routine of all studnets with disabiliets to support their needs. . - Positive Behavioral Supports in School (PBSIS) is in place at East Dover.
 Mission, Vision, Theme:	Mission: East Dover Elementary School is an educational community where a dedicated team of professionals inspire, challenge, and support students to become lifelong learners. Vision: At East Dover Elementary School, we strive to create diverse learning environments where our students and faculty are Respectful, Responsible, and Reflective.
 Awards, Recognition, Accomplishments:	In 2018-19, East Dover continued to be a part of mind ALIGNED, a nationally-recognized creative learning initiative, providing professional development strategies to teachers. This modern approach introdud techniques that span across discipline, providing staff with creative arts infused strategies to support their teaching. This school year, the staff members were trained on the second aspect of these approaches and have utilized them in all aspects of teaching and learning. This spring, Kulture City, a non profit organization, partnered with our school to bring a Sensory room to the school. As a building with students that have sensory needs this space is a wonderful addition to the programs that we have here. In conjunction with this KultreCity donation, one of our teachers wrote a OceanFirst Model Classroom Grant for a space called the Sensory Zone. This grant allowed our school to increase the materials in the Sensory room and bring state of the art materials to our children.



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Courses, Curriculum, Instruction:	The NJ Student Learning Standards establish high expectations for student learning. Our teachers work to implement the standards within their classrooms. Lessons emphasize higher level thinking skills, real world application of concepts, and workplace readiness skills that will enable our children to be successful in their daily lives and future careers.
Clubs and Activities:	Safety Patrol (grade 5). School Play-various student groups. Chorus and Band.



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 Before and After School Programs:	YMCA Y-Kids program.
 Staff and Professional Learning:	Our staff continues to participate in and facilitate a variety of motivating technology, curriculum content, and instructional strategy workshops, beginning in the summer months and continuing throughout the year. Such opportunities include professional book clubs hosted before and after school. Professional Learning Communities, by grade level, are also scheduled monthly, providing opportunities for articulation.



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 Student Supports and Services:	Students identified by the Child Study Team are eligible for speech, guidance, OT, PT, and alternate programs. The programs at East Dover are PSD, LLD, Autistic, In Class Resource, and Resource Pull Out. Students identified by teachers and that need additional support in mathematics and reading during the school year are eligible for Basic Skills and Title I services. Our Intervention Committee, Intervention and Referral Service, and 504 Committee supports struggling learners by creating specific plans to support the child in the classroom.
 Student Health and Wellness:	Students participate in Health Education classes provided from classroom teachers and the Health/Physical Education Teachers. Our school participates in the Free and Reduced lunch program and approximately 80-100 students eat breakfast on a daily basis. This increase was due to the addition of a second location for students to “Grab and Go” breakfast.
 Parent and Community Involvement:	This year, families continued to participate in a Family Fitness Night where all East Dover Community members learned about healthy life choices and learned physical fitness routines to use at home. At this event professionals from the community shared their fitness and health knowledge with our students and their families. We also host a series of monthly Parent Academy events that range from a Family Reading Night, a STEAM Night to a Middle School Transition Meeting. Our PTO continues to support our families by hosting events in the evening and on the weekends.



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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The climate survey provided by the NJDOE is administered annually to students, teachers and parents. The survey data shows that student, teacher, and administrative support is on the rise as well as parental support. The largest jump was in the area of safety which rose approximately 20 percentage points. This spike came from the school districts partnership with the Toms River Police. We were provided the protection of an armed Class III officer during the school day. This was a great addition to our school and has provided a great support for our students and staff
 Facilities:	East Dover Elementary School was established in 1954. It is one of twelve elementary schools in the Toms River Regional School District. At East Dover Elementary School, we educate approximately 750 students from Pre-Kindergarten through grade five with a professional and support staff of over 90 people. A recent renovation was the additon of our KultureCity / OceanFirst Sensory Room.
 School Safety:	East Dover Elementary is patrolled by our security officers and our newly hired Class III Police Officer. The main entrance has a remote locked door/video system that is opened only after checking identification of the visitor . Upgraded security cameras have been added to the interior and exterior of the building. Monthly fire and security drills are conducted following state procedures. Annual safety procedures are reviewed with all staff at the beginning of the school year and reviewed as needed. East Dover Elementary takes great pride in our positive working relationship with the local police department who meets with staff and students on a regular basis to educate all on current safety concerns.



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 Technology and STEM:	Recent upgrades to the WAN backbone enable high speed 1 Gb connections to all locations and 10 Gb between two data centers, with resiliency from potential outages. Firewalls have been upgraded to provide improved cybersecurity. EDE now has over 340 shared computing devices. All classrooms have improved WiFi access. Every staff and student has Google accounts. All schools participate in Computers Science Education Week, NJ Makers Day, NJ STEM Week and Digital Learning Day. Staff training is provided by a district Ed Tech Supervisor and building web developers. Tech courses focus on computer applications, problem solving, the use of media and the maker mindset. Opportunities have been expanded and enhanced through grants and foundations, with more than 2/3 of raised in the 18-19 school year going to STEAM initiatives.
 Early Childhood Education:	East Dover Elementary School has two preschool programs for children with special needs. At East Dover, we educate approximately 40 children from ages 3-5. The two classrooms include general education/inclusion and preschool disabled.



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 Other Information	During the 2018-2019 school year, East Dover students continued the New Jersey Positive Behavior Support in Schools (NJ PBSIS) program that shapes the culture and climate in the school. Out Universal Team and faculty implement a tiered system of support for behavior and climate issues. The faculty focuses on supporting common expectations in the school and strives to be Respectful, Responsible, and Reflective. In doing this, we all can be GRRREAT!!! We continue to promote the pro social identity of being GRRREAT and the students of East Dover all know how our expectations tie into that theme.



Hooper Avenue Elementary School
(29-5190-075)
Grades Offered: KG-05
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

**Hooper Avenue Elementary School**

(29-5190-075)

Grades Offered: KG-05

2018-2019

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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	Ocean
District	Toms River Regional School District
Principal Name	Mr. Jason Hughes
Address	1517 HOOPER AVENUE TOMS RIVER, NJ 08753
Phone Number	732-505-5850
Email Address	mcitta@trschoools.com
Website	http://www.trschools.com/hooperave/



Hooper Avenue Elementary School
 (29-5190-075)
 Grades Offered: KG-05
 2018-2019

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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

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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	2016-17	2017-18	2018-19
KG	97	120	107
1	121	105	127
2	111	129	109
3	127	118	127
4	127	133	117
5	141	126	132
Total	724	731	729

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	50.3%	50.1%	48.0%
Male	49.7%	49.9%	52.0%
Economically Disadvantaged Students	13.8%	12.6%	13.4%
Students with Disabilities	18.6%	20.0%	21.4%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.8%	1.0%	1.2%
Students in Foster Care	0.4%	0.5%	0.3%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	87.0%	85.6%	83.8%
Hispanic	7.0%	7.1%	8.9%
Black or African American	1.5%	1.5%	1.5%
Asian	1.4%	2.1%	1.9%
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	3.0%	3.7%	3.8%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	97	120	107

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.

Home Language	% of Students
English	96.6%
Spanish	1.8%
Other Languages	1.6%



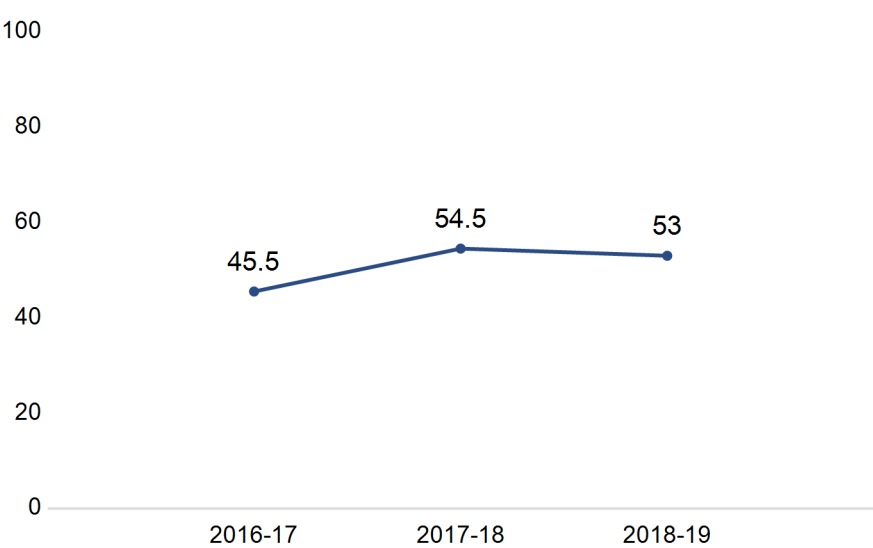
Hooper Avenue Elementary School
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 2018-2019

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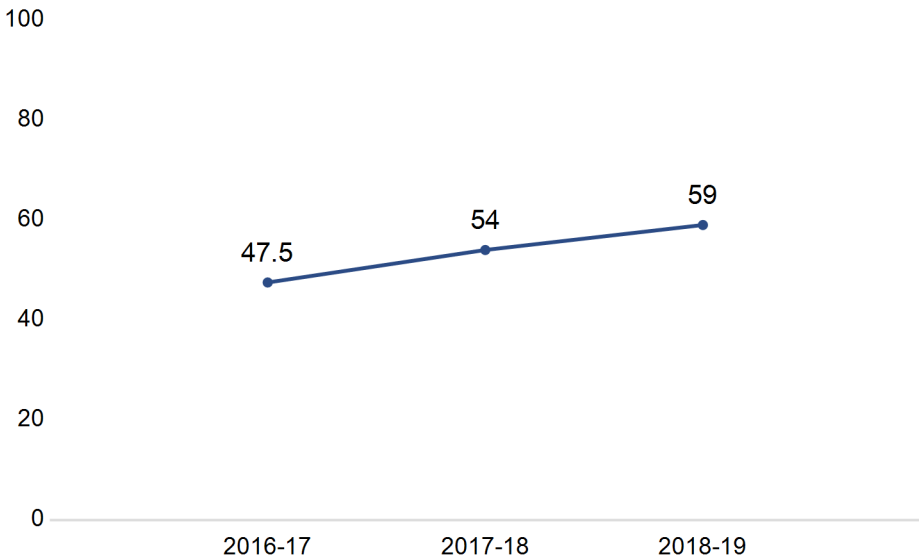
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures 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.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	45.5	54.5	53	47.5	54	59
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each 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 that explains their progress compared to students who had the same test scores in previous years.

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) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

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	53	48	50	Met Standard	59	44	50	Met Standard
White	55	48	50	Met Standard	61	45	52	Exceeds Standard
Hispanic	32	45	49	**	51	42	47	**
Black or African American	*	45.5	45	**	*	40	43	**
Asian, Native Hawaiian, or Pacific Islander	*	53	59	**	*	57	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	55	43	49	**	59	44	52	**
Female	53	51	53	N	53	44	50	N
Male	52	44	47	N	69.5	45	51	N
Economically Disadvantaged Students	62	45	48	Exceeds Standard	60	44	46	Exceeds Standard
Students with Disabilities	45	40	43	Met Standard	63	41	45	Exceeds Standard
English Learners	*	39	52	**	*	41	50	**
Homeless Students	*	44	43	N	*	45	44	N
Students in Foster Care	N	52	42	N	N	61.5	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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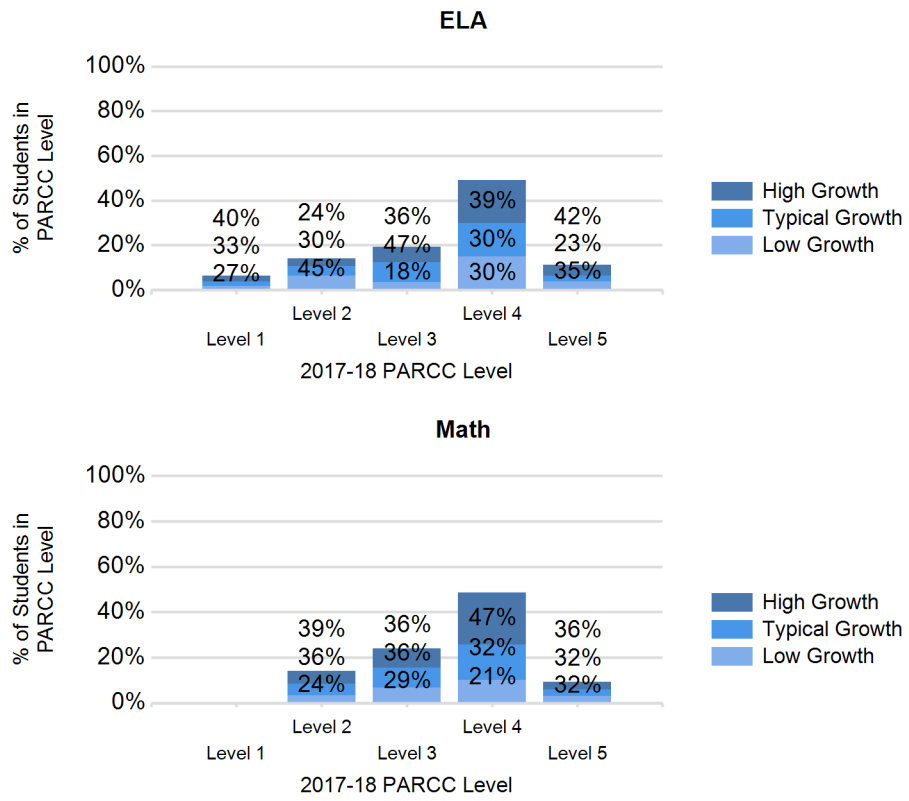
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

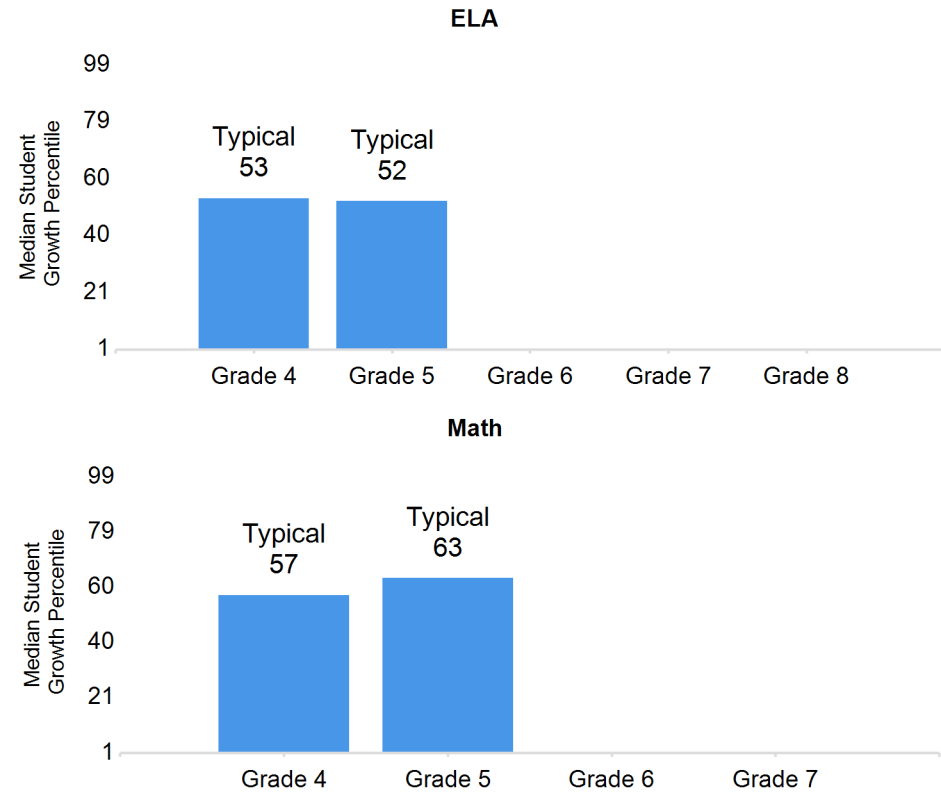
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



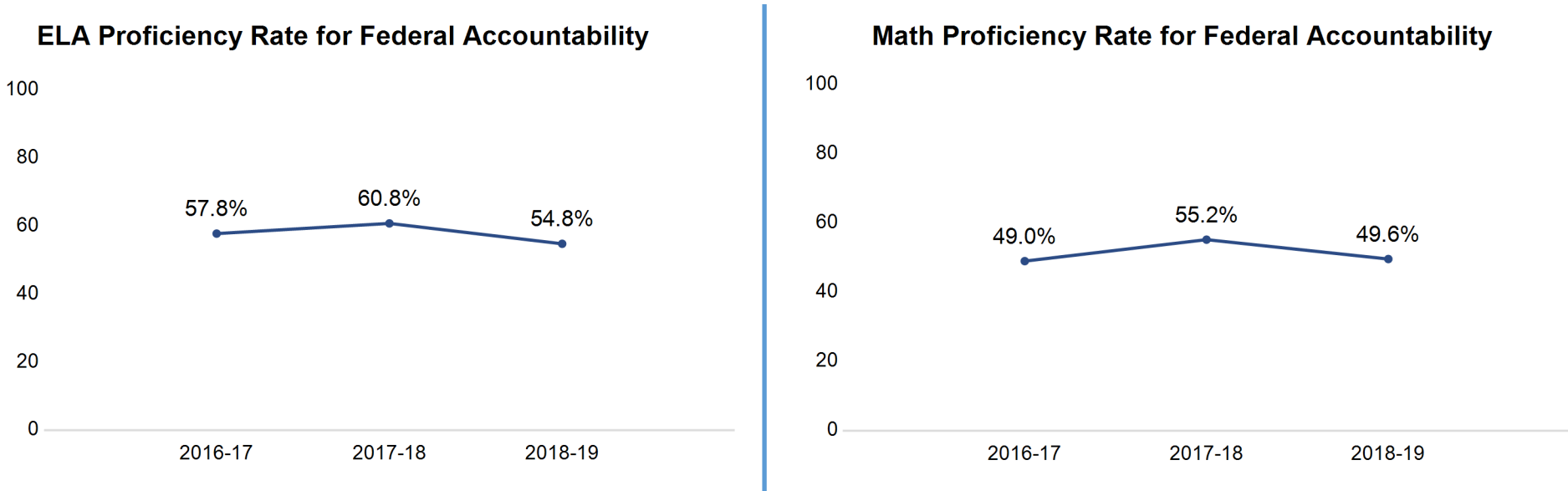


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English Language Arts and Mathematics Performance Trends

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 statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that 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.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.7%	98.4%	99.2%	96.7%	98.4%	99.2%
Proficiency Rate for Federal Accountability	57.8%	60.8%	54.8%	49.0%	55.2%	49.6%
Annual Target	59.0%	60.1%	61.2%	58.2%	59.4%	60.5%
Met Annual Target?	Met Target†	Met Target	Not Met	Not Met	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that 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 2030. 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	365	99.2	54.8	54.8	57.9	54.8	61.2	Not Met
White	311	99.1	55.0	58.9	66.9	55.0	62.5	Not Met
Hispanic	26	100.0	50.0	40.0	43.9	50.0	40.3	Met Target
Black or African American	*	*	*	36.8	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	77.5	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	15	100.0	40.0	*	64.4	40.0	**	**
Female	186	99.5	55.4	62.8	64.8	55.4		
Male	179	98.9	54.2	47.0	51.3	54.2		
Economically Disadvantaged Students	40	97.6	37.5	37.6	40.0	37.5	42.8	Met Target†
Non-Economically Disadvantaged Students	325	99.4	56.9	61.4	67.9	56.9		
Students with Disabilities	68	95.9	13.2	17.7	22.7	13.2	42.6	Not Met
Students without Disabilities	297	100.0	64.3	62.8	65.1	64.3		
English Learners	*	*	*	20.6	29.3	*	**	**
Non-English Learners	*	*	*	55.7	60.6	*		
Homeless Students	*	*	*	32.6	29.1	*		
Students In Foster Care	N	N	N	36.0	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

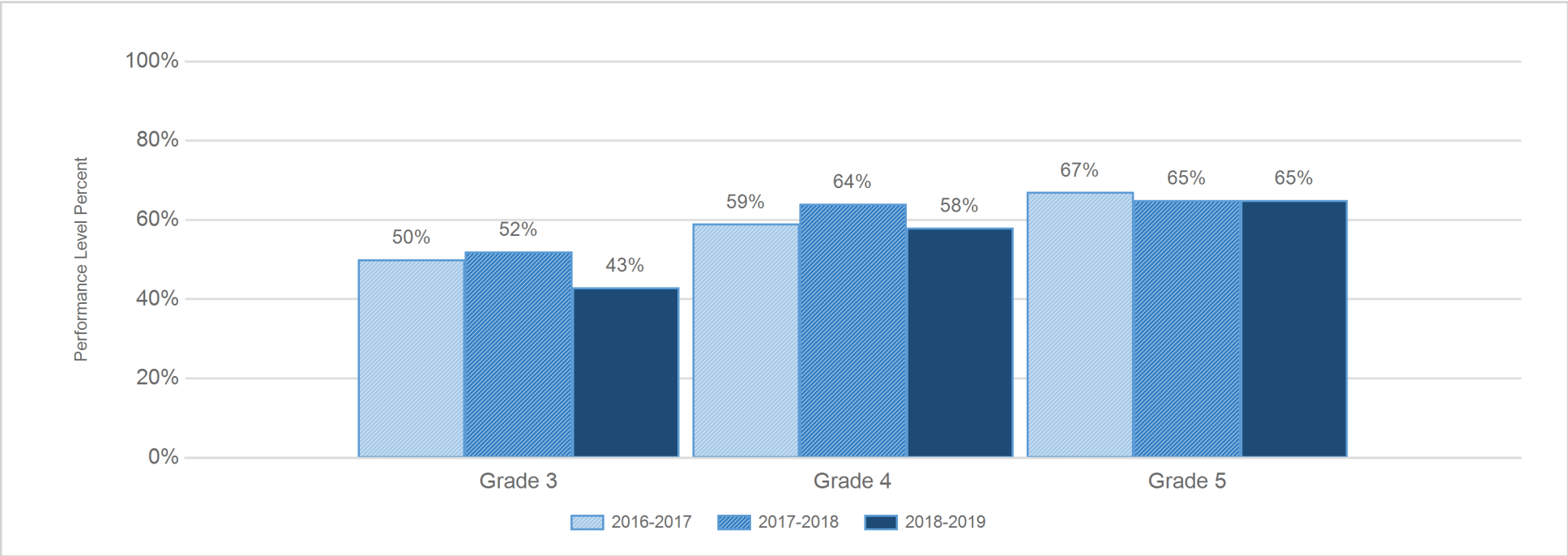


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

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	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	744	744	748	10%	20%	27%	*	*	43%	50%
White	108	745	749	757	*	20%	28%	*	*	44%	60%
Hispanic	*	*	727	734	*	*	*	*	*	*	36%
Black or African American	*	*	723	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	737	756	*	*	*	*	*	*	58%
Female	70	742	749	753	*	*	27%	*	*	41%	55%
Male	55	746	738	743	*	*	27%	*	*	45%	46%
Economically Disadvantaged Students	14	723	727	731	*	*	*	*	*	29%	33%
Non-Economically Disadvantaged Students	111	747	751	759	*	*	*	*	*	45%	61%
Students with Disabilities	30	718	711	719	*	*	*	*	*	20%	24%
Students without Disabilities	95	752	752	754	*	*	*	*	*	51%	56%
English Learners	N	N	702	713	N	N	N	N	N	N	17%
Non-English Learners	125	744	745	751	10%	20%	27%	*	*	43%	54%
Homeless Students	*	*	714	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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	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	113	759	752	755	*	*	23%	36%	21%	58%	57%
White	99	760	756	763	*	*	23%	35%	22%	58%	67%
Hispanic	*	*	737	743	*	*	*	*	*	*	44%
Black or African American	*	*	736	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	738	762	*	*	*	*	*	*	64%
Female	59	764	757	760	*	*	24%	37%	24%	61%	62%
Male	54	753	747	750	*	*	22%	35%	19%	54%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	69%
Students with Disabilities	13	714	720	725	*	*	*	*	*	*	25%
Students without Disabilities	100	765	759	761	*	*	*	*	*	*	64%
English Learners	*	*	701	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	753	758	*	*	*	*	*	*	60%
Homeless Students	*	*	739	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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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	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	128	758	750	756	*	*	18%	*	*	65%	58%
White	105	759	753	764	*	*	16%	*	*	66%	68%
Hispanic	12	751	741	743	0%	*	*	*	*	50%	44%
Black or African American	*	*	734	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	762	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	59	760	754	761	*	*	*	*	*	66%	64%
Male	69	757	746	750	*	*	*	*	*	64%	52%
Economically Disadvantaged Students	17	738	737	740	*	*	*	*	*	47%	39%
Non-Economically Disadvantaged Students	111	762	757	766	*	*	*	*	*	68%	69%
Students with Disabilities	23	717	*	724	*	*	*	*	*	13%	23%
Students without Disabilities	105	767	*	762	*	*	*	*	*	76%	65%
English Learners	N	N	709	713	N	N	N	N	N	N	11%
Non-English Learners	128	758	751	758	*	*	18%	*	*	65%	60%
Homeless Students	*	*	732	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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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 assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that 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 2030. 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	365	99.2	49.6	37.4	44.5	49.6	60.5	Not Met
White	311	99.1	48.6	40.8	54.1	48.6	61.2	Not Met
Hispanic	26	100.0	61.5	24.2	28.8	61.5	43.9	Met Target
Black or African American	*	*	*	18.1	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	67.5	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	15	100.0	46.7	*	53.3	46.7	**	**
Female	186	99.5	48.9	38.2	44.9	48.9		
Male	179	98.9	50.3	36.6	44.2	50.3		
Economically Disadvantaged Students	40	97.6	32.5	23.5	26.3	32.5	45.7	Not Met
Non-Economically Disadvantaged Students	325	99.4	51.7	42.8	54.9	51.7		
Students with Disabilities	68	95.9	13.2	11.6	17.4	13.2	43.9	Not Met
Students without Disabilities	297	100.0	57.9	42.9	50.0	57.9		
English Learners	*	*	*	21.3	25.0	*	**	**
Non-English Learners	*	*	*	37.9	46.5	*		
Homeless Students	*	*	*	24.8	17.1	*		
Students In Foster Care	N	N	N	12.0	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

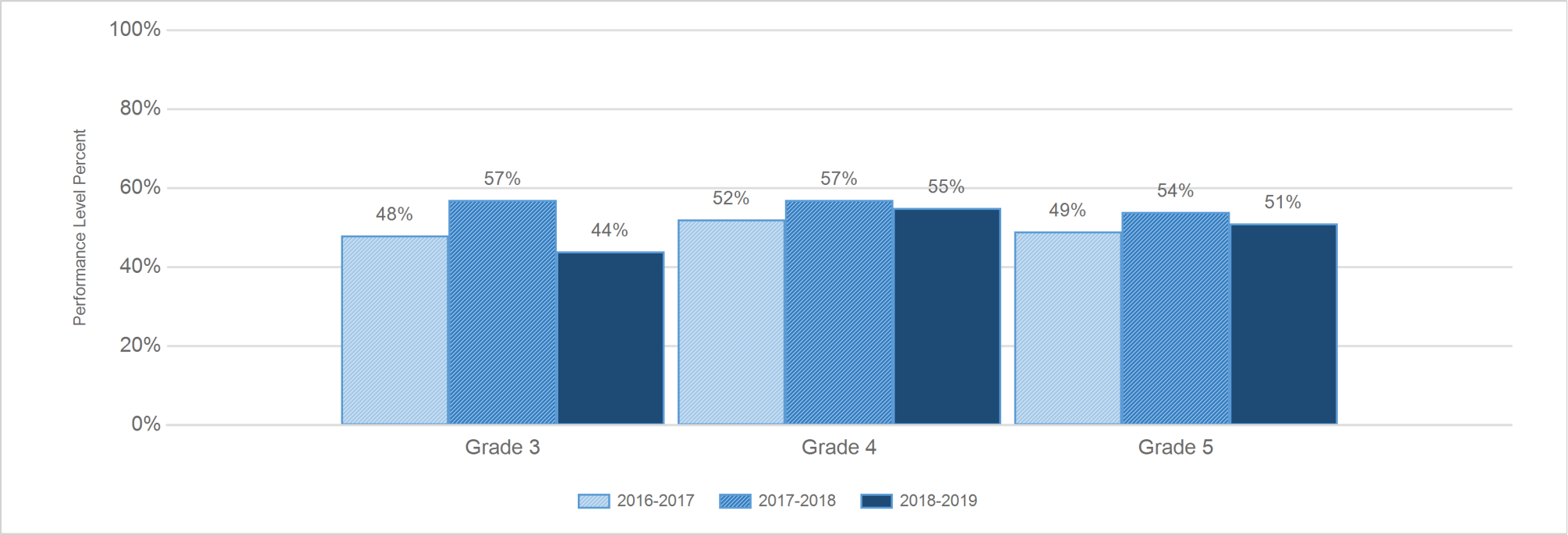


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



Hooper Avenue Elementary School
 (29-5190-075)
 Grades Offered: KG-05
 2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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	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	745	746	752	*	18%	31%	*	*	44%	55%
White	108	746	749	760	*	19%	31%	*	*	44%	66%
Hispanic	*	*	733	739	*	*	*	*	*	*	40%
Black or African American	*	*	726	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	743	758	*	*	*	*	*	*	62%
Female	70	745	746	751	*	14%	31%	*	*	46%	54%
Male	55	746	745	752	*	24%	31%	*	*	42%	56%
Economically Disadvantaged Students	14	725	733	737	*	*	*	*	*	21%	37%
Non-Economically Disadvantaged Students	111	748	751	761	*	*	*	*	*	47%	67%
Students with Disabilities	30	724	722	731	*	40%	*	*	*	20%	31%
Students without Disabilities	95	752	751	756	*	12%	*	*	*	52%	60%
English Learners	N	N	724	728	N	N	N	N	N	N	26%
Non-English Learners	125	745	746	754	*	18%	31%	*	*	44%	58%
Homeless Students	*	*	727	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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	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	113	756	744	749	*	17%	26%	*	*	55%	51%
White	99	755	748	757	*	18%	24%	*	*	55%	62%
Hispanic	*	*	732	737	*	*	*	*	*	*	36%
Black or African American	*	*	725	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	59	755	744	749	*	*	20%	*	*	61%	50%
Male	54	757	745	749	*	*	31%	*	*	48%	52%
Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	759	*	*	*	*	*	*	63%
Students with Disabilities	13	720	717	726	*	*	*	*	*	*	25%
Students without Disabilities	100	760	750	754	*	*	*	*	*	*	56%
English Learners	*	*	717	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	745	751	*	*	*	*	*	*	54%
Homeless Students	*	*	731	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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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	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	128	752	745	747	*	16%	30%	*	*	51%	47%
White	105	752	748	755	*	16%	32%	*	*	49%	58%
Hispanic	12	751	735	735	0%	*	*	*	*	58%	30%
Black or African American	*	*	723	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	59	743	743	747	*	*	41%	*	*	39%	47%
Male	69	760	746	747	*	*	22%	*	*	61%	47%
Economically Disadvantaged Students	17	739	733	732	*	*	*	*	*	35%	27%
Non-Economically Disadvantaged Students	111	754	750	757	*	*	*	*	*	53%	59%
Students with Disabilities	23	730	*	725	*	*	48%	*	*	13%	19%
Students without Disabilities	105	757	*	752	*	*	27%	*	*	59%	52%
English Learners	N	N	715	718	N	N	N	N	N	N	12%
Non-English Learners	128	752	745	749	*	16%	30%	*	*	51%	49%
Homeless Students	*	*	724	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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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 different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*

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	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† Target was met within one standard deviation

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 and 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
0-2	N	N	N
3-4	N	N	N
5 or more	N	N	N



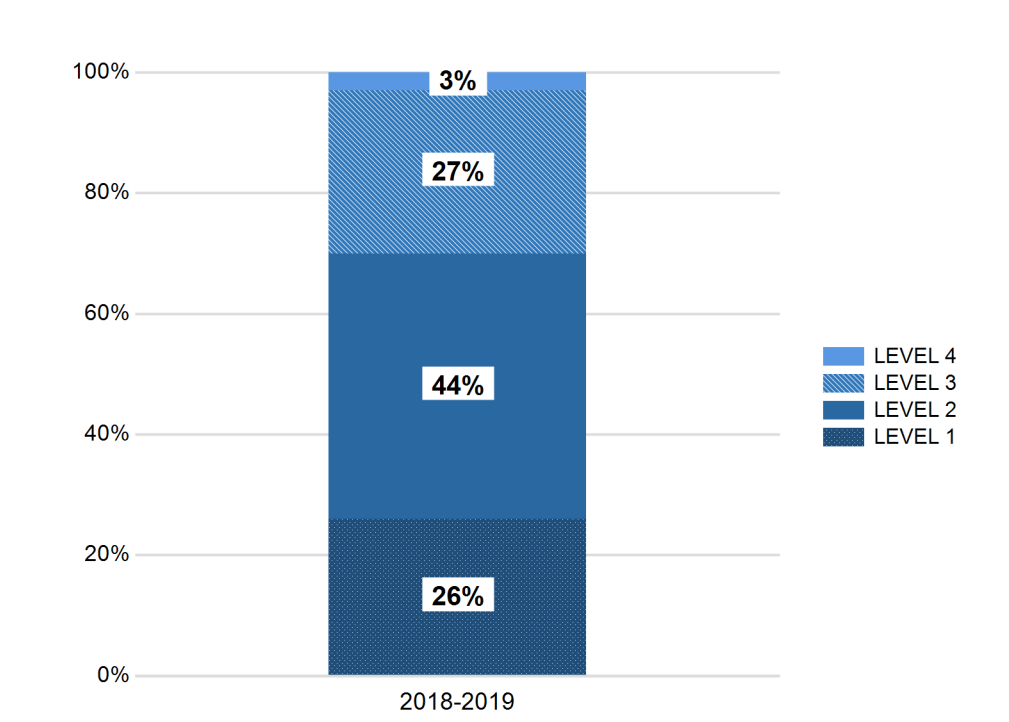
Hooper Avenue Elementary School
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 2018-2019

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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 will 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 this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, 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	26	44	27	3
White	29	43	25	4
Hispanic	17	42	42	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	32	49	19	0
Male	20	39	35	6
Economically Disadvantaged Students	56	22	22	0
Non-Economically Disadvantaged Students	21	47	28	4
Students with Disabilities	74	22	4	0
Students without Disabilities	15	49	32	4
English Learners	N	N	N	N
Non-English Learners	26	44	27	3
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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.

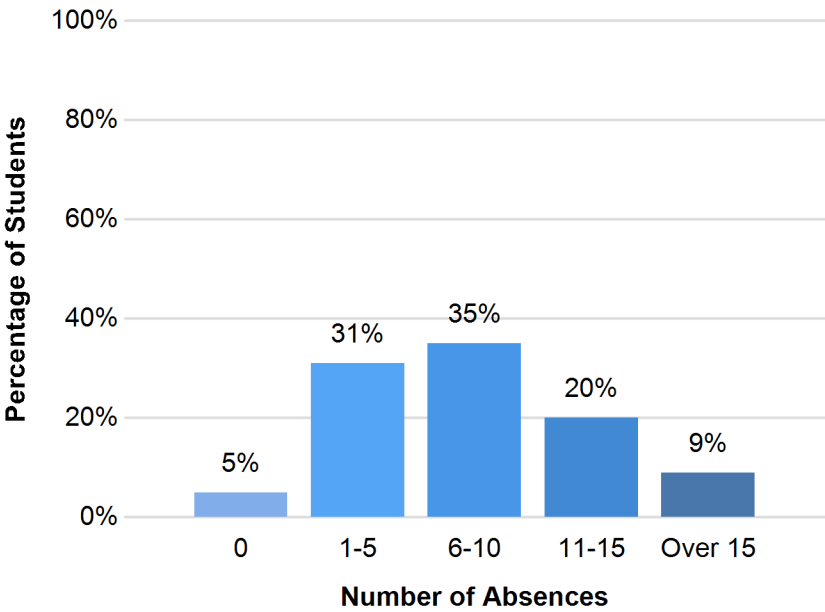
Chronic Absenteeism

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 last two columns show the chronic absenteeism state average for students in the grades offered and 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	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	39	5.6	8.9	Met
White	27	4.6	8.9	Met
Hispanic	7	11.7	8.9	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	3	13.0	8.9	Not Met
Female	16	4.7		
Male	23	6.6		
Economically Disadvantaged Students	13	15.5	8.9	Not Met
Students with Disabilities	12	10.1	8.9	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





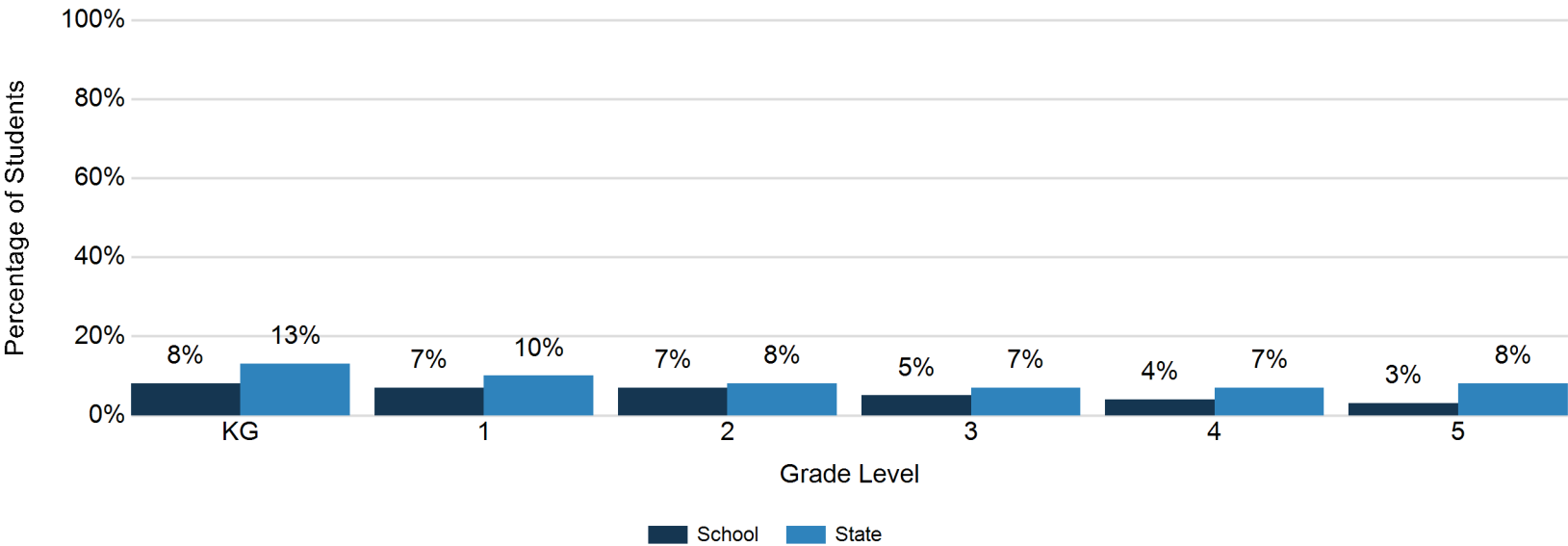
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





Hooper Avenue Elementary School

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

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	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	2		2

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

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.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0



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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. 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	8:35 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, 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
2018-19	1.1:1



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Key terms for staff data:

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	51	118,214
Average years experience in public schools	15.9	12.1
Average years experience in district	15.2	10.8
Percentage of Teachers with 4 or more years experience in the district	94.1%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	71	9,530
Average years experience in public schools	21.7	16.0
Average years experience in district	17.1	12.0
Percentage of Administrators with 4 or more years experience in the district	90.1%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members 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.

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	13:1
Students to Administrators	365:1	216:1
Teachers to Administrators	26:1	17:1
Students to Librarians/Media Specialists		2550:1
Students to Nurses		567:1
Students to Counselors		403:1
Students to Child Study Team Members		392:1



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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

Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.0%	92.2%	50.0%	48.4%	77.1%	54.9%
Male	52.0%	7.8%	50.0%	51.6%	22.9%	45.1%
White	83.8%	98.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	8.9%	2.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.5%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	1.9%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.8%	0.0%	0.0%	2.1%	0.2%	0.2%



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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

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. 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.

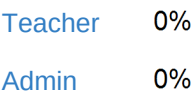
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.7%	90.5%
2017-18 Administrators: Same district 2018-19	94.4%	87.9%

Faculty Attendance

This table shows the percentage of days that 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
2018-19	96.7%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [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 2018-19 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.



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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 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.

Status for 2020-21 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, Native Hawaiian, or Pacific Islander	
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 Targeted Support and Improvement.



Hooper Avenue Elementary School
 (29-5190-075)
 Grades Offered: KG-05
 2018-2019

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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 represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	57.8%	60.8%	54.8%
Math Proficiency	49.0%	55.2%	49.6%
ELA Growth	46	54	53
Math Growth	48	54	59
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	5.9%	5.3%	5.6%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



Hooper Avenue Elementary School

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For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement– Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Met Standard	Met Standard	N	Met	No
White	Not Met	Not Met	Met Standard	Exceeds Standard	n/a	Met	No
Hispanic	Met Target	Met Target	**	**	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Not Met	No
Economically Disadvantaged Students	Met Target†	Not Met	Exceeds Standard	Exceeds Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Met Standard	Exceeds Standard	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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



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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 the school or district directly.



Highlights:

- We continue to support the whole child by implementing schoolwide Responsive Classroom during our morning meeting period of the day.
- Hooper prides itself on strong community partnerships (i.e.- PTO, Jersey Mikes, Papa Johns).
- 5th grade leadership students contribute to the school community by assisting with peer leadership sessions with our grade 1 students.



Mission, Vision, Theme:

At "The Hoop", we feel that together we are better. Our entire community -- students, staff, parents, and administration -- collaborate with one another to provide a challenging learning environment to support our mantra that all students can learn. At "The Hoop", pride and tradition run deep and it's important to instill core values among our young Huskies. Kindness, respect and compassion are what we believe in. Here all of our Huskies are given the appropriate learning opportunities to be successful as 21st century learners. With the ever changing demands on our students, the district's well-rounded, homegrown curriculum provides our students with the rigor and opportunities to be successful in their future endeavors. We are excited about the 18-19 school year and can't wait to see everyone at "The Hoop".



Awards, Recognition, Accomplishments:

The students at HAE are afforded the opportunity to participate in an abundance of activities. Our students participated in the Ocean County Math League Contest, and Young Author's Conference. Students submit works of art to the County Library for display as well as on the website Artsonia. Students participate in a Food Drive and were honored by WJRZ radio. The educators of Hooper Avenue Elementary are recognized through the Governor's Educator of the Year Program.



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 Courses, Curriculum, Instruction:	The faculty of HAE continued to work to achieve high academic standards of excellence, promote social growth and encourage good citizenship in our students. Following our written curriculum and units of study, we achieve success with the NJSLs. Lesson planning and implementation integrates comprehensive programs in Language Arts Literacy, Mathematics, Science, Social Studies, Technology, and Health/PE programs along with various enrichment and basic skills remediation programs. Ready/i Ready is our new math resources used K-5.
 Clubs and Activities:	Hooper Avenue Elementary clubs include Chorus, Band, Orchestra, Student Leadership, Art, Robotics, TV Production and the Principal's Advisory Committee.



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 Before and After School Programs:	YMCA Y-Kids Program, Tutoring programs, band, orchestra, and philharmonic
 Staff and Professional Learning:	Our staff members continued to participate in a variety of motivating technology, curriculum content, instructional strategies, and social emotional workshops and in-services beginning in the summer months and continuing throughout the year to enhance their proficiency and knowledge in enriching the learning environment and educational programs. Professional Learning Communities, by grade level, are scheduled weekly within the school day providing horizontal articulation and collaboration.



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 Student Supports and Services:	HAE has and offers parents, students and staff access to: I&RS, Basic Skills, 504 Committees, Safety Team, CST, Speech, OT, PT, guidance and peer support groups.
 Student Health and Wellness:	HAE is an active member of the "Fuel up and Play 60 Team" focusing on healthy mind and body each and every day. We also collaborate annuallly with the American Heart Association, participating in Hoops for Heart. Our PE classes also participate in the Healthy Huskie program, which runs from Jan-June promoting health, wellness, and fitness.
 Parent and Community Involvement:	Hooper students dedicate time and effort to recognize Veterans. On Veteran's Day, HAE hosts a large event that brings over 75 veterans into the classrooms. The students learn through dialogue and real life experiences the treasures of what it means to be an American. Additional opportunities exist throughout the year for school-home partnerships. Regular communication is maintained in various ways (principal email, school website, etc).



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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Our School Safety Team utilizes a school climate survey each and every year to address the concerns and success that happen in the halls of HAE. Together staff and students collaborate to drive programs and curriculum into our school to help promote a positive environment.
 Facilities:	Hooper Avenue Elementary Schools, affectionately known as 'The HOOP' sits prominently on the grounds adjacent to Intermediate East and the John Bennett Athletic Center. Built in 1965 it has had 4 minor additions over the years. A new boiler was recently installed. Our entire parking lot was recently paved under the Toms River Regional School District Referendum.
 School Safety:	Hooper Avenue Elementary is patrolled by our team of district security officers. The main entrance has a remote locked door/video system that is opened only after checking identification of the visitor . Upgraded security cameras have been added to the interior and exterior of the building. Monthly fire and security drills are conducted following state procedures. Annual safety procedures are reviewed with all staff at the beginning of the school year and reviewed as needed. Hooper Avenue Elementary takes great pride in our positive working relationship with the local police department who meets with staff and students on a regular basis to educate all on current safety concerns.



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Technology and STEM:	Recent upgrades to the WAN backbone enable high speed 1 Gb connections to all locations and 10 Gb between two data centers, with resiliency from potential outages. Firewalls have been upgraded to provide improved cybersecurity. HAE now has over 500 shared computing devices. All classrooms have improved WiFi access. Every staff and student has Google accounts. All schools participate in Computers Science Education Week, NJ Makers Day, NJ STEM Week and Digital Learning Day. Staff training is provided by a district Ed Tech Supervisor and building web developers. Tech courses focus on computer applications, problem solving, the use of media and the maker mindset. Opportunities have been expanded and enhanced through grants and foundations, with more than 2/3 of raised in the 18-19 school year going to STEAM initiatives.
Early Childhood Education:	Hooper Avenue Elementary School has two preschool classroom for children with special needs. The classrooms are for preschool children with Autism, ages 3-5.



Joseph A. Citta Elementary School
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

**Joseph A. Citta Elementary School**

(29-5190-067)

Grades Offered: KG-05

2018-2019

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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	Ocean
District	Toms River Regional School District
Principal Name	Mrs. Mallory Kennedy
Address	2050 LAKEWOOD ROAD TOMS RIVER, NJ 08755
Phone Number	732-818-8550
Email Address	mkennedy@trschoools.com
Website	http://www.trschools.com/citta/
Twitter	https://twitter.com/CittaElementary



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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	2016-17	2017-18	2018-19
KG	117	81	79
1	102	103	79
2	108	87	98
3	135	103	91
4	101	126	109
5	111	101	131
Total	674	601	587

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	48.4%	49.6%	49.7%
Male	51.6%	50.4%	50.3%
Economically Disadvantaged Students	37.7%	39.4%	47.2%
Students with Disabilities	14.8%	16.5%	16.4%
English Learners	7.1%	5.3%	5.8%
Homeless Students	1.3%	1.3%	1.9%
Students in Foster Care	0.4%	0.7%	1.0%
Military-Connected Students	0.0%	0.0%	0.0%
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	2016-17	2017-18	2018-19
White	58.8%	56.4%	50.4%
Hispanic	19.0%	21.8%	25.2%
Black or African American	8.3%	9.3%	10.7%
Asian	8.9%	6.3%	7.8%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.3%
American Indian or Alaska Native	0.1%	0.3%	0.3%
Two or More Races	4.6%	5.5%	5.1%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	117	81	79

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.

Home Language	% of Students
English	81.8%
Spanish	11.2%
Vietnamese	2.0%
Urdu	1.4%
Other Languages	3.6%



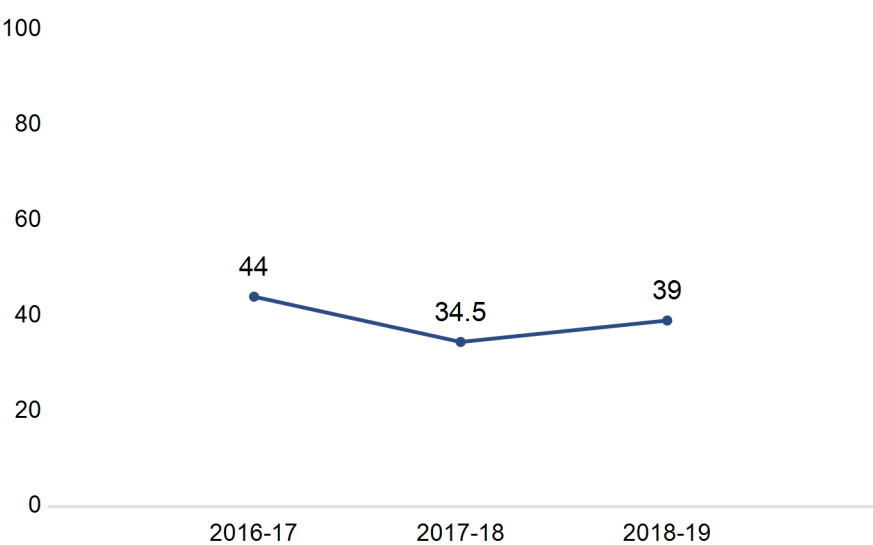
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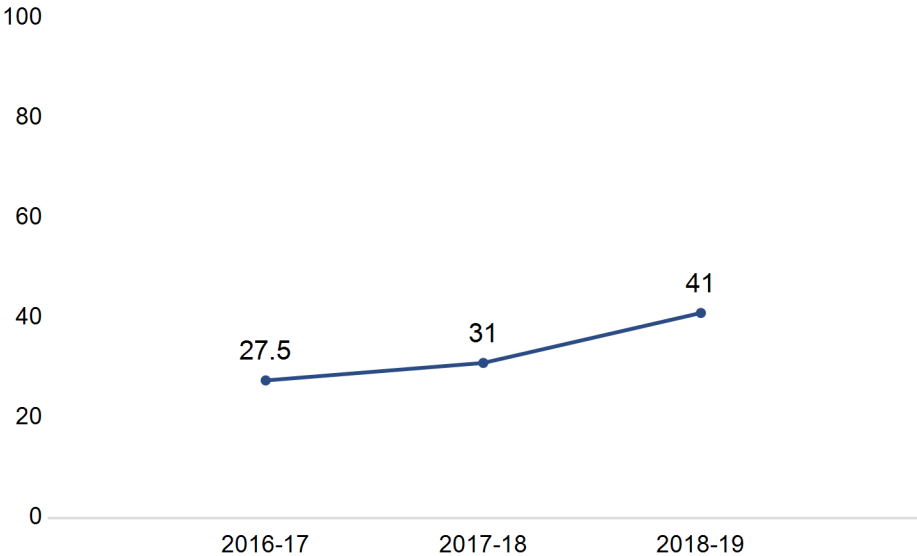
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures 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.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	44	34.5	39	27.5	31	41
Met Standard (40-59.5)?	Met Standard	Not Met	Not Met	Not Met	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each 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 that explains their progress compared to students who had the same test scores in previous years.

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) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

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	39	48	50	Not Met	41	44	50	Met Standard
White	41.5	48	50	Met Standard	40	45	52	Met Standard
Hispanic	33.5	45	49	Not Met	34	42	47	Not Met
Black or African American	38	45.5	45	Not Met	40	40	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	51	53	59	Met Standard	52	57	60	Met Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	17.5	43	49	**	55.5	44	52	**
Female	44	51	53	N	40	44	50	N
Male	38	44	47	N	43	45	51	N
Economically Disadvantaged Students	39.5	45	48	Not Met	41	44	46	Met Standard
Students with Disabilities	53	40	43	Met Standard	59	41	45	Met Standard
English Learners	43.5	39	52	Met Standard	34	41	50	Not Met
Homeless Students	*	44	43	N	*	45	44	N
Students in Foster Care	N	52	42	N	N	61.5	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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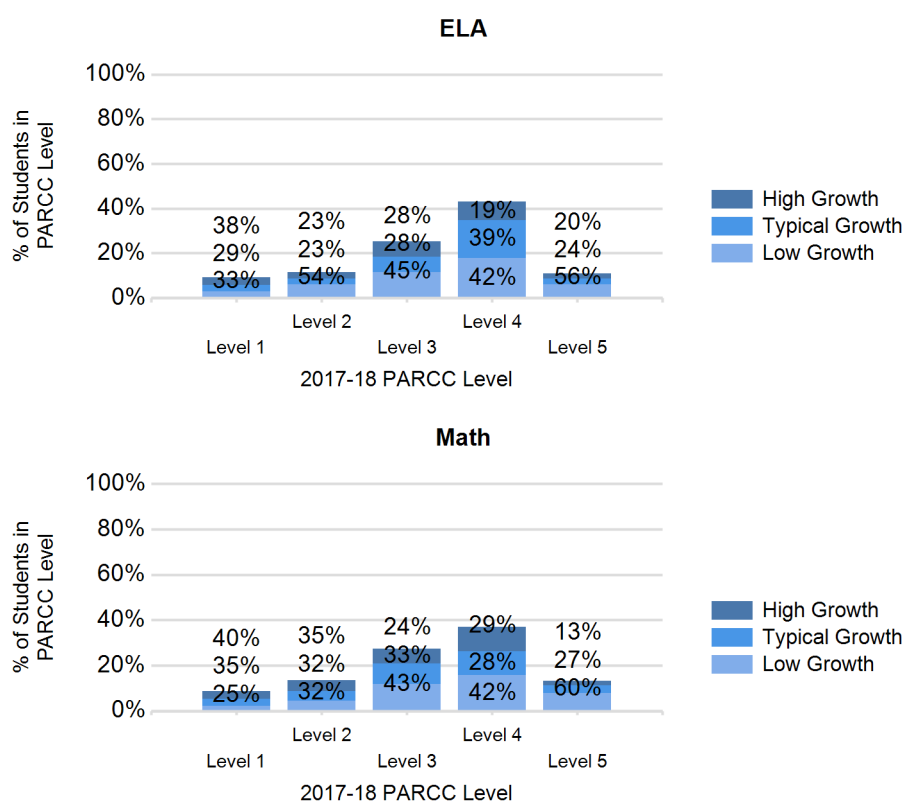
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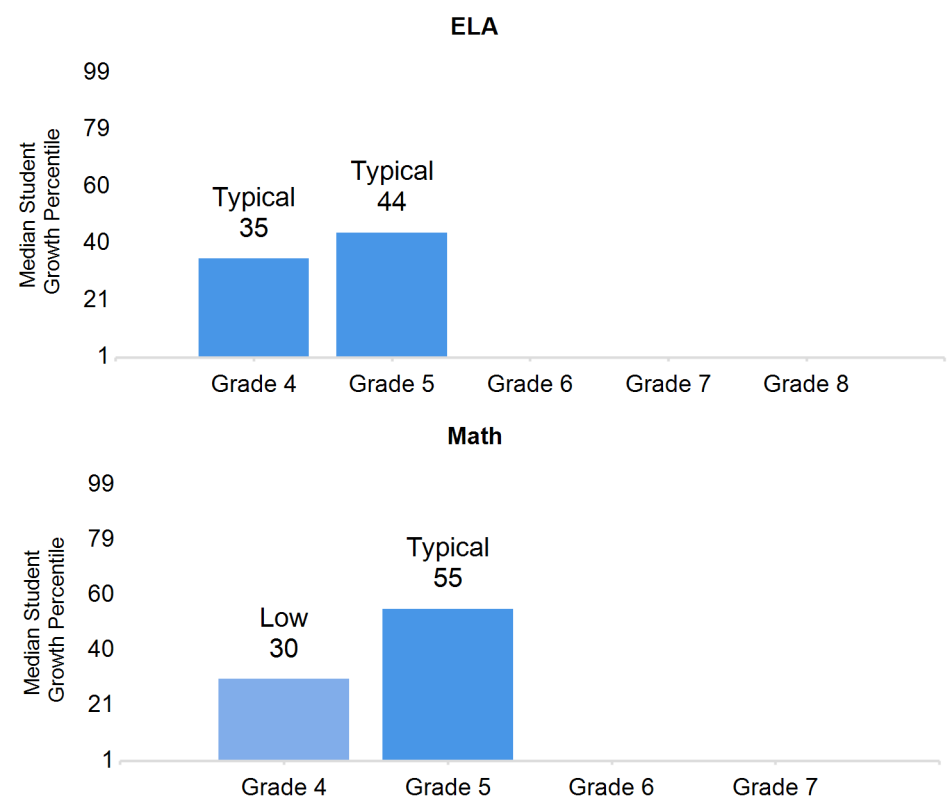
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



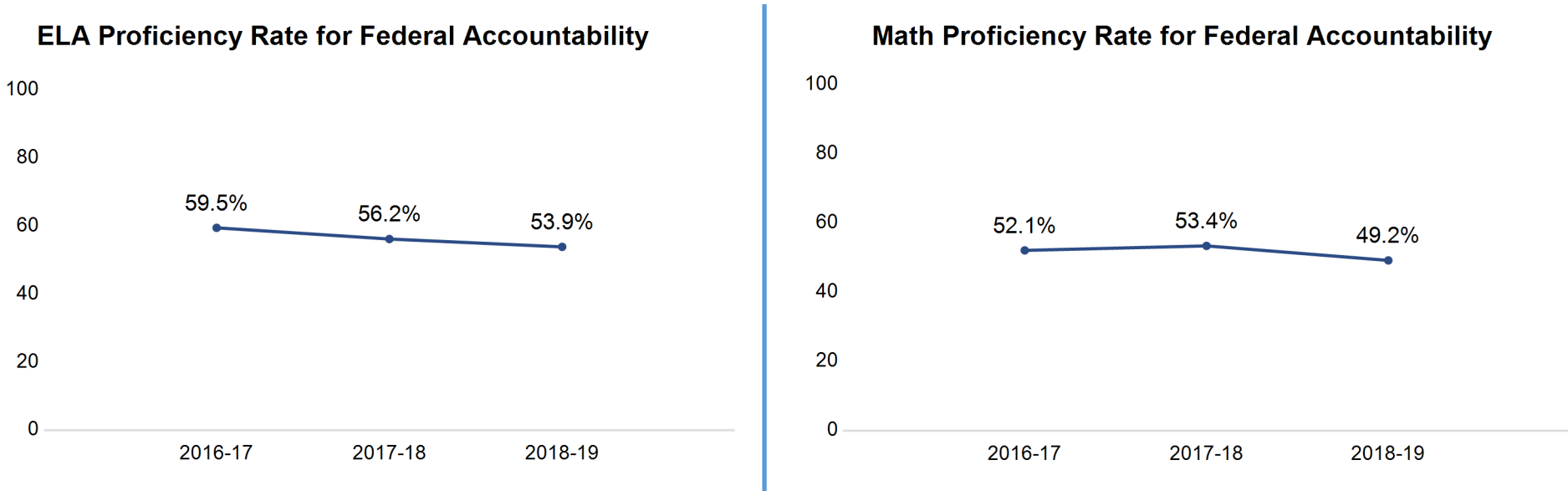


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English Language Arts and Mathematics Performance Trends

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 statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that 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.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.4%	99.0%	99.1%	99.7%	99.4%	99.1%
Proficiency Rate for Federal Accountability	59.5%	56.2%	53.9%	52.1%	53.4%	49.2%
Annual Target	50.6%	52.1%	53.6%	54.0%	55.3%	56.7%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Joseph A. Citta Elementary School

(29-5190-067)

Grades Offered: KG-05

2018-2019

Report Key:
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 N No Data is available to display
 † This indicates a table specific note,see note below table

English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that 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 2030. 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	319	99.1	53.9	54.8	57.9	53.9	53.6	Met Target
White	165	98.8	66.1	58.9	66.9	66.1	57.9	Met Target
Hispanic	80	100.0	36.3	40.0	43.9	36.3	48.2	Not Met
Black or African American	33	100.0	27.3	36.8	38.5	27.3	29.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	25	100.0	72.0	77.5	82.9	72.0	72.2	Met Target†
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	160	98.3	65.0	62.8	64.8	65.0		
Male	159	100.0	42.8	47.0	51.3	42.8		
Economically Disadvantaged Students	147	99.4	37.4	37.6	40.0	37.4	40.3	Met Target†
Non-Economically Disadvantaged Students	172	98.9	68.0	61.4	67.9	68.0		
Students with Disabilities	53	96.6	18.9	17.7	22.7	18.9	18.6	Met Target
Students without Disabilities	266	99.6	60.9	62.8	65.1	60.9		
English Learners	30	100.0	26.7	20.6	29.3	26.7	46.8	Not Met
Non-English Learners	289	99.0	56.7	55.7	60.6	56.7		
Homeless Students	*	*	*	32.6	29.1	*		
Students In Foster Care	N	N	N	36.0	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



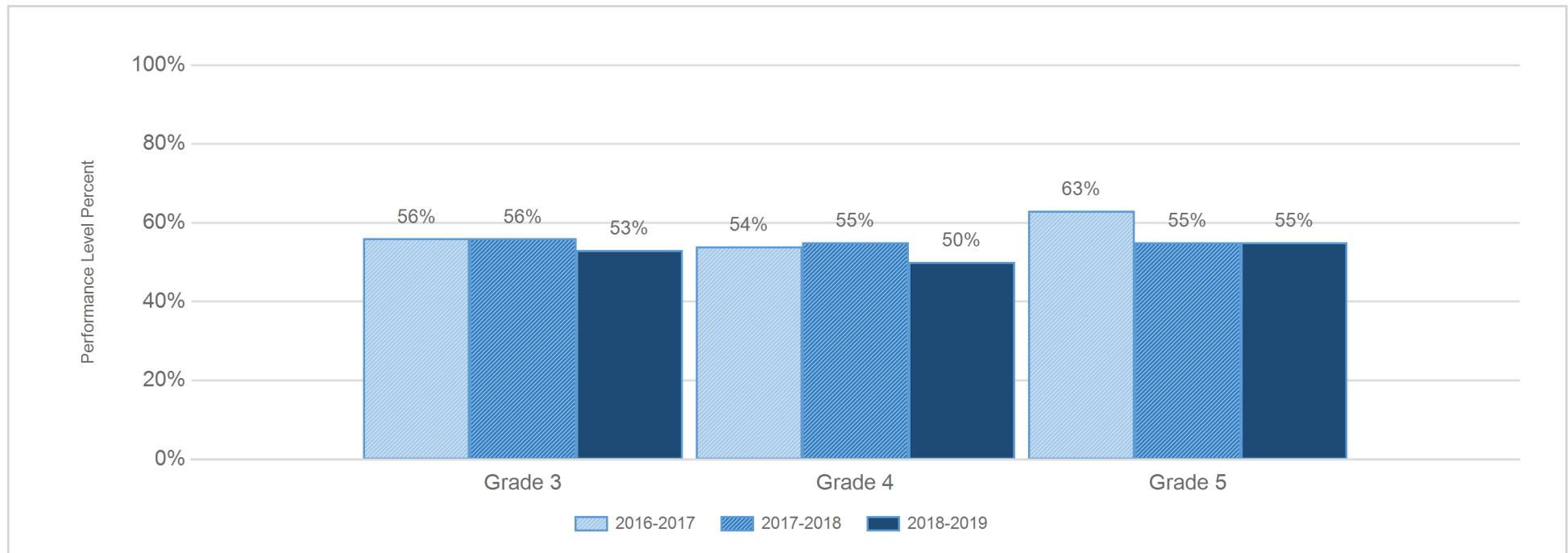
Joseph A. Citta Elementary School
(29-5190-067)
Grades Offered: KG-05
2018-2019

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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 statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

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	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	91	745	744	748	15%	11%	21%	*	*	53%	50%
White	48	759	749	757	*	*	*	*	*	69%	60%
Hispanic	25	733	727	734	*	*	*	40%	0%	40%	36%
Black or African American	*	*	723	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	737	756	*	*	*	*	*	*	58%
Female	47	754	749	753	*	*	*	*	*	64%	55%
Male	44	736	738	743	*	*	*	*	*	41%	46%
Economically Disadvantaged Students	46	734	727	731	*	*	*	*	*	39%	33%
Non-Economically Disadvantaged Students	45	757	751	759	*	*	*	*	*	67%	61%
Students with Disabilities	18	697	711	719	*	*	*	*	*	11%	24%
Students without Disabilities	73	757	752	754	*	*	*	*	*	63%	56%
English Learners	*	*	702	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	745	751	*	*	*	*	*	*	54%
Homeless Students	*	*	714	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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	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	109	748	752	755	14%	12%	24%	39%	11%	50%	57%
White	51	759	756	763	*	*	25%	*	*	63%	67%
Hispanic	31	727	737	743	*	*	*	*	*	29%	44%
Black or African American	15	742	736	739	*	*	*	*	*	40%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	738	762	*	*	*	*	*	*	64%
Female	51	756	757	760	*	*	24%	*	*	59%	62%
Male	58	741	747	750	*	*	24%	*	*	43%	53%
Economically Disadvantaged Students	50	733	*	740	*	*	24%	*	*	32%	40%
Non-Economically Disadvantaged Students	59	760	*	765	*	*	24%	*	*	66%	69%
Students with Disabilities	16	709	720	725	*	*	*	*	*	*	25%
Students without Disabilities	93	754	759	761	*	*	*	*	*	*	64%
English Learners	*	*	701	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	753	758	*	*	*	*	*	*	60%
Homeless Students	N	N	739	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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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	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	131	751	750	756	8%	10%	27%	*	*	55%	58%
White	66	757	753	764	*	*	21%	*	*	68%	68%
Hispanic	30	738	741	743	*	*	43%	*	*	30%	44%
Black or African American	12	739	734	739	*	*	*	*	*	33%	38%
Asian, Native Hawaiian, or Pacific Islander	15	760	762	781	*	*	*	*	*	67%	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	70	759	754	761	*	*	26%	*	*	64%	64%
Male	61	742	746	750	*	*	28%	*	*	44%	52%
Economically Disadvantaged Students	61	738	737	740	*	*	31%	*	*	38%	39%
Non-Economically Disadvantaged Students	70	762	757	766	*	*	23%	*	*	70%	69%
Students with Disabilities	20	722	*	724	*	*	*	*	*	25%	23%
Students without Disabilities	111	756	*	762	*	*	*	*	*	60%	65%
English Learners	*	*	709	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	751	758	*	*	*	*	*	*	60%
Homeless Students	*	*	732	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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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 assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that 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 2030. 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	319	99.1	49.2	37.4	44.5	49.2	56.7	Not Met
White	165	98.8	60.0	40.8	54.1	60.0	61	Met Target†
Hispanic	80	100.0	30.0	24.2	28.8	30.0	41.5	Not Met
Black or African American	33	100.0	18.2	18.1	23.0	18.2	32.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	25	100.0	80.0	67.5	76.5	80.0	79.3	Met Goal
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	160	98.3	48.8	38.2	44.9	48.8		
Male	159	100.0	49.7	36.6	44.2	49.7		
Economically Disadvantaged Students	147	99.4	30.6	23.5	26.3	30.6	37.7	Not Met
Non-Economically Disadvantaged Students	172	98.9	65.1	42.8	54.9	65.1		
Students with Disabilities	53	96.6	*	11.6	17.4	*	25.3	Not Met
Students without Disabilities	266	99.6	*	42.9	50.0	*		
English Learners	30	100.0	30.0	21.3	25.0	30.0	44.8	Not Met
Non-English Learners	289	99.0	51.2	37.9	46.5	51.2		
Homeless Students	*	*	*	24.8	17.1	*		
Students In Foster Care	N	N	N	12.0	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

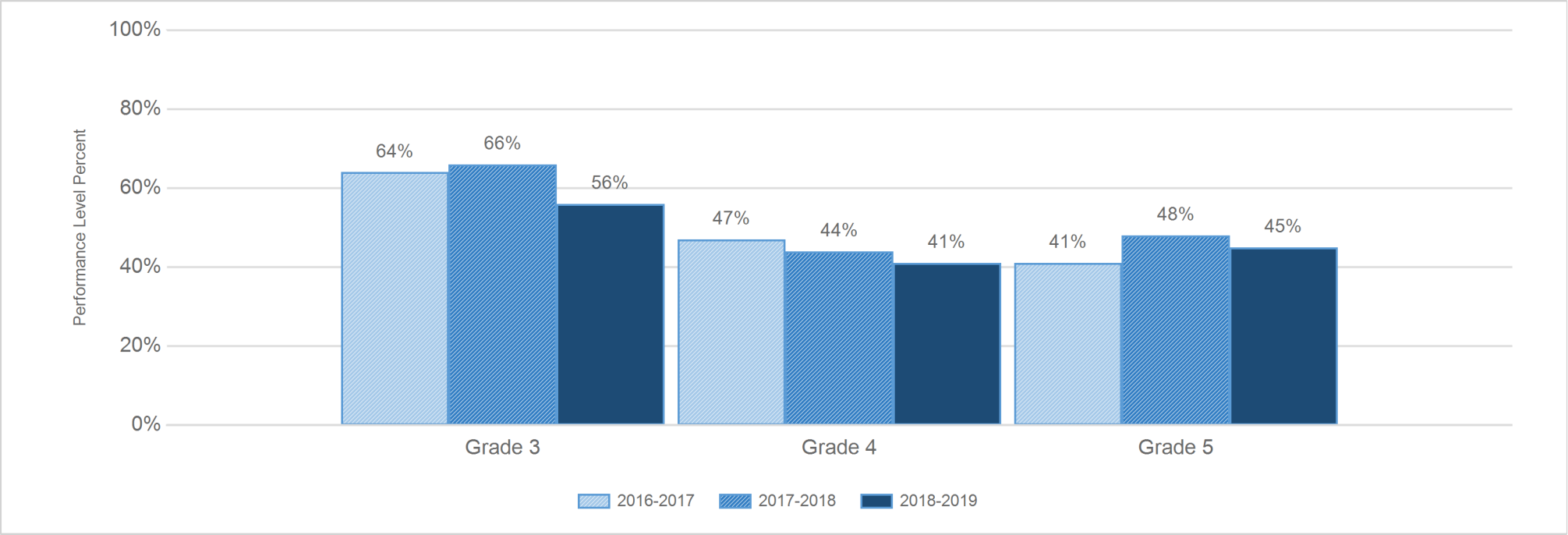


Joseph A. Citta Elementary School
(29-5190-067)
Grades Offered: KG-05
2018-2019

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

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	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	93	754	746	752	*	*	26%	35%	20%	56%	55%
White	48	764	749	760	*	*	23%	44%	25%	69%	66%
Hispanic	25	743	733	739	*	*	*	*	*	44%	40%
Black or African American	*	*	726	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	743	758	*	*	*	*	*	*	62%
Female	47	755	746	751	*	*	*	*	*	55%	54%
Male	46	753	745	752	*	*	*	*	*	57%	56%
Economically Disadvantaged Students	47	747	733	737	*	*	*	*	*	43%	37%
Non-Economically Disadvantaged Students	46	762	751	761	*	*	*	*	*	70%	67%
Students with Disabilities	18	711	722	731	*	*	*	*	*	*	31%
Students without Disabilities	75	765	751	756	*	*	*	*	*	*	60%
English Learners	*	*	724	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	746	754	*	*	*	*	*	*	58%
Homeless Students	*	*	727	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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	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	745	744	749	*	19%	33%	*	*	41%	51%
White	51	753	748	757	*	*	27%	*	*	59%	62%
Hispanic	31	732	732	737	*	35%	42%	*	*	13%	36%
Black or African American	15	731	725	731	*	*	*	*	*	27%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	51	743	744	749	*	22%	43%	*	*	31%	50%
Male	59	746	745	749	*	17%	24%	*	*	49%	52%
Economically Disadvantaged Students	50	733	*	734	*	*	30%	*	*	24%	32%
Non-Economically Disadvantaged Students	60	755	*	759	*	*	35%	*	*	55%	63%
Students with Disabilities	16	708	717	726	*	*	*	*	*	*	25%
Students without Disabilities	94	751	750	754	*	*	*	*	*	*	56%
English Learners	*	*	717	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	745	751	*	*	*	*	*	*	54%
Homeless Students	N	N	731	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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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	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	132	746	745	747	*	23%	26%	*	*	45%	47%
White	66	751	748	755	*	20%	24%	*	*	55%	58%
Hispanic	30	732	735	735	*	*	33%	*	*	27%	30%
Black or African American	12	720	723	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	16	766	763	775	0%	*	*	*	*	69%	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	70	747	743	747	*	24%	21%	*	*	50%	47%
Male	62	743	746	747	*	21%	31%	*	*	40%	47%
Economically Disadvantaged Students	61	732	733	732	*	*	36%	*	*	21%	27%
Non-Economically Disadvantaged Students	71	758	750	757	*	*	17%	*	*	66%	59%
Students with Disabilities	20	718	*	725	*	*	*	*	*	*	19%
Students without Disabilities	112	750	*	752	*	*	*	*	*	*	52%
English Learners	*	*	715	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	745	749	*	*	*	*	*	*	49%
Homeless Students	*	*	724	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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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 different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	*	*

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	2018-19 Target	Met Target?
Schoolwide/English Learners	56.3%	**	**

† Target was met within one standard deviation

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 and 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
0-2	24	*	*
3-4	*	*	*
5 or more	N	N	N



Joseph A. Citta Elementary School
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2018-2019

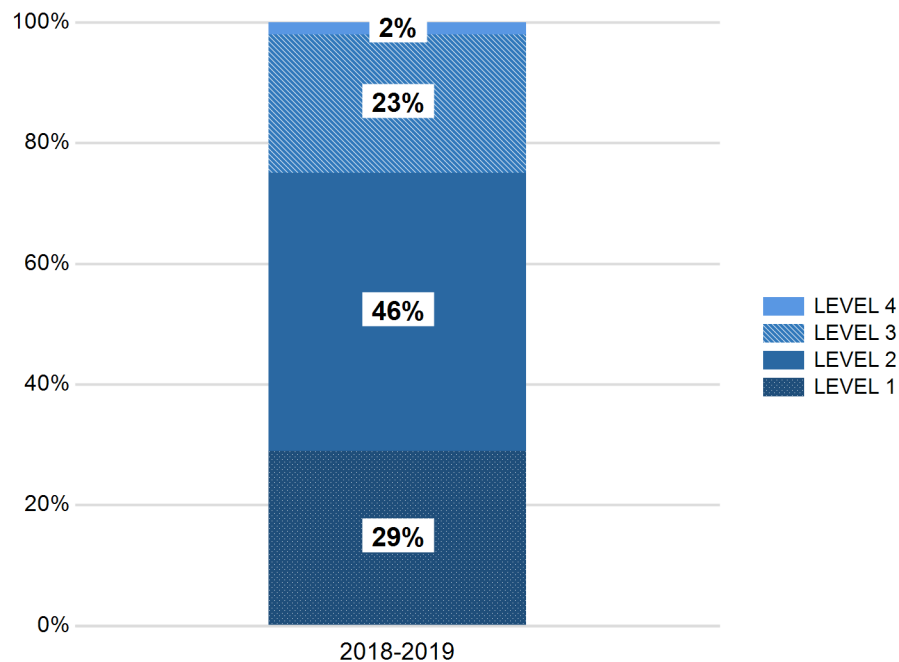
Report Key:

- * Data is not displayed in order to protect student privacy
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- † This indicates a table specific note, see note below table

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 will 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 this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, 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	29	46	23	2
White	17	58	25	0
Hispanic	43	40	17	0
Black or African American	55	45	0	0
Asian, Native Hawaiian, or Pacific Islander	38	13	44	6
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	26	51	23	0
Male	33	40	23	3
Economically Disadvantaged Students	46	43	10	2
Non-Economically Disadvantaged Students	15	49	35	1
Students with Disabilities	56	44	0	0
Students without Disabilities	25	46	27	2
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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.

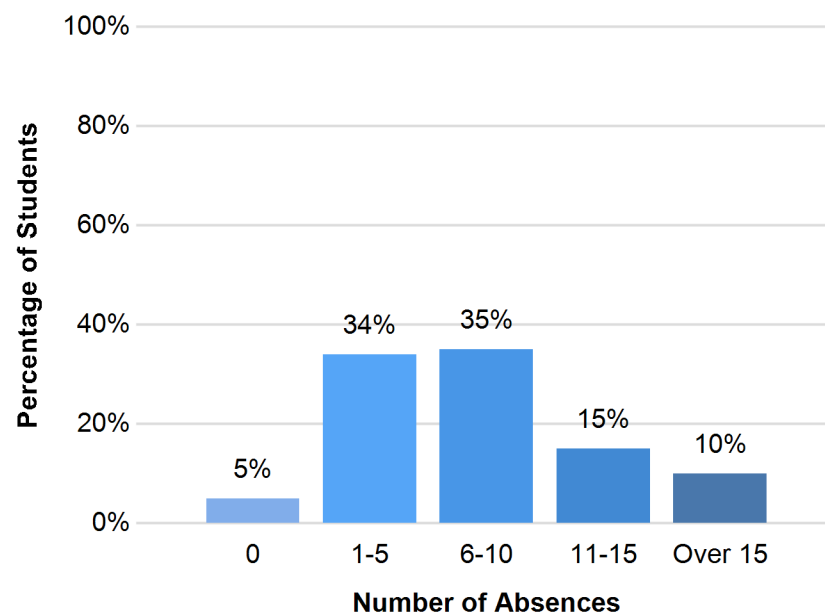
Chronic Absenteeism

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 last two columns show the chronic absenteeism state average for students in the grades offered and 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	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	44	7.7	8.9	Met
White	22	7.2	8.9	Met
Hispanic	12	8.9	8.9	Met
Black or African American	3	4.8	8.9	Met
Asian, Native Hawaiian, or Pacific	3	7.7	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	8.9	Not Met
Female	24	8.4		
Male	20	6.9		
Economically Disadvantaged Students	31	11.8	8.9	Not Met
Students with Disabilities	16	16.7	8.9	Not Met
English Learners	4	16.0	8.9	Not Met
Homeless Students	3	27.3		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





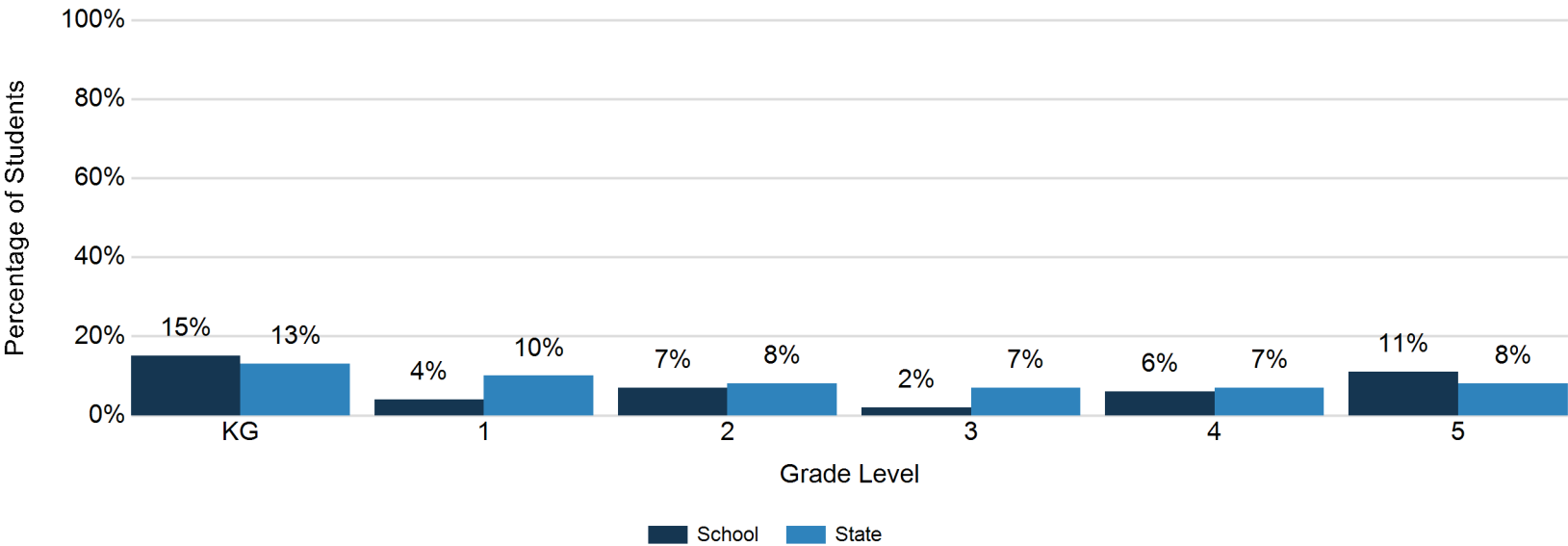
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	1.02

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	0	0
Religion	0	0	0
Ancestry	0	1	1
Gender	0	3	3
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	3	3
No Identified Nature	1		1

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

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.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0



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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. 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	9:25 AM
Typical End Time	3:35 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, 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
2018-19	1.2:1



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Key terms for staff data:

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	45	118,214
Average years experience in public schools	12.5	12.1
Average years experience in district	12.3	10.8
Percentage of Teachers with 4 or more years experience in the district	82.2%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	71	9,530
Average years experience in public schools	21.7	16.0
Average years experience in district	17.1	12.0
Percentage of Administrators with 4 or more years experience in the district	90.1%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members 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.

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	13:1
Students to Administrators	294:1	216:1
Teachers to Administrators	23:1	17:1
Students to Librarians/Media Specialists		2550:1
Students to Nurses		567:1
Students to Counselors		403:1
Students to Child Study Team Members		392:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.7%	91.1%	100.0%	48.4%	77.1%	54.9%
Male	50.3%	8.9%	0.0%	51.6%	22.9%	45.1%
White	50.4%	97.8%	100.0%	42.4%	83.6%	77.4%
Hispanic	25.2%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	10.7%	2.2%	0.0%	15.0%	6.6%	13.9%
Asian	7.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.1%	0.0%	0.0%	2.1%	0.2%	0.2%



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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 category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

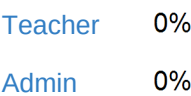
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.7%	90.5%
2017-18 Administrators: Same district 2018-19	94.4%	87.9%

Faculty Attendance

This table shows the percentage of days that 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
2018-19	97.0%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [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 2018-19 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.



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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 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.

Status for 2020-21 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, Native Hawaiian, or Pacific Islander	
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 Targeted Support and Improvement.



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Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

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

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

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 represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	59.5%	56.2%	53.9%
Math Proficiency	52.1%	53.4%	49.2%
ELA Growth	44	34	39
Math Growth	28	31	41
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		71.4%	56.3%
Chronic Absenteeism	6.7%	8.0%	7.7%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Accountability Indicator Scores and Summative Ratings - 2018-19 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement– Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Not Met	Met Standard	**	Met	No
White	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	Not Met	Not Met	Not Met	Not Met	n/a	Met	No
Black or African American	Met Target†	Not Met	Not Met	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target†	Met Goal	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Not Met	No
Economically Disadvantaged Students	Met Target†	Not Met	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
English Learners	Not Met	Not Met	Met Standard	Not Met	Not Met	Not Met	No

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



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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 the school or district directly.

 Highlights:	- Literacy instruction is tailored for all students in the grant funded Literacy Lab. Community Care Closet supplies students of need with school supplies including spirit wear and holiday clothing. - Use of technology to enhance instruction made accessible through various devices in every classroom. - PBSIS promotes positive relationships. Staff hold daily SEL Morning Meetings to enhance a nurturing, caring, and warm school culture and have been trained in Tier II Behavioral Supports .
 Mission, Vision, Theme:	Joseph A. Citta Elementary School fosters respect, responsibility and self-control in a safe learning environment. Our school community maintains academic excellence while establishing positive social and emotional relationships to create a successful experience for all.
 Awards, Recognition, Accomplishments:	Joseph A. Citta Elementary was the recipient of a \$10,000 grant from the Jay and Linda Grunin foundation. Money was used to purchase items for our STEAM/Maker Space Lab. Our school created a Literacy Lab to assist our teachers and students with guided reading materials and other intervention resources. Citta was also accepted into the highly competitive NJ PBSIS Initiative for the 2017-18 school year and continued comprehensive trainings through the 2018-2019 school year.



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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 the school or district directly.

 Courses, Curriculum, Instruction:	Our instructional program is characterized by a strong emphasis on literacy and math skills and carefully integrated programs in science and social studies. In an effort to educate the whole child, our students have the opportunity to develop their musical, artistic, and technological skills. They actively engage in physical exercise and are encouraged to live a healthy lifestyle to keep a fit body and a fit mind. Social Emotional Learning Education is scheduled daily through Morning Meetings for all staff and students. Clubs available include Homework Club afterschool for Gr.3-5 students, Art Club, Tech Club, Music Club, Structured Recess Choices, and mentoring provided by National Honor Society students.
 Clubs and Activities:	Extracurricular activities include Safety Patrol for our fifth graders. Fourth and fifth graders are also invited to join the chorus, take instrumental lessons to participate in the band or orchestra. Students may also participate in music, art, and technology clubs .In addition, students may participate in structured recess activites and join the afterschool homework club.



Joseph A. Citta Elementary School

(29-5190-067)

Grades Offered: KG-05

2018-2019

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 Before and After School Programs:	Y-Kids before and after-care offered through the YMCA. TREATS is offered in two communities in the Citta sending area to develop relationships with our at-risk students and their families outside of school while supporting their academic development.
 Staff and Professional Learning:	Our staff continues to participate in and facilitate a variety of motivating technology, curriculum content, and instructional strategy workshops, beginning in the summer months and continuing throughout the year. The workshops enhance their proficiency and knowledge, further enriching our learning environment and educational programs. Professional Learning Communities, by grade level, are scheduled weekly, during the school day, providing for horizontal articulation and collaboration.



