NJ SCHOOL PERFORMANCE REPORT

TOMS RIVER HIGH SCHOOL NORTH
(29-5190-040)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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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

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School Contact Info

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
Principal Name	MR. KELLER
Address	1245 OLD FREEHOLD ROAD TOMS RIVER, NJ 08753-1304
Phone Number	(732)505-5702
Email Address	EKELLER@TRSCHOOLS.COM
Website	http://www.trschools.com/hsnorth/
Twitter	https://twitter.com/@mariner_maniacs

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
9	517	518	496
10	551	516	503
11	559	515	486
12	537	571	532
Total	2,164	2,120	2,017

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	47.7%	47.3%	47.7%
Male	52.3%	52.7%	52.3%
Economically Disadvantaged Students	21.4%	21.0%	21.9%
Students with Disabilities	13.1%	13.7%	13.5%
English Learners	0.8%	1.7%	2.2%
Homeless Students		0.8%	0.8%
Students in Foster Care		0.3%	0.1%
Military-Connected Students		0.0%	0.0%
Migrant Students		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	2015-16	2016-17	2017-18
White	74.7%	72.7%	69.7%
Hispanic	10.8%	13.1%	15.1%
Black or African American	5.3%	5.5%	5.9%
Asian	7.5%	7.3%	7.2%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.4%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	1.2%	1.1%	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	2015-16	2016-17	2017-18
Full Time Students	2,089	2,047	1,948
Shared Time Students	149	143	135
Full Time Equivalent	2,164	2,119	2,016

