NJ SCHOOL PERFORMANCE REPORT

TOMS RIVER HIGH SCHOOL EAST
(29-5190-030)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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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. THOMAS
Address	1225 RAIDER WAY TOMS RIVER, NJ 08753
Phone Number	(732)505-5665
Email Address	PTHOMAS@TRSCHOOLS.COM
Website	http://www.trschools.com/hseast
Facebook	https://www.facebook.com/tomsriverhseast
Twitter	https://www.twitter.com/tomsriverhseast

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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	360	334	339
10	378	356	352
11	292	352	328
12	350	290	341
Total	1,380	1,332	1,360

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	49.5%	50.1%	49.5%
Male	50.5%	49.9%	50.5%
Economically Disadvantaged Students	18.0%	18.2%	17.7%
Students with Disabilities	14.3%	14.0%	15.3%
English Learners	0.4%	0.0%	0.0%
Homeless Students		1.1%	1.7%
Students in Foster Care		0.2%	0.0%
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	84.9%	84.3%	83.3%
Hispanic	8.2%	8.8%	9.4%
Black or African American	2.8%	2.9%	2.6%
Asian	3.2%	2.9%	3.0%
Native Hawaiian or Pacific Islander	0.0%	0.1%	0.2%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	0.9%	1.1%	1.4%

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	1,332	1,294	1,330
Shared Time Students	95	74	58
Full Time Equivalent	1,380	1,331	1,359

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	95.8%
Spanish	2.5%
Other Languages	1.7%