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 Student Supports and Services:	Students with Disabilities Services, Speech, Occupational and Physical Therapy, Guidance, English Language Learners Services, Intervention and Referral Services, Reading Intervention Services, Behavioral Intervention Services, Basic Skills & Title 1 Services. Mentoring provided by National Honor Society Students.
 Student Health and Wellness:	Before-school breakfast program; Physical Education and Health classes; daily recess time allotted for students and students may participate in structured recess activites. A Buddy Bench is available when a students is looking for a friend. Morning Meetings to promote Social Emotional Learning daily. Dental Programs provided yearly to K-2 students. Lion's Club provides vision/hearing screenings for K-2 students.
 Parent and Community Involvement:	Local Nurses and Dentists educational visits, various P.T.O. events, programs offered by the Ocean County Sheriffs Department, the Ocean County Prosecutor’s Office , Toms River Fire Department & Police Department, and ongoing partnerships with local colleges, universities and local high schools. Cookies with the Cop Program. Donations by local restaurants and car dealerships for Family Nights. Ocean Co Anti Bullying Programs. Local Radio Stations visit for career awareness. Read Across America parent and community volunteers. Local Author Presentations.



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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers Joseph A. Citta Elementary School uses the New Jersey School Climate Survey to develop, foster, and maintain a positive school climate. Teachers and students are surveyed at our school. The survey is given once a year and the results are compared to previous year's data and used to improve our climate and culture. Survey data is used to form a variety of school-based goals and initiatives.
 Facilities:	Joseph A. Citta is the newest Elementary School of the 12 that comprise the Toms River School District. Our school, built in 1999, was equipped with the latest technology and structural advancements of that time.In 2017 we continued the process of transforming our technology lab into a S.T.E.A.M/Maker Space environment. We have created a Sensory Room and a Community Care Space. The home of the Citta Seahawks is a one story K-5 air conditioned facility which educates approximately 525 students.
 School Safety:	Citta Elementary is patrolled by our security officers. The main entrance has a remote locked door/video system that is opened only after checking identification of the visitor . Upgraded security cameras have been added to the interior and exterior of the building as well as the Raptor System implemented for the 2019-2020 school year. Monthly fire and security drills are conducted following state procedures. Annual safety procedures are reviewed with all staff at the beginning of the school year and reviewed as needed. Citta Elementarty takes great pride in our positive working relationship with the local police department who meets with staff and students on a regular basis to educate all on current safety concerns.



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 Technology and STEM:	Recent upgrades to the WAN backbone enable high speed 1 Gb connections to all locations and 10 Gb between two data centers, with resiliency from potential outages. Firewalls have been upgraded to provide improved cybersecurity. Citta now has hundreds of shared computing devices. All classrooms have improved WiFi access. Every staff and student has Google accounts. All schools participate in Computers Science Education Week, NJ Makers Day, NJ STEM Week and Digital Learning Day. Staff training is provided by a district Ed Tech Supervisor and building web developers. Tech courses focus on computer applications, problem solving, the use of media and the maker mindset. Opportunities have been expanded and enhanced through grants and foundations, with more than 2/3 of raised in the 18-19 school year going to STEAM initiatives. The PTO in 2019-2020 donated 10,000 to purchase 36 chrome books and a chrome cart.



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 Other Information	Our educators created TREATS, a community outreach program that meets twice a month with students in their neighborhood community centers. Our teachers facilitate a fun learning activity accompanied by a "treat" for families in need. Joseph A. Citta Elementary School continues to enjoy many extracurricular activities. Our Bingo Nights, Pep Rallies, Book Fairs, Festivals, Gifted and Talented Events, and Literacy Workshops, Father/Daughter and Mother/Son Dances provide a forum where families return to school to interact with their teachers, staff, and administration. Our Engineering Nights, Band and Chorus Concerts, Art Shows, and Earth Day Celebrations further promote our dedication to a complete educational, social, and civic minded experience. Parents receive a weekly email blast from the Principal, daily communication with the teachers through telephone, Class DOJO, and written correspondence. We also utilize a Parent Portal system for communication. Character education is taught daily at Joseph A. Citta Elementary and positivity is integrated into lessons and activities to promote and nurture being respectful, responsible and displaying Self-Control. Students who demonstrate these traits (Citta Style) are recognized by their teachers and Principal and rewarded with a donated free Papa John's Pizza Certificates.



North Dover Elementary School
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

**North Dover Elementary School**

(29-5190-080)

Grades Offered: KG-05

2018-2019

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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	Ocean
District	Toms River Regional School District
Principal Name	Ms. Colleen McGrath
Address	1759 NEW HAMPSHIRE AVENUE TOMS RIVER, NJ 08753
Phone Number	732-505-5860
Email Address	cmcgrath@trschoools.com
Website	http://www.trschools.com/northdover/



North Dover Elementary School

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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

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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	2016-17	2017-18	2018-19
KG	81	77	70
1	78	89	83
2	101	80	87
3	96	99	77
4	92	103	95
5	106	92	110
Total	554	541	522

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	46.4%	44.4%	44.8%
Male	53.6%	55.6%	55.2%
Economically Disadvantaged Students	20.0%	21.8%	26.4%
Students with Disabilities	17.3%	18.7%	18.4%
English Learners	0.9%	3.9%	4.4%
Homeless Students	0.7%	0.9%	0.8%
Students in Foster Care	0.7%	0.0%	0.2%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	70.4%	66.5%	62.5%
Hispanic	12.1%	14.6%	16.1%
Black or African American	4.3%	3.7%	4.2%
Asian	9.6%	10.9%	11.5%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.2%
American Indian or Alaska Native	0.2%	0.2%	0.2%
Two or More Races	3.4%	3.9%	5.4%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	81	77	70

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.

Home Language	% of Students
English	83.9%
Spanish	6.3%
Urdu	1.1%
Tagalog	1.0%
Vietnamese	1.0%
Other Languages	6.7%



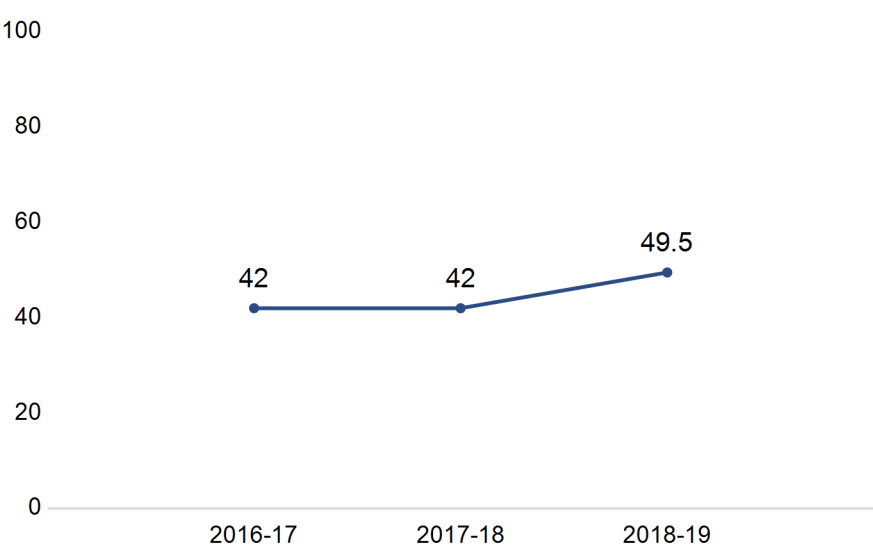
North Dover Elementary School
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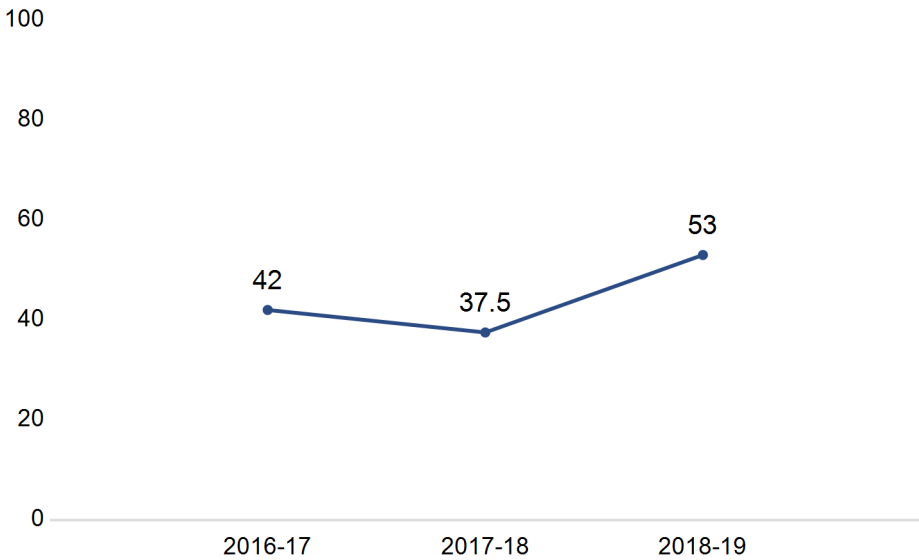
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures 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.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	42	42	49.5	42	37.5	53
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each 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 that explains their progress compared to students who had the same test scores in previous years.

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) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

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	49.5	48	50	Met Standard	53	44	50	Met Standard
White	51	48	50	Met Standard	52	45	52	Met Standard
Hispanic	49	45	49	Met Standard	44	42	47	Met Standard
Black or African American	*	45.5	45	**	*	40	43	**
Asian, Native Hawaiian, or Pacific Islander	56	53	59	Met Standard	56.5	57	60	Met Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	43	49	**	*	44	52	**
Female	47	51	53	N	53	44	50	N
Male	50.5	44	47	N	53	45	51	N
Economically Disadvantaged Students	42	45	48	Met Standard	53	44	46	Met Standard
Students with Disabilities	32	40	43	Not Met	42	41	45	Met Standard
English Learners	*	39	52	**	*	41	50	**
Homeless Students	*	44	43	N	*	45	44	N
Students in Foster Care	*	52	42	N	*	61.5	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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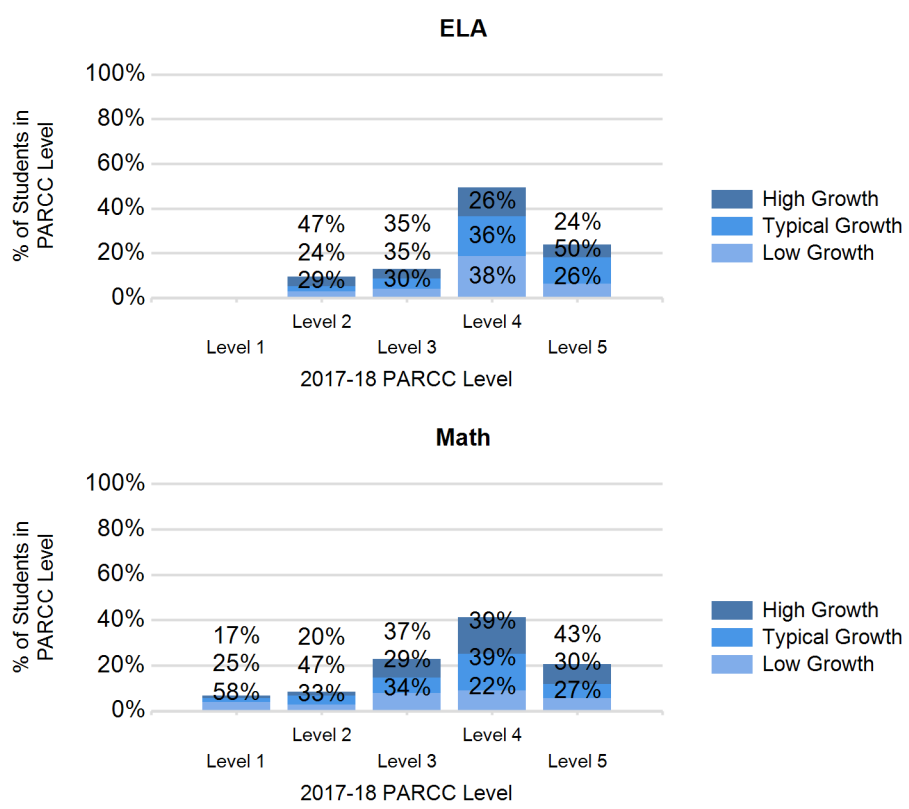
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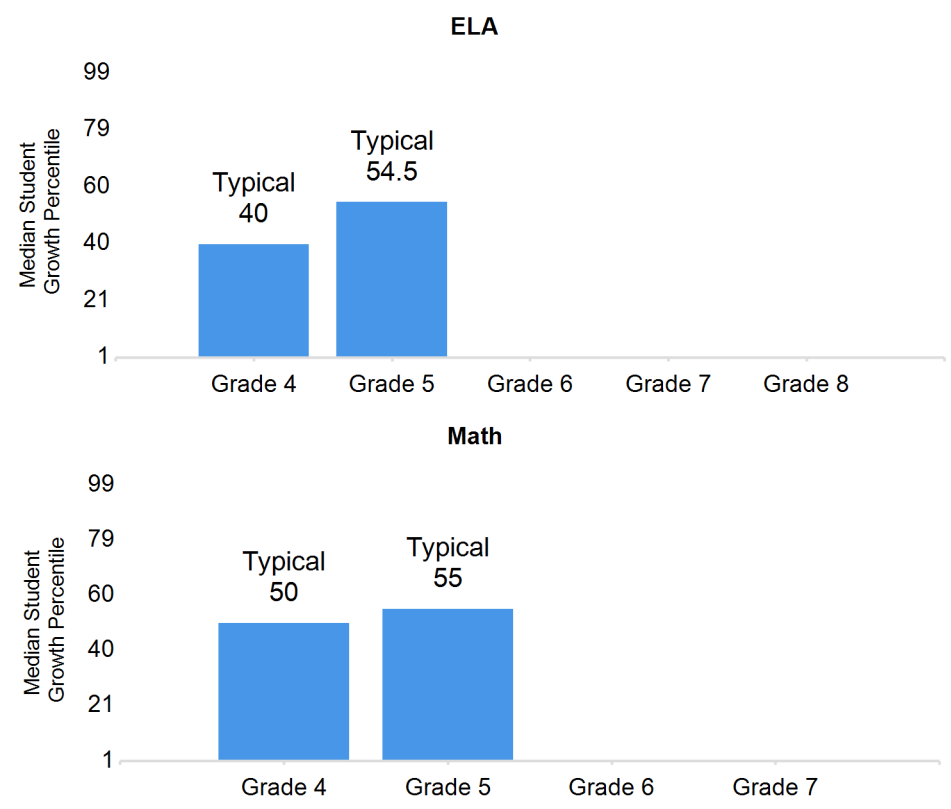
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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





North Dover Elementary School

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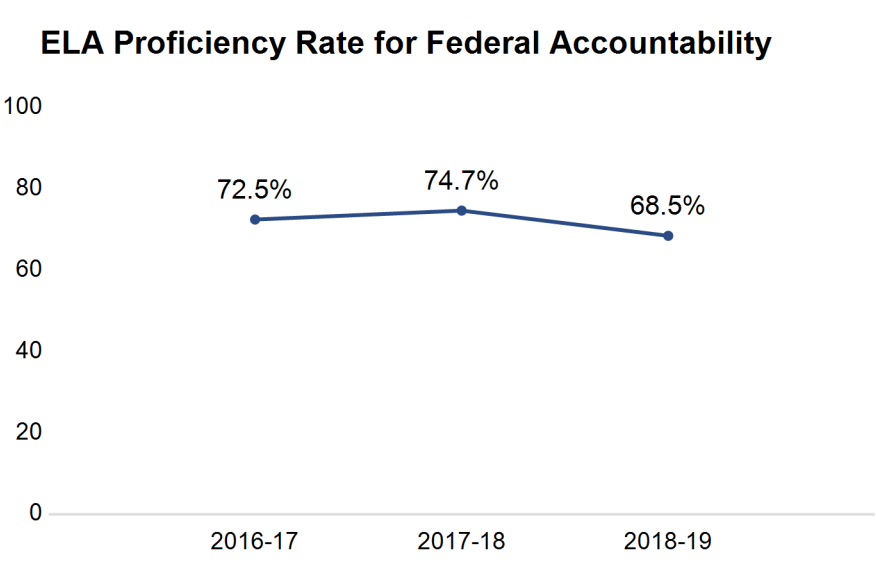
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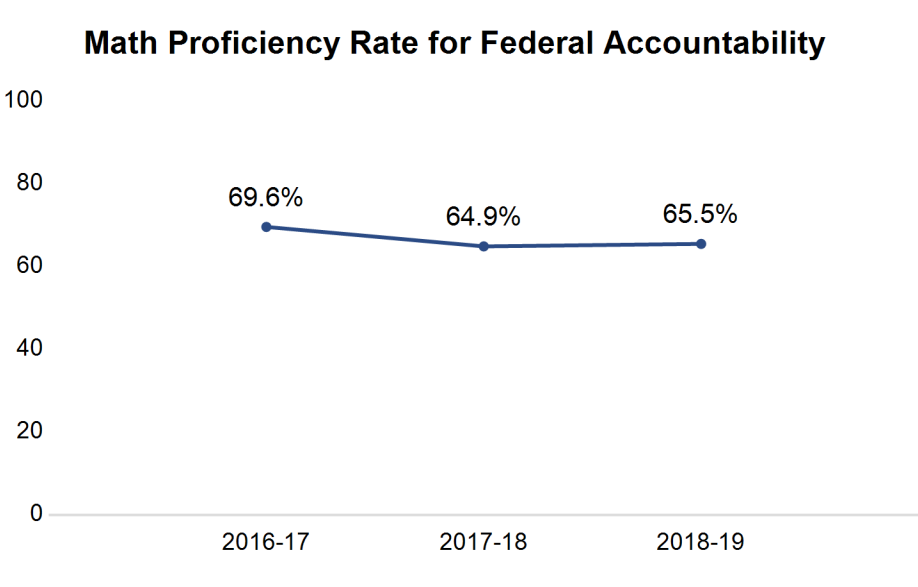
English Language Arts and Mathematics Performance Trends

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 statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that 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.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.4%	97.2%	99.3%	96.8%	97.6%	99.3%
Proficiency Rate for Federal Accountability	72.5%	74.7%	68.5%	69.6%	64.9%	65.5%
Annual Target	73.7%	74.1%	74.4%	72.8%	73.2%	73.5%
Met Annual Target?	Met Target†	Met Target	Not Met	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that 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 2030. 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	260	99.3	68.5	54.8	57.9	68.5	74.4	Not Met
White	173	98.9	74.0	58.9	66.9	74.0	77.8	Met Target†
Hispanic	38	100.0	47.4	40.0	43.9	47.4	59.9	Met Target†
Black or African American	*	*	*	36.8	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	33	100.0	75.8	77.5	82.9	75.8	71.2	Met Target
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	114	100.0	71.1	62.8	64.8	71.1		
Male	146	98.7	66.4	47.0	51.3	66.4		
Economically Disadvantaged Students	60	100.0	48.3	37.6	40.0	48.3	56.3	Met Target†
Non-Economically Disadvantaged Students	200	99.0	74.5	61.4	67.9	74.5		
Students with Disabilities	47	98.1	31.9	17.7	22.7	31.9	53.1	Not Met
Students without Disabilities	213	99.5	76.5	62.8	65.1	76.5		
English Learners	12	100.0	*	20.6	29.3	*	**	**
Non-English Learners	248	99.2	*	55.7	60.6	*		
Homeless Students	*	*	*	32.6	29.1	*		
Students In Foster Care	*	*	*	36.0	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

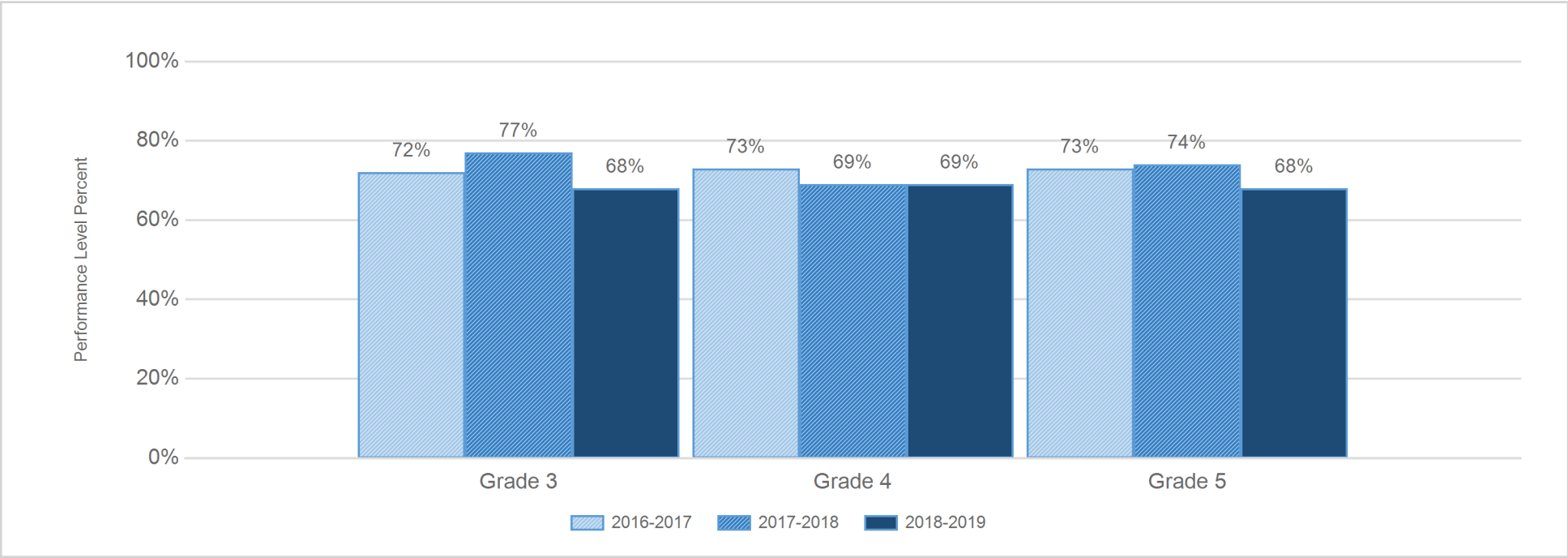


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

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	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	73	771	744	748	*	*	19%	49%	19%	68%	50%
White	50	775	749	757	*	*	*	50%	20%	70%	60%
Hispanic	*	*	727	734	*	*	*	*	*	*	36%
Black or African American	*	*	723	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	11	786	769	773	0%	0%	*	*	*	73%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	737	756	*	*	*	*	*	*	58%
Female	33	776	749	753	*	*	*	*	*	73%	55%
Male	40	767	738	743	*	*	*	*	*	65%	46%
Economically Disadvantaged Students	17	752	727	731	*	*	*	*	*	59%	33%
Non-Economically Disadvantaged Students	56	777	751	759	*	*	*	*	*	71%	61%
Students with Disabilities	12	744	711	719	*	*	*	*	*	42%	24%
Students without Disabilities	61	776	752	754	*	*	*	*	*	74%	56%
English Learners	*	*	702	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	745	751	*	*	*	*	*	*	54%
Homeless Students	*	*	714	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



North Dover Elementary School
(29-5190-080)
Grades Offered: KG-05
2018-2019

Report Key:
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† This indicates a table specific note,see note below table

English Language Arts Assessment - Performance by Grade: Grade 4

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	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	89	768	752	755	*	*	20%	37%	31%	69%	57%
White	60	774	756	763	*	0%	*	40%	37%	77%	67%
Hispanic	14	746	737	743	*	*	*	*	*	43%	44%
Black or African American	*	*	736	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	738	762	*	*	*	*	*	*	64%
Female	40	770	757	760	*	*	*	33%	40%	73%	62%
Male	49	767	747	750	*	*	*	41%	24%	65%	53%
Economically Disadvantaged Students	18	737	*	740	*	*	*	*	*	33%	40%
Non-Economically Disadvantaged Students	71	776	*	765	*	*	*	*	*	77%	69%
Students with Disabilities	16	732	720	725	*	*	*	*	*	31%	25%
Students without Disabilities	73	776	759	761	*	*	*	*	*	77%	64%
English Learners	*	*	701	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	753	758	*	*	*	*	*	*	60%
Homeless Students	*	*	739	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



North Dover Elementary School

(29-5190-080)

Grades Offered: KG-05

2018-2019

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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	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	99	765	750	756	*	*	20%	57%	11%	68%	58%
White	63	769	753	764	*	*	21%	*	*	75%	68%
Hispanic	15	744	741	743	*	*	*	*	*	47%	44%
Black or African American	*	*	734	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	13	771	762	781	*	*	*	*	*	69%	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	41	768	754	761	*	*	*	*	*	73%	64%
Male	58	762	746	750	*	*	*	*	*	64%	52%
Economically Disadvantaged Students	29	748	737	740	*	*	*	*	*	48%	39%
Non-Economically Disadvantaged Students	70	772	757	766	*	*	*	*	*	76%	69%
Students with Disabilities	16	725	*	724	*	*	*	*	*	19%	23%
Students without Disabilities	83	772	*	762	*	*	*	*	*	77%	65%
English Learners	*	*	709	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	751	758	*	*	*	*	*	*	60%
Homeless Students	*	*	732	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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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 assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that 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 2030. 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	261	99.3	65.5	37.4	44.5	65.5	73.5	Not Met
White	173	98.9	71.7	40.8	54.1	71.7	74.2	Met Target†
Hispanic	39	100.0	28.2	24.2	28.8	28.2	62.5	Not Met
Black or African American	*	*	*	18.1	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	33	100.0	84.8	67.5	76.5	84.8	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	115	100.0	65.2	38.2	44.9	65.2		
Male	146	98.7	65.8	36.6	44.2	65.8		
Economically Disadvantaged Students	61	100.0	41.0	23.5	26.3	41.0	56.3	Not Met
Non-Economically Disadvantaged Students	200	99.0	73.0	42.8	54.9	73.0		
Students with Disabilities	47	98.1	36.2	11.6	17.4	36.2	40.6	Met Target†
Students without Disabilities	214	99.5	72.0	42.9	50.0	72.0		
English Learners	13	100.0	15.4	21.3	25.0	15.4	**	**
Non-English Learners	248	99.2	68.1	37.9	46.5	68.1		
Homeless Students	*	*	*	24.8	17.1	*		
Students In Foster Care	*	*	*	12.0	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

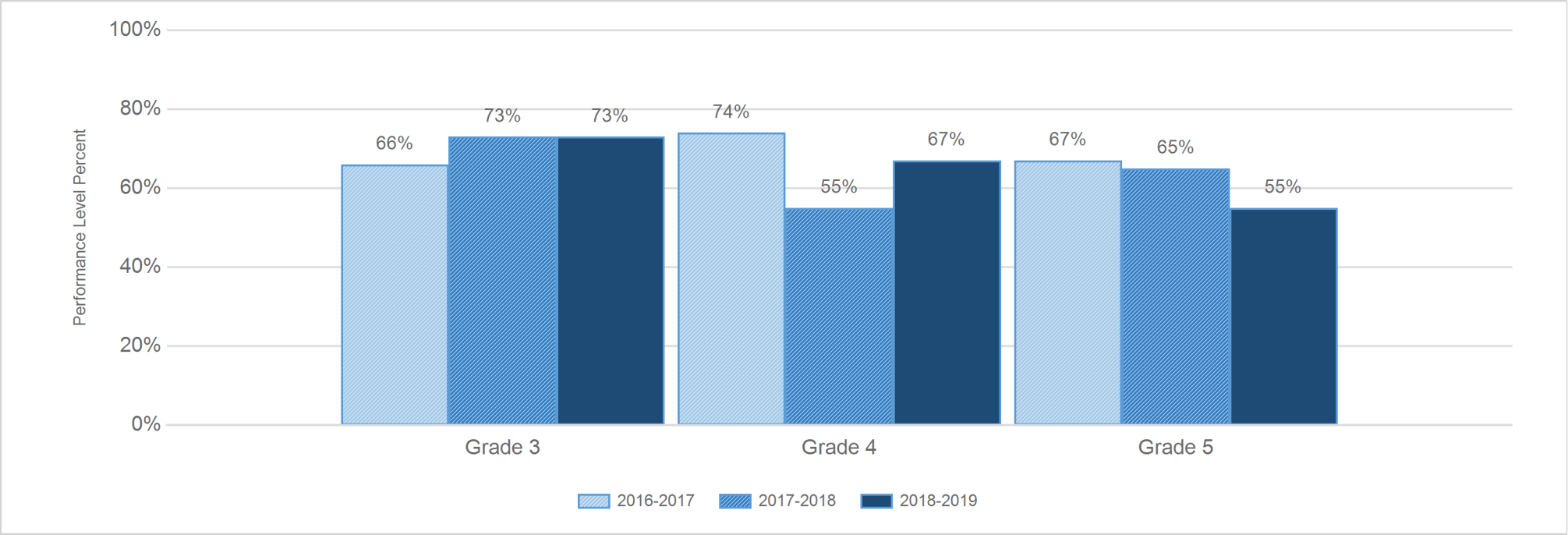


North Dover Elementary School
(29-5190-080)
Grades Offered: KG-05
2018-2019

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

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	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	73	769	746	752	*	*	18%	44%	29%	73%	55%
White	50	772	749	760	*	*	*	48%	30%	78%	66%
Hispanic	*	*	733	739	*	*	*	*	*	*	40%
Black or African American	*	*	726	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	11	789	768	778	0%	0%	0%	*	*	100%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	743	758	*	*	*	*	*	*	62%
Female	33	771	746	751	*	*	*	39%	30%	70%	54%
Male	40	767	745	752	*	*	*	48%	28%	75%	56%
Economically Disadvantaged Students	17	752	733	737	*	*	*	*	*	47%	37%
Non-Economically Disadvantaged Students	56	773	751	761	*	*	*	*	*	80%	67%
Students with Disabilities	12	736	722	731	*	*	*	*	*	50%	31%
Students without Disabilities	61	775	751	756	*	*	*	*	*	77%	60%
English Learners	*	*	724	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	746	754	*	*	*	*	*	*	58%
Homeless Students	*	*	727	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



North Dover Elementary School

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Mathematics Assessment - Performance by Grade: Grade 4

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	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	89	760	744	749	*	*	16%	*	*	67%	51%
White	60	766	748	757	*	*	*	*	*	78%	62%
Hispanic	14	735	732	737	*	*	*	*	*	29%	36%
Black or African American	*	*	725	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	40	757	744	749	*	*	*	*	*	65%	50%
Male	49	762	745	749	*	*	*	*	*	69%	52%
Economically Disadvantaged Students	18	726	*	734	*	*	*	*	*	33%	32%
Non-Economically Disadvantaged Students	71	769	*	759	*	*	*	*	*	76%	63%
Students with Disabilities	16	729	717	726	*	*	*	*	*	31%	25%
Students without Disabilities	73	767	750	754	*	*	*	*	*	75%	56%
English Learners	*	*	717	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	745	751	*	*	*	*	*	*	54%
Homeless Students	*	*	731	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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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	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	100	755	745	747	*	*	22%	36%	19%	55%	47%
White	63	761	748	755	0%	*	25%	*	*	60%	58%
Hispanic	16	733	735	735	*	*	*	*	*	25%	30%
Black or African American	*	*	723	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	13	765	763	775	*	*	*	*	*	69%	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	42	753	743	747	*	*	*	*	*	57%	47%
Male	58	757	746	747	*	*	*	*	*	53%	47%
Economically Disadvantaged Students	30	742	733	732	*	*	*	*	*	37%	27%
Non-Economically Disadvantaged Students	70	761	750	757	*	*	*	*	*	63%	59%
Students with Disabilities	16	725	*	725	*	*	*	*	*	19%	19%
Students without Disabilities	84	761	*	752	*	*	*	*	*	62%	52%
English Learners	*	*	715	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	745	749	*	*	*	*	*	*	49%
Homeless Students	*	*	724	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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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 different types of significant cognitive disabilities.

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

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	2018-19 Target	Met Target?
Schoolwide/English Learners	69.2%	**	**

† Target was met within one standard deviation

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 and 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
0-2	14	*	*
3-4	*	*	*
5 or more	N	N	N



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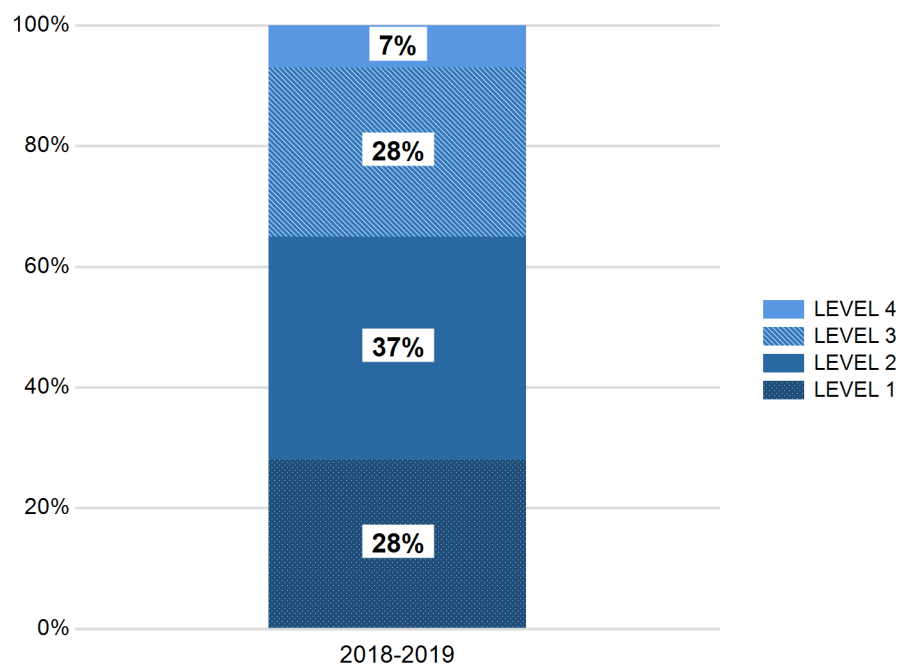
Report Key:

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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 will 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 this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, 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	37	28	7
White	17	41	32	10
Hispanic	75	6	13	6
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	23	46	31	0
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	29	43	24	5
Male	28	33	31	9
Economically Disadvantaged Students	48	29	23	0
Non-Economically Disadvantaged Students	19	41	30	10
Students with Disabilities	65	24	12	0
Students without Disabilities	20	40	31	8
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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.

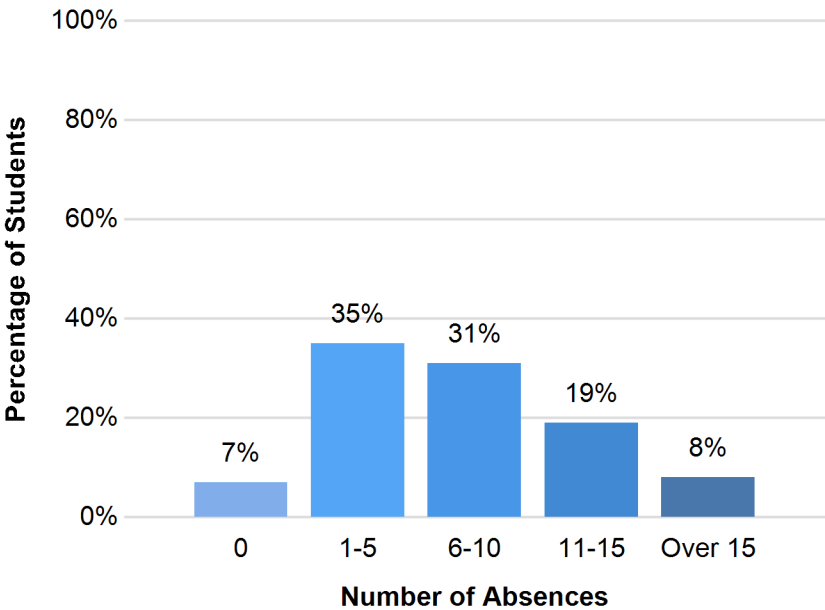
Chronic Absenteeism

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 last two columns show the chronic absenteeism state average for students in the grades offered and 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	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	29	5.8	8.9	Met
White	19	6.0	8.9	Met
Hispanic	5	6.8	8.9	Met
Black or African American	*	*	8.9	Not Met
Asian, Native Hawaiian, or Pacific	0	0	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	2	7.7	8.9	Met
Female	9	3.9		
Male	20	7.4		
Economically Disadvantaged Students	10	8.7	8.9	Met
Students with Disabilities	7	8.3	8.9	Met
English Learners	1	5.6	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





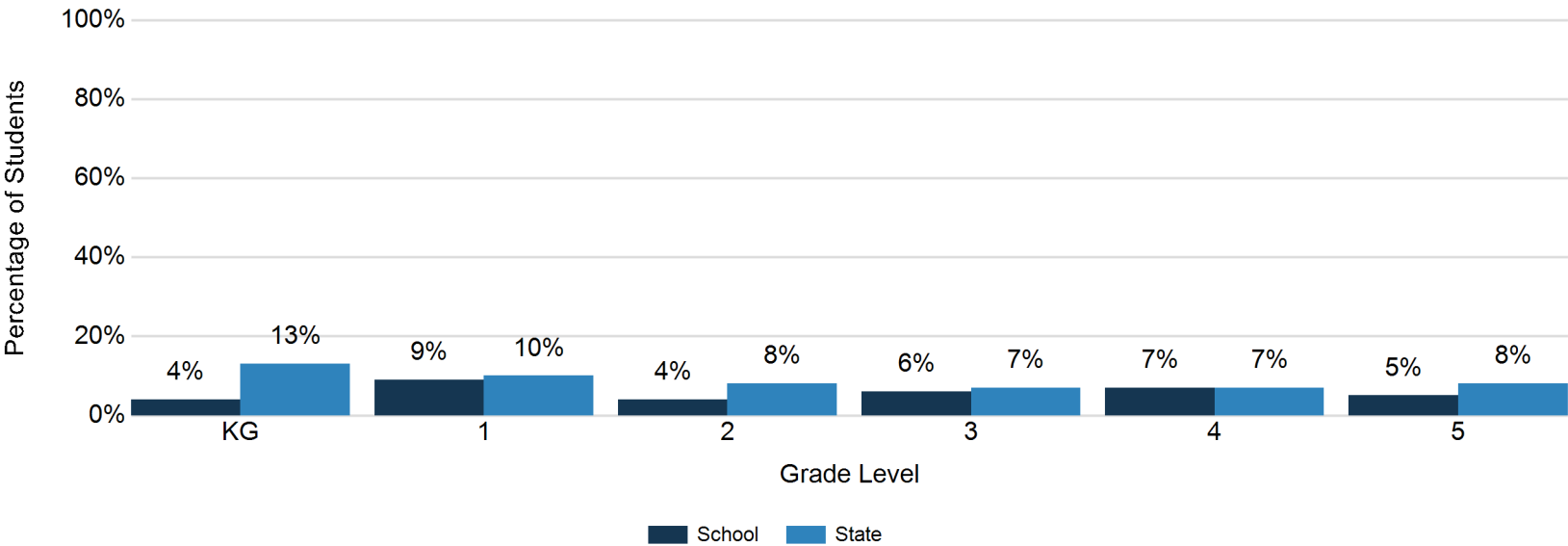
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





North Dover Elementary School

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

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	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	7		7

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

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.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0



North Dover Elementary School
(29-5190-080)
Grades Offered: KG-05
2018-2019

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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. 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	9:25 AM
Typical End Time	3:35 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, 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
2018-19	1.3:1



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Key terms for staff data:

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	39	118,214
Average years experience in public schools	15.8	12.1
Average years experience in district	15.3	10.8
Percentage of Teachers with 4 or more years experience in the district	89.7%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	71	9,530
Average years experience in public schools	21.7	16.0
Average years experience in district	17.1	12.0
Percentage of Administrators with 4 or more years experience in the district	90.1%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members 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.

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	13:1
Students to Administrators	261:1	216:1
Teachers to Administrators	20:1	17:1
Students to Librarians/Media Specialists		2550:1
Students to Nurses		567:1
Students to Counselors		403:1
Students to Child Study Team Members		392:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	44.8%	87.2%	100.0%	48.4%	77.1%	54.9%
Male	55.2%	12.8%	0.0%	51.6%	22.9%	45.1%
White	62.5%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	16.1%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.2%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	11.5%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.4%	0.0%	0.0%	2.1%	0.2%	0.2%



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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 category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

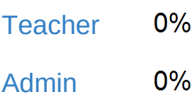
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.7%	90.5%
2017-18 Administrators: Same district 2018-19	94.4%	87.9%

Faculty Attendance

This table shows the percentage of days that 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
2018-19	95.8%



North Dover Elementary School

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [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 2018-19 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.



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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 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.

Status for 2020-21 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, Native Hawaiian, or Pacific Islander	
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 Targeted Support and Improvement.



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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

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 represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	72.5%	74.7%	68.5%
Math Proficiency	69.6%	64.9%	65.5%
ELA Growth	42	42	50
Math Growth	42	38	53
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	69.2%
Chronic Absenteeism	7.4%	6.1%	5.8%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Annually, NJDOE will identify schools in the following federal category:
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For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement– Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Met Standard	Met Standard	**	Met	No
White	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	Met Target†	Not Met	Met Standard	Met Standard	n/a	Met	No
Black or African American	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Goal	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	Met Target†	Not Met	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	Not Met	Met Target†	Not Met	Met Standard	n/a	Met	No
English Learners	**	**	**	**	**	**	No

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



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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 the school or district directly.

 Highlights:	- Responsive Classroom integrates SEL practices daily. We promote positive communication and relationship building skills introduced during Morning Meeting and reinforced through each day. - A record 39 students out of 520 had Perfect Attendance for the entire school year! - Technology is used to enhance instruction with increased access to multiple devices that enable collaboration and also provide innovative engineering and robotics activities.
 Mission, Vision, Theme:	The mission of our school is to provide all students with a high quality education in a safe, nurturing environment that enables them to be contributing members of a productive, global society. The vision we embrace at North Dover Elementary School is to provide each student with challenging educational opportunities that meet or exceed rigorous academic standards by embracing critical thinking, analyzing information, and application in real world experiences.
 Awards, Recognition, Accomplishments:	North Dover's fourth grade team took 1st place in the Ocean County Math League Contest! Out of the 5 team members, 3 students placed 1st, 2nd, and 3rd overall in the county! Our 5th grade team placed 4th overall in the county! Our ELL population became authors through creating a beautiful class book! Students researched different animals and wrote clues for the reader to try to guess the animal before turning the page to see the answer in the students' beautiful illustrations! Students with perfect attendance each month receive recognition through certificates and pencils. One student from each class is chosen to have a special treat with the principal. Pirate's Gold is awarded daily to students 'being caught doing something good!' Monthly, ehtese students are announced and can choose a prize from our treasure chest!



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Courses, Curriculum, Instruction:	The New Jersey Student Learning Standards establish high expectations for students and are implemented daily in our classrooms. Lessons in all subject areas emphasize higher level thinking skills, real world application of concepts, and workplace readiness skills that prepare our children to be successful in future careers and daily life. Word study, real-world math skills, Science discovery and technology are a part of each student's daily experience.
Clubs and Activities:	Fourth and fifth graders can participate in Chorus, Concert Band, and Orchestra. Group rehearsals and lessons occur during the school day. Students with an artistic yearn or flare can participate in Art Enrichment! Our Technology Club members meet with our Tech instructor weekly to strengthen their skills and create amazing projects! Our Physical Education teachers encourage all students to participate in district and community wide athletic events through the school year! Safety Patrol, Bus Helpers and Student Ambassador are also available for 5th grade students. A select group of 5th graders participated in our district's Leadership Camp over the summer. These students meet often with Principal McGrath to discuss and problem solve student concerns. Our student leaders have also been available to greet our parents during Visit the School Night and Parent/Teacher Conferences. Our 5th Pirate Pals spend time in classes with special needs students promoting positive relationships.



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 Before and After School Programs:	Y-Kids is offered by the YMCA
 Staff and Professional Learning:	Our staff continues to participate in and facilitate a variety of motivating technology, curriculum content, and instructional strategy workshops, beginning in the summer months and continuing throughout the year. The workshops enhance their proficiency and knowledge in enriching our learning environment and educational programs. Professional Learning Communities, scheduled four times per month during the school day, provide grade level articulation and collaboration.



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 Student Supports and Services:	For academic support, North Dover has an Intervention and Referral Service Committee which meets monthly to identify and develop a plan for struggling learners. Basic skills teachers, general education and ELL, provide pull-out intervention support for English-Language Arts. Additional services available to our student population are Guidance, Child Study Team, and OT/PT services.
 Student Health and Wellness:	All students receive physical education once per week. Health class, including lessons on nutrition, is offered once per week in K-Gr2, and provided by the classroom teacher in Gr3-5. Character education topics are discussed daily during instructional lessons, morning meetings, and during real-time learning opportunities during the school day. Breakfast and lunch are offered daily as well as recess time for free play/exercise.
 Parent and Community Involvement:	A continual dialogue between our school, the home, and community occurs during parent/teacher conferences, School Orientation Day, PTO meetings, Back to School Night, and special classroom events. Parents are welcomed in to discuss their jobs and careers during Career Month and Cultural Diversity Month in which customs, traditions, and a sampling of authentic cuisine from the native country are shared! Our dedicated PTO has many successful fundraisers throughout the school year which provide a variety of fun family activities, 'wish list' items, and helping the less fortunate. We are very proud to have such strong community support with our school endeavors. We have a strong relationship with Children's Specialized Hospital in which several classes create gift bags and cards for patients throughout the year. Our Chorus performs at local assisted living facilities during the holiday season as well. Staff and students support local charities during the year.



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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers The NJDOE School Climate Survey is distributed to school staff and select grade levels at least once per year. Results are used to identify our school community's strengths and needs. This information is carefully monitored to assist our school community's growth and success and is often used to inform school based goals and initiatives.
 Facilities:	North Dover Elementary is 64 years young, encompassing two academic wings and Special Subject classrooms. Our state-of the art air-conditioned gym is not only the site for our Physical Education classes, but also a rental facility for many community clubs and organizations: basketball, twirling, YMCA. Hallways depict beautiful murals created by our Art Enrichment Club. Our outside play areas include jungle gyms, picnic areas, basketball court and a softball field. Recent improvements include the the removal of old flooring materials and the installation of new finishes.
 School Safety:	The main entrance has a remote locked door/video system that is opened only after checking identification of the visitor . Upgraded security cameras have been added to the interior and exterior of the building. The Raptor Visitor Monitoring System has been also installed. Monthly fire and security drills are conducted following state procedures. Annual safety procedures are reviewed with all staff at the beginning of the school year and reviewed as needed. North Dover Elementary takes great pride in our positive working relationship with the local police department who meets with staff and students on a regular basis to educate all on current safety concerns.



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Technology and STEM:	Recent upgrades to the WAN backbone enable high speed 1 Gb connections to all locations and 10 Gb between two data centers, with resiliency from potential outages. Firewalls have been upgraded to provide improved cybersecurity. NDE now has over 200 shared computing devices. All classrooms have improved WiFi access. Every staff and student has Google accounts. All schools participate in Computers Science Education Week, NJ Makers Day, NJ STEM Week and Digital Learning Day. Staff training is provided by a district Ed Tech Supervisor and building web developers. Tech courses focus on computer applications, problem solving, the use of media and the maker mindset. Opportunities have been expanded and enhanced through grants and foundations, with more than 2/3 of raised in the 18-19 school year going to STEAM initiatives.



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School Narrative

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 Other Information	We are fortunate to work in a supportive community with whom we share mutual goals of high academic achievement, good citizenship, healthful growth, and the appreciation of fine arts for our children. We embrace the cultural diversity among our families which affords us many opportunities to share and learn about each others' cultures, heritages and traditions. This is celebrated during Cultural diversity Month each Spring. We communicate regularly with our North Dover community through our newsletter, handouts, and web pages to provide up-to-date information about school events, programs, student achievement, and the curriculum. Our families and school staff make a positive difference in the community by raising funds for charities and community organizations, such as, the American Heart Association, March of Dimes, "A Gift to Warm Your Heart" winter clothing collection, Ocean of Love fundraiser, and St. Jude's Children's Hospital programs. All of us at North Dover Elementary School are very proud of our students' efforts and appreciate the support of our community. Pirate's Gold.....Education is our Treasure!



Pine Beach Elementary School
(29-5190-090)
Grades Offered: KG-05
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
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- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

**Pine Beach Elementary School**

(29-5190-090)

Grades Offered: KG-05

2018-2019

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

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	Ocean
District	Toms River Regional School District
Principal Name	Ms. Tricia Tutzauer
Address	101 PENNSYLVANIA AVENUE PINE BEACH, NJ 08741
Phone Number	732-505-5870
Email Address	tmoran@trschoools.com
Website	http://www.trschools.com/pinebeach/



Pine Beach Elementary School
(29-5190-090)
Grades Offered: KG-05
2018-2019

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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	2016-17	2017-18	2018-19
KG	77	89	71
1	77	69	85
2	64	82	64
3	82	64	76
4	75	78	61
5	73	71	79
Total	448	453	436

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	51.1%	52.3%	53.2%
Male	48.9%	47.7%	46.8%
Economically Disadvantaged Students	31.5%	31.8%	30.3%
Students with Disabilities	17.2%	16.8%	18.8%
English Learners	5.6%	6.4%	4.8%
Homeless Students	1.1%	1.1%	0.7%
Students in Foster Care	0.4%	0.4%	0.2%
Military-Connected Students	0.0%	0.0%	0.0%
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	2016-17	2017-18	2018-19
White	73.4%	70.9%	71.8%
Hispanic	19.0%	22.3%	20.9%
Black or African American	2.0%	1.8%	1.8%
Asian	1.8%	1.3%	1.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.4%	0.2%	0.0%
Two or More Races	3.3%	3.5%	4.4%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	77	89	71

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.

Home Language	% of Students
English	85.8%
Spanish	12.6%
Other Languages	1.6%



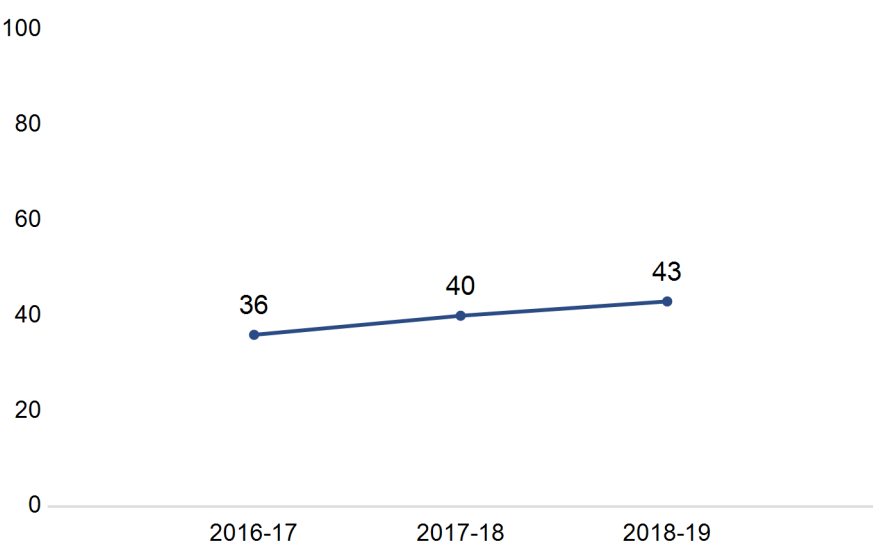
Pine Beach Elementary School
(29-5190-090)
Grades Offered: KG-05
2018-2019

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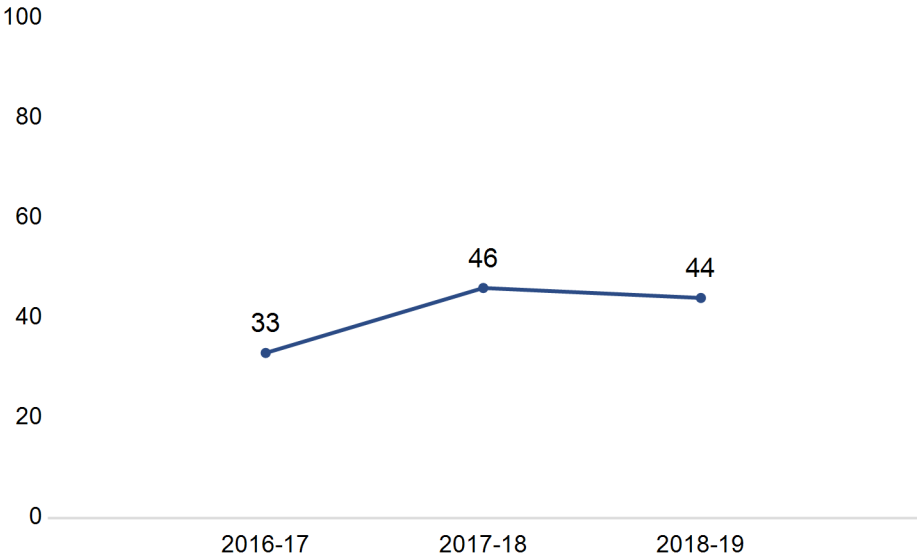
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures 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.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	36	40	43	33	46	44
Met Standard (40-59.5)?	Not Met	Met Standard	Met Standard	Not Met	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Pine Beach Elementary School

(29-5190-090)

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Student growth is a measure of how much students are learning each year. Each 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 that explains their progress compared to students who had the same test scores in previous years.

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) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

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	43	48	50	Met Standard	44	44	50	Met Standard
White	44	48	50	Met Standard	46	45	52	Met Standard
Hispanic	49	45	49	Met Standard	39	42	47	Not Met
Black or African American	*	45.5	45	**	*	40	43	**
Asian, Native Hawaiian, or Pacific Islander	*	53	59	**	*	57	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	43	49	**	*	44	52	**
Female	47	51	53	N	37	44	50	N
Male	41	44	47	N	47	45	51	N
Economically Disadvantaged Students	37.5	45	48	Not Met	31	44	46	Not Met
Students with Disabilities	34	40	43	**	33.5	41	45	**
English Learners	*	39	52	**	*	41	50	**
Homeless Students	*	44	43	N	*	45	44	N
Students in Foster Care	N	52	42	N	N	61.5	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



Pine Beach Elementary School
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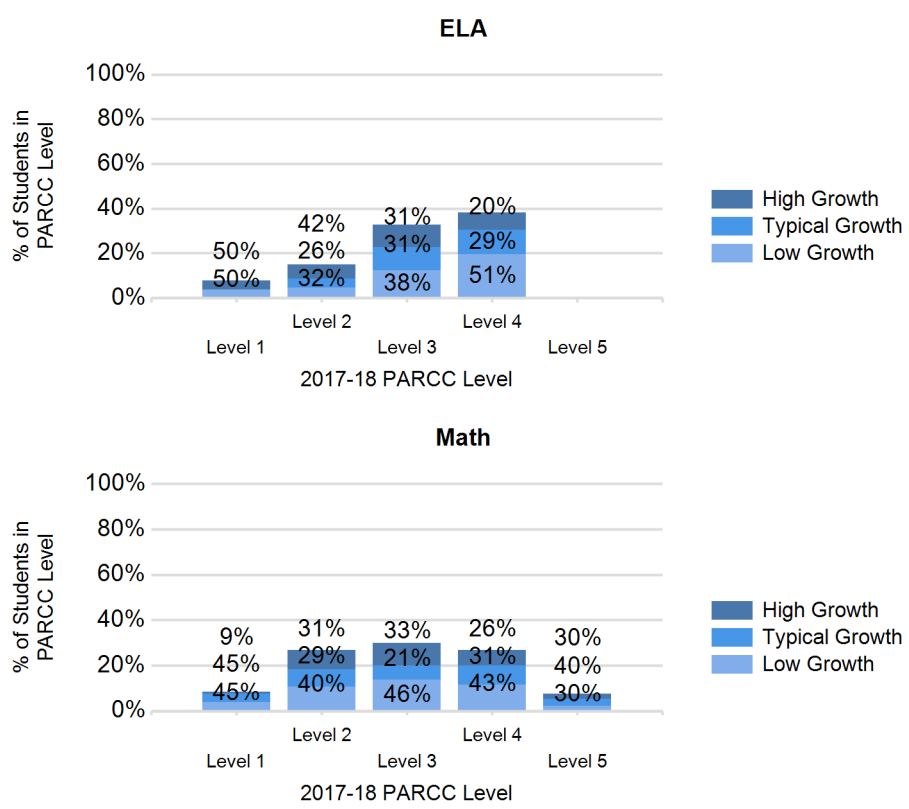
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

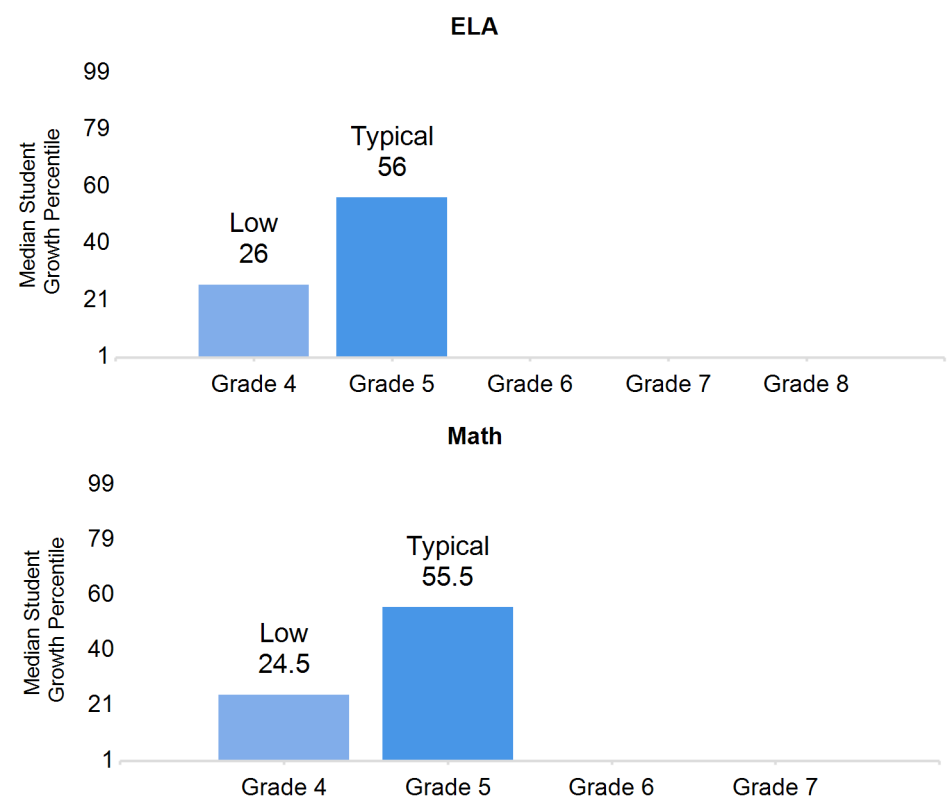
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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





Pine Beach Elementary School

(29-5190-090)

Grades Offered: KG-05

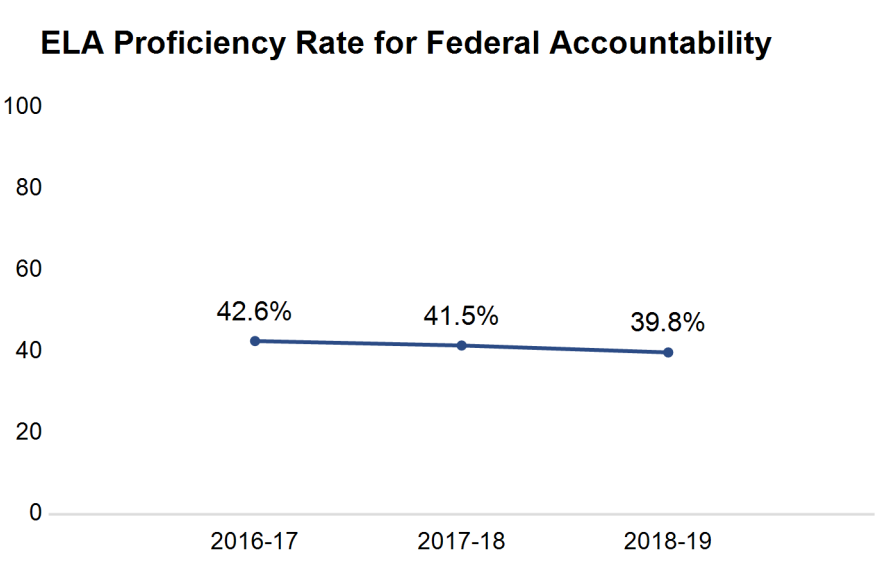
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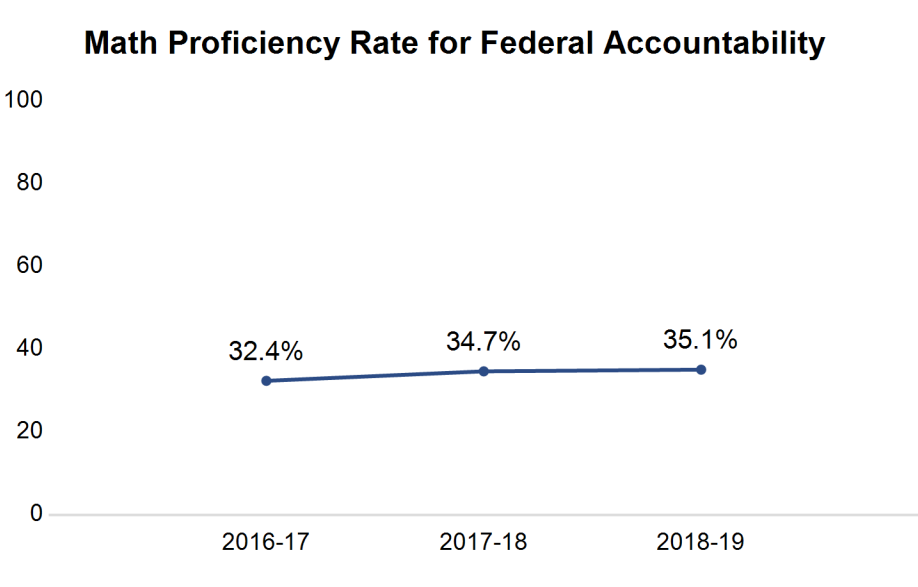
English Language Arts and Mathematics Performance Trends

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 statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that 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.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	99.0%	98.2%	100.0%	99.0%	98.2%
Proficiency Rate for Federal Accountability	42.6%	41.5%	39.8%	32.4%	34.7%	35.1%
Annual Target	40.2%	42.3%	44.4%	35.6%	38.0%	40.3%
Met Annual Target?	Met Target	Met Target†	Met Target†	Met Target†	Met Target†	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Pine Beach Elementary School

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2018-2019

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that 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 2030. 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	211	98.2	39.8	54.8	57.9	39.8	44.4	Met Target†
White	159	98.8	44.0	58.9	66.9	44.0	49.5	Met Target†
Hispanic	37	97.4	27.0	40.0	43.9	27.0	26.5	Met Target
Black or African American	*	*	*	36.8	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	77.5	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	114	99.1	47.4	62.8	64.8	47.4		
Male	97	97.0	30.9	47.0	51.3	30.9		
Economically Disadvantaged Students	64	97.0	21.9	37.6	40.0	21.9	29.1	Met Target†
Non-Economically Disadvantaged Students	147	98.7	47.6	61.4	67.9	47.6		
Students with Disabilities	38	92.9	13.2	17.7	22.7	12.8	26.5	Not Met
Students without Disabilities	173	99.4	45.7	62.8	65.1	45.7		
English Learners	15	100.0	20.0	20.6	29.3	20.0	**	**
Non-English Learners	196	98.0	41.3	55.7	60.6	41.3		
Homeless Students	*	*	*	32.6	29.1	*		
Students In Foster Care	N	N	N	36.0	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

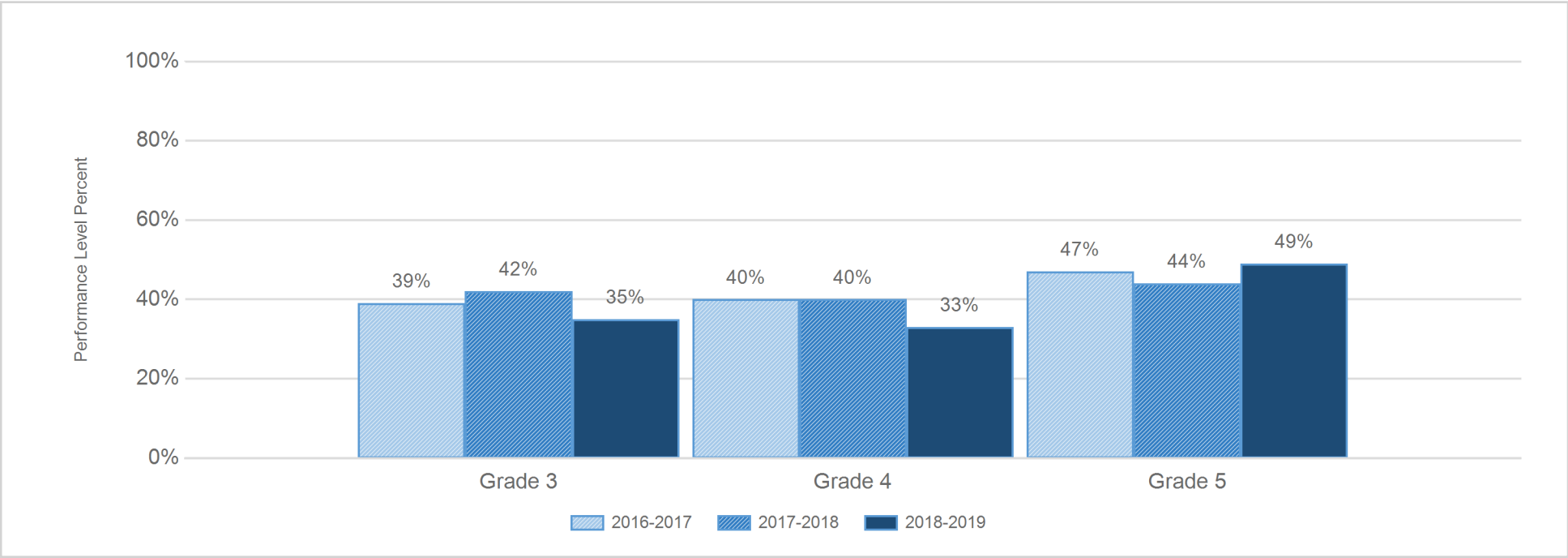


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(29-5190-090)
Grades Offered: KG-05
2018-2019

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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 statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

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	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	75	731	744	748	25%	15%	25%	*	*	35%	50%
White	57	739	749	757	18%	18%	25%	*	*	40%	60%
Hispanic	12	708	727	734	*	*	*	*	*	17%	36%
Black or African American	*	*	723	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	737	756	*	*	*	*	*	*	58%
Female	37	741	749	753	*	*	*	*	*	43%	55%
Male	38	722	738	743	*	*	*	*	*	26%	46%
Economically Disadvantaged Students	25	713	727	731	*	*	*	*	*	16%	33%
Non-Economically Disadvantaged Students	50	741	751	759	*	*	*	*	*	44%	61%
Students with Disabilities	17	691	711	719	*	*	*	*	*	12%	24%
Students without Disabilities	58	744	752	754	*	*	*	*	*	41%	56%
English Learners	N	N	702	713	N	N	N	N	N	N	17%
Non-English Learners	75	731	745	751	25%	15%	25%	*	*	35%	54%
Homeless Students	*	*	714	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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	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	58	742	752	755	*	22%	36%	*	*	33%	57%
White	39	748	756	763	*	*	38%	*	*	38%	67%
Hispanic	13	731	737	743	*	*	*	*	*	23%	44%
Black or African American	N	N	736	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	738	762	*	*	*	*	*	*	64%
Female	31	752	757	760	*	*	32%	*	*	45%	62%
Male	27	730	747	750	*	*	41%	*	*	19%	53%
Economically Disadvantaged Students	16	715	*	740	*	*	*	*	*	13%	40%
Non-Economically Disadvantaged Students	42	752	*	765	*	*	*	*	*	40%	69%
Students with Disabilities	*	*	720	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	759	761	*	*	*	*	*	*	64%
English Learners	*	*	701	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	753	758	*	*	*	*	*	*	60%
Homeless Students	N	N	739	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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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	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	77	751	750	756	*	13%	34%	*	*	49%	58%
White	61	754	753	764	*	*	34%	*	*	51%	68%
Hispanic	13	738	741	743	*	*	*	*	*	38%	44%
Black or African American	*	*	734	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	762	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	46	753	754	761	*	*	28%	*	*	52%	64%
Male	31	748	746	750	*	*	42%	*	*	45%	52%
Economically Disadvantaged Students	24	742	737	740	*	*	46%	*	*	33%	39%
Non-Economically Disadvantaged Students	53	755	757	766	*	*	28%	*	*	57%	69%
Students with Disabilities	10	724	*	724	*	*	*	*	*	20%	23%
Students without Disabilities	67	755	*	762	*	*	*	*	*	54%	65%
English Learners	*	*	709	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	751	758	*	*	*	*	*	*	60%
Homeless Students	*	*	732	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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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 assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that 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 2030. 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	211	98.2	35.1	37.4	44.5	35.1	40.3	Met Target†
White	159	98.8	40.9	40.8	54.1	40.9	44.6	Met Target†
Hispanic	37	97.4	13.5	24.2	28.8	13.5	24.1	Not Met
Black or African American	*	*	*	18.1	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	67.5	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	114	99.1	32.5	38.2	44.9	32.5		
Male	97	97.0	38.1	36.6	44.2	38.1		
Economically Disadvantaged Students	64	97.0	21.9	23.5	26.3	21.9	23.8	Met Target†
Non-Economically Disadvantaged Students	147	98.7	40.8	42.8	54.9	40.8		
Students with Disabilities	38	92.9	*	11.6	17.4	*	26.5	Not Met
Students without Disabilities	173	99.4	*	42.9	50.0	*		
English Learners	15	100.0	*	21.3	25.0	*	**	**
Non-English Learners	196	98.0	*	37.9	46.5	*		
Homeless Students	*	*	*	24.8	17.1	*		
Students In Foster Care	N	N	N	12.0	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

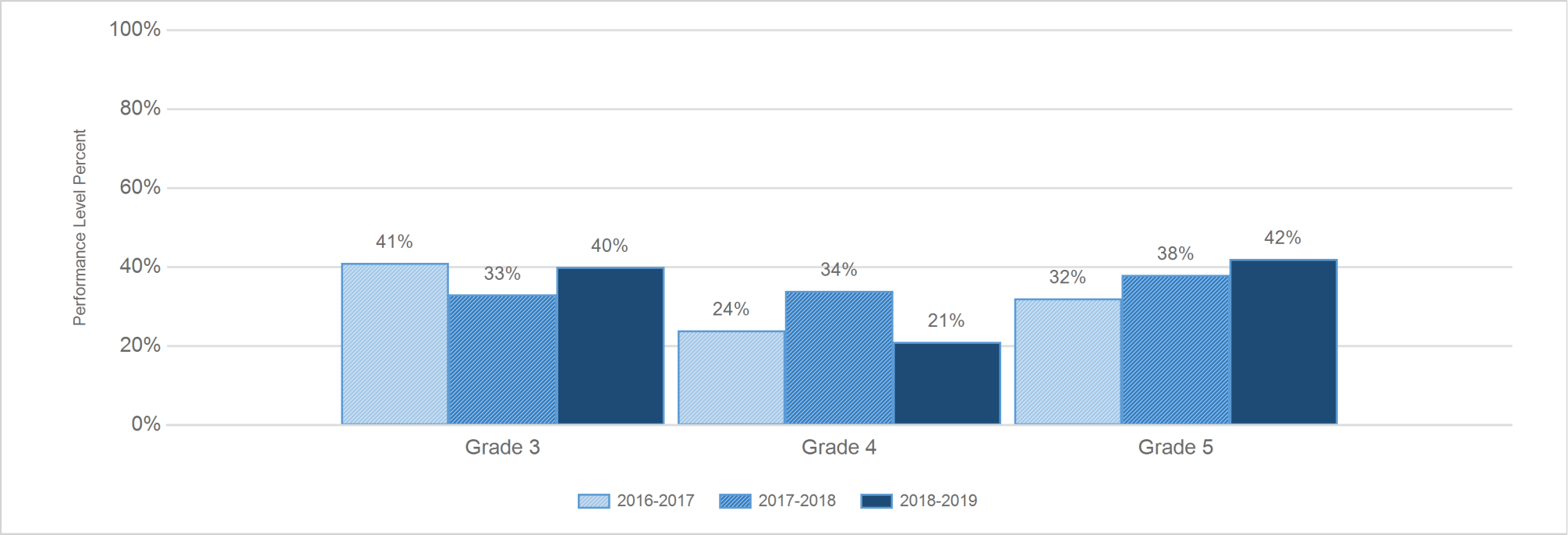


Pine Beach Elementary School
(29-5190-090)
Grades Offered: KG-05
2018-2019

Report Key:
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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

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	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	75	737	746	752	16%	20%	24%	*	*	40%	55%
White	57	744	749	760	*	21%	25%	*	*	46%	66%
Hispanic	12	709	733	739	*	*	*	*	*	17%	40%
Black or African American	*	*	726	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	743	758	*	*	*	*	*	*	62%
Female	37	733	746	751	*	*	*	*	*	41%	54%
Male	38	740	745	752	*	*	*	*	*	39%	56%
Economically Disadvantaged Students	25	722	733	737	*	*	*	*	*	24%	37%
Non-Economically Disadvantaged Students	50	744	751	761	*	*	*	*	*	48%	67%
Students with Disabilities	17	715	722	731	*	*	*	*	*	*	31%
Students without Disabilities	58	743	751	756	*	*	*	*	*	*	60%
English Learners	N	N	724	728	N	N	N	N	N	N	26%
Non-English Learners	75	737	746	754	16%	20%	24%	*	*	40%	58%
Homeless Students	*	*	727	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Pine Beach Elementary School

(29-5190-090)

Grades Offered: KG-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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	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	58	731	744	749	*	29%	36%	*	*	21%	51%
White	39	737	748	757	*	26%	38%	*	*	26%	62%
Hispanic	13	713	732	737	*	*	*	*	*	*	36%
Black or African American	N	N	725	731	N	N	N	N	N	N	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	31	731	744	749	*	*	*	*	*	19%	50%
Male	27	729	745	749	*	*	*	*	*	22%	52%
Economically Disadvantaged Students	16	712	*	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	42	737	*	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	717	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	750	754	*	*	*	*	*	*	56%
English Learners	*	*	717	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	745	751	*	*	*	*	*	*	54%
Homeless Students	N	N	731	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Pine Beach Elementary School
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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	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	77	742	745	747	*	22%	27%	*	*	42%	47%
White	61	747	748	755	*	20%	26%	*	*	48%	58%
Hispanic	13	726	735	735	*	*	*	*	*	15%	30%
Black or African American	*	*	723	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	763	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	46	737	743	747	*	*	*	*	*	35%	47%
Male	31	750	746	747	*	*	*	*	*	52%	47%
Economically Disadvantaged Students	24	729	733	732	*	*	*	*	*	29%	27%
Non-Economically Disadvantaged Students	53	749	750	757	*	*	*	*	*	47%	59%
Students with Disabilities	10	719	*	725	*	*	*	*	*	10%	19%
Students without Disabilities	67	746	*	752	*	*	*	*	*	46%	52%
English Learners	*	*	715	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	745	749	*	*	*	*	*	*	49%
Homeless Students	*	*	724	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Pine Beach Elementary School
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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 different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	N	N
5	*	*

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	2018-19 Target	Met Target?
Schoolwide/English Learners	100.0%	**	**

† Target was met within one standard deviation

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 and 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
0-2	17	82.4%	17.6%
3-4	*	*	*
5 or more	N	N	N



Pine Beach Elementary School

(29-5190-090)

Grades Offered: KG-05

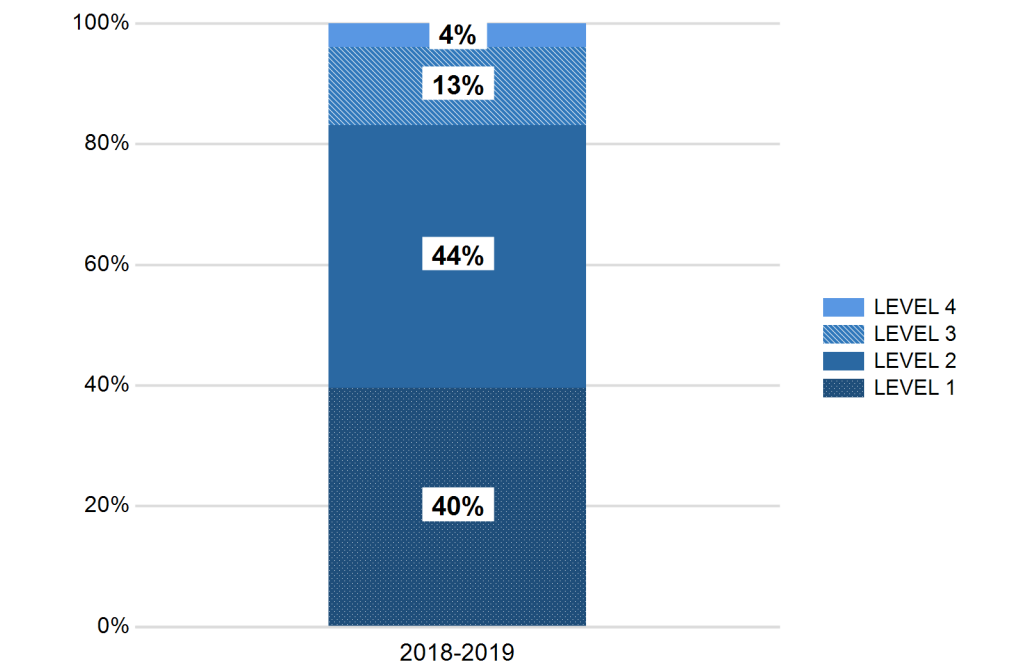
2018-2019

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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 will 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 this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, 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	40	44	13	4
White	35	45	15	5
Hispanic	54	38	8	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	48	39	11	2
Male	28	50	16	6
Economically Disadvantaged Students	46	42	13	0
Non-Economically Disadvantaged Students	37	44	13	6
Students with Disabilities	73	18	9	0
Students without Disabilities	34	48	13	4
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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2018-2019

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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.

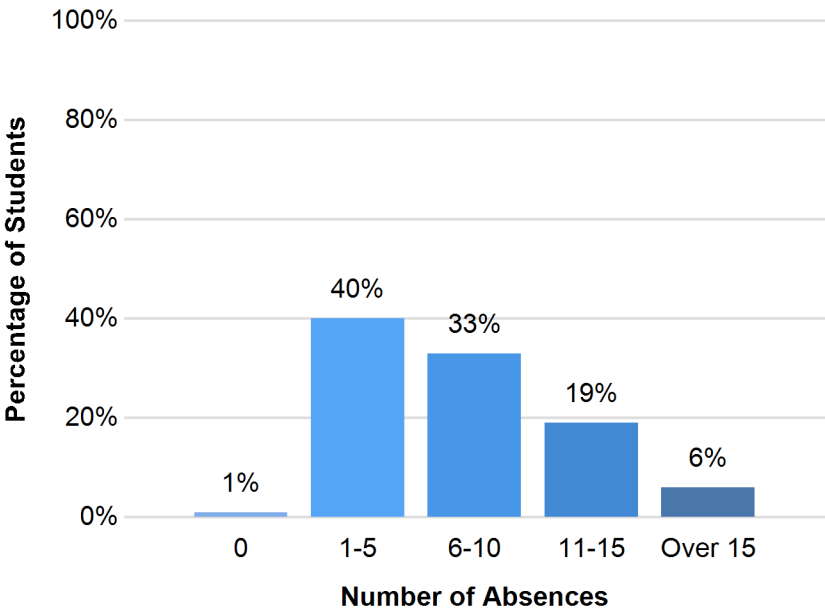
Chronic Absenteeism

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 last two columns show the chronic absenteeism state average for students in the grades offered and 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	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	19	4.4	8.9	Met
White	12	3.8	8.9	Met
Hispanic	6	7.5	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	8.9	Met
Female	12	5.3		
Male	7	3.4		
Economically Disadvantaged Students	9	7.3	8.9	Met
Students with Disabilities	5	5.4	8.9	Met
English Learners	0	0	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





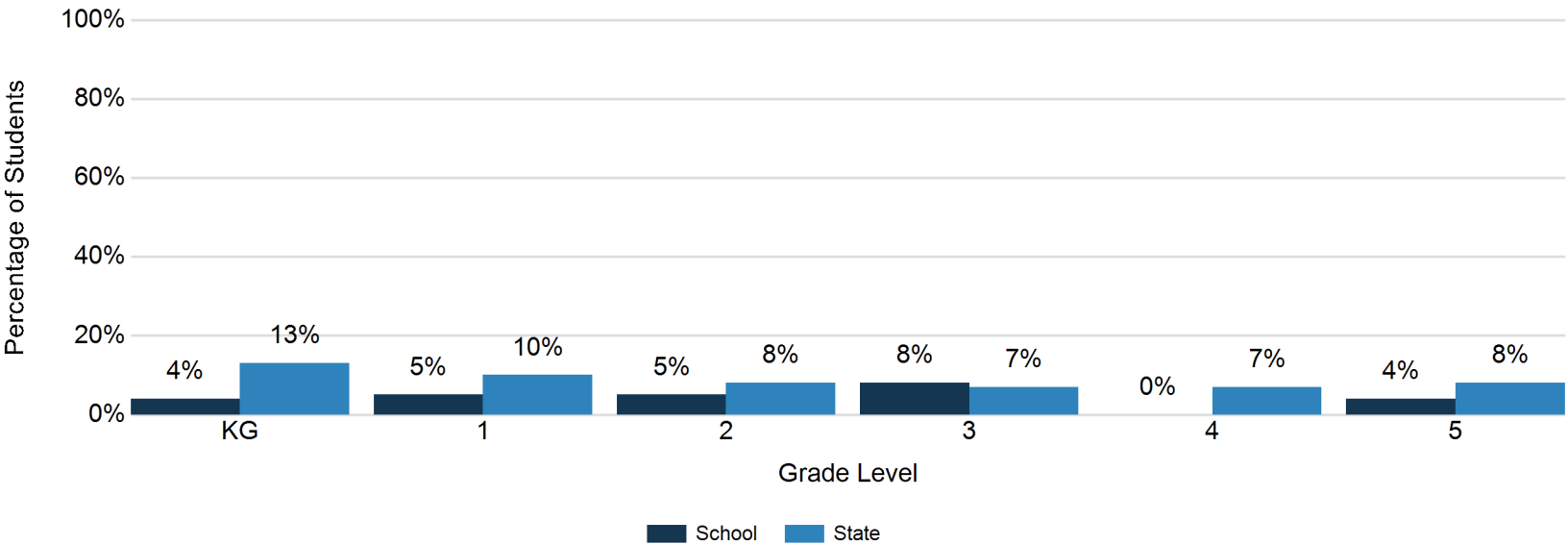
Pine Beach Elementary School
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





Pine Beach Elementary School

(29-5190-090)

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2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

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	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	2		2

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

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.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0



Pine Beach Elementary School

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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. 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	8:40 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, 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
2018-19	1.0:1



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Key terms for staff data:

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	33	118,214
Average years experience in public schools	12.4	12.1
Average years experience in district	10.8	10.8
Percentage of Teachers with 4 or more years experience in the district	93.9%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	71	9,530
Average years experience in public schools	21.7	16.0
Average years experience in district	17.1	12.0
Percentage of Administrators with 4 or more years experience in the district	90.1%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members 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.		
Ratio	School Ratio	District Ratio
Students to Teachers	13:1	13:1
Students to Administrators	218:1	216:1
Teachers to Administrators	17:1	17:1
Students to Librarians/Media Specialists		2550:1
Students to Nurses		567:1
Students to Counselors		403:1
Students to Child Study Team Members		392:1



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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

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	53.2%	87.9%	100.0%	48.4%	77.1%	54.9%
Male	46.8%	12.1%	0.0%	51.6%	22.9%	45.1%
White	71.8%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	20.9%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.8%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	1.1%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.4%	0.0%	0.0%	2.1%	0.2%	0.2%



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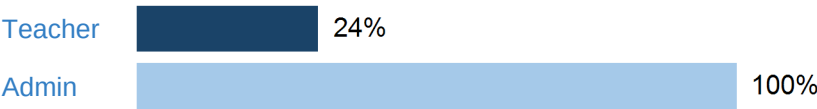
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's 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 this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.7%	90.5%
2017-18 Administrators: Same district 2018-19	94.4%	87.9%

Faculty Attendance

This table shows the percentage of days that 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
2018-19	96.5%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [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 2018-19 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.



Pine Beach Elementary School
(29-5190-090)
Grades Offered: KG-05
2018-2019

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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 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.

Status for 2020-21 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, Native Hawaiian, or Pacific Islander	
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 Targeted Support and Improvement.



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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 represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	42.6%	41.5%	39.8%
Math Proficiency	32.4%	34.7%	35.1%
ELA Growth	36	40	43
Math Growth	33	46	44
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		100.0%	100.0%
Chronic Absenteeism	7.2%	6.4%	4.4%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement– Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target†	Met Target†	Met Standard	Met Standard	**	Met	No
White	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	Met Target	Not Met	Met Standard	Not Met	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	Met Target†	Met Target†	Not Met	Not Met	n/a	Met	No
Students with Disabilities	Not Met	Not Met	**	**	n/a	Met	No
English Learners	**	**	**	**	**	**	No

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



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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 the school or district directly.