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	6.3%
Other Languages	3.9%

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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. 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	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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	962	98.6	53.1	55.9	56.7	53.1	58	Not Met
White	665	98.4	54.0	59.3	65.6	54.0	59.7	Not Met
Hispanic	157	99.4	42.6	42.8	42.5	42.6	44	Met Target†
Black or African American	55	98.2	34.6	37.5	37.3	34.6	34.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	66	98.5	78.8	76.2	82.3	78.8	76.9	Met Target
American Indian or Alaska Native	N	N	N	63.6	52.7	N	**	**
Two or More Races	19	100.0	73.7	49.1	63.4	73.7	N	N
Female	463	98.3	64.6	65.0	64.5	64.6		
Male	499	98.8	42.5	47.1	49.4	42.5		
Economically Disadvantaged Students	216	97.8	41.2	38.7	38.5	41.2	44.1	Met Target†
Non-Economically Disadvantaged Students	746	98.8	56.5	61.8	67.5	56.5		
Students with Disabilities	119	94.5	15.1	19.3	21.6	15.1	20.5	Met Target†
Students without Disabilities	843	99.2	58.5	63.0	63.9	58.5		
English Learners	12	100.0	25.0	26.9	27.3	25.0	**	**
Non-English Learners	950	98.6	53.5	56.6	59.4	53.5		
Homeless Students	*	*	*	36.5	27.7	*		
Students In Foster Care	*	*	*	25.9	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	479	755	752	752	7%	11%	24%	40%	18%	58%	55%
White	331	756	754	760	6%	11%	22%	40%	20%	60%	64%
Hispanic	78	744	741	735	*	13%	33%	*	*	44%	38%
Black or African American	28	740	733	734	*	*	36%	*	*	36%	34%
Asian, Native Hawaiian, or Pacific Islander	32	783	779	782	0%	*	*	44%	41%	84%	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	10	753	742	760	*	*	0%	*	*	80%	63%
Female	236	763	760	759	5%	6%	20%	46%	23%	69%	63%
Male	243	747	744	744	9%	16%	27%	34%	13%	47%	46%
Economically Disadvantaged Students	118	743	739	733	12%	12%	31%	*	*	45%	34%
Non-Economically Disadvantaged Students	361	759	756	761	5%	11%	21%	*	*	62%	65%
Students with Disabilities	52	710	713	716	*	*	*	*	*	*	15%
Students without Disabilities	427	761	759	758	*	*	*	*	*	*	62%
English Learners	*	*	706	691	*	*	*	*	*	*	*
Non-English Learners	*	*	752	755	*	*	*	*	*	*	*
Homeless Students	*	*	722	720	*	*	*	*	*	*	22%
Students in Foster Care	N	N	*	719	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	488	746	751	749	14%	14%	25%	35%	13%	47%	51%
White	335	747	755	756	12%	14%	26%	35%	13%	48%	58%
Hispanic	87	738	737	733	18%	14%	29%	*	*	39%	38%
Black or African American	*	*	729	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	35	771	*	782	*	*	*	*	*	74%	78%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	232	757	762	759	7%	9%	25%	44%	15%	59%	60%
Male	256	736	741	739	20%	18%	25%	26%	11%	37%	42%
Economically Disadvantaged Students	103	729	735	730	22%	15%	31%	*	*	32%	34%
Non-Economically Disadvantaged Students	385	750	755	758	11%	14%	23%	*	*	51%	59%
Students with Disabilities	56	703	699	707	50%	21%	*	*	*	14%	15%
Students without Disabilities	432	752	758	756	9%	13%	*	*	*	52%	57%
English Learners	*	*	*	684	*	*	*	*	*	*	*
Non-English Learners	*	*	*	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Grade 11 students who take the AP/IB English exam are exempt from taking the PARCC ELA exam and their performance may not be reflected in the PARCC ELA Grade 11 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	419	742	737	736	14%	15%	26%	37%	8%	46%	39%
White	296	744	740	737	11%	15%	26%	38%	10%	48%	41%
Hispanic	66	731	728	731	*	*	*	38%	0%	38%	35%
Black or African American	28	724	*	729	*	*	*	*	*	21%	31%
Asian, Native Hawaiian, or Pacific Islander	24	759	756	759	*	*	*	*	*	67%	60%
American Indian or Alaska Native	*	*	*	730	*	*	*	*	*	*	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	188	754	749	745	9%	9%	22%	*	*	61%	48%
Male	231	732	728	728	19%	19%	29%	*	*	33%	31%
Economically Disadvantaged Students	98	730	731	730	27%	13%	23%	*	*	37%	33%
Non-Economically Disadvantaged Students	321	745	739	739	10%	15%	26%	*	*	48%	42%
Students with Disabilities	68	705	709	708	51%	21%	15%	*	*	13%	13%
Students without Disabilities	351	749	743	742	7%	13%	28%	*	*	52%	44%
English Learners	*	*	733	702	*	*	*	*	*	*	*
Non-English Learners	*	*	737	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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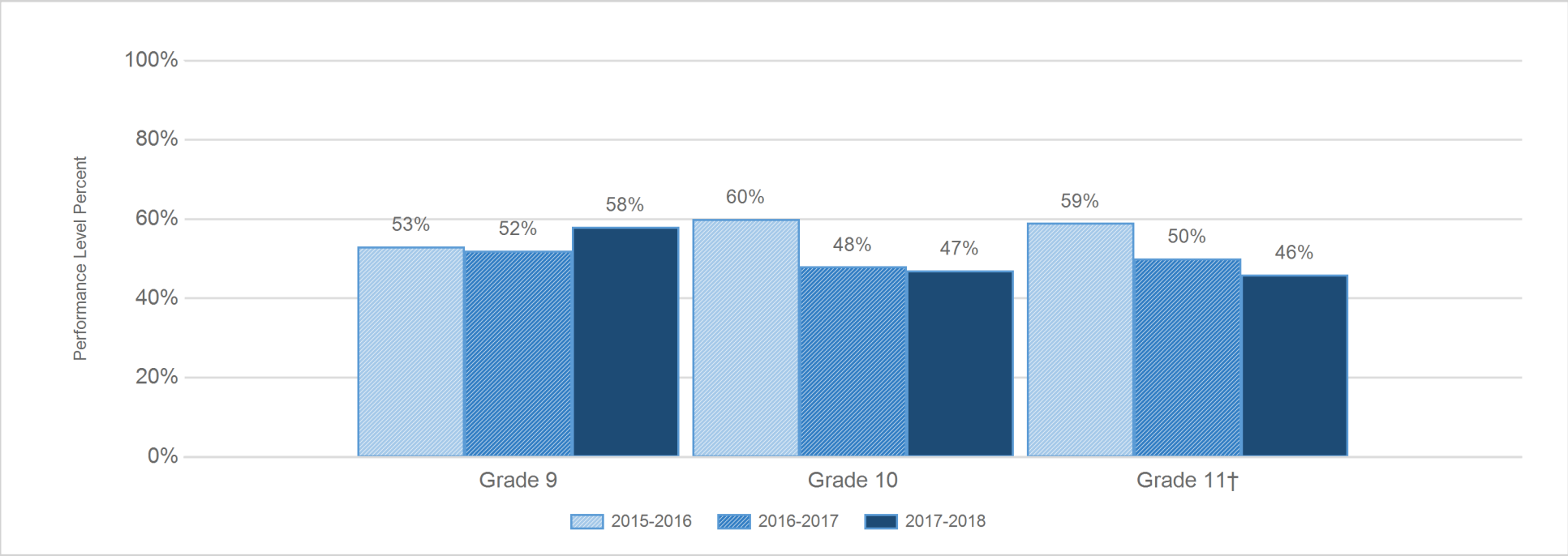
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.