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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	640	100.0	56.4	55.9	56.7	56.4	53.9	Met Target
White	521	100.0	58.8	59.3	65.6	58.8	55.2	Met Target
Hispanic	70	100.0	45.8	42.8	42.5	45.8	43	Met Target
Black or African American	20	100.0	25.0	37.5	37.3	25.0	N	N
Asian, Native Hawaiian, or Pacific Islander	19	100.0	68.4	76.2	82.3	68.4	**	**
American Indian or Alaska Native	N	N	N	63.6	52.7	N	**	**
Two or More Races	10	100.0	50.0	49.1	63.4	50.0	**	**
Female	317	100.0	69.1	65.0	64.5	69.1		
Male	323	100.0	43.9	47.1	49.4	43.9		
Economically Disadvantaged Students	127	100.0	40.2	38.7	38.5	40.2	37.2	Met Target
Non-Economically Disadvantaged Students	513	100.0	60.4	61.8	67.5	60.4		
Students with Disabilities	96	100.0	*	19.3	21.6	*	16.6	Not Met
Students without Disabilities	544	100.0	*	63.0	63.9	*		
English Learners	*	*	*	26.9	27.3	*	**	**
Non-English Learners	*	*	*	56.6	59.4	*		
Homeless Students	11	100.0	27.3	36.5	27.7	27.3		
Students In Foster Care	N	N	N	25.9	26.3	N		
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	312	750	752	752	8%	14%	28%	37%	13%	50%	55%
White	250	753	754	760	6%	13%	28%	39%	14%	53%	64%
Hispanic	34	738	741	735	*	*	32%	*	*	35%	38%
Black or African American	11	727	733	734	*	*	*	*	*	18%	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	779	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	*	*	742	760	*	*	*	*	*	*	63%
Female	152	759	760	759	*	*	26%	45%	17%	62%	63%
Male	160	742	744	744	*	*	30%	29%	10%	39%	46%
Economically Disadvantaged Students	68	735	739	733	16%	19%	31%	*	*	34%	34%
Non-Economically Disadvantaged Students	244	754	756	761	5%	13%	27%	*	*	55%	65%
Students with Disabilities	61	715	713	716	*	*	20%	*	*	11%	15%
Students without Disabilities	251	759	759	758	*	*	30%	*	*	59%	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	327	758	751	749	10%	11%	16%	43%	20%	63%	51%
White	269	761	755	756	9%	10%	17%	43%	21%	64%	58%
Hispanic	36	745	737	733	*	*	*	*	*	56%	38%
Black or African American	*	*	729	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	10	766	*	782	*	*	*	*	*	70%	78%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	165	770	762	759	*	*	13%	47%	28%	76%	60%
Male	162	746	741	739	*	*	19%	38%	12%	49%	42%
Economically Disadvantaged Students	58	734	735	730	24%	*	*	*	*	48%	34%
Non-Economically Disadvantaged Students	269	763	755	758	7%	*	*	*	*	66%	59%
Students with Disabilities	32	692	699	707	*	*	*	*	*	*	15%
Students without Disabilities	295	765	758	756	*	*	*	*	*	*	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	213	737	737	736	15%	20%	26%	*	*	39%	39%
White	178	739	740	737	14%	19%	27%	*	*	40%	41%
Hispanic	24	728	728	731	*	*	*	*	*	38%	35%
Black or African American	*	*	*	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	756	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	*	730	N	N	N	N	N	N	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	86	750	749	745	*	14%	30%	*	*	53%	48%
Male	127	729	728	728	*	24%	23%	*	*	30%	31%
Economically Disadvantaged Students	34	732	731	730	*	29%	*	*	*	32%	33%
Non-Economically Disadvantaged Students	179	739	739	739	*	18%	*	*	*	41%	42%
Students with Disabilities	43	723	709	708	30%	26%	*	*	*	26%	13%
Students without Disabilities	170	741	743	742	11%	18%	*	*	*	43%	44%
English Learners	*	*	733	702	*	*	*	*	*	*	*
Non-English Learners	*	*	737	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	N	N	*	708	N	N	N	N	N	N	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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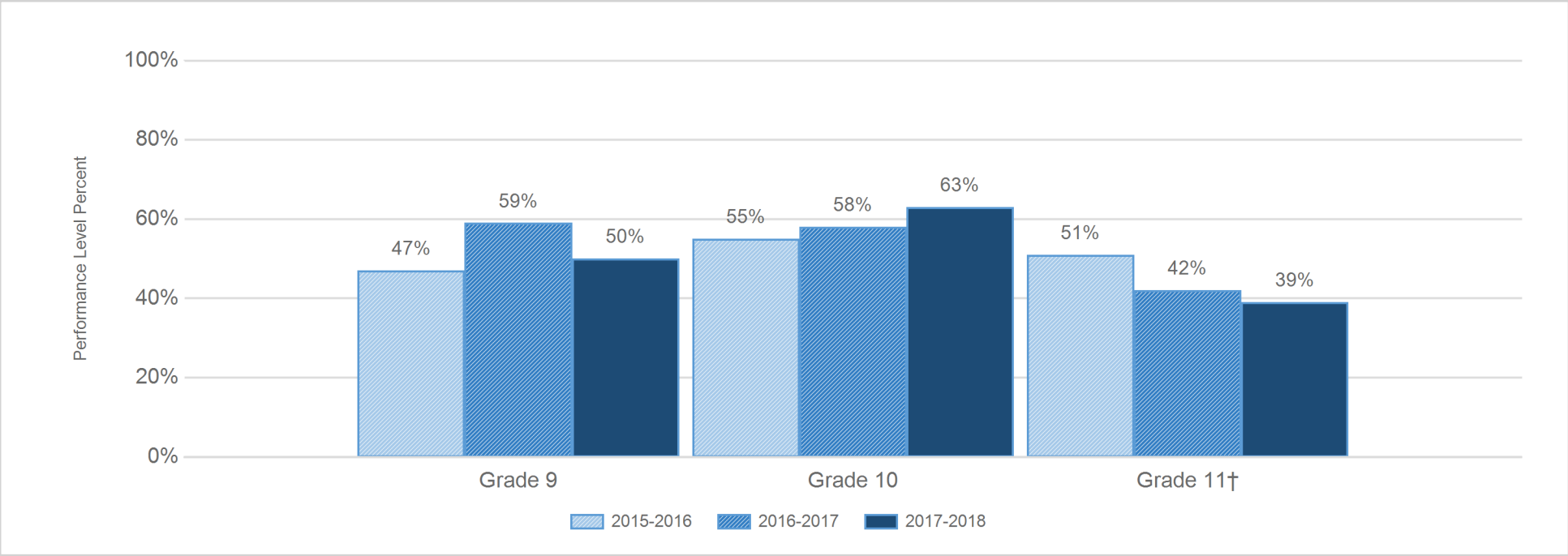
English Language Arts/Literacy Assessment - Performance Trends