Highlights:

- We implement Responsive Classroom best practices daily to develop students' social, emotional, and academic learning.
- Technology is used to enhance student learning through access to a variety of devices in all classrooms.
- A sheltered instruction model is integrated to support the success of our ELL students.



Mission, Vision, Theme:

Pine Beach Elementary School is a place where all students will strive for excellence academically, socially and emotionally in a safe and supportive atmosphere. We work in partnership with our parents and community to create an environment where students are empowered to discover their strengths and to achieve their maximum potential.



Awards, Recognition, Accomplishments:

Pine Beach Elementary was the recipient of a grant from the Music Performance Trust. The grant allowed the Morton Music LLC to come to our school to perform a Big Band concert. The students were taught dances from that era and each grade level performed their dance during the show. Our students participate in the Youth Art Month at Ocean County Library; our 4th & 5th graders participate in Ocean County Math League. Many orchestra and band students participate in the South Jersey Honors Orchestra and Band. Educators at Pine Beach Elementary are recognized for their distinguished work through the Governor's Educators of the Year Program. Pine Beach Elementary is recognized by the Pediatric Cancer Association, Leukemia and Lymphoma Society and The American Cancer Society as a generous contributor to their charitable organizations.



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 Courses, Curriculum, Instruction:	Our instructional program is characterized by a strong emphasis on literacy and math skills and carefully integrated programs in science and social studies. In an effort to educate the whole child, our students have the opportunity to develop their musical, artistic, and technological skills. They actively engage in physical exercise and are encouraged to live a healthy lifestyle to keep a fit body and a fit mind.
 Clubs and Activities:	Extracurricular activities include safety patrol for our fifth graders. Fourth and fifth graders are invited to join the chorus and take instrumental lessons to participate in the band or orchestra. We have 5th graders who participate in a "Leadeship Club" and act as Ambassadors at Pine Beach Elementary. We also have a group of 4th grade students who promote recycling and collect recyclables from classrooms, calld the "Green Team."



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 Before and After School Programs:	Y-Kids before and after-care offered through the YMCA
 Staff and Professional Learning:	Our staff continues to participate in and facilitate a variety of motivating technology, curriculum content, and instructional strategy workshops, beginning in the summer months and continuing throughout the year. Before school workshops also offer an opportunity for staff to collaborate and enhance their knowledge in turn enriching the learning environment. PLCs, by grade level, are scheduled weekly, during the school day, providing for horizontal articulation and collaboration.



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 Student Supports and Services:	Students with Disabilities Services, English Language Learners Services, Intervention and Referral Services, Reading Intervention Services, Behavioral Intervention Services, Basic Skills, and Title 1 Services
 Student Health and Wellness:	Before-school breakfast program, Physical Education and Health classes, Daily recess time allotted for students, and Classroom YOGA. We also partner with various community groups and programs that promote good dental health and vision.
 Parent and Community Involvement:	We work in conjunction with the following organizations: Very active P.T.O., SEPAG (Special Education group), Pine Beach Municipal Alliance, The Ocean County Sheriff's Department, The Ocean County Prosecutor's Office, Pine Beach Fire Department, Beachwood and Pine Beach Police Department, local colleges and universities, and local high schools



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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers Pine Beach School uses the New Jersey School Climate Survey to develop, foster, and maintain a positive school climate. Teachers and students are surveyed at our school. The survey is given once a year and the results are compared to the previous year's data and used to improve our climate and culture. Survey data is also used to inform a variety of school-based goals and initiatives.
 Facilities:	Pine Beach Elementary School is one of the 12 elementary schools that comprise the Toms River School District. Pine Beach Elementary school opened its doors in September, 1954. A tech lab was added in 1993. Our gym, cafeteria, media center, and 4 classrooms were added in 2001.Our school colors are blue & white and our mascot is the Pine Beach Panther. Our school is made up of grades K-5, housing approximately 440 students and approximately 35 full–time teachers and 15 support staff members. As one of the oldest schools, this facility will see the benefits of new windows and an air conditioned facility as part of the referendum.
 School Safety:	Pine Beach Elementary is patrolled by our security officers. The main entrance has a remote locked door/video system that is opened only after checking identification of the visitor . Upgraded security cameras have been added to the interior and exterior of the building. Monthly fire and security drills are conducted following state procedures. Annual safety procedures are reviewed with all staff at the beginning of the school year and reviewed as needed. Pine Beach Elementarty takes great pride in our positive working relationship with the local police department who meets with staff and students on a regular basis to educate all on current safety concerns.



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 Technology and STEM:	Recent upgrades to the WAN backbone enable high speed 1 Gb connections to all locations and 10 Gb between two data centers, with resiliency from potential outages. Firewalls have been upgraded to provide improved cybersecurity. PBE now has over 260 shared computing devices. All classrooms have improved WiFi access. Every staff and student has Google accounts. All schools participate in Computers Science Education Week, NJ Makers Day, NJ STEM Week and Digital Learning Day. Staff training is provided by a district Ed Tech Supervisor and building web developers. Tech courses focus on computer applications, problem solving, the use of media and the maker mindset. Opportunities have been expanded and enhanced through grants and foundations, with more than 2/3 of raised in the 18-19 school year going to STEAM initiatives. Arts integration and staff training were enhanced through a \$100,000 NJDOE PBE Arts Integration grant.



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 Other Information	Pine Beach School and the community work closely together to provide experiences that enrich the lives of all children. Parents receive a weekly email blast from the Principal, a monthly calendar, daily communication with the teachers through telephone, Class DOJO, and written correspondence. We also utilize a Parent Portal system for communication. Many events are held during the school year to which parents are invited. A few are: Back to School Night, Book Fair, Halloween parade, classroom activities and parties, winter concert, spring concert, talent show, Veteran's Day, Grandparent's Day, Flag Day, Author's Night, and many more. Character education is taught daily at Pine Beach Elementary and a monthly positive character trait, such as honesty, responsibility, kindness, respect, etc., is integrated into lessons and activities to promote and nurture these traits. Students who demonstrate these traits are recognized by their teachers and rewarded with certificates from the principal. In addition to this monthly Character Trait initiative, teachers may also nominate students for our I.D.O.L.s program, Character Trait of the Month award, Authors of the Month and S.T.A.R.s program.



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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:



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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	Ocean
District	Toms River Regional School District
Principal Name	Mr. Michael DeVita
Address	100 SILVER BAY ROAD TOMS RIVER, NJ 08753
Phone Number	732-505-5880
Email Address	mdevita@trschoools.com
Website	http://www.trschools.com/silverbay



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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

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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	2016-17	2017-18	2018-19
PK	97	96	101
KG	91	91	93
1	94	95	91
2	85	91	101
3	89	80	96
4	114	92	87
5	102	112	94
Total	672	657	663

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.0%	47.9%	49.9%
Male	53.0%	52.1%	50.1%
Economically Disadvantaged Students	23.4%	19.3%	24.1%
Students with Disabilities	22.9%	25.6%	24.7%
English Learners	0.0%	0.0%	0.0%
Homeless Students	1.3%	2.3%	1.8%
Students in Foster Care	0.7%	0.5%	0.3%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	83.0%	82.3%	81.1%
Hispanic	9.1%	10.2%	11.3%
Black or African American	2.7%	2.7%	2.6%
Asian	2.2%	1.5%	0.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.3%	0.0%
Two or More Races	3.0%	2.9%	4.1%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	96	96	100
PK - Full Day	1	0	1
KG - Half Day	0	0	0
KG - Full Day	91	91	93

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.

Home Language	% of Students
English	96.1%
Spanish	3.0%
Other Languages	0.9%



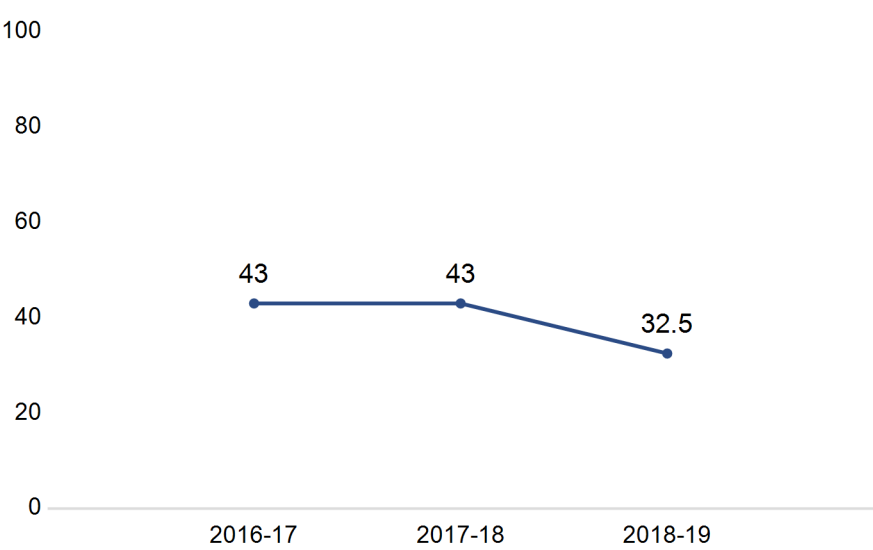
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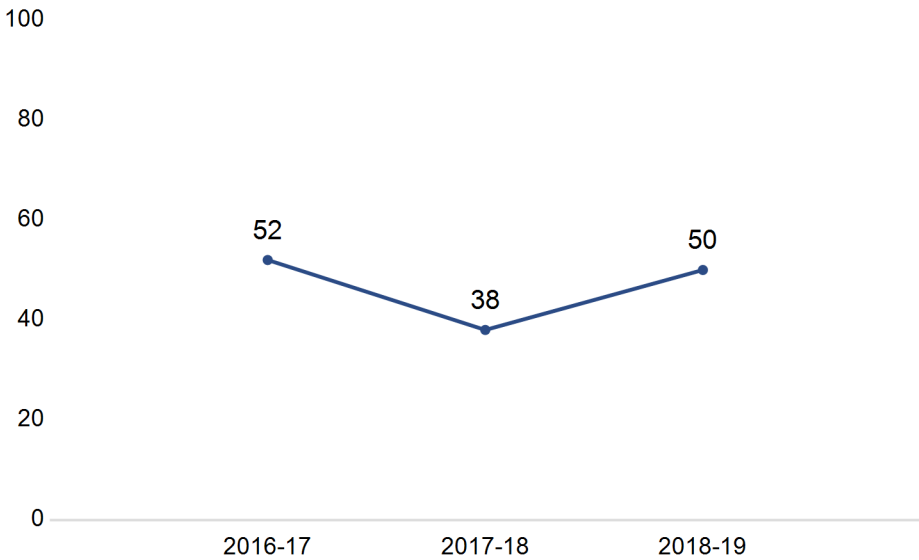
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures 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.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	43	43	32.5	52	38	50
Met Standard (40-59.5)?	Met Standard	Met Standard	Not Met	Met Standard	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each 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 that explains their progress compared to students who had the same test scores in previous years.

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) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

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	32.5	48	50	Not Met	50	44	50	Met Standard
White	33	48	50	Not Met	52	45	52	Met Standard
Hispanic	30.5	45	49	**	42	42	47	**
Black or African American	*	45.5	45	**	*	40	43	**
Asian, Native Hawaiian, or Pacific Islander	*	53	59	**	*	57	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	43	49	**	*	44	52	**
Female	35	51	53	N	50	44	50	N
Male	32	44	47	N	50.5	45	51	N
Economically Disadvantaged Students	24	45	48	Not Met	39	44	46	Not Met
Students with Disabilities	36.5	40	43	Not Met	53.5	41	45	Met Standard
English Learners	N	39	52	**	N	41	50	**
Homeless Students	*	44	43	N	*	45	44	N
Students in Foster Care	N	52	42	N	N	61.5	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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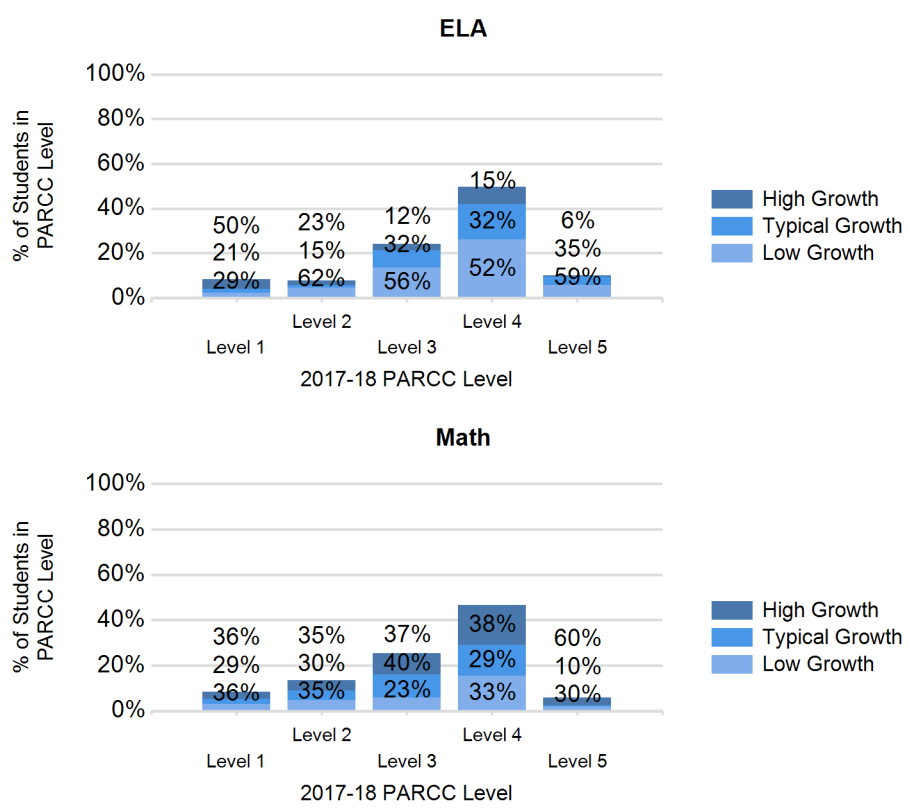
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

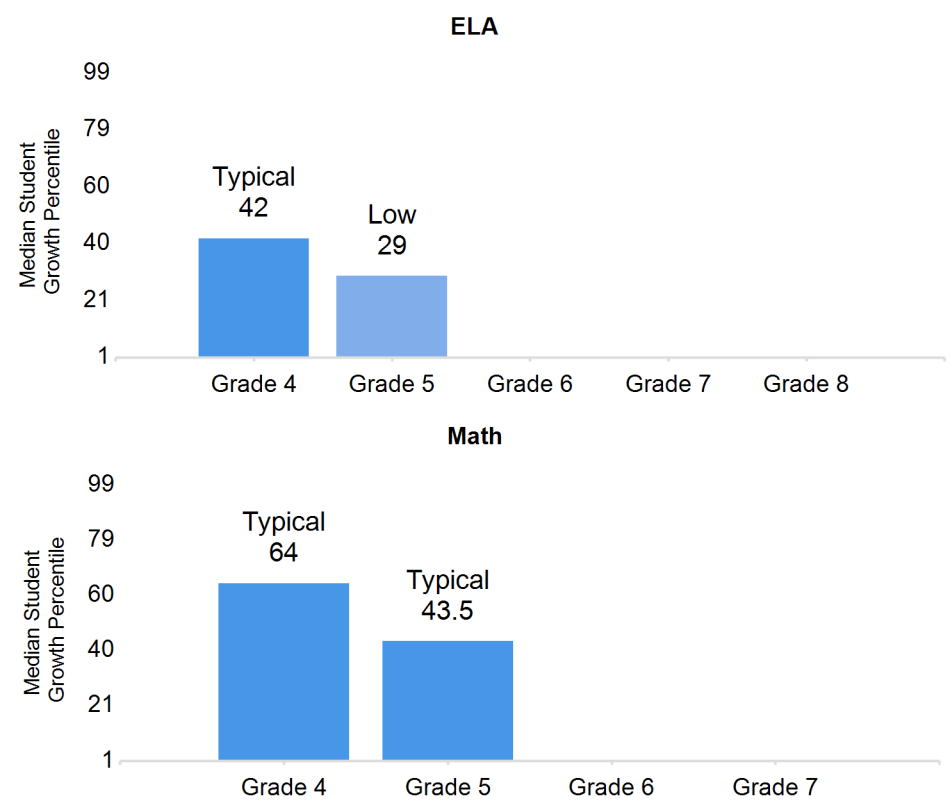
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



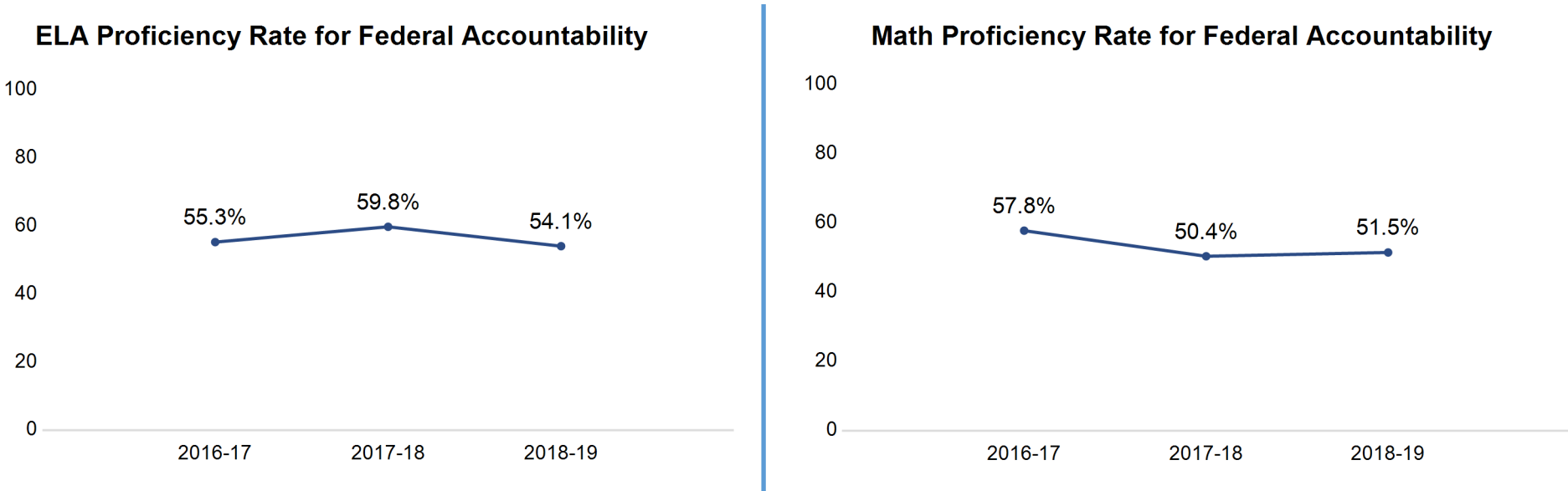


Silver Bay Elementary School
(29-5190-095)
Grades Offered: PK-05
2018-2019

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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 statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that 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.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.0%	95.2%	97.8%	97.0%	95.2%	97.8%
Proficiency Rate for Federal Accountability	55.3%	59.8%	54.1%	57.8%	50.4%	51.5%
Annual Target	50.5%	52.0%	53.6%	56.3%	57.6%	58.8%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Silver Bay Elementary School

(29-5190-095)

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2018-2019

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that 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 2030. 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	268	97.8	54.1	54.8	57.9	54.1	53.6	Met Target
White	226	97.9	54.0	58.9	66.9	54.0	52.9	Met Target
Hispanic	22	95.8	45.5	40.0	43.9	45.5	49.5	Met Target†
Black or African American	*	*	*	36.8	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	77.5	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	124	96.9	62.9	62.8	64.8	62.9		
Male	144	98.6	46.5	47.0	51.3	46.5		
Economically Disadvantaged Students	60	96.9	38.3	37.6	40.0	38.3	41	Met Target†
Non-Economically Disadvantaged Students	208	98.1	58.7	61.4	67.9	58.7		
Students with Disabilities	51	96.4	27.5	17.7	22.7	27.5	23	Met Target
Students without Disabilities	217	98.2	60.4	62.8	65.1	60.4		
English Learners	*	*	*	20.6	29.3	*	**	**
Non-English Learners	*	*	*	55.7	60.6	*		
Homeless Students	*	*	*	32.6	29.1	*		
Students In Foster Care	*	*	*	36.0	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

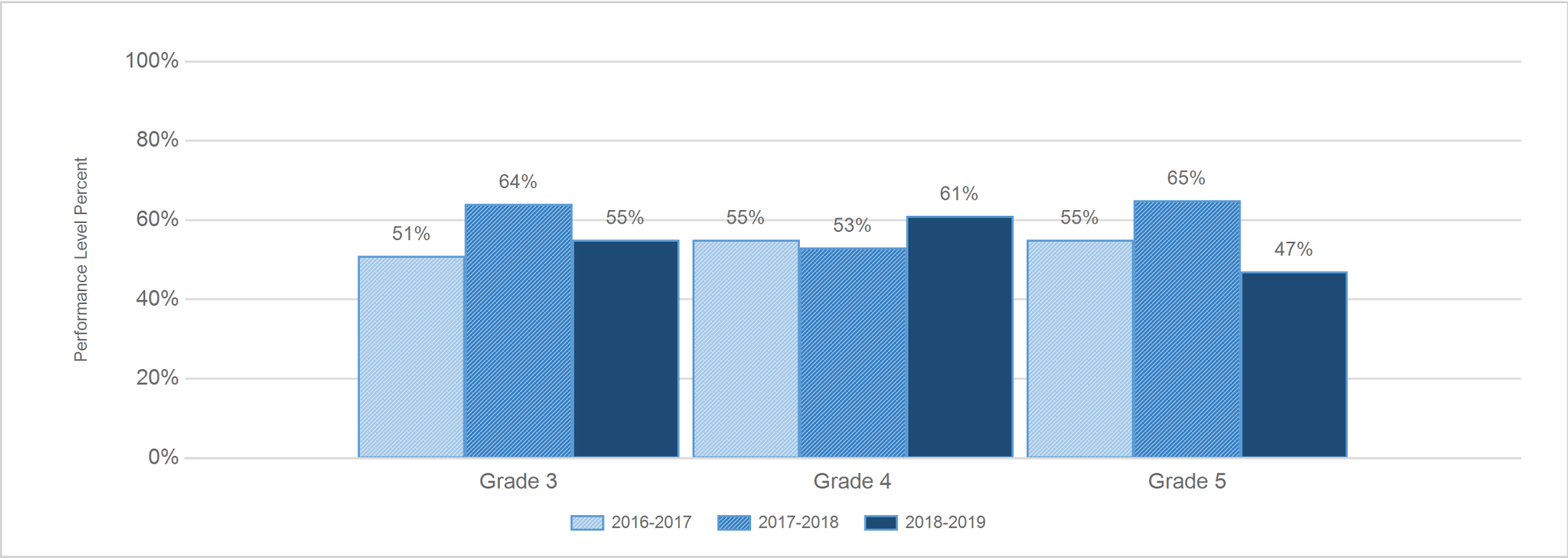


Silver Bay Elementary School
(29-5190-095)
Grades Offered: PK-05
2018-2019

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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 statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

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	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	95	750	744	748	11%	*	26%	*	*	55%	50%
White	84	748	749	757	*	*	27%	*	*	54%	60%
Hispanic	*	*	727	734	*	*	*	*	*	*	36%
Black or African American	*	*	723	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	737	756	*	*	*	*	*	*	58%
Female	53	757	749	753	*	*	26%	*	*	62%	55%
Male	42	740	738	743	*	*	26%	*	*	45%	46%
Economically Disadvantaged Students	21	745	727	731	*	*	*	*	*	38%	33%
Non-Economically Disadvantaged Students	74	751	751	759	*	*	*	*	*	59%	61%
Students with Disabilities	20	732	711	719	*	*	*	*	*	40%	24%
Students without Disabilities	75	754	752	754	*	*	*	*	*	59%	56%
English Learners	N	N	702	713	N	N	N	N	N	N	17%
Non-English Learners	95	750	745	751	11%	*	26%	*	*	55%	54%
Homeless Students	*	*	714	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Silver Bay Elementary School

(29-5190-095)

Grades Offered: PK-05

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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	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	80	759	752	755	*	*	24%	44%	18%	61%	57%
White	62	759	756	763	*	*	23%	45%	18%	63%	67%
Hispanic	*	*	737	743	*	*	*	*	*	*	44%
Black or African American	*	*	736	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	738	762	*	*	*	*	*	*	64%
Female	35	762	757	760	*	*	*	*	*	69%	62%
Male	45	756	747	750	*	*	*	*	*	56%	53%
Economically Disadvantaged Students	21	742	*	740	*	*	*	*	*	38%	40%
Non-Economically Disadvantaged Students	59	764	*	765	*	*	*	*	*	69%	69%
Students with Disabilities	*	*	720	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	759	761	*	*	*	*	*	*	64%
English Learners	N	N	701	720	N	N	N	N	N	N	17%
Non-English Learners	80	759	753	758	*	*	24%	44%	18%	61%	60%
Homeless Students	*	*	739	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Silver Bay Elementary School

(29-5190-095)

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2018-2019

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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	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	95	744	750	756	*	13%	31%	*	*	47%	58%
White	81	743	753	764	*	*	33%	*	*	47%	68%
Hispanic	10	748	741	743	*	*	*	*	*	50%	44%
Black or African American	*	*	734	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	762	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	38	748	754	761	*	*	*	*	*	61%	64%
Male	57	741	746	750	*	*	*	*	*	39%	52%
Economically Disadvantaged Students	18	733	737	740	*	*	*	*	*	33%	39%
Non-Economically Disadvantaged Students	77	746	757	766	*	*	*	*	*	51%	69%
Students with Disabilities	22	708	*	724	*	*	*	*	*	*	23%
Students without Disabilities	73	754	*	762	*	*	*	*	*	*	65%
English Learners	N	N	709	713	N	N	N	N	N	N	11%
Non-English Learners	95	744	751	758	*	13%	31%	*	*	47%	60%
Homeless Students	*	*	732	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Silver Bay Elementary School
(29-5190-095)
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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 assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that 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 2030. 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	268	97.8	51.5	37.4	44.5	51.5	58.8	Not Met
White	226	97.9	52.2	40.8	54.1	52.2	60	Not Met
Hispanic	22	95.8	40.9	24.2	28.8	40.9	40.9	Met Target
Black or African American	*	*	*	18.1	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	67.5	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	124	96.9	54.0	38.2	44.9	54.0		
Male	144	98.6	49.3	36.6	44.2	49.3		
Economically Disadvantaged Students	60	96.9	41.7	23.5	26.3	41.7	49.8	Met Target†
Non-Economically Disadvantaged Students	208	98.1	54.3	42.8	54.9	54.3		
Students with Disabilities	51	96.4	25.5	11.6	17.4	25.5	31.2	Met Target†
Students without Disabilities	217	98.2	57.6	42.9	50.0	57.6		
English Learners	*	*	*	21.3	25.0	*	**	**
Non-English Learners	*	*	*	37.9	46.5	*		
Homeless Students	*	*	*	24.8	17.1	*		
Students In Foster Care	*	*	*	12.0	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

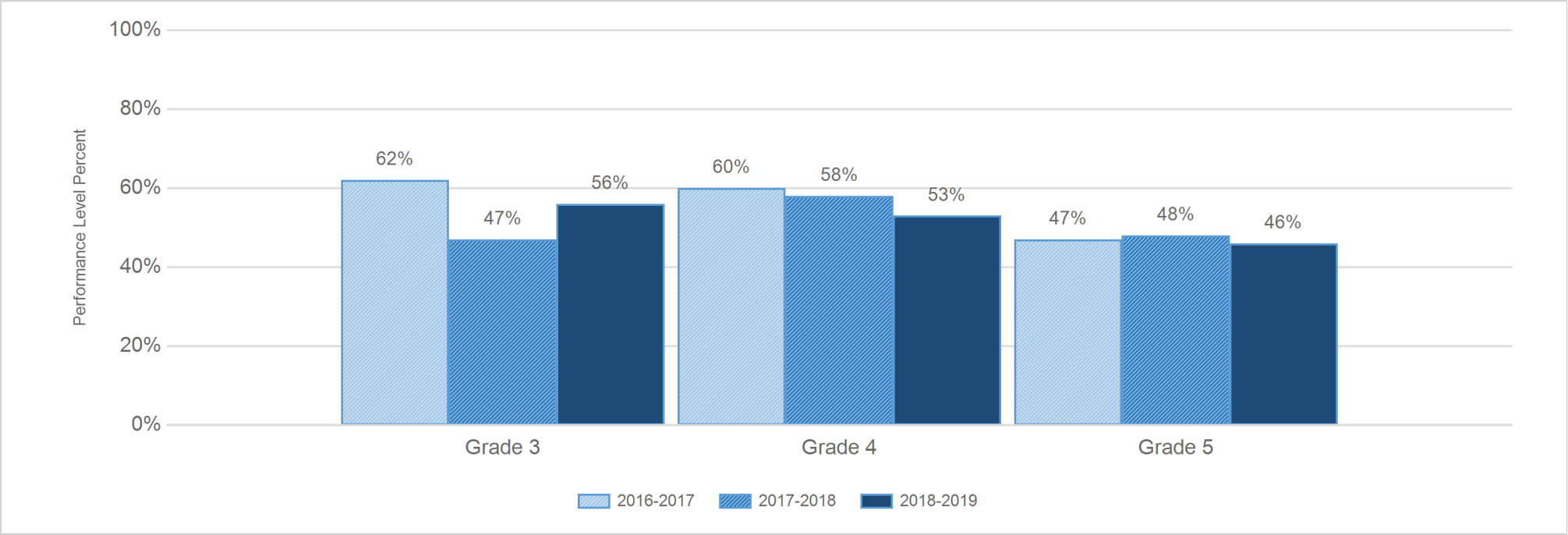


Silver Bay Elementary School
(29-5190-095)
Grades Offered: PK-05
2018-2019

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

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	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	95	749	746	752	11%	14%	20%	45%	11%	56%	55%
White	84	749	749	760	*	14%	20%	*	*	55%	66%
Hispanic	*	*	733	739	*	*	*	*	*	*	40%
Black or African American	*	*	726	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	743	758	*	*	*	*	*	*	62%
Female	53	752	746	751	*	*	*	*	*	62%	54%
Male	42	744	745	752	*	*	*	*	*	48%	56%
Economically Disadvantaged Students	21	746	733	737	*	*	*	*	*	57%	37%
Non-Economically Disadvantaged Students	74	749	751	761	*	*	*	*	*	55%	67%
Students with Disabilities	20	726	722	731	*	*	*	*	*	35%	31%
Students without Disabilities	75	755	751	756	*	*	*	*	*	61%	60%
English Learners	N	N	724	728	N	N	N	N	N	N	26%
Non-English Learners	95	749	746	754	11%	14%	20%	45%	11%	56%	58%
Homeless Students	*	*	727	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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	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	80	750	744	749	*	*	30%	*	*	53%	51%
White	62	751	748	757	*	*	27%	*	*	55%	62%
Hispanic	*	*	732	737	*	*	*	*	*	*	36%
Black or African American	*	*	725	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	35	748	744	749	*	*	40%	*	*	46%	50%
Male	45	752	745	749	*	*	22%	*	*	58%	52%
Economically Disadvantaged Students	21	742	*	734	*	*	*	*	*	38%	32%
Non-Economically Disadvantaged Students	59	753	*	759	*	*	*	*	*	58%	63%
Students with Disabilities	*	*	717	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	750	754	*	*	*	*	*	*	56%
English Learners	N	N	717	722	N	N	N	N	N	N	18%
Non-English Learners	80	750	745	751	*	*	30%	*	*	53%	54%
Homeless Students	*	*	731	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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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	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	95	744	745	747	11%	14%	29%	*	*	46%	47%
White	81	747	748	755	*	16%	30%	*	*	47%	58%
Hispanic	10	730	735	735	*	0%	*	*	*	50%	30%
Black or African American	*	*	723	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	763	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	38	745	743	747	*	*	32%	*	*	50%	47%
Male	57	744	746	747	*	*	28%	*	*	44%	47%
Economically Disadvantaged Students	18	730	733	732	*	*	*	*	*	28%	27%
Non-Economically Disadvantaged Students	77	748	750	757	*	*	*	*	*	51%	59%
Students with Disabilities	22	709	*	725	45%	*	*	*	*	18%	19%
Students without Disabilities	73	755	*	752	0%	*	*	*	*	55%	52%
English Learners	N	N	715	718	N	N	N	N	N	N	12%
Non-English Learners	95	744	745	749	11%	14%	29%	*	*	46%	49%
Homeless Students	*	*	724	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Silver Bay Elementary School
(29-5190-095)
Grades Offered: PK-05
2018-2019

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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 different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	*	*
5	*	*

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	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† Target was met within one standard deviation

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 and 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
0-2	N	N	N
3-4	N	N	N
5 or more	N	N	N



Silver Bay Elementary School

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Grades Offered: PK-05

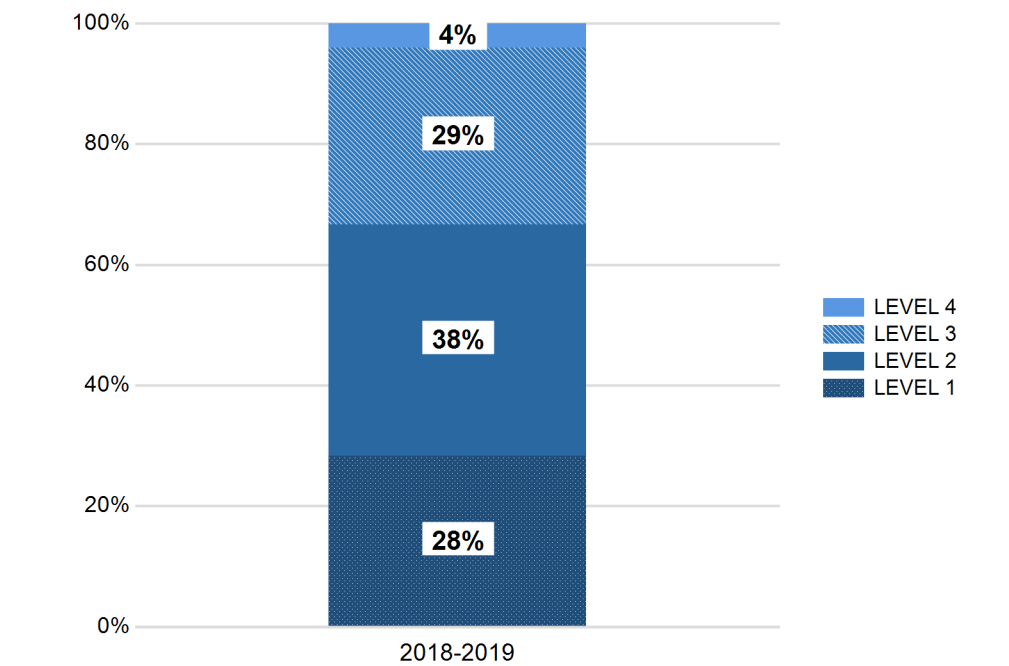
2018-2019

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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 will 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 this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, 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	38	29	4
White	27	38	30	5
Hispanic	30	40	30	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	28	49	21	3
Male	29	30	36	5
Economically Disadvantaged Students	35	47	18	0
Non-Economically Disadvantaged Students	27	36	32	5
Students with Disabilities	73	14	14	0
Students without Disabilities	15	45	34	5
English Learners	N	N	N	N
Non-English Learners	28	38	29	4
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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.

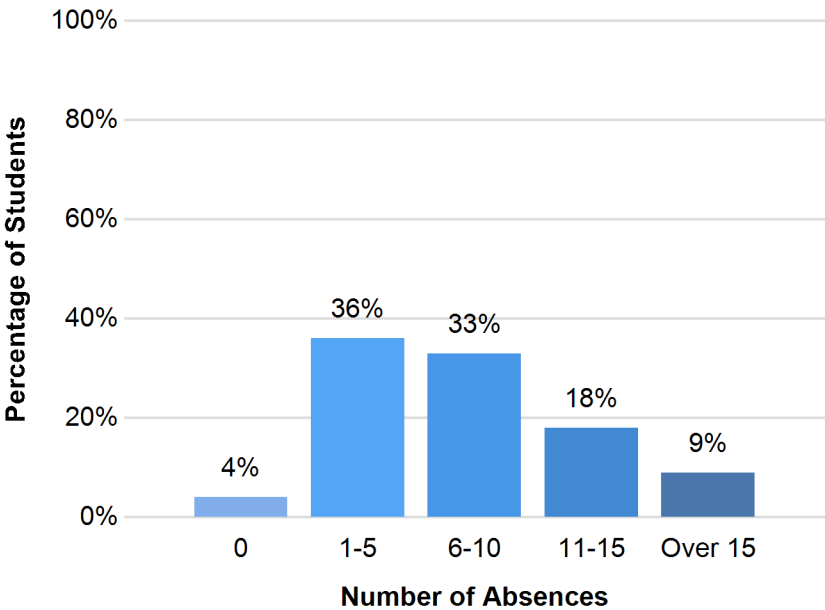
Chronic Absenteeism

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 last two columns show the chronic absenteeism state average for students in the grades offered and 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	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	38	6.7	8.9	Met
White	30	6.6	8.9	Met
Hispanic	6	9.7	8.9	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	4.0	8.9	Met
Female	17	6.0		
Male	21	7.5		
Economically Disadvantaged Students	19	14.3	8.9	Not Met
Students with Disabilities	11	11.1	8.9	Not Met
English Learners	*	*	**	**
Homeless Students	0	0		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Silver Bay Elementary School

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Grades Offered: PK-05

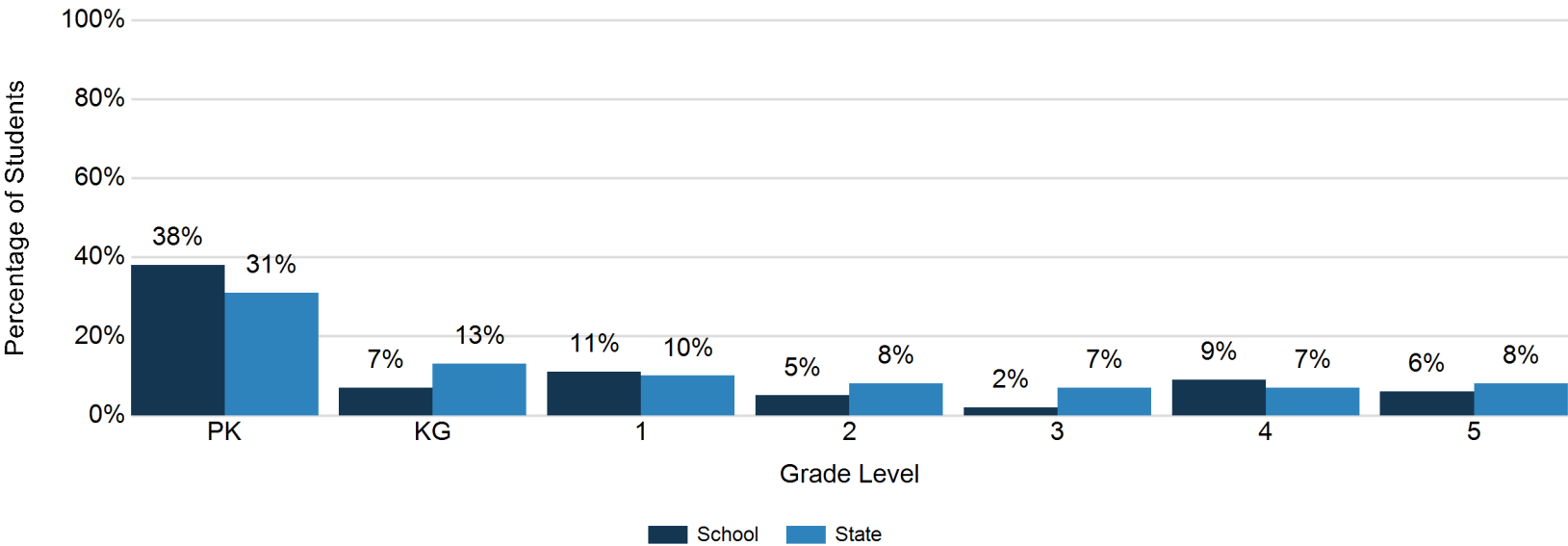
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.30

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	0	0
Religion	0	0	0
Ancestry	0	1	1
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
No Identified Nature	2		2

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

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.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0



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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. 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	8:40 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, 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
2018-19	1.0:1



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Key terms for staff data:

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	49	118,214
Average years experience in public schools	16.1	12.1
Average years experience in district	14.7	10.8
Percentage of Teachers with 4 or more years experience in the district	85.7%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	71	9,530
Average years experience in public schools	21.7	16.0
Average years experience in district	17.1	12.0
Percentage of Administrators with 4 or more years experience in the district	90.1%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members 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.

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	13:1
Students to Administrators	332:1	216:1
Teachers to Administrators	25:1	17:1
Students to Librarians/Media Specialists		2550:1
Students to Nurses		567:1
Students to Counselors		403:1
Students to Child Study Team Members		392:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.9%	93.9%	50.0%	48.4%	77.1%	54.9%
Male	50.1%	6.1%	50.0%	51.6%	22.9%	45.1%
White	81.1%	98.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	11.3%	2.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.6%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	0.9%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.1%	0.0%	0.0%	2.1%	0.2%	0.2%



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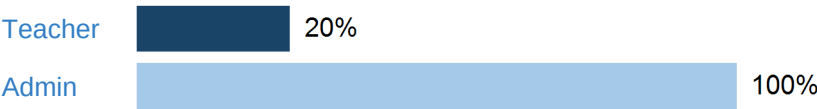
Teachers and Administrators - Level of Education

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

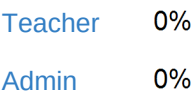
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.7%	90.5%
2017-18 Administrators: Same district 2018-19	94.4%	87.9%

Faculty Attendance

This table shows the percentage of days that 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
2018-19	96.2%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [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 2018-19 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.



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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 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.

Status for 2020-21 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, Native Hawaiian, or Pacific Islander	
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 Targeted Support and Improvement.



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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

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 represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	55.3%	59.8%	54.1%
Math Proficiency	57.8%	50.4%	51.5%
ELA Growth	43	43	32
Math Growth	52	38	50
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	8.7%	8.6%	6.7%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Accountability Indicator Scores and Summative Ratings - 2018-19 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement– Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Not Met	Met Standard	N	Met	No
White	Met Target	Not Met	Not Met	Met Standard	n/a	Met	No
Hispanic	Met Target†	Met Target	**	**	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Met	No
Economically Disadvantaged Students	Met Target†	Met Target†	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target†	Not Met	Met Standard	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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



Silver Bay Elementary School
(29-5190-095)
Grades Offered: PK-05
2018-2019

Report Key:
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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 the school or district directly.

 Highlights:	- Technology has been infused across all content areas in each classroom. Arts infused lessons through a grant funded partnership with Young Audiences. - Positive school climate and culture which was enhanced by implementation of PBSIS. - Partnership between school and home strengthened through various PTO-sponsored events. Community collaboration with various stakeholders to enhance students educational experience.
 Mission, Vision, Theme:	At Silver Bay, we embrace and develop the unique abilities of each student through compelling, creative learning experiences. We provide a safe and nurturing environment and instill a sense of pride and self-worth in each student.” There’s No Place Like Silver Bay!
 Awards, Recognition, Accomplishments:	Silver Bay's PBSIS Team was selected to be a showcase school for it's implementation of the Positive Behavior System in Schools. Future Ready School, Young Audience Grant, Ocean First Grant.



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 Courses, Curriculum, Instruction:	The teachers implement the New Jersey Learning Standards which establish high expectations for student learning. The instruction the students receive emphasize higher level thinking skills that incorporate real world applications. These skills will allow the students to be college or career ready. Students use curriculum that is research based to improve instruction in the classroom.
 Clubs and Activities:	There are opportunities for the students to participate in activities that go beyond the classroom instruction. Students can attend clubs that focus on Social and Emotional Learning, Technology, Leadership, School Beautification, Chorus, Instrumental Music, and Safety Patrol.



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Before and After School Programs:	Y-Kids Program offered by the YMCA.
Staff and Professional Learning:	The staff continues to participate and facilitate professional learning activities that allow them to grow as instructional leaders. The workshops enhance their proficiency and knowledge in enriching our learning environment and educational programs. The staff participates in monthly Professional Learning Communities that share best practices which provide a horizontal/vertical articulation and collaboration.



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Student Supports and Services:	Student support services are available through the building wide intervention team, I&RS, and the Child Study Team. Teachers work collaboratively with parents to determine and apply strategies to promote student growth.
Student Health and Wellness:	Silver Bay has implemented the Positive Behavior System in Schools to promote a safe and healthy educational environment. This program helps improve the whole child, mentally, physically, and emotionally. Students participate in a morning meeting with the use of Sanford Harmony to encourage positive student behavior and social and emotional learning.
Parent and Community Involvement:	The PTO at Silver Bay works with school and community officials to support the educational goals that have been set for student success. They offer opportunities for parents to take an active role in their children's education with family nights. The community and school work together to provide educational opportunities beyond the classroom. Teachers incorporate various forms of daily parent communication to foster student growth.



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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers The staff and students participate in an annual climate and culture survey that the administration analyzes to improve the school culture. The students have taken an active role in assisting the administration in designing our anticipated outdoor classroom as results of the survey. Administration has taken an active role in improving staff morale and building climate based on these results.
 Facilities:	Silver Bay Elementary is 46 years old. We are in the process of renovating our Media Center and turning it into a dual purpose area. The new media center will accommodate our diverse student population and allow our students to grow as engineers. Recent improvements include the alteration of unused space into an area to properly administer necessary hygiene for a special needs population which is housed in the facility.
 School Safety:	Silver Bay Elementary is patrolled by our police officer. The main entrance has a remote locked door/video system that is opened only after checking identification of the visitor . Upgraded security cameras have been added to the interior and exterior of the building. Monthly fire and security drills are conducted following state procedures. Annual safety procedures are reviewed with all staff at the beginning of the school year and reviewed as needed. Silver Bay Elementarty takes great pride in our positive working relationship with the local police department who meets with staff and students on a regular basis to educate all on current safety concerns.



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 Technology and STEM:	Recent upgrades to the WAN backbone enable high speed 1 Gb connections to all locations and 10 Gb between two data centers, with resiliency from potential outages. Firewalls have been upgraded to provide improved cybersecurity. SBE now has over 330 shared computing devices. All classrooms have improved WiFi access. Every staff and student has Google accounts. All schools participate in Computers Science Education Week, NJ Makers Day, NJ STEM Week and Digital Learning Day. Staff training is provided by a district Ed Tech Supervisor and building web developers. Tech courses focus on computer applications, problem solving, the use of media and the maker mindset. Opportunities have been expanded and enhanced through grants and foundations, with more than 2/3 of raised in the 18-19 school year going to STEAM initiatives.
 Early Childhood Education:	Silver Bay Elementary School has six preschool classrooms for children with special needs. At Silver Bay Elementary School, we educate apporximately 150 children with from ages 3-5. The six classrooms include General Education/Inclusion, Preschool Disabled, Preschool AI, and Preschool MD.



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 Other Information	Our language arts literacy curriculum in grades 3 through 5 is standards based, offering the children an opportunity to be exposed to rich literature and be given a platform to allow for discussion and independent practice related to the standard based skill being introduced. District created thematic reading units were created to support standards based instruction in the classroom. These programs support the workshop learning model that has become the focus of instruction in grade K-5. Teachers skillfully integrate language arts instruction throughout the content areas of math, science and social studies, with an emphasis on perfecting their listening, speaking, reading and writing skills. Teachers continued to implement writing workshop in their literacy block. All of our students were leveled using Fountas and Pinnell Leveling System, to provide our students with their independent and instructional level to help them with their selection of “just right” books. Students were also leveled using running records in order to guide small group literacy instruction. This process goes far in creating a lifelong love of reading and literature. Ready Math implementation helps students develop vocabulary and dialogue related to math practices. The IReady platform allows students an individualized learning pathway to increase student performance. Mystery Science helps to develop scientific dispositions and habits of mind, including curiosity and heightened critical thinking skills. Children have enjoyed their hands-on experiences as they make discoveries in science using the NGSS. Students conduct engineering type experiments and learn about the engineering process.



South Toms River Elementary School
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

**South Toms River Elementary School**

(29-5190-100)

Grades Offered: KG-05

2018-2019

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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	Ocean
District	Toms River Regional School District
Principal Name	Mr. Dennis Holzapfel
Address	419 DOVER ROAD SOUTH TOMS RIVER, NJ 08757
Phone Number	732-505-5890
Email Address	dholzapfel@trschoools.com
Website	http://www.trschools.com/southtr



South Toms River Elementary School

(29-5190-100)

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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

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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	2016-17	2017-18	2018-19
KG	56	55	48
1	50	50	51
2	52	59	54
3	51	53	60
4	64	46	58
5	66	70	49
Total	346	333	320

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	46.8%	44.1%	45.9%
Male	53.2%	55.9%	54.1%
Economically Disadvantaged Students	61.6%	65.5%	70.6%
Students with Disabilities	23.4%	26.7%	28.4%
English Learners	0.0%	0.0%	0.0%
Homeless Students	1.2%	1.8%	2.5%
Students in Foster Care	0.0%	1.2%	1.3%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	45.1%	40.2%	41.6%
Hispanic	34.7%	34.2%	35.0%
Black or African American	15.0%	19.2%	16.3%
Asian	0.3%	0.3%	0.6%
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	4.9%	6.0%	6.6%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	56	55	48

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.

Home Language	% of Students
English	83.8%
Spanish	15.3%
Other Languages	0.9%



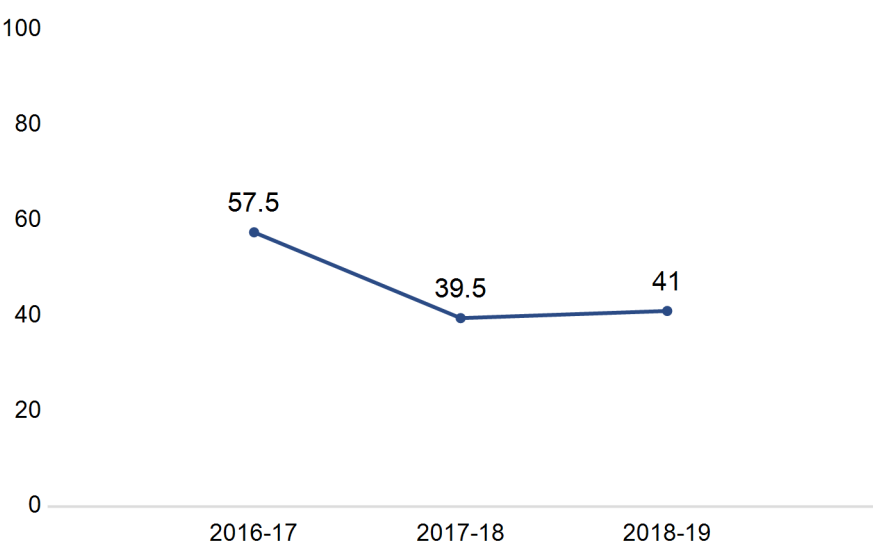
South Toms River Elementary School
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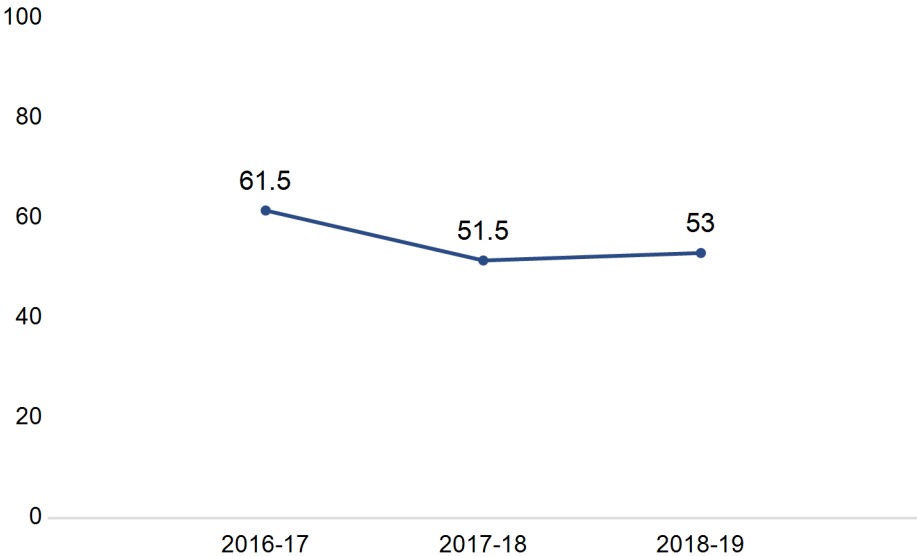
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures 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.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	57.5	39.5	41	61.5	51.5	53
Met Standard (40-59.5)?	Met Standard	Not Met	Met Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each 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 that explains their progress compared to students who had the same test scores in previous years.

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) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

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	41	48	50	Met Standard	53	44	50	Met Standard
White	36	48	50	Not Met	60.5	45	52	Exceeds Standard
Hispanic	45.5	45	49	Met Standard	51.5	42	47	Met Standard
Black or African American	46	45.5	45	**	35.5	40	43	**
Asian, Native Hawaiian, or Pacific Islander	N	53	59	**	N	57	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	43	49	**	*	44	52	**
Female	54	51	53	N	53	44	50	N
Male	29.5	44	47	N	55.5	45	51	N
Economically Disadvantaged Students	47	45	48	Met Standard	50	44	46	Met Standard
Students with Disabilities	49	40	43	Met Standard	63	41	45	Exceeds Standard
English Learners	*	39	52	**	*	41	50	**
Homeless Students	*	44	43	N	*	45	44	N
Students in Foster Care	*	52	42	N	*	61.5	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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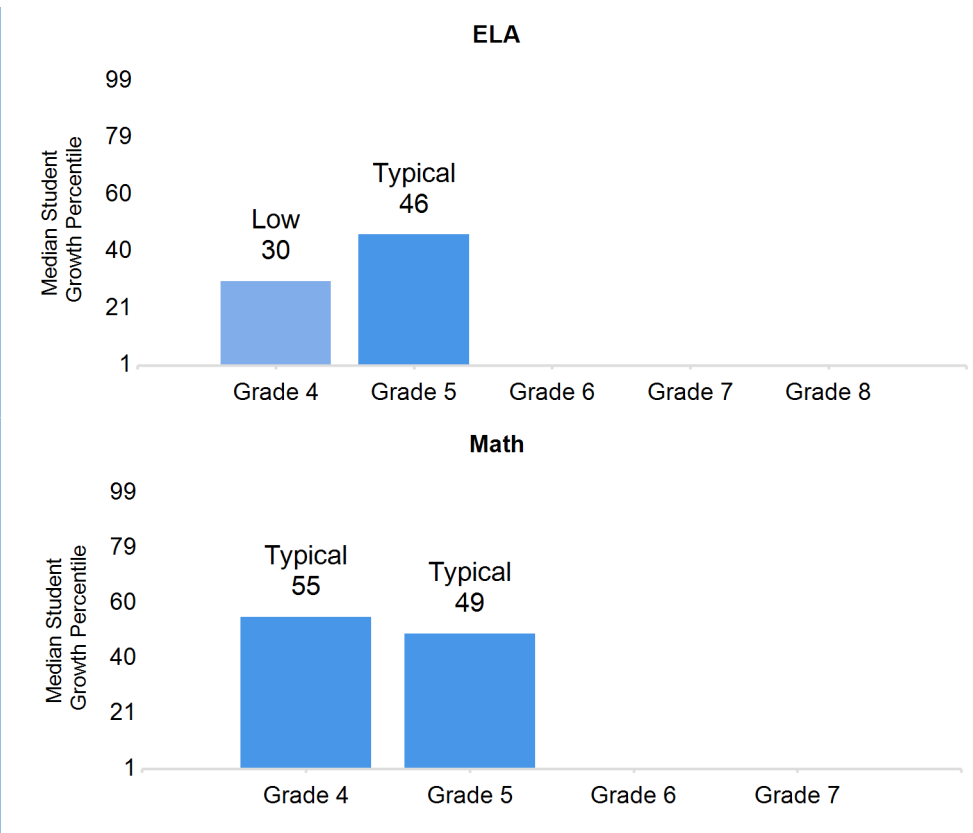
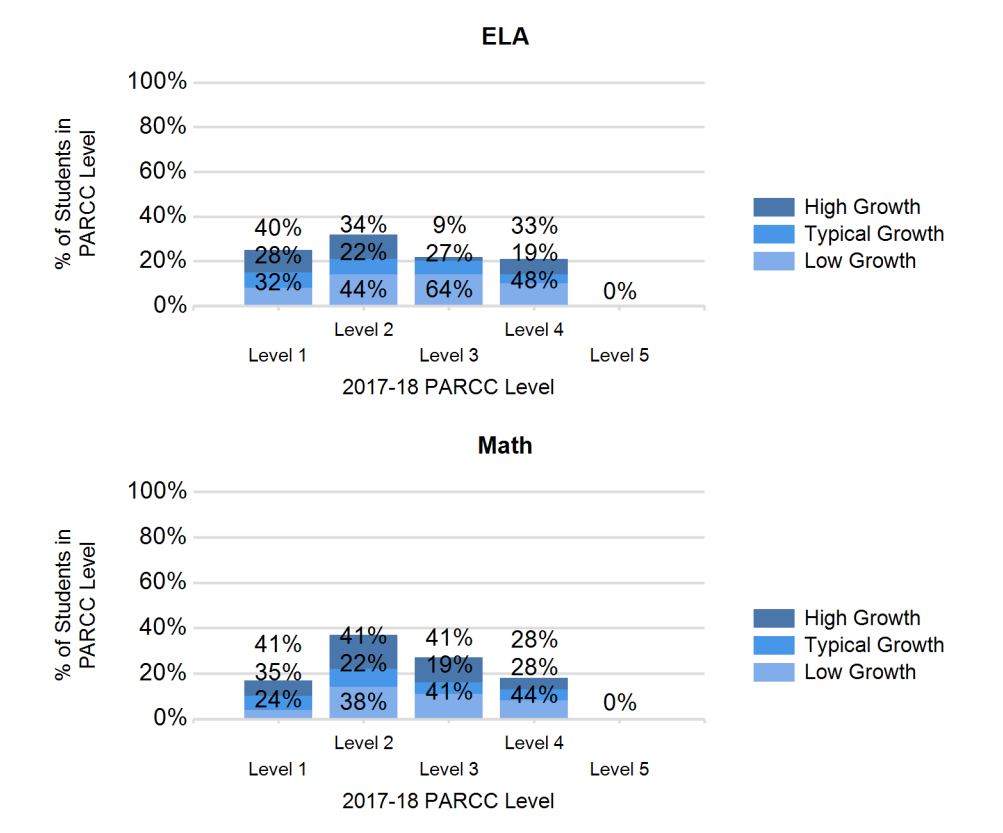
If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth by Performance Level

Student Growth by Grade

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

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



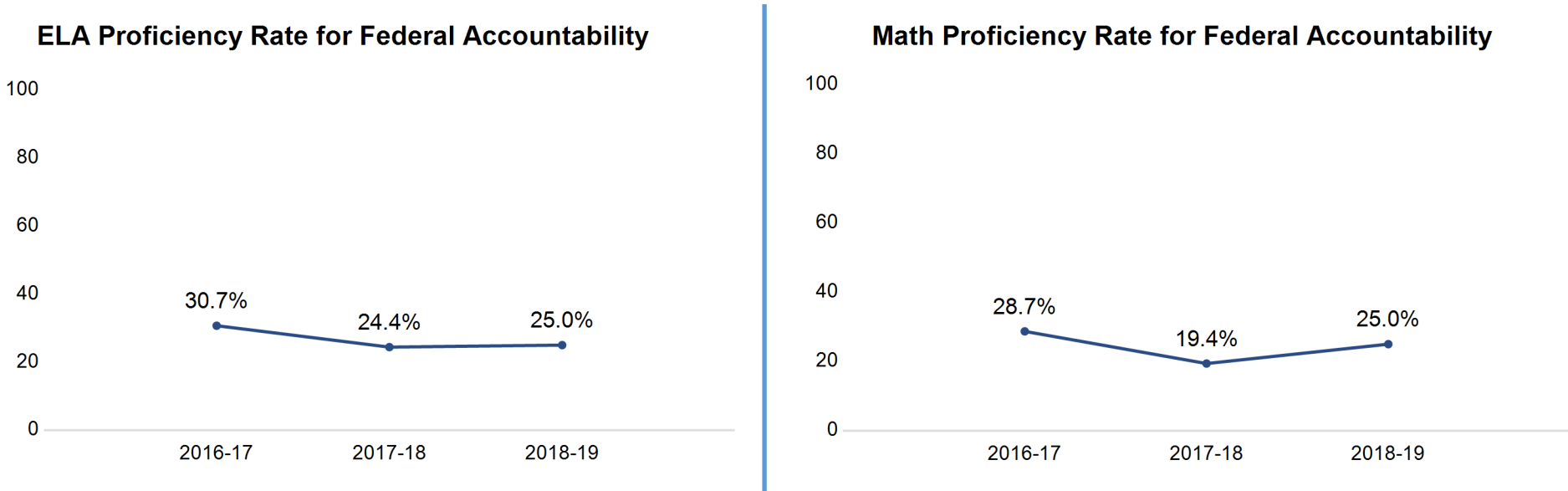


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English Language Arts and Mathematics Performance Trends

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 statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that 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.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	95.6%	97.6%	100.0%	95.6%	97.7%	100.0%
Proficiency Rate for Federal Accountability	30.7%	24.4%	25.0%	28.7%	19.4%	25.0%
Annual Target	25.4%	28.2%	31.1%	30.0%	32.7%	35.3%
Met Annual Target?	Met Target	Met Target†	Not Met	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that 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 2030. 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	164	100.0	25.0	54.8	57.9	25.0	31.1	Not Met
White	67	100.0	37.3	58.9	66.9	37.3	30.6	Met Target
Hispanic	60	100.0	13.3	40.0	43.9	13.3	33.8	Not Met
Black or African American	*	*	*	36.8	38.5	*	31.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	N	N	N	77.5	82.9	N	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	76	100.0	27.6	62.8	64.8	27.6		
Male	88	100.0	22.7	47.0	51.3	22.7		
Economically Disadvantaged Students	110	100.0	18.2	37.6	40.0	18.2	30.2	Not Met
Non-Economically Disadvantaged Students	54	100.0	38.9	61.4	67.9	38.9		
Students with Disabilities	48	100.0	20.8	17.7	22.7	20.8	23.8	Met Target†
Students without Disabilities	116	100.0	26.7	62.8	65.1	26.7		
English Learners	*	*	*	20.6	29.3	*	**	**
Non-English Learners	*	*	*	55.7	60.6	*		
Homeless Students	*	*	*	32.6	29.1	*		
Students In Foster Care	*	*	*	36.0	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

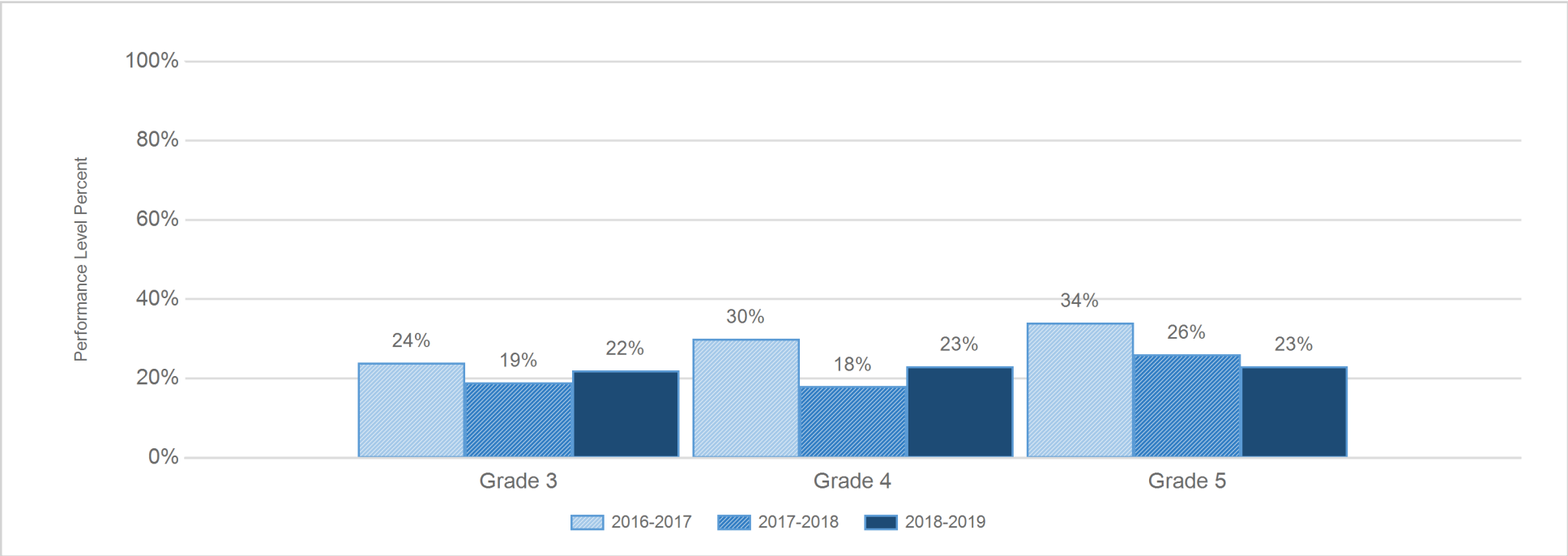


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

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	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	60	717	744	748	30%	27%	22%	22%	0%	22%	50%
White	23	724	749	757	*	*	*	*	*	35%	60%
Hispanic	23	717	727	734	*	*	*	*	*	13%	36%
Black or African American	*	*	723	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	769	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	737	756	*	*	*	*	*	*	58%
Female	28	723	749	753	*	*	*	*	*	29%	55%
Male	32	711	738	743	*	*	*	*	*	16%	46%
Economically Disadvantaged Students	45	709	727	731	*	*	*	*	*	16%	33%
Non-Economically Disadvantaged Students	15	740	751	759	*	*	*	*	*	40%	61%
Students with Disabilities	16	687	711	719	*	*	*	*	*	*	24%
Students without Disabilities	44	727	752	754	*	*	*	*	*	*	56%
English Learners	N	N	702	713	N	N	N	N	N	N	17%
Non-English Learners	60	717	745	751	30%	27%	22%	22%	0%	22%	54%
Homeless Students	*	*	714	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



South Toms River Elementary School
(29-5190-100)
Grades Offered: KG-05
2018-2019

Report Key:
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N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts Assessment - Performance by Grade: Grade 4

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	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	56	730	752	755	18%	27%	32%	*	*	23%	57%
White	28	737	756	763	*	*	*	*	*	39%	67%
Hispanic	17	728	737	743	*	*	*	*	*	*	44%
Black or African American	*	*	736	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	738	762	*	*	*	*	*	*	64%
Female	26	737	757	760	*	*	*	*	*	27%	62%
Male	30	725	747	750	*	*	*	*	*	20%	53%
Economically Disadvantaged Students	34	729	*	740	*	*	*	*	*	15%	40%
Non-Economically Disadvantaged Students	22	733	*	765	*	*	*	*	*	36%	69%
Students with Disabilities	16	716	720	725	*	*	*	*	*	19%	25%
Students without Disabilities	40	736	759	761	*	*	*	*	*	25%	64%
English Learners	N	N	701	720	N	N	N	N	N	N	17%
Non-English Learners	56	730	753	758	18%	27%	32%	*	*	23%	60%
Homeless Students	*	*	739	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



South Toms River Elementary School

(29-5190-100)

Grades Offered: KG-05

2018-2019

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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	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	48	730	750	756	*	38%	29%	*	*	23%	58%
White	16	737	753	764	0%	*	*	*	*	31%	68%
Hispanic	17	731	741	743	*	*	*	*	*	12%	44%
Black or African American	*	*	734	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	762	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	22	730	754	761	*	*	*	*	*	23%	64%
Male	26	729	746	750	*	*	*	*	*	23%	52%
Economically Disadvantaged Students	33	726	737	740	*	*	*	*	*	18%	39%
Non-Economically Disadvantaged Students	15	739	757	766	*	*	*	*	*	33%	69%
Students with Disabilities	13	724	*	724	*	*	*	*	*	15%	23%
Students without Disabilities	35	732	*	762	*	*	*	*	*	26%	65%
English Learners	N	N	709	713	N	N	N	N	N	N	11%
Non-English Learners	48	730	751	758	*	38%	29%	*	*	23%	60%
Homeless Students	*	*	732	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



South Toms River Elementary School
(29-5190-100)
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2018-2019

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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 assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that 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 2030. 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	164	100.0	25.0	37.4	44.5	25.0	35.3	Not Met
White	67	100.0	31.3	40.8	54.1	31.3	29.4	Met Target
Hispanic	60	100.0	20.0	24.2	28.8	20.0	41.4	Not Met
Black or African American	*	*	*	18.1	23.0	*	42.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	67.5	76.5	N	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	76	100.0	25.0	38.2	44.9	25.0		
Male	88	100.0	25.0	36.6	44.2	25.0		
Economically Disadvantaged Students	110	100.0	20.9	23.5	26.3	20.9	33.4	Not Met
Non-Economically Disadvantaged Students	54	100.0	33.3	42.8	54.9	33.3		
Students with Disabilities	48	100.0	20.8	11.6	17.4	20.8	23.8	Met Target†
Students without Disabilities	116	100.0	26.7	42.9	50.0	26.7		
English Learners	*	*	*	21.3	25.0	*	**	**
Non-English Learners	*	*	*	37.9	46.5	*		
Homeless Students	*	*	*	24.8	17.1	*		
Students In Foster Care	*	*	*	12.0	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

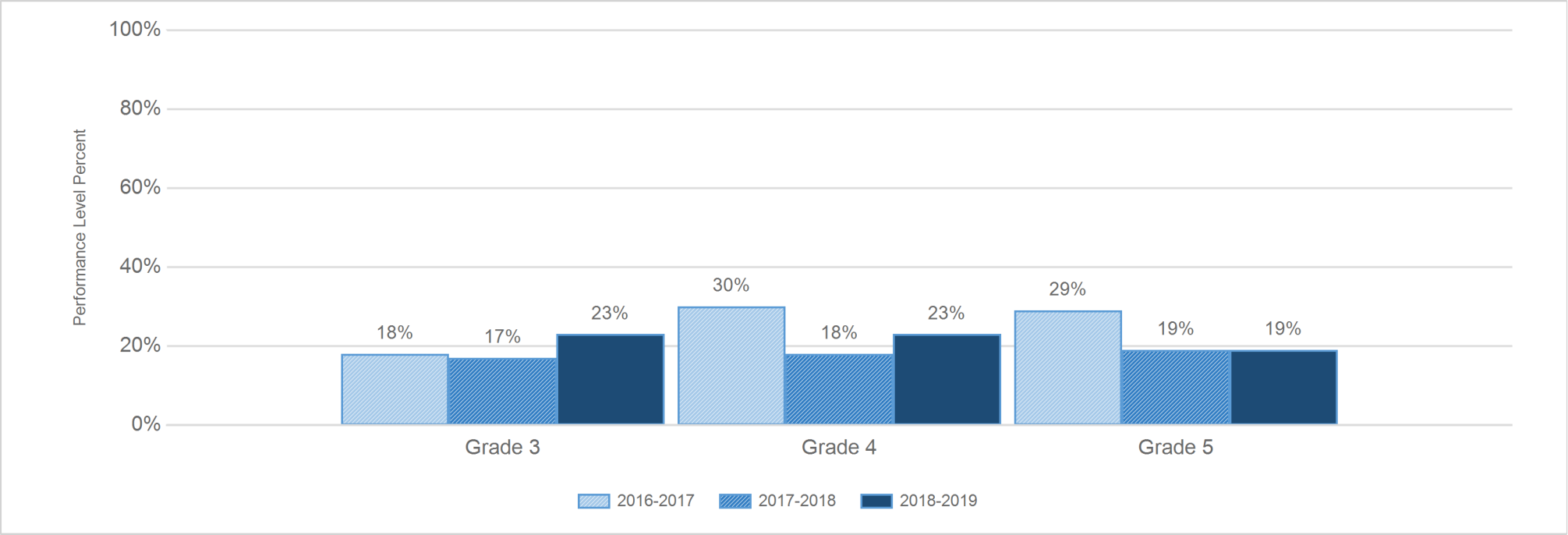


South Toms River Elementary School
(29-5190-100)
Grades Offered: KG-05
2018-2019

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



South Toms River Elementary School

(29-5190-100)

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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	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	60	727	746	752	25%	28%	23%	*	*	23%	55%
White	23	735	749	760	*	*	*	*	*	30%	66%
Hispanic	23	727	733	739	*	*	*	*	*	17%	40%
Black or African American	*	*	726	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	768	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	743	758	*	*	*	*	*	*	62%
Female	28	731	746	751	*	*	*	*	*	29%	54%
Male	32	724	745	752	*	*	*	*	*	19%	56%
Economically Disadvantaged Students	45	721	733	737	*	*	*	*	*	18%	37%
Non-Economically Disadvantaged Students	15	746	751	761	*	*	*	*	*	40%	67%
Students with Disabilities	16	705	722	731	*	*	*	*	*	*	31%
Students without Disabilities	44	735	751	756	*	*	*	*	*	*	60%
English Learners	N	N	724	728	N	N	N	N	N	N	26%
Non-English Learners	60	727	746	754	25%	28%	23%	*	*	23%	58%
Homeless Students	*	*	727	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



South Toms River Elementary School

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Mathematics Assessment - Performance by Grade: Grade 4

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	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	56	727	744	749	*	36%	27%	*	*	23%	51%
White	28	735	748	757	*	*	*	*	*	32%	62%
Hispanic	17	722	732	737	*	*	*	*	*	18%	36%
Black or African American	*	*	725	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	26	724	744	749	*	38%	*	*	*	27%	50%
Male	30	729	745	749	*	33%	*	*	*	20%	52%
Economically Disadvantaged Students	34	720	*	734	*	*	*	*	*	18%	32%
Non-Economically Disadvantaged Students	22	737	*	759	*	*	*	*	*	32%	63%
Students with Disabilities	16	715	717	726	*	*	*	*	*	13%	25%
Students without Disabilities	40	731	750	754	*	*	*	*	*	28%	56%
English Learners	N	N	717	722	N	N	N	N	N	N	18%
Non-English Learners	56	727	745	751	*	36%	27%	*	*	23%	54%
Homeless Students	*	*	731	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



South Toms River Elementary School
(29-5190-100)
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2018-2019

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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	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	48	730	745	747	*	38%	35%	*	*	19%	47%
White	16	737	748	755	*	*	*	*	*	31%	58%
Hispanic	17	731	735	735	0%	*	*	*	*	12%	30%
Black or African American	*	*	723	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	763	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	22	732	743	747	*	*	*	*	*	18%	47%
Male	26	728	746	747	*	*	*	*	*	19%	47%
Economically Disadvantaged Students	33	724	733	732	*	*	*	*	*	15%	27%
Non-Economically Disadvantaged Students	15	743	750	757	*	*	*	*	*	27%	59%
Students with Disabilities	13	732	*	725	*	*	*	*	*	15%	19%
Students without Disabilities	35	729	*	752	*	*	*	*	*	20%	52%
English Learners	N	N	715	718	N	N	N	N	N	N	12%
Non-English Learners	48	730	745	749	*	38%	35%	*	*	19%	49%
Homeless Students	*	*	724	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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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 different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	*	*
5	*	*

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	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† Target was met within one standard deviation

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 and 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
0-2	N	N	N
3-4	N	N	N
5 or more	N	N	N



South Toms River Elementary School

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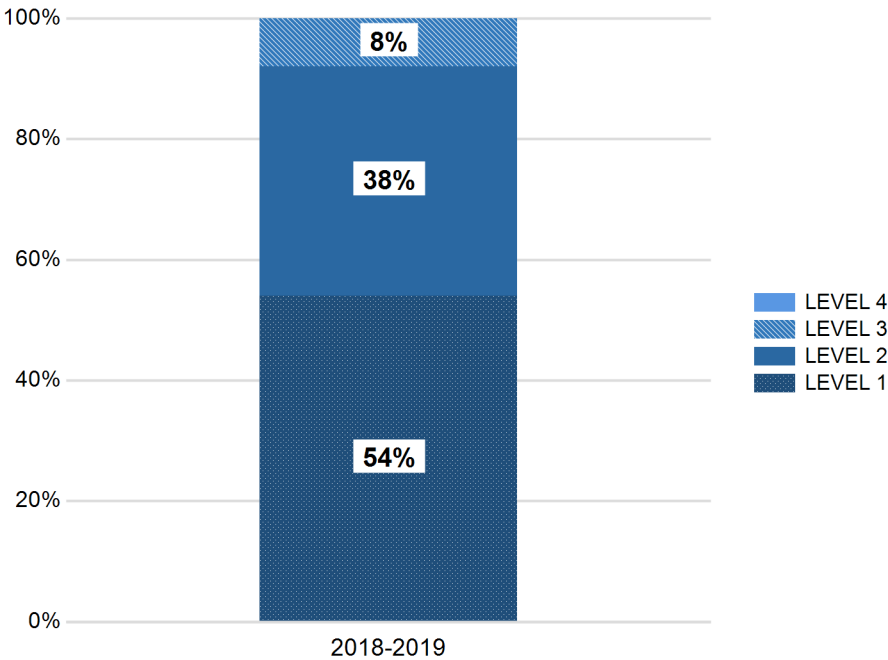
2018-2019

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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 will 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 this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, 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	54	38	8	0
White	44	44	13	0
Hispanic	53	35	12	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	59	36	5	0
Male	50	38	12	0
Economically Disadvantaged Students	53	44	3	0
Non-Economically Disadvantaged Students	57	21	21	0
Students with Disabilities	43	43	14	0
Students without Disabilities	59	35	6	0
English Learners	N	N	N	N
Non-English Learners	54	38	8	0
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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.

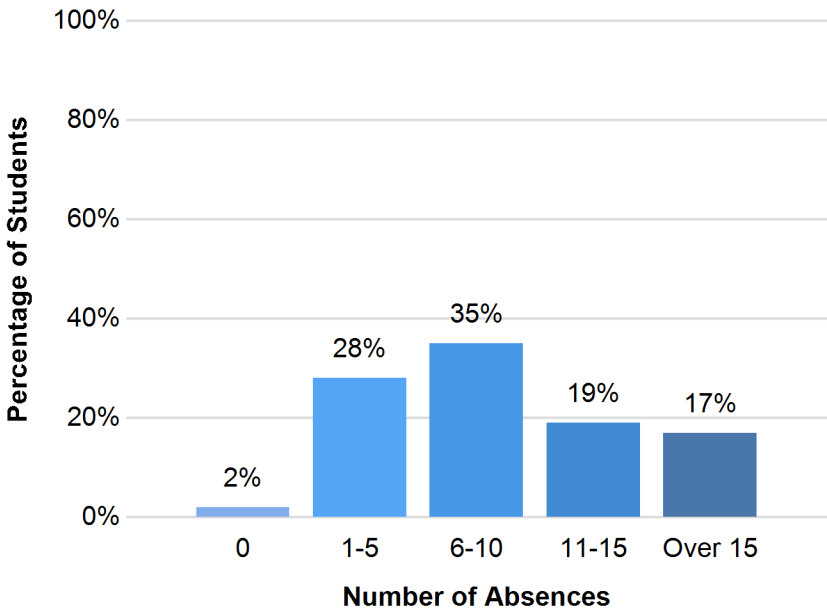
Chronic Absenteeism

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 last two columns show the chronic absenteeism state average for students in the grades offered and 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	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	41	12.7	8.9	Not Met
White	14	11.1	8.9	Not Met
Hispanic	17	14.0	8.9	Not Met
Black or African American	7	13.5	8.9	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	8.9	Not Met
Female	16	10.8		
Male	25	14.2		
Economically Disadvantaged Students	35	14.8	8.9	Not Met
Students with Disabilities	17	19.1	8.9	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





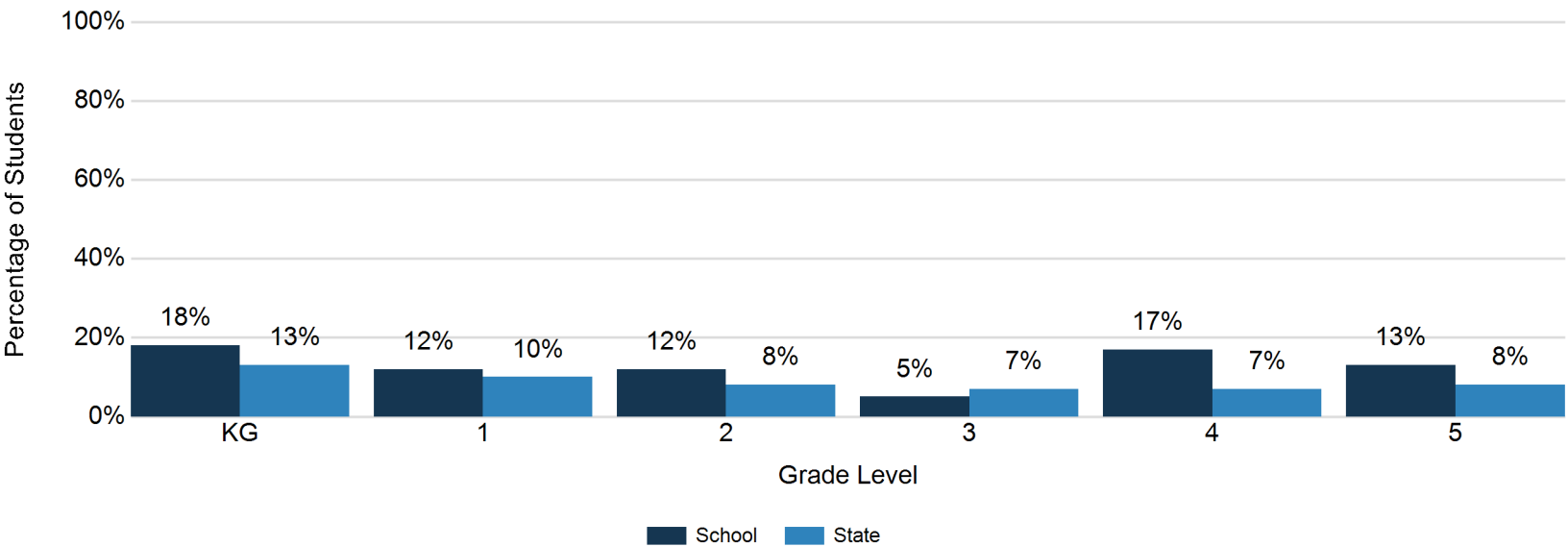
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





South Toms River Elementary School

(29-5190-100)

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.31

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	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	5		5

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

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.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
*



South Toms River Elementary School

(29-5190-100)

Grades Offered: KG-05

2018-2019

Report Key:
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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. 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	9:25 AM
Typical End Time	3:35 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, 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
2018-19	1:1



South Toms River Elementary School
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 2018-2019

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Key terms for staff data:

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	28	118,214
Average years experience in public schools	14.0	12.1
Average years experience in district	12.5	10.8
Percentage of Teachers with 4 or more years experience in the district	89.3%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	71	9,530
Average years experience in public schools	21.7	16.0
Average years experience in district	17.1	12.0
Percentage of Administrators with 4 or more years experience in the district	90.1%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members 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.

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	13:1
Students to Administrators	160:1	216:1
Teachers to Administrators	14:1	17:1
Students to Librarians/Media Specialists		2550:1
Students to Nurses		567:1
Students to Counselors		403:1
Students to Child Study Team Members		392:1



South Toms River Elementary School

(29-5190-100)

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	45.9%	78.6%	50.0%	48.4%	77.1%	54.9%
Male	54.1%	21.4%	50.0%	51.6%	22.9%	45.1%
White	41.6%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	35.0%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	16.3%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	0.6%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	6.6%	0.0%	0.0%	2.1%	0.2%	0.2%



South Toms River Elementary School
(29-5190-100)
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2018-2019

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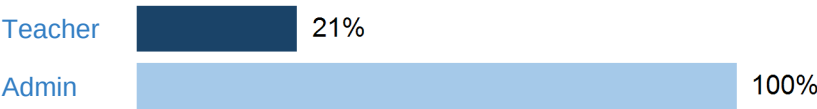
Teachers and Administrators - Level of Education

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

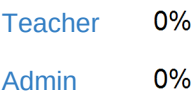
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.7%	90.5%
2017-18 Administrators: Same district 2018-19	94.4%	87.9%

Faculty Attendance

This table shows the percentage of days that 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
2018-19	96.0%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [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 2018-19 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.



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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 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.

Status for 2020-21 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, Native Hawaiian, or Pacific Islander	
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 Targeted Support and Improvement.



South Toms River Elementary School
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2018-2019

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

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 represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	30.7%	24.4%	25.0%
Math Proficiency	28.7%	19.4%	25.0%
ELA Growth	58	40	41
Math Growth	62	52	53
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	10.7%	12.7%	12.7%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



South Toms River Elementary School
 (29-5190-100)
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 2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement– Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Met Standard	Met Standard	N	Not Met	No
White	Met Target	Met Target	Not Met	Exceeds Standard	n/a	Not Met	No
Hispanic	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Met Target†	Not Met	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Not Met	No
Economically Disadvantaged Students	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target†	Met Standard	Exceeds Standard	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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



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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 the school or district directly.