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Mathematics Assessment - Participation and Performance

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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	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	944	98.5	30.6	37.3	45.0	30.6	38.1	Not Met
White	658	98.2	32.1	40.4	54.1	32.1	39.1	Not Met
Hispanic	155	99.4	16.1	*	29.2	16.1	25.2	Not Met
Black or African American	54	96.5	18.5	18.6	23.4	18.5	11.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	58	100.0	63.7	63.7	77.0	63.7	61.7	Met Target
American Indian or Alaska Native	N	N	N	45.5	42.5	N	**	**
Two or More Races	19	100.0	31.6	30.4	53.0	31.6	N	N
Female	452	98.3	30.3	38.7	46.0	30.3		
Male	492	98.6	30.9	35.9	43.9	30.9		
Economically Disadvantaged Students	216	97.4	21.3	23.0	26.6	21.3	28.2	Not Met
Non-Economically Disadvantaged Students	728	98.8	33.3	42.2	55.9	33.3		
Students with Disabilities	122	94.7	10.6	13.8	17.1	10.6	16.8	Not Met
Students without Disabilities	822	99.1	33.6	41.9	50.5	33.6		
English Learners	12	100.0	25.0	23.7	24.6	25.0	**	**
Non-English Learners	932	98.4	30.7	37.7	46.9	30.7		
Homeless Students	*	*	*	18.2	17.3	*		
Students In Foster Care	*	*	*	25.9	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	415	735	742	746	10%	25%	33%	*	*	32%	46%
White	275	737	744	755	9%	23%	33%	*	*	35%	57%
Hispanic	85	726	730	730	15%	32%	32%	21%	0%	21%	27%
Black or African American	28	727	724	727	*	39%	*	*	*	21%	23%
Asian, Native Hawaiian, or Pacific Islander	16	755	771	779	*	0%	*	*	*	56%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	11	738	733	755	0%	*	*	*	*	27%	54%
Female	188	735	744	748	9%	24%	33%	*	*	34%	48%
Male	227	734	739	745	11%	25%	33%	*	*	30%	44%
Economically Disadvantaged Students	119	728	726	729	13%	32%	32%	*	*	24%	25%
Non-Economically Disadvantaged Students	296	737	746	756	9%	22%	34%	*	*	35%	57%
Students with Disabilities	57	707	707	716	*	*	*	*	*	*	13%
Students without Disabilities	358	739	747	752	*	*	*	*	*	*	52%
English Learners	11	706	709	710	*	*	*	*	*	*	*
Non-English Learners	404	735	742	749	*	*	*	*	*	*	*
Homeless Students	*	*	718	718	*	*	*	*	*	*	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	451	729	729	735	7%	38%	37%	*	*	18%	30%
White	305	731	731	740	6%	34%	40%	*	*	20%	37%
Hispanic	86	723	720	723	*	*	*	*	*	*	14%
Black or African American	29	718	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	744	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	723	741	*	*	*	*	*	*	39%
Female	222	732	730	736	*	34%	43%	*	*	19%	30%
Male	229	726	727	734	*	42%	31%	*	*	16%	29%
Economically Disadvantaged Students	111	724	724	722	9%	50%	29%	*	*	12%	13%
Non-Economically Disadvantaged Students	340	731	730	741	7%	34%	39%	*	*	19%	38%
Students with Disabilities	61	710	708	713	*	*	*	*	*	*	*
Students without Disabilities	390	732	732	738	*	*	*	*	*	*	*
English Learners	*	*	716	711	*	*	*	*	*	*	*
Non-English Learners	*	*	729	736	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