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

This table shows information about the Mathematics 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	646	99.5	25.9	37.3	45.0	25.9	33.6	Not Met
White	525	99.6	27.3	40.4	54.1	27.3	34.2	Not Met
Hispanic	72	100.0	13.9	*	29.2	13.9	26.4	Not Met
Black or African American	19	100.0	10.5	18.6	23.4	10.5	N	N
Asian, Native Hawaiian, or Pacific Islander	19	100.0	52.7	63.7	77.0	52.7	**	**
American Indian or Alaska Native	N	N	N	45.5	42.5	N	**	**
Two or More Races	11	91.7	18.2	30.4	53.0	18.2	**	**
Female	323	100.0	25.4	38.7	46.0	25.4		
Male	323	99.1	26.3	35.9	43.9	26.3		
Economically Disadvantaged Students	126	97.7	19.1	23.0	26.6	19.1	22	Met Target†
Non-Economically Disadvantaged Students	520	100.0	27.5	42.2	55.9	27.5		
Students with Disabilities	92	96.9	*	13.8	17.1	*	14.5	Not Met
Students without Disabilities	554	100.0	*	41.9	50.5	*		
English Learners	*	*	*	23.7	24.6	*	**	**
Non-English Learners	*	*	*	37.7	46.9	*		
Homeless Students	11	100.0	18.2	18.2	17.3	18.2		
Students In Foster Care	N	N	N	25.9	16.2	N		
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	289	729	742	746	16%	26%	36%	23%	0%	23%	46%
White	223	731	744	755	14%	24%	37%	25%	0%	25%	57%
Hispanic	39	721	730	730	*	28%	36%	*	*	15%	27%
Black or African American	12	715	724	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	733	755	*	*	*	*	*	*	54%
Female	141	730	744	748	12%	25%	43%	21%	0%	21%	48%
Male	148	728	739	745	20%	26%	29%	25%	0%	25%	44%
Economically Disadvantaged Students	72	723	726	729	22%	26%	33%	18%	0%	18%	25%
Non-Economically Disadvantaged Students	217	731	746	756	14%	25%	36%	24%	0%	24%	57%
Students with Disabilities	63	704	707	716	*	*	*	*	*	*	13%
Students without Disabilities	226	736	747	752	*	*	*	*	*	*	52%
English Learners	*	*	709	710	*	*	*	*	*	*	*
Non-English Learners	*	*	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	295	729	729	735	7%	40%	35%	*	*	18%	30%
White	242	730	731	740	7%	37%	36%	*	*	19%	37%
Hispanic	33	720	720	723	*	*	*	*	*	*	14%
Black or African American	*	*	*	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	145	731	730	736	*	36%	43%	*	*	17%	30%
Male	150	727	727	734	*	45%	27%	*	*	19%	29%
Economically Disadvantaged Students	51	722	724	722	*	59%	20%	*	*	14%	13%
Non-Economically Disadvantaged Students	244	731	730	741	*	36%	38%	*	*	19%	38%
Students with Disabilities	31	706	708	713	*	*	*	*	*	*	*
Students without Disabilities	264	732	732	738	*	*	*	*	*	*	*
English Learners	N	N	716	711	N	N	N	N	N	N	*
Non-English Learners	295	729	729	736	7%	40%	35%	*	*	18%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	N	N	*	711	N	N	N	N	N	N	*
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 EAST
(29-5190-030)
Grades Offered: 09-12
2017-2018