 Highlights:	- Strong partnerships with families and community. Regular collaboration with STR Police, Mayor and Town Council, Ocean County Juvenile Services, as well as High School South Students. - Arts Infusion partnership with mind ALIGNED through Count Basie sponsored by The Grunin Foundation has allowed for training for related strategy implementation. - PBSIS- Positive Behavioral Support in Schools: Our staff team is provided support from the State in the implementation of a tiered system of support for behavior and climate issues.
 Mission, Vision, Theme:	With a heavy focus on relationship building, STRE uses a variety of strategies to facilitate effective communication among teachers and students. Our goal is to support STRE learners in growing into community centered and empowered problem solvers who have the courage to make the world a better place. A heavy emphasis is placed on community partnerships.
 Awards, Recognition, Accomplishments:	Poschl Awards Ceremony- Students are recognized for academic as well as special area achievements. "Students of the Month" (K-2) are recognized at Borough Hall by the Mayor and Town Council. STAR Students (3-5) are recognized quarterly and are honored with a PTO sponsored breakfast with the Mayor and Principal. Monthly Perfect Attendance- Extra Recess Incentive. Count Basie Arts Infusion Grant recipient.



South Toms River Elementary School
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 Courses, Curriculum, Instruction:	The New Jersey Learning Standards establish high expectations for student learning. Our teachers work to implement the standards within their classrooms. Lessons emphasize higher level thinking skills, real world application of concepts, and workplace readiness skills that will enable our children to be successful in their daily lives and future careers. Fifth grade students participate in the GREAT Program (Gang Resistance Education and Training), conducted by the South Toms River Police.
 Clubs and Activities:	Safety Patrol and Leaders Club (grade 5 students), Chorus and band, School-based Green Team, Science Fair.



South Toms River Elementary School
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 Before and After School Programs:	Our Title I Family Programs provide opportunities for students and families to learn together after school. For our K-2 students we offer Family Reading activities/lessons. Family STEAM activities/lessons are offered to student families of all grade levels. A Reading Buddy Club was offered in the morning to our Title I students.
 Staff and Professional Learning:	Our staff continues to participate in and facilitate a variety of motivating technology, curriculum content, and instructional strategy workshops, beginning in the summer months and continuing throughout the year. The workshops enhance their proficiency and knowledge in enriching our learning environment and educational programs. Professional Learning Communities, by grade level, are scheduled regularly, providing horizontal articulation and collaboration.



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An icon depicting a blue silhouette of a person with a sunburst above their head, and a blue arrow pointing upwards to the right.	Student Supports and Services: Our Local Basic Skills Program supports struggling students in language arts. Our Title I Basic Skills Program uses the LLI program to deliver intense reading/phonics instruction to those students most in need. In Special Education our grade 4/5 LLD classroom is supported through the Read 180 Program. The iReady Math Program supports all students in meeting needs at their individual level. Our intervention team works together to find strategies to support students/teachers with higher level academic and behavioral needs.
An icon of a blue apple with a green leaf, and a blue heart shape positioned to the right of the apple.	Student Health and Wellness: Through our Title I Program we are able to offer free breakfast to all students on a daily basis. These meals are eaten in the classrooms as students unpack and prepare for the day.
An icon showing two blue hands shaking, symbolizing partnership or agreement.	Parent and Community Involvement: Our School Plan includes having parents visit classrooms a minimum of two times per/year. The Mayor visits our school several times a year as well as recognizes "Students of the Month" at Town Hall. Our Staff and PTO host many community events, including Spaghetti Dinner Night, a Holiday Festival, Carnival, movie and dance nights, Ice Cream Social, etc. STRE staff conducted an after school Title I family program for reading and STEAM. Our local police department teaches our fifth graders through the GREAT Program as well as the LEAD Program to our fourth graders. The South Toms River Police regularly participates in our fire and security drills. Ocean County Juvenile Services provides students mentors on a monthly basis. High School South student mentors visit us monthly. Our chorus sang at the South Toms River Tree Lighting Ceremony, as well as the National Anthem for South Toms River's opening day of baseball/parade.



South Toms River Elementary School
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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers Our school climate survey is analyzed by our SciP Team. The information gleaned is used in the creation of school and administrative goals.
 Facilities:	Our STEAM (Science Technology Engineering and Mathematics) Room continues to be enhanced and utilized. A fixed LCD projector has been installed in our media center for student and teacher presentations.
 School Safety:	South Toms River Elementary has a School Resource Officer on campus for the full duration of school hours. The main entrance has a remote locked door/video system that is opened only after checking identification of the visitor . Upgraded security cameras have been added to the interior and exterior of the building. The rear of the building has a keyless entry system used by staff before/after school and during recess and PE. Monthly fire and security drills are conducted following state procedures, with regular participation and guidance from the STR Police Department. Annual safety procedures are reviewed with all staff at the beginning of the school year and revisited as needed. South Toms River Elementary takes great pride in our strong working relationship with the South Toms River Police Department who meet with staff and students on a regular basis to educate all on current safety concerns.



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Technology and STEM:	Recent upgrades to the WAN backbone enable high speed 1 Gb connections to all locations and 10 Gb between two data centers, with resiliency from potential outages. Firewalls have been upgraded to provide improved cybersecurity. STR now has over 220 shared computing devices. All classrooms have improved WiFi access. Every staff and student has Google accounts. All schools participate in Computers Science Education Week, NJ Makers Day, NJ STEM Week and Digital Learning Day. Staff training is provided by a district Ed Tech Supervisor and building web developers. Tech courses focus on computer applications, problem solving, the use of media and the maker mindset.



Toms River High School East
 (29-5190-030)
 Grades Offered: 09-12
 2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:



Toms River High School East
 (29-5190-030)
 Grades Offered: 09-12
 2018-2019

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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	Ocean
District	Toms River Regional School District
Principal Name	Mr. Patrick Thomas
Address	1225 RAIDER WAY TOMS RIVER, NJ 08753
Phone Number	732-505-5665
Email Address	pthomas@trschoools.com
Website	http://www.trschools.com/hseast
Facebook	https://www.facebook.com/tomsriverhseast
Twitter	https://www.twitter.com/tomsriverhseast



Toms River High School East
(29-5190-030)
Grades Offered: 09-12
2018-2019

Report Key:

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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	2016-17	2017-18	2018-19
9	334	339	374
10	356	352	333
11	352	328	329
12	290	341	331
Total	1,332	1,360	1,367

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	50.1%	49.5%	50.3%
Male	49.9%	50.5%	49.7%
Economically Disadvantaged Students	18.2%	17.7%	19.3%
Students with Disabilities	14.0%	15.3%	15.6%
English Learners	0.0%	0.0%	0.1%
Homeless Students	1.1%	1.7%	1.0%
Students in Foster Care	0.2%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
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	2016-17	2017-18	2018-19
White	84.3%	83.3%	81.2%
Hispanic	8.8%	9.4%	11.1%
Black or African American	2.9%	2.6%	2.6%
Asian	2.9%	3.0%	2.8%
Native Hawaiian or Pacific Islander	0.1%	0.2%	0.2%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	1.1%	1.4%	2.0%

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,294	1,330	1,328
Shared Time Students	74	58	75
Full Time Equivalent	1,331	1,359	1,366

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.

Home Language	% of Students
English	94.1%
Spanish	3.5%
Other Languages	2.4%

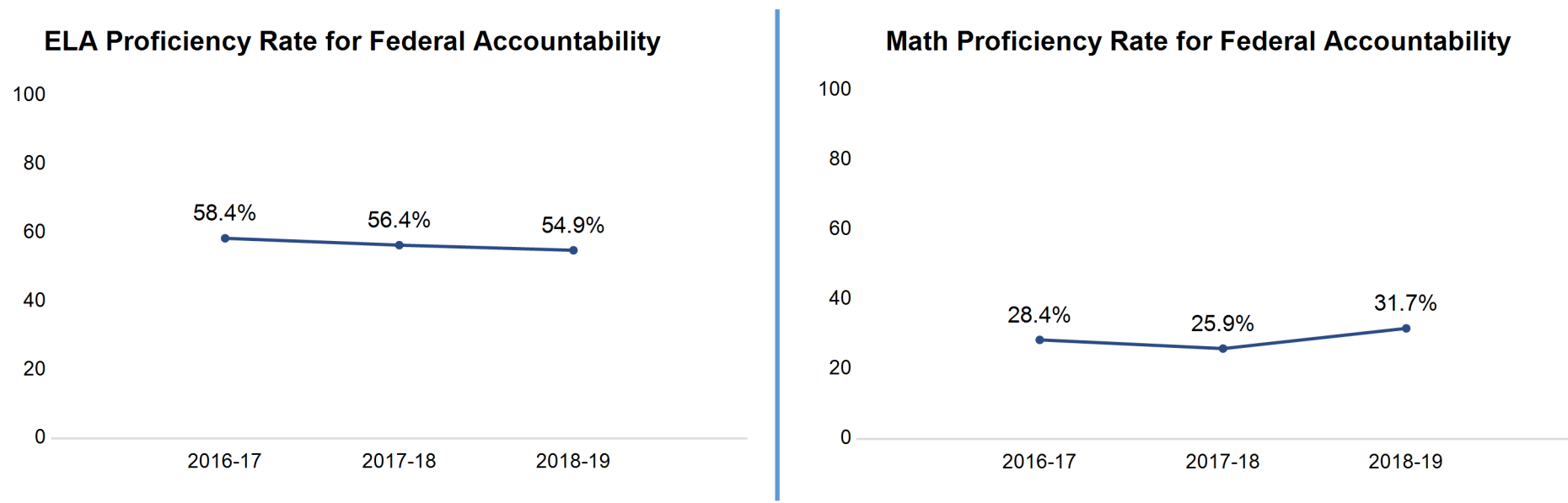


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English Language Arts and Mathematics Performance Trends

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 statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that 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.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.4%	100.0%	99.2%	96.8%	99.5%	98.3%
Proficiency Rate for Federal Accountability	58.4%	56.4%	54.9%	28.4%	25.9%	31.7%
Annual Target	52.5%	53.9%	55.3%	31.0%	33.6%	36.1%
Met Annual Target?	Met Target	Met Target	Met Target†	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that 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 2030. 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	698	99.2	54.9	54.8	57.9	54.9	55.3	Met Target†
White	556	98.9	55.8	58.9	66.9	55.8	56.5	Met Target†
Hispanic	81	100.0	50.6	40.0	43.9	50.6	45.1	Met Target
Black or African American	17	100.0	17.6	36.8	38.5	17.6	**	**
Asian, Native Hawaiian, or Pacific Islander	23	100.0	82.6	77.5	82.9	82.6	72.7	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	21	100.0	47.6	*	64.4	47.6	N	N
Female	354	99.7	65.3	62.8	64.8	65.3		
Male	344	98.6	44.2	47.0	51.3	44.2		
Economically Disadvantaged Students	133	98.6	35.3	37.6	40.0	35.3	39.5	Met Target†
Non-Economically Disadvantaged Students	565	99.3	59.5	61.4	67.9	59.5		
Students with Disabilities	113	96.7	*	17.7	22.7	*	20.2	Not Met
Students without Disabilities	585	99.7	*	62.8	65.1	*		
English Learners	*	*	*	20.6	29.3	*	**	**
Non-English Learners	*	*	*	55.7	60.6	*		
Homeless Students	11	100.0	36.4	32.6	29.1	36.4		
Students In Foster Care	N	N	N	36.0	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

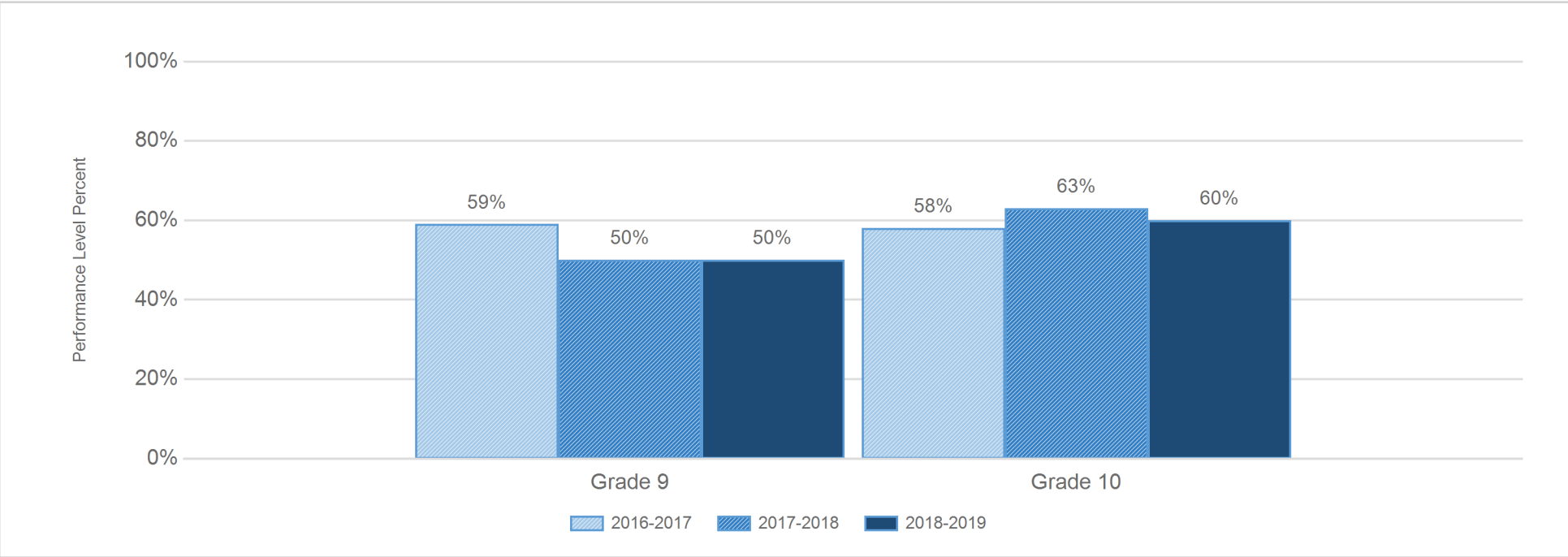


Toms River High School East
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 9

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	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	371	751	749	753	7%	14%	29%	38%	12%	50%	56%
White	296	751	753	762	7%	14%	29%	38%	12%	50%	65%
Hispanic	47	749	734	737	*	*	32%	*	*	51%	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	57%
Two or More Races	14	739	*	761	*	*	*	*	*	43%	63%
Female	195	759	757	760	*	*	27%	46%	15%	61%	63%
Male	176	741	741	746	*	*	32%	30%	8%	38%	49%
Economically Disadvantaged Students	70	726	730	734	20%	21%	34%	24%	0%	24%	36%
Non-Economically Disadvantaged Students	301	756	755	762	4%	12%	28%	42%	15%	56%	65%
Students with Disabilities	54	712	706	717	*	*	*	*	*	*	17%
Students without Disabilities	317	757	757	760	*	*	*	*	*	*	63%
English Learners	N	N	707	693	N	N	N	N	N	N	*
Non-English Learners	371	751	750	755	7%	14%	29%	38%	12%	50%	*
Homeless Students	*	*	736	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	*	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

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	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	330	758	757	757	14%	8%	18%	36%	24%	60%	58%
White	262	759	760	767	13%	8%	17%	38%	24%	62%	67%
Hispanic	35	747	739	738	*	*	29%	*	*	51%	43%
Black or African American	*	*	733	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	15	794	*	792	*	0%	*	*	*	80%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	750	766	*	*	*	*	*	*	65%
Female	162	769	768	766	*	*	19%	42%	28%	70%	66%
Male	168	746	746	749	*	*	17%	30%	20%	51%	51%
Economically Disadvantaged Students	66	737	736	735	23%	*	21%	*	*	48%	40%
Non-Economically Disadvantaged Students	264	763	762	767	12%	*	17%	*	*	63%	67%
Students with Disabilities	56	701	700	711	50%	*	21%	*	*	13%	19%
Students without Disabilities	274	769	766	765	7%	*	17%	*	*	70%	65%
English Learners	N	N	690	687	N	N	N	N	N	N	*
Non-English Learners	330	758	758	760	14%	8%	18%	36%	24%	60%	*
Homeless Students	*	*	716	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	*	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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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 assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that 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 2030. 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	675	98.3	31.7	37.4	44.5	31.7	36.1	Not Met
White	538	97.9	32.0	40.8	54.1	32.0	36.7	Not Met
Hispanic	79	100.0	29.1	24.2	28.8	29.1	29.3	Met Target†
Black or African American	18	100.0	*	18.1	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	20	100.0	*	67.5	76.5	*	48.5	Met Target
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	20	100.0	*	*	53.3	*	N	N
Female	340	98.6	31.8	38.2	44.9	31.8		
Male	335	98.0	31.6	36.6	44.2	31.6		
Economically Disadvantaged Students	131	97.2	18.3	23.5	26.3	18.3	25.2	Not Met
Non-Economically Disadvantaged Students	544	98.6	34.9	42.8	54.9	34.9		
Students with Disabilities	106	94.8	*	11.6	17.4	*	18.1	Not Met
Students without Disabilities	569	99.0	*	42.9	50.0	*		
English Learners	*	*	*	21.3	25.0	*	**	**
Non-English Learners	*	*	*	37.9	46.5	*		
Homeless Students	11	100.0	18.2	24.8	17.1	18.2		
Students In Foster Care	N	N	N	12.0	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

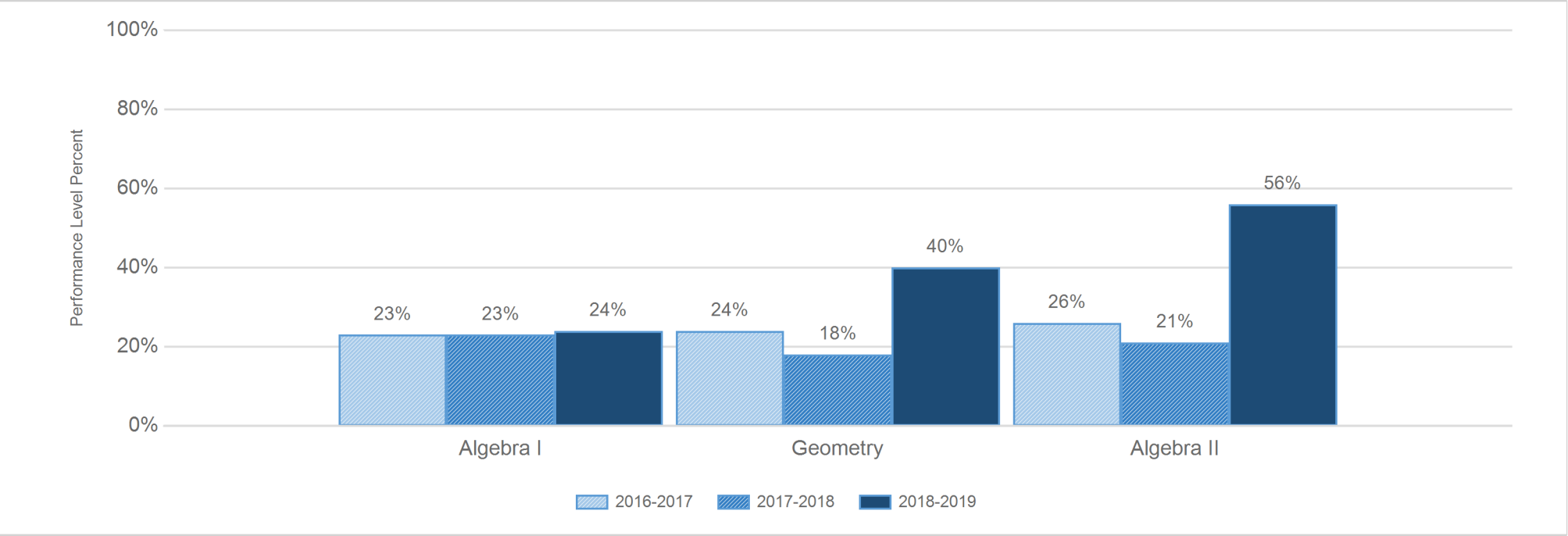


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Test: Algebra I

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, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	435	731	739	744	11%	31%	34%	24%	0%	24%	42%
White	340	732	742	752	11%	29%	36%	24%	0%	24%	53%
Hispanic	58	731	731	728	*	38%	28%	*	*	26%	24%
Black or African American	*	*	721	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	16	730	*	752	*	*	*	*	*	13%	51%
Female	221	732	740	745	10%	29%	38%	24%	0%	24%	44%
Male	214	730	737	743	12%	34%	30%	25%	0%	25%	41%
Economically Disadvantaged Students	102	726	727	727	13%	40%	31%	16%	0%	16%	23%
Non-Economically Disadvantaged Students	333	733	743	752	10%	28%	35%	27%	0%	27%	52%
Students with Disabilities	71	709	*	717	*	*	*	*	*	*	12%
Students without Disabilities	364	735	*	748	*	*	*	*	*	*	47%
English Learners	N	N	727	710	N	N	N	N	N	N	*
Non-English Learners	435	731	739	745	11%	31%	34%	24%	0%	24%	*
Homeless Students	*	*	728	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

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, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	161	738	738	737	10%	16%	34%	*	*	40%	35%
White	133	740	739	743	9%	14%	35%	*	*	41%	43%
Hispanic	15	730	727	724	*	*	*	*	*	27%	17%
Black or African American	*	*	726	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	755	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	736	745	*	*	*	*	*	*	46%
Female	81	742	740	738	*	*	41%	*	*	43%	36%
Male	80	734	735	736	*	*	28%	*	*	36%	34%
Economically Disadvantaged Students	22	718	725	722	*	*	*	*	*	14%	16%
Non-Economically Disadvantaged Students	139	741	740	743	*	*	*	*	*	44%	43%
Students with Disabilities	31	697	704	712	*	*	*	*	*	*	*
Students without Disabilities	130	748	747	741	*	*	*	*	*	*	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	161	738	*	738	10%	16%	34%	*	*	40%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	*	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

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, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	86	753	751	755	*	*	30%	56%	0%	56%	58%
White	71	752	749	758	*	*	31%	54%	0%	54%	62%
Hispanic	*	*	755	731	*	*	*	*	*	*	34%
Black or African American	N	N	*	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	41	752	752	752	*	*	*	51%	0%	51%	55%
Male	45	754	749	758	*	*	*	60%	0%	60%	62%
Economically Disadvantaged Students	11	749	750	729	*	*	*	*	*	45%	32%
Non-Economically Disadvantaged Students	75	753	751	761	*	*	*	*	*	57%	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	86	753	751	755	*	*	30%	56%	0%	56%	59%
Homeless Students	*	*	*	717	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



Toms River High School East
(29-5190-030)
Grades Offered: 09-12
2018-2019

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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 different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

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	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† Target was met within one standard deviation

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 and 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
0-2	N	N	N
3-4	N	N	N
5 or more	N	N	N



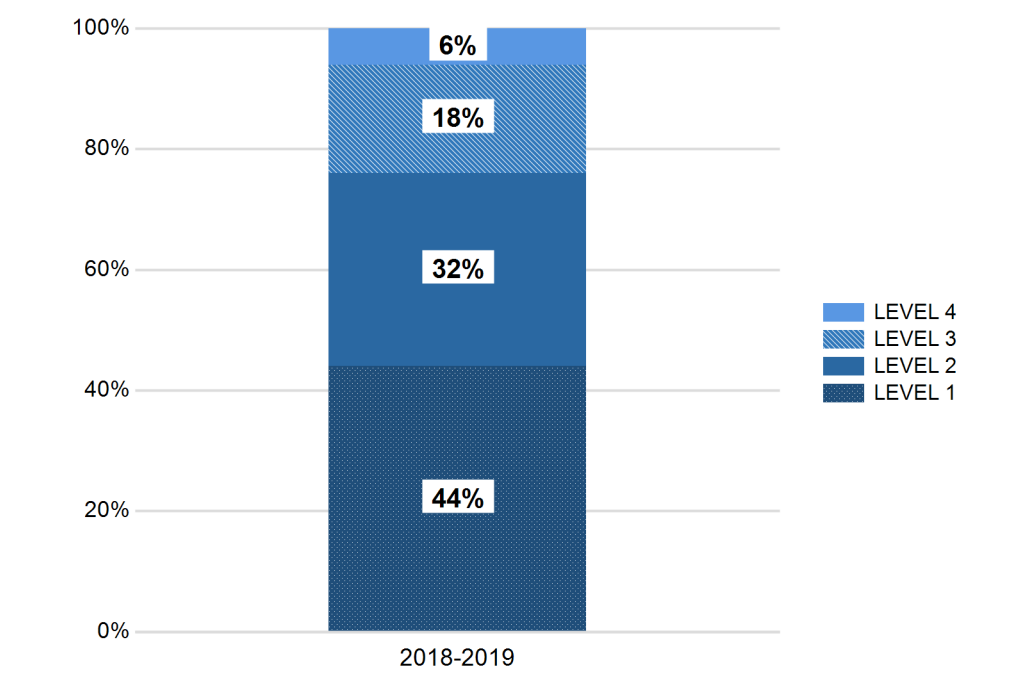
Toms River High School East
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. 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 11 Summary

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



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, 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	44	32	18	6
White	40	34	19	6
Hispanic	72	19	6	3
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	45	29	19	6
Male	42	34	18	7
Economically Disadvantaged Students	58	32	8	2
Non-Economically Disadvantaged Students	40	31	21	7
Students with Disabilities	88	12	0	0
Students without Disabilities	39	34	20	7
English Learners	N	N	N	N
Non-English Learners	44	32	18	6
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	54.6%	84.5%
12th graders taking SAT in 2018-19 or prior years	61.6%	72.1%
12th graders taking ACT in 2018-19 or prior years	12.1%	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	458	476	Grade 10: 430 Grade 11: 460	57%	61%
PSAT 10/NMSQT - Math	460	477	Grade 10: 480 Grade 11: 510	40%	43%
SAT - Reading and Writing	541	539	480	77%	70%
SAT - Math	545	541	530	60%	53%
ACT - Reading	23	25	22	65%	66%
ACT - English	21	24	18	78%	81%
ACT - Math	22	24	22	65%	65%
ACT - Science	21	24	23	48%	57%



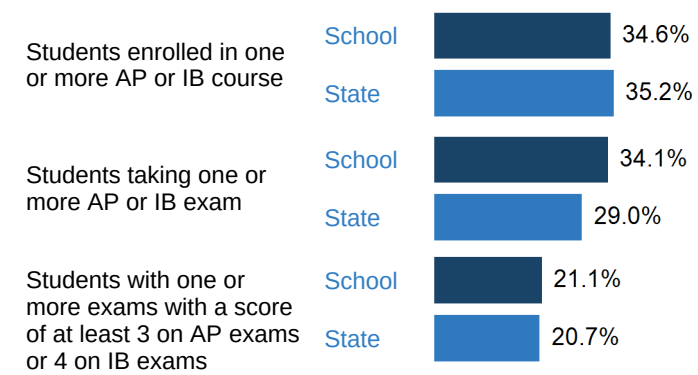
Toms River High School East
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

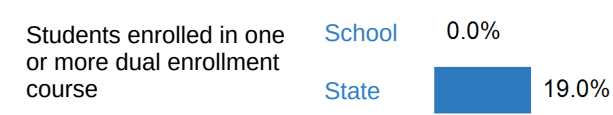
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	36	36
AP Calculus AB	28	21
AP Calculus BC	0	6
AP Chemistry	32	32
AP Computer Science A	5	5
AP English Language and Composition	101	100
AP English Literature and Composition	13	13
AP Environmental Science	8	7
AP Physics 1	0	16
AP Physics B	16	0
AP Statistics	32	28
AP Studio Art—Drawing Portfolio	3	0
AP Studio Art—Two-Demensional	0	2
AP U.S. Government and Politics	67	66
AP U.S. History	79	77
Exams with scores of at least 3 on AP exams or 4 on IB exams		239



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AP/IB Course	Students Enrolled	Students Tested
Total Exams taken		409



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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

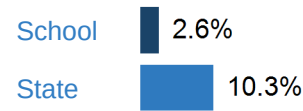
Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants
(completed only one course in an approved CTE program)



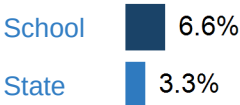
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences





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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	*	2.6%	7.7%	10.3%
White	*	2.6%	6.1%	9.6%
Hispanic	0.0%	*	10.3%	11.3%
Black or African American	0.0%	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	0.0%	*	6.8%	12.1%
Female	*	*	7.3%	10.6%
Male	*	*	8.0%	10.1%
Economically Disadvantaged Students	*	4.2%	10.4%	11.8%
Students with Disabilities	*	6.6%	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	0.0%	*	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



Toms River High School East

(29-5190-030)

Grades Offered: 09-12

2018-2019

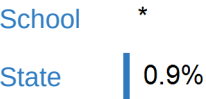
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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	14		
Arts, AV Technology & Communications	*		
Education and Training	*		
Health Science	*		
Hospitality & Tourism	*		
Human Services	*	*	*
Information Technology	*		
Manufacturing	10		
Marketing	*		
Transportation, Distribution & Logistics	19	*	*
Total (All Clusters)	73	15	15



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

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. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	294	93	9	0	0	0	12
10	21	226	83	5	0	0	12
11	7	24	236	72	1	5	12
12	0	2	31	128	37	60	42
Total	322	345	359	205	38	65	78
Enrolled in AP/IB Course					28	32	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	94	0	276	13	1	12
10	239	85	0	7	3	36
11	19	211	3	8	94	21
12	59	17	0	24	85	78
Total	411	313	279	52	183	147
Enrolled in AP/IB Course	36	32		8	16	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	371	3	0	1	0	18
10	3	333	0	1	0	7
11	10	329	0	41	0	3
12	55	97	0	100	0	153
Total	439	762	0	143	0	181
Enrolled in AP/IB Course	0	79	0	0		67
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	305	29	0	0	15	0	0
10	243	22	0	0	19	0	0
11	157	9	0	0	8	0	0
12	23	0	0	0	11	0	2
Total	728	60	0	0	53	0	2
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	161	7	0	0	17	0	0



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Computer Science and Information Technology – 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. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	1	0	0	0	0	0
10	3	0	0	0	0	0
11	12	0	0	0	0	0
12	9	0	0	0	0	0
Total	25	0	0	0	0	0
Enrolled in AP/IB Course	5		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

Language	Students Earning a Seal of Biliteracy
French	*
German	*
Portuguese	*
Russian	*
Spanish	18
Total	23



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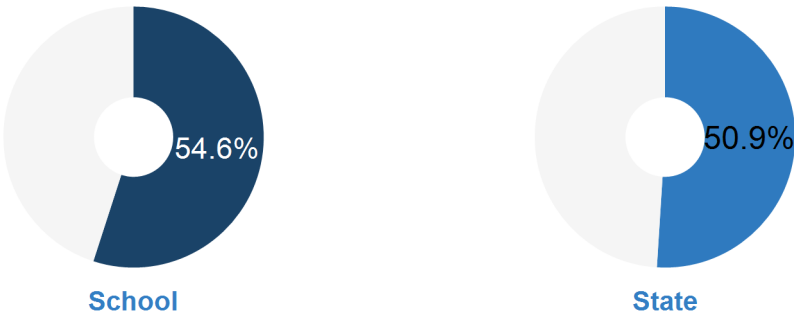
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Visual and Performing Arts – Course Participation

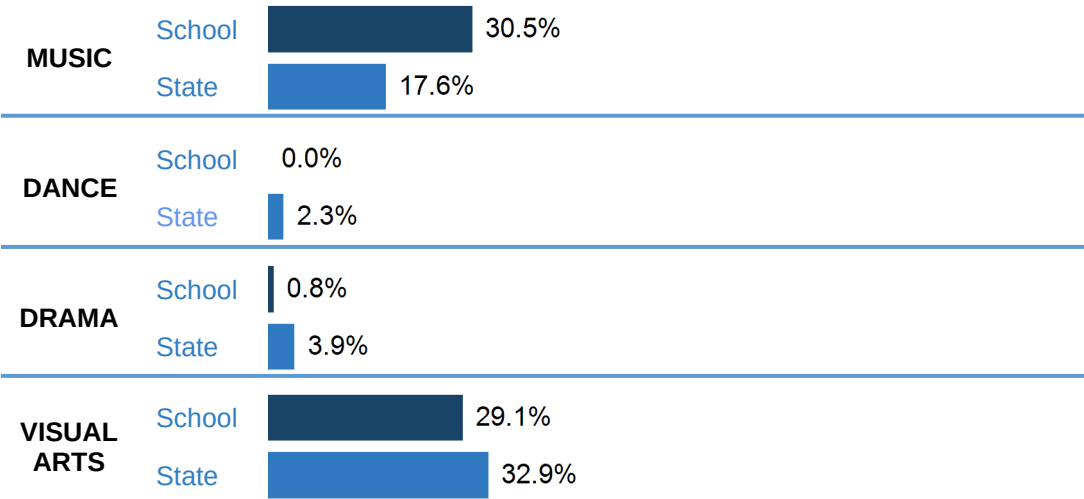
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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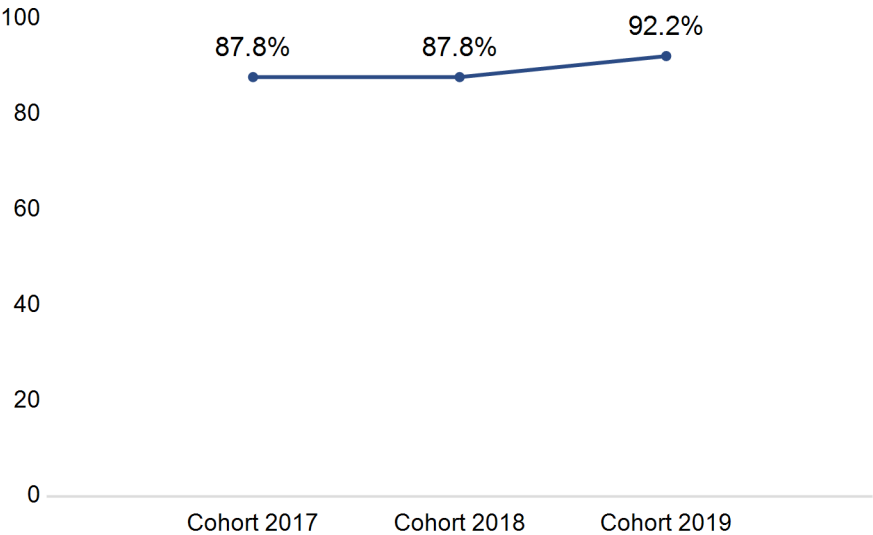
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

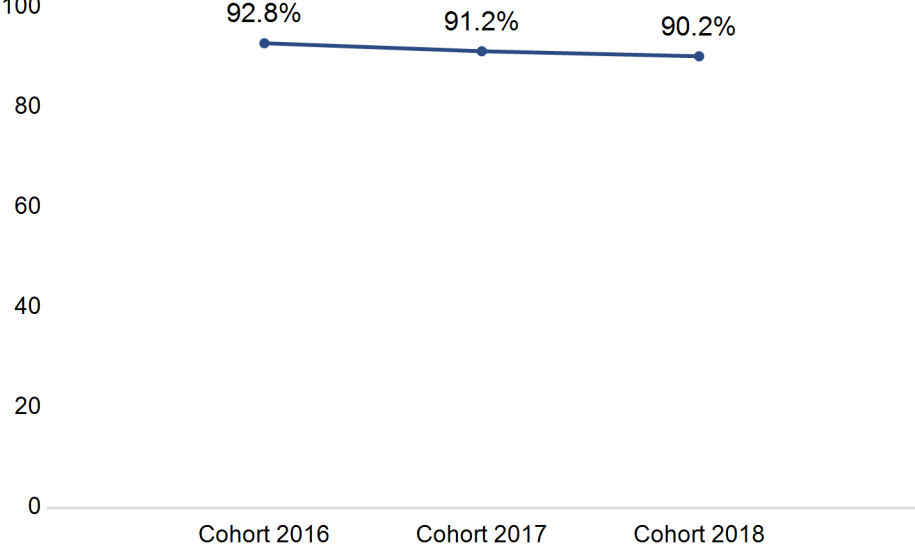
Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	87.8%	87.8%	92.2%	92.8%	91.2%	90.2%
Annual Target	94.0%	94.1%		92.5%	92.7%	
Met Annual Target?	Not Met	Not Met		Met Target	Not Met	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows 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 these [accountability resources](#).

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	92.2%	90.6%	90.2%	92.5%	87.8%	94.1%	Not Met	91.2%	92.7%	Not Met
White	92.6%	94.9%	91.9%	95.9%	89.7%	94.6%	Not Met	91.9%	92.5%	Not Met
Hispanic	92.3%	84.5%	87.1%	87.3%	76.5%	93.0%	Not Met	90.3%	95.3%	Not Met
Black or African American	*	83.3%	50.0%	87.1%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	96.9%	*	97.8%	100.0%	**	**	*	**	**
American Indian or Alaska Native	*	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	96.0%	92.8%	90.0%	94.4%	89.9%			92.9%		
Male	88.6%	88.5%	90.4%	90.8%	85.9%			89.5%		
Economically Disadvantaged Students	80.8%	84.0%	77.9%	87.3%	74.7%	89.8%	Not Met	80.0%	88.6%	Not Met
Students with Disabilities	81.5%	79.2%	68.3%	83.8%	62.9%	82.0%	Not Met	72.2%	83.4%	Not Met
English Learners	*	75.4%	*	80.1%	*	**	**	N	N	N
Homeless Students	*	74.6%	*	78.3%	*			92.9%		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



Toms River High School East

(29-5190-030)

Grades Offered: 09-12

2018-2019

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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	82.2%	66.0%
Substitute Competency Test	10.0%	22.7%
Portfolio Appeals Process	2.5%	3.7%
Alternate Requirements specified in IEP	5.3%	7.5%
Unknown	0.0%	0.0%

Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	1.1%	1.2%
2017-2018	2.1%	1.2%
2016-2017	1.6%	1.1%



Toms River High School East
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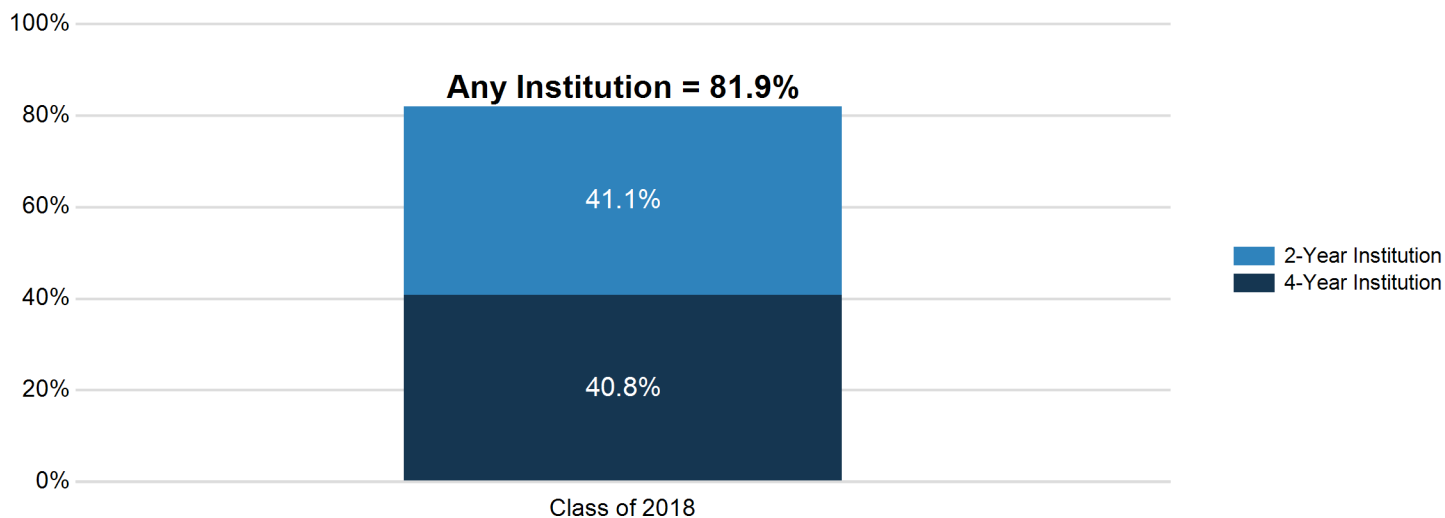
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	41.1%
% Enrolled in 4-Year Institution	40.8%
% Enrolled in Any Postsecondary Institution	81.9%



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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	70.4%	50.6%	49.4%
White	72.6%	48.8%	51.2%
Hispanic	46.4%	84.6%	15.4%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	83.3%	30%	70%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	57.8%	53.8%	46.2%
Students with Disabilities	40.5%	76.5%	23.5%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	81.9%	50.2%	49.8%	81.2%	18.8%	75.3%	24.7%
White	83.2%	48.7%	51.3%	80.3%	19.7%	74.4%	25.6%
Hispanic	76%	57.9%	42.1%	78.9%	21.1%	73.7%	26.3%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	100%	50%	50%	100%	0%	90%	10%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	63.6%	60.7%	39.3%	75%	25%	85.7%	14.3%
Students with Disabilities	60%	87.5%	12.5%	95.8%	4.2%	87.5%	12.5%
English Learners	N	N	N	N	N	N	N



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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.

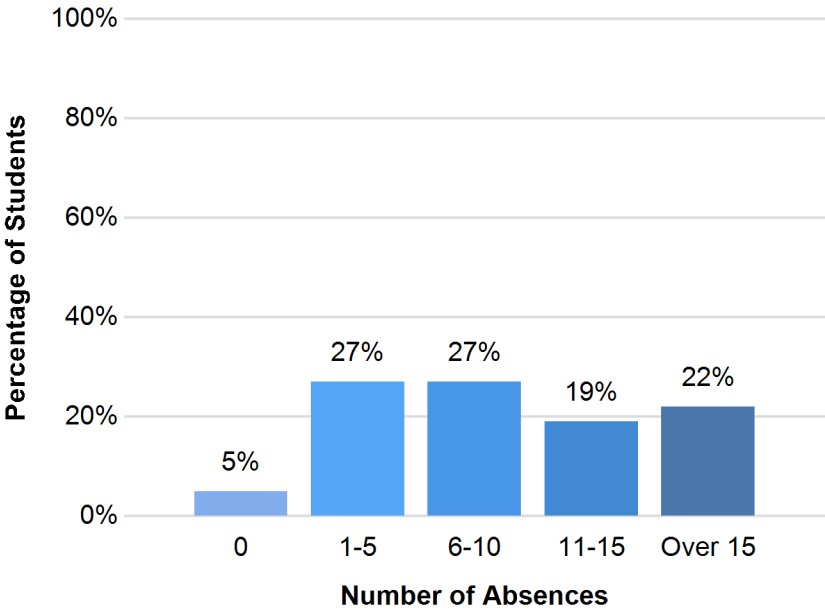
Chronic Absenteeism

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 last two columns show the chronic absenteeism state average for students in the grades offered and 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	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	257	18.4	14.2	Not Met
White	203	18.1	14.2	Not Met
Hispanic	28	17.4	14.2	Not Met
Black or African American	17	38.6	14.2	Not Met
Asian, Native Hawaiian, or Pacific	2	4.8	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.2	Not Met
Female	118	17.0		
Male	139	19.7		
Economically Disadvantaged Students	85	32.1	14.2	Not Met
Students with Disabilities	53	24.9	14.2	Not Met
English Learners	1	8.3	**	**
Homeless Students	3	25.0		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





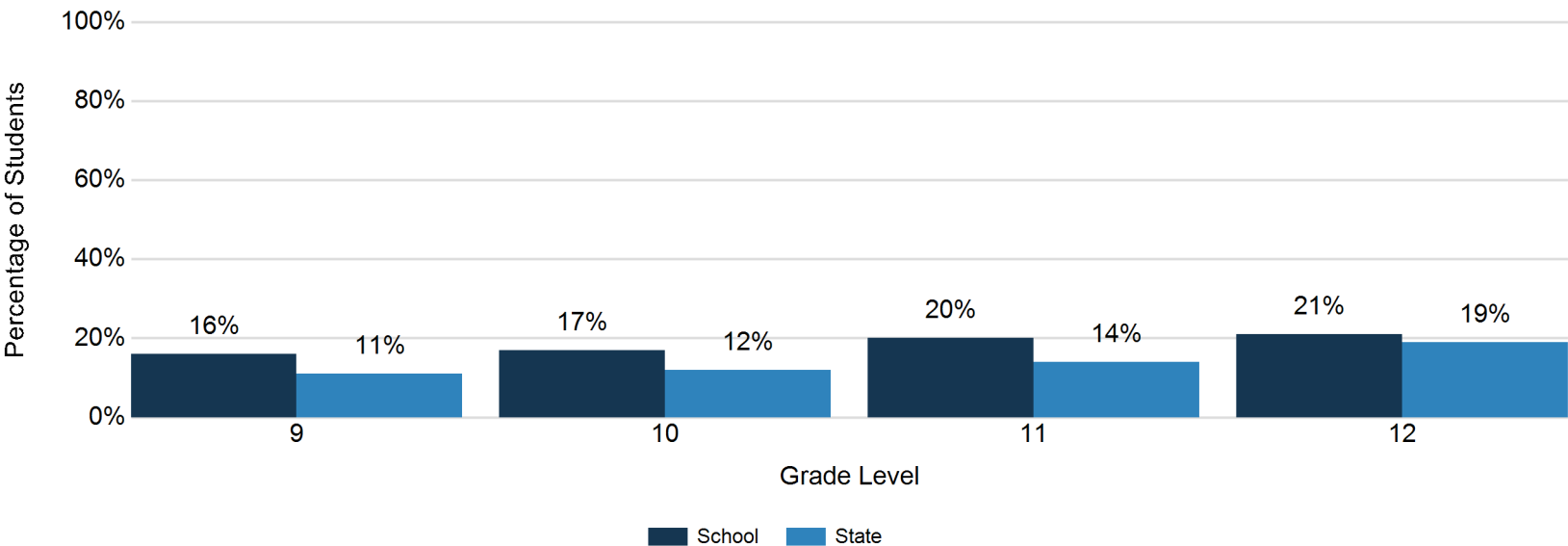
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





Toms River High School East

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	21
Weapons	0
Vandalism	0
Substances	24
Harassment, Intimidation, Bullying (HIB)	11
Total Unique Incidents	56
Incidents Per 100 Students Enrolled	4.10

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	2	2
Religion	0	0	0
Ancestry	0	1	1
Gender	0	5	5
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	6	6
No Identified Nature	35		35

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	16
Weapons	0
Vandalism	0
Substances	7
Harassment, Intimidation, Bullying (HIB)	2
Other Incidents Leading to Removal	0

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.

Removal Type	Number of Students	Percent of Students	School Days Missed due to Out-of-School Suspensions
In-School Suspensions	11	0.8%	472
Out-of-School Suspensions	81	5.9%	
Any Suspension	87	6.4%	
Removal to other education program	*	*	
Expulsion	0	0.0%	
Arrest	*	*	



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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. 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	7:15 AM
Typical End Time	1:35 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, 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
2018-19	1.0:1



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Key terms for staff data:

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	116	118,214
Average years experience in public schools	12.3	12.1
Average years experience in district	10.9	10.8
Percentage of Teachers with 4 or more years experience in the district	85.3%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	71	9,530
Average years experience in public schools	21.7	16.0
Average years experience in district	17.1	12.0
Percentage of Administrators with 4 or more years experience in the district	90.1%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members 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.

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	13:1
Students to Administrators	195:1	216:1
Teachers to Administrators	17:1	17:1
Students to Librarians/Media Specialists		2550:1
Students to Nurses		567:1
Students to Counselors		403:1
Students to Child Study Team Members		392:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.3%	58.6%	14.3%	48.4%	77.1%	54.9%
Male	49.7%	41.4%	85.7%	51.6%	22.9%	45.1%
White	81.2%	97.4%	100.0%	42.4%	83.6%	77.4%
Hispanic	11.1%	1.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.6%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	2.8%	0.9%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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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 category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

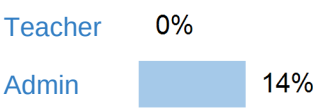
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.7%	90.5%
2017-18 Administrators: Same district 2018-19	94.4%	87.9%

Faculty Attendance

This table shows the percentage of days that 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
2018-19	96.3%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [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 2018-19 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.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

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

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 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.

Status for 2020-21 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, Native Hawaiian, or Pacific Islander	
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 Targeted Support and Improvement.



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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

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 represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	58.4%	56.4%	54.9%
Math Proficiency	28.4%	25.9%	31.7%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	87.8%	87.8%	92.2%
5-Year Graduation Rate†	92.8%	91.2%	90.2%
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	17.5%	18.6%	18.4%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target†	Not Met	Not Met	Not Met	N	Not Met	No
White	Met Target†	Not Met	Not Met	Not Met	n/a	Not Met	No
Hispanic	Met Target	Met Target†	Not Met	Not Met	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Target	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	N	N	**	**	n/a	Not Met	No
Economically Disadvantaged Students	Met Target†	Not Met	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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



Toms River High School East
 (29-5190-030)
 Grades Offered: 09-12
 2018-2019

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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 the school or district directly.

 Highlights:	- Approximately 82% of HSE students and 87% of HSE staff participate in one or more school extracurricular clubs, activities and/or sports. - Founders and home of the STEAM Academy focusing on BioMedicine, Engineering and Environmental Sustainability - Mentoring program has resulted in increased attendance, positive school culture and better behavior expectations
 Mission, Vision, Theme:	Vision: Every Toms River East student will achieve personal success and will become a responsible and productive citizen. Mission: Toms River East is dedicated to working with the school community to provide a safe educational environment where students are stimulated to become lifelong learners, equipped with the knowledge and analytical, communication, and interpersonal skills to meet the demands of college and/or careers as informed citizens in a globally competitive market.
 Awards, Recognition, Accomplishments:	Toms River High School East was recognized as a National and State School of Character by Character.org joining only 83 total schools across the country. We will hold the national certification for 5 years. High School East was also recognized as a Future Ready School and takes pride in preparing our students for their future college and career endeavors.



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 Courses, Curriculum, Instruction:	HS East increased student opportunity to participate in AP Classes with creation of AP Seminar, a course that supports individualized research opportunities in our STEAM Acadmey. Building level administration provides weekly professional development opportunities to all staff in our newly acquired Jersey Mike's Professional Development Room to support our Vision/Mission. Various topics support engaging, relevant, and rigorous instruction, Growth Mindset, Danielson Framework, Student Extracurricular Involvement, Character Education, Attendance, Social and Emotional Learning, Life Skills Development and many other relevant topics. Strong community partnerships allowed the creation of relevant authentic curricular features, evidenced in part by the development of the TRHS East Raiders on the Rise Lecture Series.
 Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Coed), Golf (Boys & Girls), Gymnastics (Girls), Ice Hockey (Coed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Coed) With 32 interscholastic athletic teams at three levels we provide students endless opportunities to round out their outstanding high school experience. Why are these opportunities important to us? Studies have shown that people who played competitive sports in high school demonstrate more confidence, leadership and self-respect. Student athletes manifest stronger peer relationships, better attachment with adults, higher self-esteem, a closer sense of family and participate more in volunteerism.
 Clubs and Activities:	Academic Challenge, Art Club, Bible Club, Brass Ensemble, Character Club, Chess Club, Color Guard, Computer Science Club, Dance Crew, DART Youth Prevention Coalition, East Ambassadors, East SB, Eastside Theatre Company, Fishing Club, French Club, French National Honor Society, Student Council, Future Business Leaders of America, German Club, German National Honor Society, History Club, Interact Club, Jazz Band, Key Club, marine Science Club, Math League, Medical Club, Military Support Club, National Art Honor Society, National Honor Society, PAWS, Peer Leadership, Photography Club, Raider Environmental Club, Robotics Club, Rocket Club, Sailing Club, Ski and Snowboard Club, Spanish Heritage Club, Spanish Club, Spanish National Honor Society, Spirit Club, Thespian Honor Society, T.E.A.M, Writing Center, Skateboard Club



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 Before and After School Programs:	The Writing Center is offered to students seeking assistance in written assignments after school. It is staffed by our Advanced Placement senior English students with an English teacher advisor. Our AP students offer daily after school tutoring. Various clubs and organizations meet after school hours. Our Media Center is open daily before and after school for interested students.
 Staff and Professional Learning:	All staff members participate in professional development at a minimum of twenty hours per year but many do much more. Staff members may attend local, regional or national conferences as well as participate in committees, workshops and panels both in and out of the district. Our district regularly plans PD days for staff members either full or half days during the school year. Teachers get together by department and class regularly to openly share ideas and best practices. TRHS East recently created a Professional Development Room for staff to support collegial collaboration. Administration provide weekly professional development opportunities for staff to participate in.
 Postsecondary Information:	Of the 345 graduating seniors of the class of 2019, 74% went on to post secondary education. We also had 7 students enter the military while others were moving into the work force right away. We offer for parents a Financial Aid night as well as a college information night, multiple college fairs and individual meetings with students. Our College and Career Connection Committee provides monthly workshops for students to learn how to be 'college and career ready'. Parents are informed through weekly newsletters and school website for information.



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 Student Supports and Services:	Based on the needs of the individual student, programs range from mainstreamed to self-contained life skills. Students are able to combine program offerings to meet the least restrictive environment. HSE is a magnet school for many of the district's special needs students, some of whom participate in extended programs beyond the traditional senior year. Our non-classified students receive additional support through 504 plans, IR&S and the mentoring program. Additional help with assignments can be found in the media center after school with our National Honor Society student tutors.
 Student Health and Wellness:	We participate in the Free/Reduced Federal Lunch program and breakfast is offered each morning. We have a comprehensive physical education program for all students with state of the art facilities. Our nurses do a screening of each student each year including height, weight and blood pressure. Hearing and Vision screening are offered every other year. As per state graduation requirements, every student is required to pass a physical education course each year consisting of gym class and health. We provide monthly health and wellness initiatives through our PE Department to promote the importance of sleep, nutrition, exercise, and stress management techniques.
 Parent and Community Involvement:	We encourage positive communication through orientation programs such as Visit the School Night, information sessions, and other focus groups. We have a PTO that meets monthly. A parent portal updated daily is available to check grades and progress reports. We also have a community outreach program that connects with local businesses to provide opportunities to our students including jobs and training. Through this program businesses have also provided funding for programs within the school.



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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers The school climate survey we use is provided by the district and data is collected yearly. The data from this survey is used by our administration team as well as our teacher, parent and student committees to gauge and improve the climate for the staff and students and to drive professional development opportunities.
 Facilities:	Our air conditioned building was originally constructed in 1979 and has been continuously updated. The school was awarded an EPA Energy Award when originally constructed . The media center contains 2 computers labs with 65 computers. There are two additional computer labs with 30 computers each in the building. 17 carts of 30 Chromebooks each are available to any class. The school also has a technology lab, a Makerspace with multiple workstations and a 3D printer and a television studio. Our grounds include multiple grass and turf fields. Two ancillary buildings on the grounds contain weight and conditioning classroom spaces.
 School Safety:	High School East is patrolled by a School Resource Officer and two School Safety Officers. The main lobby entrance has been redesigned to have a locked vestibule with a security guard who is on duty throughout the school day. Upgraded security cameras and keyless entry systems have been added to the building. East has a security guard in the parking lot each morning to assist with traffic and student pedestrians. Monthly fire and security drills are conducted following state procedures. HS East takes great pride in our positive working relationship with the local police department.



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 Technology and STEM:	Recent upgrades to the WAN backbone enable high speed 1 Gb connections to all locations and 10 Gb between two data centers, with resiliency from potential outages. Firewalls have been upgraded to provide improved cybersecurity. HSE now has over 700 shared computing devices. All classrooms have improved WiFi access. Every staff and student has Google accounts. All schools participate in Computers Science Education Week, NJ Makers Day, NJ STEM Week and Digital Learning Day. Staff training is provided by a district Ed Tech Supervisor and building web developers. Tech courses focus on computer applications, problem solving, the use of media and the maker mindset. Opportunities have been expanded and enhanced through grants and foundations, with more than 2/3 of raised in the 18-19 school year going to STEAM initiatives. Computer Science courses are increasingly available at each School.



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 Other Information	8 periods make up our school day starting at 7:15AM and ending at 1:35PM. Programs, sports and activities are provided before and after school. We put out a Principal's Newsletter each week which is published on the website and emailed to each parent/guardian. We also utilize social media, Facebook and Twitter, in order to engage stakeholders, keep families informed and tell our story. Most importantly, the philosophy at High School East is not about simply teaching the subject matter. Our teachers focus their planning and daily lessons to educate the total student. We expect our graduates to be successful, caring and productive citizens. A motivated faculty, the support of the Board of Education and the Office of the Superintendent are key factors that will keep the students of Toms River High School East ready to meet the challenges of 21st century America and take advantage of global opportunity.



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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:



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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	Ocean
District	Toms River Regional School District
Principal Name	Mr. Edward Keller
Address	1245 OLD FREEHOLD ROAD TOMS RIVER, NJ 08753-1304
Phone Number	732-505-5702
Email Address	ekeller@trschoools.com
Website	http://www.trschools.com/hsnorth/
Twitter	https://twitter.com/@Principal_TRHSN



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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

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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	2016-17	2017-18	2018-19
9	518	496	509
10	516	503	500
11	515	486	465
12	571	532	496
Total	2,120	2,017	1,970

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.3%	47.7%	48.7%
Male	52.7%	52.3%	51.3%
Economically Disadvantaged Students	21.0%	21.9%	22.7%
Students with Disabilities	13.7%	13.5%	13.6%
English Learners	1.7%	2.2%	2.5%
Homeless Students	0.8%	0.8%	1.1%
Students in Foster Care	0.3%	0.1%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	72.7%	69.7%	67.8%
Hispanic	13.1%	15.1%	16.8%
Black or African American	5.5%	5.9%	6.3%
Asian	7.3%	7.2%	7.2%
Native Hawaiian or Pacific Islander	0.3%	0.4%	0.3%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	1.1%	1.7%	1.7%

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	2,047	1,948	1,901
Shared Time Students	143	135	136
Full Time Equivalent	2,119	2,016	1,969

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.

Home Language	% of Students
English	88.0%
Spanish	7.6%
Other Languages	4.4%

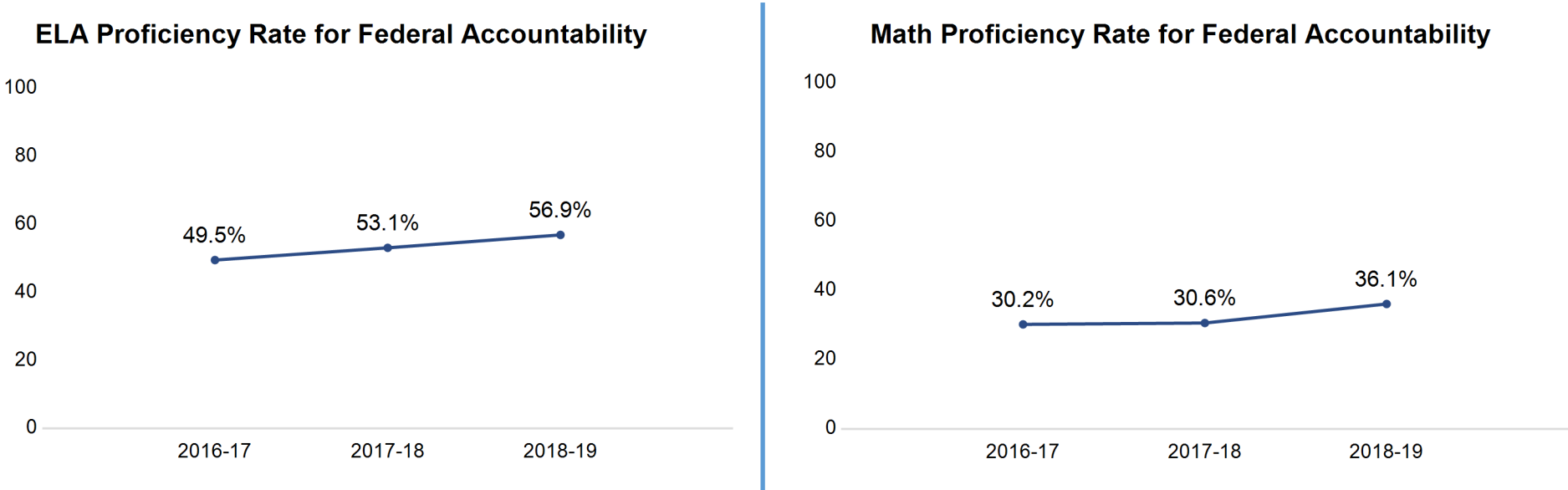


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English Language Arts and Mathematics Performance Trends

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 statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that 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.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.1%	98.6%	99.3%	96.6%	98.5%	99.3%
Proficiency Rate for Federal Accountability	49.5%	53.1%	56.9%	30.2%	30.6%	36.1%
Annual Target	56.8%	58.0%	59.3%	35.7%	38.1%	40.4%
Met Annual Target?	Not Met	Not Met	Met Target†	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that 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 2030. 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	986	99.3	56.9	54.8	57.9	56.9	59.3	Met Target†
White	669	99.4	62.0	58.9	66.9	62.0	60.8	Met Target
Hispanic	168	99.4	35.1	40.0	43.9	35.1	46	Not Met
Black or African American	59	96.7	30.5	36.8	38.5	30.5	37.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	67	100.0	86.6	77.5	82.9	86.6	77.1	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	N	N
Female	502	99.2	65.3	62.8	64.8	65.3		
Male	484	99.4	48.1	47.0	51.3	48.1		
Economically Disadvantaged Students	230	99.2	36.1	37.6	40.0	36.1	46.1	Not Met
Non-Economically Disadvantaged Students	756	99.4	63.2	61.4	67.9	63.2		
Students with Disabilities	125	97.7	11.2	17.7	22.7	11.2	23.8	Not Met
Students without Disabilities	861	99.5	63.5	62.8	65.1	63.5		
English Learners	29	100.0	*	20.6	29.3	*	N	N
Non-English Learners	957	99.3	*	55.7	60.6	*		
Homeless Students	*	*	*	32.6	29.1	*		
Students In Foster Care	*	*	*	36.0	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

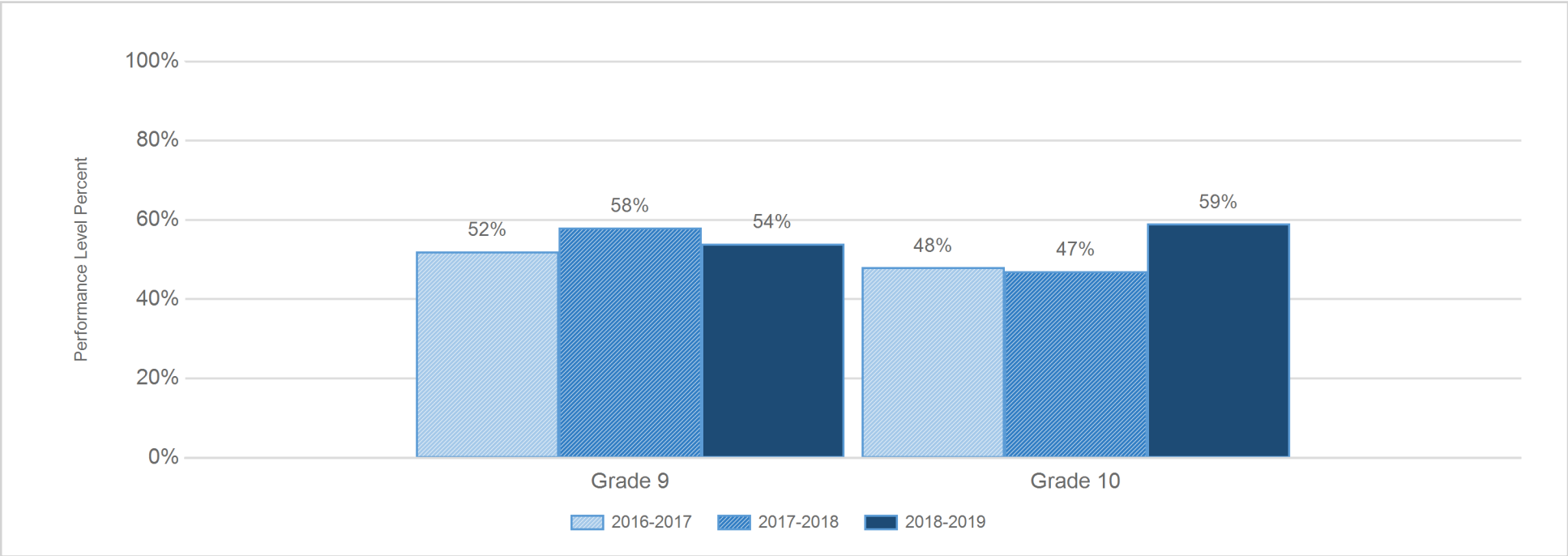


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 9

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	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	515	751	749	753	12%	10%	24%	39%	15%	54%	56%
White	344	757	753	762	8%	7%	24%	43%	17%	60%	65%
Hispanic	88	729	734	737	25%	17%	25%	*	*	33%	40%
Black or African American	33	724	*	732	30%	*	33%	*	*	24%	33%
Asian, Native Hawaiian, or Pacific Islander	36	777	774	783	0%	*	*	44%	36%	81%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	264	758	757	760	7%	6%	25%	45%	17%	62%	63%
Male	251	743	741	746	17%	14%	24%	33%	13%	46%	49%
Economically Disadvantaged Students	126	728	730	734	27%	14%	29%	*	*	30%	36%
Non-Economically Disadvantaged Students	389	759	755	762	7%	8%	23%	*	*	62%	65%
Students with Disabilities	71	704	706	717	54%	20%	17%	*	*	10%	17%
Students without Disabilities	444	759	757	760	5%	8%	25%	*	*	61%	63%
English Learners	13	707	707	693	*	*	*	*	*	*	*
Non-English Learners	502	752	750	755	*	*	*	*	*	*	*
Homeless Students	*	*	736	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	*	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

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	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	482	759	757	757	12%	11%	19%	32%	27%	59%	58%
White	330	763	760	767	10%	10%	17%	33%	30%	63%	67%
Hispanic	83	734	739	738	23%	*	29%	*	*	37%	43%
Black or African American	*	*	733	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	35	796	*	792	0%	*	*	29%	57%	86%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	750	766	*	*	*	*	*	*	65%
Female	244	768	768	766	9%	7%	17%	36%	32%	68%	66%
Male	238	750	746	749	15%	15%	21%	29%	21%	50%	51%
Economically Disadvantaged Students	110	739	736	735	24%	12%	22%	31%	12%	43%	40%
Non-Economically Disadvantaged Students	372	765	762	767	8%	10%	18%	33%	31%	63%	67%
Students with Disabilities	48	701	700	711	*	*	*	*	*	*	19%
Students without Disabilities	434	766	766	765	*	*	*	*	*	*	65%
English Learners	17	690	690	687	*	*	*	*	*	*	*
Non-English Learners	465	762	758	760	*	*	*	*	*	*	*
Homeless Students	*	*	716	723	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



Toms River High School North
(29-5190-040)
Grades Offered: 09-12
2018-2019

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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 assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that 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 2030. 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	957	99.3	36.1	37.4	44.5	36.1	40.4	Not Met
White	651	99.3	40.2	40.8	54.1	40.2	41.3	Met Target†
Hispanic	172	99.4	20.9	24.2	28.8	20.9	28.2	Not Met
Black or African American	61	98.4	19.7	18.1	23.0	19.7	15.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	50	100.0	62.0	67.5	76.5	62.0	62.7	Met Target†
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	N	N
Female	482	99.4	38.0	38.2	44.9	38.0		
Male	475	99.2	34.1	36.6	44.2	34.1		
Economically Disadvantaged Students	237	99.2	21.1	23.5	26.3	21.1	31	Not Met
Non-Economically Disadvantaged Students	720	99.3	41.0	42.8	54.9	41.0		
Students with Disabilities	127	98.5	*	11.6	17.4	*	20.3	Not Met
Students without Disabilities	830	99.4	*	42.9	50.0	*		
English Learners	29	100.0	13.8	21.3	25.0	13.8	N	N
Non-English Learners	928	99.3	36.7	37.9	46.5	36.7		
Homeless Students	*	*	*	24.8	17.1	*		
Students In Foster Care	*	*	*	12.0	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

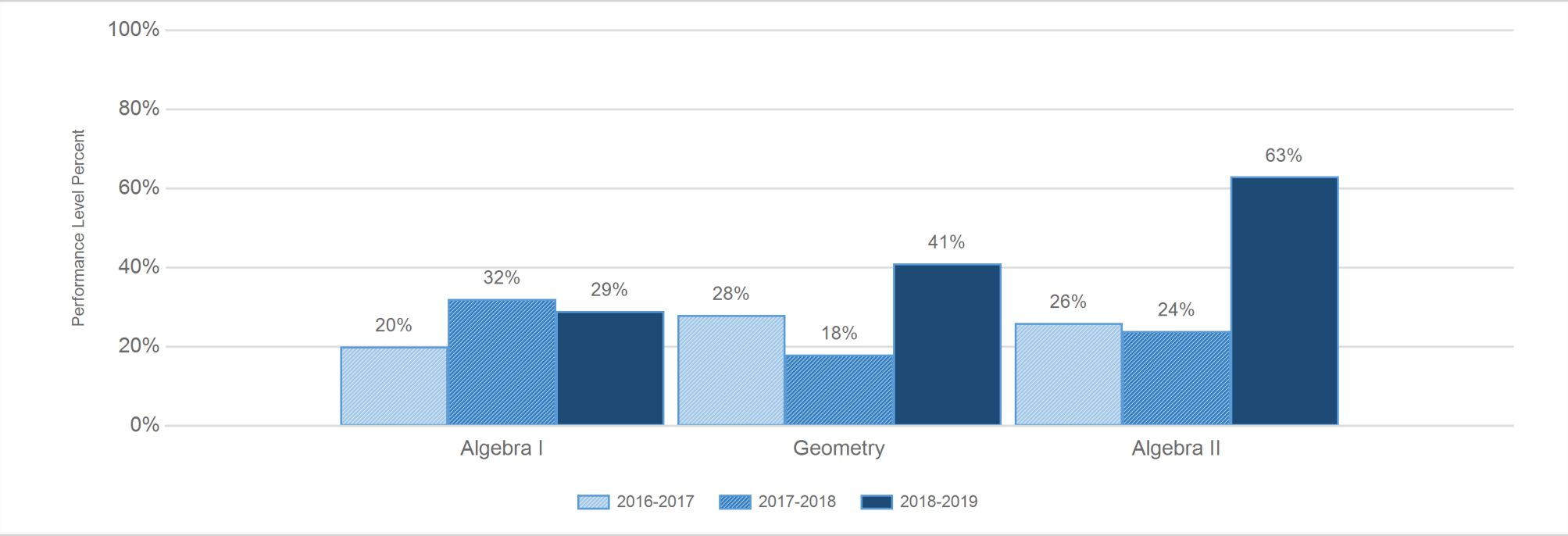


Toms River High School North
(29-5190-040)
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2018-2019

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



Toms River High School North
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Mathematics Assessment - Performance by Test: Algebra I

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, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	631	734	739	744	9%	28%	34%	*	*	29%	42%
White	404	737	742	752	6%	26%	34%	*	*	33%	53%
Hispanic	135	726	731	728	16%	33%	31%	*	*	19%	24%
Black or African American	51	726	721	725	*	43%	29%	*	*	16%	20%
Asian, Native Hawaiian, or Pacific Islander	25	749	764	775	*	*	*	52%	0%	52%	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	302	735	740	745	10%	25%	36%	*	*	30%	44%
Male	329	733	737	743	9%	32%	32%	*	*	27%	41%
Economically Disadvantaged Students	188	724	727	727	18%	34%	31%	*	*	17%	23%
Non-Economically Disadvantaged Students	443	738	743	752	5%	26%	35%	*	*	34%	52%
Students with Disabilities	88	708	*	717	*	*	*	*	*	*	12%
Students without Disabilities	543	738	*	748	*	*	*	*	*	*	47%
English Learners	28	727	727	710	*	*	*	*	*	21%	*
Non-English Learners	603	734	739	745	*	*	*	*	*	29%	*
Homeless Students	*	*	728	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

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, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	234	741	738	737	7%	16%	35%	*	*	41%	35%
White	172	742	739	743	6%	15%	36%	*	*	44%	43%
Hispanic	33	725	727	724	*	33%	36%	*	*	18%	17%
Black or African American	*	*	726	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	15	763	755	762	0%	*	*	*	*	67%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	736	745	*	*	*	*	*	*	46%
Female	119	740	740	738	*	14%	37%	*	*	41%	36%
Male	115	742	735	736	*	18%	34%	*	*	42%	34%
Economically Disadvantaged Students	46	732	725	722	*	*	41%	*	*	28%	16%
Non-Economically Disadvantaged Students	188	743	740	743	*	*	34%	*	*	45%	43%
Students with Disabilities	33	709	704	712	*	*	*	*	*	*	*
Students without Disabilities	201	746	747	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

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, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	106	758	751	755	*	*	27%	*	*	63%	58%
White	83	756	749	758	*	*	25%	*	*	64%	62%
Hispanic	*	*	755	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	14	778	773	777	0%	0%	*	*	*	79%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	*	761	N	N	N	N	N	N	65%
Female	66	760	752	752	*	*	29%	*	*	62%	55%
Male	40	756	749	758	*	*	25%	*	*	65%	62%
Economically Disadvantaged Students	*	*	750	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	751	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	106	758	751	755	*	*	27%	*	*	63%	59%
Homeless Students	N	N	*	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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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 different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

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	2018-19 Target	Met Target?
Schoolwide/English Learners	57.7%	40.9%	Met Target

† Target was met within one standard deviation

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 and 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
0-2	36	*	*
3-4	*	*	*
5 or more	*	*	*



Toms River High School North

(29-5190-040)

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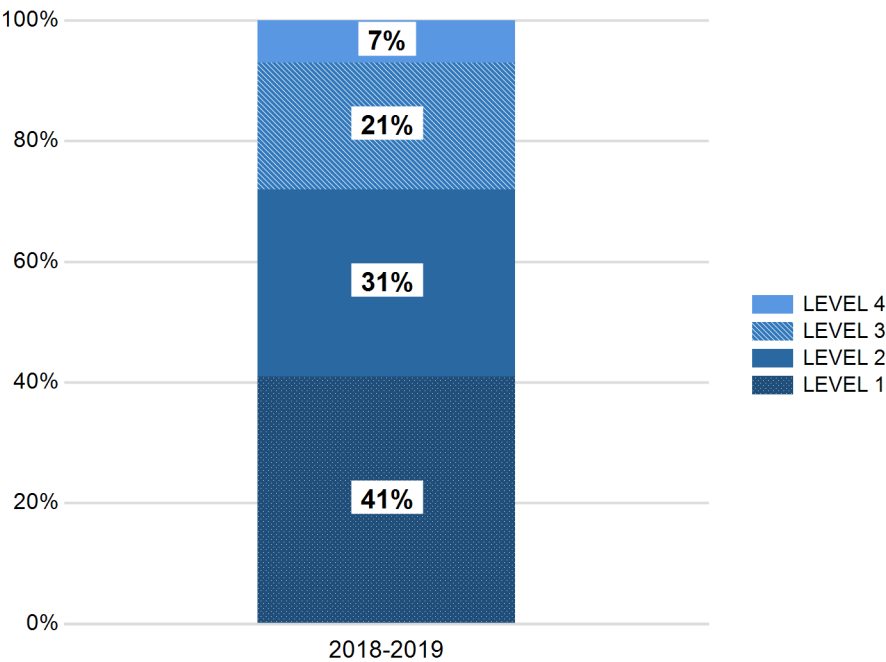
2018-2019

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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 will 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 11 Summary

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



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, 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	41	31	21	7
White	38	33	24	5
Hispanic	54	32	13	1
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	23	23	23	31
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	41	33	19	6
Male	40	30	23	7
Economically Disadvantaged Students	49	33	15	3
Non-Economically Disadvantaged Students	38	31	23	8
Students with Disabilities	89	7	4	0
Students without Disabilities	34	34	24	8
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	59.4%	84.5%
12th graders taking SAT in 2018-19 or prior years	64.4%	72.1%
12th graders taking ACT in 2018-19 or prior years	16.3%	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	468	476	Grade 10: 430 Grade 11: 460	61%	61%
PSAT 10/NMSQT - Math	479	477	Grade 10: 480 Grade 11: 510	49%	43%
SAT - Reading and Writing	558	539	480	79%	70%
SAT - Math	571	541	530	67%	53%
ACT - Reading	24	25	22	60%	66%
ACT - English	23	24	18	84%	81%
ACT - Math	24	24	22	73%	65%
ACT - Science	24	24	23	59%	57%



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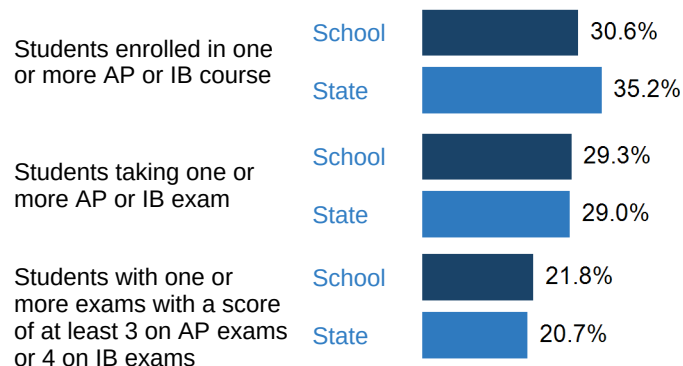
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

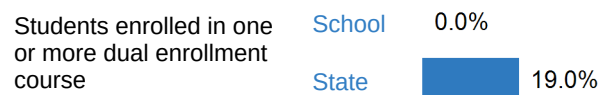
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	50	48
AP Calculus AB	45	32
AP Calculus BC	0	11
AP Chemistry	32	32
AP Computer Science A	34	32
AP English Language and Composition	131	129
AP English Literature and Composition	46	46
AP Environmental Science	71	61
AP German Language and Culture	0	1
AP Physics 1	0	10
AP Physics 2	0	9
AP Physics B	11	0
AP Physics C: Electricity and Magnetism	0	7
AP Physics C: Mechanics	0	9
AP Psychology	0	1
AP Statistics	75	75



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AP/IB Course	Students Enrolled	Students Tested
AP Studio Art—Drawing Portfolio	5	3
AP U.S. Government and Politics	70	69
AP U.S. History	77	71
Total Exams taken		646
Exams with scores of at least 3 on AP exams or 4 on IB exams		436



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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

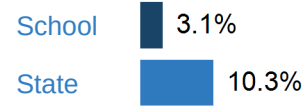
Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants
(completed only one course in an approved CTE program)



CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences





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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	*	3.1%	7.7%	10.3%
White	*	2.9%	6.1%	9.6%
Hispanic	0.0%	4.7%	10.3%	11.3%
Black or African American	*	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	*	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	0.0%	*	6.8%	12.1%
Female	*	3.2%	7.3%	10.6%
Male	*	3.0%	8.0%	10.1%
Economically Disadvantaged Students	*	4.1%	10.4%	11.8%
Students with Disabilities	*	6.7%	6.6%	9.2%
English Learners	0.0%	*	8.7%	3.2%
Homeless Students	0.0%	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



Toms River High School North
(29-5190-040)
Grades Offered: 09-12
2018-2019

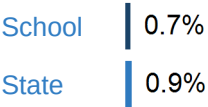
Report Key:
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	16		
Arts, AV Technology & Communications	12		
Education and Training	*		
Health Science	19		
Hospitality & Tourism	15		
Human Services	21	*	*
Information Technology	*		
Manufacturing	*		
Marketing	10		
Transportation, Distribution & Logistics	20	*	*
Total (All Clusters)	125	26	26



Toms River High School North
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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

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. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	429	88	20	0	0	0	129
10	50	352	94	22	0	0	13
11	7	42	343	91	17	8	8
12	4	12	48	173	59	116	14
Total	490	494	505	286	76	124	164
Enrolled in AP/IB Course					45	75	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	91	0	397	34	0	12
10	370	107	36	6	5	15
11	58	238	1	40	151	31
12	101	29	1	107	149	67
Total	620	374	435	187	305	125
Enrolled in AP/IB Course	50	32		71	11	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	485	1	0	0	0	45
10	32	470	0	0	0	10
11	11	503	0	14	0	24
12	198	81	0	56	0	158
Total	726	1055	0	70	0	237
Enrolled in AP/IB Course	0	77	0	0		70
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	391	58	0	0	25	0	0
10	390	48	0	0	27	0	0
11	272	53	0	0	12	0	0
12	46	16	0	0	3	0	1
Total	1099	175	0	0	67	0	1
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	285	62	0	0	12	0	0



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Computer Science and Information Technology – 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. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	4	0	0	0	0	0
10	21	0	0	0	0	0
11	53	0	0	0	0	0
12	44	0	0	0	0	0
Total	122	0	0	0	0	0
Enrolled in AP/IB Course	34		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



Toms River High School North

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2018-2019

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

Language	Students Earning a Seal of Biliteracy
Chinese	*
Greek	*
Spanish	34
Total	36



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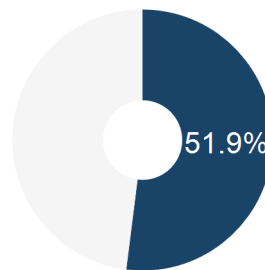
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Visual and Performing Arts – Course Participation

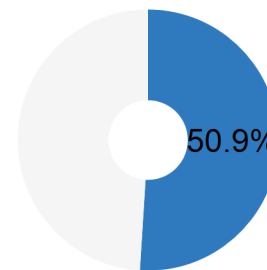
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

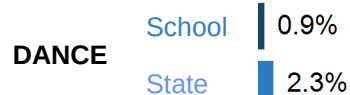


School



State

Students enrolled in one or more classes by discipline:





Toms River High School North

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Grades Offered: 09-12

2018-2019

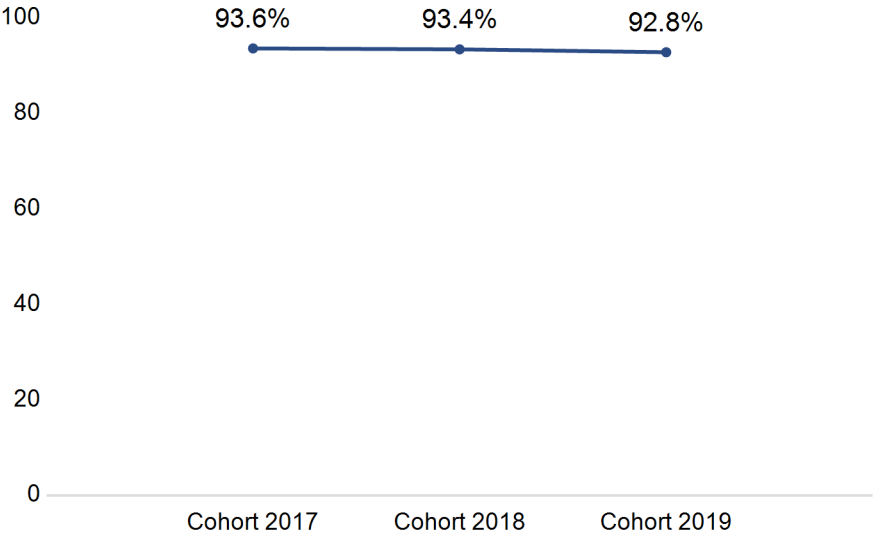
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

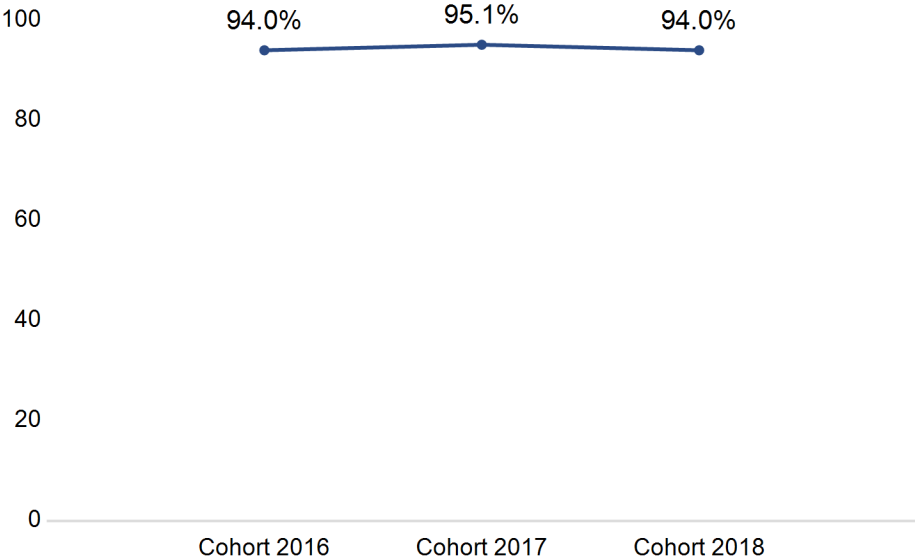
Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	93.6%	93.4%	92.8%	94.0%	95.1%	94.0%
Annual Target	91.4%	91.6%		93.7%	N	
Met Annual Target?	Met Target	Met Target		Met Target	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows 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 these [accountability resources](#).