TOMS RIVER HIGH SCHOOL NORTH
(29-5190-040)
Grades Offered: 09-12
2017-2018

Report Key:
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Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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	449	723	719	727	24%	31%	20%	*	*	24%	30%
White	336	724	721	733	22%	31%	23%	24%	0%	24%	35%
Hispanic	55	709	705	710	*	*	*	*	*	*	14%
Black or African American	24	699	*	705	58%	*	0%	*	*	13%	11%
Asian, Native Hawaiian, or Pacific Islander	29	761	*	766	0%	*	*	*	*	59%	66%
American Indian or Alaska Native	*	*	*	729	*	*	*	*	*	*	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	215	725	722	728	19%	36%	20%	*	*	25%	30%
Male	234	722	717	727	30%	27%	21%	*	*	22%	30%
Economically Disadvantaged Students	84	707	706	709	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	365	727	722	736	*	*	*	*	*	*	37%
Students with Disabilities	59	688	687	693	*	*	*	*	*	*	*
Students without Disabilities	390	729	724	732	*	*	*	*	*	*	*
English Learners	*	*	*	691	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	703	*	*	*	*	*	*	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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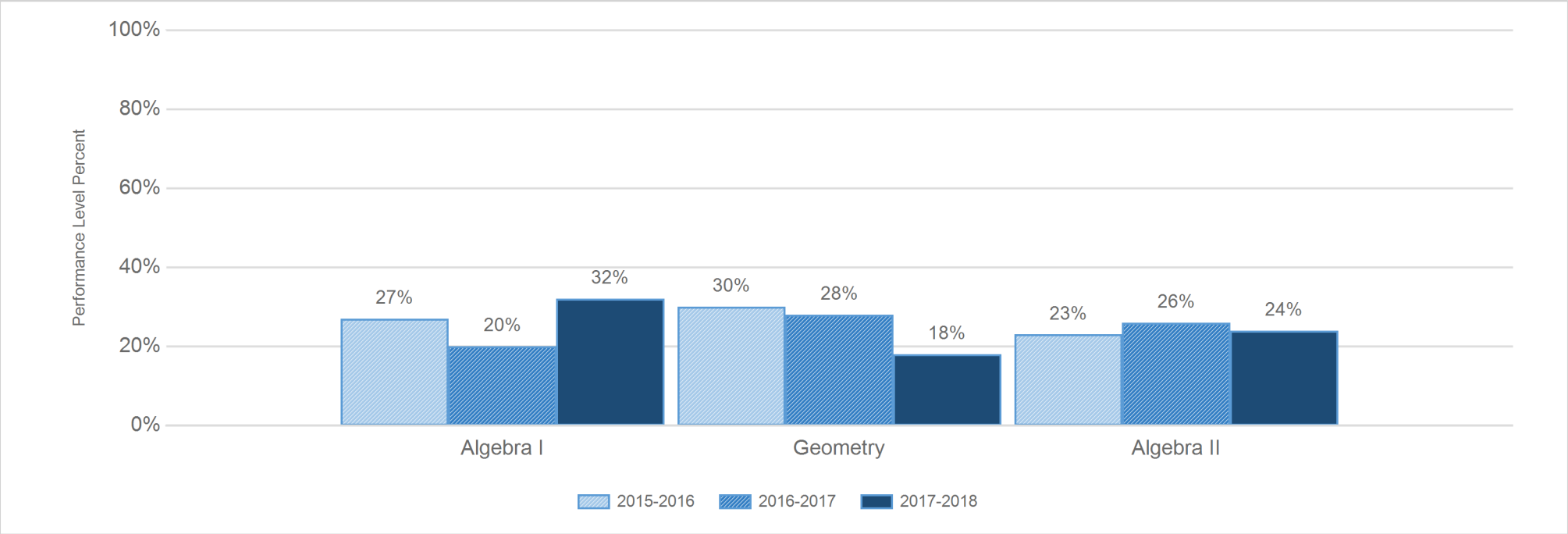
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	13	13

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. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	40.7%	46.8%	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	26	*	*
3-4	14	*	*
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 grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

Biology Assessment Information

New Jersey transitioned from the Biology Assessment to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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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 2017-18. 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 2017-18	63.4%	85.0%
12th graders taking SAT in 2017-18 or prior years	67.5%	72.2%
12th graders taking ACT in 2017-18 or prior years	19.8%	24.6%

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	474	478	Grade 10: 430 Grade 11: 460	65%	62%
PSAT 10/NMSQT - Math	482	478	Grade 10: 480 Grade 11: 510	45%	42%
SAT - Reading and Writing	561	542	480	87%	72%
SAT - Math	569	543	530	68%	54%
ACT - Reading	24	24	22	67%	62%
ACT - English	23	24	18	86%	78%
ACT - Math	24	24	22	62%	62%
ACT - Science	23	23	23	59%	53%

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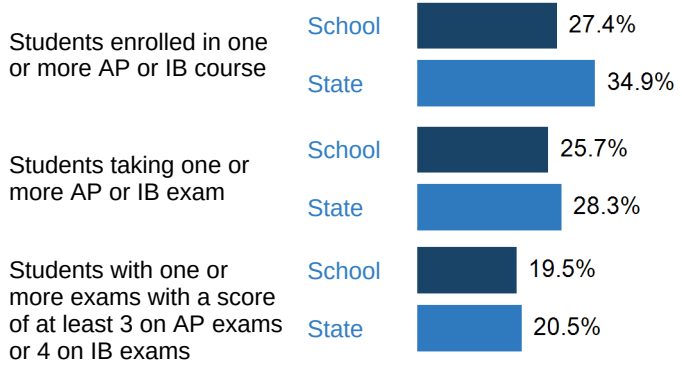
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

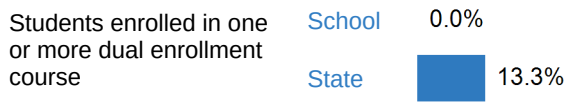
AP/IB Coursework – Participation and Performance

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 students 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	42	42
AP Calculus AB	44	37
AP Calculus BC	0	4
AP Chemistry	45	43
AP Computer Science A	29	27
AP English Language and Composition	85	82
AP English Literature and Composition	53	49
AP Environmental Science	31	28
AP Music Theory	0	1
AP Physics 1	0	19
AP Physics 2	0	15
AP Physics B	19	0
AP Physics C: Electricity and Magnetism	0	2
AP Physics C: Mechanics	0	9
AP Statistics	51	51
AP U.S. Government and Politics	101	99

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AP/IB Course	Students Enrolled	Students Tested
AP U.S. History	97	92
Total Exams taken		600
Exams with scores of at least 3 on AP exams or 4 on IB exams		403

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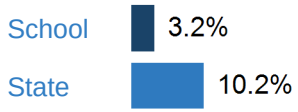
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career and Technical Education website.