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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	301	720	719	727	31%	28%	20%	*	*	21%	30%
White	259	721	721	733	28%	29%	21%	*	*	22%	35%
Hispanic	24	709	705	710	42%	*	*	*	*	13%	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	13	732	*	766	*	*	*	*	*	31%	66%
American Indian or Alaska Native	N	N	*	729	N	N	N	N	N	N	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	151	724	722	728	24%	28%	26%	*	*	23%	30%
Male	150	715	717	727	37%	28%	15%	*	*	20%	30%
Economically Disadvantaged Students	38	706	706	709	53%	26%	*	*	*	13%	13%
Non-Economically Disadvantaged Students	263	722	722	736	27%	28%	*	*	*	22%	37%
Students with Disabilities	33	687	687	693	*	*	*	*	*	*	*
Students without Disabilities	268	724	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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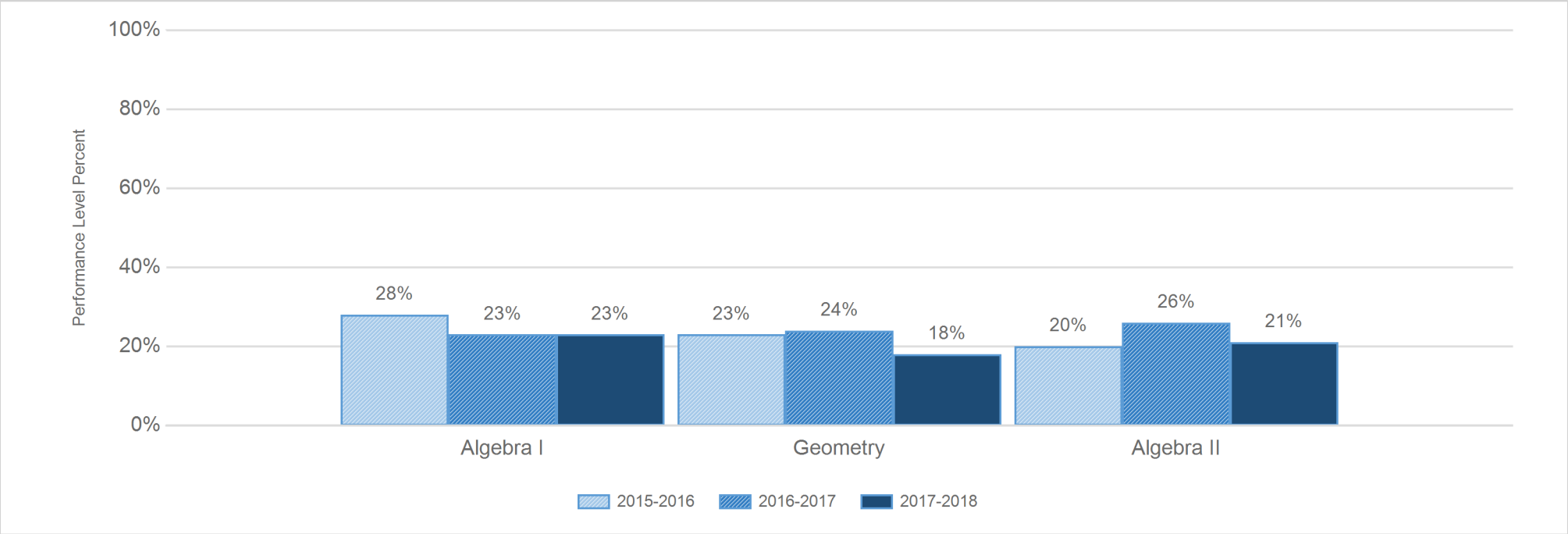
Mathematics Assessment – Performance Trends

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	*	*

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	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 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	58.1%	85.0%
12th graders taking SAT in 2017-18 or prior years	66.9%	72.2%
12th graders taking ACT in 2017-18 or prior years	11.7%	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	471	478	Grade 10: 430 Grade 11: 460	67%	62%
PSAT 10/NMSQT - Math	464	478	Grade 10: 480 Grade 11: 510	39%	42%
SAT - Reading and Writing	551	542	480	82%	72%
SAT - Math	564	543	530	67%	54%
ACT - Reading	21	24	22	45%	62%
ACT - English	21	24	18	85%	78%
ACT - Math	22	24	22	60%	62%
ACT - Science	21	23	23	43%	53%

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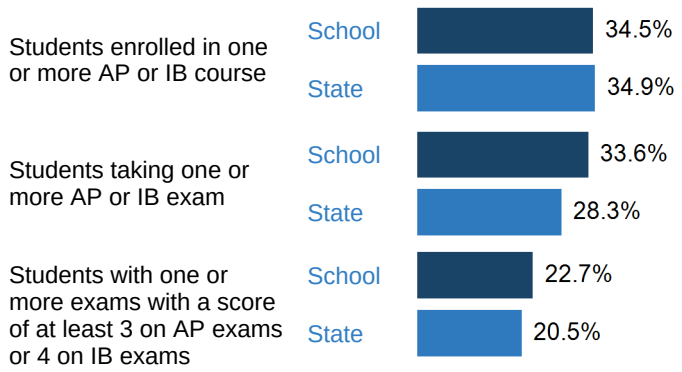
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