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	92.8%	90.6%	94.0%	92.5%	93.4%	91.6%	Met Target	95.1%	N	Met Goal
White	94.6%	94.9%	93.7%	95.9%	93.2%	92.5%	Met Target	96.0%	N	Met Goal
Hispanic	91.6%	84.5%	90.8%	87.3%	92.2%	86.2%	Met Target	87.3%	90.6%	Not Met
Black or African American	83.7%	83.3%	96.4%	87.1%	90.0%	83.8%	Met Target	*	96.0%	Not Met
Asian, Native Hawaiian or Pacific Islander	88.9%	96.9%	98.0%	97.8%	98.0%	N	Met Goal	100.0%	N	Met Goal
American Indian or Alaska Native	*	92.2%	*	88.9%	*	**	**	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	95.6%	92.8%	95.5%	94.4%	94.5%			95.3%		
Male	90.4%	88.5%	92.7%	90.8%	92.3%			94.9%		
Economically Disadvantaged Students	88.0%	84.0%	92.3%	87.3%	89.7%	83.7%	Met Target	89.4%	88.8%	Met Target
Students with Disabilities	87.2%	79.2%	82.7%	83.8%	77.9%	76.3%	Met Target	88.4%	78.5%	Met Target
English Learners	90.0%	75.4%	90.9%	80.1%	90.9%	**	**	93.8%	**	**
Homeless Students	*	74.6%	*	78.3%	*			100.0%		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



Toms River High School North

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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	75.8%	61.3%
Substitute Competency Test	14.0%	26.7%
Portfolio Appeals Process	1.6%	2.6%
Alternate Requirements specified in IEP	8.6%	9.4%
Unknown	0.0%	0.0%

Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	0.3%	1.2%
2017-2018	0.8%	1.2%
2016-2017	1.2%	1.1%



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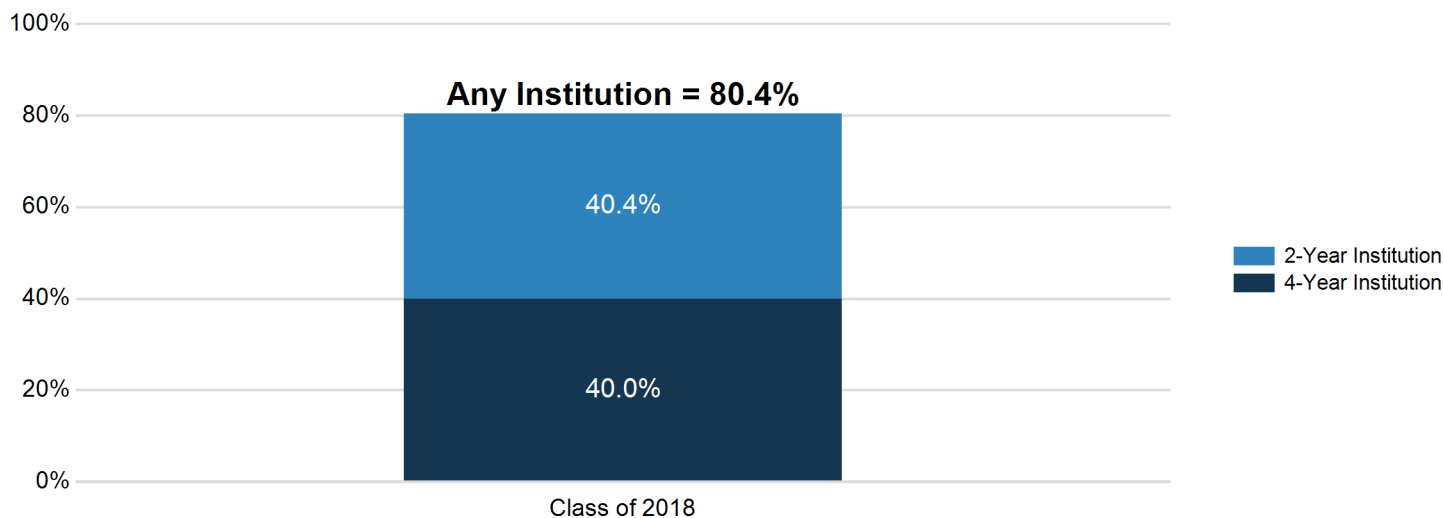
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	40.4%
% Enrolled in 4-Year Institution	40.0%
% Enrolled in Any Postsecondary Institution	80.4%



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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	68.9%	43.7%	56.3%
White	70.3%	40.6%	59.4%
Hispanic	59.7%	60.9%	39.1%
Black or African American	52.8%	68.4%	31.6%
Asian, Native Hawaiian, or Pacific Islander	90.6%	24.1%	75.9%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	50%	68%	32%
Students with Disabilities	37%	70.4%	29.6%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	80.4%	50.2%	49.8%	81.9%	18.1%	74.9%	25.1%
White	81%	48.8%	51.3%	82.5%	17.5%	72.8%	27.2%
Hispanic	71.9%	58.7%	41.3%	82.6%	17.4%	84.8%	15.2%
Black or African American	69%	60%	40%	95%	5%	75%	25%
Asian, Native Hawaiian, or Pacific Islander	94%	46.8%	53.2%	74.5%	23.4%	83%	17%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	69.9%	63.1%	36.9%	84.6%	15.4%	86.2%	13.8%
Students with Disabilities	46.2%	80%	20%	93.3%	6.7%	83.3%	16.7%
English Learners	30%	100%	0%	100%	0%	100%	0%



Toms River High School North

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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.

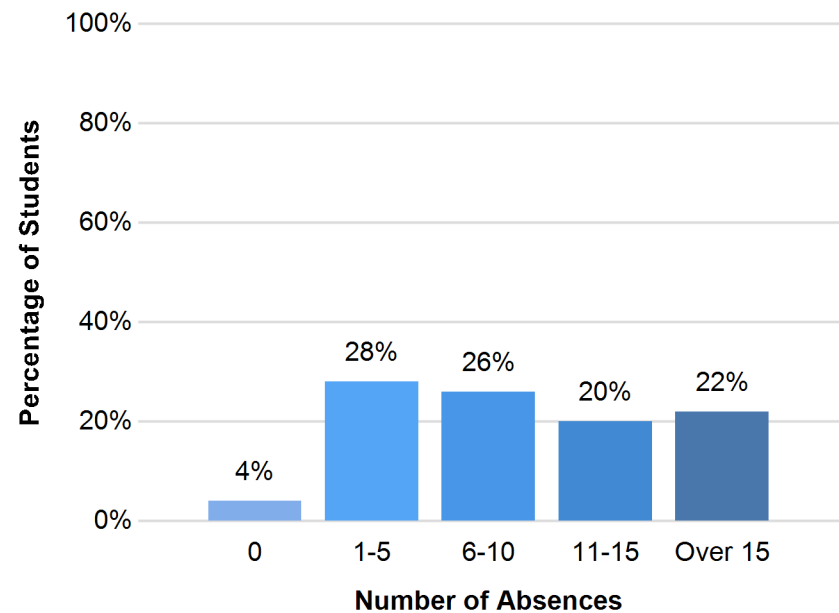
Chronic Absenteeism

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 last two columns show the chronic absenteeism state average for students in the grades offered and 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	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	375	18.4	14.2	Not Met
White	270	19.3	14.2	Not Met
Hispanic	66	20.1	14.2	Not Met
Black or African American	25	18.9	14.2	Not Met
Asian, Native Hawaiian, or Pacific	5	3.4	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.2	Not Met
Female	185	18.6		
Male	190	18.1		
Economically Disadvantaged Students	143	30.3	14.2	Not Met
Students with Disabilities	75	23.3	14.2	Not Met
English Learners	7	25.0	14.2	Not Met
Homeless Students	5	25.0		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





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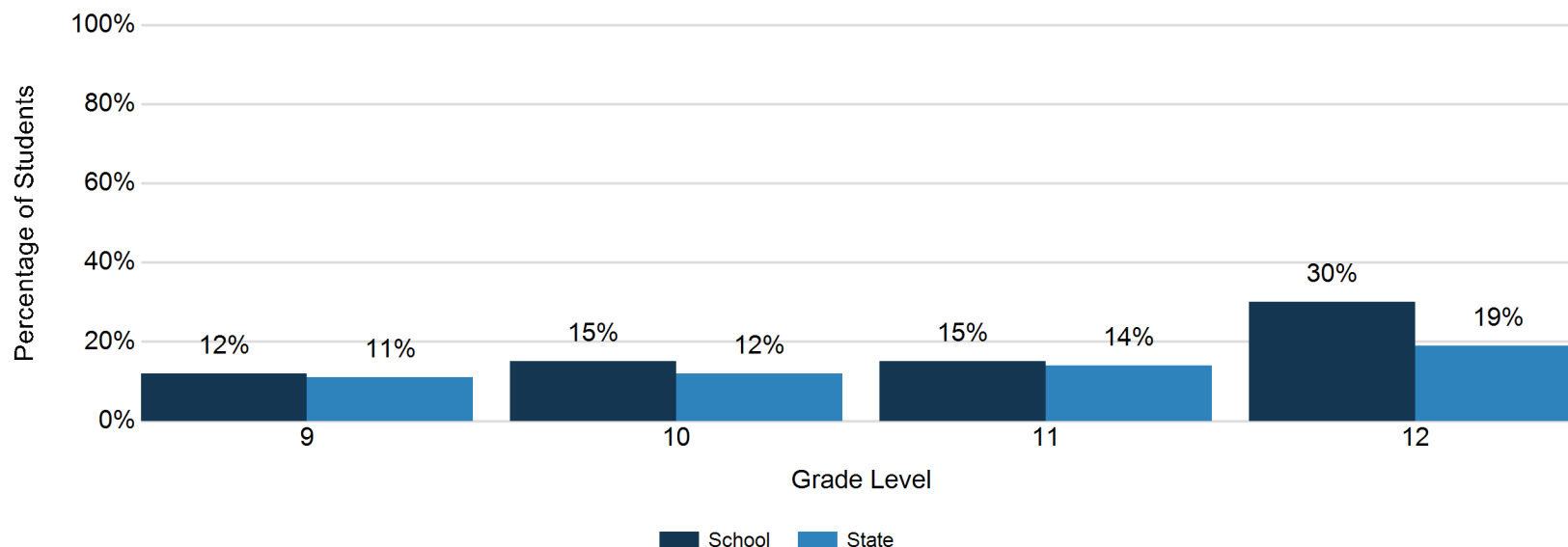
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





Toms River High School North
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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	14
Weapons	4
Vandalism	8
Substances	22
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	51
Incidents Per 100 Students Enrolled	2.59

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	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	3	3
No Identified Nature	6		6

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	10
Weapons	4
Vandalism	8
Substances	8
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1

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.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	105	5.3%
Any Suspension	106	5.4%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
672



Toms River High School North
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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. 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	7:15 AM
Typical End Time	1:35 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, 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
2018-19	1.0:1



Toms River High School North
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Grades Offered: 09-12
2018-2019

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Key terms for staff data:

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	151	118,214
Average years experience in public schools	13.8	12.1
Average years experience in district	12.8	10.8
Percentage of Teachers with 4 or more years experience in the district	86.8%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	71	9,530
Average years experience in public schools	21.7	16.0
Average years experience in district	17.1	12.0
Percentage of Administrators with 4 or more years experience in the district	90.1%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members 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.

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	13:1
Students to Administrators	281:1	216:1
Teachers to Administrators	22:1	17:1
Students to Librarians/Media Specialists		2550:1
Students to Nurses		567:1
Students to Counselors		403:1
Students to Child Study Team Members		392:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.7%	62.9%	42.9%	48.4%	77.1%	54.9%
Male	51.3%	37.1%	57.1%	51.6%	22.9%	45.1%
White	67.8%	98.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	16.8%	2.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	6.3%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	7.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.7%	0.0%	0.0%	2.1%	0.2%	0.2%



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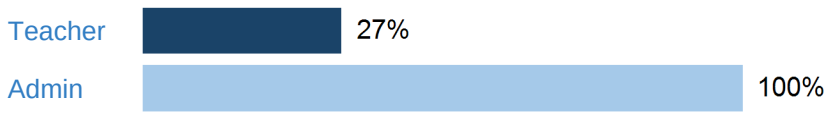
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's 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 this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.7%	90.5%
2017-18 Administrators: Same district 2018-19	94.4%	87.9%

Faculty Attendance

This table shows the percentage of days that 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
2018-19	96.5%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [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 2018-19 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.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

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

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 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.

Status for 2020-21 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, Native Hawaiian, or Pacific Islander	
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 Targeted Support and Improvement.



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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 represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	49.5%	53.1%	56.9%
Math Proficiency	30.2%	30.6%	36.1%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	93.6%	93.4%	92.8%
5-Year Graduation Rate†	94.0%	95.1%	94.0%
Progress toward English Language Proficiency		40.7%	57.7%
Chronic Absenteeism	21.0%	17.4%	18.4%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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 Annually, NJDOE will identify schools in the following federal category:
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For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target†	Not Met	Met Target	Met Goal	Met Target	Not Met	No
White	Met Target	Met Target†	Met Target	Met Goal	n/a	Not Met	No
Hispanic	Not Met	Not Met	Met Target	Not Met	n/a	Not Met	No
Black or African American	Met Target†	Met Target	Met Target	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Target†	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	N	N	**	**	n/a	Not Met	No
Economically Disadvantaged Students	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
English Learners	N	N	**	**	**	Not Met	No

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



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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 the school or district directly.

 Highlights:	- US News & World Report Silver Medal Winner for excellence. Home of Arts Academy Schools of Visual, Digital and Performing Arts. Dance Team received accolades for performances on the county level. - Musical nominated for Papermill Playhouse Outstanding Lead Actress and Performance by Orchestra. Int'l Thespian Troupe Gold Status for 3rd year. Marching band won Region 10 & State Championships. - The Freshman Academy helps students transition to high school through a core support team of teachers, counselors, administrators, and support staff.
 Mission, Vision, Theme:	Toms River High School North, the largest of eighteen schools in the district, educates over 1980 students each day. We are a pupil-orientated high school. The school provides a safe environment where abilities are cultivated, interests are developed, intellects are challenged and characteristics of students are enriched through academic and extra-curricular programs. By encouraging each student to fully immerse themselves in school life they grow academically, socially and emotionally.
 Awards, Recognition, Accomplishments:	The Class of 2019 has distinguished themselves as AP Scholars by College Board; over 70% scored over "3" and nearly 25% of those taking the AP test received a perfect "5". Numerous HSN students are selected each year to participate in such prestigious events as NJ Governor's School, All State Band, Orchestra and Chorus. many of our students have had the work "Critequed for Excellence" and displayed at State and NJ Art Educator's exhibits. Several of our students have been named "Commended Scholars" by the National Merit Foundation.



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 Courses, Curriculum, Instruction:	TRHSN integrates state standards across the curriculum. It houses the district Arts Career Academy, for which students apply to be admitted to one of three strands: Visual, Performing, or Digital Arts. A newly designed dance room has provided a space for our students to grow in a professional facility and atmosphere. It has been appointed with paintings from our visual art students. We have added learning opportunities outside the classroom in our local community. Working with professional artists has provided benefit to both our students and town at large through public view of their work. A shared-time vocational program in five county vocational schools allows students access to a program of 30 courses. Our Community Action and Cooperative Learning Programs affords students non-conventional classroom learning through a service-related internship or work experience. We partner with Ocean County College for students to earn dual enrollment credit in the Jump Start Program.
 Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Gymnastics (Girls), Ice Hockey (Coed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Coed) With 32 interscholastic athletic teams at three levels we provide students endless opportunities to round out their outstanding high school experience. Through these enrichment experiences, each child further develops the "hidden curriculum" of teamwork, responsibility and hard work to accomplish goals. Our athletes had an outstanding year with Class A South Championships in Cross County, Football, Tennis, Soccer, Bowling, Basketball, Track, Baseball, and swimming. Our Girl's Bowling team won the overall team championship and ended the year as the number one ranked team in New Jersey.
 Clubs and Activities:	Our Student Services Center, an integral component of our prior Middle States' accreditation, oversees each of our extra-curricular activities through a central, one-stop approach. With36 interest-specific offerings, along with Performing Arts and Student Government, complement the development of the entire child and provide a complete high school experience. Many of our clubs are community service oriented which enable the students to become a part of the Toms River community as a whole. We strive to promote diversity through clubs like Anime, LGBTQ, Spanish, and Political Party Club.



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 Before and After School Programs:	The Writing Center is offered to students seeking assistance in written assignments after school. It is staffed by our Advanced Placement senior English students with an English teacher advisor.
 Staff and Professional Learning:	All teaching staff members participate in professional development, a minimum of twenty hours per year. Staff members may attend local, regional or national conferences as well as participate in committees, workshops and panels both in and out of the district. The district of Toms River Regional Schools regularly plans PD days for staff members either full or half days during the school year. Over the past year, staff professional development has focused on Equity. The outcome of this approach is designed to help our staff students see the world through the perspective of others. This will enable us meet students at their individual levels and ensure success for all.
 Postsecondary Information:	Of the 520 graduating seniors of the Class of 2019, 79% went on to post secondary education. Some colleges both in and out of state were Lehigh, Yale, Georgetown, Stevens Institute of Technology and Rutgers. We offer for parents a Financial Aide night as well as a college information night, college fair and individual meetings with students. We offer an SAT lunch program to help students prepare as well as the PSAT which is offered for free to all sophomore and juniors.



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 Student Supports and Services:	Based on the needs of the individual student, programs range from mainstreamed to self-contained life skills. Students are able to combine program offerings to meet the least restrictive environment. Our non-classified students receive additional support through 504 plans, IR&S and the mentoring program. Additional help with assignments can be found in the media center after school with our National Honor Society student tutors.
 Student Health and Wellness:	TRHSN participates in the Free/Reduced Federal Lunch program and breakfast is offered each morning at two grab and go locations. Our nurses do a screening of each student each year including height, weight and blood pressure. Hearing and Vision screening are offered every other year. As per state graduation requirements, every student is required to pass a physical education course each year consisting of gym class and health.
 Parent and Community Involvement:	Parents and guardians play a vital role in supporting our mission and in the success of each child. We encourage positive communication through orientation programs such as Visit the School Night, "Coffee with the Principal", curriculum meetings, guidance information sessions, and other individual focus groups. Through these meetings and parent conferences, we include parents in their child's educational process. We realize the support of parents is crucial to each child's success. We have created an SPO (Staff Parent Organization) to further strengthen the home-school bond and open the lines of communication.



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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers The school survey we use is provided by NJDOE. The data from this survey is used by our administration as well as our school climate committee to drive professional development and to also gauge and improve the climate of the staff and students. Students are given the opportunity to complete this survey during class time. Staff is done online and during professional development days.
 Facilities:	Our main facility was built in 1969. Numerous additions over the years were constructed, the last in 2002. A 2-story wing houses our media center with two computer labs. A 5000 seating capacity arena is used for daytime PE classes, district events and rented for concerts and vendor shows. The main campus is approximately 400,000 square feet in size. Directly adjacent to our main building is a fieldhouse that has long served as a locker room and storage facility for our football and boy's lacrosse programs. Over the past year the building has undergone a complete renovation. The roof was re-shingled and the interior redesigned to feature a locker room as well as our weightroom facility. This renovation will permit the building to be used all year for afterschool athletics but also as a physical education station during the school day. Facilities department received State DOE approval as a change of USe for classroom use designation.
 School Safety:	High School North is patrolled by a School Resource Officer and two School Safety Officers. The main lobby entrance has a security guard who is on duty throughout the school day. Upgraded security cameras and keyless entry systems have been added to the building. North has several security guards in the parking lot each morning to assist with traffic and student pedestrians. Monthly fire and security drills are conducted following state procedures. On the campus of HS North is our Security Department headquarters. This added security at our largest facility assist with safety of students, staff, and visitors. HS North takes great pride in our positive working relationship with the local police department.



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 Technology and STEM:	Recent upgrades to the WAN backbone enable high speed 1 Gb connections to all locations and 10 Gb between two data centers, with resiliency from potential outages. Firewalls have been upgraded to provide improved cybersecurity. All classrooms have improved WiFi access. HSN now has over 900 shared computing devices. Every staff and student has Google accounts. Students participate in CS Education Week, NJ Makers Day, NJ STEM Week and Digital Learning Day. Staff training is provided by a district Ed Tech Supervisor and building web developer. Opportunities have been expanded and enhanced through grants and foundations, with more than 2/3 raised in the 18-19 school year going to STEAM initiatives. Computer Science courses are increasingly available at each School. HS North has a STEAM focus through programming in the digital arts academy. Learning opportunities are expanded and enhanced through grants and foundations. VR and 3D devices have been added to our digital arts curriculum.



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 Other Information	Toms River High School North, the home of the Mariners, strives to provide students the necessary skills and opportunities to make their journey through life a success. We hope our four years with students at Toms River High School North afford an excellent education, a strong foundation for a productive future and great memories. We make every effort to meet the changing needs of our students each day. Through dedication and hard work we are able to help our students grow into fine citizens and prepared to meet any challenge and contribute positively to our Toms River community and beyond. We pride ourselves in offering something for everyone. Students are encouraged to avail themselves in all that we have to offer. A full high school experience will ensure that students grow during their time with us. A more well rounded student will be better prepared for what ever their future holds.



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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

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Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:



Toms River High School South
 (29-5190-050)
 Grades Offered: 09-12
 2018-2019

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

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	Ocean
District	Toms River Regional School District
Principal Name	Mr. Michael Citta
Address	55 HYERS STREET TOMS RIVER, NJ 08753
Phone Number	732-505-5738
Email Address	jricotta@trschoools.com
Website	http://www.trschools.com/hssouth/



Toms River High School South

(29-5190-050)

Grades Offered: 09-12

2018-2019

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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

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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	2016-17	2017-18	2018-19
9	343	350	354
10	355	340	347
11	284	319	313
12	314	285	319
Total	1,296	1,294	1,333

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	48.4%	47.3%	48.8%
Male	51.6%	52.7%	51.2%
Economically Disadvantaged Students	23.4%	23.9%	25.1%
Students with Disabilities	10.2%	11.6%	12.3%
English Learners	0.0%	0.0%	0.1%
Homeless Students	1.2%	1.0%	1.0%
Students in Foster Care	0.3%	0.2%	0.5%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	74.5%	72.6%	72.4%
Hispanic	12.7%	13.9%	15.8%
Black or African American	7.8%	8.0%	6.9%
Asian	2.7%	2.6%	2.0%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.2%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	2.2%	2.7%	2.6%

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,246	1,237	1,283
Shared Time Students	97	112	98
Full Time Equivalent	1,295	1,293	1,332

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.

Home Language	% of Students
English	93.4%
Spanish	5.5%
Other Languages	1.1%



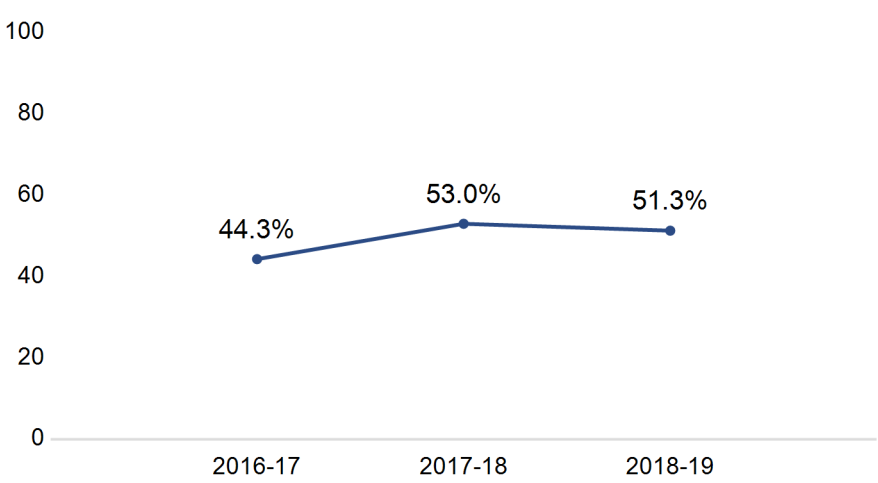
Toms River High School South
(29-5190-050)
Grades Offered: 09-12
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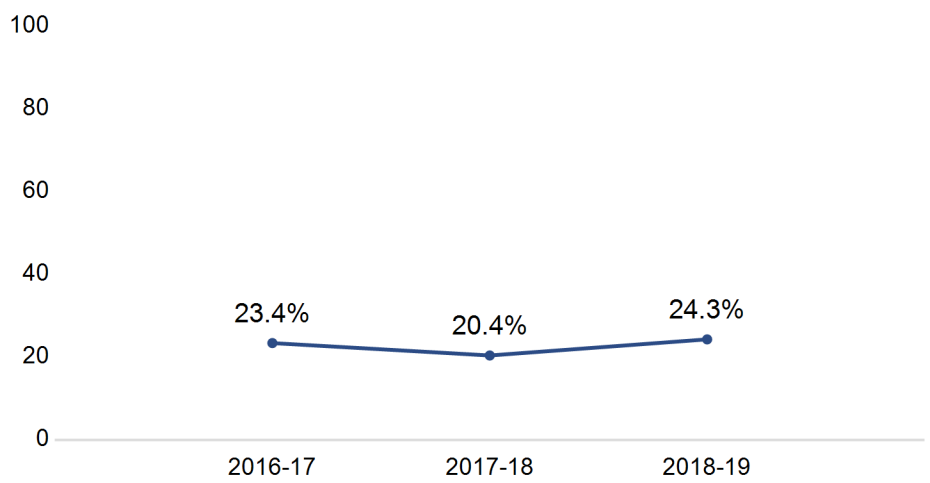
English Language Arts and Mathematics Performance Trends

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 statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that 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.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.8%	99.3%	97.1%	98.9%	99.3%	97.8%
Proficiency Rate for Federal Accountability	44.3%	53.0%	51.3%	23.4%	20.4%	24.3%
Annual Target	36.3%	38.6%	40.9%	18.9%	22.1%	25.3%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target†	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that 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 2030. 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	675	97.1	51.3	54.8	57.9	51.3	40.9	Met Target
White	493	97.2	56.0	58.9	66.9	56.0	43.8	Met Target
Hispanic	111	100.0	34.2	40.0	43.9	34.2	29	Met Target
Black or African American	44	88.2	38.6	36.8	38.5	36.5	25.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	77.5	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	330	98.2	61.5	62.8	64.8	61.5		
Male	345	96.1	41.4	47.0	51.3	41.4		
Economically Disadvantaged Students	171	94.0	33.3	37.6	40.0	33.3	32.4	Met Target
Non-Economically Disadvantaged Students	504	98.3	57.3	61.4	67.9	57.3		
Students with Disabilities	113	93.5	*	17.7	22.7	*	18.1	Not Met
Students without Disabilities	562	97.9	*	62.8	65.1	*		
English Learners	N	N	N	20.6	29.3	N	**	**
Non-English Learners	675	97.1	51.3	55.7	60.6	51.3		
Homeless Students	*	*	*	32.6	29.1	*		
Students In Foster Care	*	*	*	36.0	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

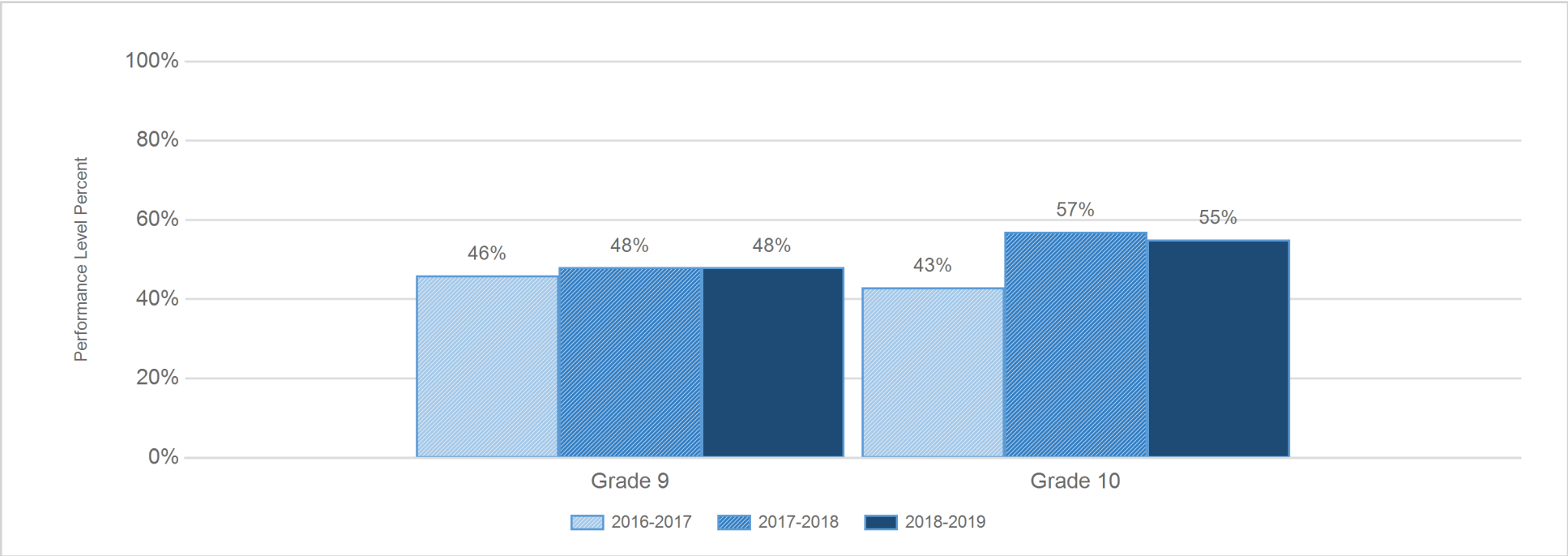


Toms River High School South
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





Toms River High School South
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English Language Arts Assessment - Performance by Grade: Grade 9

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	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	347	745	749	753	11%	12%	29%	39%	8%	48%	56%
White	252	750	753	762	8%	10%	29%	43%	10%	53%	65%
Hispanic	62	730	734	737	21%	*	39%	*	*	26%	40%
Black or African American	21	732	*	732	*	*	*	*	*	38%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	176	753	757	760	6%	13%	24%	*	*	57%	63%
Male	171	737	741	746	16%	12%	34%	*	*	38%	49%
Economically Disadvantaged Students	97	735	730	734	13%	16%	37%	*	*	33%	36%
Non-Economically Disadvantaged Students	250	749	755	762	10%	11%	26%	*	*	53%	65%
Students with Disabilities	57	703	706	717	*	*	*	*	*	*	17%
Students without Disabilities	290	753	757	760	*	*	*	*	*	*	63%
English Learners	N	N	707	693	N	N	N	N	N	N	*
Non-English Learners	347	745	750	755	11%	12%	29%	39%	8%	48%	*
Homeless Students	*	*	736	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

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	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	328	752	757	757	12%	11%	22%	38%	17%	55%	58%
White	241	756	760	767	10%	10%	20%	39%	21%	59%	67%
Hispanic	50	742	739	738	*	*	28%	*	*	44%	43%
Black or African American	22	731	733	733	*	*	*	*	*	41%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	750	766	*	*	*	*	*	*	65%
Female	154	765	768	766	*	*	18%	47%	21%	68%	66%
Male	174	741	746	749	*	*	25%	31%	13%	44%	51%
Economically Disadvantaged Students	72	732	736	735	21%	18%	28%	*	*	33%	40%
Non-Economically Disadvantaged Students	256	758	762	767	9%	9%	20%	*	*	62%	67%
Students with Disabilities	53	699	700	711	47%	28%	*	*	*	11%	19%
Students without Disabilities	275	763	766	765	5%	8%	*	*	*	64%	65%
English Learners	N	N	690	687	N	N	N	N	N	N	*
Non-English Learners	328	752	758	760	12%	11%	22%	38%	17%	55%	*
Homeless Students	*	*	716	723	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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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 assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that 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 2030. 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	695	97.8	24.3	37.4	44.5	24.3	25.3	Met Target†
White	501	97.5	26.5	40.8	54.1	26.5	27	Met Target†
Hispanic	116	100.0	19.0	24.2	28.8	19.0	17.4	Met Target
Black or African American	51	94.5	11.8	18.1	23.0	11.7	17.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	67.5	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	336	98.5	26.2	38.2	44.9	26.2		
Male	359	97.0	22.6	36.6	44.2	22.6		
Economically Disadvantaged Students	181	95.3	17.7	23.5	26.3	17.7	15.9	Met Target
Non-Economically Disadvantaged Students	514	98.7	26.7	42.8	54.9	26.7		
Students with Disabilities	112	95.0	*	11.6	17.4	*	14.7	Not Met
Students without Disabilities	583	98.3	*	42.9	50.0	*		
English Learners	N	N	N	21.3	25.0	N	**	**
Non-English Learners	695	97.8	24.3	37.9	46.5	24.3		
Homeless Students	*	*	*	24.8	17.1	*		
Students In Foster Care	*	*	*	12.0	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

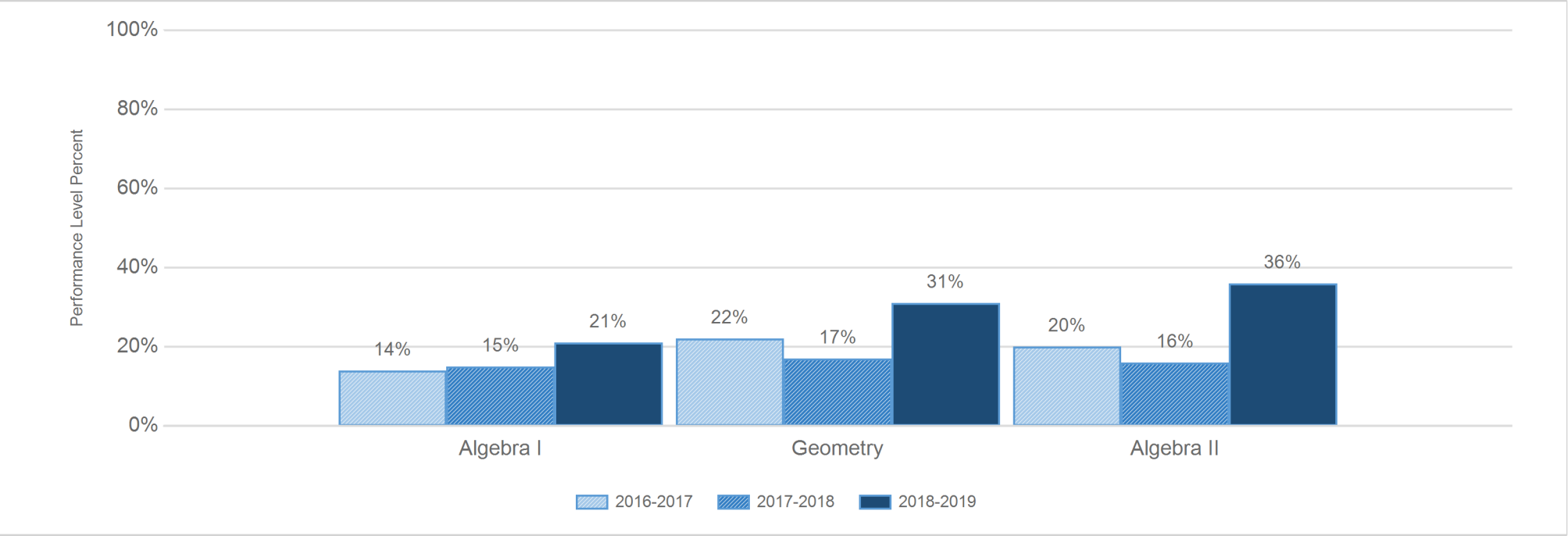


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Test: Algebra I

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, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	487	727	739	744	14%	31%	34%	21%	0%	21%	42%
White	331	729	742	752	13%	28%	36%	22%	0%	22%	53%
Hispanic	95	726	731	728	13%	35%	36%	17%	0%	17%	24%
Black or African American	41	716	721	725	29%	37%	24%	*	*	10%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	249	730	740	745	11%	31%	35%	23%	0%	23%	44%
Male	238	725	737	743	18%	30%	34%	18%	0%	18%	41%
Economically Disadvantaged Students	148	723	727	727	20%	29%	36%	15%	0%	15%	23%
Non-Economically Disadvantaged Students	339	729	743	752	12%	31%	34%	23%	0%	23%	52%
Students with Disabilities	61	703	*	717	*	*	*	*	*	*	12%
Students without Disabilities	426	731	*	748	*	*	*	*	*	*	47%
English Learners	N	N	727	710	N	N	N	N	N	N	*
Non-English Learners	487	727	739	745	14%	31%	34%	21%	0%	21%	*
Homeless Students	*	*	728	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

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, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	135	732	738	737	14%	22%	33%	*	*	31%	35%
White	106	734	739	743	15%	17%	34%	*	*	34%	43%
Hispanic	18	728	727	724	*	*	*	*	*	22%	17%
Black or African American	*	*	726	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	755	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	736	745	*	*	*	*	*	*	46%
Female	57	738	740	738	*	*	37%	*	*	40%	36%
Male	78	727	735	736	*	*	29%	*	*	24%	34%
Economically Disadvantaged Students	25	718	725	722	*	*	*	*	*	20%	16%
Non-Economically Disadvantaged Students	110	735	740	743	*	*	*	*	*	34%	43%
Students with Disabilities	46	705	704	712	*	*	*	*	*	*	*
Students without Disabilities	89	746	747	741	*	*	*	*	*	*	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	135	732	*	738	14%	22%	33%	*	*	31%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

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, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	73	738	751	755	*	*	38%	36%	0%	36%	58%
White	64	737	749	758	*	*	38%	34%	0%	34%	62%
Hispanic	*	*	755	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	31	737	752	752	*	*	52%	*	*	26%	55%
Male	42	739	749	758	*	*	29%	*	*	43%	62%
Economically Disadvantaged Students	*	*	750	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	751	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	73	738	751	755	*	*	38%	36%	0%	36%	59%
Homeless Students	N	N	*	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



Toms River High School South
(29-5190-050)
Grades Offered: 09-12
2018-2019

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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 different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

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	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† Target was met within one standard deviation

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 and 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
0-2	N	N	N
3-4	N	N	N
5 or more	N	N	N



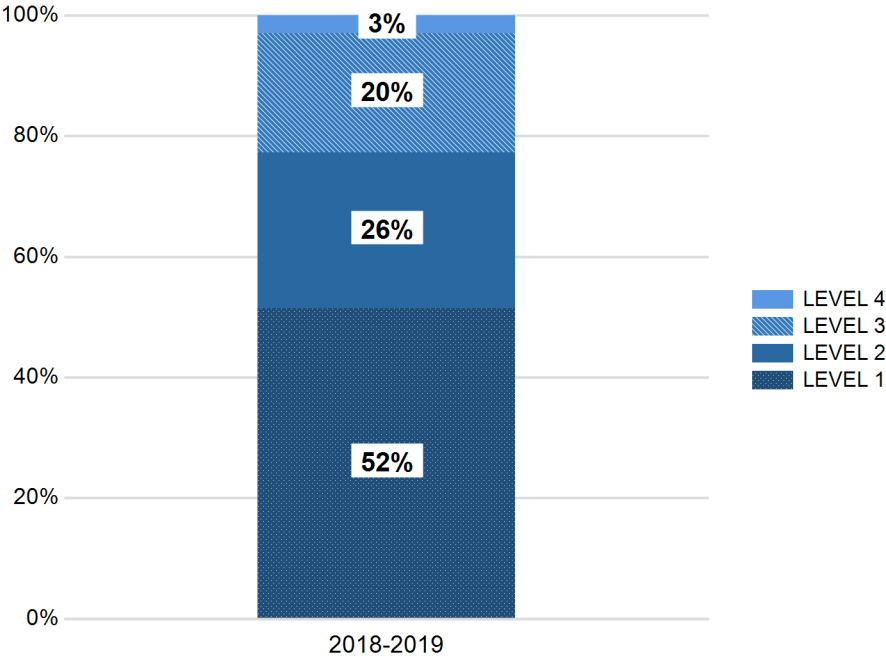
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 11 Summary

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



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, 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	52	26	20	3
White	47	24	24	4
Hispanic	67	27	6	0
Black or African American	72	17	11	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	55	27	15	3
Male	49	25	24	3
Economically Disadvantaged Students	50	33	16	2
Non-Economically Disadvantaged Students	52	24	21	3
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	52	26	20	3
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	59.9%	84.5%
12th graders taking SAT in 2018-19 or prior years	60.0%	72.1%
12th graders taking ACT in 2018-19 or prior years	10.0%	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	449	476	Grade 10: 430 Grade 11: 460	53%	61%
PSAT 10/NMSQT - Math	453	477	Grade 10: 480 Grade 11: 510	36%	43%
SAT - Reading and Writing	541	539	480	80%	70%
SAT - Math	537	541	530	51%	53%
ACT - Reading	22	25	22	53%	66%
ACT - English	21	24	18	63%	81%
ACT - Math	23	24	22	59%	65%
ACT - Science	22	24	23	44%	57%



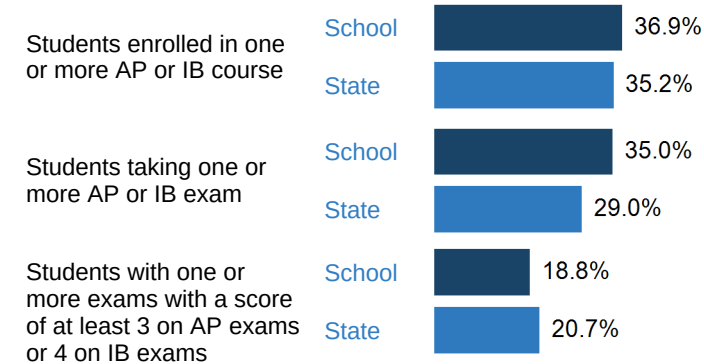
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

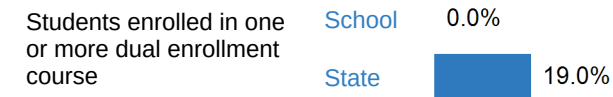
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	18	18
AP Calculus AB	63	60
AP Chemistry	33	25
AP Computer Science A	4	2
AP English Language and Composition	90	87
AP English Literature and Composition	69	67
AP Environmental Science	90	86
AP French Language and Culture	0	1
AP Physics 1	0	7
AP Physics B	8	0
AP Spanish Language	0	11
AP Statistics	18	16
AP Studio Art—Drawing Portfolio	6	0
AP Studio Art—Two-Demensional	0	5
AP U.S. Government and Politics	58	51
AP U.S. History	66	63



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AP/IB Course	Students Enrolled	Students Tested
Total Exams taken		499
Exams with scores of at least 3 on AP exams or 4 on IB exams		229



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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

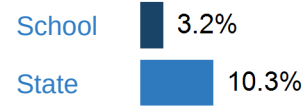
Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants
(completed only one course in an approved CTE program)



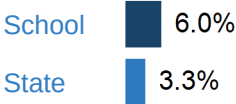
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences





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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	*	3.2%	7.7%	10.3%
White	*	2.9%	6.1%	9.6%
Hispanic	*	5.2%	10.3%	11.3%
Black or African American	*	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	0.0%	0.0%	6.8%	12.1%
Female	*	2.5%	7.3%	10.6%
Male	*	3.8%	8.0%	10.1%
Economically Disadvantaged Students	*	3.7%	10.4%	11.8%
Students with Disabilities	*	*	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	0.0%	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	16		
Arts, AV Technology & Communications	*		
Education and Training	*		
Health Science	12		
Hospitality & Tourism	14		
Human Services	*	*	*
Information Technology	*		
Manufacturing	*		
Marketing	*		
Transportation, Distribution & Logistics	17	*	*
Total (All Clusters)	88	*	*



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

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. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	266	61	2	0	0	0	107
10	33	255	79	0	0	0	0
11	3	24	201	88	2	11	0
12	1	4	41	96	70	20	32
Total	303	344	323	184	72	31	139
Enrolled in AP/IB Course					63	18	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	69	0	270	28	0	0
10	264	80	13	5	0	10
11	26	169	1	62	63	26
12	32	19	2	83	65	69
Total	391	268	286	178	128	105
Enrolled in AP/IB Course	18	33		90	8	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	338	1	0	0	0	37
10	4	333	0	0	0	32
11	2	338	0	28	0	24
12	20	73	0	90	0	134
Total	364	745	0	118	0	227
Enrolled in AP/IB Course	0	66	0	0		58
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	255	35	0	0	23	0	0
10	247	45	0	0	28	0	0
11	139	35	0	0	15	0	0
12	90	17	0	0	7	0	0
Total	731	132	0	0	73	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	200	47	0	0	20	0	0



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Computer Science and Information Technology – 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. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	2	0	0	0	0	0
11	9	0	0	0	0	0
12	17	0	0	0	0	0
Total	28	0	0	0	0	0
Enrolled in AP/IB Course	4		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

Language	Students Earning a Seal of Biliteracy
French	*
German	*
Spanish	41
Total	44



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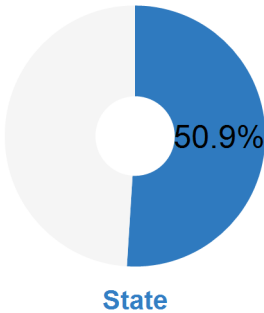
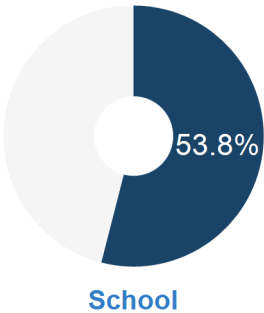
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Visual and Performing Arts – Course Participation

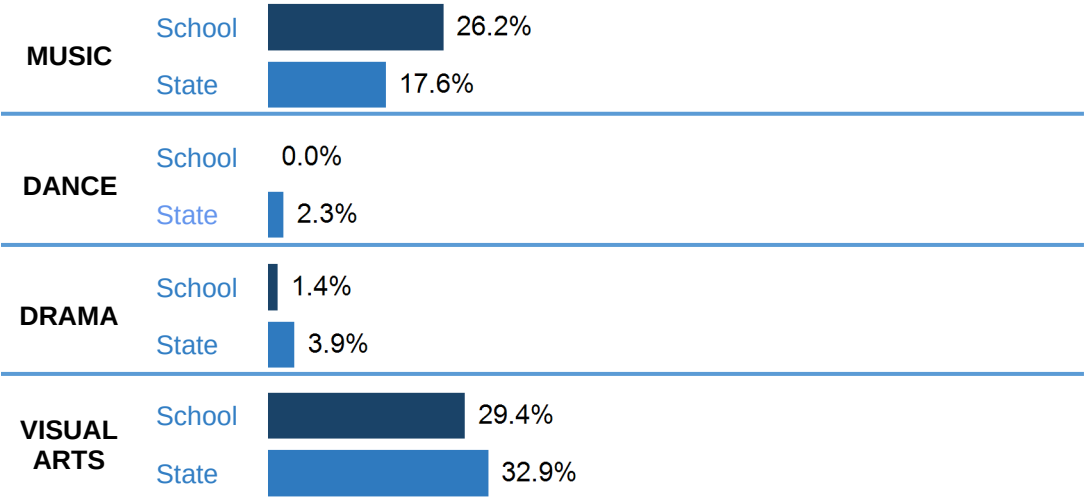
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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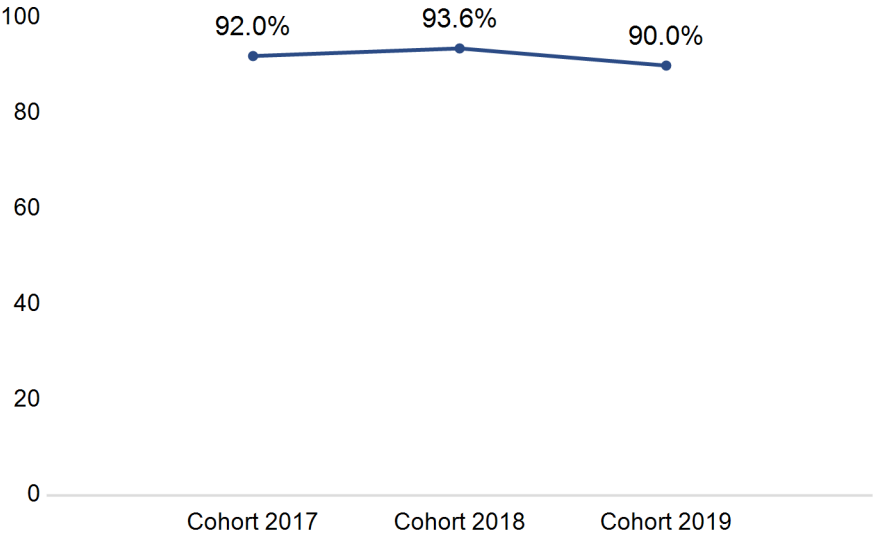
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

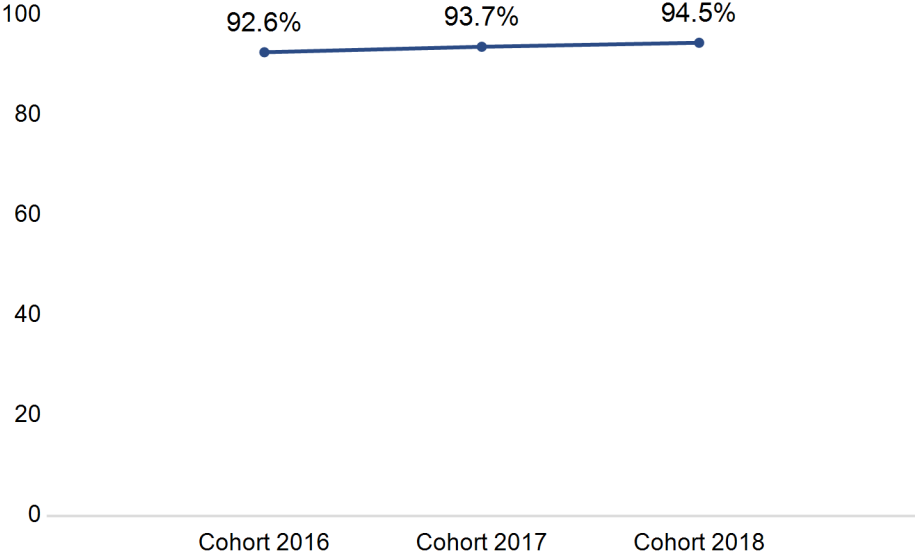
Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	92.0%	93.6%	90.0%	92.6%	93.7%	94.5%
Annual Target	93.3%	93.4%		90.3%	90.6%	
Met Annual Target?	Not Met	Met Target		Met Target	Met Target	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows 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 these [accountability resources](#).

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	90.0%	90.6%	94.5%	92.5%	93.6%	93.4%	Met Target	93.7%	90.6%	Met Target
White	91.2%	94.9%	96.2%	95.9%	95.3%	N	Met Goal	94.4%	91.3%	Met Target
Hispanic	84.7%	84.5%	91.9%	87.3%	89.2%	91.3%	Not Met	95.1%	N	Met Goal
Black or African American	89.7%	83.3%	86.1%	87.1%	88.6%	95.0%	Not Met	90.0%	88.8%	Met Target
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	93.5%	92.8%	94.7%	94.4%	95.3%			93.4%		
Male	86.5%	88.5%	94.4%	90.8%	92.1%			94.1%		
Economically Disadvantaged Students	87.1%	84.0%	91.7%	87.3%	89.0%	87.7%	Met Target	87.1%	80.4%	Met Target
Students with Disabilities	77.8%	79.2%	92.0%	83.8%	89.8%	82.0%	Met Target	85.1%	82.7%	Met Target
English Learners	*	75.4%	N	80.1%	N	N	N	N	N	N
Homeless Students	*	74.6%	*	78.3%	*			*		
Students in Foster Care	*	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



Toms River High School South
 (29-5190-050)
 Grades Offered: 09-12
 2018-2019

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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	69.0%	57.5%
Substitute Competency Test	21.4%	31.0%
Portfolio Appeals Process	2.7%	3.3%
Alternate Requirements specified in IEP	6.9%	8.1%
Unknown	0.0%	0.0%

Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	1.4%	1.2%
2017-2018	1.0%	1.2%
2016-2017	1.6%	1.1%



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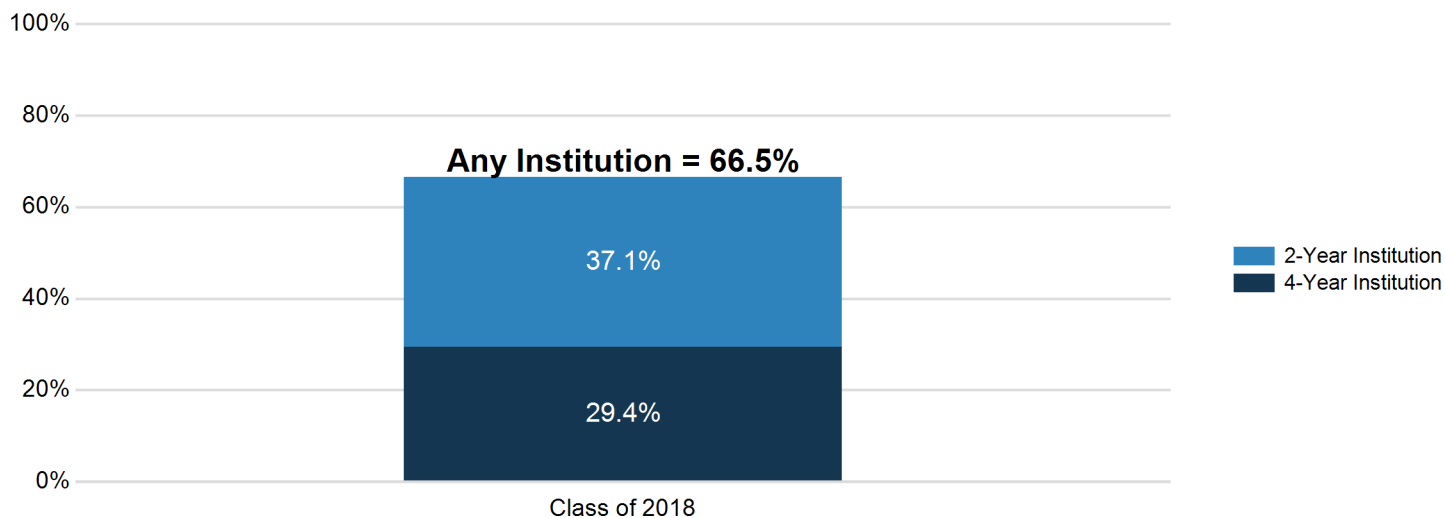
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	37.1%
% Enrolled in 4-Year Institution	29.4%
% Enrolled in Any Postsecondary Institution	66.5%



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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	65.7%	54.5%	45.5%
White	69.8%	53.8%	46.2%
Hispanic	46.2%	62.5%	37.5%
Black or African American	54.2%	69.2%	30.8%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	50%	75.7%	24.3%
Students with Disabilities	44.7%	82.4%	17.6%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	66.5%	55.8%	44.2%	76.9%	23.1%	73.6%	26.4%
White	67.3%	53.9%	46.1%	75%	25%	70.4%	29.6%
Hispanic	58.8%	60%	40%	70%	30%	85%	15%
Black or African American	65.7%	65.2%	34.8%	95.7%	4.3%	87%	13%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	56.5%	51.3%	48.7%	82.1%	17.9%	76.9%	23.1%
Students with Disabilities	31.6%	83.3%	16.7%	75%	25%	75%	25%
English Learners	N	N	N	N	N	N	N



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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.

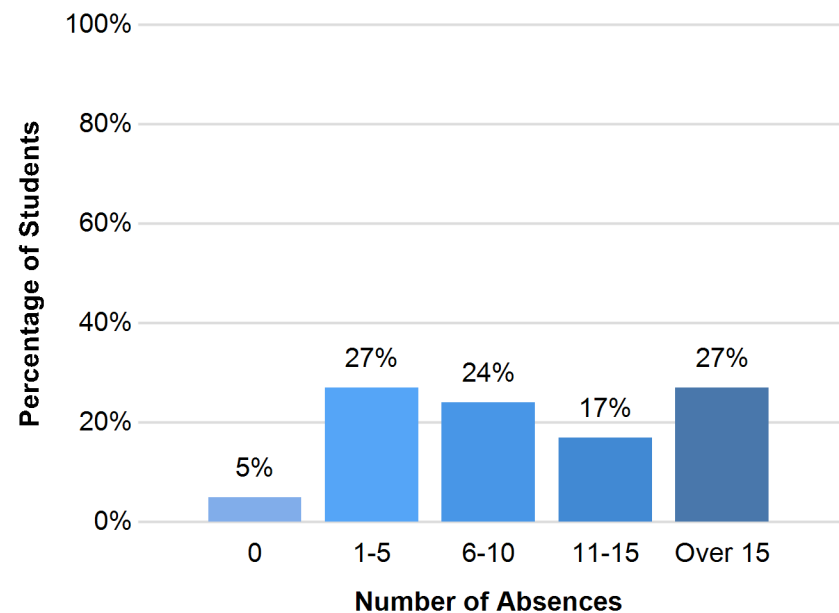
Chronic Absenteeism

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 last two columns show the chronic absenteeism state average for students in the grades offered and 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	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	345	24.2	14.2	Not Met
White	231	22.6	14.2	Not Met
Hispanic	69	29.2	14.2	Not Met
Black or African American	30	30.3	14.2	Not Met
Asian, Native Hawaiian, or Pacific	*	*	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	15	42.9	14.2	Not Met
Female	173	25.3		
Male	172	23.2		
Economically Disadvantaged Students	134	37.1	14.2	Not Met
Students with Disabilities	79	36.4	14.2	Not Met
English Learners	*	*	**	**
Homeless Students	9	60.0		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Toms River High School South

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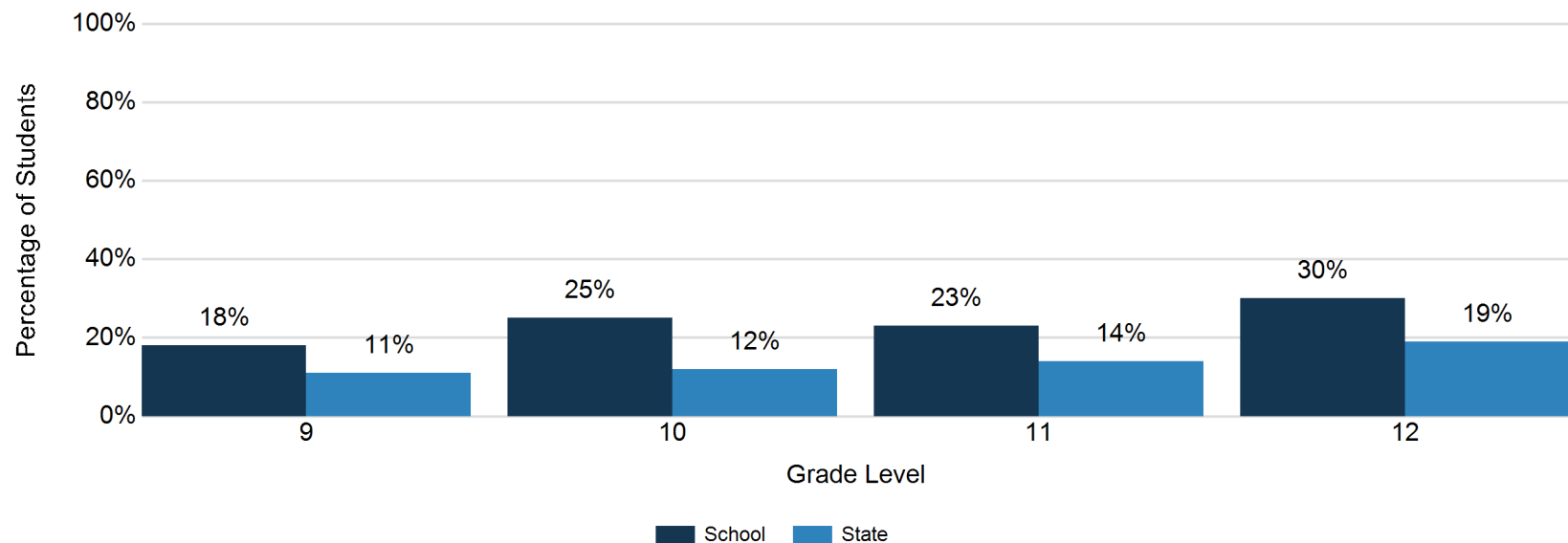
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	17
Weapons	4
Vandalism	3
Substances	25
Harassment, Intimidation, Bullying (HIB)	21
Total Unique Incidents	70
Incidents Per 100 Students Enrolled	5.26

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	0	0
Ancestry	0	1	1
Gender	0	7	7
Sexual Orientation	0	2	2
Disability	0	0	0
Other	0	13	13
No Identified Nature	25		25

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	7
Weapons	4
Vandalism	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	9
Other Incidents Leading to Removal	0

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.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	145	10.9%
Any Suspension	147	11.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
784



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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. 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	7:15 AM
Typical End Time	1:35 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, 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
2018-19	1:1



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Key terms for staff data:

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	104	118,214
Average years experience in public schools	14.3	12.1
Average years experience in district	13.1	10.8
Percentage of Teachers with 4 or more years experience in the district	90.4%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	71	9,530
Average years experience in public schools	21.7	16.0
Average years experience in district	17.1	12.0
Percentage of Administrators with 4 or more years experience in the district	90.1%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members 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.

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	13:1
Students to Administrators	222:1	216:1
Teachers to Administrators	17:1	17:1
Students to Librarians/Media Specialists		2550:1
Students to Nurses		567:1
Students to Counselors		403:1
Students to Child Study Team Members		392:1



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

Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.8%	58.7%	33.3%	48.4%	77.1%	54.9%
Male	51.2%	41.3%	66.7%	51.6%	22.9%	45.1%
White	72.4%	99.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	15.8%	1.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	6.9%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	2.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.6%	0.0%	0.0%	2.1%	0.2%	0.2%



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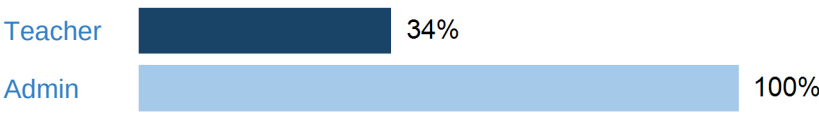
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's 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 this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.7%	90.5%
2017-18 Administrators: Same district 2018-19	94.4%	87.9%

Faculty Attendance

This table shows the percentage of days that 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
2018-19	96.8%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [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 2018-19 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.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

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

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 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.

Status for 2020-21 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, Native Hawaiian, or Pacific Islander	
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 Targeted Support and Improvement.



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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 represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	44.3%	53.0%	51.3%
Math Proficiency	23.4%	20.4%	24.3%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	92.0%	93.6%	90.0%
5-Year Graduation Rate†	92.6%	93.7%	94.5%
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	18.5%	20.7%	24.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
 Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



Toms River High School South
 (29-5190-050)
 Grades Offered: 09-12
 2018-2019

Report Key:

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement– Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target†	Met Target	Met Target	N	Not Met	No
White	Met Target	Met Target†	Met Goal	Met Target	n/a	Not Met	No
Hispanic	Met Target	Met Target	Not Met	Met Goal	n/a	Not Met	No
Black or African American	Met Target	Met Target†	Not Met	Met Target	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Not Met	No
Economically Disadvantaged Students	Met Target	Met Target	Met Target	Met Target	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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



Toms River High School South
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 2018-2019

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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 the school or district directly.

 Highlights:	- During the 2018-2019 school year, 78% of HS South's Business Academy sophomores earned the industry-standard Bloomberg Market Concepts Certification. - In 2018-2019, South's PSAT participation reached 94.0 %, a five year increase of 16%. - South's Prevocational Educational Alternative Resource (SPEAR) was created to increase the likelihood of success for freshmen in the areas of vocational school and career readiness.
 Mission, Vision, Theme:	Toms River HS South is rooted in our 129 year history and the diversity of our student population. South's 1400 students come from four different communities, and unite to achieve our goal of providing the best educational experiences for each student. The students and school community here at Toms River High School South are committed to providing a 1950s High School feel in a 21st Century Learning Model. Tradition, Respect, Integrity, Belief and Excellence, motivate our T.R.I.B.E each and every day.
 Awards, Recognition, Accomplishments:	During the 2018-2019 school year, South's PSAT participation reached 94.0 %, an increase of 16 % from as recently as 2014. SAT scores averaged 1079 in Reading and Math.



Toms River High School South
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 Courses, Curriculum, Instruction:	HS South increased student opportunity to participate in AP Classes with creation of AP Micro/Macro Economics, a course that saw 27 pre-registrants at this time last year and already features an increase in that amount at this time looking towards next year. Building level administration provided teaching staff with professional development titled "Developing Cross-Curricular Interventions to Support Student Success." The 2018-2019 school year has featured the addition of dual-enrollment courses, enabling students to earn college credits while completing their school course load here at school.
 Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Gymnastics (Boys & Girls), Ice Hockey (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys) HS South offers a full range of athletic opportunities for all students. In the 2018-2019 school year, our wrestling program produced our first female wrestling state place winner, and our soccer teams both made state tournament runs.
 Clubs and Activities:	HS South offers clubs and activities for all student interests. In the 2018-19 school year, several of our FBLA students achieved success at the State Leadership Conference while our Robotics Team competed in statewide events. Our school band participated in the You're Instrumental Clinic and the Walt Disney World Main Street USA Parade in Orlando, Florida.



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School Narrative

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 Before and After School Programs:	National Honor Society, Mentoring Program, Mock Trial, French National Honor Society, Spanish NHS, German NHS, Advanced Choir, Art Club, Bible Club, Chess Team, DECA, Forensics Team, FBLA, Habitat for Humanity, Indian Givers, Interact, Jazz Band, Key Club, Peer leadership, Recycling Club, Sailing, Student Council, TEAM, Theatre Guild are all student led activities open to students in grades 9-12 supervised by teacher advisors.
 Staff and Professional Learning:	Professional development has been focused to build upon district and building goals. Specific programs of student engagement, rigor, technology, and data analysis of student growth have been explored by building administration and teacher leaders. Teachers chose from hundreds of sessions to target PD to their needs at district level PD days. Building level administration provided teaching staff with professional development titled "Developing Cross-Curricular Interventions to Support Student Success." PLC's for freshman academy teachers are encouraged daily as these teachers have common prep periods.
 Postsecondary Information:	76% of graduates are continuing their education at college and/or universities. Guidance meets with all freshman students to develop College Bd. Accounts, holds annual financial aid information sessions, SAT information sessions, and provides college and career workshops for all students.



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 Student Supports and Services:	Toms River South has a full time Child Study Team that works closely with parents, students, and teachers to ensure IEP's are developed and supported. Students with disabilities work closely with their case manager and guidance counselor throughout the year. Tutoring services are available after school for all students who need additional academic support. Our Intervention and referral service committee meets on a regular basis with parents, teachers, and students to provide modifications.
 Student Health and Wellness:	Physical Education and Health classes are delivered in grades 9-12. Students are encouraged to enjoy breakfast and lunch in our cafeteria daily. Our Student Assistance Coordinator works closely with our nursing staff to develop programs that promote healthy lifestyle choices.
 Parent and Community Involvement:	High School South has many parent booster clubs that support sports and activities. South parents are also highly involved in our District Special Education Parents Group and District Drug Free and Safe Schools Committee. Our TR South Alumni Association holds monthly evening meetings in the Media Center and community membership is encouraged. Parents use the District Genesis Parent Portal to access grades, attendance, and to receive weekly messages from the Principals.



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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers The annual school climate survey reports that students and staff feel safe at HS South. The school spirit is a highlight from this survey that shows a true love for the oldest building that is rich with tradition and pride.
 Facilities:	HS South is the oldest school within the District. The front entrance of the school has been repaved and renamed as Gaiter Way, celebrating the accomplishments of Cleveland Gaiter, the first African American to play sports at Toms River HS. Several classrooms recently had new tile floors installed. Our newly renovated stadium has new bleachers that are ADA compliant. All three stairwells and our F wing ramp have been renovated with new slip free tiles. HSS also has a newly added Robotics room. Our Business and Real Estate Incubator space was reimagined and renovated, opening as planned this year to serve as the home of the Toms River High School South Business Academy. Mechanical renovations have also been completed this year: they include a new boiler and heating plant and the installation of 3 heat pump HVAC units. As part of our Referendum Project Completion, school boilers have been replaced and all lights have been converted to LED bulbs.
 School Safety:	High School South is patrolled by a School Resource Officer and two School Safety Officers daily. The main lobby entrance has a security guard who is on duty throughout the school day. Upgraded security cameras and keyless entry systems have been added to the interior and exterior of the building. South has a security guard in the parking lot each morning to assist with traffic and student pedestrians. Monthly fire and security drills are conducted following state procedures. Annual safety procedures are reviewed with all staff at the beginning of the school year and reviewed as needed. HS South takes great pride in our positive working relationship with the local police departments of the towns that send students to our school.



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 Technology and STEM:	Recent upgrades to the WAN backbone enable high speed 1 Gb connections to all locations and 10 Gb between two data centers, with resiliency from potential outages. Firewalls have been upgraded to provide improved cybersecurity. HSS now has over 630 shared computing devices. All classrooms have improved WiFi access. Every staff and student has Google accounts. All schools participate in Computers Science Education Week, NJ Makers Day, NJ STEM Week and Digital Learning Day. Staff training is provided by a district Ed Tech Supervisor and building web developers. Tech courses focus on computer applications, problem solving, the use of media and the maker mindset. Opportunities have been expanded and enhanced through grants and foundations, with more than 2/3 of raised in the 18-19 school year going to STEAM initiatives. Computer Science courses are increasingly available at each School.



Toms River Intermediate School East
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Grades Offered: 06-08
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:



Toms River Intermediate School East
(29-5190-060)
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2018-2019

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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	Ocean
District	Toms River Regional School District
Principal Name	Mr. Bryan Madigan
Address	1519 HOOPER AVENUE TOMS RIVER, NJ 08753
Phone Number	732-505-5777
Email Address	bmadigan@trschoools.com
Website	http://www.trschools.com/ieast/



Toms River Intermediate School East
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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	2016-17	2017-18	2018-19
6	465	495	448
7	487	468	502
8	423	504	470
Total	1,375	1,467	1,420

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	50.1%	50.2%	50.1%
Male	49.9%	49.8%	49.9%
Economically Disadvantaged Students	20.5%	21.3%	23.2%
Students with Disabilities	15.1%	13.9%	12.6%
English Learners	0.1%	0.1%	0.0%
Homeless Students	1.3%	2.2%	0.6%
Students in Foster Care	0.4%	0.3%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
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	2016-17	2017-18	2018-19
White	82.3%	82.1%	80.8%
Hispanic	11.4%	11.7%	12.5%
Black or African American	2.7%	2.3%	2.8%
Asian	1.6%	1.8%	2.0%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.9%	2.1%	2.0%

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.

Home Language	% of Students
English	93.3%
Spanish	4.3%
Other Languages	2.4%



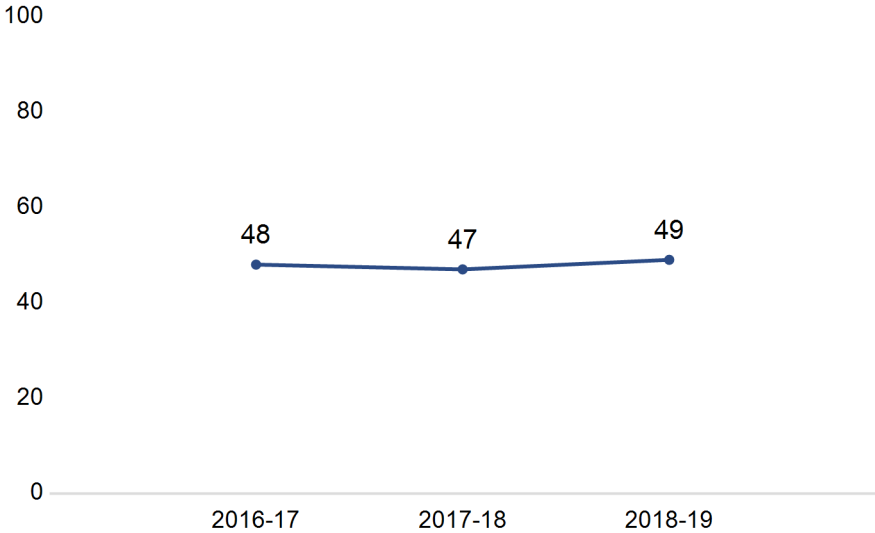
Toms River Intermediate School East
(29-5190-060)
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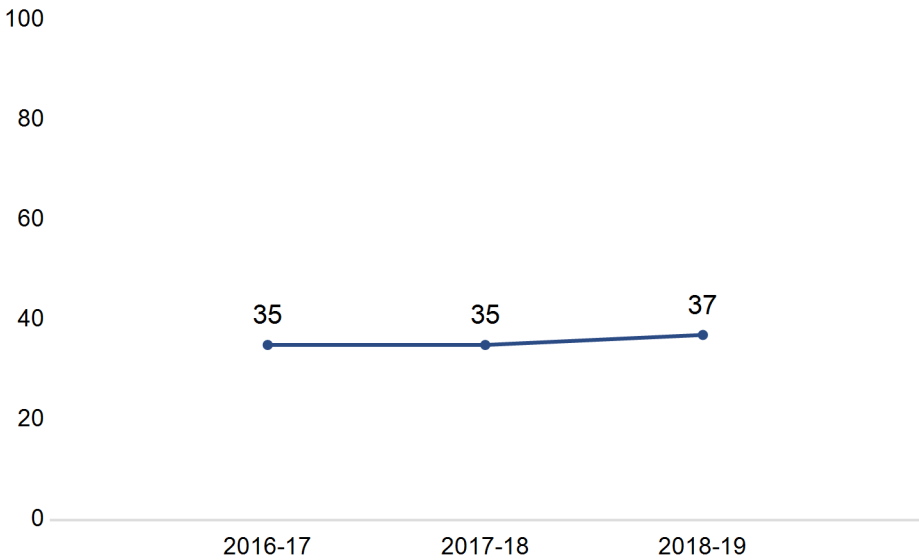
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures 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.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	48	47	49	35	35	37
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Not Met	Not Met	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each 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 that explains their progress compared to students who had the same test scores in previous years.