Career and Technical Education Participation

The graphs below show the percentage of students 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)

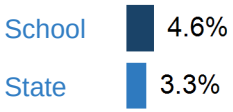
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students 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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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

School	*
State	0.9%

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	11		
Education and Training	*		
Health Science	14		
Hospitality & Tourism	15		
Human Services	26	*	*
Information Technology	*		
Manufacturing	11		
Marketing	*		
Transportation, Distribution & Logistics	19	*	*
Total (All Clusters)	125	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	387	117	27	0	0	0	13
10	32	383	93	17	0	0	8
11	12	42	350	102	16	11	9
12	1	9	42	225	65	95	14
Total	432	551	512	344	81	106	44
Enrolled in AP/IB Course					44	51	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	106	0	371	24	3	13
10	386	100	29	10	8	18
11	40	263	6	11	178	47
12	93	52	2	90	163	102
Total	625	415	408	135	352	180
Enrolled in AP/IB Course	42	45		31	19	0
Enrolled in Dual Enrollment Course	0	0	0	0	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.

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	477	1	0	0	0	37
10	23	491	0	0	0	11
11	15	510	0	12	0	41
12	196	90	0	64	0	216
Total	711	1092	0	76	0	305
Enrolled in AP/IB Course	0	97	0	0		101
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	371	56	0	0	30	0	0
10	383	64	0	0	19	0	0
11	266	26	0	0	13	0	0
12	52	15	0	0	15	0	0
Total	1072	161	0	0	77	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	294	36	0	0	24	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	*
Portuguese	*
Spanish	17
Turkish	*
Vietnamese	*
Total	24

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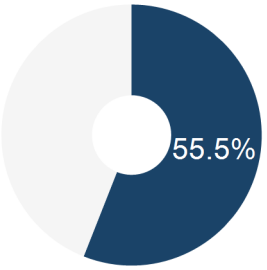
Visual and Performing Arts – Course Participation

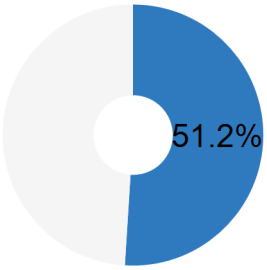
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

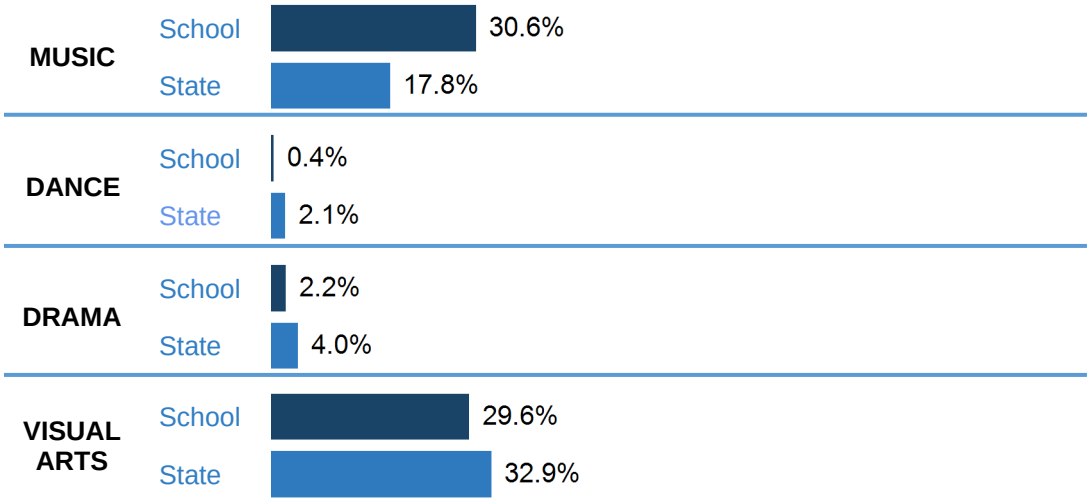


School



State

Students enrolled in one or more classes by discipline:



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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 2017 4-year rate and the Class of 2016 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 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	93.4%	90.9%	95.1%	92.4%	93.6%	91.4%	Met Target	94.0%	93.7%	Met Target
White	93.2%	95.0%	96.0%	95.7%	94.7%	92.4%	Met Target	95.1%	N	Met Goal
Hispanic	92.2%	84.8%	87.3%	87.3%	85.5%	85.7%	Not Met	91.5%	90.2%	Met Target
Black or African American	90.0%	84.2%	*	86.8%	*	83.1%	Met Target	79.4%	96.0%	Not Met
Asian, Native Hawaiian or Pacific Islander	98.0%	97.0%	100.0%	97.7%	100.0%	N	Met Goal	96.1%	N	Met Goal
American Indian or Alaska Native	*	86.5%	N	94.1%	N	N	N	*	**	**
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	89.7%	84.6%	89.4%	87.0%	84.3%	83.0%	Met Target	87.4%	88.3%	Not Met
Students with Disabilities	77.9%	80.1%	88.4%	83.5%	80.6%	75.2%	Met Target	85.9%	77.5%	Met Target
English Learners	90.9%	75.8%	93.8%	81.8%	93.3%	**	**	*	**	**
Homeless Students	*	72.6%	100.0%	79.1%	100.0%			N		
Students in Foster Care	N	62.6%	N	64.9%						

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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 Pathways

This table shows the percentage of Class of 2018 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
PARCC Assessment	77.0%	67.4%
Substitute Competency Test	14.8%	23.0%
Portfolio Appeals Process	3.2%	3.9%
Alternate Requirements specified in IEP	4.9%	5.4%
Unknown	0.2%	0.2%

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2018	93.4%	-
2017	93.6%	95.1%
2016	92.6%	94.0%

Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2017-2018	0.8%	1.2%
2016-2017	1.2%	1.1%
2015-2016	0.8%	1.2%

NJ SCHOOL PERFORMANCE REPORT

TOMS RIVER HIGH SCHOOL NORTH
(29-5190-040)
Grades Offered: 09-12
2017-2018

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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 Rates: Fall

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. 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 in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	80.3%	41.8%	58.2%
White	80.9%	41%	59%
Hispanic	69.8%	46.7%	53.3%
Black or African American	76.2%	50%	50%
Asian, Native Hawaiian, or Pacific Islander	90%	40%	60%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	72.7%	54.2%	45.8%
Students with Disabilities	59%	73.9%	26.1%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. 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 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	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	84.5%	46.1%	53.9%	74.3%	25.7%	72%	28%
White	86.9%	43.8%	56.3%	72.7%	27.3%	70.2%	29.8%
Hispanic	61.4%	77.8%	22.2%	92.6%	7.4%	81.5%	18.5%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	97.4%	35.1%	64.9%	75.7%	24.3%	83.8%	16.2%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	69.4%	68%	32%	90%	10%	90%	10%
Students with Disabilities	71.7%	68.4%	31.6%	89.5%	10.5%	86.8%	13.2%
English Learners	60%	100%	0%	100%	0%	83.3%	16.7%

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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.

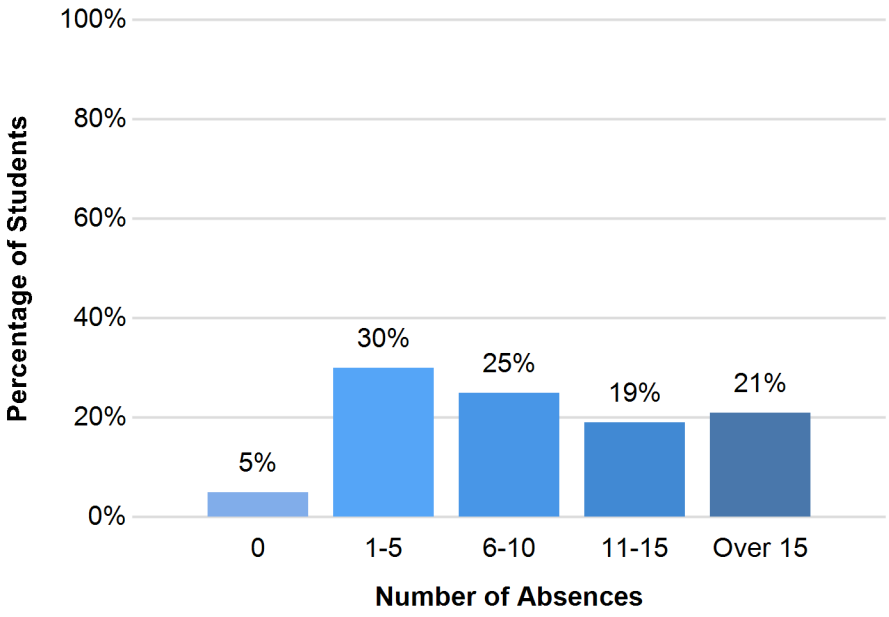
Chronic Absenteeism

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	366	17.4	14.9	Not Met
White	262	17.9	14.9	Not Met
Hispanic	63	19.4	14.9	Not Met
Black or African American	25	19.7	14.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	8	5.1	14.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.9	Not Met
Economically Disadvantaged Students	123	26.2	14.9	Not Met
Students with Disabilities	75	23.1	14.9	Not Met
English Learners	7	15.9	14.9	Not Met