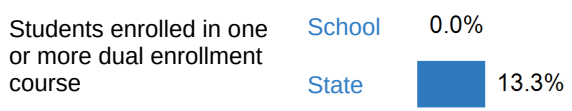
AP/IB Coursework – Participation and Performance

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	26	26
AP Calculus AB	24	15
AP Calculus BC	0	8
AP Chemistry	14	14
AP Computer Science A	5	5
AP English Language and Composition	114	112
AP English Literature and Composition	58	53
AP Environmental Science	13	10
AP Physics 1	0	6
AP Physics B	8	0
AP Psychology	0	1
AP Statistics	16	16
AP Studio Art—Drawing Portfolio	5	0
AP Studio Art—Two-Demensional	0	4
AP U.S. Government and Politics	63	61
AP U.S. History	95	94

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AP/IB Course	Students Enrolled	Students Tested
Total Exams taken		425
Exams with scores of at least 3 on AP exams or 4 on IB exams		284

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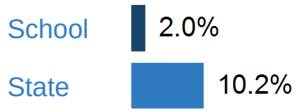
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

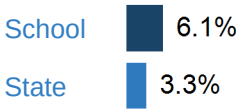
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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	10		
Arts, AV Technology & Communications	*		
Education and Training	*		
Health Science	*		
Hospitality & Tourism	11		
Human Services	*	*	*
Information Technology	*		
Manufacturing	*		
Transportation, Distribution & Logistics	11	*	*
Total (All Clusters)	56	*	*

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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	253	86	4	0	0	0	13
10	24	258	77	1	0	0	11
11	6	16	254	71	0	5	6
12	0	4	21	164	42	32	33
Total	283	364	356	236	42	37	63
Enrolled in AP/IB Course					24	16	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	89	0	230	21	0	10
10	266	67	8	5	1	16
11	21	213	3	17	94	44
12	68	16	0	40	96	105
Total	444	296	241	83	191	175
Enrolled in AP/IB Course	26	14		13	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	317	1	0	0	0	35
10	8	344	0	0	0	15
11	8	347	0	37	0	18
12	47	115	0	108	0	160
Total	380	807	0	145	0	228
Enrolled in AP/IB Course	0	95	0	0		63
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	250	27	0	0	21	0	0
10	279	16	0	0	19	0	0
11	170	8	0	0	22	0	0
12	22	6	0	0	5	0	0
Total	721	57	0	0	67	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	166	12	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
Spanish	12
Total	12

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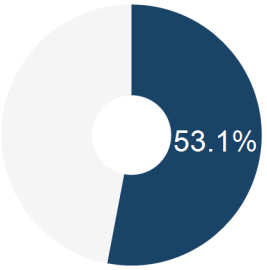
Visual and Performing Arts – Course Participation

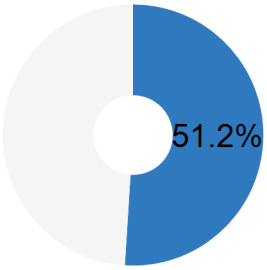
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