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) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

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	48	50	Met Standard	37	44	50	Not Met
White	50	48	50	Met Standard	37	45	52	Not Met
Hispanic	45.5	45	49	Met Standard	37.5	42	47	Not Met
Black or African American	48	45.5	45	Met Standard	27.5	40	43	**
Asian, Native Hawaiian, or Pacific Islander	44	53	59	Met Standard	49	57	60	Met Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	55	43	49	Met Standard	27	44	52	**
Female	52	51	53	N	37	44	50	N
Male	48	44	47	N	36.5	45	51	N
Economically Disadvantaged Students	48	45	48	Met Standard	39	44	46	Not Met
Students with Disabilities	48	40	43	Met Standard	33	41	45	Not Met
English Learners	*	39	52	**	*	41	50	**
Homeless Students	54.5	44	43	N	29.5	45	44	N
Students in Foster Care	*	52	42	N	*	61.5	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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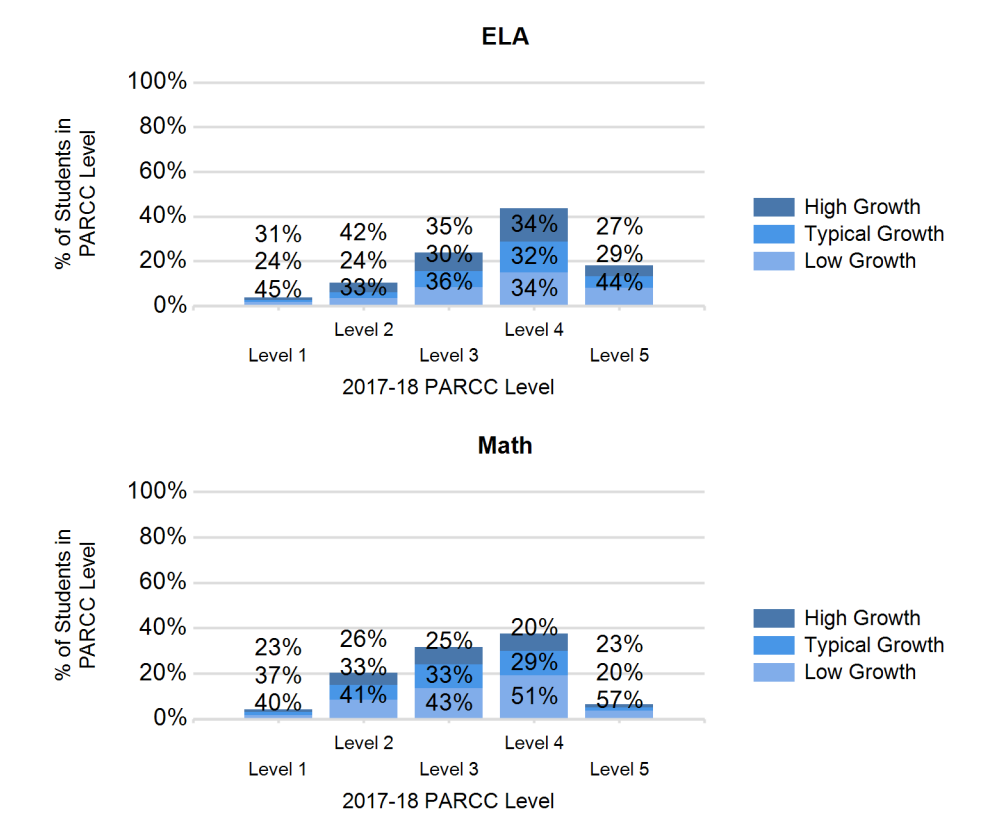
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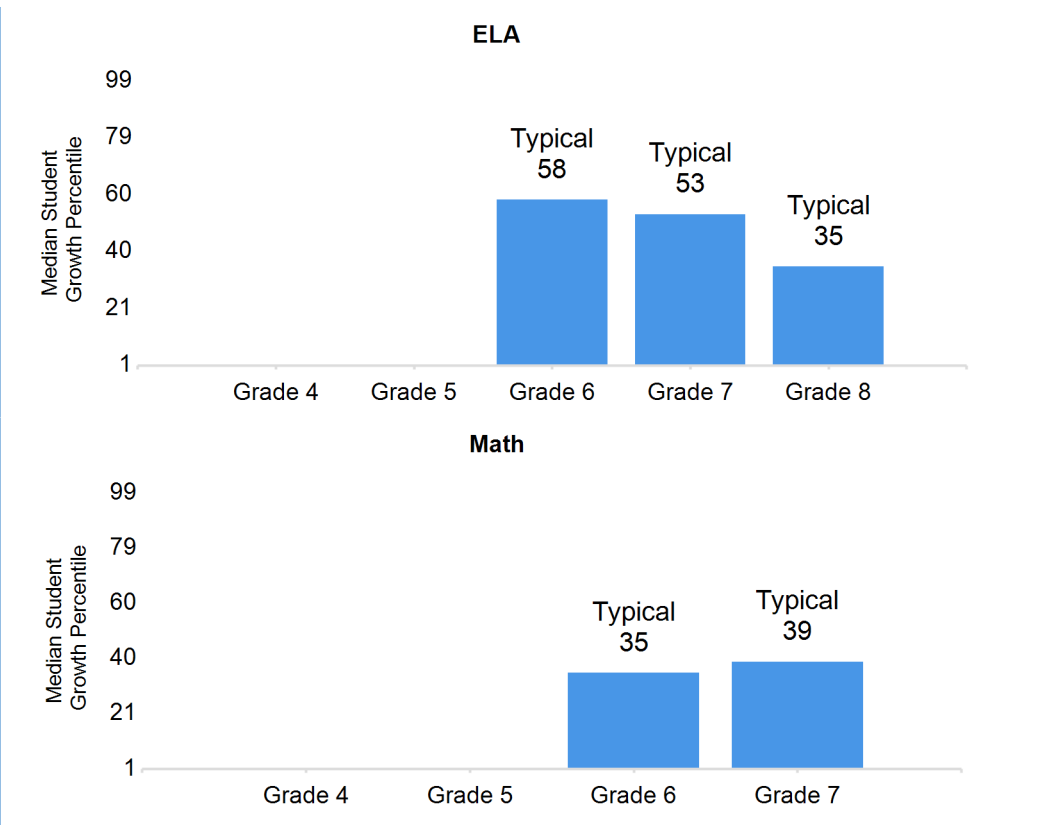
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



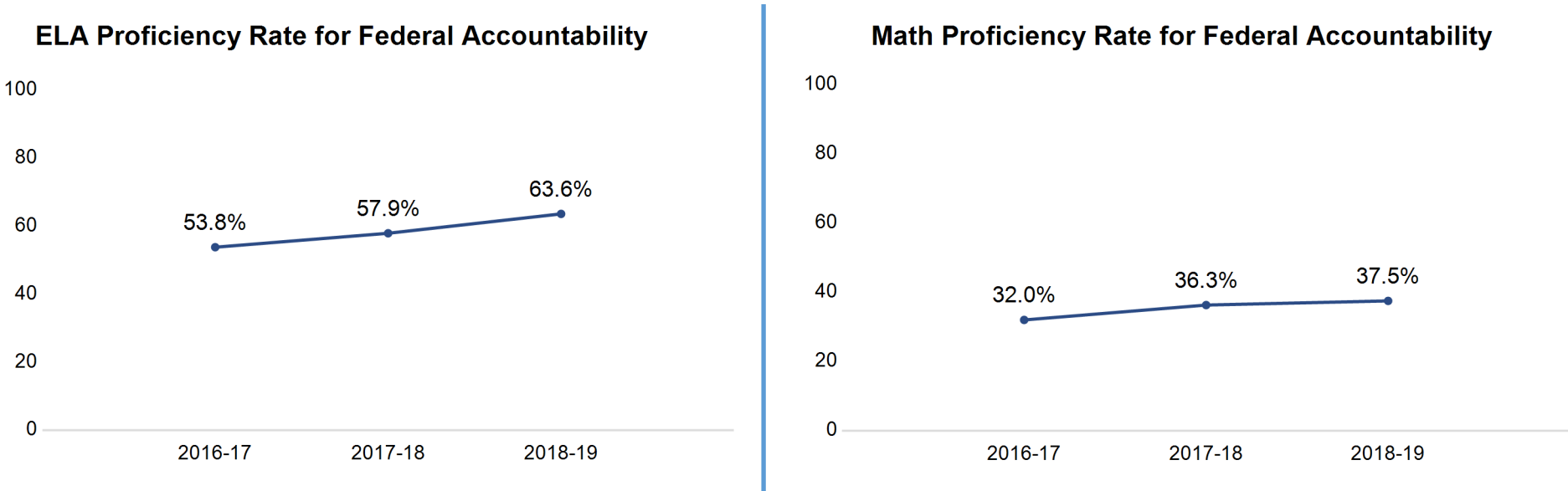


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English Language Arts and Mathematics Performance Trends

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 statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that 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.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.5%	95.3%	95.0%	96.5%	94.1%	94.2%
Proficiency Rate for Federal Accountability	53.8%	57.9%	63.6%	32.0%	36.3%	37.5%
Annual Target	45.1%	47.0%	48.8%	32.6%	35.1%	37.6%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Toms River Intermediate School East

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that 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 2030. 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1361	95.0	63.6	54.8	57.9	63.6	48.8	Met Target
White	1106	95.6	66.2	58.9	66.9	66.2	49	Met Target
Hispanic	166	94.5	50.6	40.0	43.9	50.2	46.3	Met Target
Black or African American	37	90.5	40.5	36.8	38.5	38.5	27.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	29	96.7	75.9	77.5	82.9	75.9	69.5	Met Target
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	23	79.3	56.5	*	64.4	47.1	41.8	Met Target
Female	675	94.3	71.0	62.8	64.8	70.5		
Male	686	95.6	56.4	47.0	51.3	56.4		
Economically Disadvantaged Students	289	92.1	51.2	37.6	40.0	49.4	31.2	Met Target
Non-Economically Disadvantaged Students	1072	95.8	67.0	61.4	67.9	67.0		
Students with Disabilities	202	97.2	23.8	17.7	22.7	23.8	20.9	Met Target
Students without Disabilities	1159	94.6	70.6	62.8	65.1	70.2		
English Learners	*	*	*	20.6	29.3	*	**	**
Non-English Learners	*	*	*	55.7	60.6	*		
Homeless Students	14	100.0	71.4	32.6	29.1	71.4		
Students In Foster Care	*	*	*	36.0	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

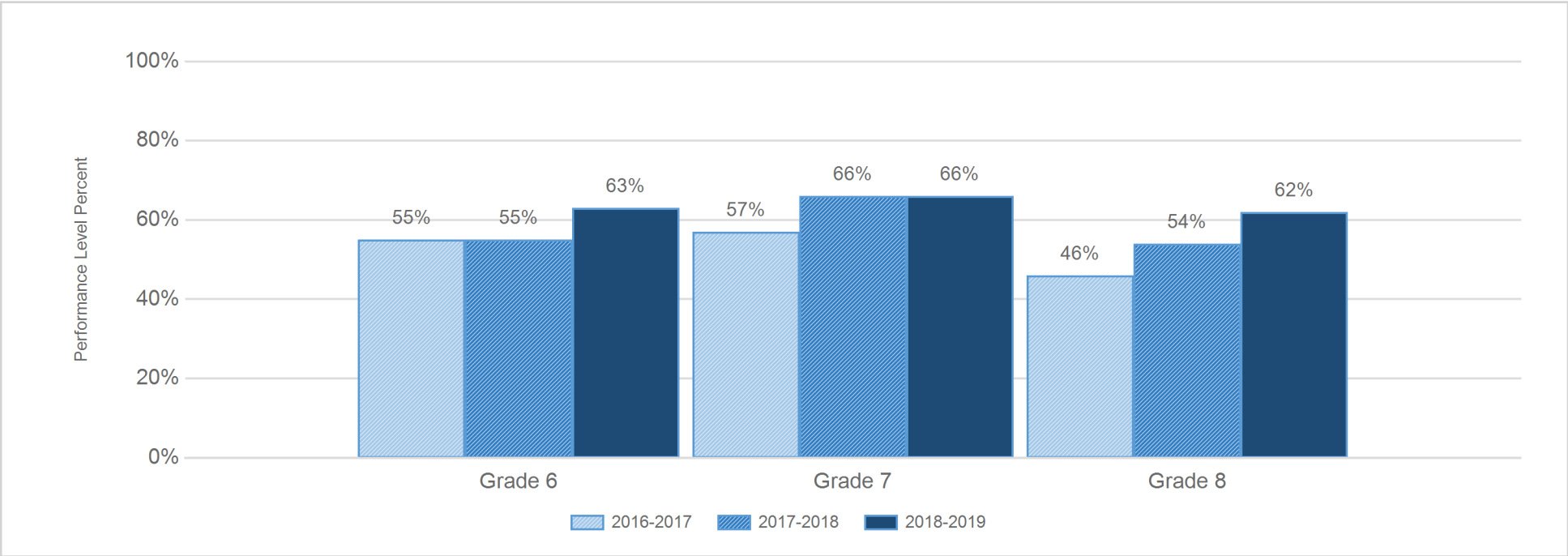


Toms River Intermediate School East
(29-5190-060)
Grades Offered: 06-08
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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 statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





Toms River Intermediate School East
 (29-5190-060)
 Grades Offered: 06-08
 2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

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	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	434	760	756	754	4%	9%	24%	45%	17%	63%	56%
White	348	761	760	762	3%	8%	24%	46%	18%	64%	65%
Hispanic	58	753	747	743	*	*	28%	*	*	53%	43%
Black or African American	11	753	744	738	*	*	*	*	*	64%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	220	765	764	762	*	*	26%	48%	20%	67%	64%
Male	214	755	749	748	*	*	22%	43%	15%	58%	48%
Economically Disadvantaged Students	108	750	743	740	*	17%	22%	*	*	55%	39%
Non-Economically Disadvantaged Students	326	763	762	763	*	7%	25%	*	*	65%	67%
Students with Disabilities	69	726	722	722	*	*	30%	*	*	22%	19%
Students without Disabilities	365	766	764	761	*	*	23%	*	*	70%	64%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	434	760	*	756	4%	9%	24%	45%	17%	63%	*
Homeless Students	*	*	748	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



Toms River Intermediate School East
(29-5190-060)
Grades Offered: 06-08
2018-2019

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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	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	467	764	759	761	4%	10%	20%	37%	29%	66%	63%
White	381	767	764	769	3%	9%	19%	38%	32%	69%	72%
Hispanic	54	747	745	747	*	19%	30%	*	*	46%	50%
Black or African American	10	722	*	741	*	*	*	*	*	20%	43%
Asian, Native Hawaiian, or Pacific Islander	11	781	786	790	0%	0%	*	*	*	82%	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	11	751	749	768	*	*	*	*	*	73%	68%
Female	229	772	768	769	*	*	18%	38%	36%	74%	71%
Male	238	756	751	753	*	*	22%	35%	23%	58%	55%
Economically Disadvantaged Students	107	746	742	743	*	17%	22%	*	*	53%	45%
Non-Economically Disadvantaged Students	360	769	767	771	*	8%	20%	*	*	70%	73%
Students with Disabilities	58	725	715	720	*	*	29%	*	*	22%	22%
Students without Disabilities	409	770	768	769	*	*	19%	*	*	72%	71%
English Learners	N	N	*	706	N	N	N	N	N	N	12%
Non-English Learners	467	764	*	763	4%	10%	20%	37%	29%	66%	65%
Homeless Students	*	*	743	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



Toms River Intermediate School East
 (29-5190-060)
 Grades Offered: 06-08
 2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

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	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	455	757	757	762	9%	11%	18%	42%	20%	62%	63%
White	371	760	761	770	8%	11%	18%	43%	22%	64%	72%
Hispanic	56	743	742	747	*	*	*	*	*	52%	49%
Black or African American	17	737	739	741	*	*	*	*	*	35%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	787	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	742	769	*	*	*	*	*	*	69%
Female	226	767	767	771	5%	6%	16%	49%	24%	73%	71%
Male	229	747	747	753	13%	16%	21%	36%	15%	51%	55%
Economically Disadvantaged Students	80	735	737	743	18%	20%	24%	*	*	39%	45%
Non-Economically Disadvantaged Students	375	762	763	772	7%	9%	17%	*	*	67%	72%
Students with Disabilities	57	708	712	721	46%	21%	21%	*	*	12%	22%
Students without Disabilities	398	764	764	770	4%	10%	18%	*	*	69%	71%
English Learners	N	N	*	708	N	N	N	N	N	N	12%
Non-English Learners	455	757	*	764	9%	11%	18%	42%	20%	62%	65%
Homeless Students	*	*	724	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



Toms River Intermediate School East
(29-5190-060)
Grades Offered: 06-08
2018-2019

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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 assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that 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 2030. 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1351	94.2	37.7	37.4	44.5	37.5	37.6	Met Target†
White	1100	95.0	40.1	40.8	54.1	40.1	37.8	Met Target
Hispanic	163	92.9	23.3	24.2	28.8	22.7	32.6	Not Met
Black or African American	36	88.1	11.1	18.1	23.0	10.3	27.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	29	96.7	65.5	67.5	76.5	65.5	64.1	Met Target
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	23	79.3	34.8	*	53.3	29.0	26.9	Met Target
Female	670	93.6	39.0	38.2	44.9	38.4		
Male	681	94.8	36.6	36.6	44.2	36.5		
Economically Disadvantaged Students	284	90.3	20.1	23.5	26.3	19.1	23.8	Not Met
Non-Economically Disadvantaged Students	1067	95.4	42.5	42.8	54.9	42.5		
Students with Disabilities	200	95.8	*	11.6	17.4	*	15.8	Not Met
Students without Disabilities	1151	93.9	*	42.9	50.0	*		
English Learners	*	*	*	21.3	25.0	*	**	**
Non-English Learners	*	*	*	37.9	46.5	*		
Homeless Students	14	100.0	35.7	24.8	17.1	35.7		
Students In Foster Care	*	*	*	12.0	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

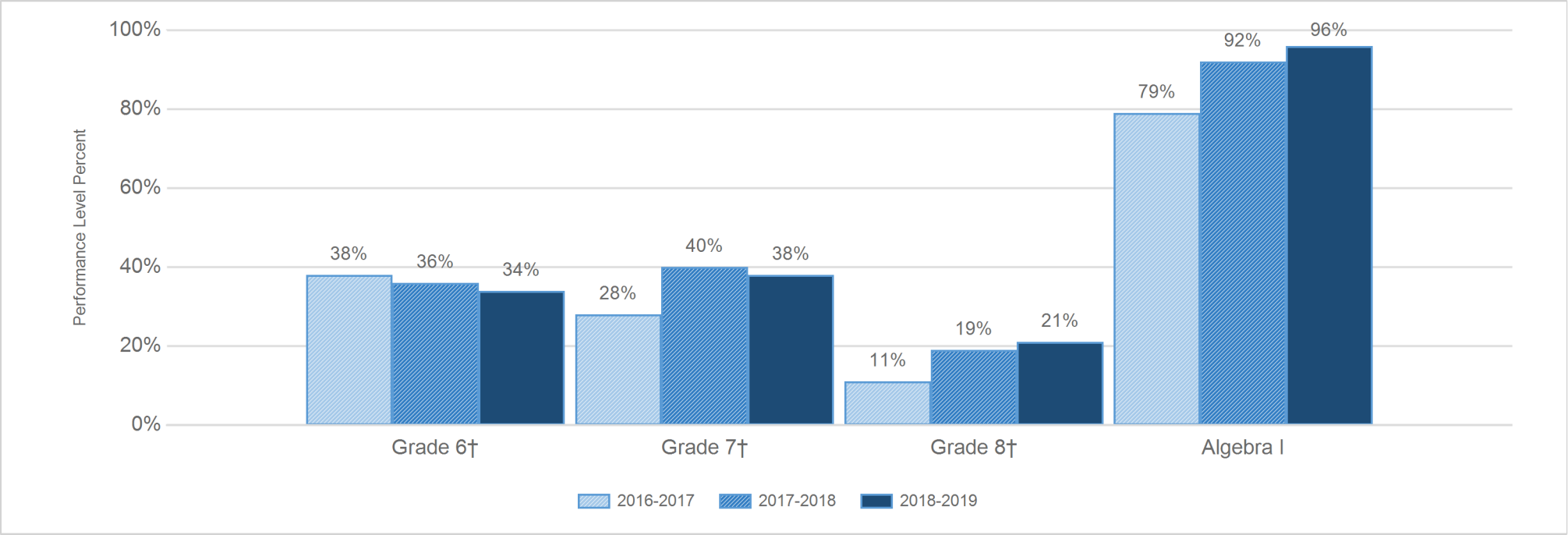


Toms River Intermediate School East
(29-5190-060)
Grades Offered: 06-08
2018-2019

Report Key:
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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



Toms River Intermediate School East

(29-5190-060)

Grades Offered: 06-08

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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	433	738	736	741	8%	28%	30%	30%	4%	34%	41%
White	348	739	739	749	8%	27%	29%	31%	5%	36%	51%
Hispanic	57	732	728	729	*	35%	37%	*	*	25%	24%
Black or African American	11	728	722	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	219	737	737	742	6%	30%	31%	*	*	33%	42%
Male	214	738	735	740	9%	26%	30%	*	*	34%	40%
Economically Disadvantaged Students	108	731	726	726	*	35%	37%	*	*	22%	21%
Non-Economically Disadvantaged Students	325	740	740	750	*	26%	28%	*	*	38%	53%
Students with Disabilities	69	714	714	716	*	*	*	*	*	*	12%
Students without Disabilities	364	742	741	746	*	*	*	*	*	*	46%
English Learners	N	N	*	709	N	N	N	N	N	N	*
Non-English Learners	433	738	*	743	8%	28%	30%	30%	4%	34%	*
Homeless Students	*	*	724	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



Toms River Intermediate School East
 (29-5190-060)
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Mathematics Assessment - Performance by Grade: Grade 7

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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	461	741	739	744	5%	24%	33%	34%	4%	38%	42%
White	376	743	742	751	5%	22%	34%	36%	4%	40%	53%
Hispanic	54	731	727	733	*	37%	37%	*	*	20%	26%
Black or African American	*	*	718	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	739	749	*	*	*	*	*	*	51%
Female	227	741	739	744	*	21%	34%	*	*	38%	42%
Male	234	742	739	743	*	26%	32%	*	*	38%	42%
Economically Disadvantaged Students	103	729	726	731	*	37%	37%	*	*	18%	24%
Non-Economically Disadvantaged Students	358	745	744	751	*	20%	32%	*	*	44%	53%
Students with Disabilities	57	714	713	718	*	*	*	*	*	*	13%
Students without Disabilities	404	745	744	749	*	*	*	*	*	*	48%
English Learners	N	N	713	716	N	N	N	N	N	N	10%
Non-English Learners	461	741	739	745	5%	24%	33%	34%	4%	38%	44%
Homeless Students	*	*	728	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



Toms River Intermediate School East
 (29-5190-060)
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 2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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	331	724	722	728	22%	29%	28%	*	*	21%	29%
White	259	725	724	737	22%	29%	29%	21%	0%	21%	38%
Hispanic	46	717	715	722	28%	33%	28%	*	*	11%	22%
Black or African American	17	719	713	714	*	*	*	*	*	18%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	735	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	719	730	*	*	*	*	*	*	31%
Female	157	727	725	731	17%	28%	32%	*	*	22%	31%
Male	174	722	718	726	26%	30%	25%	*	*	19%	27%
Economically Disadvantaged Students	74	715	713	719	28%	39%	22%	*	*	11%	20%
Non-Economically Disadvantaged Students	257	727	726	735	20%	26%	30%	*	*	23%	36%
Students with Disabilities	55	701	701	707	*	*	*	*	*	*	10%
Students without Disabilities	276	729	726	734	*	*	*	*	*	*	35%
English Learners	N	N	*	706	N	N	N	N	N	N	10%
Non-English Learners	331	724	*	730	22%	29%	28%	*	*	21%	30%
Homeless Students	*	*	690	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



Toms River Intermediate School East

(29-5190-060)

Grades Offered: 06-08

2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

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, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	120	784	739	744	0%	*	*	78%	18%	96%	42%
White	110	785	742	752	0%	*	*	76%	20%	96%	53%
Hispanic	*	*	731	728	*	*	*	*	*	*	24%
Black or African American	N	N	721	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	67	781	740	745	0%	*	*	*	*	94%	44%
Male	53	788	737	743	0%	*	*	*	*	98%	41%
Economically Disadvantaged Students	*	*	727	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	743	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	*	717	N	N	N	N	N	N	12%
Students without Disabilities	120	784	*	748	0%	*	*	78%	18%	96%	47%
English Learners	N	N	727	710	N	N	N	N	N	N	*
Non-English Learners	120	784	739	745	0%	*	*	78%	18%	96%	*
Homeless Students	N	N	728	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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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 different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	13	13
8	*	*

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	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† Target was met within one standard deviation

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 and 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
0-2	N	N	N
3-4	N	N	N
5 or more	N	N	N



Toms River Intermediate School East
(29-5190-060)
Grades Offered: 06-08
2018-2019

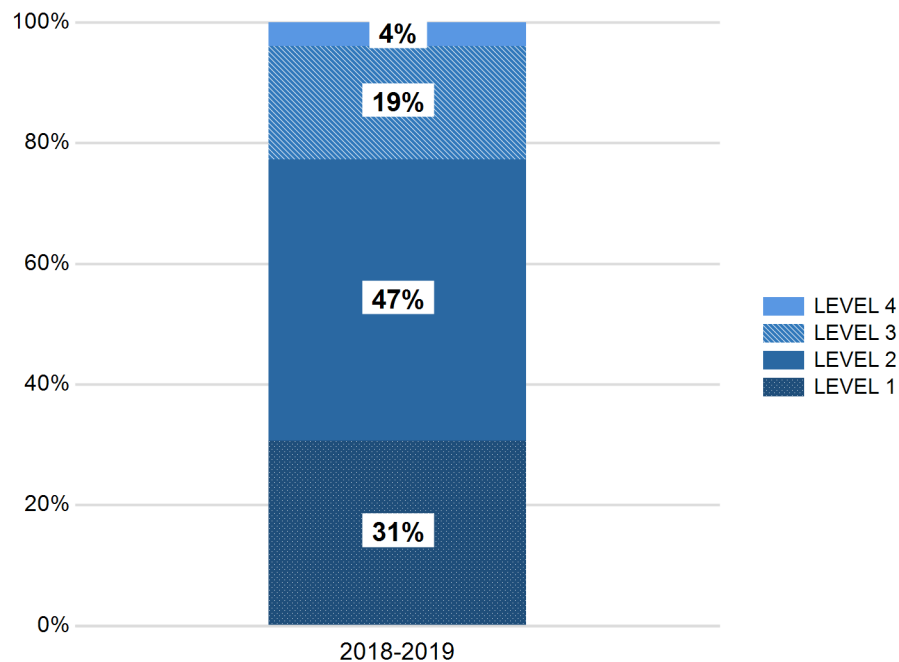
Report Key:

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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 will 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 Summary

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



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, 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	31	47	19	4
White	28	47	20	4
Hispanic	46	44	9	0
Black or African American	59	35	6	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	29	53	16	2
Male	34	41	21	5
Economically Disadvantaged Students	49	46	5	0
Non-Economically Disadvantaged Students	28	47	21	4
Students with Disabilities	81	17	2	0
Students without Disabilities	24	51	21	4
English Learners	N	N	N	N
Non-English Learners	31	47	19	4
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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	458
7	0	0	515
8	121	0	360
Total	121	0	1333

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	0	0	0	0	0	0	453
7	0	0	0	0	0	0	503
8	29	0	0	0	0	0	445
Total	29	0	0	0	0	0	1401



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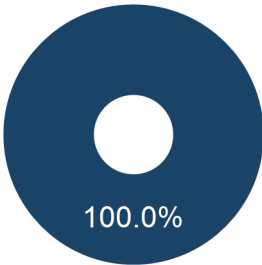
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Visual and Performing Arts – Course Participation

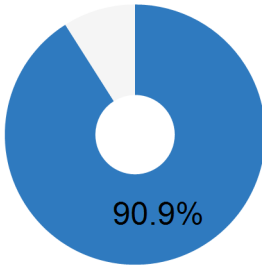
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

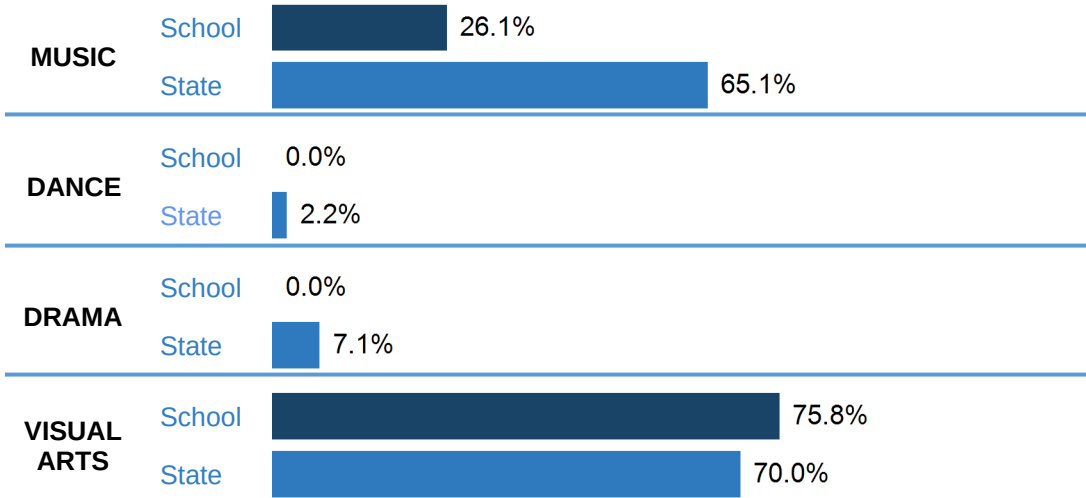


School



State

Students enrolled in one or more classes by discipline:





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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.

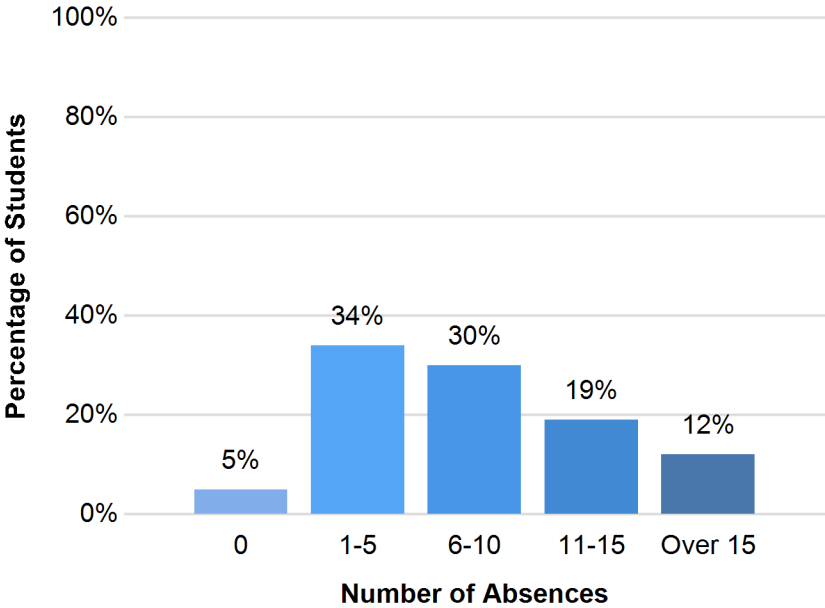
Chronic Absenteeism

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 last two columns show the chronic absenteeism state average for students in the grades offered and 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	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	128	8.7	9.1	Met
White	100	8.5	9.1	Met
Hispanic	18	9.5	9.1	Not Met
Black or African American	7	16.3	9.1	Not Met
Asian, Native Hawaiian, or Pacific	1	3.3	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	6.9	9.1	Met
Female	62	8.6		
Male	66	8.9		
Economically Disadvantaged Students	59	17.3	9.1	Not Met
Students with Disabilities	36	16.5	9.1	Not Met
English Learners	*	*	**	**
Homeless Students	2	20.0		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





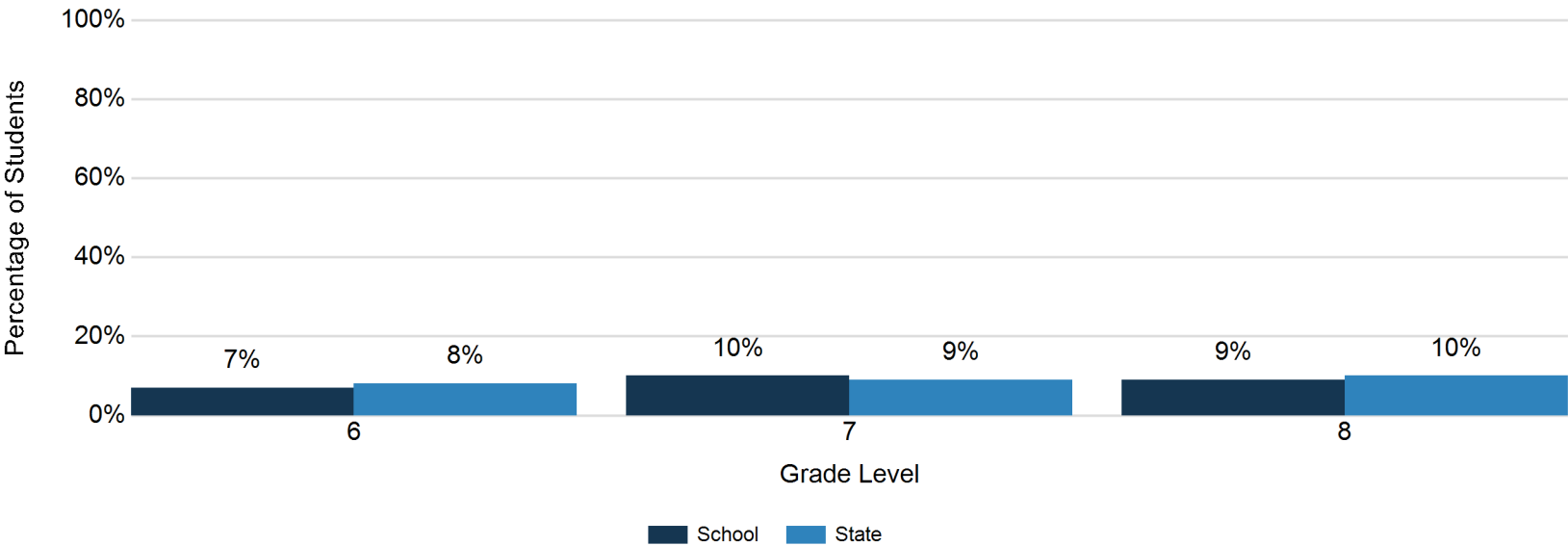
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	8
Weapons	2
Vandalism	3
Substances	0
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	22
Incidents Per 100 Students Enrolled	1.55

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	1	1
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	3	3
No Identified Nature	28		28

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	2
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0

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.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	101	7.1%
Any Suspension	101	7.1%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
318



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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. 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	7:45 AM
Typical End Time	2:10 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 38 Mins
Shared Time - Instructional Time	5 Hrs. 38 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, 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
2018-19	1.7:1



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Key terms for staff data:

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	98	118,214
Average years experience in public schools	15.1	12.1
Average years experience in district	14.2	10.8
Percentage of Teachers with 4 or more years experience in the district	89.8%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	71	9,530
Average years experience in public schools	21.7	16.0
Average years experience in district	17.1	12.0
Percentage of Administrators with 4 or more years experience in the district	90.1%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members 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.		
Ratio	School Ratio	District Ratio
Students to Teachers	14:1	13:1
Students to Administrators	355:1	216:1
Teachers to Administrators	25:1	17:1
Students to Librarians/Media Specialists		2550:1
Students to Nurses		567:1
Students to Counselors		403:1
Students to Child Study Team Members		392:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.1%	75.5%	25.0%	48.4%	77.1%	54.9%
Male	49.9%	24.5%	75.0%	51.6%	22.9%	45.1%
White	80.8%	98.0%	75.0%	42.4%	83.6%	77.4%
Hispanic	12.5%	2.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.8%	0.0%	25.0%	15.0%	6.6%	13.9%
Asian	2.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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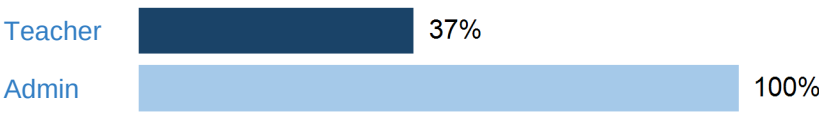
Teachers and Administrators - Level of Education

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

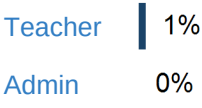
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.7%	90.5%
2017-18 Administrators: Same district 2018-19	94.4%	87.9%

Faculty Attendance

This table shows the percentage of days that 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
2018-19	96.9%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [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 2018-19 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.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

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

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 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.

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2022
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	Low Performing Student Group (ATSI)
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
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 Targeted Support and Improvement.



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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 represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	53.8%	57.9%	63.6%
Math Proficiency	32.0%	36.3%	37.5%
ELA Growth	48	47	49
Math Growth	35	35	37
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	8.2%	8.7%	8.7%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement– Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target†	Met Standard	Not Met	N	Met	No
White	Met Target	Met Target	Met Standard	Not Met	n/a	Met	No
Hispanic	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
Black or African American	Met Target	Not Met	Met Standard	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Met Target	Met Target	Met Standard	**	n/a	Met	No
Economically Disadvantaged Students	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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



Toms River Intermediate School East
 (29-5190-060)
 Grades Offered: 06-08
 2018-2019

Report Key:
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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 the school or district directly.

 Highlights:	- We increased our positive school climate strategies by partnering with NJ PBSIS intervention and support - We added Geometry to 6th Grade, Robotics for 7th Grade and Spanish I for 8th Grade - East utilized diagnostic testing of students in math and ELA to identify individual strengths and weaknesses of students through IREADY and ACHIEVE. Teachers use data to drive instruction.
 Mission, Vision, Theme:	We pride ourselves on the extensive academic curriculum that we offer to our students. Each student receives a full instructional period of language arts, mathematics, science, and social studies daily as well as an academic activity period. The second year of the “Academic Activity” classes will invite all students to think critically as the engineering and “maker” mindset, productive struggle, independent reading conferences, and an overall deeper analysis of content is presented.
 Awards, Recognition, Accomplishments:	Students are recognized monthly for their perfect attendance as well as students of the quarter each marking period. They are also recognized daily for their positive behavior throughout the day by receiving tickets from staff members. We participate in the Governor's Educators of the Year Programs, both Teacher of the Year and Educational Services Professional of the Year. Teachers are also recognized by students once a week for the positive influences they have on students.



Toms River Intermediate School East
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2018-2019

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 Courses, Curriculum, Instruction:	Our Science program is based on the NGSS and NJSLs, with an emphasis on promoting a deep understanding of scientific principles through hands-on learning. The math standards and practices by which our students are held prepares them for modern real world opportunities. The language arts department plans instruction with a focus on the NJSLs. The curriculum includes independent read time. The Social Studies program focuses on World & US History, Geography, Economics & Civics.
 Clubs and Activities:	Art, Band, Band Front, Rocket ReadersClub, Bowling, Cheerleading, Chess, Impact , History, Homework Club,IMPACT, InterAct, Garden,Geography, Literary, Math, Newspaper, Science Fair, Ski, Spanish, Student Council, Technology, Tech, Sign Language



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 Before and After School Programs:	A healthy breakfast is offered to the students before school. The Family Resource Network offers a program called "Kids Corner" which is an after school extended care for students with disabilities in Toms River.
 Staff and Professional Learning:	We offer the teachers Professional Development opportunities throughout the school year. As a district, we provide 3 full days and 4 half days. Areas of development include data collection to improve student achievement, school culture and climate and ways to improve instruction.



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School Narrative

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 Student Supports and Services:	Our team of professionals include: Social Workers, Psychologist, Occupational Therapist, Physical Therapist and Speech Therapist. We are dedicated to meeting the needs of our students through designed academic plans such as IR&S, 504 and IEPs. Our homework club provides peer tutoring and extra help sessions for all students.
 Student Health and Wellness:	A healthy breakfast is offered to the students before school as well as healthy eating during lunches. Students are required to take three marking periods of physical education all of which emphasizes fitness, teamwork, cooperation, and group problem solving skills. Students are also required take one marking period of health that emphasizes wellness, integrated skills, drugs and medicines and human relationships and sexuality in each school year.
 Parent and Community Involvement:	Parents and community have access to our website that informs them of school events and information throughout the year. Our parents have secured access to their child's academic progress through our Parent Portal link. Our PTO & School Safety teams allows us to collaborate with parents and teachers in order to continue our positive school climate.



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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers We use the New Jersey School Climate Survey(NJSCS). It is designed to collect and analyze objective information from diverse school populations (i.e., students and staff) for reinforcing positive conditions and addressing vulnerabilities in local conditions for learning. The survey is conducted once a year and the results are shared with parents, students and staff through professional learning communities, PTO and school safety meetings.
 Facilities:	Our building is 56 years old with 5 computer labs and 36 chrome carts. Our Auditorium has been renovatedwith new floors and seating along with our guidance and main office and various classrooms with new floors. Our offices, tech labs and special needs classroom are equipped with air. Our Maker Space classroom is equipped with 2 3D printers, a laser cutter and a touch screen TV for class lessons. All lighting bulbs have been replaced with LED bulbs. Projects included within the referendum include replacing the aging windows and air conditioning the building. Also on the school grounds is the John Bennett Athletic Center, an air supported stucture that is used for physical education classes as well as various rental and state sponsored sporting events.
 School Safety:	Intermediate East is patrolled by a School SLEO Class 3 Officer daily. The main entrance has staff members who take turns being on duty throughout the school day and a remote locked door/video system that is opened only after checking identification of the visitor. Upgraded security cameras and keyless entry systems have been added to the interior and exterior of the building. Monthly fire and security drills are conducted following state procedures. Annual safety procedures are reviewed with all staff at the beginning of the school year and reviewed as needed. Intermediate East takes great pride in our positive working relationship with the local police department.



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School Narrative

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 Technology and STEM:	Recent upgrades to the WAN backbone enable high speed 1 Gb connections to all locations and 10 Gb between two data centers, with resiliency from potential outages. Firewalls have been upgraded to provide improved cybersecurity. EDE now has hundreds of shared computing devices. All classrooms have improved WiFi access. Every staff and student has Google accounts. All schools participate in Computers Science Education Week, NJ Makers Day, NJ STEM Week and Digital Learning Day. Staff training is provided by a district Ed Tech Supervisor and building web developers. Tech courses focus on computer applications, problem solving, the use of media and the maker mindset. Opportunities have been expanded and enhanced through grants and foundations, with more than 2/3 of raised in the 18-19 school year going to STEAM initiatives. Computer Science courses are increasingly available at each School.



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 Other Information	The district is dedicated to providing a comprehensive technology education program for all of our children. Intermediate Technology single marking period course offerings are designed to prepare our students for 21st century careers implementing the maker mindset in their approach to solving problems. Each year students learn about digital citizenship, cyber safety and programming. Sixth grade students further explore careers in technology, product evolution, hardware and software, and using digital tools to problem solve. Those skills are enhanced as our seventh grade students expand their horizons solving global issues, analyzing data and understanding systems and technology resources. Finally, in eighth grade, students experience the practical arts in a makerspace. A place where technology meets the woodshop, art meets science and students use tools like saws and engineering notebooks to plan, explore, engineer, design and redesign. This is a space of authentic problem solving. The district, through a stable network environment, provides high speed Internet access. Computer equipment is updated regularly and software is evaluated for its educational relevance. Ongoing professional development provides teachers with the skills and strategies needed to integrate technology throughout the middle school curriculum. Intermediate East maintains a comprehensive school web site.



Toms River Intermediate School North
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

**Toms River Intermediate School North**

(29-5190-063)

Grades Offered: 06-08

2018-2019

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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	Ocean
District	Toms River Regional School District
Principal Name	Ms. Lynn Fronzak
Address	150 INTERMEDIATE NORTH WAY TOMS RIVER, NJ 08753
Phone Number	732-505-5800
Email Address	lfronzak@trschoools.com
Website	http://www.trschools.com/inorth/



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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	2016-17	2017-18	2018-19
6	403	407	384
7	431	401	408
8	426	443	403
Total	1,260	1,251	1,195

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	51.3%	51.7%	51.5%
Male	48.7%	48.3%	48.5%
Economically Disadvantaged Students	26.5%	29.1%	34.1%
Students with Disabilities	12.9%	14.3%	14.2%
English Learners	1.0%	2.2%	2.8%
Homeless Students	0.9%	1.2%	1.2%
Students in Foster Care	0.1%	0.0%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
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	2016-17	2017-18	2018-19
White	64.8%	61.7%	58.5%
Hispanic	18.2%	21.0%	24.7%
Black or African American	6.7%	6.7%	6.8%
Asian	7.1%	7.0%	6.3%
Native Hawaiian or Pacific Islander	0.3%	0.2%	0.2%
American Indian or Alaska Native	0.2%	0.2%	0.0%
Two or More Races	2.6%	3.1%	3.6%

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.

Home Language	% of Students
English	79.8%
Spanish	13.8%
Other Languages	6.4%



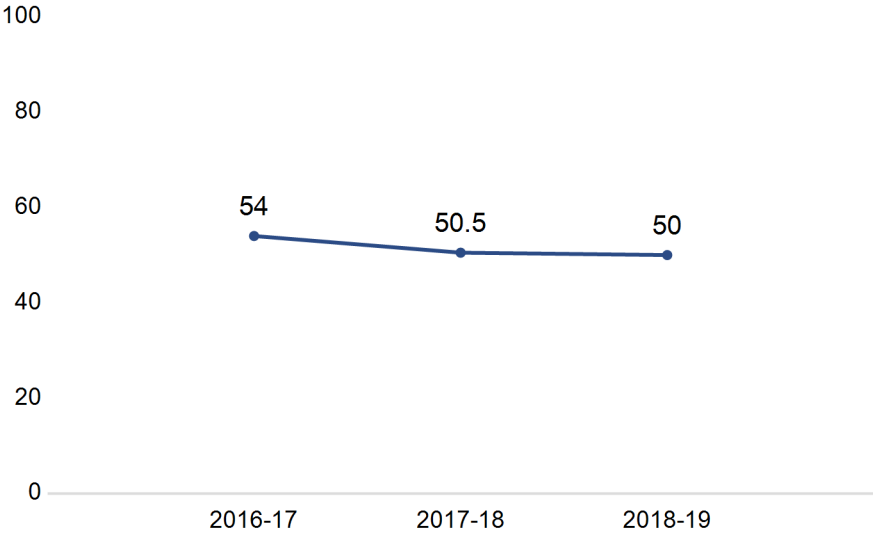
Toms River Intermediate School North
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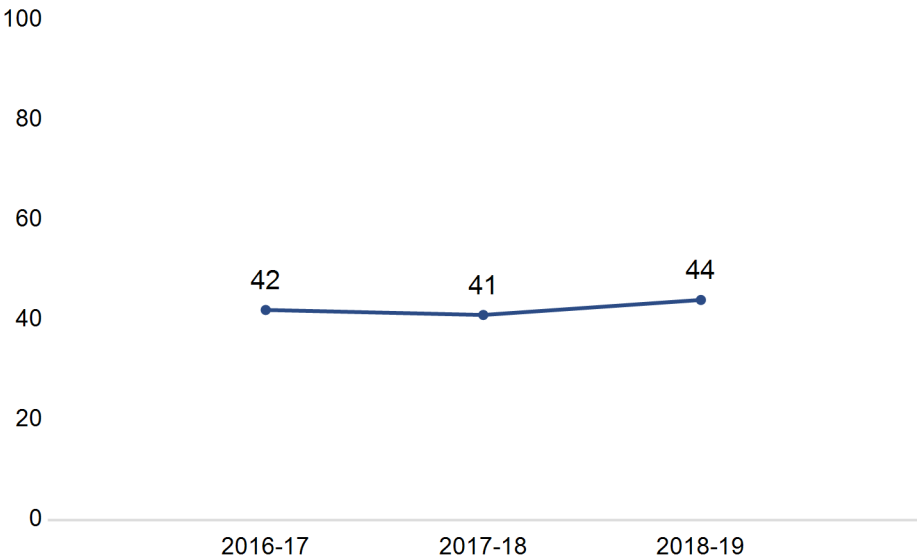
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures 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.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	54	50.5	50	42	41	44
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Toms River Intermediate School North

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Student growth is a measure of how much students are learning each year. Each 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 that explains their progress compared to students who had the same test scores in previous years.

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) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

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	50	48	50	Met Standard	44	44	50	Met Standard
White	51.5	48	50	Met Standard	45	45	52	Met Standard
Hispanic	47	45	49	Met Standard	37.5	42	47	Not Met
Black or African American	49.5	45.5	45	Met Standard	44	40	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	59	53	59	Met Standard	58	57	60	Met Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	50.5	43	49	Met Standard	46	44	52	Met Standard
Female	56	51	53	N	46	44	50	N
Male	46	44	47	N	42.5	45	51	N
Economically Disadvantaged Students	48	45	48	Met Standard	43.5	44	46	Met Standard
Students with Disabilities	39	40	43	Not Met	46	41	45	Met Standard
English Learners	39	39	52	Not Met	36	41	50	Not Met
Homeless Students	29	44	43	N	*	45	44	N
Students in Foster Care	*	52	42	N	*	61.5	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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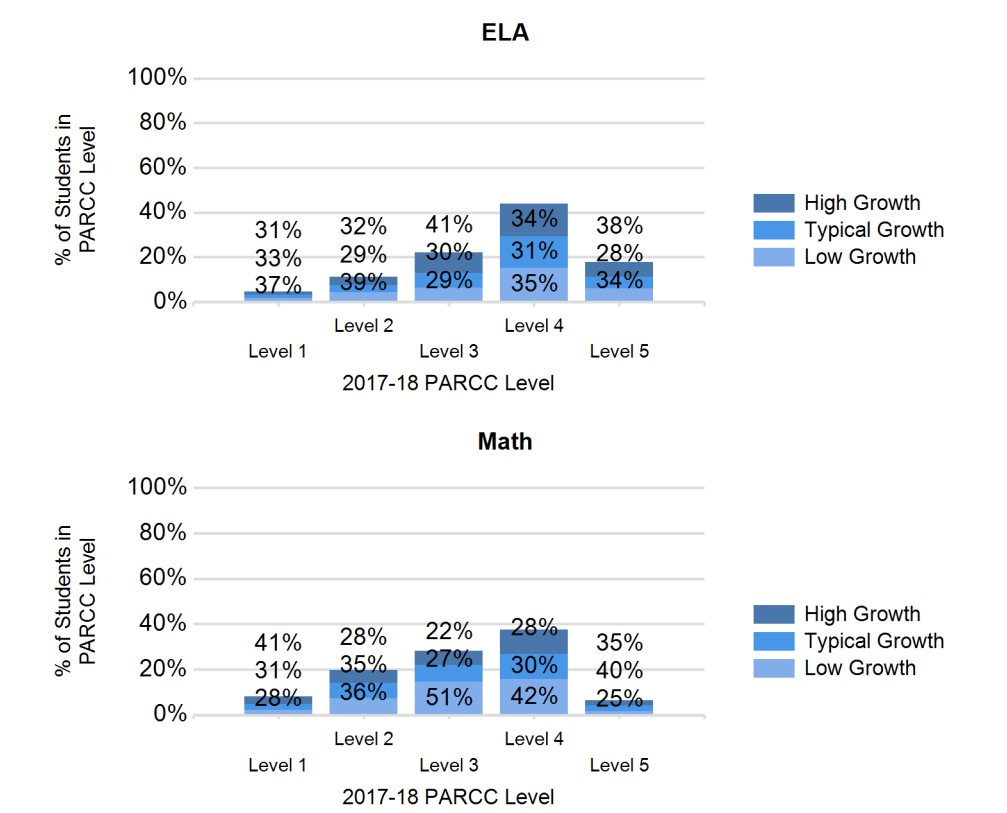
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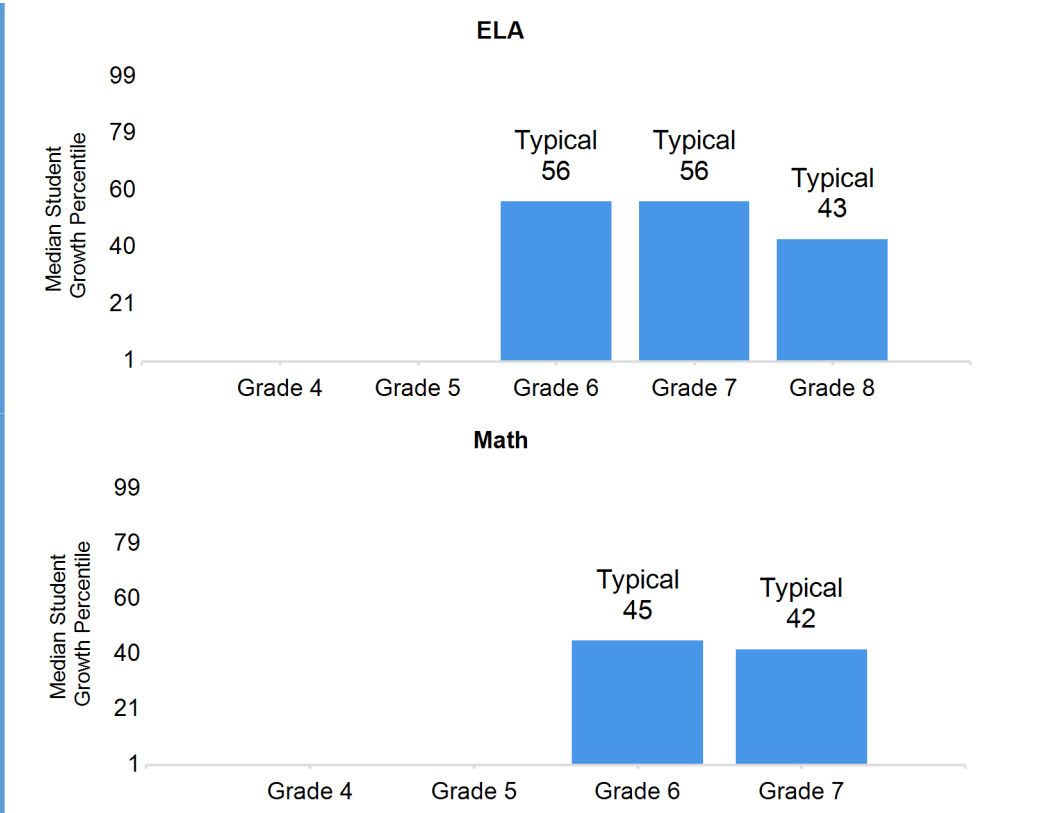
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



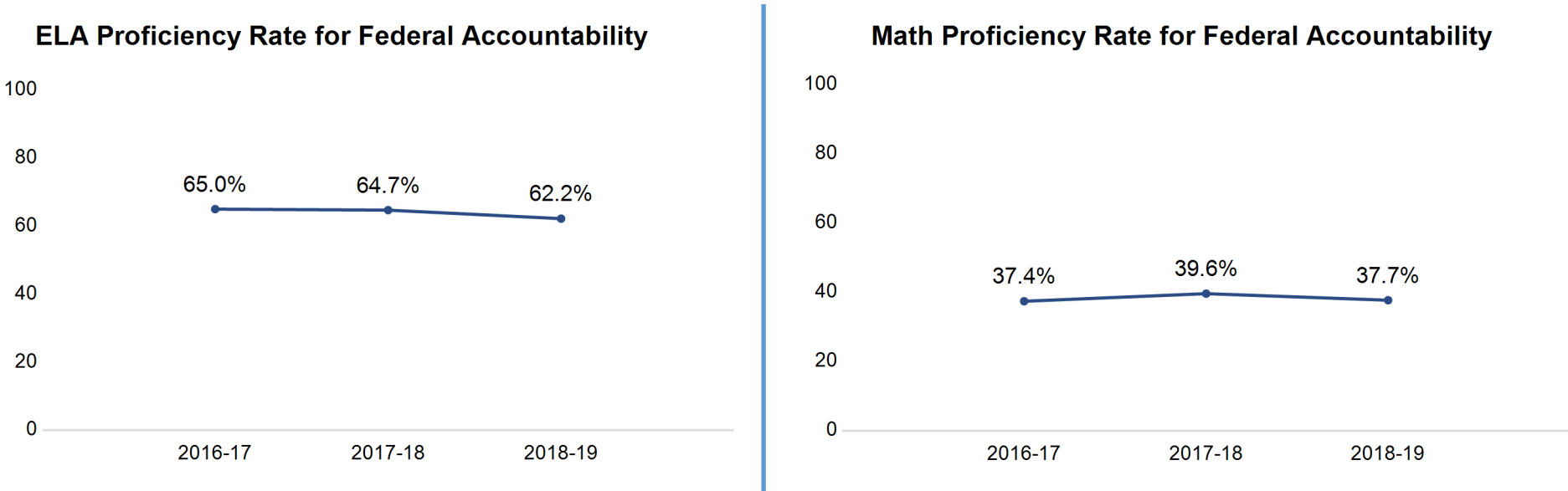


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English Language Arts and Mathematics Performance Trends

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 statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that 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.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	95.8%	97.4%	98.1%	95.6%	97.2%	97.4%
Proficiency Rate for Federal Accountability	65.0%	64.7%	62.2%	37.4%	39.6%	37.7%
Annual Target	59.9%	60.9%	62.0%	39.7%	41.8%	44.0%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that 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 2030. 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1156	98.1	62.2	54.8	57.9	62.2	62	Met Target
White	676	97.3	68.8	58.9	66.9	68.8	63.9	Met Target
Hispanic	282	98.7	46.8	40.0	43.9	46.8	49.1	Met Target†
Black or African American	80	100.0	45.0	36.8	38.5	45.0	43.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	74	100.0	85.1	77.5	82.9	85.1	79.1	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	75.7	Not Met
Female	596	98.9	69.3	62.8	64.8	69.3		
Male	560	97.3	54.6	47.0	51.3	54.6		
Economically Disadvantaged Students	383	99.0	44.1	37.6	40.0	44.1	47	Met Target†
Non-Economically Disadvantaged Students	773	97.6	71.2	61.4	67.9	71.2		
Students with Disabilities	191	97.5	19.4	17.7	22.7	19.4	26.1	Not Met
Students without Disabilities	965	98.2	70.7	62.8	65.1	70.7		
English Learners	28	100.0	14.3	20.6	29.3	14.3	21.3	Met Target†
Non-English Learners	1128	98.0	63.4	55.7	60.6	63.4		
Homeless Students	14	100.0	35.7	32.6	29.1	35.7		
Students In Foster Care	*	*	*	36.0	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

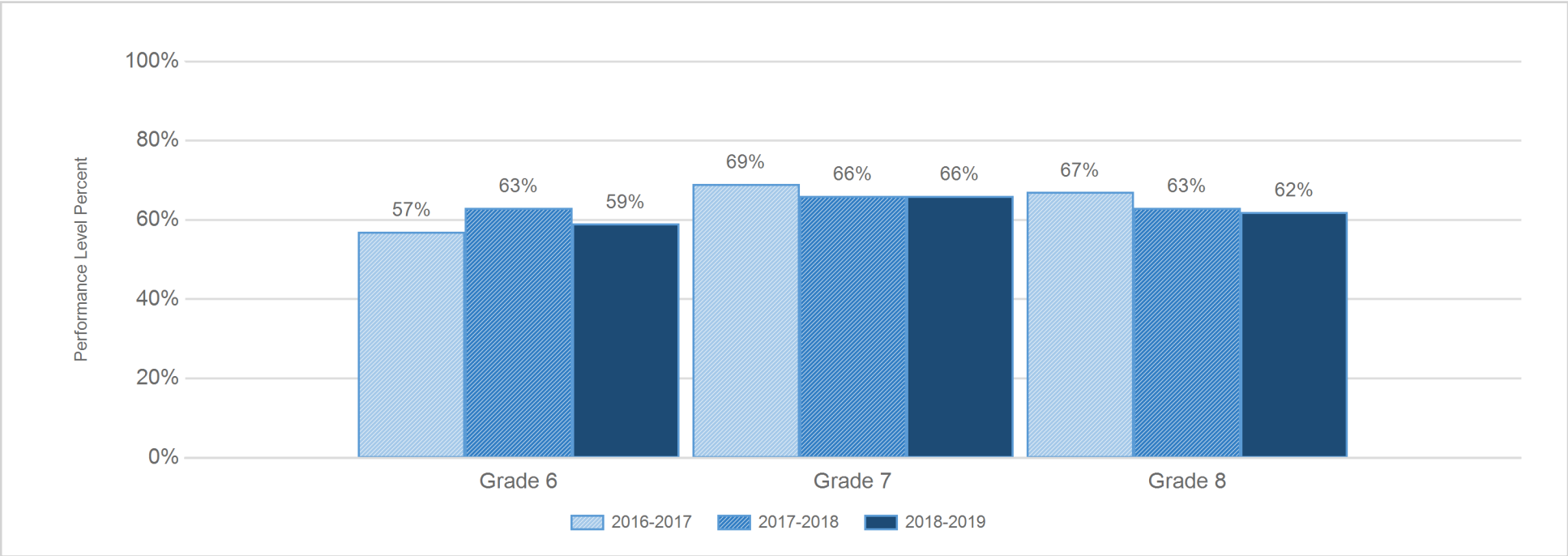


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 6

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	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	378	755	756	754	6%	8%	26%	47%	12%	59%	56%
White	203	761	760	762	*	*	23%	57%	12%	68%	65%
Hispanic	105	747	747	743	10%	13%	33%	34%	10%	44%	43%
Black or African American	30	740	744	738	*	*	*	*	*	43%	36%
Asian, Native Hawaiian, or Pacific Islander	19	770	*	780	0%	*	*	*	*	74%	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	21	754	*	760	*	*	*	*	*	48%	64%
Female	188	762	764	762	*	*	23%	48%	16%	64%	64%
Male	190	749	749	748	*	*	30%	46%	7%	53%	48%
Economically Disadvantaged Students	144	742	743	740	*	*	34%	32%	8%	40%	39%
Non-Economically Disadvantaged Students	234	764	762	763	*	*	22%	56%	15%	71%	67%
Students with Disabilities	68	724	722	722	*	*	34%	19%	0%	19%	19%
Students without Disabilities	310	762	764	761	*	*	25%	53%	15%	67%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	748	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



Toms River Intermediate School North
(29-5190-063)
Grades Offered: 06-08
2018-2019

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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	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	399	765	759	761	8%	11%	15%	31%	36%	66%	63%
White	236	771	764	769	5%	10%	15%	29%	41%	69%	72%
Hispanic	92	749	745	747	13%	12%	20%	35%	21%	55%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	786	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	749	768	*	*	*	*	*	*	68%
Female	203	773	768	769	6%	5%	15%	33%	42%	74%	71%
Male	196	757	751	753	10%	16%	15%	29%	29%	58%	55%
Economically Disadvantaged Students	135	748	742	743	14%	17%	17%	29%	23%	52%	45%
Non-Economically Disadvantaged Students	264	774	767	771	5%	7%	14%	32%	42%	74%	73%
Students with Disabilities	62	715	715	720	35%	31%	16%	*	*	18%	22%
Students without Disabilities	337	774	768	769	3%	7%	15%	*	*	75%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	743	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



Toms River Intermediate School North
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English Language Arts Assessment - Performance by Grade: Grade 8

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	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	390	761	757	762	9%	9%	20%	39%	22%	62%	63%
White	240	766	761	770	8%	7%	17%	42%	27%	68%	72%
Hispanic	92	746	742	747	16%	14%	24%	33%	13%	46%	49%
Black or African American	21	743	739	741	*	*	*	*	*	43%	43%
Asian, Native Hawaiian, or Pacific Islander	24	791	787	794	*	0%	*	*	*	79%	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	13	748	742	769	*	*	*	*	*	54%	69%
Female	215	770	767	771	5%	7%	19%	40%	28%	69%	71%
Male	175	751	747	753	13%	12%	22%	38%	15%	53%	55%
Economically Disadvantaged Students	113	742	737	743	17%	17%	24%	30%	12%	42%	45%
Non-Economically Disadvantaged Students	277	769	763	772	5%	6%	19%	43%	26%	70%	72%
Students with Disabilities	49	716	712	721	39%	*	24%	*	*	18%	22%
Students without Disabilities	341	768	764	770	4%	*	20%	*	*	68%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	724	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



Toms River Intermediate School North
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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 assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that 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 2030. 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1154	97.4	37.7	37.4	44.5	37.7	44	Not Met
White	673	96.6	43.8	40.8	54.1	43.8	45.3	Met Target†
Hispanic	284	98.7	22.2	24.2	28.8	22.2	30.2	Not Met
Black or African American	77	96.4	18.2	18.1	23.0	18.2	28.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	76	100.0	67.1	67.5	76.5	67.1	71.5	Met Target†
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	37.5	Met Target†
Female	593	97.9	39.8	38.2	44.9	39.8		
Male	561	97.0	35.5	36.6	44.2	35.5		
Economically Disadvantaged Students	385	98.3	21.0	23.5	26.3	21.0	29.3	Not Met
Non-Economically Disadvantaged Students	769	97.0	46.0	42.8	54.9	46.0		
Students with Disabilities	190	97.0	11.6	11.6	17.4	11.6	25	Not Met
Students without Disabilities	964	97.5	42.8	42.9	50.0	42.8		
English Learners	34	100.0	*	21.3	25.0	*	15.4	Not Met
Non-English Learners	1120	97.4	*	37.9	46.5	*		
Homeless Students	13	94.7	23.1	24.8	17.1	22.6		
Students In Foster Care	*	*	*	12.0	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



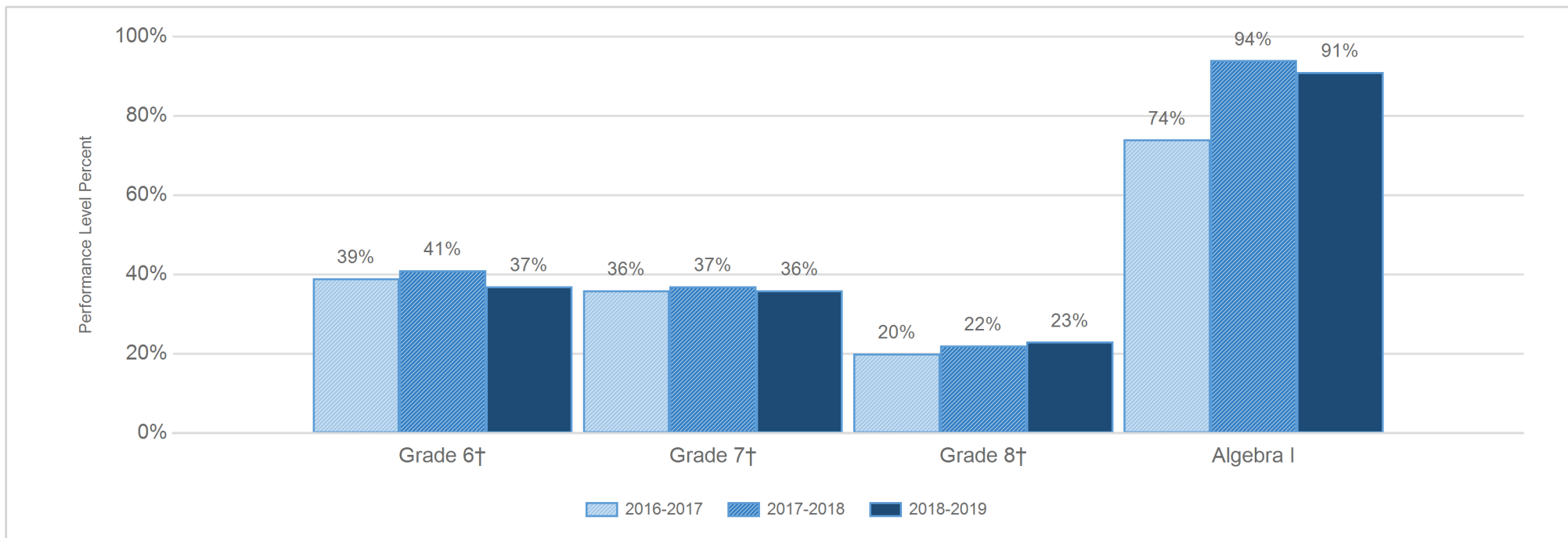
Toms River Intermediate School North
(29-5190-063)
Grades Offered: 06-08
2018-2019

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 6

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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	379	737	736	741	10%	27%	26%	32%	5%	37%	41%
White	203	743	739	749	5%	23%	28%	38%	6%	44%	51%
Hispanic	106	727	728	729	17%	33%	27%	*	*	23%	24%
Black or African American	29	723	722	722	*	*	*	*	*	24%	19%
Asian, Native Hawaiian, or Pacific Islander	20	755	*	769	*	*	*	*	*	70%	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	21	736	*	747	0%	48%	*	*	*	33%	48%
Female	188	738	737	742	11%	25%	24%	*	*	40%	42%
Male	191	736	735	740	8%	29%	28%	*	*	35%	40%
Economically Disadvantaged Students	146	725	726	726	18%	35%	25%	*	*	22%	21%
Non-Economically Disadvantaged Students	233	745	740	750	5%	22%	26%	*	*	47%	53%
Students with Disabilities	68	718	714	716	22%	41%	24%	*	*	13%	12%
Students without Disabilities	311	741	741	746	7%	24%	26%	*	*	42%	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	724	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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Mathematics Assessment - Performance by Grade: Grade 7

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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	400	740	739	744	9%	26%	30%	28%	8%	36%	42%
White	235	745	742	751	6%	21%	32%	31%	10%	40%	53%
Hispanic	92	726	727	733	17%	37%	26%	*	*	20%	26%
Black or African American	*	*	718	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	33	761	760	768	*	*	*	*	*	64%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	739	749	*	*	*	*	*	*	51%
Female	204	740	739	744	10%	25%	33%	24%	8%	32%	42%
Male	196	741	739	743	8%	27%	27%	32%	7%	39%	42%
Economically Disadvantaged Students	138	726	726	731	17%	36%	29%	*	*	18%	24%
Non-Economically Disadvantaged Students	262	748	744	751	5%	21%	30%	*	*	45%	53%
Students with Disabilities	61	713	713	718	28%	46%	*	*	*	11%	13%
Students without Disabilities	339	745	744	749	6%	22%	*	*	*	40%	48%
English Learners	13	713	713	716	*	*	*	*	*	*	10%
Non-English Learners	387	741	739	745	*	*	*	*	*	*	44%
Homeless Students	*	*	728	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Grade: Grade 8

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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	291	723	722	728	24%	30%	23%	*	*	23%	29%
White	166	728	724	737	21%	28%	22%	*	*	29%	38%
Hispanic	83	717	715	722	29%	34%	22%	16%	0%	16%	22%
Black or African American	18	713	713	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	12	725	735	747	*	*	*	*	*	33%	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	12	720	719	730	*	*	*	*	*	*	31%
Female	153	726	725	731	22%	27%	24%	*	*	27%	31%
Male	138	720	718	726	26%	33%	22%	*	*	19%	27%
Economically Disadvantaged Students	105	717	713	719	32%	27%	24%	*	*	17%	20%
Non-Economically Disadvantaged Students	186	727	726	735	19%	32%	23%	*	*	26%	36%
Students with Disabilities	49	708	701	707	45%	33%	*	*	*	12%	10%
Students without Disabilities	242	726	726	734	20%	29%	*	*	*	25%	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	690	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

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, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	97	783	739	744	0%	*	*	73%	18%	91%	42%
White	72	780	742	752	0%	*	*	76%	14%	90%	53%
Hispanic	11	777	731	728	0%	0%	*	*	*	82%	24%
Black or African American	*	*	721	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	12	806	764	775	0%	0%	0%	*	*	100%	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	59	785	740	745	0%	*	*	*	*	95%	44%
Male	38	780	737	743	0%	*	*	*	*	84%	41%
Economically Disadvantaged Students	*	*	727	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	743	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	*	717	N	N	N	N	N	N	12%
Students without Disabilities	97	783	*	748	0%	*	*	73%	18%	91%	47%
English Learners	N	N	727	710	N	N	N	N	N	N	*
Non-English Learners	97	783	739	745	0%	*	*	73%	18%	91%	*
Homeless Students	*	*	728	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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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 different types of significant cognitive disabilities.

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

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	2018-19 Target	Met Target?
Schoolwide/English Learners	33.3%	**	**

† Target was met within one standard deviation

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 and 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
0-2	22	*	*
3-4	*	*	*
5 or more	*	*	*



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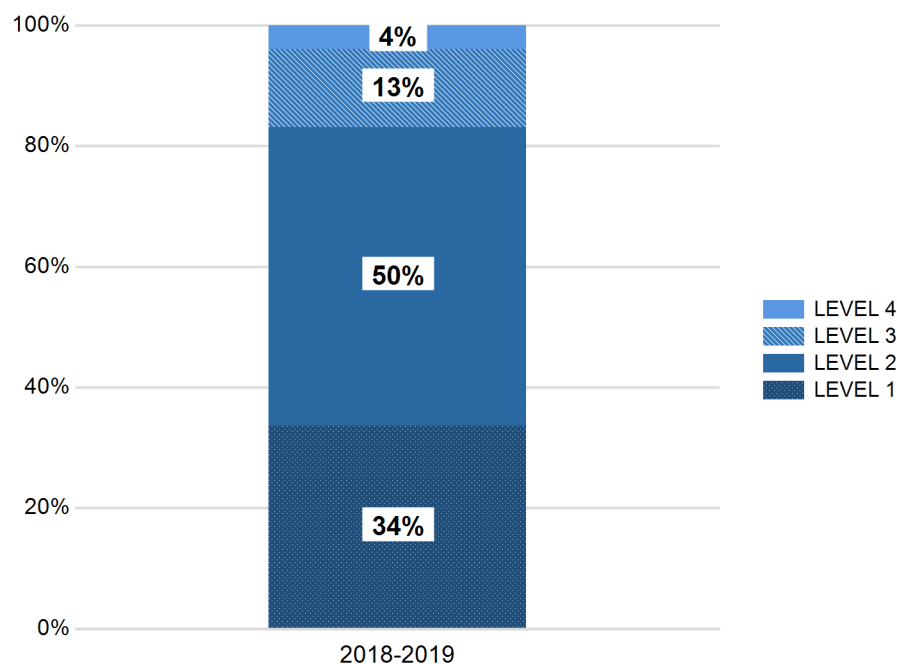
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 Summary

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



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, 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	34	50	13	4
White	25	57	15	3
Hispanic	51	40	7	2
Black or African American	74	26	0	0
Asian, Native Hawaiian, or Pacific Islander	25	29	25	21
American Indian or Alaska Native	N	N	N	N
Two or More Races	31	62	8	0
Female	33	47	16	4
Male	35	52	9	4
Economically Disadvantaged Students	55	38	5	2
Non-Economically Disadvantaged Students	25	54	16	5
Students with Disabilities	68	30	2	0
Students without Disabilities	29	53	14	4
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Toms River Intermediate School North
(29-5190-063)
Grades Offered: 06-08
2018-2019

Report Key:

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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	397
7	0	0	414
8	99	0	315
Total	99	0	1126

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	0	0	0	0	0	0	382
7	0	0	0	0	0	0	407
8	29	0	0	0	0	0	384
Total	29	0	0	0	0	0	1173



Toms River Intermediate School North
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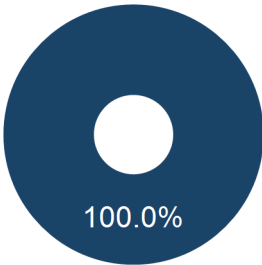
Report Key:
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Visual and Performing Arts – Course Participation

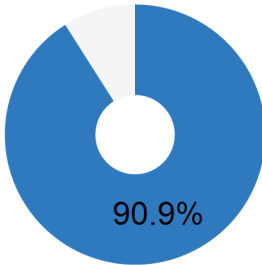
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

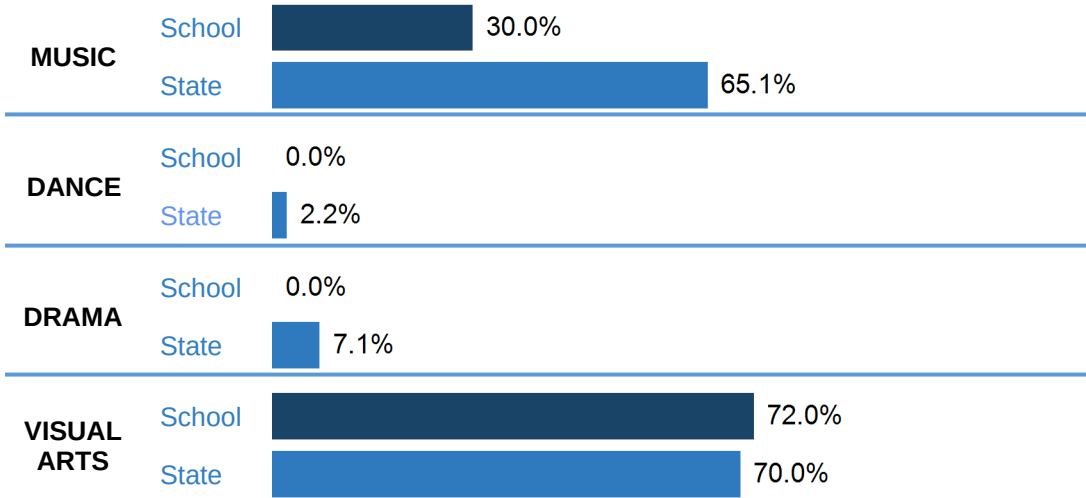


School



State

Students enrolled in one or more classes by discipline:





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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.

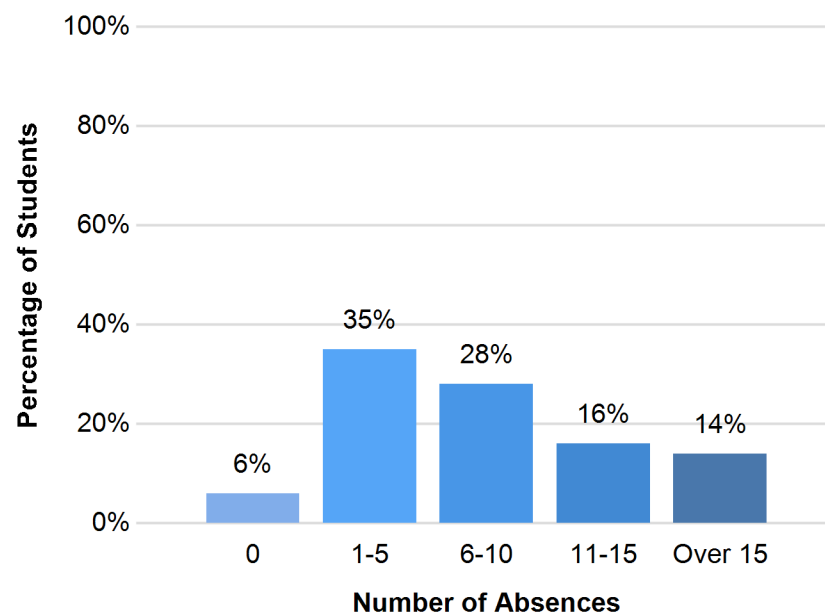
Chronic Absenteeism

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 last two columns show the chronic absenteeism state average for students in the grades offered and 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	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	111	9.2	9.1	Not Met
White	68	9.6	9.1	Not Met
Hispanic	32	11.0	9.1	Not Met
Black or African American	7	8.2	9.1	Met
Asian, Native Hawaiian, or Pacific	0	0	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	9.1	Not Met
Female	53	8.6		
Male	58	9.8		
Economically Disadvantaged Students	54	13.3	9.1	Not Met
Students with Disabilities	29	14.8	9.1	Not Met
English Learners	2	9.5	9.1	Not Met
Homeless Students	2	15.4		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Toms River Intermediate School North

(29-5190-063)

Grades Offered: 06-08

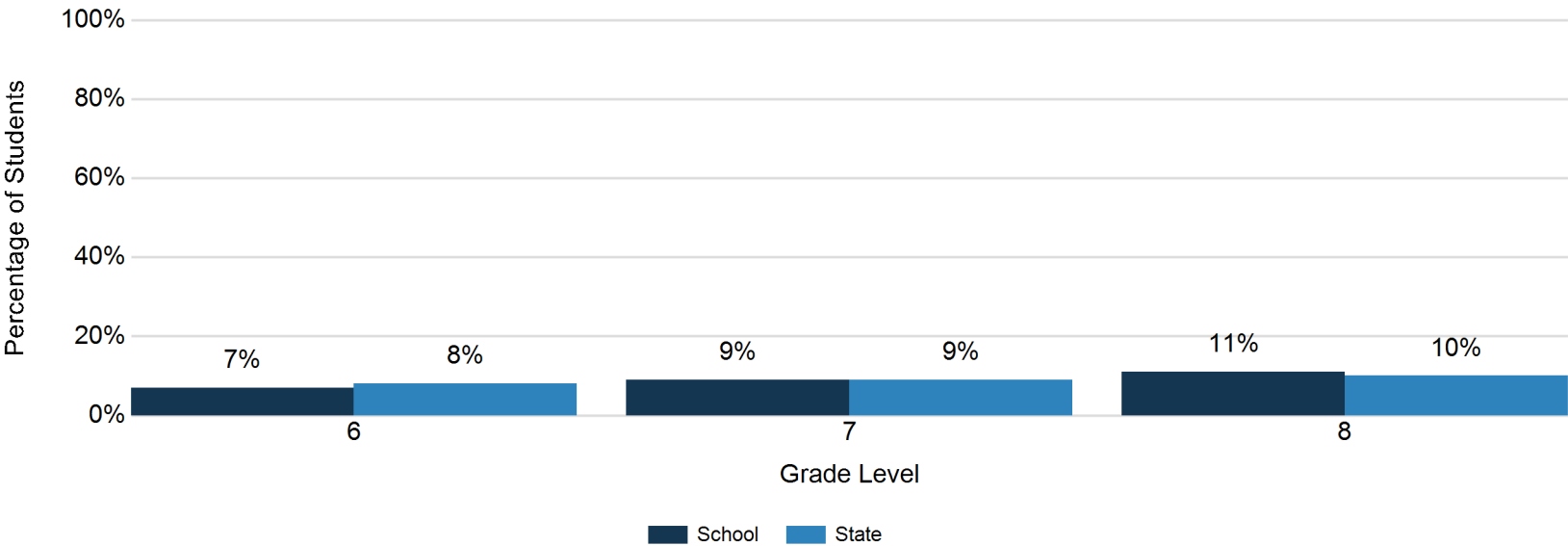
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	18
Weapons	1
Vandalism	1
Substances	3
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	30
Incidents Per 100 Students Enrolled	2.51

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	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	6	6
No Identified Nature	33		33

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	10
Weapons	1
Vandalism	1
Substances	3
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	1

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.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	47	3.9%
Any Suspension	49	4.1%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
246



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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. 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	7:10 AM
Typical End Time	1:35 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 38 Mins
Shared Time - Instructional Time	5 Hrs. 38 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, 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
2018-19	1.3:1



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Key terms for staff data:

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	96	118,214
Average years experience in public schools	15.0	12.1
Average years experience in district	13.7	10.8
Percentage of Teachers with 4 or more years experience in the district	87.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	71	9,530
Average years experience in public schools	21.7	16.0
Average years experience in district	17.1	12.0
Percentage of Administrators with 4 or more years experience in the district	90.1%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members 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.

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	13:1
Students to Administrators	299:1	216:1
Teachers to Administrators	24:1	17:1
Students to Librarians/Media Specialists		2550:1
Students to Nurses		567:1
Students to Counselors		403:1
Students to Child Study Team Members		392:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.5%	75.0%	75.0%	48.4%	77.1%	54.9%
Male	48.5%	25.0%	25.0%	51.6%	22.9%	45.1%
White	58.5%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	24.7%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	6.8%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	6.3%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.6%	0.0%	0.0%	2.1%	0.2%	0.2%



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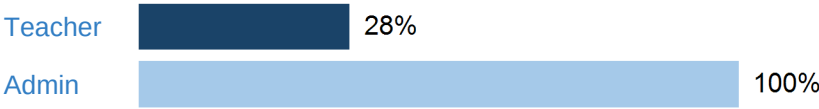
Teachers and Administrators - Level of Education

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

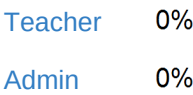
Bachelor’s Degree



Master’s Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.7%	90.5%
2017-18 Administrators: Same district 2018-19	94.4%	87.9%

Faculty Attendance

This table shows the percentage of days that 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
2018-19	96.8%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [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 2018-19 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.



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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 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.

Status for 2020-21 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, Native Hawaiian, or Pacific Islander	
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 Targeted Support and Improvement.



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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

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 represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	65.0%	64.7%	62.2%
Math Proficiency	37.4%	39.6%	37.7%
ELA Growth	54	50	50
Math Growth	42	41	44
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		30.8%	33.3%
Chronic Absenteeism	8.6%	8.1%	9.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement– Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Met Standard	Met Standard	**	Not Met	No
White	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	Met Target†	Not Met	Met Standard	Not Met	n/a	Not Met	No
Black or African American	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Target†	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Not Met	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Economically Disadvantaged Students	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	Met Target†	Not Met	Not Met	Not Met	Not Met	Not Met	No

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



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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 the school or district directly.



Highlights:

- To meet the needs of our excelling students, we added advanced math courses in 6th grade that will be on target for Geometry sequence as these students become 8th graders.
- Intermediate North partnered with The NY Jets as a group of NY Jets players came to have lunch with students that made courageous and thoughtful decisions to "Stand Up" against bullying.
- To further engage students in STEM activities that incorporate engineering and technology, a pilot program, Robotics, was introduced to 8th grade students for the first time with much success.



Mission, Vision, Theme:

Recognizing the unique needs, interests and skills of students in grades 6 through 8, Intermediate North is passionate and committed to the development of the entire child in a warm and nurturing environment. Our focal point of the integrated curriculum, co-curricular and extracurricular activities is the academic, physical, social and emotional growth of our students. Students are encouraged to critically think, question, problem solve, manipulate, articulate and collaborate as they learn new things. As their innate creativity and curiosity are nurtured, Intermediate North students are taught to respect themselves, respect one another and to participate in a positive school climate and culture. Students are inspired by talented and invested teachers and support staff to develop the intellectual, social, and emotional skills that prepare them for a seamless transition to high school and as they continue their growth in becoming responsive and successful citizens.



Awards, Recognition, Accomplishments:

Our Math Club placed in their competitions, and several TRIN students were honored in essay, spelling, geography, math, science, music, and art competitions. We proved to be successful in competing with other schools in various academic bowls. Many students competed in local, regional, and state level science fairs with much success. Our Robotics team competed in their very first competition this year and placed 1st.



Toms River Intermediate School North
 (29-5190-063)
 Grades Offered: 06-08
 2018-2019

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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 the school or district directly.

 Courses, Curriculum, Instruction:	The math standards and practices by which our students are held prepares them for modern real world opportunities. The language arts department plans instruction with a focus on the NJSLS. The curriculum includes independent read time. The Social Studies program focuses on world &US history, geography, economics & civics. Int. North utilized diagnostic testing of students in math and ELA to identify individual strengths and weaknesses of students through IREADY and ACHIEVE. Teachers use data to drive instruction.
 Clubs and Activities:	Throughout the year a variety of after-school clubs and an extensive inter-scholastic athletic program are offered to our students. These programs include Student Council, Interact, Homework Club, TREE Club, History, Science, Math, Technology, Robotics, Newspaper, Spanish, Geography, Multicultural Art, Cheerleading, Theatre Arts, Visual and Performing Arts, Art, Marching Bands, Peer Mediation, Student Leadership, and Student Community Service. IN offers additional support through Homework Help 4 days a week for all students from teacher and HSN alumni. Parents are also invited to participate in our homework club.



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 Before and After School Programs:	Intermediate North offers a healthy breakfast to its students before school. The Family Resource Network offers a program called "Kids Corner" which is an after school extended care for students with disabilities in Toms River. After school programs include our Title I Family Homework Club Program. Intermediate North also has established a parent-student Book Club.
 Staff and Professional Learning:	Ongoing professional development provides teachers with the skills and strategies needed to integrate technology throughout the middle school curriculum. Professional Development opportunities are offered throughout the school year. As a district, we dedicate 3 full days and 4 half days for our staff to enrich and further develop their professional skills. Areas of development include data collection to improve student achievement, drive instruction and provide teachers with specific areas to develop with individual students. As we recognize the importance of teaching the whole child, our professional development also has a focus on the social emotional learning of our students. Through professional developement, teachers are collaborating strategies that incorporate tierred learning, differentiated instruction through varying modalities, and alternative assessments of concepts and standards.



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 Student Supports and Services:	Intermediate North utilizes an Intervention and Referral Services Committee, 504 Committee, Child Study Team, Title I Program, and Student Mentoring Program. Our Child Study team consists of a team of professionals which include: Social Worker, Learning Disabilities Teacher Consultant, School Psychologist, Occupational Therapist, Physical Therapist and Speech Therapist. IN also implements support resources such as iReady, Read 180, Moby Max, and Achieve 3000 to differentiate student driven instruction to individual needs, strengths and weaknesses.
 Student Health and Wellness:	Intermediate North students have Physical and Health Education on a daily basis. Through our Life Skills classes, students learn about nutrition, meal prep and cooking, as well as eating choices. Intermediate North has a wellness committee made up of teachers, admin, and parental input.
 Parent and Community Involvement:	Parents are involved at Intermediate North through our active PTO Group, our School Safety Team, Title I Parent Programs, and Book Club. Parents are sent a weekly newsletter from building principal. Parents have access to student grades and all assignments through Genesis Parent Portal. The district wide Special Education Parent Teacher Association also host events for families to participate.



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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers Our annual NJ School Climate Survey is utilized to gather feedback from both students and staff. The results are used to identify and improve issues and areas of concern. Programs and assemblies are also developed to enhance school climate for both students and staff. Staff surveys are used to drive, design, and plan for professinal development and professional resources.
 Facilities:	Intermediate North was established in 1974 and is a climate controlled building. Wi-Fi is available throughout the entire building. Intermediate North houses a large media center, 8 technology labs, 33 class sets of chrome carts, 3 sets of tech tubs, rooms specifically designed for art, music, cooking, sewing, and engineering. Intermediate North has created a "Maker Space" in which students can explore through engineering, critical thinking, and problem solving. Our Maker Space classroom is equipped with 3D printers, a laser cutter and Chromecart of 30 Chromebooks.
 School Safety:	Intermediate North is patrolled by a School Resource Officer or School Safety Officer daily. The main entrance has staff members who are assigned throughout the school day and a remote locked door/video system that is opened only after checking identification and verifying purpose of the visitor. Upgraded security cameras have been added to the interior and exterior of the building. Monthly fire and security drills are conducted following state procedures. Annual safety procedures are reviewed with all staff at the beginning of the school year and reviewed as needed. Intermediate North takes great pride in our positive working relationship with the local police department and Prosecutor's Office.



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 Technology and STEM:	All students participate in technology classes during the school year. In addition, students engage in STEM activities and participate in learning tasks that incorporate technology. A class set of Chromebooks are available for teachers and students to utilize in their activities and lessons. The Toms River Regional School District is dedicated to providing a comprehensive technology education program for all of our children. The district, through a stable network environment, provides high speed Internet access to all classrooms, technology labs and the Media Center. Intermediate North regularly updates its school website. STEAM activities are scheduled district-wide around Computers Science Education Week, NJ Makers Day, NJ STEM Week and Digital Learning Day. Staff training is provided by the Supervisor of EdTech and a Web Developers at each building. Tech courses focus on applications and the maker mindset in 21st C makerspaces.



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 Other Information	The intermediate schools structure their day around 50 minute academic classes and provide students with a 40 minute non-academic activity and 30 minute lunch. Embedded in the school day is an Academic Activity in which students rotate quarterly to further explore the four academic content areas. The Toms River Regional School District is dedicated to providing a comprehensive technology education program for all of our children. The district, through a stable network environment, provides high speed Internet access to all classrooms, technology labs and the Media Center. Computer equipment is updated regularly and software is evaluated for its educational relevance. Intermediate North maintains a comprehensive school website. Parents have access to student grades and all assignments through Genesis Parent Portal. The district wide Special Education Parent Teacher Association also host events for families to participate. Intermediate North does not require uniforms for students to attend school.



Toms River Intermediate School South
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2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:



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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	Ocean
District	Toms River Regional School District
Principal Name	Mr. Paul Gluck
Address	1675 PINEWALD ROAD BEACHWOOD, NJ 08722
Phone Number	732-505-3900
Email Address	pgluck@trschoools.com
Website	http://www.trschools.com/isouth/



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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	2016-17	2017-18	2018-19
6	330	346	404
7	366	344	357
8	379	368	349
Total	1,075	1,058	1,110

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.0%	47.8%	47.3%
Male	53.0%	52.2%	52.7%
Economically Disadvantaged Students	33.7%	35.4%	35.0%
Students with Disabilities	19.3%	19.9%	23.7%
English Learners	0.4%	0.5%	0.5%
Homeless Students	1.3%	1.0%	1.2%
Students in Foster Care	0.6%	0.5%	0.8%
Military-Connected Students	0.0%	0.0%	0.0%
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	2016-17	2017-18	2018-19
White	71.6%	69.9%	67.1%
Hispanic	17.1%	18.7%	20.8%
Black or African American	6.6%	6.7%	6.1%
Asian	1.8%	1.9%	2.3%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.1%
American Indian or Alaska Native	0.0%	0.1%	0.2%
Two or More Races	2.7%	2.5%	3.4%

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.

Home Language	% of Students
English	89.5%
Spanish	8.4%
Other Languages	2.1%



Toms River Intermediate School South

(29-5190-061)

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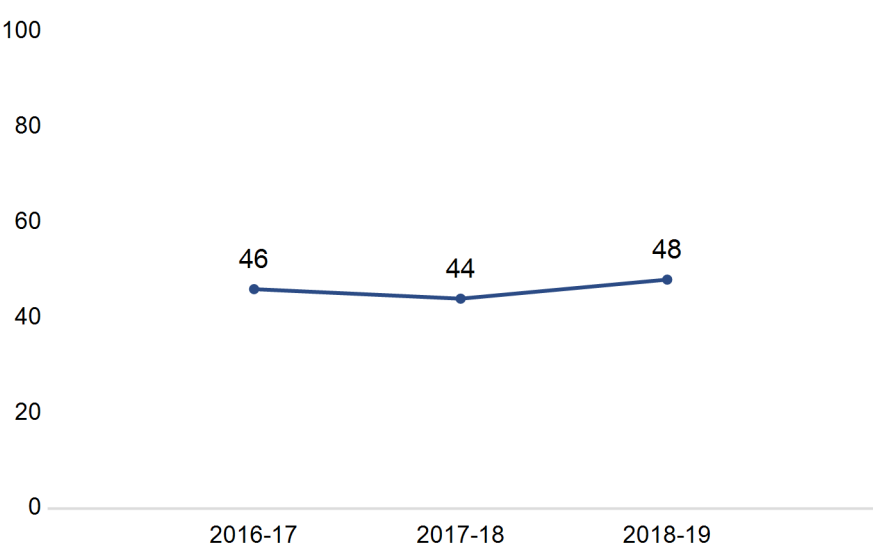
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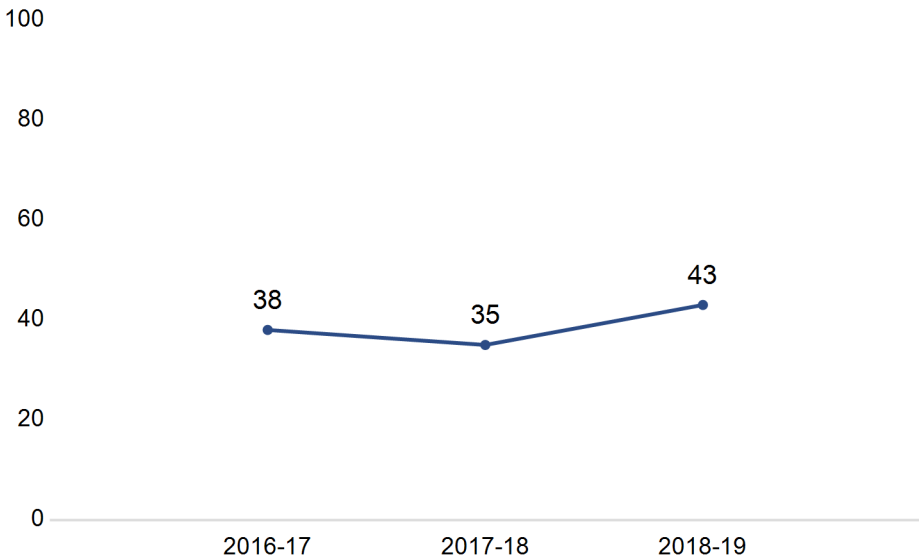
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures 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.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	46	44	48	38	35	43
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Not Met	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each 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 that explains their progress compared to students who had the same test scores in previous years.