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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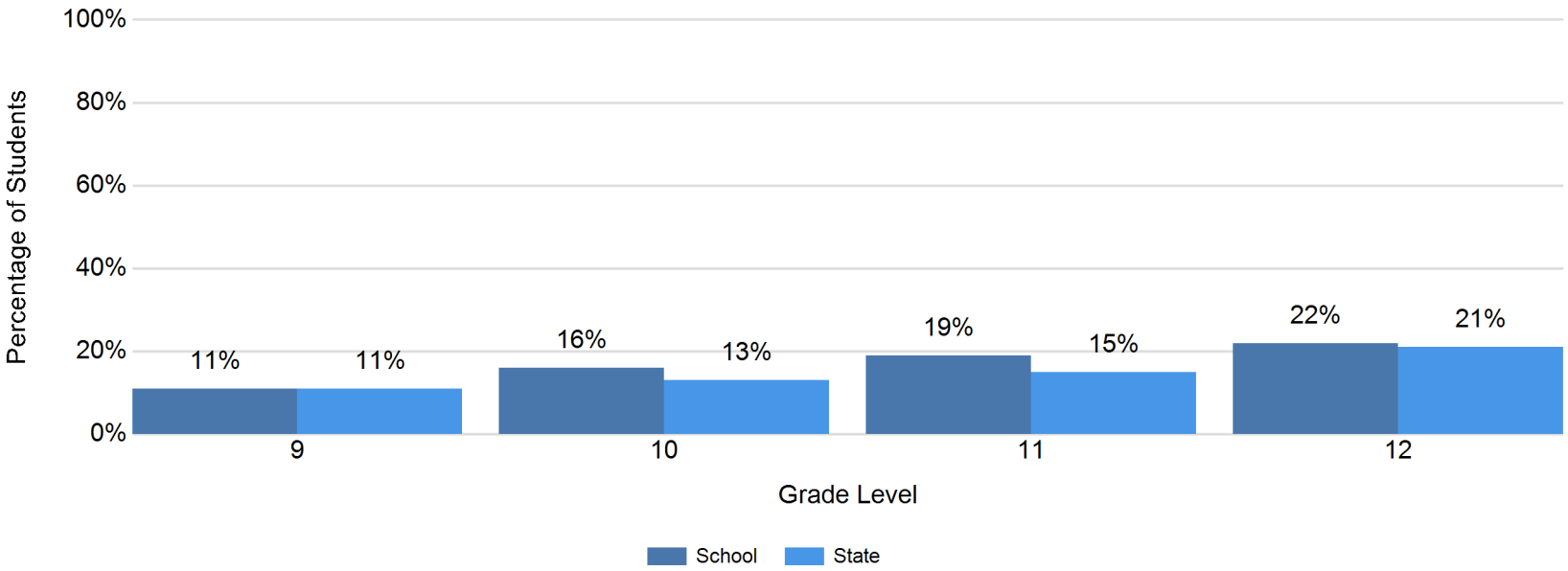
Chronic Absenteeism by Grade

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), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

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	3
Vandalism	3
Substances	29
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	55
Incidents Per 100 Students Enrolled	2.73

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	12
Weapons	3
Vandalism	2
Substances	5
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (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	1	1
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	3		3

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	100	5.0%
Any Suspension	100	5.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
569

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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	2 Hrs. 9 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 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 3-11. 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
2017-18	1.6:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$477	$12,671	$13,148

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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 experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	158	117,464
Average years experience in public schools	13.1	12.0
Average years experience in district	12.0	10.7
Teachers in district for 4 or more years	84.2%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	71	9,374
Average years experience in public schools	21.4	16.0
Average years experience in district	16.7	12.0
Administrators in district for 4 or more years	77.5%	76.2%

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	288:1	217:1
Teachers to Administrators	23:1	17:1
Students to Librarians/Media Specialists		2568:1
Students to Nurses		593:1
Students to Counselors		395:1
Students to Child Study Team		428:1