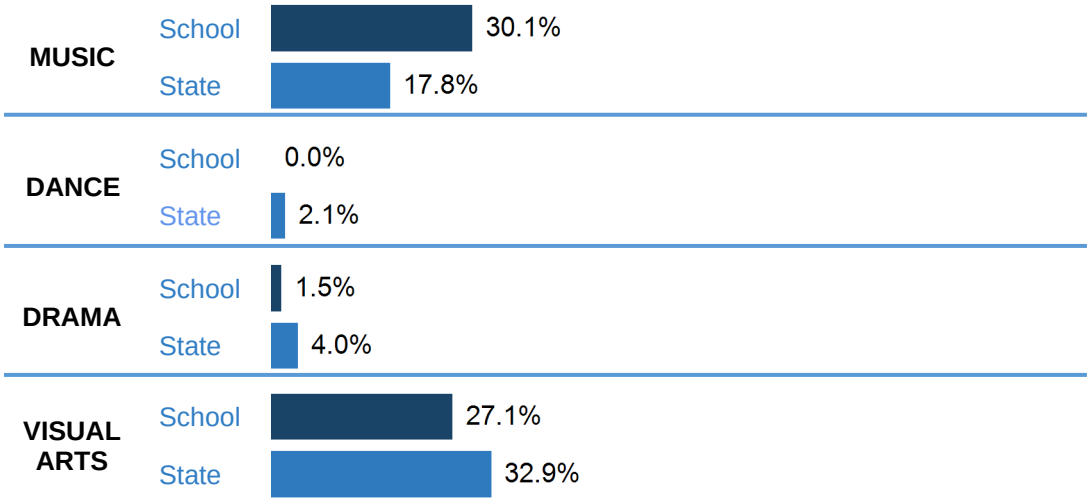


School



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	87.8%	90.9%	91.2%	92.4%	87.8%	94.0%	Not Met	92.8%	92.5%	Met Target
White	89.7%	95.0%	91.9%	95.7%	88.1%	94.5%	Not Met	93.7%	92.3%	Met Target
Hispanic	76.5%	84.8%	90.3%	87.3%	90.3%	92.8%	Not Met	87.5%	95.3%	Not Met
Black or African American	*	84.2%	*	86.8%	*	**	**	75.0%	**	**
Asian, Native Hawaiian or Pacific Islander	100.0%	97.0%	*	97.7%	*	**	**	*	**	**
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	74.7%	84.6%	80.0%	87.0%	75.6%	89.5%	Not Met	77.4%	88.2%	Not Met
Students with Disabilities	62.9%	80.1%	72.2%	83.5%	60.3%	81.2%	Not Met	85.7%	82.7%	Met Target
English Learners	*	75.8%	N	81.8%	N	N	N	*	**	**
Homeless Students	*	72.6%	92.9%	79.1%	92.9%			*		
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	77.8%	66.2%
Substitute Competency Test	15.1%	24.9%
Portfolio Appeals Process	2.2%	2.8%
Alternate Requirements specified in IEP	4.6%	5.8%
Unknown	0.3%	0.3%

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	87.8%	-
2017	87.8%	91.2%
2016	92.1%	92.8%

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	2.1%	1.2%
2016-2017	1.6%	1.1%
2015-2016	1.4%	1.2%

NJ SCHOOL PERFORMANCE REPORT

TOMS RIVER HIGH SCHOOL EAST
(29-5190-030)
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%	41.5%	58.5%
White	82.2%	40.8%	59.2%
Hispanic	77.3%	47.1%	52.9%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	90%	33.3%	66.7%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	64.7%	40.9%	59.1%
Students with Disabilities	53.3%	100%	0%
English Learners	N	N	N

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	81.3%	56.9%	43.1%	83.3%	16.7%	77.9%	22.1%
White	82.7%	54.8%	45.2%	83.6%	16.4%	76.8%	23.2%
Hispanic	73.9%	70.6%	29.4%	76.5%	23.5%	82.4%	17.6%
Black or African American	*	*	*	*	*	*	*
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	68.8%	63.6%	36.4%	86.4%	13.6%	86.4%	13.6%
Students with Disabilities	47.1%	87.5%	12.5%	87.5%	12.5%	87.5%	12.5%
English Learners	*	*	*	*	*	*	*

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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.