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) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

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	48	48	50	Met Standard	43	44	50	Met Standard
White	49	48	50	Met Standard	43	45	52	Met Standard
Hispanic	50	45	49	Met Standard	40.5	42	47	Met Standard
Black or African American	43	45.5	45	Met Standard	37	40	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	72	53	59	Exceeds Standard	59	57	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	40.5	43	49	Met Standard	37	44	52	Not Met
Female	53	51	53	N	41	44	50	N
Male	45	44	47	N	45	45	51	N
Economically Disadvantaged Students	46	45	48	Met Standard	44	44	46	Met Standard
Students with Disabilities	32	40	43	Not Met	29.5	41	45	Not Met
English Learners	*	39	52	**	*	41	50	**
Homeless Students	59.5	44	43	N	43	45	44	N
Students in Foster Care	*	52	42	N	*	61.5	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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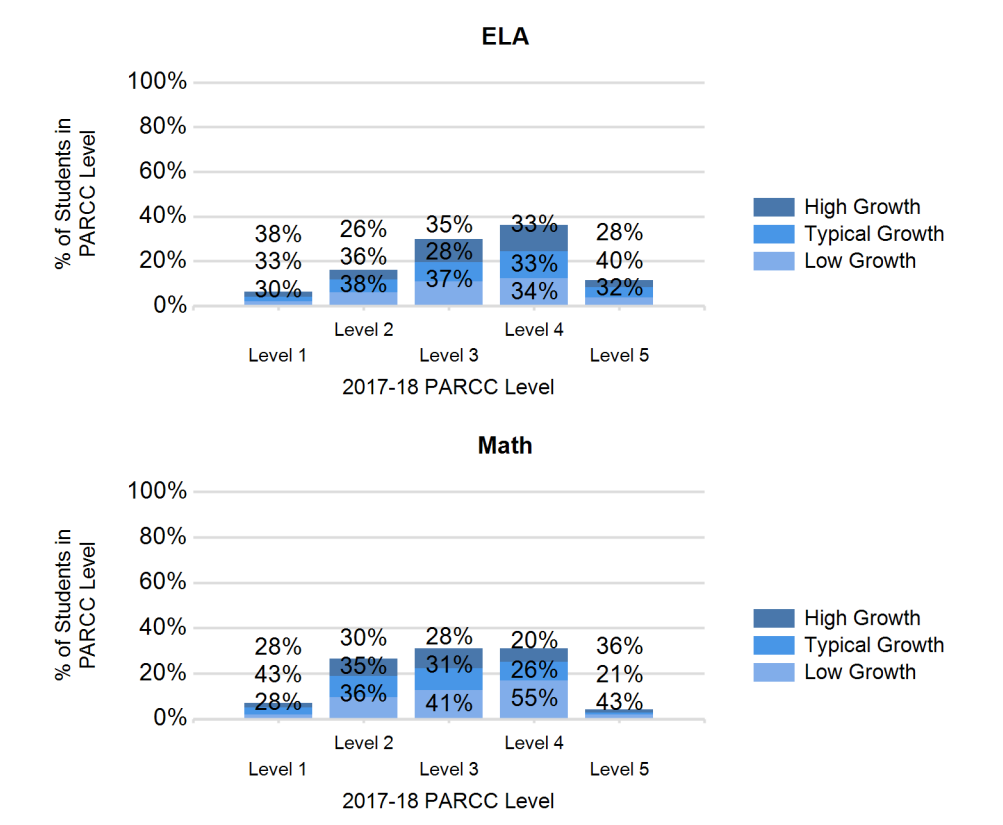
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If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

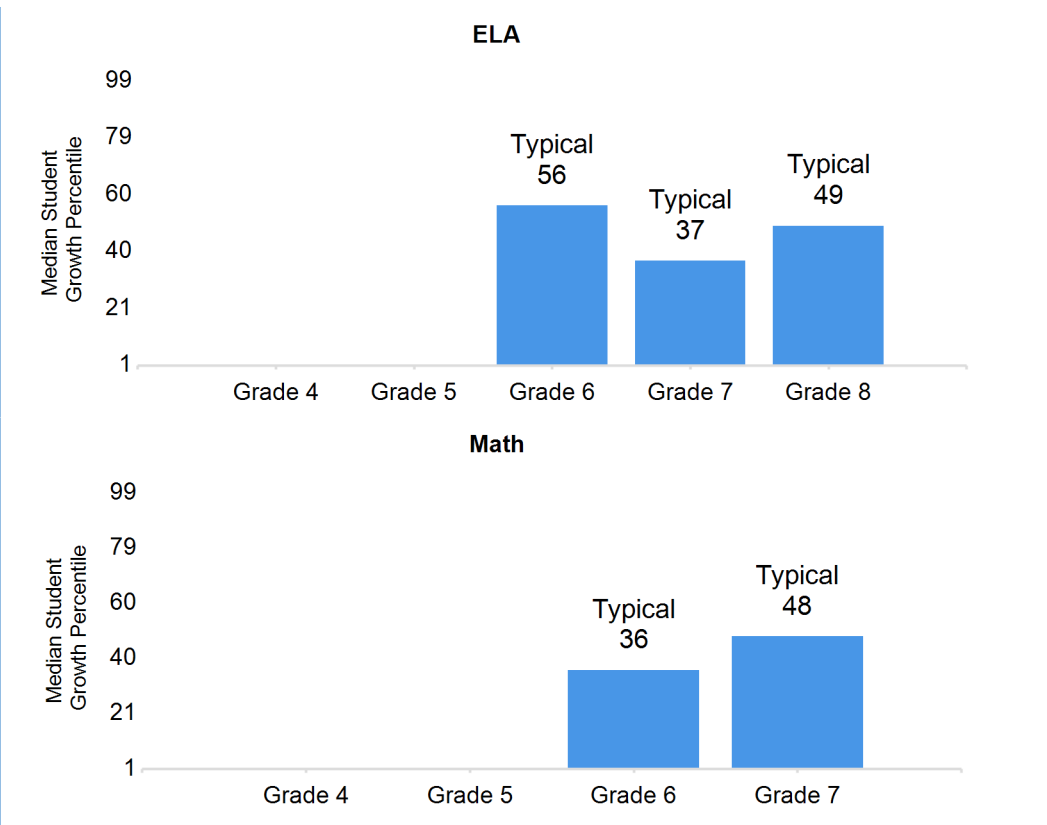
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



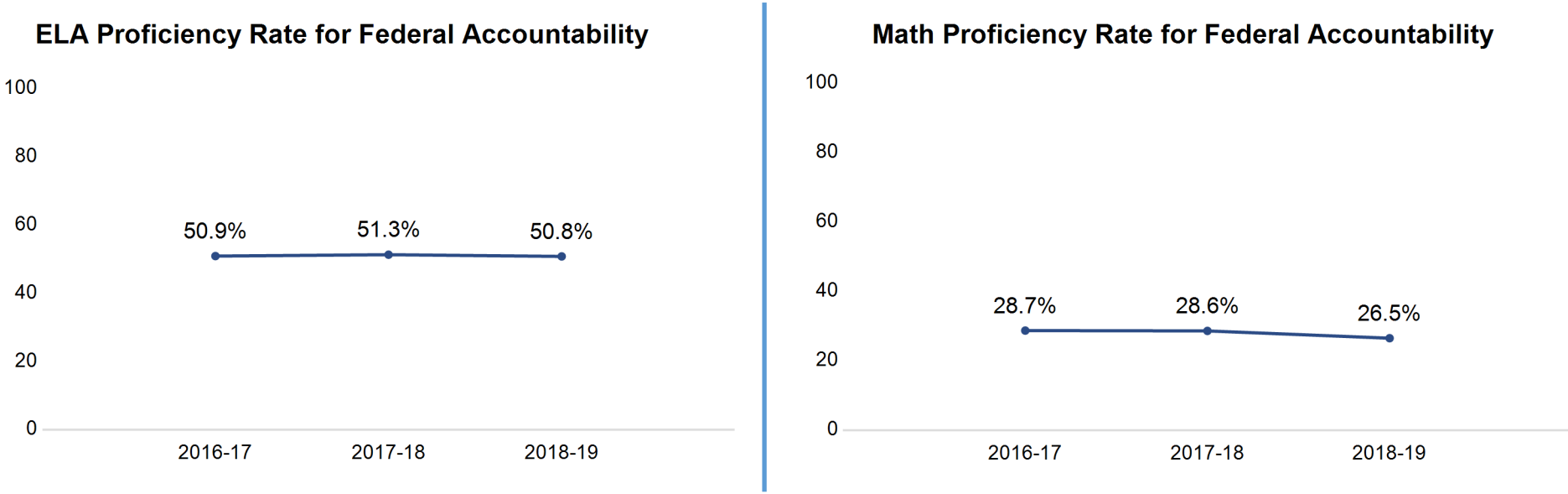


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English Language Arts and Mathematics Performance Trends

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 statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that 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.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.9%	96.2%	98.1%	96.2%	96.0%	97.6%
Proficiency Rate for Federal Accountability	50.9%	51.3%	50.8%	28.7%	28.6%	26.5%
Annual Target	45.2%	47.1%	48.9%	30.1%	32.8%	35.4%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that 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 2030. 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1046	98.1	50.8	54.8	57.9	50.8	48.9	Met Target
White	710	97.7	54.8	58.9	66.9	54.8	51.9	Met Target
Hispanic	210	99.1	41.4	40.0	43.9	41.4	36.4	Met Target
Black or African American	66	98.5	39.4	36.8	38.5	39.4	37	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	77.5	82.9	*	68.7	Met Target
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	34	97.4	29.4	*	64.4	29.4	44.8	Not Met
Female	499	97.7	62.1	62.8	64.8	62.1		
Male	547	98.4	40.4	47.0	51.3	40.4		
Economically Disadvantaged Students	350	98.6	37.1	37.6	40.0	37.1	35	Met Target
Non-Economically Disadvantaged Students	696	97.8	57.6	61.4	67.9	57.6		
Students with Disabilities	230	98.7	17.4	17.7	22.7	17.4	29.4	Not Met
Students without Disabilities	816	97.9	60.2	62.8	65.1	60.2		
English Learners	*	*	*	20.6	29.3	*	**	**
Non-English Learners	*	*	*	55.7	60.6	*		
Homeless Students	21	100.0	23.8	32.6	29.1	23.8		
Students In Foster Care	*	*	*	36.0	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

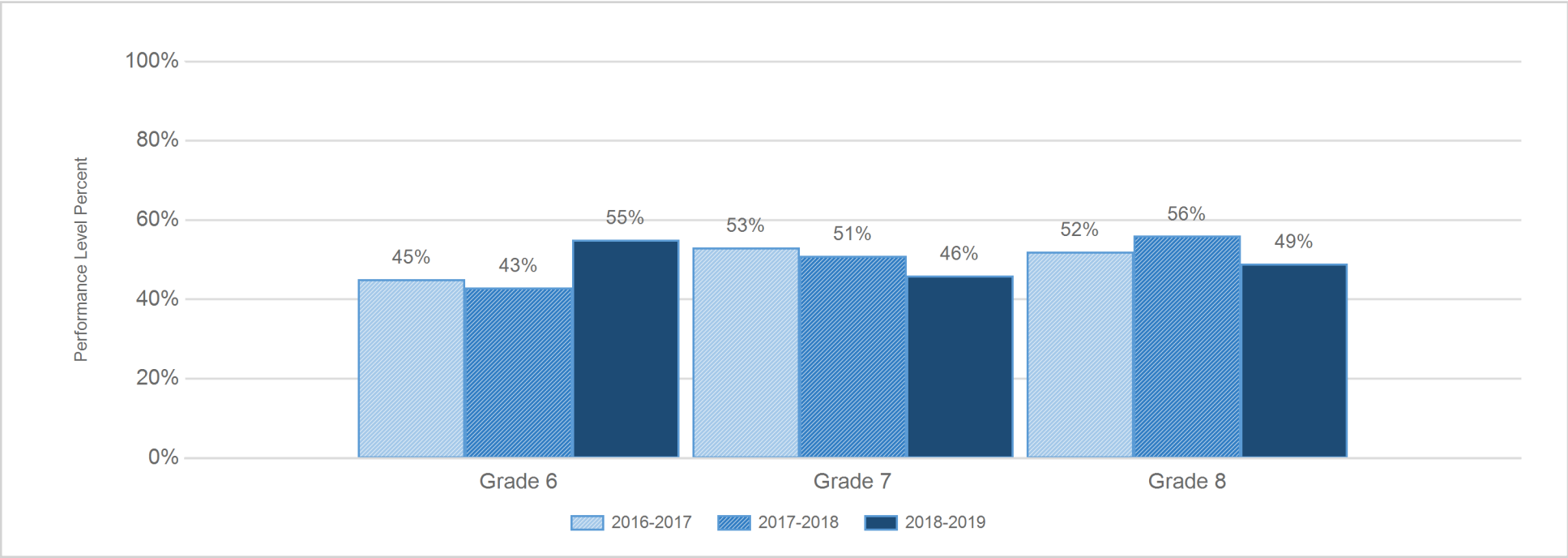


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 6

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	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	379	753	756	754	6%	15%	25%	41%	13%	55%	56%
White	255	757	760	762	5%	13%	24%	44%	15%	59%	65%
Hispanic	77	744	747	743	*	17%	26%	*	*	48%	43%
Black or African American	25	745	744	738	*	*	*	*	*	36%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	13	736	*	760	*	*	*	*	*	31%	64%
Female	191	765	764	762	*	*	19%	53%	18%	71%	64%
Male	188	741	749	748	*	*	30%	30%	9%	38%	48%
Economically Disadvantaged Students	118	739	743	740	9%	20%	36%	*	*	35%	39%
Non-Economically Disadvantaged Students	261	759	762	763	4%	12%	20%	*	*	64%	67%
Students with Disabilities	75	716	722	722	*	*	21%	13%	0%	13%	19%
Students without Disabilities	304	762	764	761	*	*	26%	48%	16%	65%	64%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	379	753	*	756	6%	15%	25%	41%	13%	55%	*
Homeless Students	*	*	748	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



Toms River Intermediate School South
(29-5190-061)
Grades Offered: 06-08
2018-2019

Report Key:
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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	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	320	746	759	761	11%	17%	27%	28%	18%	46%	63%
White	221	749	764	769	10%	14%	27%	29%	21%	50%	72%
Hispanic	62	736	745	747	*	23%	27%	*	*	35%	50%
Black or African American	17	727	*	741	*	*	*	*	*	35%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	786	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	749	768	*	*	*	*	*	*	68%
Female	158	754	768	769	8%	13%	25%	30%	23%	54%	71%
Male	162	737	751	753	14%	20%	28%	26%	12%	38%	55%
Economically Disadvantaged Students	114	731	742	743	19%	21%	25%	*	*	35%	45%
Non-Economically Disadvantaged Students	206	754	767	771	7%	14%	28%	*	*	51%	73%
Students with Disabilities	66	706	715	720	*	*	*	*	*	*	22%
Students without Disabilities	254	756	768	769	*	*	*	*	*	*	71%
English Learners	N	N	*	706	N	N	N	N	N	N	12%
Non-English Learners	320	746	*	763	11%	17%	27%	28%	18%	46%	65%
Homeless Students	*	*	743	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



Toms River Intermediate School South
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English Language Arts Assessment - Performance by Grade: Grade 8

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	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	337	750	757	762	11%	14%	26%	32%	17%	49%	63%
White	220	757	761	770	8%	12%	27%	30%	23%	54%	72%
Hispanic	73	737	742	747	15%	14%	36%	*	*	36%	49%
Black or African American	24	736	739	741	*	*	*	*	*	42%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	787	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	742	769	*	*	*	*	*	*	69%
Female	153	761	767	771	7%	10%	25%	37%	22%	58%	71%
Male	184	742	747	753	15%	17%	28%	28%	13%	41%	55%
Economically Disadvantaged Students	116	735	737	743	23%	15%	28%	25%	9%	34%	45%
Non-Economically Disadvantaged Students	221	759	763	772	5%	14%	26%	35%	21%	56%	72%
Students with Disabilities	65	712	712	721	*	*	*	*	*	*	22%
Students without Disabilities	272	759	764	770	*	*	*	*	*	*	71%
English Learners	N	N	*	708	N	N	N	N	N	N	12%
Non-English Learners	337	750	*	764	11%	14%	26%	32%	17%	49%	65%
Homeless Students	*	*	724	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



Toms River Intermediate School South
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2018-2019

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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 assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that 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 2030. 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1041	97.6	26.5	37.4	44.5	26.5	35.4	Not Met
White	707	97.3	30.8	40.8	54.1	30.8	38.9	Not Met
Hispanic	209	98.6	16.3	24.2	28.8	16.3	23.1	Not Met
Black or African American	66	98.5	*	18.1	23.0	*	22.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	52.0	67.5	76.5	52.0	52.5	Met Target†
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	33	94.9	12.1	*	53.3	12.0	23.9	Not Met
Female	498	97.5	28.7	38.2	44.9	28.7		
Male	543	97.7	24.5	36.6	44.2	24.5		
Economically Disadvantaged Students	348	98.1	16.7	23.5	26.3	16.7	25.4	Not Met
Non-Economically Disadvantaged Students	693	97.4	31.5	42.8	54.9	31.5		
Students with Disabilities	228	97.9	*	11.6	17.4	*	19.8	Not Met
Students without Disabilities	813	97.5	*	42.9	50.0	*		
English Learners	*	*	*	21.3	25.0	*	**	**
Non-English Learners	*	*	*	37.9	46.5	*		
Homeless Students	21	100.0	*	24.8	17.1	*		
Students In Foster Care	*	*	*	12.0	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

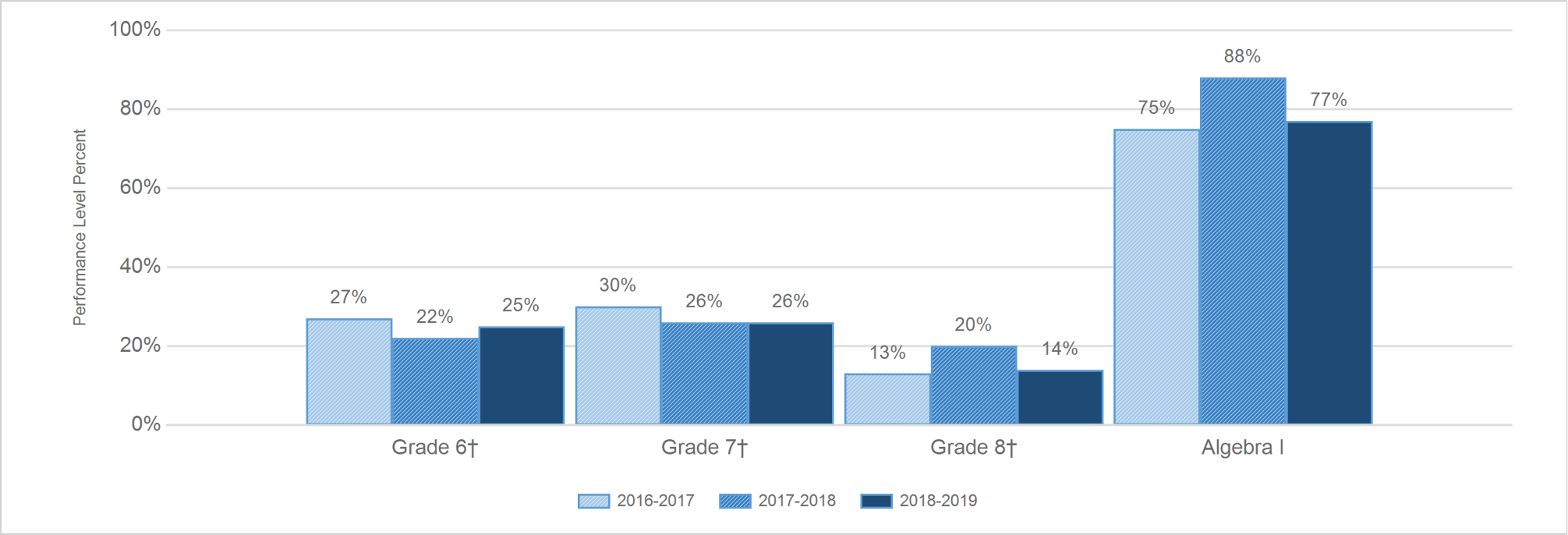


Toms River Intermediate School South
(29-5190-061)
Grades Offered: 06-08
2018-2019

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



Toms River Intermediate School South

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Mathematics Assessment - Performance by Grade: Grade 6

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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	377	733	736	741	10%	30%	36%	21%	3%	25%	41%
White	254	735	739	749	8%	26%	38%	*	*	28%	51%
Hispanic	76	728	728	729	*	32%	41%	*	*	16%	24%
Black or African American	25	719	722	722	*	48%	*	*	*	12%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	13	719	*	747	*	*	*	*	*	*	48%
Female	191	736	737	742	6%	26%	39%	*	*	28%	42%
Male	186	729	735	740	13%	34%	32%	*	*	21%	40%
Economically Disadvantaged Students	117	723	726	726	14%	44%	31%	*	*	12%	21%
Non-Economically Disadvantaged Students	260	737	740	750	8%	24%	38%	*	*	30%	53%
Students with Disabilities	73	709	714	716	*	*	*	*	*	*	12%
Students without Disabilities	304	738	741	746	*	*	*	*	*	*	46%
English Learners	N	N	*	709	N	N	N	N	N	N	*
Non-English Learners	377	733	*	743	10%	30%	36%	21%	3%	25%	*
Homeless Students	*	*	724	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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Mathematics Assessment - Performance by Grade: Grade 7

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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	318	733	739	744	8%	33%	32%	23%	3%	26%	42%
White	220	736	742	751	7%	32%	30%	*	*	31%	53%
Hispanic	62	727	727	733	*	34%	37%	*	*	16%	26%
Black or African American	17	714	718	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	739	749	*	*	*	*	*	*	51%
Female	157	734	739	744	*	33%	35%	*	*	27%	42%
Male	161	732	739	743	*	33%	30%	*	*	25%	42%
Economically Disadvantaged Students	113	725	726	731	14%	39%	31%	*	*	16%	24%
Non-Economically Disadvantaged Students	205	737	744	751	5%	30%	33%	*	*	32%	53%
Students with Disabilities	66	712	713	718	*	*	*	*	*	*	13%
Students without Disabilities	252	738	744	749	*	*	*	*	*	*	48%
English Learners	N	N	713	716	N	N	N	N	N	N	10%
Non-English Learners	318	733	739	745	8%	33%	32%	23%	3%	26%	44%
Homeless Students	*	*	728	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



Toms River Intermediate School South

(29-5190-061)

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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	267	716	722	728	31%	29%	26%	*	*	14%	29%
White	164	719	724	737	27%	30%	26%	17%	0%	17%	38%
Hispanic	66	711	715	722	*	*	*	*	*	*	22%
Black or African American	21	708	713	714	48%	*	*	*	*	10%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	735	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	719	730	*	*	*	*	*	*	31%
Female	120	723	725	731	21%	30%	32%	*	*	18%	31%
Male	147	711	718	726	39%	29%	21%	*	*	11%	27%
Economically Disadvantaged Students	103	708	713	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	164	722	726	735	*	*	*	*	*	*	36%
Students with Disabilities	64	695	701	707	*	*	*	*	*	*	10%
Students without Disabilities	203	723	726	734	*	*	*	*	*	*	35%
English Learners	N	N	*	706	N	N	N	N	N	N	10%
Non-English Learners	267	716	*	730	31%	29%	26%	*	*	14%	30%
Homeless Students	*	*	690	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

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, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	69	768	739	744	0%	*	20%	*	*	77%	42%
White	55	771	742	752	0%	*	18%	*	*	80%	53%
Hispanic	*	*	731	728	*	*	*	*	*	*	24%
Black or African American	*	*	721	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	33	760	740	745	0%	*	*	*	*	73%	44%
Male	36	776	737	743	0%	*	*	*	*	81%	41%
Economically Disadvantaged Students	13	771	727	727	0%	*	*	*	*	85%	23%
Non-Economically Disadvantaged Students	56	768	743	752	0%	*	*	*	*	75%	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	727	710	N	N	N	N	N	N	*
Non-English Learners	69	768	739	745	0%	*	20%	*	*	77%	*
Homeless Students	N	N	728	718	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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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 different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
6	13	13
7	12	12
8	*	*

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	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† Target was met within one standard deviation

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 and 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
0-2	N	N	N
3-4	N	N	N
5 or more	N	N	N



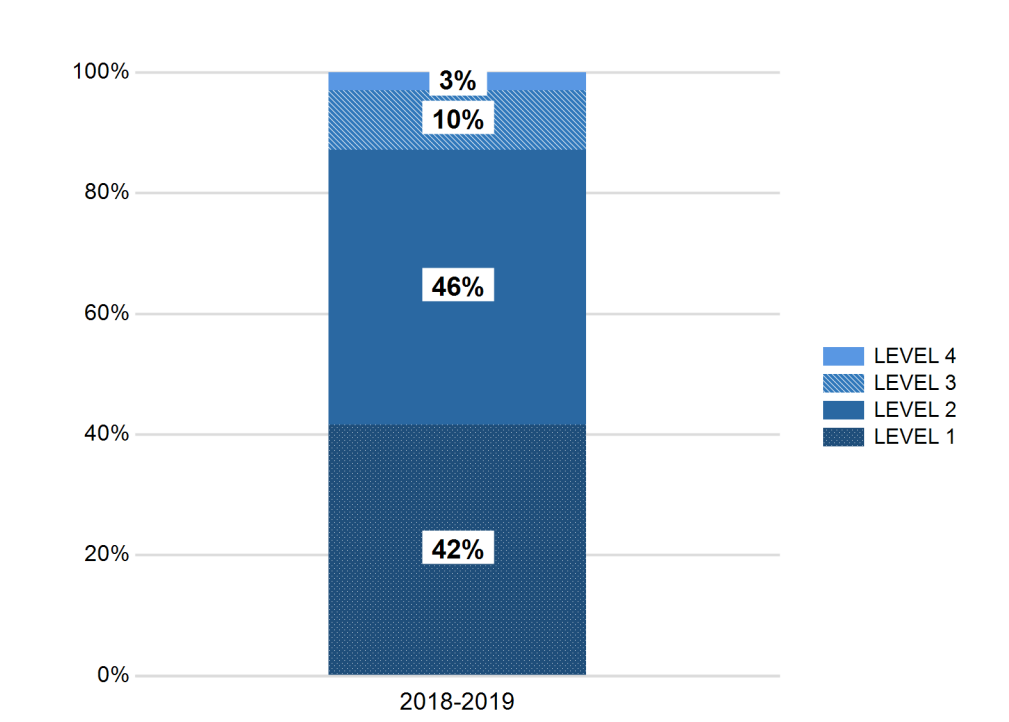
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 Summary

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



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, 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	42	46	10	3
White	33	51	13	3
Hispanic	62	37	0	1
Black or African American	63	29	8	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	35	54	10	1
Male	48	39	9	4
Economically Disadvantaged Students	58	34	5	3
Non-Economically Disadvantaged Students	33	52	12	3
Students with Disabilities	83	16	2	0
Students without Disabilities	32	53	11	3
English Learners	N	N	N	N
Non-English Learners	42	46	10	3
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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	377
7	0	0	313
8	69	0	257
Total	69	0	947

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	0	0	0	0	0	0	387
7	0	0	0	0	0	0	329
8	25	0	0	0	0	0	322
Total	25	0	0	0	0	0	1038



Toms River Intermediate School South
(29-5190-061)
Grades Offered: 06-08
2018-2019

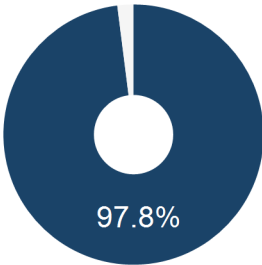
Report Key:
* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
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Visual and Performing Arts – Course Participation

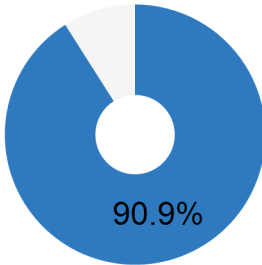
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

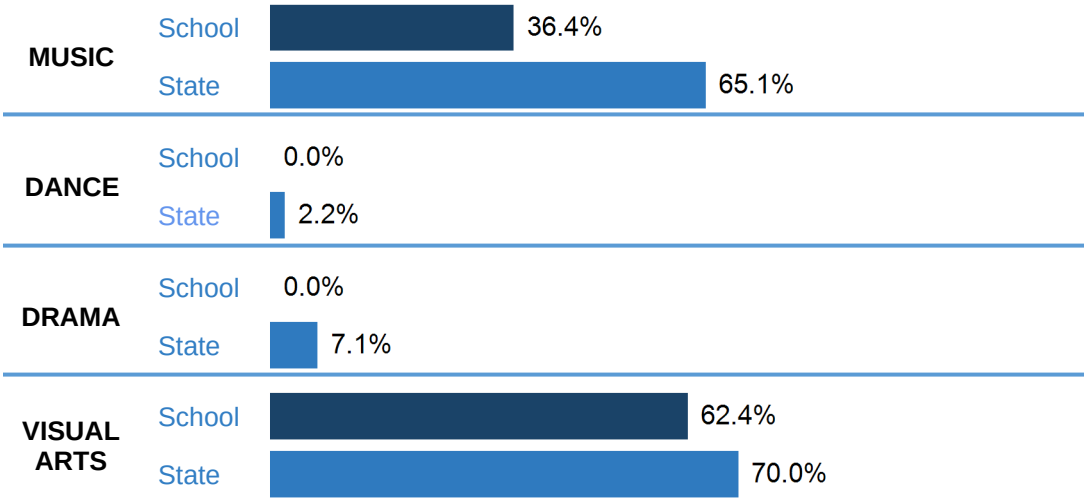


School



State

Students enrolled in one or more classes by discipline:





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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.

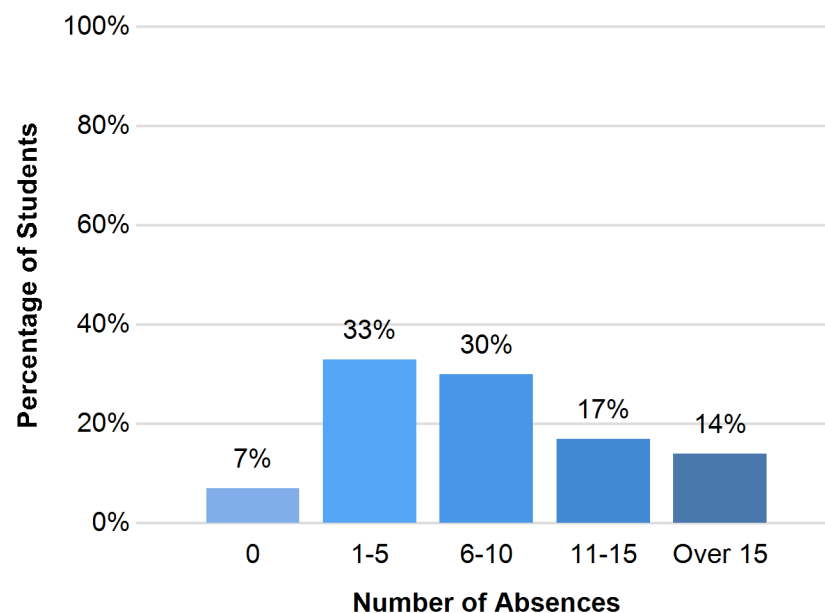
Chronic Absenteeism

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 last two columns show the chronic absenteeism state average for students in the grades offered and 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	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	120	11.2	9.1	Not Met
White	71	9.8	9.1	Not Met
Hispanic	27	12.1	9.1	Not Met
Black or African American	12	18.8	9.1	Not Met
Asian, Native Hawaiian, or Pacific	*	*	9.1	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	7	18.9	9.1	Not Met
Female	47	9.1		
Male	73	13.2		
Economically Disadvantaged Students	71	18.9	9.1	Not Met
Students with Disabilities	38	17.0	9.1	Not Met
English Learners	0	0	**	**
Homeless Students	7	58.3		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





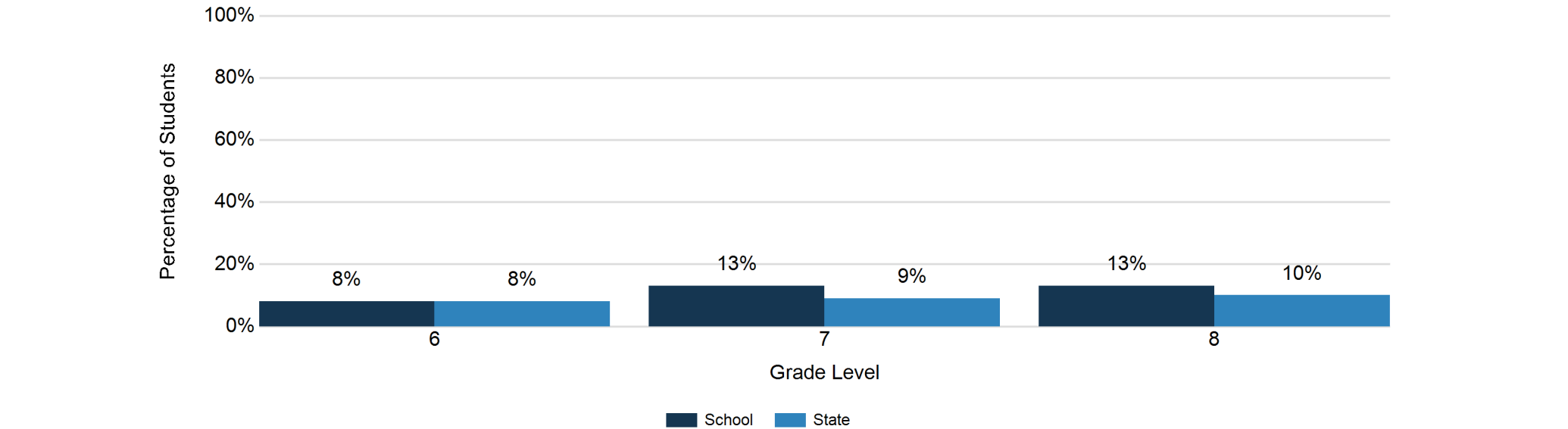
Toms River Intermediate School South
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	19
Weapons	3
Vandalism	5
Substances	1
Harassment, Intimidation, Bullying (HIB)	18
Total Unique Incidents	46
Incidents Per 100 Students Enrolled	4.14

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	2	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	16	16
No Identified Nature	27		27

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	2
Weapons	3
Vandalism	4
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Other Incidents Leading to Removal	1

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.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	109	9.8%
Any Suspension	110	9.9%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
440



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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. 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	7:45 AM
Typical End Time	2:10 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 38 Mins
Shared Time - Instructional Time	5 Hrs. 38 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, 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
2018-19	1.6:1



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Key terms for staff data:

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	92	118,214
Average years experience in public schools	13.8	12.1
Average years experience in district	12.1	10.8
Percentage of Teachers with 4 or more years experience in the district	88.0%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	71	9,530
Average years experience in public schools	21.7	16.0
Average years experience in district	17.1	12.0
Percentage of Administrators with 4 or more years experience in the district	90.1%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members 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.		
Ratio	School Ratio	District Ratio
Students to Teachers	12:1	13:1
Students to Administrators	278:1	216:1
Teachers to Administrators	23:1	17:1
Students to Librarians/Media Specialists		2550:1
Students to Nurses		567:1
Students to Counselors		403:1
Students to Child Study Team Members		392:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.3%	75.0%	50.0%	48.4%	77.1%	54.9%
Male	52.7%	25.0%	50.0%	51.6%	22.9%	45.1%
White	67.1%	98.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	20.8%	1.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	6.1%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	2.3%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.4%	0.0%	0.0%	2.1%	0.2%	0.2%



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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 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 this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.7%	90.5%
2017-18 Administrators: Same district 2018-19	94.4%	87.9%

Faculty Attendance

This table shows the percentage of days that 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
2018-19	96.8%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [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 2018-19 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.



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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 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.

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2022
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	Low Performing Student Group (ATSI)
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 Targeted Support and Improvement.



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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

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 represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	50.9%	51.3%	50.8%
Math Proficiency	28.7%	28.6%	26.5%
ELA Growth	46	44	48
Math Growth	38	35	43
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	11.2%	13.3%	11.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

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

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement– Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Met Standard	Met Standard	N	Not Met	No
White	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target†	Exceeds Standard	**	n/a	Not Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Not Met	Not Met	Met Standard	Not Met	n/a	Not Met	No
Economically Disadvantaged Students	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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



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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 the school or district directly.

 Highlights:	- Intermediate South staff and students piloted a modified block schedule to guage the impact of extended periods on learning. - South increased diagnostic testing of students in math and ELA to identify individual strenths and weaknesses of students through IREADY and ACHIEVE, and teachers use that data to drive instruction. - Graduating 8th graders participate in HS planning and counselors provide career awareness through classroom visits.
 Mission, Vision, Theme:	Toms River Intermediate South continues to strive to provide each student positive experiences filled with tremendous personal growth and development. The programs at Intermediate South offer many opportunities for our students to explore new things and to learn more about themselves and their unique talents and abilities. One unique aspect of Intermediate South is our new outdoor classroom. Research illustrates that it supports emotional, behavioral and intellectual development. Students that learn through outdoor activities show a decrease in anxiety and stress and an overall improvement in health. They establish a better connection with the real world and their own community. Students are also more motivated and cognitively engaged. The outdoor tables have been used for various lessons in all disciplines by teachers in our school.
 Awards, Recognition, Accomplishments:	Intermediate South students continue to receive numerous awards in athletics, math, geography, spelling and essay contests in groups and as individuals. Specifically our Girls' Track team won the division title this year including several individual overall champions. We also had an overall individual Boy's county champion. One of our Science students finished in first place at the Stockton University competition and competed at the "Deleware Valley Fair" recieving a special award for Women in Engeneering. Lastly, one of our students was selected as "All South Jersey Orchestra."



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 Courses, Curriculum, Instruction:	The language arts department plans instruction with a focus on the NJSLs. The curriculum includes independent read time. The math standards and practices by which our students are held prepares them for modern real world opportunities. Our science program is based on the NGSS and NJSLs, with emphasis on promoting deep understanding of scientific principles through hands-on learning. The Social Studies program focuses on world & US history, geography, economics & civics.
 Clubs and Activities:	Art Club, Band, Cheerleading, Band Front, Bowling, Drill Team, LEADERS, Lego Club, Environmental Club, Geography Club, History Club, Homework Club, Interact Club, Jazz Club, Jewelry Club, Kahoot Club, Math Challenge, Math Team, Newspaper, Photography Club, Science Club, School Play, Scrabble Club, Student Council, Technology Club, Weather Club, Yearbook



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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 the school or district directly.

 Before and After School Programs:	Intermediate South offers breakfast to its students before school. After school programs include our Buddy Club where our regular education students "buddy" with our special education students on a weekly basis, Mentor Program and Title 1 Family Homework Club Program.
 Staff and Professional Learning:	Intermediate South focused our teaching professional development on component 2a of the Danielson Model "Creating an Environment of Respect and Rapport". The goal is to increase student/teacher mutual respect, caring about students' lives beyond the classroom/school and to add messages throughout the classroom and school which promote repect/good character traits.



Toms River Intermediate School South
 (29-5190-061)
 Grades Offered: 06-08
 2018-2019

Report Key:
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 † This indicates a table specific note,see note below table

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 the school or district directly.

 Student Supports and Services:	Intermediate South utilizes an Intervention and Referral Services Committee(IRSC), Title 1 Family Homework Club, & Academic Activity classes where students use iReady & Achieve 3000.
 Student Health and Wellness:	Intermediate South students have Physical Education classes on a daily basis and health one quarter per year. Students have access to a fitness room equipped with weights, treadmills, and elliptical machines. In addition our Life Skills classes teach students about healthy cooking and eating choices.
 Parent and Community Involvement:	Parents have access to student grades and homework assignments via the GENESIS parent portal. Our Parent Teacher Organization plans many activities for our students to participate in throughout the year. The district wide Special Education Parent Teacher Association (SEPTA) also has events for students to participate in.



Toms River Intermediate School South
(29-5190-061)
Grades Offered: 06-08
2018-2019

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School Narrative

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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers The climate survey is from the NJ School Climate Survey: Middle-High School Students and the NJ School Climate Survey: School Staff. It is administered annually. The results are used to identify issues and areas of concern and to develop programs to enhance school climate.
 Facilities:	Intermediate South is the districts newest facility. It is a 14 year old building with air conditioning and Wi-Fi. We have a media center with tech labs, dedicated art, technology, cooking and sewing classrooms, a gymnasium, and cafetorium. The tech lab is being upgraded into a makerspace using grant and district funding, and was host to an after school girls coding program.
 School Safety:	Intermediate South is patrolled by a School Resource Officer daily. The main entrance has staff members who take turns being on duty throughout the school day and a remote locked door/video system that is opened only after checking identification of the visitor. Monthly fire and security drills are conducted following state procedures. Annual safety procedures are reviewed with all staff at the beginning of the school year and reviewed as needed. Intermediate South takes great pride in our positive working relationship with the local police department.



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School Narrative

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 Technology and STEM:	There are 25 chrome carts that are shared throughout the building. Recent upgrades to the WAN backbone enable high speed 1 Gb connections to all locations and 10 Gb between two data centers, with resiliency from potential outages. Firewalls have been upgraded to provide improved cybersecurity. All classrooms have improved WiFi access. Every staff and student has Google accounts. All schools participate in Computers Science Education Week, NJ Makers Day, NJ STEM Week and Digital Learning Day. Staff training is provided by a district Ed Tech Supervisor and building web developers. Tech courses focus on computer applications, problem solving, the use of media and the maker mindset. Opportunities have been expanded and enhanced through grants and foundations, with more than 2/3 of raised in the 18-19 school year going to STEAM initiatives. Computer Science courses are increasingly available at each School.



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School Narrative

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Other Information	The school day at Intermediate South for the 2018-2019 school year was a modified block schedule. The school day begins at 7:45am and ends at 2:20pm. The Safety Team meets three times per year. Review of HIB investigations, programs, education/ training and action plans are discussed. The group is made up of 6th, 7th and 8th grade teachers, community members, law enforcement and administration. Students are not required to wear a uniform however they do adhere to a dress code.



Walnut Street Elementary School
(29-5190-107)
Grades Offered: KG-05
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

**Walnut Street Elementary School**

(29-5190-107)

Grades Offered: KG-05

2018-2019

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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	Ocean
District	Toms River Regional School District
Principal Name	Mr. Richard Fastnacht
Address	60 WALNUT STREET TOMS RIVER, NJ 08753
Phone Number	732-505-5900
Email Address	rfastnacht@trschoools.com
Website	http://www.trschools.com/walnutst/
Twitter	https://twitter.com/TRWSWildcats



Walnut Street Elementary School

(29-5190-107)

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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	2016-17	2017-18	2018-19
KG	108	138	126
1	125	109	141
2	112	128	114
3	149	112	131
4	163	151	104
5	141	159	143
Total	798	797	759

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	44.6%	44.4%	45.8%
Male	55.4%	55.6%	54.2%
Economically Disadvantaged Students	49.6%	48.6%	52.7%
Students with Disabilities	18.2%	16.8%	19.1%
English Learners	6.1%	8.3%	9.0%
Homeless Students	1.3%	1.5%	1.6%
Students in Foster Care	0.6%	0.9%	0.8%
Military-Connected Students	0.0%	0.0%	0.0%
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	2016-17	2017-18	2018-19
White	43.1%	40.4%	39.5%
Hispanic	38.6%	40.4%	41.2%
Black or African American	8.9%	8.5%	8.0%
Asian	5.0%	5.9%	6.3%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.3%
American Indian or Alaska Native	0.1%	0.0%	0.0%
Two or More Races	4.0%	4.5%	4.6%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	108	138	126

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.

Home Language	% of Students
English	64.3%
Spanish	29.4%
Arabic	1.6%
Other Languages	4.7%



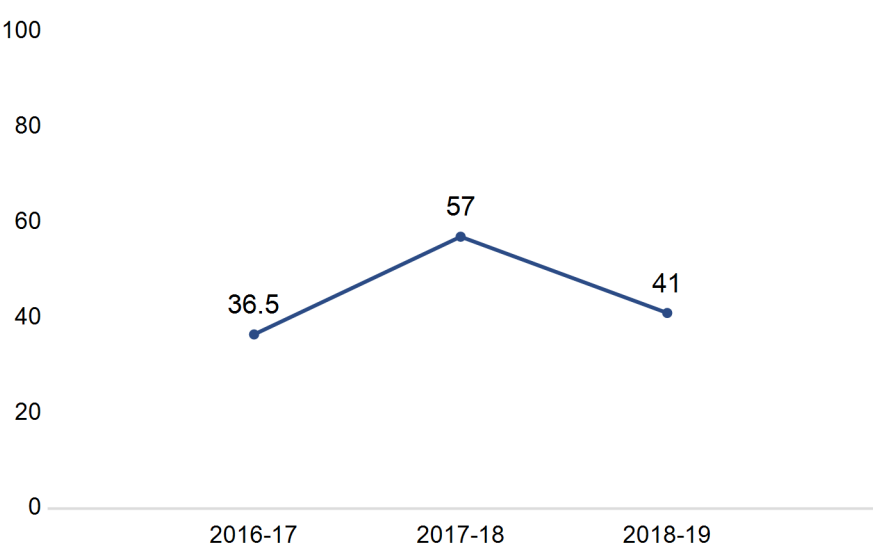
Walnut Street Elementary School
(29-5190-107)
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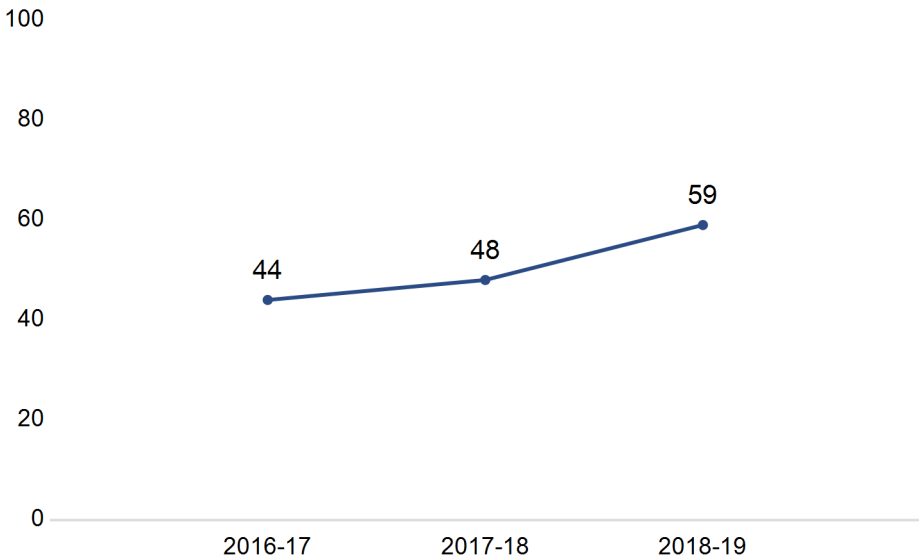
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures 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.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	36.5	57	41	44	48	59
Met Standard (40-59.5)?	Not Met	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each 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 that explains their progress compared to students who had the same test scores in previous years.

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) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

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	41	48	50	Met Standard	59	44	50	Met Standard
White	42	48	50	Met Standard	63	45	52	Exceeds Standard
Hispanic	40	45	49	Met Standard	53.5	42	47	Met Standard
Black or African American	41.5	45.5	45	**	45	40	43	**
Asian, Native Hawaiian, or Pacific Islander	35	53	59	**	58	57	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	48	43	49	**	61	44	52	**
Female	41	51	53	N	61	44	50	N
Male	41	44	47	N	57	45	51	N
Economically Disadvantaged Students	40.5	45	48	Met Standard	53	44	46	Met Standard
Students with Disabilities	46	40	43	Met Standard	63	41	45	Exceeds Standard
English Learners	36	39	52	Not Met	59	41	50	Met Standard
Homeless Students	*	44	43	N	*	45	44	N
Students in Foster Care	N	52	42	N	N	61.5	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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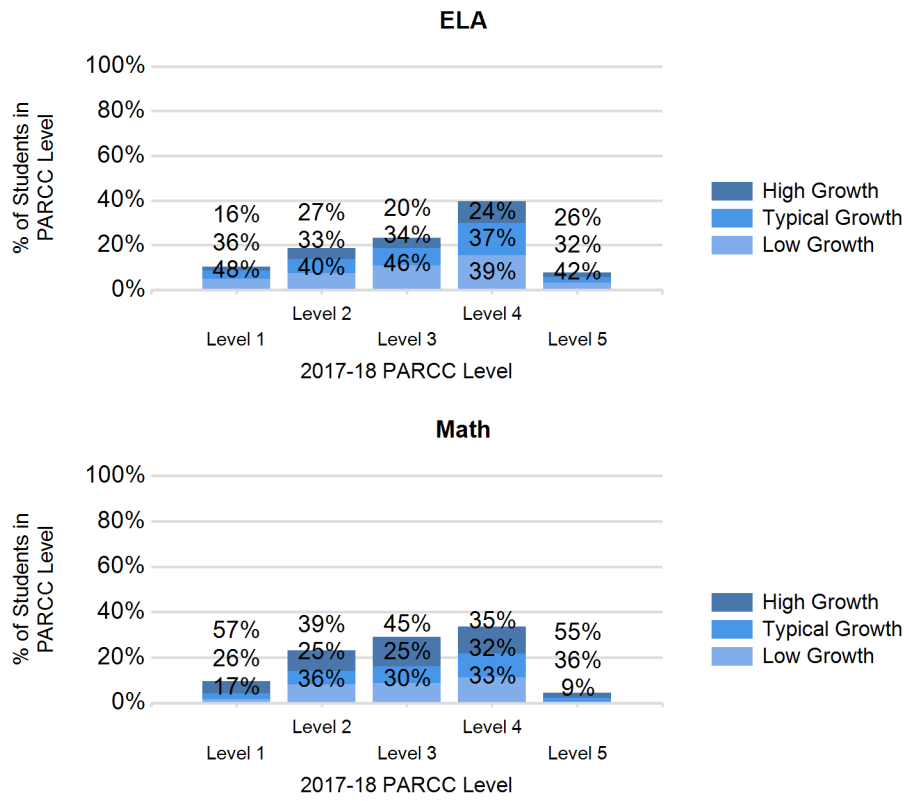
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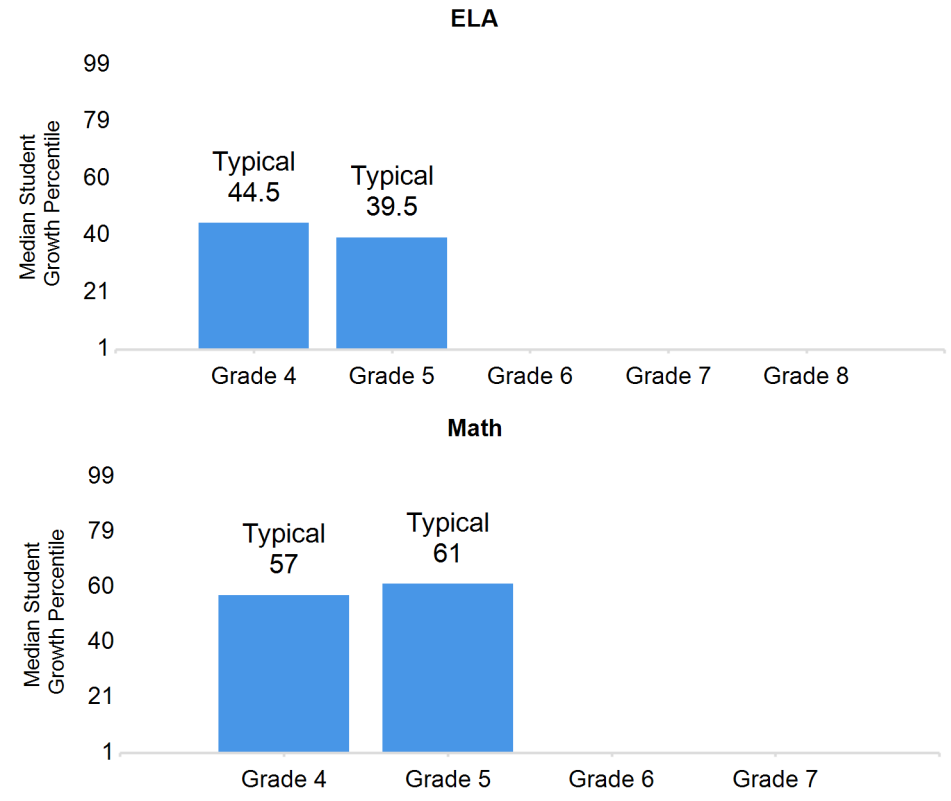
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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





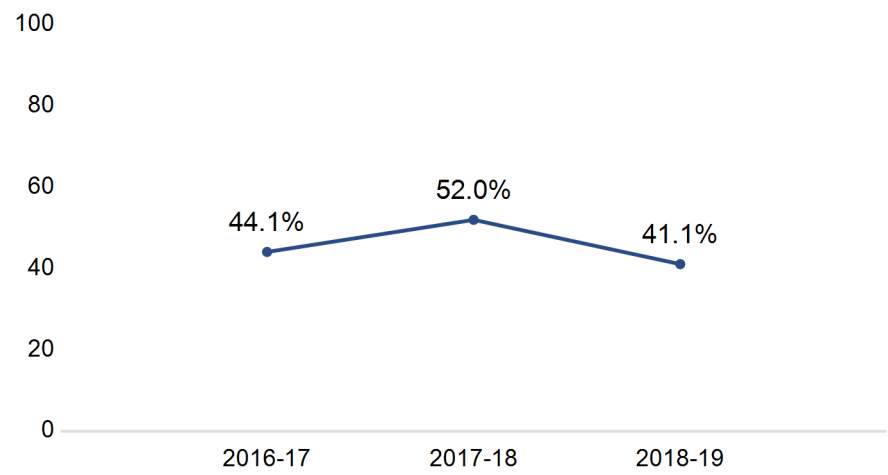
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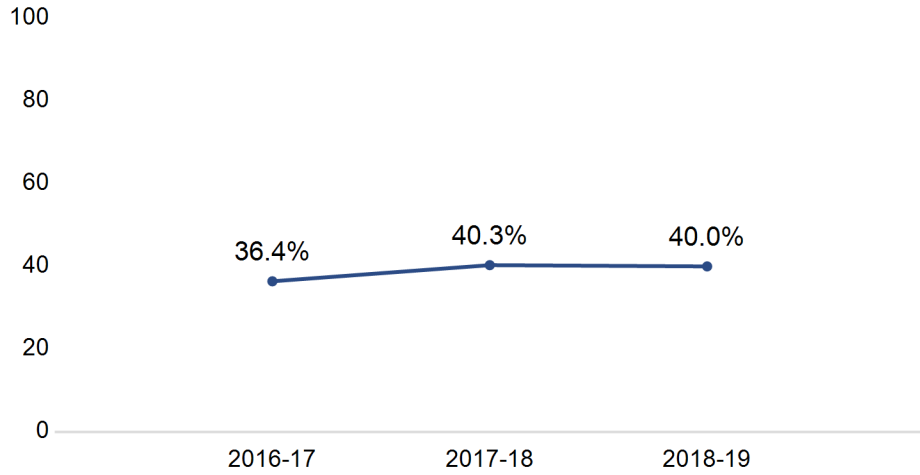
English Language Arts and Mathematics Performance Trends

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 statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that 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.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.4%	98.6%	99.7%	98.0%	98.4%	99.7%
Proficiency Rate for Federal Accountability	44.1%	52.0%	41.1%	36.4%	40.3%	40.0%
Annual Target	42.2%	44.2%	46.2%	43.3%	45.3%	47.2%
Met Annual Target?	Met Target	Met Target	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Walnut Street Elementary School

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that 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 2030. 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	377	99.7	41.1	54.8	57.9	41.1	46.2	Not Met
White	156	99.4	46.8	58.9	66.9	46.8	55.6	Not Met
Hispanic	152	100.0	31.6	40.0	43.9	31.6	33.2	Met Target†
Black or African American	21	100.0	38.1	36.8	38.5	38.1	34.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	28	100.0	60.7	77.5	82.9	60.7	72.3	Met Target†
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	20	100.0	45.0	*	64.4	45.0	N	N
Female	174	99.4	48.9	62.8	64.8	48.9		
Male	203	100.0	34.5	47.0	51.3	34.5		
Economically Disadvantaged Students	177	100.0	26.6	37.6	40.0	26.6	32.9	Not Met
Non-Economically Disadvantaged Students	200	99.5	54.0	61.4	67.9	54.0		
Students with Disabilities	78	98.8	20.5	17.7	22.7	20.5	27.2	Met Target†
Students without Disabilities	299	100.0	46.5	62.8	65.1	46.5		
English Learners	55	100.0	14.5	20.6	29.3	14.5	21.9	Met Target†
Non-English Learners	322	99.7	45.7	55.7	60.6	45.7		
Homeless Students	*	*	*	32.6	29.1	*		
Students In Foster Care	*	*	*	36.0	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

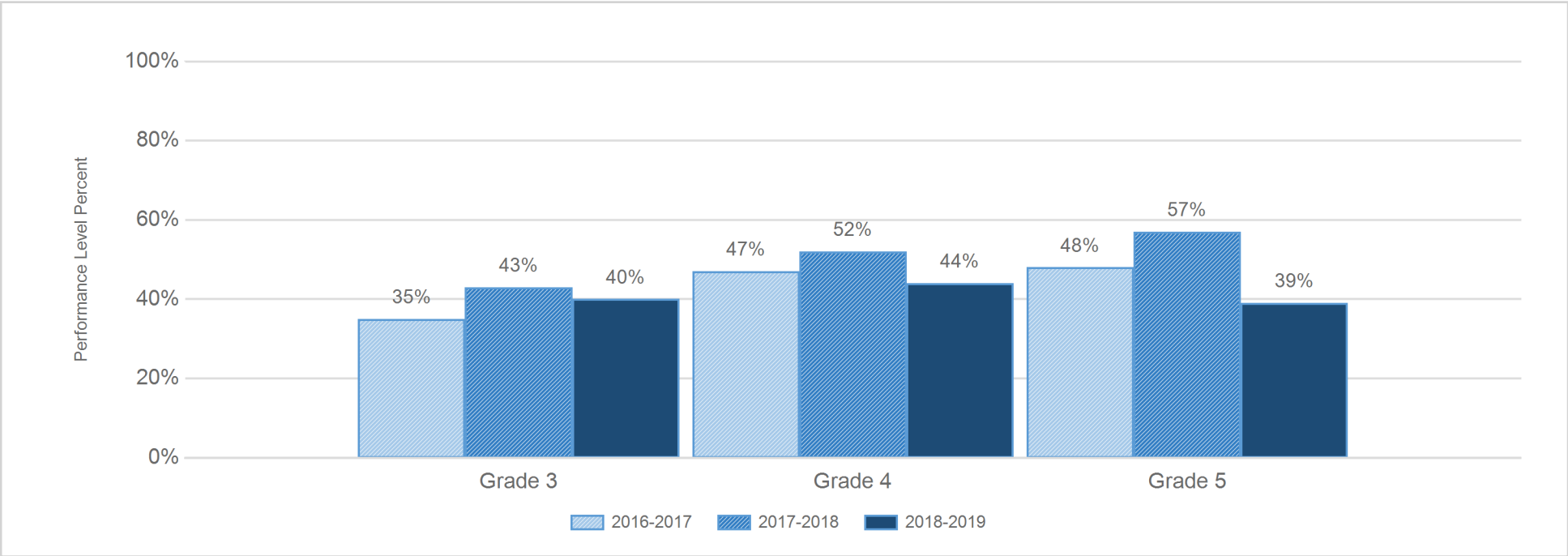


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2018-2019

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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 statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

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	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	129	738	744	748	19%	19%	21%	*	*	40%	50%
White	54	748	749	757	*	24%	20%	*	*	48%	60%
Hispanic	48	722	727	734	33%	*	*	*	*	25%	36%
Black or African American	12	729	723	731	*	*	*	*	*	33%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	737	756	*	*	*	*	*	*	58%
Female	61	740	749	753	21%	16%	18%	*	*	44%	55%
Male	68	736	738	743	18%	22%	24%	*	*	37%	46%
Economically Disadvantaged Students	60	722	727	731	*	20%	25%	*	*	22%	33%
Non-Economically Disadvantaged Students	69	752	751	759	*	19%	17%	*	*	57%	61%
Students with Disabilities	21	705	711	719	48%	*	*	*	*	14%	24%
Students without Disabilities	108	744	752	754	14%	*	*	*	*	45%	56%
English Learners	*	*	702	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	745	751	*	*	*	*	*	*	54%
Homeless Students	*	*	714	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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	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	101	745	752	755	10%	22%	25%	*	*	44%	57%
White	41	748	756	763	*	*	27%	*	*	46%	67%
Hispanic	41	736	737	743	*	27%	27%	*	*	34%	44%
Black or African American	*	*	736	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	738	762	*	*	*	*	*	*	64%
Female	47	753	757	760	*	*	*	*	*	62%	62%
Male	54	737	747	750	*	*	*	*	*	28%	53%
Economically Disadvantaged Students	50	739	*	740	*	*	28%	*	*	36%	40%
Non-Economically Disadvantaged Students	51	750	*	765	*	*	22%	*	*	51%	69%
Students with Disabilities	18	713	720	725	*	56%	*	*	*	11%	25%
Students without Disabilities	83	751	759	761	*	14%	*	*	*	51%	64%
English Learners	*	*	701	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	753	758	*	*	*	*	*	*	60%
Homeless Students	*	*	739	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Walnut Street Elementary School

(29-5190-107)

Grades Offered: KG-05

2018-2019

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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	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	145	742	750	756	10%	19%	32%	*	*	39%	58%
White	56	745	753	764	*	*	29%	*	*	46%	68%
Hispanic	64	737	741	743	*	*	36%	33%	0%	33%	44%
Black or African American	*	*	734	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	14	762	762	781	*	*	*	*	*	50%	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	69	746	754	761	*	17%	30%	*	*	42%	64%
Male	76	738	746	750	*	20%	33%	*	*	37%	52%
Economically Disadvantaged Students	67	729	737	740	*	*	34%	*	*	22%	39%
Non-Economically Disadvantaged Students	78	754	757	766	*	*	29%	*	*	54%	69%
Students with Disabilities	29	720	*	724	*	*	*	*	*	17%	23%
Students without Disabilities	116	748	*	762	*	*	*	*	*	45%	65%
English Learners	*	*	709	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	751	758	*	*	*	*	*	*	60%
Homeless Students	*	*	732	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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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 assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that 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 2030. 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	380	99.7	40.0	37.4	44.5	40.0	47.2	Not Met
White	157	99.4	45.9	40.8	54.1	45.9	57.7	Not Met
Hispanic	152	100.0	30.9	24.2	28.8	30.9	33.2	Met Target†
Black or African American	21	100.0	33.3	18.1	23.0	33.3	31.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	30	100.0	60.0	67.5	76.5	60.0	59.4	Met Target
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	20	100.0	40.0	*	53.3	40.0	N	N
Female	174	99.4	39.7	38.2	44.9	39.7		
Male	206	100.0	40.3	36.6	44.2	40.3		
Economically Disadvantaged Students	180	100.0	27.8	23.5	26.3	27.8	33.2	Met Target†
Non-Economically Disadvantaged Students	200	99.5	51.0	42.8	54.9	51.0		
Students with Disabilities	78	98.8	17.9	11.6	17.4	17.9	30.8	Not Met
Students without Disabilities	302	100.0	45.7	42.9	50.0	45.7		
English Learners	58	100.0	22.4	21.3	25.0	22.4	25.1	Met Target†
Non-English Learners	322	99.7	43.2	37.9	46.5	43.2		
Homeless Students	*	*	*	24.8	17.1	*		
Students In Foster Care	*	*	*	12.0	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

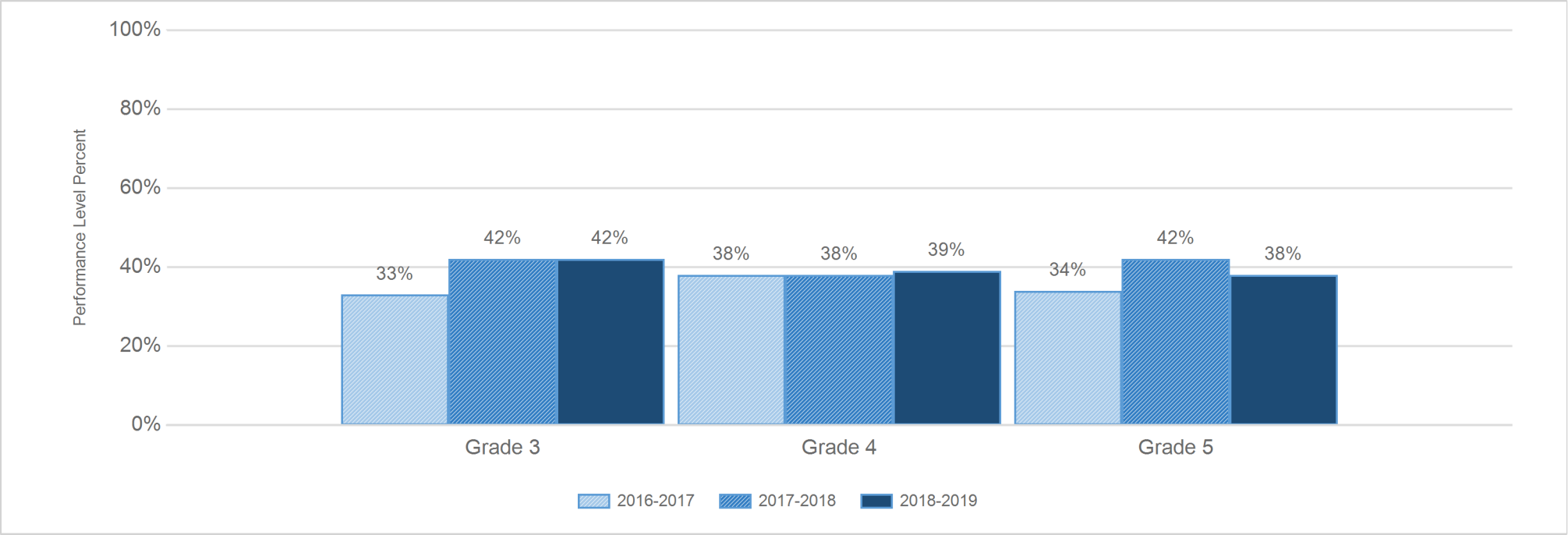


Walnut Street Elementary School
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2018-2019

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

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	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	130	741	746	752	9%	22%	28%	33%	8%	42%	55%
White	54	750	749	760	*	*	30%	*	*	54%	66%
Hispanic	48	730	733	739	*	29%	33%	*	*	25%	40%
Black or African American	12	729	726	735	*	*	*	*	*	33%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	743	758	*	*	*	*	*	*	62%
Female	61	739	746	751	*	21%	36%	*	*	34%	54%
Male	69	742	745	752	*	22%	20%	*	*	48%	56%
Economically Disadvantaged Students	61	728	733	737	*	*	26%	*	*	28%	37%
Non-Economically Disadvantaged Students	69	752	751	761	*	*	29%	*	*	54%	67%
Students with Disabilities	21	716	722	731	*	*	*	*	*	*	31%
Students without Disabilities	109	746	751	756	*	*	*	*	*	*	60%
English Learners	*	*	724	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	746	754	*	*	*	*	*	*	58%
Homeless Students	*	*	727	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Walnut Street Elementary School

(29-5190-107)

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Mathematics Assessment - Performance by Grade: Grade 4

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	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	103	741	744	749	12%	20%	29%	*	*	39%	51%
White	42	747	748	757	*	*	43%	*	*	40%	62%
Hispanic	41	733	732	737	*	32%	24%	*	*	29%	36%
Black or African American	*	*	725	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	47	748	744	749	*	*	28%	*	*	49%	50%
Male	56	735	745	749	*	*	30%	*	*	30%	52%
Economically Disadvantaged Students	52	734	*	734	*	*	33%	*	*	29%	32%
Non-Economically Disadvantaged Students	51	747	*	759	*	*	25%	*	*	49%	63%
Students with Disabilities	18	711	717	726	*	*	*	*	*	*	25%
Students without Disabilities	85	747	750	754	*	*	*	*	*	*	56%
English Learners	*	*	717	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	745	751	*	*	*	*	*	*	54%
Homeless Students	*	*	731	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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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	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	145	740	745	747	8%	26%	29%	*	*	38%	47%
White	56	743	748	755	*	18%	36%	*	*	43%	58%
Hispanic	64	735	735	735	*	33%	23%	*	*	34%	30%
Black or African American	*	*	723	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	14	759	763	775	*	*	*	*	*	50%	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	69	740	743	747	*	28%	32%	*	*	35%	47%
Male	76	739	746	747	*	24%	26%	*	*	41%	47%
Economically Disadvantaged Students	67	728	733	732	*	39%	24%	*	*	24%	27%
Non-Economically Disadvantaged Students	78	749	750	757	*	14%	33%	*	*	50%	59%
Students with Disabilities	29	728	*	725	*	41%	*	*	*	21%	19%
Students without Disabilities	116	743	*	752	*	22%	*	*	*	42%	52%
English Learners	*	*	715	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	745	749	*	*	*	*	*	*	49%
Homeless Students	*	*	724	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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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 different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*

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	2018-19 Target	Met Target?
Schoolwide/English Learners	74.4%	56.6%	Exceeds

† Target was met within one standard deviation

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 and 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
0-2	46	84.8%	15.2%
3-4	19	*	*
5 or more	N	N	N



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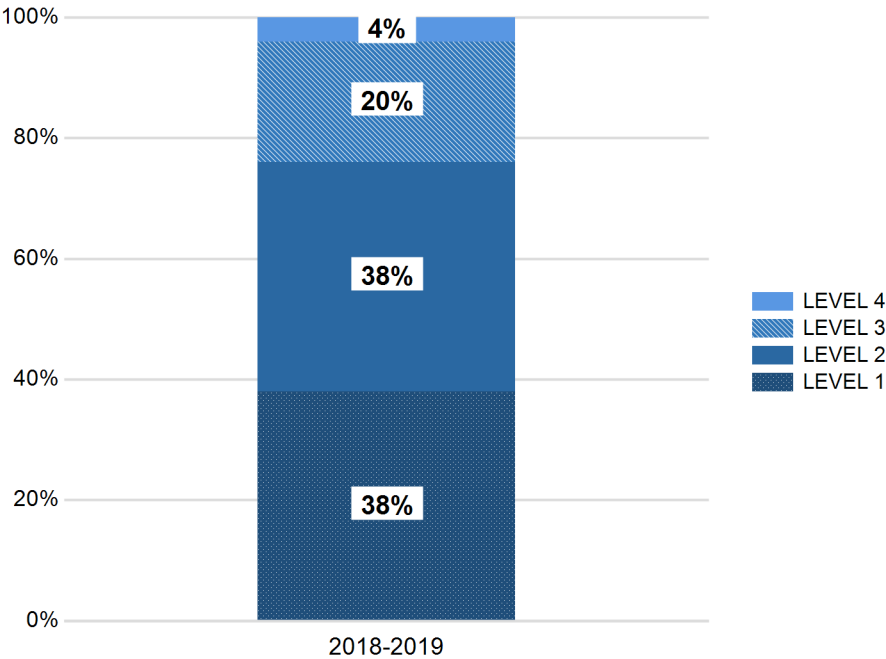
2018-2019

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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 will 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 this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	38	38	20	4
White	29	41	25	5
Hispanic	46	40	12	2
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	23	15	46	15
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	39	39	19	3
Male	36	37	21	5
Economically Disadvantaged Students	58	30	12	0
Non-Economically Disadvantaged Students	21	45	27	8
Students with Disabilities	61	21	18	0
Students without Disabilities	32	42	21	5
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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.

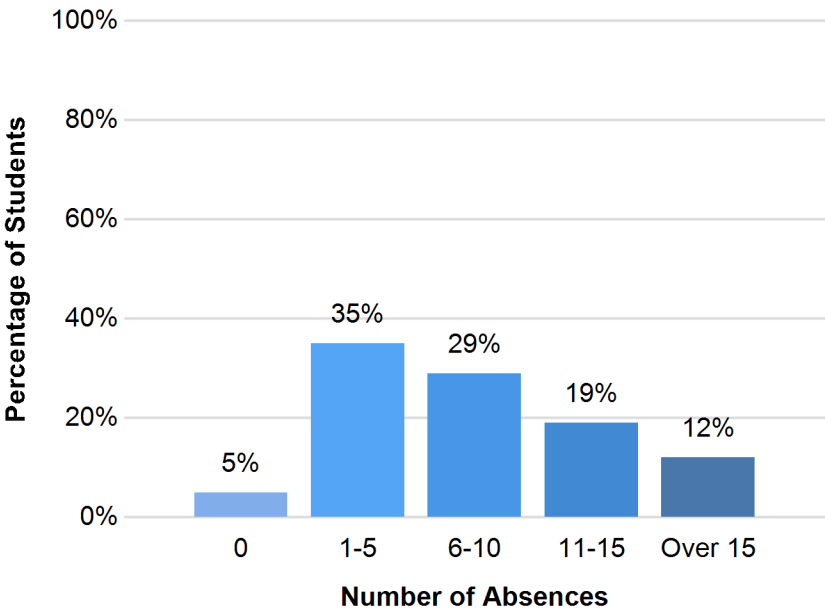
Chronic Absenteeism

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 last two columns show the chronic absenteeism state average for students in the grades offered and 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	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	50	6.4	8.9	Met
White	27	8.5	8.9	Met
Hispanic	9	2.9	8.9	Met
Black or African American	10	16.4	8.9	Not Met
Asian, Native Hawaiian, or Pacific	0	0	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	4	11.4	8.9	Not Met
Female	16	4.5		
Male	34	8.0		
Economically Disadvantaged Students	37	9.2	8.9	Not Met
Students with Disabilities	22	13.3	8.9	Not Met
English Learners	2	3.0	8.9	Met
Homeless Students	8	61.5		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





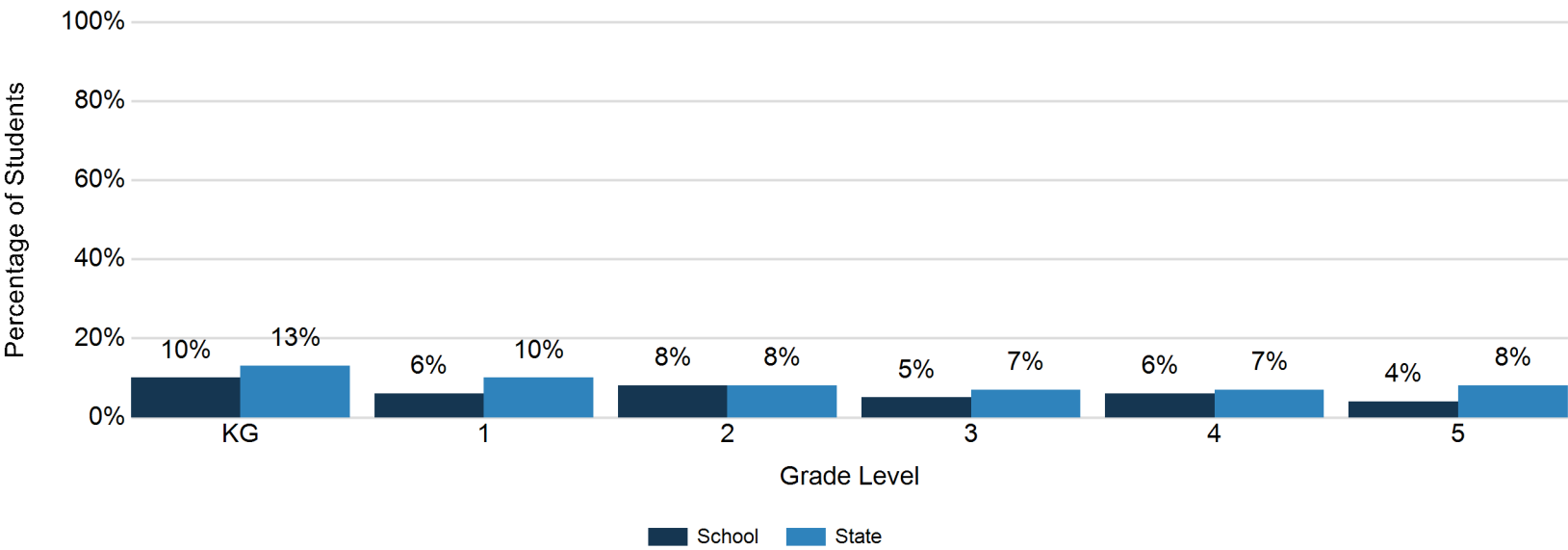
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

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	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	4		4

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

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.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
*



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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. 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	8:40 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, 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
2018-19	1.0:1



Walnut Street Elementary School
(29-5190-107)
Grades Offered: KG-05
2018-2019

Report Key:
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Key terms for staff data:

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	62	118,214
Average years experience in public schools	12.8	12.1
Average years experience in district	11.9	10.8
Percentage of Teachers with 4 or more years experience in the district	77.4%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	71	9,530
Average years experience in public schools	21.7	16.0
Average years experience in district	17.1	12.0
Percentage of Administrators with 4 or more years experience in the district	90.1%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members 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.		
Ratio	School Ratio	District Ratio
Students to Teachers	12:1	13:1
Students to Administrators	380:1	216:1
Teachers to Administrators	31:1	17:1
Students to Librarians/Media Specialists		2550:1
Students to Nurses		567:1
Students to Counselors		403:1
Students to Child Study Team Members		392:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	45.8%	85.5%	50.0%	48.4%	77.1%	54.9%
Male	54.2%	14.5%	50.0%	51.6%	22.9%	45.1%
White	39.5%	95.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	41.2%	1.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	8.0%	1.6%	0.0%	15.0%	6.6%	13.9%
Asian	6.3%	1.6%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.6%	0.0%	0.0%	2.1%	0.2%	0.2%



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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 category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

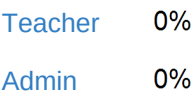
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.7%	90.5%
2017-18 Administrators: Same district 2018-19	94.4%	87.9%

Faculty Attendance

This table shows the percentage of days that 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
2018-19	96.8%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [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 2018-19 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.



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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 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.

Status for 2020-21 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, Native Hawaiian, or Pacific Islander	
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 Targeted Support and Improvement.



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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

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 represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	44.1%	52.0%	41.1%
Math Proficiency	36.4%	40.3%	40.0%
ELA Growth	36	57	41
Math Growth	44	48	59
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		55.3%	74.4%
Chronic Absenteeism	8.4%	6.8%	6.4%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Annually, NJDOE will identify schools in the following federal category:
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For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement– Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Met Standard	Met Standard	Exceeds Target	Met	No
White	Not Met	Not Met	Met Standard	Exceeds Standard	n/a	Met	No
Hispanic	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Black or African American	Met Target	Met Target	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target†	Met Target	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	N	N	**	**	n/a	Not Met	No
Economically Disadvantaged Students	Not Met	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	Met Standard	Exceeds Standard	n/a	Not Met	No
English Learners	Met Target†	Met Target†	Not Met	Met Standard	Met Standard	Met	No

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



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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 the school or district directly.

 Highlights:	- The NJDOE has recognized Walnut Street Elementary as a Showcase PBSIS School. This program is implemented as a means to promote positive behaviors among our entire student body. - Instruction aligned with the NJSLS; Common Instructional Frameworks are used to enhance levels of engagement and provide appropriate differentiation to meet the needs of all learners. - Walnut Street Elementary celebrates its diversity while providing Culturally Responsive Instruction using Sheltered English Strategies and infusing art and music into daily instruction.
 Mission, Vision, Theme:	Our school community will embrace our diversity while empowering ALL students to be successful in a safe learning environment. Roar with Pride! Respectful, Responsible, Safe
 Awards, Recognition, Accomplishments:	Walnut Street Elementary has been recognized as a NJ PBSIS Showcase School. "Wildcats roar with pride when they are respectful, responsible and safe! Walnut Street Elementary is considered to be 'Future Ready' receiving the Bronze award from the New Jersey Institutue of Technology. Furthermore, Walnut Street Elementary has attained several grants. These include a grant throught the United Way that supports our Visiting



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Courses, Curriculum, Instruction:	NJSLS aligned curriculum and instruction. A strong emphasis is placed on using the Gradual Release Instructional Model to help staff meet the many needs of our students. This framework for instruction allows our teachers to meet the many needs of our learners in English Language Arts. Teachers routinely assess students and provide targeted instruction through one to one conferencing, guided reading, and small group instruction. The addition of Ready Math has been a tremendous support in helping our teachers meet the rigors of the NJ Students Learning Standards for Mathematics. Furthermore, the iReady component allows for a diagnostic assessment to be provided in mathematics and students receiving an individualized educational math plan. Currently, Advanced Math is provided to our highest achieving grade five students, which provides a track for the completion of Algebra and Geometry at the middle level.
Clubs and Activities:	Walnut Street Elementary School values the arts. Each year, the Wildcat Players sponsor and produce a school play. This past year, a cast of 80 students successfully performed the play, "The Rockin Tale of Snow White" In addition, students in grades four and five have the opportunity to perform in band, orchestra and chorus concerts. Safety Patrol and School Ambassadors are offered to fifth-grade students that express interest in leadership. Through a grant, Big Brothers Big Sisters is offered to fourth and fifth-grade students. An Extended Day program is offered to students in grades 1 through 5 with emphasis on English Language Arts while building necessary Science and Social Studies content knowledge. Lastly, Walnut Street Elementary values their community partnerships that allow for a Homework Club to be offered students in grades 2-5.



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 Before and After School Programs:	Walnut Street Elementary is fortunate to continue to receive a grant from NJ Natural Gas sponsoring the Big Brothers Big Sisters program. Big Brothers Big Sisters of Ocean County provides after-school mentoring for students in Toms River. Students in grades four and five are involved in the program and are matched with a 'Big.' The 'Big' supports our 'Littles' in making positive choices to avoid risky behaviors, improve academic success, build self-confidence, and improve social skills. A partnership with local community members has been created to implement the Walnut Street Homework Club. Students in grades two through five are selected by classroom teachers to participate. Furthermore, students attend Garden Club, The School Play, and Chorus rehearsal before and after school. Walnut Street is fortunate to have staff and community partners to offer these amazing programs throughout the year!
 Staff and Professional Learning:	The Walnut Street Elementary faculty firmly believe that the most promising strategy for sustained, substantive school improvement is developing the ability of school personnel to function as a professional learning community. This school year, our staff has placed a focus on collaboration and regularly have opportunities to meet with colleagues to discuss planning, student learning data, and strategies to meet the individual needs of all learners. Furthermore, Walnut Street Elementary has committed to be a part of the Connected Action Roadmap Pilot Program. CAR is endorsed by the NJ DOE and the Partnership for Collaborative Professional Learning. The program will continue to focus on strengthening the capacity of educators in New Jersey schools to work effectively in Professional Learning Communities.



Walnut Street Elementary School

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Student Supports and Services:

Walnut Street Elementary offers ESL Instruction with FABRIC trained teachers to support English Language Learners. Students with disabilities (K-5) are provided a continuum of programs and related services based on individual needs.



Student Health and Wellness:

All students at Walnut Street Elementary participate in the "Breakfast in the Classroom" program that is offered free of charge to all of our families. Students participate in Physical Education once per week and receive Health instruction daily. The Health curriculum in grades four and five includes a drug prevention program that addresses self-esteem, feelings, communication, decision making skills, drugs and alcohol, and healthy habits. In addition, the staff of Walnut Street Elementary have begun to incorporate Responsive Classroom strategies and routinely meet as class to communicate and discuss concerns that arise in the course of a school day. Lastly, Walnut Street Elementary has been recognized as a 'Showcase' PBSIS school and emphasizes the importance of students' emotional well being. Wildcats roar with pride when they are respectful, responsible and safe!



Parent and Community Involvement:

Walnut Street Elementary School believes that involvement of families is crucial to the academic success and general wellbeing of all students. Our school is committed to working with families of our students to foster a high regard for education by building self-confidence, striving for success, and being active and productive members of our community. Our Parent Teacher Organization is an active partner in this mission. Our PTO meets monthly to discuss a variety of topics and to celebrate the success of our students.



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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers A school climate survey is completed annually for the students and staff of Walnut Street Elementary School. The survey measures the following domains of the school: Physical environment, teaching and learning, morale in the school community, student relationships, parental support, safety, and the emotional environment. The results of this survey are reviewed and discussed with school committees such as the Positive Behavior Supports in Schools Committee, The School Climate Committee, and the School Improvement Panel.
 Facilities:	Walnut Street Elementary School was constructed in 1964. The site is also home to one of the elementary schools with a turf field which affords many various groups to utilize the site for their activities. This facility will benefit greatly with the passing of the referendum as new windows and full air conditioning of the building are scheduled.
 School Safety:	Our office, along with our school security, including our Class III School Resource Officer provide a safe environment for students and staff. The main entrance has a remote locked door/video system that is opened only after checking the identification of the visitor. Upgraded security cameras have been added to the interior and exterior of the building. Monthly fire and security drills are conducted following state procedures. Annual safety procedures are reviewed with all staff at the beginning of the school year and reviewed as needed. Walnut Street Elementary takes great pride in our positive working relationship with the local police department, who meets with staff and students on a regular basis to educate all on current safety concerns.



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 Technology and STEM:	Recent upgrades to the WAN backbone enable high speed 1 Gb connections to all locations and 10 Gb between two data centers, with resiliency from potential outages. Firewalls have been upgraded to provide improved cybersecurity. Walnut now has almost 470 shared computing devices. All classrooms have improved WiFi access. Every staff and student has Google accounts. All schools participate in Computers Science Education Week, NJ Makers Day, NJ STEM Week and Digital Learning Day. Staff training is provided by a district Ed Tech Supervisor and building web developers. Tech courses focus on computer applications, problem solving, the use of media and the maker mindset. Opportunities have been expanded and enhanced through grants and foundations, with more than 2/3 of raised in the 18-19 school year going to STEAM initiatives.