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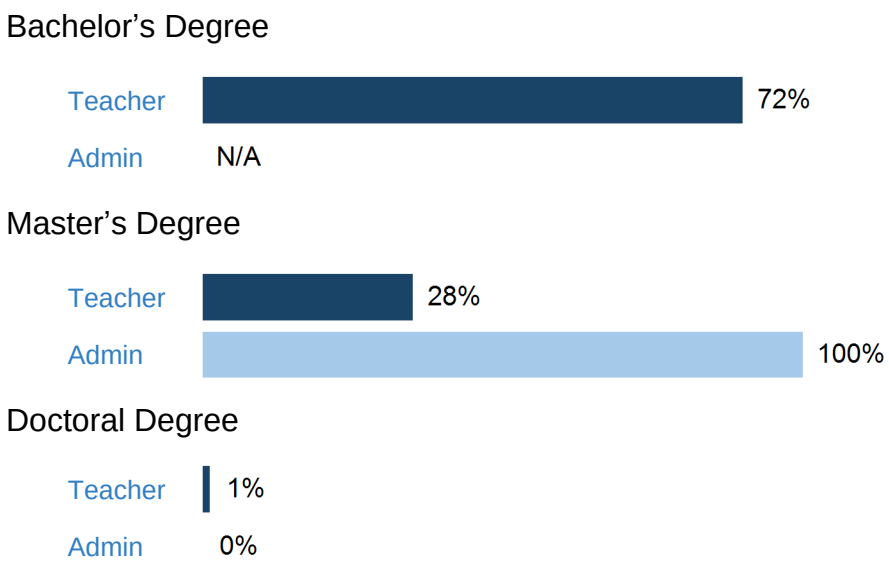
Teachers and Administrators - Level of Education

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



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	92.5%	90.2%
2016-17 Administrators: Same district 2017-18	94.3%	86.2%

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
2017-18	96.6%

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Teachers: All classroom teachers
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Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	62.7%	42.9%
Male	37.3%	57.1%
White	98.1%	100.0%
Hispanic	1.9%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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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). 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.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	54.73	15.0%
Mathematics Proficiency	47.56	15.0%
Graduation Rate - 4-Year	44.41	20.0%
Graduation Rate - 5-Year	35.92	20.0%
Progress Towards English Language Proficiency	49.09	20.0%
Chronic Absenteeism	27.87	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	44.02	n/a
Summative Rating: Percentile Rank of Summative Score	39.54	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing 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	n/a	n/a	No	Not Met	Not Met	Met Target	Met Target	Met Target†	Not Met	No
White	37.18	8.94	No	Not Met	Not Met	Met Target	Met Goal	n/a	Not Met	No
Hispanic	44.30	8.94	No	Met Target†	Not Met	Not Met	Met Target	n/a	Not Met	No
Black or African American	43.40	8.94	No	Met Target†	Met Target	Met Target	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	52.64	8.94	No	Met Target	Met Target	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	**	n/a	**	No
Two or More Races	**	**	No	N	N	**	**	n/a	Not Met	No
Economically Disadvantaged Students	46.49	8.94	No	Met Target†	Not Met	Met Target	Not Met	n/a	Not Met	No
Students with Disabilities	52.51	8.94	No	Met Target†	Not Met	Met Target	Met Target	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	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 your school directly.

Highlights:	• US News and World Report Silver Medal Winner for excellence. • Home of the Art Academy Schools of Visual, Digital and Performing Arts • 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 2,100 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 2018 has distinguished themselves as AP Scholars by College Board; over 87% 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 and NJ Art Educator's exhibits. US News and World Report has awarded us a “Silver Medal” for excellence in all aspects of student life.

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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, Tennis, Soccer, Bowling, Basketball, Track, and swimming.
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. With over 30 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.

NJ SCHOOL PERFORMANCE REPORT

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2017-2018

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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 prfessional development has focused on grit and building growth mindset into our curriculum. The outcome of this approach is designed to build work ethic as well as to development the social and emotional skills of our students.
Postsecondary Information:	Of the 550 graduating seniors of the class of 2018, 79% went on to post secondary education. Some colleges both in and out of state were Lehigh, Yale, Stevens Institutue 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. 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.

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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 during professional development days.
Facilities:	Our main facility was built in 1969. Numerous additions (5) over the years were constructed with the last addition, constructed in 2002 , is a 2-story wing of classrooms which also houses our media center including two computer labs. Included was the 5000 seating capacity Arena. This arena is used for all district events including many outside venues such as concerts and home shows. The arena is also used by our phys ed classes during the day. The school 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.
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:	In 2017-18, the district upgraded the building-to-building WAN network to 1 Gb for all locations with a 10 Gb connection between our two data centers. There are 1 GB Internet circuits in each data center providing resiliency from potential outages. All ed spaces have WiFi access for district and BYOD devices. The district utilizes the Google Apps platform for educational and collaborative purposes. Cybersecurity programs monitor network activity and the district upgraded firewalls. STEAM activities are scheduled district-wide around CS Ed Week, NJ Makers Day, NJ STEM Week and Digital Learning Day. Training is provided by the Supervisor of EdTech as well as a building Web Developer. Tech courses are 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. Approximately half of the $515,699 raised in the 17-18 school year went to STEAM and tech initiatives.

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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.