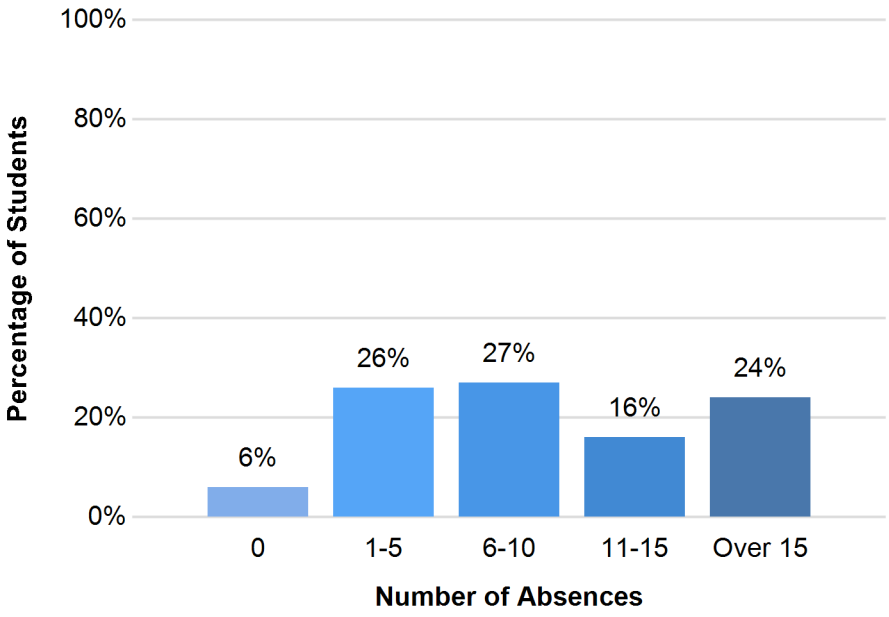
Chronic Absenteeism

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	262	18.6	14.9	Not Met
White	215	18.4	14.9	Not Met
Hispanic	22	16.4	14.9	Not Met
Black or African American	16	42.1	14.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	4	9.1	14.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.9	Not Met
Economically Disadvantaged Students	79	31.2	14.9	Not Met
Students with Disabilities	68	28.6	14.9	Not Met
English Learners	N	N	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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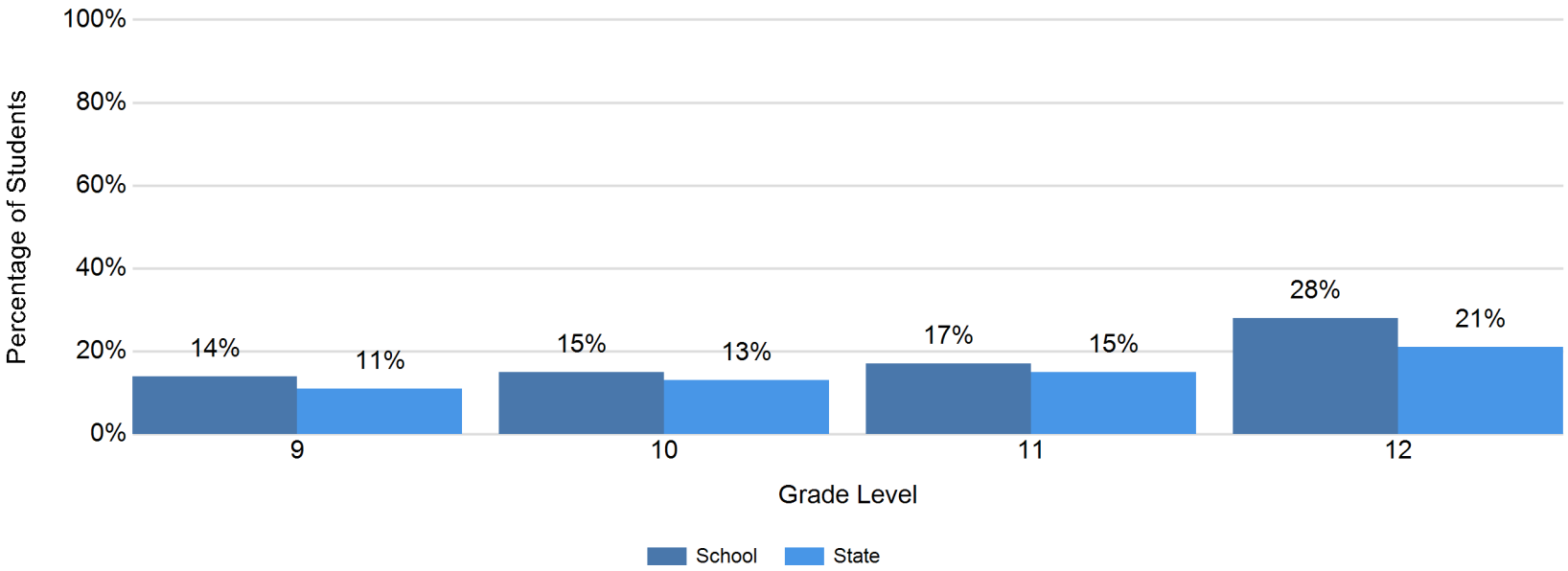
Chronic Absenteeism by Grade

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), 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	11
Weapons	2
Vandalism	3
Substances	15
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	39
Incidents Per 100 Students Enrolled	2.87

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	2
Vandalism	3
Substances	3
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	2