Washington Street Elementary School
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2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

**Washington Street Elementary School**

(29-5190-110)

Grades Offered: KG-05

2018-2019

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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	Ocean
District	Toms River Regional School District
Principal Name	Mr. Jeffrey Ryan
Address	500 WEST EARL COURT TOMS RIVER, NJ 08753
Phone Number	732-505-5910
Email Address	jryan@trschoools.com
Website	http://www.trschools.com/washingtonst/



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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	2016-17	2017-18	2018-19
KG	63	58	45
1	72	61	58
2	69	76	60
3	64	71	72
4	72	65	73
5	72	73	67
Total	412	404	375

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	51.0%	50.2%	49.9%
Male	49.0%	49.8%	50.1%
Economically Disadvantaged Students	31.8%	28.0%	31.2%
Students with Disabilities	10.4%	11.4%	15.2%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.2%	2.5%	1.6%
Students in Foster Care	0.2%	0.2%	0.5%
Military-Connected Students	0.0%	0.0%	0.0%
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	2016-17	2017-18	2018-19
White	79.9%	81.4%	76.3%
Hispanic	11.9%	11.4%	13.6%
Black or African American	3.4%	3.0%	3.7%
Asian	1.0%	1.0%	1.6%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	3.6%	3.2%	4.8%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	63	58	45

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.

Home Language	% of Students
English	92.8%
Spanish	5.3%
Other Languages	1.9%



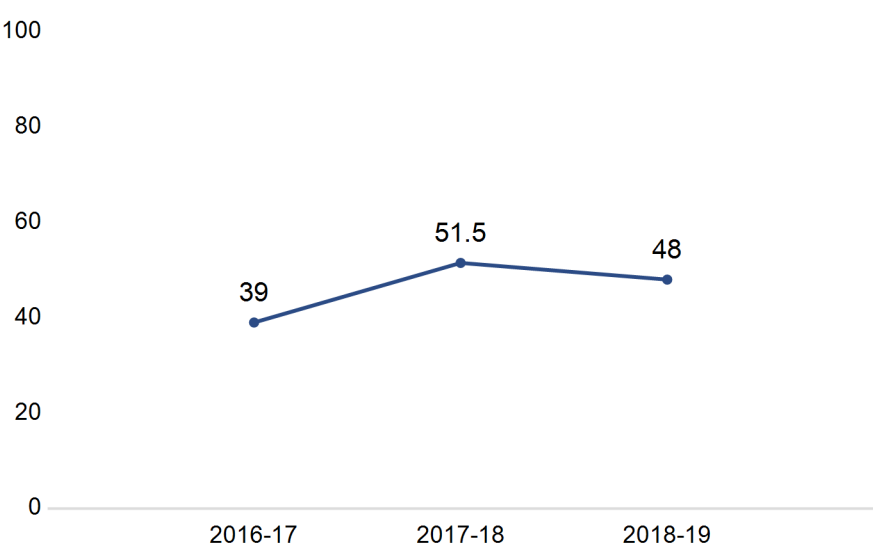
Washington Street Elementary School
(29-5190-110)
Grades Offered: KG-05
2018-2019

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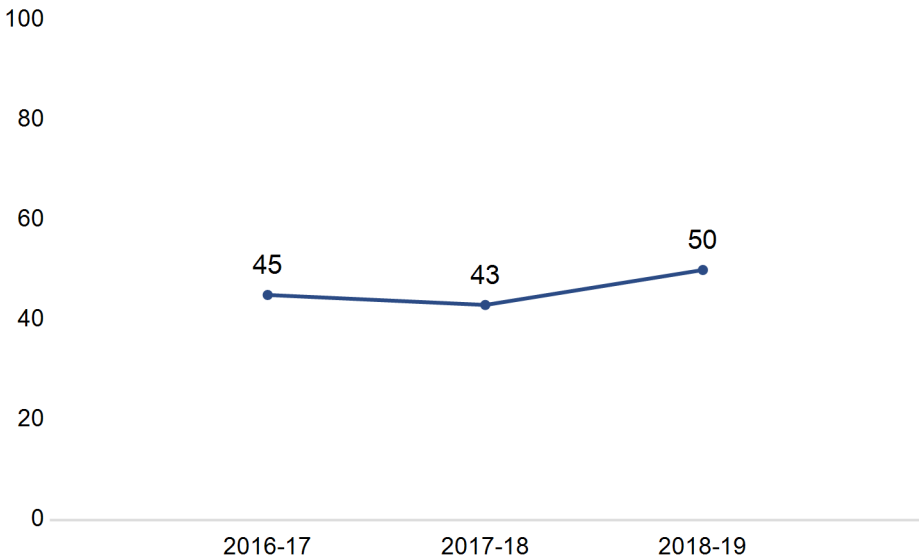
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures 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.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	39	51.5	48	45	43	50
Met Standard (40-59.5)?	Not Met	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each 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 that explains their progress compared to students who had the same test scores in previous years.

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) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

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	48	48	50	Met Standard	50	44	50	Met Standard
White	50	48	50	Met Standard	48	45	52	Met Standard
Hispanic	41.5	45	49	Met Standard	49.5	42	47	Met Standard
Black or African American	*	45.5	45	**	*	40	43	**
Asian, Native Hawaiian, or Pacific Islander	*	53	59	**	*	57	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	43	49	**	*	44	52	**
Female	52	51	53	N	49.5	44	50	N
Male	32.5	44	47	N	51.5	45	51	N
Economically Disadvantaged Students	47	45	48	Met Standard	43	44	46	Met Standard
Students with Disabilities	47	40	43	Met Standard	50	41	45	Met Standard
English Learners	*	39	52	**	*	41	50	**
Homeless Students	*	44	43	N	*	45	44	N
Students in Foster Care	*	52	42	N	*	61.5	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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Student growth is a measure of how much students are learning each year. Each 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 that explains their progress compared to students who had the same test scores in previous years.

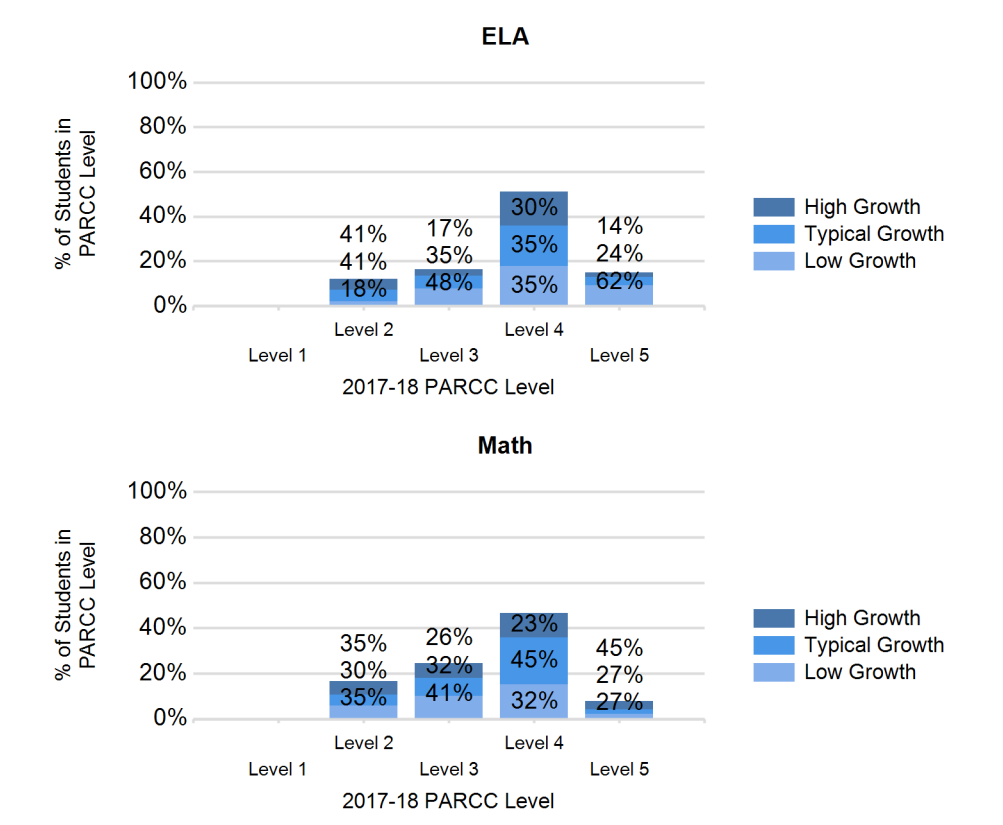
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

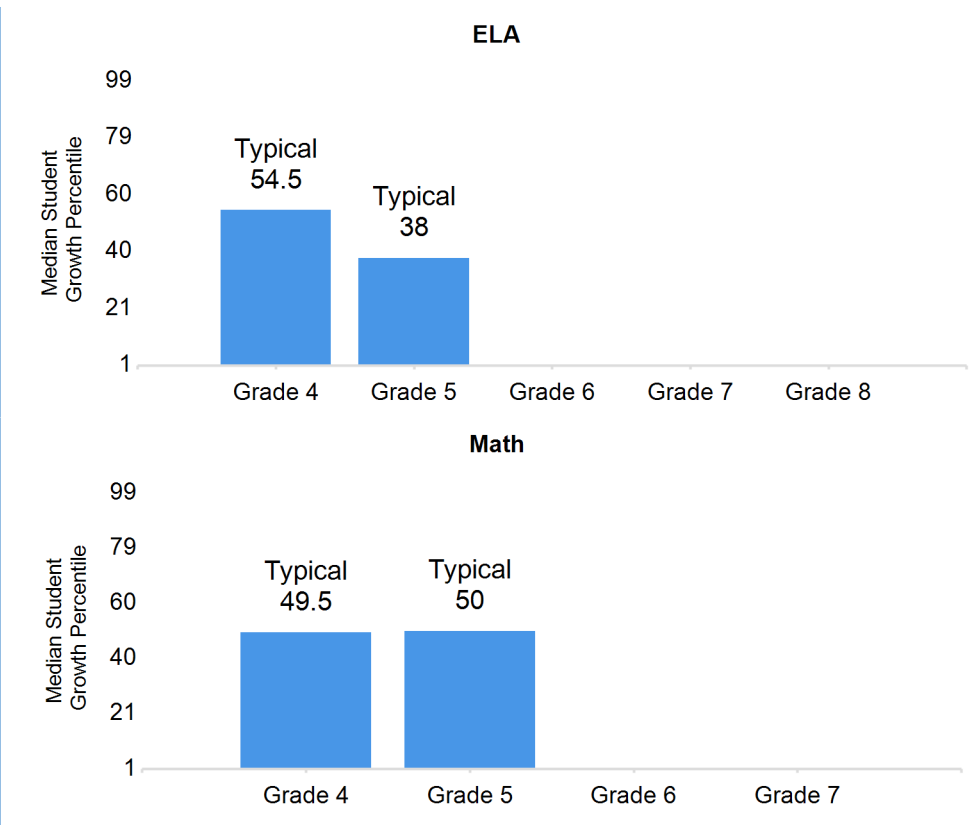
Student Growth by Performance Level

Student Growth by Grade

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



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



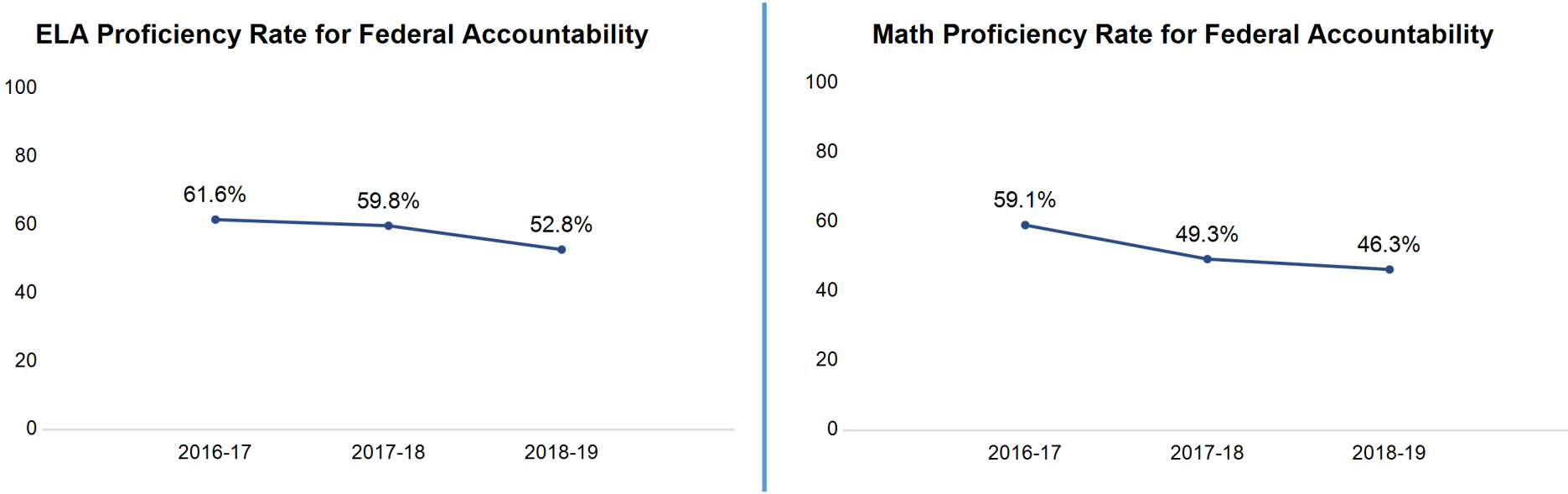


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English Language Arts and Mathematics Performance Trends

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 statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that 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.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.7%	99.6%	99.5%	97.3%	99.6%	99.5%
Proficiency Rate for Federal Accountability	61.6%	59.8%	52.8%	59.1%	49.3%	46.3%
Annual Target	52.5%	53.9%	55.3%	54.5%	55.9%	57.2%
Met Annual Target?	Met Target	Met Target	Met Target†	Met Target	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment. This table shows both the percentage of students that 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 2030. 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	214	99.5	52.8	54.8	57.9	52.8	55.3	Met Target†
White	163	99.4	55.8	58.9	66.9	55.8	56.2	Met Target†
Hispanic	29	100.0	34.5	40.0	43.9	34.5	52.5	Not Met
Black or African American	*	*	*	36.8	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	77.5	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	12	100.0	33.3	*	64.4	33.3	**	**
Female	112	100.0	64.3	62.8	64.8	64.3		
Male	102	99.0	40.2	47.0	51.3	40.2		
Economically Disadvantaged Students	64	100.0	45.3	37.6	40.0	45.3	46.6	Met Target†
Non-Economically Disadvantaged Students	150	99.3	56.0	61.4	67.9	56.0		
Students with Disabilities	38	100.0	21.1	17.7	22.7	21.1	18.6	Met Target
Students without Disabilities	176	99.4	59.7	62.8	65.1	59.7		
English Learners	*	*	*	20.6	29.3	*	**	**
Non-English Learners	*	*	*	55.7	60.6	*		
Homeless Students	*	*	*	32.6	29.1	*		
Students In Foster Care	*	*	*	36.0	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

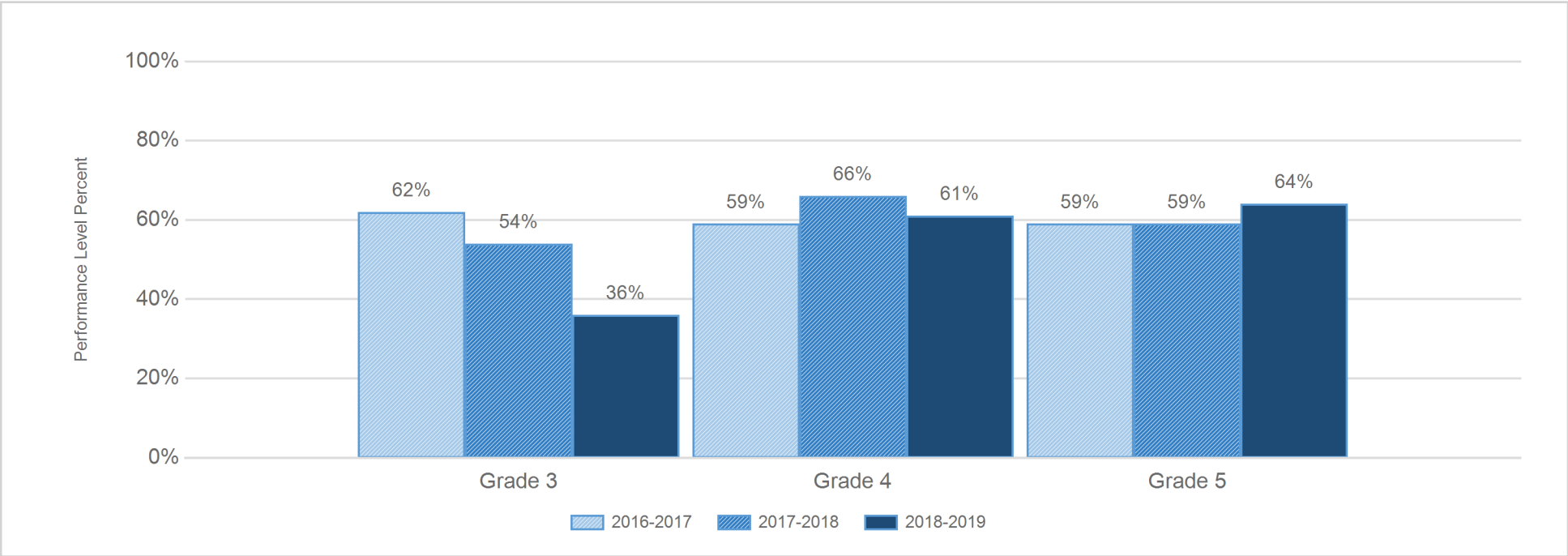


Washington Street Elementary School
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

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	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	73	742	744	748	*	21%	34%	*	*	36%	50%
White	55	744	749	757	*	*	38%	*	*	38%	60%
Hispanic	*	*	727	734	*	*	*	*	*	*	36%
Black or African American	*	*	723	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	769	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	737	756	*	*	*	*	*	*	58%
Female	31	752	749	753	*	*	*	*	*	48%	55%
Male	42	734	738	743	*	*	*	*	*	26%	46%
Economically Disadvantaged Students	21	735	727	731	*	*	*	*	*	24%	33%
Non-Economically Disadvantaged Students	52	744	751	759	*	*	*	*	*	40%	61%
Students with Disabilities	15	723	711	719	*	*	*	*	*	13%	24%
Students without Disabilities	58	746	752	754	*	*	*	*	*	41%	56%
English Learners	N	N	702	713	N	N	N	N	N	N	17%
Non-English Learners	73	742	745	751	*	21%	34%	*	*	36%	54%
Homeless Students	*	*	714	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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	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	74	762	752	755	*	*	22%	36%	24%	61%	57%
White	55	766	756	763	0%	*	*	36%	27%	64%	67%
Hispanic	12	743	737	743	*	*	*	*	*	42%	44%
Black or African American	*	*	736	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	738	762	*	*	*	*	*	*	64%
Female	40	766	757	760	*	*	*	*	*	68%	62%
Male	34	757	747	750	*	*	*	*	*	53%	53%
Economically Disadvantaged Students	23	759	*	740	*	*	*	*	*	61%	40%
Non-Economically Disadvantaged Students	51	763	*	765	*	*	*	*	*	61%	69%
Students with Disabilities	13	722	720	725	*	*	*	*	*	15%	25%
Students without Disabilities	61	770	759	761	*	*	*	*	*	70%	64%
English Learners	N	N	701	720	N	N	N	N	N	N	17%
Non-English Learners	74	762	753	758	*	*	22%	36%	24%	61%	60%
Homeless Students	*	*	739	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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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	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	67	759	750	756	*	*	27%	*	*	64%	58%
White	52	763	753	764	*	*	23%	*	*	69%	68%
Hispanic	*	*	741	743	*	*	*	*	*	*	44%
Black or African American	*	*	734	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	762	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	40	765	754	761	*	*	*	*	*	75%	64%
Male	27	751	746	750	*	*	*	*	*	48%	52%
Economically Disadvantaged Students	22	752	737	740	*	*	*	*	*	50%	39%
Non-Economically Disadvantaged Students	45	763	757	766	*	*	*	*	*	71%	69%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	65%
English Learners	N	N	709	713	N	N	N	N	N	N	11%
Non-English Learners	67	759	751	758	*	*	27%	*	*	64%	60%
Homeless Students	*	*	732	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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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 assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that 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 2030. 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	214	99.5	46.3	37.4	44.5	46.3	57.2	Not Met
White	163	99.4	49.7	40.8	54.1	49.7	58.3	Not Met
Hispanic	29	100.0	31.0	24.2	28.8	31.0	44.4	Met Target†
Black or African American	*	*	*	18.1	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	67.5	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	12	100.0	25.0	*	53.3	25.0	**	**
Female	112	100.0	47.3	38.2	44.9	47.3		
Male	102	99.0	45.1	36.6	44.2	45.1		
Economically Disadvantaged Students	64	100.0	34.4	23.5	26.3	34.4	46.6	Not Met
Non-Economically Disadvantaged Students	150	99.3	51.3	42.8	54.9	51.3		
Students with Disabilities	38	100.0	15.8	11.6	17.4	15.8	18.6	Met Target†
Students without Disabilities	176	99.4	52.8	42.9	50.0	52.8		
English Learners	*	*	*	21.3	25.0	*	**	**
Non-English Learners	*	*	*	37.9	46.5	*		
Homeless Students	*	*	*	24.8	17.1	*		
Students In Foster Care	*	*	*	12.0	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

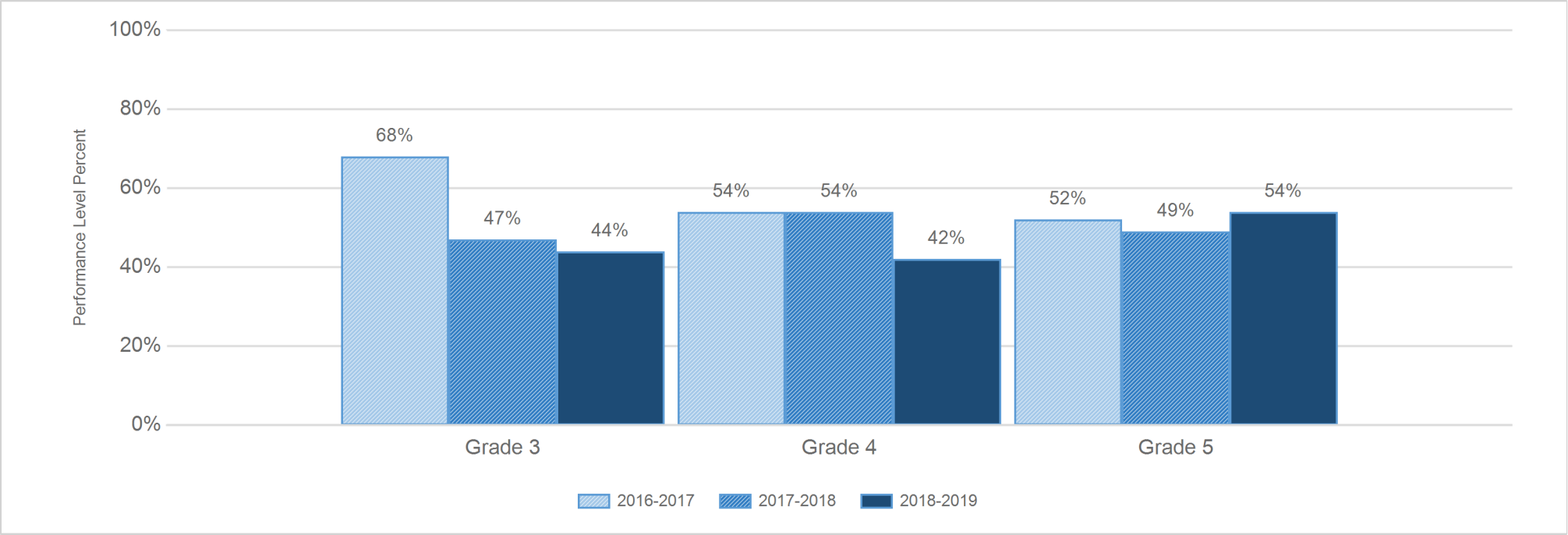


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

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	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	73	743	746	752	*	22%	29%	*	*	44%	55%
White	55	744	749	760	*	18%	27%	*	*	47%	66%
Hispanic	*	*	733	739	*	*	*	*	*	*	40%
Black or African American	*	*	726	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	768	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	743	758	*	*	*	*	*	*	62%
Female	31	743	746	751	*	*	*	*	*	45%	54%
Male	42	742	745	752	*	*	*	*	*	43%	56%
Economically Disadvantaged Students	21	731	733	737	*	*	*	*	*	24%	37%
Non-Economically Disadvantaged Students	52	747	751	761	*	*	*	*	*	52%	67%
Students with Disabilities	15	720	722	731	*	*	*	*	*	20%	31%
Students without Disabilities	58	748	751	756	*	*	*	*	*	50%	60%
English Learners	N	N	724	728	N	N	N	N	N	N	26%
Non-English Learners	73	743	746	754	*	22%	29%	*	*	44%	58%
Homeless Students	*	*	727	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Washington Street Elementary School

(29-5190-110)

Grades Offered: KG-05

2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 4

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	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	74	747	744	749	*	20%	32%	*	*	42%	51%
White	55	749	748	757	*	20%	33%	*	*	45%	62%
Hispanic	12	738	732	737	*	*	*	*	*	25%	36%
Black or African American	*	*	725	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	40	748	744	749	*	*	*	*	*	45%	50%
Male	34	745	745	749	*	*	*	*	*	38%	52%
Economically Disadvantaged Students	23	741	*	734	*	*	*	*	*	35%	32%
Non-Economically Disadvantaged Students	51	749	*	759	*	*	*	*	*	45%	63%
Students with Disabilities	13	724	717	726	*	*	*	*	*	*	25%
Students without Disabilities	61	752	750	754	*	*	*	*	*	*	56%
English Learners	N	N	717	722	N	N	N	N	N	N	18%
Non-English Learners	74	747	745	751	*	20%	32%	*	*	42%	54%
Homeless Students	*	*	731	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Washington Street Elementary School

(29-5190-110)

Grades Offered: KG-05

2018-2019

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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	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	67	751	745	747	*	19%	24%	*	*	54%	47%
White	52	752	748	755	*	*	21%	*	*	58%	58%
Hispanic	*	*	735	735	*	*	*	*	*	*	30%
Black or African American	*	*	723	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	40	751	743	747	*	*	*	*	*	53%	47%
Male	27	753	746	747	*	*	*	*	*	56%	47%
Economically Disadvantaged Students	22	739	733	732	*	*	*	*	*	41%	27%
Non-Economically Disadvantaged Students	45	758	750	757	*	*	*	*	*	60%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	715	718	N	N	N	N	N	N	12%
Non-English Learners	67	751	745	749	*	19%	24%	*	*	54%	49%
Homeless Students	*	*	724	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Washington Street Elementary School
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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 different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	*	*
5	*	*

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	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† Target was met within one standard deviation

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 and 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
0-2	N	N	N
3-4	N	N	N
5 or more	N	N	N



Washington Street Elementary School

(29-5190-110)

Grades Offered: KG-05

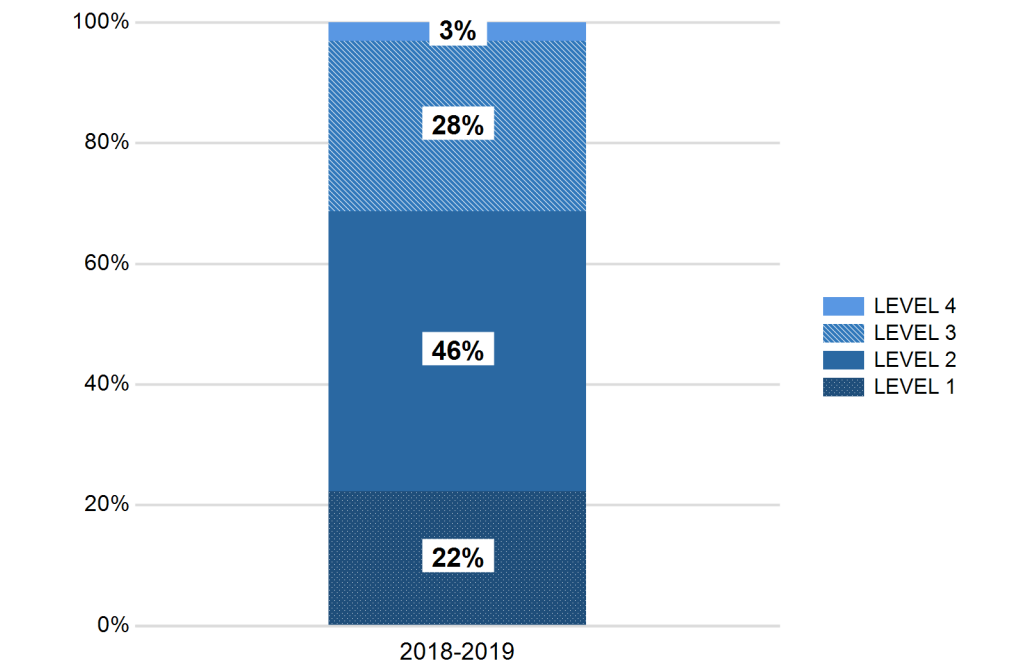
2018-2019

Report Key:
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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 will 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 this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, 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	22	46	28	3
White	17	48	33	2
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	20	45	33	3
Male	26	48	22	4
Economically Disadvantaged Students	36	41	23	0
Non-Economically Disadvantaged Students	16	49	31	4
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	22	46	28	3
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Washington Street Elementary School

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2018-2019

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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.

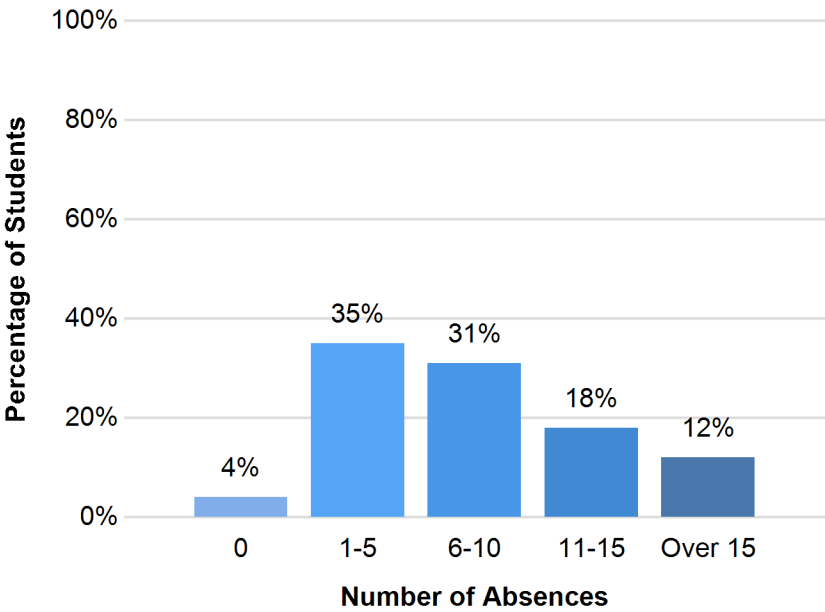
Chronic Absenteeism

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 last two columns show the chronic absenteeism state average for students in the grades offered and 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	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	33	8.2	8.9	Met
White	20	6.8	8.9	Met
Hispanic	7	10.4	8.9	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	10.5	**	**
Female	15	7.5		
Male	18	8.9		
Economically Disadvantaged Students	17	12.6	8.9	Not Met
Students with Disabilities	12	16.9	8.9	Not Met
English Learners	1	6.7	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





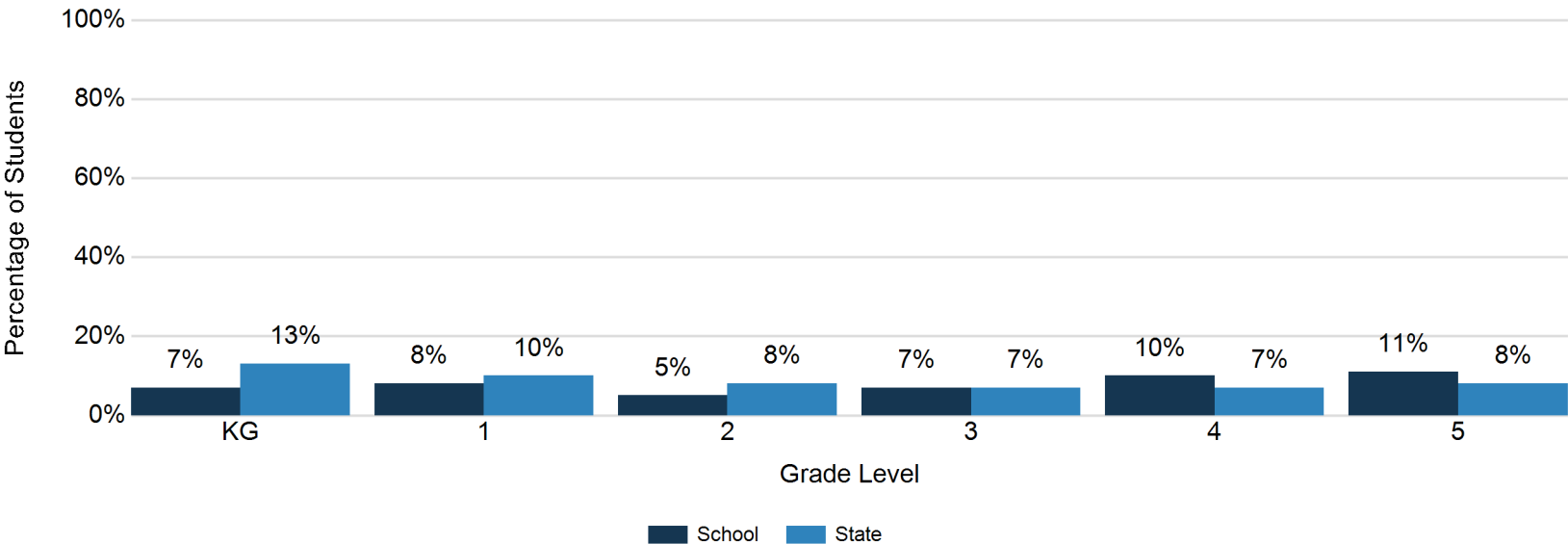
Washington Street Elementary School
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





Washington Street Elementary School

(29-5190-110)

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	1.60

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	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	6	6
No Identified Nature	4		4

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

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.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0



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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. 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	9:25 AM
Typical End Time	3:35 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, 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
2018-19	1.0:1



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Key terms for staff data:

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	27	118,214
Average years experience in public schools	14.7	12.1
Average years experience in district	13.5	10.8
Percentage of Teachers with 4 or more years experience in the district	77.8%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	71	9,530
Average years experience in public schools	21.7	16.0
Average years experience in district	17.1	12.0
Percentage of Administrators with 4 or more years experience in the district	90.1%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members 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.

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	13:1
Students to Administrators	188:1	216:1
Teachers to Administrators	14:1	17:1
Students to Librarians/Media Specialists		2550:1
Students to Nurses		567:1
Students to Counselors		403:1
Students to Child Study Team Members		392:1



Washington Street Elementary School
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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

Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.9%	92.6%	100.0%	48.4%	77.1%	54.9%
Male	50.1%	7.4%	0.0%	51.6%	22.9%	45.1%
White	76.3%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	13.6%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	3.7%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	1.6%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.8%	0.0%	0.0%	2.1%	0.2%	0.2%



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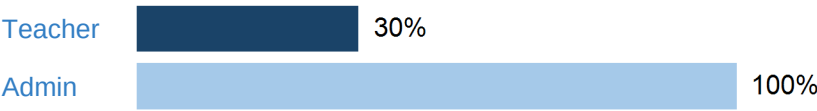
Teachers and Administrators - Level of Education

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

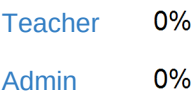
Bachelor’s Degree



Master’s Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.7%	90.5%
2017-18 Administrators: Same district 2018-19	94.4%	87.9%

Faculty Attendance

This table shows the percentage of days that 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
2018-19	97.1%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [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 2018-19 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.



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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 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.

Status for 2020-21 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, Native Hawaiian, or Pacific Islander	
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 Targeted Support and Improvement.



Washington Street Elementary School

(29-5190-110)

Grades Offered: KG-05

2018-2019

Report Key:
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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

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

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

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 represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	61.6%	59.8%	52.8%
Math Proficiency	59.1%	49.3%	46.3%
ELA Growth	39	52	48
Math Growth	45	43	50
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	4.6%	5.7%	8.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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2018-2019

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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement– Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target†	Not Met	Met Standard	Met Standard	N	Met	No
White	Met Target†	Not Met	Met Standard	Met Standard	n/a	Met	No
Hispanic	Not Met	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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



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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 the school or district directly.

 Highlights:	• Certified as a New Jersey Future Ready School: Bronze Tier. • Recognized by NJ Department of Education as a PBSIS school. Respectful, Responsible, Kind: The Warrior Way • Instruction aligned with New Jersey Student Learning Standards (NJSLS).
 Mission, Vision, Theme:	Washington Street Elementary School is a safe school where educators, in partnership with families and the Toms River community, foster acceptance, curiosity, and respect. Our endeavor is to lay a strong educational foundation in academics, athletics, and the arts. Our hope is to shape well-rounded, caring children into empathetic, engaged students, with the aim for life-long learning and responsible citizenship.
 Awards, Recognition, Accomplishments:	Certified as a New Jersey Future Ready School: Bronze Tier. NJ FRS certification program is designed to promote digital learning through the national Future Ready Framework.Orchestra students have represented WSS at the South Jersey Elementary Honors Orchestra Festival. Students participate in the Ocean County Math League Contest; \$10,000 Grant recipient from Jay & Linda Grunin Foundation to create our STEAM Lab. Recognized by the NJ Department of Education as a PBSIS school. Positive Behavior Support in Schools (PBSIS) is intended to improve the climate of schools by recognizing positive behavior in students.



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 Courses, Curriculum, Instruction:	The New Jersey Student Learning Standards describe what students should know and be able to do at the completion of each grade level. These standards provide the foundation for the curriculum that is used by teachers in the development of their daily lesson plans. The standards provide our school district with clear and specific benchmarks for student achievement. Differentiated programs such as Discovery, Omni, Basic Skills, and Advanced Math are available to support individual student needs.
 Clubs and Activities:	4th grade students participated in our District's Leadership Summer Camp. Students learned how to be a strong leader, a model student citizen, and worked as a member of a team to problem solve. Our 4th and 5th grade students have the opportunity to participate in Chorus, Instrumental and/or Strings Music programs. These programs make it possible for students to perform our Winter and Spring Concerts. Safety Patrol is offered to our 5th grade students where exemplary leadership skills are recognized on a daily basis. Art, Music, Technology, and P.E. Clubs are offered to select grade levels during the school day. Eighty 4th and 5th grade students participated in our Drama Club and performed the The Lion King. Select girls in the 3rd-5th grade participated in Girls on the Run designed to allow every girl to recognize her inner strength. Lessons encourage positive social, emotional, mental and physical development. When the season ended the girls participated in a 5K event.



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 Before and After School Programs:	YMCA Y-KIDS: Before and After School Program: The school day morning program begins at 6:30 A. M. to the start of the school day and the afternoon program begins when school day ends and goes until 6:00 P.M. Families can choose either a three, four or five day per week program throughout the school year. Curriculum for the Y-Kids program focuses on arts and humanities, literacy, science and technology, social competence, conflict resolution, character development, homework help, health, wellness and fitness.
 Staff and Professional Learning:	Our staff continues to participate in and provide (school level and District level) a variety of motivating technology, curriculum content, and instructional strategy workshops, beginning in the summer months and continuing throughout the year. The workshops enhance their proficiency and knowledge in enriching our learning environment and educational programs. Professional Learning Communities (PLCs), by grade level, are scheduled monthly, during the school day, providing horizontal articulation and collaboration.



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 Student Supports and Services:	Our Basic Skills and Title I Basic Skills Programs are designed to provide learning experiences for those students who need additional support in the areas of reading, writing, and mathematics. In addition to Basic Skills, WSS provides Child Study Team (CST) services, In-Class Resource, Pull-Out Resource, Speech, Counseling, Occupational Therapy (OT) and Physical Therapy (PT) services. Intervention & Referral Services (I&RS) and 504's support students by creating specific plans individualized to the needs of the student.
 Student Health and Wellness:	Students in grades K - 5 have physical education and health on a weekly basis and recess on a daily basis. Our school breakfast and lunch program aligns with the federal nutritional guidelines and is available to all students on a daily basis.
 Parent and Community Involvement:	The PTO sponsors assembly programs, special family nights, and informational meetings. Over 500 parents attended Back to School Night, and over 400 guests for Grandparents'/Special Guest Day. Parents are invited to join their child at various times during the school day to work in different curriculum areas together. Report cards and progress reports are made available via the district parent portal.



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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers Data from the New Jersey School Climate Survey (NJSCS) helps to improve student relationships, learning conditions, and the school's overall environment. As an integral part of our continuous effort to improve student education and prevent at-risk student behavior, the staff of WSS analyzes our NJSCS data yearly via data carousels at faculty meetings and professional development days.
 Facilities:	Washington Street Elementary School was established in 1960. It is one of twelve elementary schools in the Toms River Regional School District. In 1995 the addition of a computer room was finalized. In 1998 the gymnasium was added to the existing building. The multi-purpose room was configured to be the cafeteria and a technology room. At Washington Street Elementary School, we educate approximately 360 students in kindergarten through grade five with approximately 50 full-time and part-time professional and support staff. Our school colors are maroon, grey, and white and our mascot is the Warrior. Washington Street Elementary School's motto is, "Respectful, Responsible, Kind: The Warrior Way"
 School Safety:	Washington St. Elementary is patrolled by a Class II Officer with the Toms River Police department. The main entrance has a remote locked door/video system that is opened only after checking identification of the visitor. Upgraded security cameras have been added to the exterior of the building. Monthly fire and security drills are conducted following state procedures. Annual safety procedures are reviewed with all staff at the beginning of the school year and reviewed as needed. Washington St. Elementary takes great pride in our positive working relationship with the local police department who meets with staff and students on a regular basis to educate all on current safety concerns.



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 Technology and STEM:	Recent upgrades to the WAN backbone enable high speed 1 Gb connections to all locations and 10 Gb between two data centers, with resiliency from potential outages. Firewalls have been upgraded to provide improved cybersecurity. WSE now has over 280 shared computing devices. All classrooms have improved WiFi access. Every staff and student has Google accounts. All schools participate in Computers Science Education Week, NJ Makers Day, NJ STEM Week and Digital Learning Day. Staff training is provided by a district Ed Tech Supervisor and building web developers. Tech courses focus on computer applications, problem solving, the use of media and the maker mindset. Opportunities have been expanded and enhanced through grants and foundations, with more than 2/3 of raised in the 18-19 school year going to STEAM initiatives. WSE received a \$10,000 Grant from Jay & Linda Grunin Foundation for our STEAM Lab.



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 Other Information	WSS implemented Responsive Classroom to focus on the strong link between academic success and social emotional learning. In compliance with the Anti-Bullying Law, we take a proactive approach to teach children the meaning of respect. Local law enforcement agencies have come together to provide our fifth grade students with the G.R.E.A.T program, which teaches respect and tolerance as well as gang and violence awareness. Our School Improvement Committee (SciP) and School Safety Team (SST) meet on a bi-monthly basis. WSS infuses NJ Makers Day and Grandparents/Special Guest Day to facilitate community engagement, with over 400 special guests participating in 2018-2019 To provide up-to-date information about school events, programs, student achievement, and the curriculum, Washington's administrative team communicates regularly with our community through weekly parent e-mail and our school website. We are very proud to be recognized as a Future Ready School and PBSIS school. Respectful, Responsible, Kind: The Warrior Way.



West Dover Elementary School
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at the top left of the screen to move between pages of the report

Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:



West Dover Elementary School
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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	Ocean
District	Toms River Regional School District
Principal Name	Mr. Michael Pallen
Address	50 BLUE JAY DRIVE TOMS RIVER, NJ 08753
Phone Number	732-505-5920
Email Address	mpallen@trschoools.com
Website	http://www.trschools.com/westdover/



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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

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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	2016-17	2017-18	2018-19
KG	52	52	61
1	64	58	55
2	72	60	62
3	69	74	59
4	68	71	78
5	72	75	73
Total	397	390	388

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	49.4%	47.7%	48.2%
Male	50.6%	52.3%	51.8%
Economically Disadvantaged Students	29.0%	28.2%	28.6%
Students with Disabilities	21.7%	21.5%	24.5%
English Learners	0.0%	0.0%	0.0%
Homeless Students	1.5%	1.3%	0.5%
Students in Foster Care	0.8%	1.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	69.8%	69.2%	70.1%
Hispanic	16.6%	15.6%	16.0%
Black or African American	5.3%	6.7%	5.4%
Asian	4.8%	4.6%	3.9%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	3.3%	3.6%	4.4%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	52	52	61

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.

Home Language	% of Students
English	92.5%
Spanish	3.4%
Other Languages	4.1%



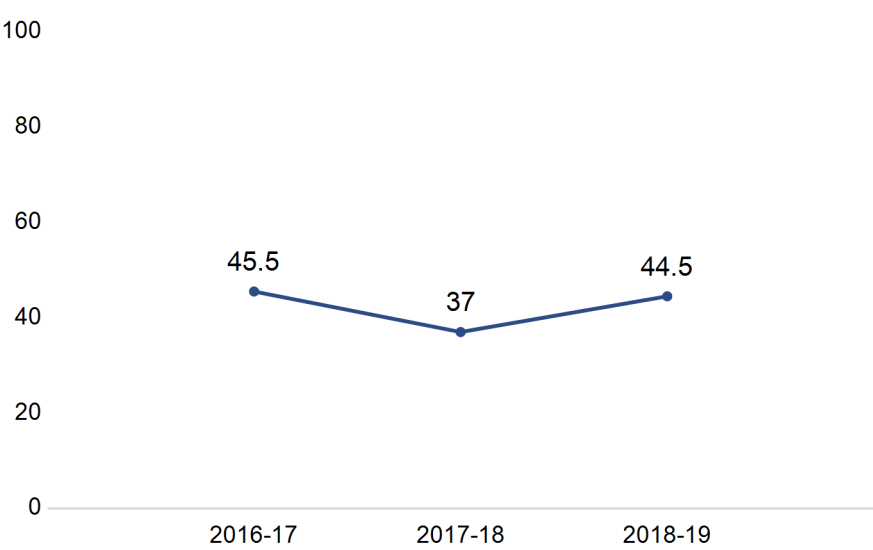
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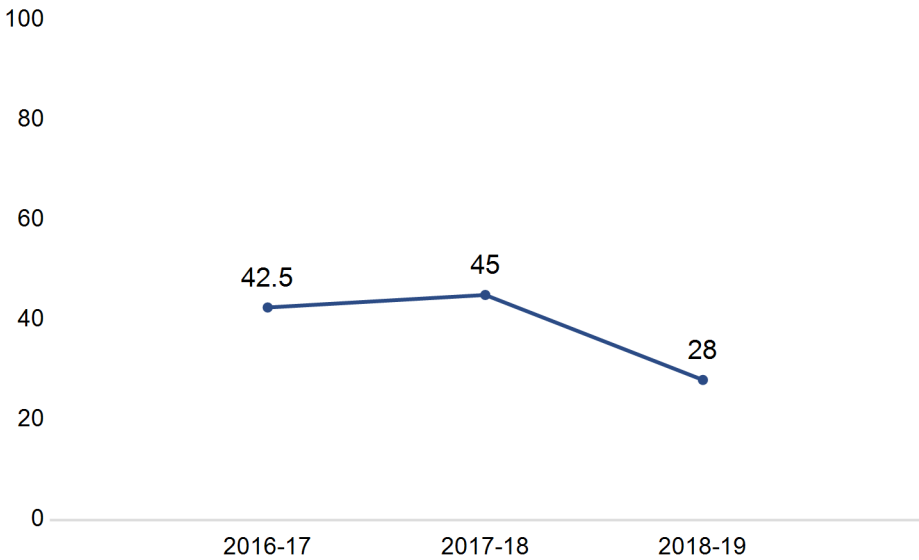
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures 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.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	45.5	37	44.5	42.5	45	28
Met Standard (40-59.5)?	Met Standard	Not Met	Met Standard	Met Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each 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 that explains their progress compared to students who had the same test scores in previous years.

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) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

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	44.5	48	50	Met Standard	28	44	50	Not Met
White	40	48	50	Met Standard	28	45	52	Not Met
Hispanic	48.5	45	49	Met Standard	30	42	47	Not Met
Black or African American	*	45.5	45	**	*	40	43	**
Asian, Native Hawaiian, or Pacific Islander	*	53	59	**	*	57	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	43	49	**	*	44	52	**
Female	44	51	53	N	25.5	44	50	N
Male	46.5	44	47	N	35	45	51	N
Economically Disadvantaged Students	42.5	45	48	Met Standard	30	44	46	Not Met
Students with Disabilities	48	40	43	Met Standard	28	41	45	Not Met
English Learners	*	39	52	**	*	41	50	**
Homeless Students	*	44	43	N	*	45	44	N
Students in Foster Care	N	52	42	N	N	61.5	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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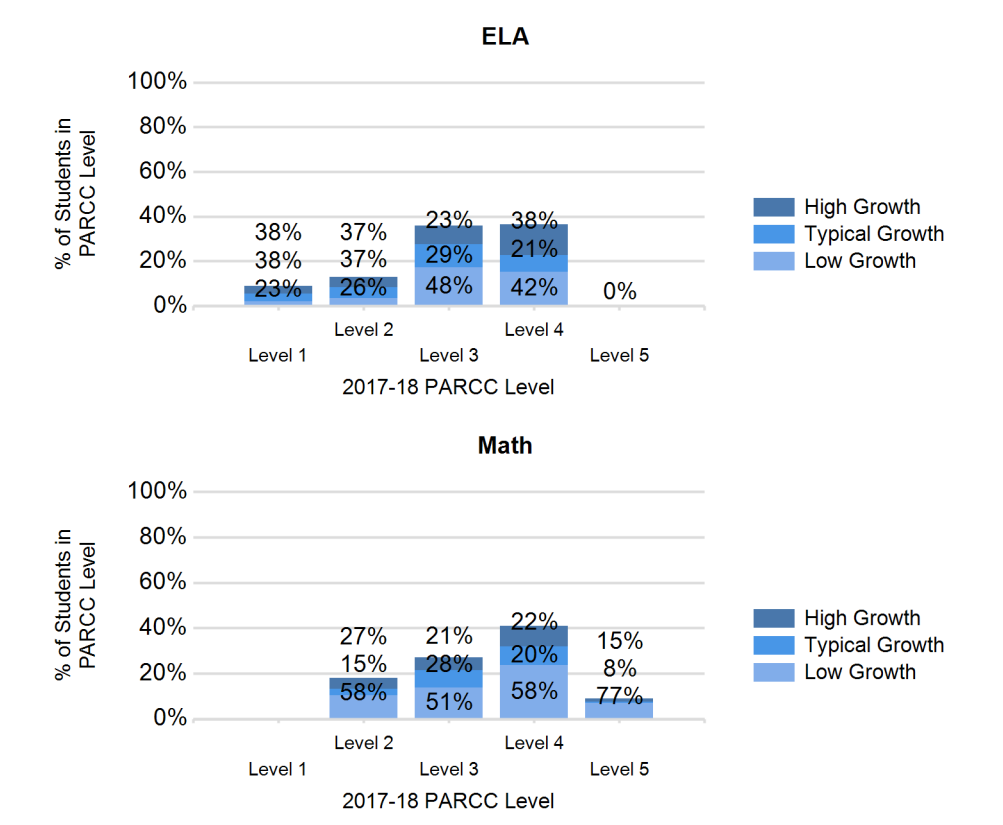
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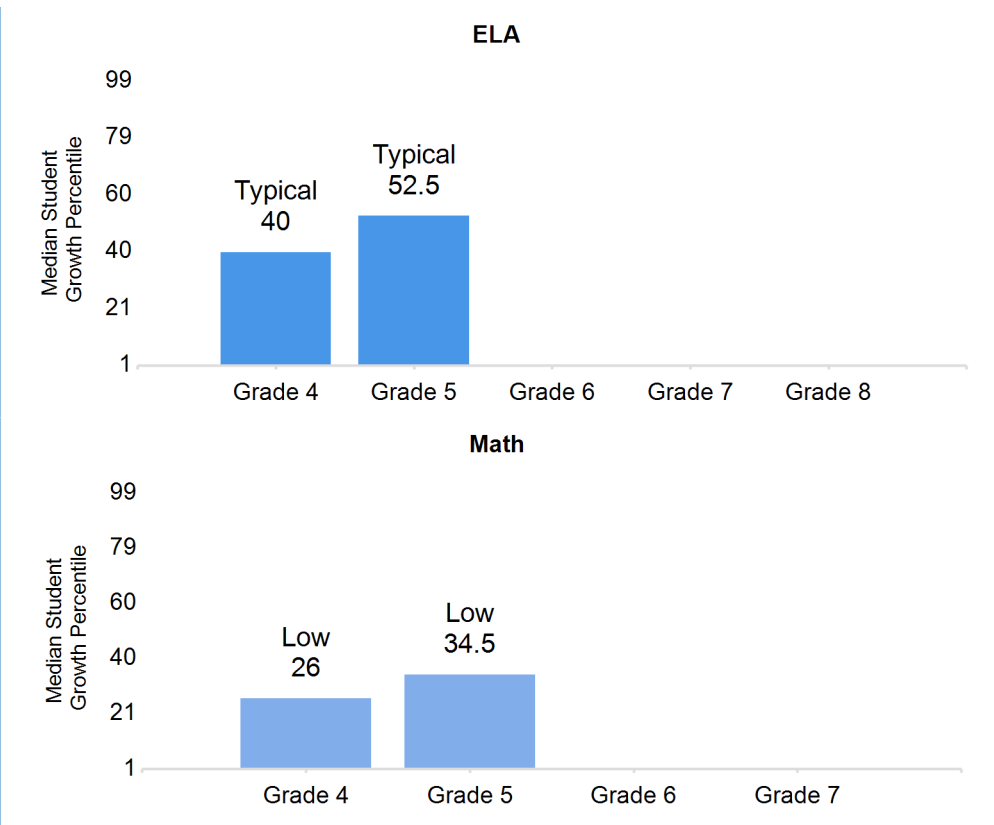
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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



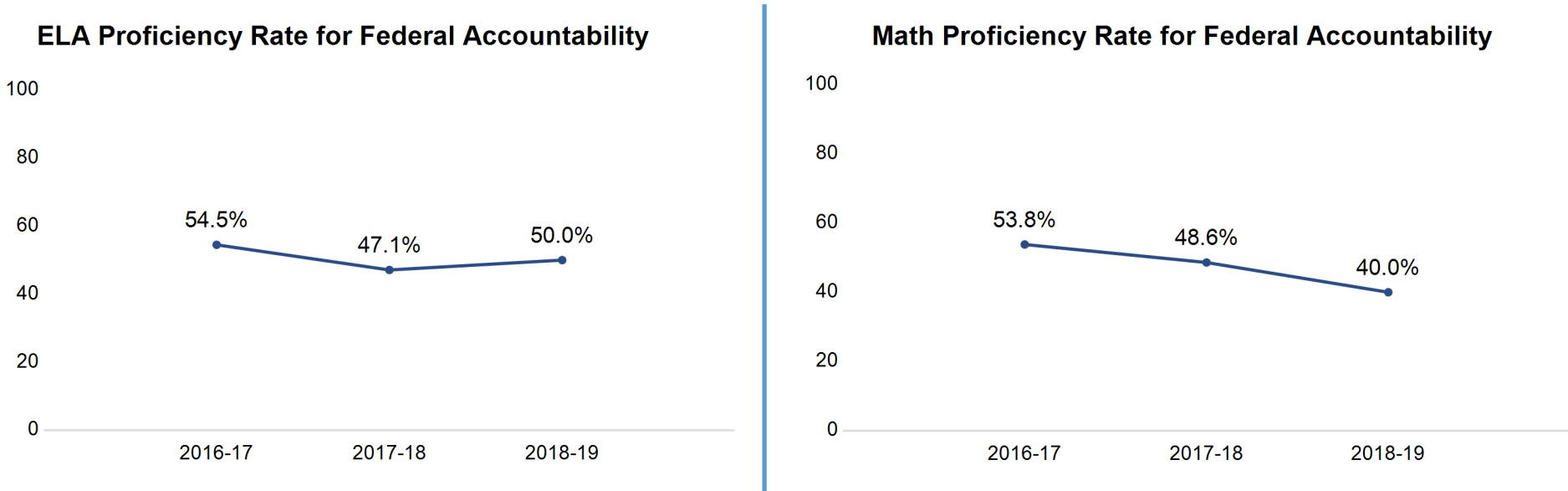


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English Language Arts and Mathematics Performance Trends

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 statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that 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.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.6%	98.6%	100.0%	98.6%	98.6%	100.0%
Proficiency Rate for Federal Accountability	54.5%	47.1%	50.0%	53.8%	48.6%	40.0%
Annual Target	54.7%	56.1%	57.4%	52.7%	54.2%	55.6%
Met Annual Target?	Met Target†	Not Met	Not Met	Met Target	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



West Dover Elementary School
(29-5190-120)
Grades Offered: KG-05
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that 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 2030. 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	210	100.0	50.0	54.8	57.9	50.0	57.4	Not Met
White	145	100.0	49.7	58.9	66.9	49.7	56.4	Met Target†
Hispanic	33	100.0	45.5	40.0	43.9	45.5	57.7	Met Target†
Black or African American	15	100.0	46.7	36.8	38.5	46.7	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	77.5	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	98	100.0	57.1	62.8	64.8	57.1		
Male	112	100.0	43.8	47.0	51.3	43.8		
Economically Disadvantaged Students	59	100.0	39.0	37.6	40.0	39.0	45.1	Met Target†
Non-Economically Disadvantaged Students	151	100.0	54.3	61.4	67.9	54.3		
Students with Disabilities	54	100.0	29.6	17.7	22.7	29.6	30.4	Met Target†
Students without Disabilities	156	100.0	57.1	62.8	65.1	57.1		
English Learners	*	*	*	20.6	29.3	*	**	**
Non-English Learners	*	*	*	55.7	60.6	*		
Homeless Students	*	*	*	32.6	29.1	*		
Students In Foster Care	N	N	N	36.0	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

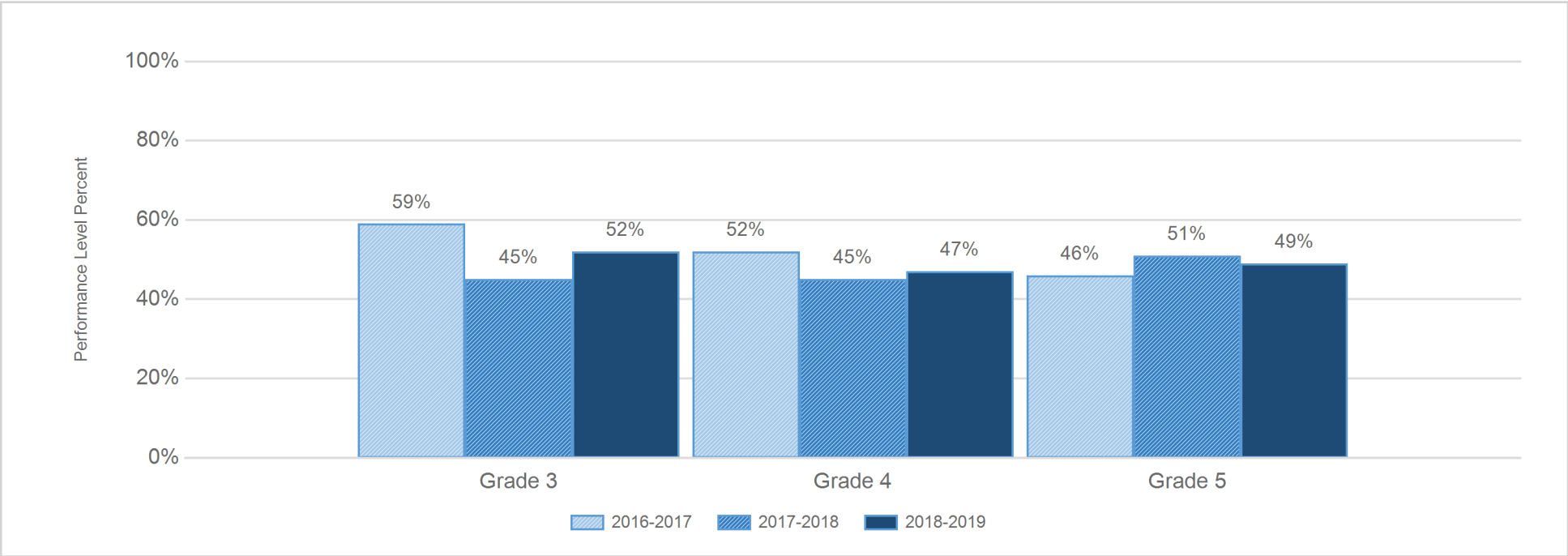


West Dover Elementary School
(29-5190-120)
Grades Offered: KG-05
2018-2019

Report Key:
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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 statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





West Dover Elementary School

(29-5190-120)

Grades Offered: KG-05

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

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	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	58	747	744	748	*	17%	24%	*	*	52%	50%
White	40	748	749	757	*	*	*	*	*	53%	60%
Hispanic	*	*	727	734	*	*	*	*	*	*	36%
Black or African American	*	*	723	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	737	756	*	*	*	*	*	*	58%
Female	30	758	749	753	*	*	*	*	*	67%	55%
Male	28	736	738	743	*	*	*	*	*	36%	46%
Economically Disadvantaged Students	17	748	727	731	*	*	*	*	*	47%	33%
Non-Economically Disadvantaged Students	41	747	751	759	*	*	*	*	*	54%	61%
Students with Disabilities	*	*	711	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	752	754	*	*	*	*	*	*	56%
English Learners	N	N	702	713	N	N	N	N	N	N	17%
Non-English Learners	58	747	745	751	*	17%	24%	*	*	52%	54%
Homeless Students	N	N	714	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



West Dover Elementary School

(29-5190-120)

Grades Offered: KG-05

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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	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	76	749	752	755	*	16%	30%	*	*	47%	57%
White	54	752	756	763	*	19%	30%	*	*	48%	67%
Hispanic	12	738	737	743	0%	*	*	*	*	25%	44%
Black or African American	*	*	736	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	738	762	*	*	*	*	*	*	64%
Female	40	756	757	760	*	*	30%	*	*	53%	62%
Male	36	741	747	750	*	*	31%	*	*	42%	53%
Economically Disadvantaged Students	20	731	*	740	*	*	*	*	*	25%	40%
Non-Economically Disadvantaged Students	56	755	*	765	*	*	*	*	*	55%	69%
Students with Disabilities	24	728	720	725	*	*	*	*	*	21%	25%
Students without Disabilities	52	758	759	761	*	*	*	*	*	60%	64%
English Learners	N	N	701	720	N	N	N	N	N	N	17%
Non-English Learners	76	749	753	758	*	16%	30%	*	*	47%	60%
Homeless Students	*	*	739	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



West Dover Elementary School

(29-5190-120)

Grades Offered: KG-05

2018-2019

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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	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	72	750	750	756	*	*	35%	*	*	49%	58%
White	47	747	753	764	*	*	40%	*	*	45%	68%
Hispanic	13	758	741	743	0%	*	*	*	*	62%	44%
Black or African American	*	*	734	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	762	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	29	755	754	761	*	*	*	*	*	52%	64%
Male	43	747	746	750	*	*	*	*	*	47%	52%
Economically Disadvantaged Students	19	746	737	740	*	*	*	*	*	47%	39%
Non-Economically Disadvantaged Students	53	751	757	766	*	*	*	*	*	49%	69%
Students with Disabilities	15	743	*	724	*	*	*	*	*	27%	23%
Students without Disabilities	57	752	*	762	*	*	*	*	*	54%	65%
English Learners	N	N	709	713	N	N	N	N	N	N	11%
Non-English Learners	72	750	751	758	*	*	35%	*	*	49%	60%
Homeless Students	N	N	732	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



West Dover Elementary School
(29-5190-120)
Grades Offered: KG-05
2018-2019

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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 assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that 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 2030. 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	210	100.0	40.0	37.4	44.5	40.0	55.6	Not Met
White	145	100.0	40.0	40.8	54.1	40.0	58.4	Not Met
Hispanic	33	100.0	27.3	24.2	28.8	27.3	41.4	Not Met
Black or African American	15	100.0	46.7	18.1	23.0	46.7	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	67.5	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	98	100.0	36.7	38.2	44.9	36.7		
Male	112	100.0	42.9	36.6	44.2	42.9		
Economically Disadvantaged Students	59	100.0	35.6	23.5	26.3	35.6	36.8	Met Target†
Non-Economically Disadvantaged Students	151	100.0	41.7	42.8	54.9	41.7		
Students with Disabilities	54	100.0	25.9	11.6	17.4	25.9	35.7	Met Target†
Students without Disabilities	156	100.0	44.9	42.9	50.0	44.9		
English Learners	*	*	*	21.3	25.0	*	**	**
Non-English Learners	*	*	*	37.9	46.5	*		
Homeless Students	*	*	*	24.8	17.1	*		
Students In Foster Care	N	N	N	12.0	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

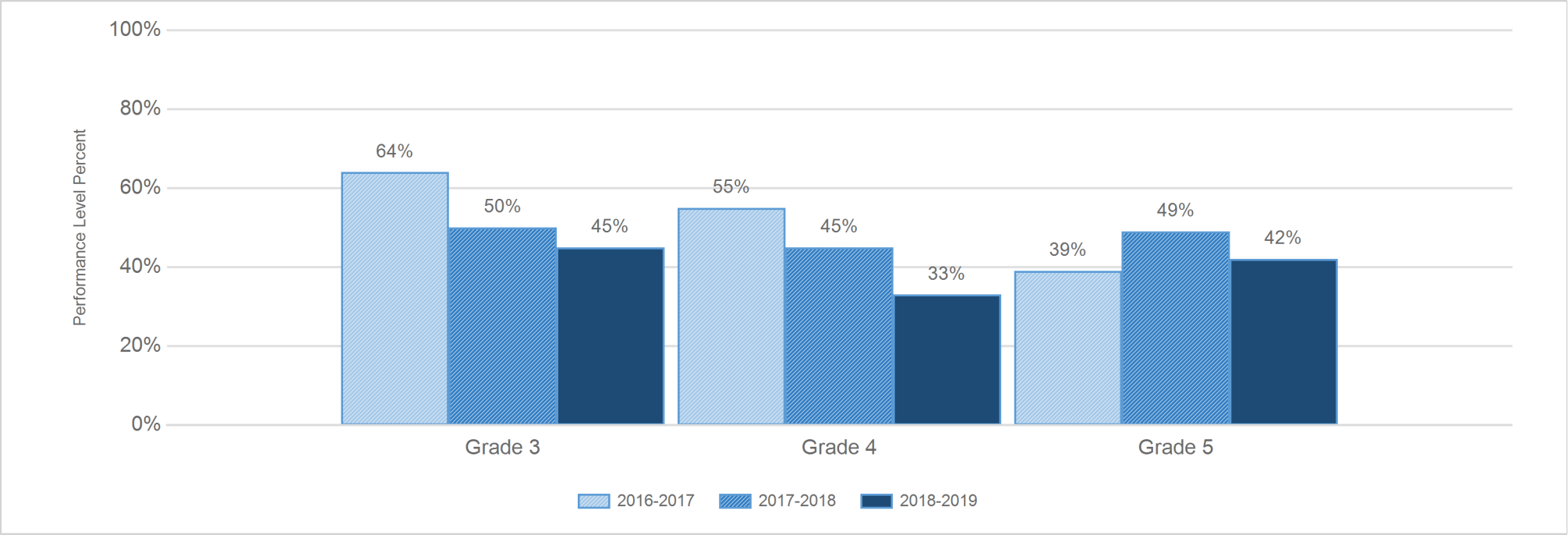


West Dover Elementary School
(29-5190-120)
Grades Offered: KG-05
2018-2019

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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	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	58	744	746	752	*	17%	31%	*	*	45%	55%
White	40	746	749	760	*	*	*	*	*	50%	66%
Hispanic	*	*	733	739	*	*	*	*	*	*	40%
Black or African American	*	*	726	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	743	758	*	*	*	*	*	*	62%
Female	30	748	746	751	*	*	*	*	*	40%	54%
Male	28	740	745	752	*	*	*	*	*	50%	56%
Economically Disadvantaged Students	17	738	733	737	*	*	*	*	*	41%	37%
Non-Economically Disadvantaged Students	41	747	751	761	*	*	*	*	*	46%	67%
Students with Disabilities	*	*	722	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	751	756	*	*	*	*	*	*	60%
English Learners	N	N	724	728	N	N	N	N	N	N	26%
Non-English Learners	58	744	746	754	*	17%	31%	*	*	45%	58%
Homeless Students	N	N	727	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



West Dover Elementary School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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	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	76	738	744	749	*	13%	43%	*	*	33%	51%
White	54	739	748	757	*	*	50%	*	*	31%	62%
Hispanic	12	730	732	737	*	*	*	*	*	17%	36%
Black or African American	*	*	725	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	40	737	744	749	*	*	45%	*	*	33%	50%
Male	36	739	745	749	*	*	42%	*	*	33%	52%
Economically Disadvantaged Students	20	726	*	734	*	*	*	*	*	25%	32%
Non-Economically Disadvantaged Students	56	743	*	759	*	*	*	*	*	36%	63%
Students with Disabilities	24	725	717	726	*	*	42%	*	*	17%	25%
Students without Disabilities	52	744	750	754	*	*	44%	*	*	40%	56%
English Learners	N	N	717	722	N	N	N	N	N	N	18%
Non-English Learners	76	738	745	751	*	13%	43%	*	*	33%	54%
Homeless Students	*	*	731	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



West Dover Elementary School
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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	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	72	744	745	747	*	24%	32%	*	*	42%	47%
White	47	744	748	755	*	*	38%	*	*	40%	58%
Hispanic	13	743	735	735	0%	*	*	*	*	38%	30%
Black or African American	*	*	723	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	29	742	743	747	*	*	*	*	*	38%	47%
Male	43	745	746	747	*	*	*	*	*	44%	47%
Economically Disadvantaged Students	19	739	733	732	*	*	*	*	*	37%	27%
Non-Economically Disadvantaged Students	53	745	750	757	*	*	*	*	*	43%	59%
Students with Disabilities	15	737	*	725	*	*	*	*	*	20%	19%
Students without Disabilities	57	745	*	752	*	*	*	*	*	47%	52%
English Learners	N	N	715	718	N	N	N	N	N	N	12%
Non-English Learners	72	744	745	749	*	24%	32%	*	*	42%	49%
Homeless Students	N	N	724	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



West Dover Elementary School
(29-5190-120)
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2018-2019

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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 different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*

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	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† Target was met within one standard deviation

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 and 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
0-2	N	N	N
3-4	N	N	N
5 or more	N	N	N



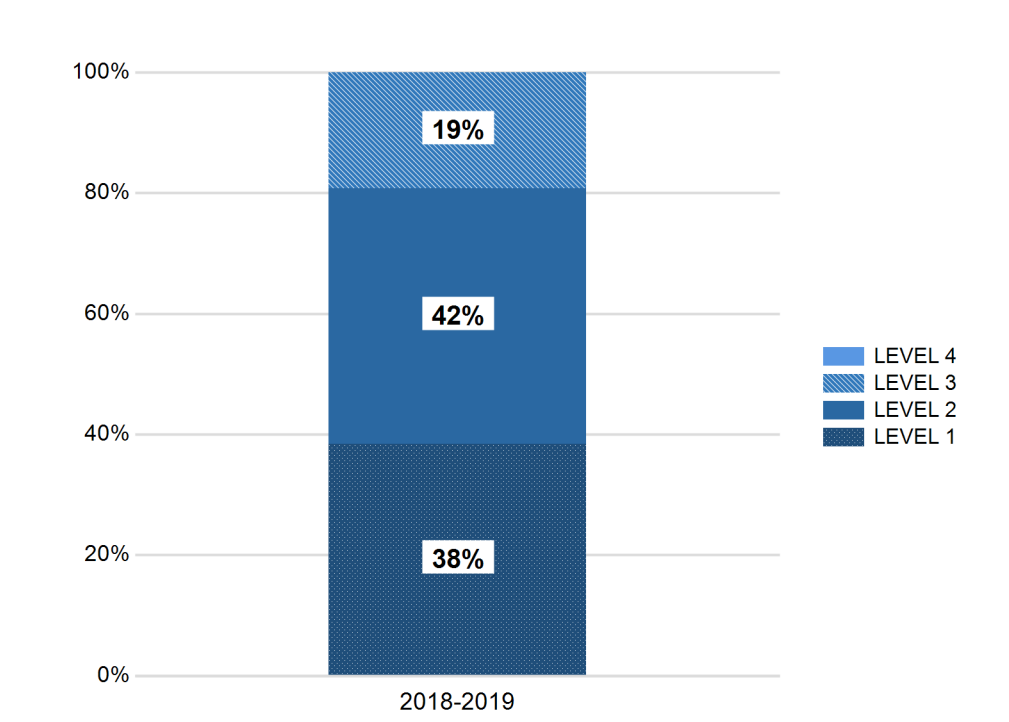
West Dover Elementary School
(29-5190-120)
Grades Offered: KG-05
2018-2019

Report Key:
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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 will 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 this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	38	42	19	0
White	37	45	18	0
Hispanic	50	25	25	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	38	38	24	0
Male	39	45	16	0
Economically Disadvantaged Students	52	38	10	0
Non-Economically Disadvantaged Students	33	44	23	0
Students with Disabilities	38	56	6	0
Students without Disabilities	39	39	23	0
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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.

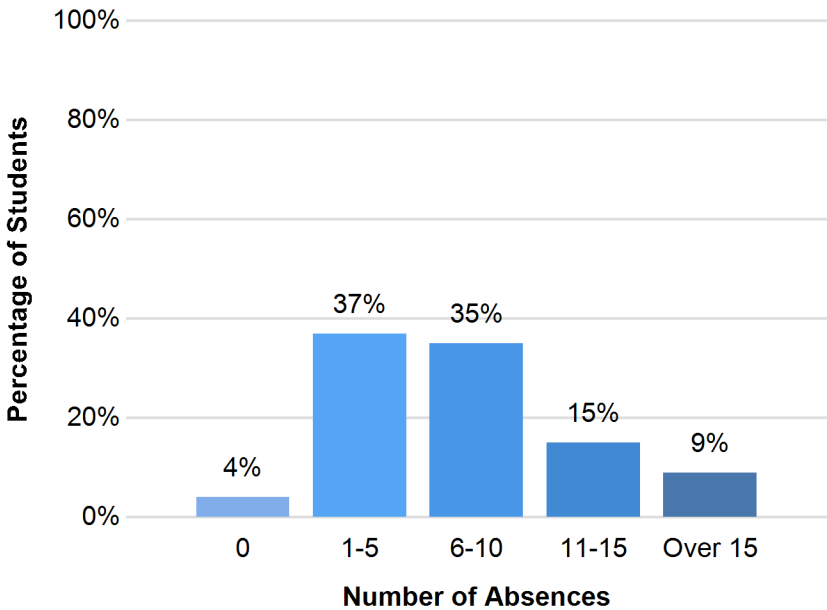
Chronic Absenteeism

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 last two columns show the chronic absenteeism state average for students in the grades offered and 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	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	26	6.5	8.9	Met
White	17	6.4	8.9	Met
Hispanic	4	5.0	8.9	Met
Black or African American	1	5.3	**	**
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	4	25.0	**	**
Female	10	5.0		
Male	16	8.0		
Economically Disadvantaged Students	16	12.8	8.9	Not Met
Students with Disabilities	17	17.3	8.9	Not Met
English Learners	0	0	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





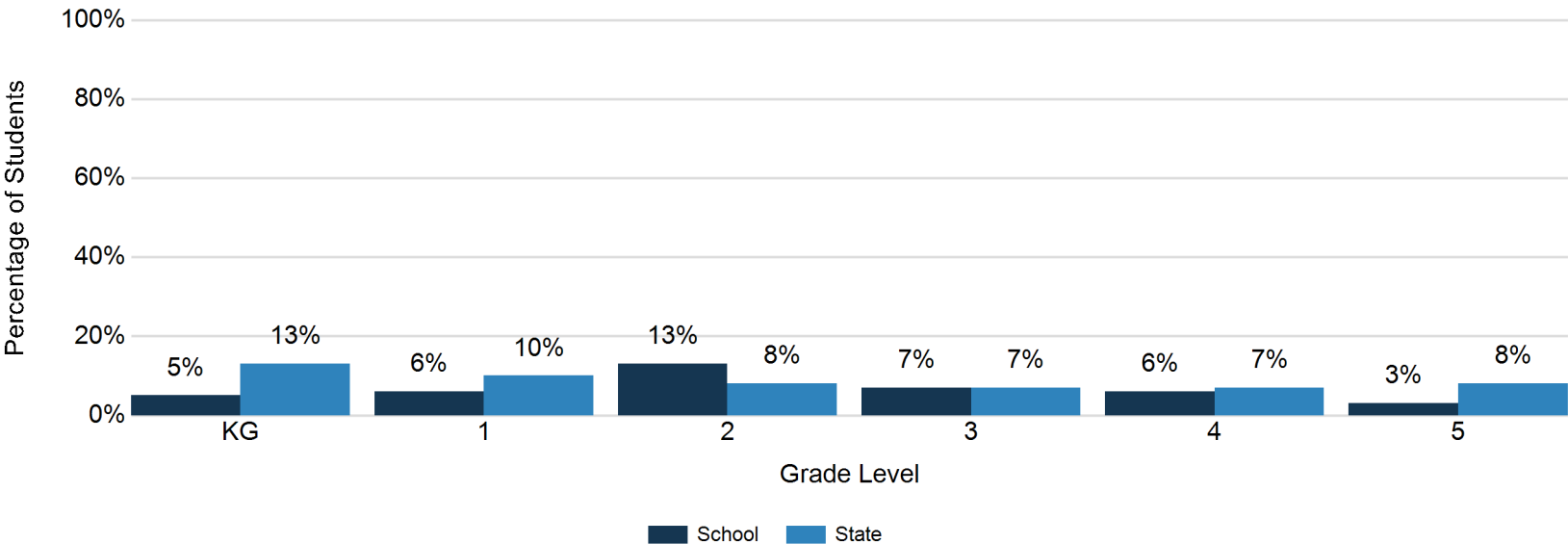
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Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	2.06

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	0	0
Religion	0	0	0
Ancestry	0	1	1
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	1	1
No Identified Nature	1		1

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	6
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
*



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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. 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	9:25 AM
Typical End Time	3:35 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, 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
2018-19	1.1:1



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Key terms for staff data:

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	31	118,214
Average years experience in public schools	14.7	12.1
Average years experience in district	13.4	10.8
Percentage of Teachers with 4 or more years experience in the district	87.1%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	71	9,530
Average years experience in public schools	21.7	16.0
Average years experience in district	17.1	12.0
Percentage of Administrators with 4 or more years experience in the district	90.1%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members 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.

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	13:1
Students to Administrators	194:1	216:1
Teachers to Administrators	16:1	17:1
Students to Librarians/Media Specialists		2550:1
Students to Nurses		567:1
Students to Counselors		403:1
Students to Child Study Team Members		392:1



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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.2%	83.9%	50.0%	48.4%	77.1%	54.9%
Male	51.8%	16.1%	50.0%	51.6%	22.9%	45.1%
White	70.1%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	16.0%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	5.4%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	3.9%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.4%	0.0%	0.0%	2.1%	0.2%	0.2%



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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 category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

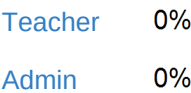
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.7%	90.5%
2017-18 Administrators: Same district 2018-19	94.4%	87.9%

Faculty Attendance

This table shows the percentage of days that 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
2018-19	97.1%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [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 2018-19 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.



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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).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 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.

Status for 2020-21 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, Native Hawaiian, or Pacific Islander	
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 Targeted Support and Improvement.



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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

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 represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	54.5%	47.1%	50.0%
Math Proficiency	53.8%	48.6%	40.0%
ELA Growth	46	37	44
Math Growth	42	45	28
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	4.5%	5.2%	6.5%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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For more information about New Jersey’s accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

Accountability Indicator Scores and Summative Ratings - 2018-19 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group’s performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Met Standard	Not Met	N	Met	No
White	Met Target†	Not Met	Met Standard	Not Met	n/a	Met	No
Hispanic	Met Target†	Not Met	Met Standard	Not Met	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Met Target†	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target†	Met Standard	Not Met	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

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



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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 the school or district directly.

 Highlights:	- PBSIS is implemented school wide to support positive behaviors and responsibility. - Partnership between school and home strengthened through various PTO-sponsored events. Community collaboration with various stakeholders to enhance students educational experience. - Implemented Morning Meeting to further foster a more positive climate and culture amongst all students. Self-contained students also had opportunity to work/socialize with regular ed. students.
 Mission, Vision, Theme:	Our goal is to create the optimum learning environment: One that is both safe and conducive to the academic needs that will help foster life-long, independent and problem-solving learners. We will impart our students with the skills necessary that will help ensure future success in an ever-changing society. WD strives for all of our students to become respectful and tolerant citizens now and in the future which will be major contributing factors in both academic and social success.
 Awards, Recognition, Accomplishments:	\$10,000 grant recipient from Jay & Linda Grunin Foundation (purchased full class set Lego WeDo kits & 10 I-Pads)....one of 1st two Toms River Schools to receive New Jersey Future Ready Status....recognize Teacher & Educational Professional of the Year through the Governors Program...over 80 students recoginized during Youth Art Month @ Ocean County Library...recognized for "Food Drive Fridays" whereby food is supplied monthly to Ocean/Monmouth Fulfill...3 students made prestigious South Jersey Honors Band...



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A blue icon representing a stack of three books, with the top book slightly offset to show the pages underneath. Courses, Curriculum, Instruction:	The NJ Student Learning Standards establish high expectations for student learning. Our teachers work to implement the standards within their classrooms. Lessons emphasize higher level thinking skills, real world application of concepts, and workplace readiness skills that will enable our children to be successful in their daily lives and future careers
A blue icon featuring a megaphone on the left and two musical notes on the right, one above the other. Clubs and Activities:	Safety Patrol is available for fifth grade students; Band & Chorus is offered as well.



West Dover Elementary School
(29-5190-120)
Grades Offered: KG-05
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

School Narrative

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 Before and After School Programs:	Y-Kids Program offered by YMCA
 Staff and Professional Learning:	Our staff continues to participate in and facilitate a variety of motivating technology, curriculum content, and instructional strategy workshops, beginning in the summer months and continuing throughout the year. The workshops enhance their proficiency and knowledge in enriching our learning environment and educational programs. Professional Learning Communities, by grade level, are scheduled monthly, during the school day, providing horizontal articulation and collaboration.



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 Student Supports and Services:	The following support services include: I&RSC Team, Reading Intervention Committee, School Improvement Panel (ScIP), School Safety Team, S.E.P.A.G., Counseling through Preferred Health for our BD students, Peer tutoring, Guidance Counselor, G.R.E.A.T. program ,anti-bullying assemblies, Child Study Team services and extra help before school (5th grade)
 Student Health and Wellness:	The following clubs/programs are offered to promote health and wellness of students: Fit & Fun Club, Marathon Club, Relay For Life, Jump-Rope for Heart, Health and Physical Education classes, Catch Program, G.R.E.A.T. program and various community group and programs that promote dental health, vision, etc.
 Parent and Community Involvement:	We are fortunate to work with a community that fosters good citizenship and making a difference. Many families participate in programs that compliment learning at the school. Communication between school and home is ongoing through student agendas, the web site, newsletter, conferences, monthly PTO meetings, and special performances and assemblies. PTO family functions include Halloween Party, Winterfest, Family Game Night, Carnival, Someone Special Social and Bingo Night.

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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers Climate survey is provided by District/State. It is given annually to all staff and portion of selected 5th grade students. Some highlights from our staff survey include: 89% in relationships category, 85% in parental support/engagement, 88.9% in school safety, 91.4% in administration support and 81.3% in emotional support.
 Facilities:	West Dover Elementary School was established in 1963. It is one of twelve elementary schools in the Toms River Regional School District. At West Dover Elementary School, we educate approximately 400 students in kindergarten through grade five with a professional and support staff of over 60 people. Recent renovations include total remodeling of Library (Painted and tiled floor), tiling of classrooms and new Roller Screens (blinds) to be installed during course of upcoming school year/summer. The site is also home to one of the 3 elementary turf fields.
 School Safety:	West Dover Elementary is patrolled by our security officers. The main entrance has a remote locked door/video system that is opened only after checking identification of the visitor . Upgraded security cameras have been added to the interior and exterior of the building. Monthly fire and security drills are conducted following state procedures. Annual safety procedures are reviewed with all staff at the beginning of the school year and reviewed as needed. West Dover Elementary takes great pride in our positive working relationship with the local police department who meets with staff and students on a regular basis to educate all on current safety concerns.



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 Technology and STEM:	Recent upgrades to the WAN backbone enable high speed 1 Gb connections to all locations and 10 Gb between two data centers, with resiliency from potential outages. Firewalls have been upgraded to provide improved cybersecurity. WDE now has over 200 shared computing devices. All classrooms have improved WiFi access. Every staff and student has Google accounts. All schools participate in Computers Science Education Week, NJ Makers Day, NJ STEM Week and Digital Learning Day. Staff training is provided by a district Ed Tech Supervisor and building web developers. Tech courses focus on computer applications, problem solving, the use of media and the maker mindset. Opportunities have been expanded and enhanced through grants and foundations, with more than 2/3 of raised in the 18-19 school year going to STEAM initiatives.