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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	2	2
Religion	0	0	0
Ancestry	0	1	1
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	3	3
Other	0	3	3
No Identified Nature	20		20

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	11	0.8%
Out-of-School Suspensions	99	7.3%
Any Suspension	104	7.7%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
519

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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	112	117,464
Average years experience in public schools	12.5	12.0
Average years experience in district	11.1	10.7
Teachers in district for 4 or more years	86.6%	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	12:1	13:1
Students to Administrators	170:1	217:1
Teachers to Administrators	14:1	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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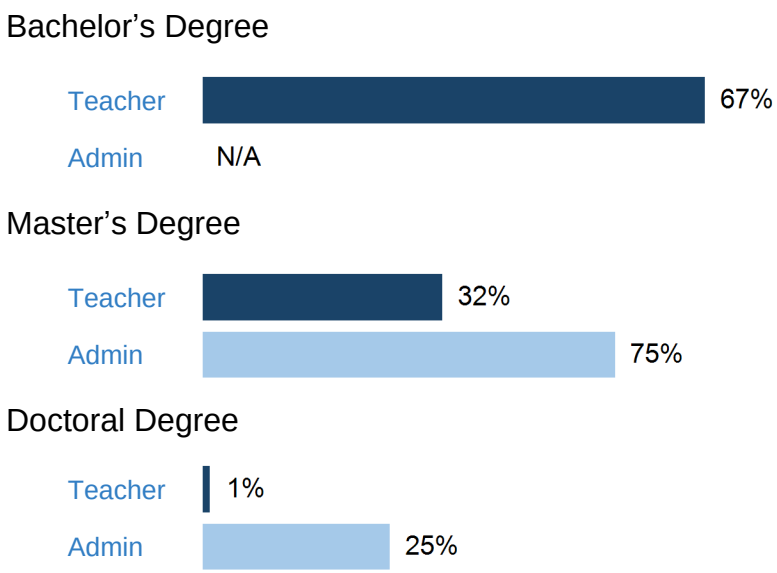
Teachers and Administrators - Level of Education

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	96.8%

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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	59.8%	0.0%
Male	40.2%	100.0%
White	97.3%	100.0%
Hispanic	1.8%	0.0%
Black or African American	0.0%	0.0%
Asian	0.9%	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	52.44	17.5%
Mathematics Proficiency	37.25	17.5%
Graduation Rate - 4-Year	14.90	25.0%
Graduation Rate - 5-Year	27.59	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	20.40	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	29.38	n/a
Summative Rating: Percentile Rank of Summative Score	20.92	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	Met Target	Not Met	Not Met	Met Target	N	Not Met	No
White	25.62	8.94	No	Met Target	Not Met	Not Met	Met Target	n/a	Not Met	No
Hispanic	46.57	8.94	No	Met Target	Not Met	Not Met	Not Met	n/a	Not Met	No
Black or African American	**	**	No	N	N	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	N	N	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	Not Met	No
Economically Disadvantaged Students	28.70	8.94	No	Met Target	Met Target†	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	30.05	8.94	No	Not Met	Not Met	Not Met	Met Target	n/a	Not Met	No
English Learners	**	**	No	**	**	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 your school directly.

Highlights:	• Approximately 82% of HSE students and 87% of HSE staff participate in one or more school extracurricular clubs, activities and/or sports. • Implementation of STEAM Academy focusing on BioMedicine, Engineering and Environmental Sustainability • Mentoring program that 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 studnets 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 curriculur 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

NJ SCHOOL PERFORMANCE REPORT

TOMS RIVER HIGH SCHOOL EAST
(29-5190-030)
Grades Offered: 09-12
2017-2018

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School Narrative

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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 befor 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 colleagial collaboration. Administration provide weekly professional development opportunities for staff to participate in.
Postsecondary Information:	Of the 341 graduating seniors of the class of 2018, 75% went on to post secondary education. We also had 8 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.

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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:	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.
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 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:	High School East utilizes innovative technological services in support of our STEAM Academy through a new Makerspace and Anatomy, Physiology, and Forensics Lab. Our media center includes 2 tech labs with 65 computers. 2 other computer labs have 30 computers each. 17 carts of 30 Chromebooks are available to any class. 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 Google Apps. Cybersecurity programs monitor network activity and 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.

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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.