NJ SCHOOL PERFORMANCE REPORT

TOMS RIVER INTERMEDIATE SCHOOL SOUTH
(29-5190-061)
Grades Offered: 06-08
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. GLUCK
Address	1675 PINEWALD ROAD BEACHWOOD, NJ 08722
Phone Number	(732)505-3900
Email Address	PGLUCK@TRSCHOOLS.COM
Website	http://www.trschools.com/isouth/

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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
6	366	330	346
7	382	366	344
8	366	379	368
Total	1,114	1,075	1,058

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	46.7%	47.0%	47.8%
Male	53.3%	53.0%	52.2%
Economically Disadvantaged Students	33.8%	33.7%	35.4%
Students with Disabilities	17.2%	19.3%	19.9%
English Learners	0.3%	0.4%	0.5%
Homeless Students		1.3%	1.0%
Students in Foster Care		0.6%	0.5%
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	73.0%	71.6%	69.9%
Hispanic	15.5%	17.1%	18.7%
Black or African American	6.8%	6.6%	6.7%
Asian	1.8%	1.8%	1.9%
Native Hawaiian or Pacific Islander	0.3%	0.2%	0.2%
American Indian or Alaska Native	0.1%	0.0%	0.1%
Two or More Races	2.5%	2.7%	2.5%

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	90.5%
Spanish	7.4%
Other Languages	2.1%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	44	47	50	Met Standard	35	41	50	Not Met
White	45	48	50	Met Standard	35	40	51	Not Met
Hispanic	46	48	49	Met Standard	34	42	48	Not Met
Black or African American	42	39	44	Met Standard	33	34	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	42	52	61	**	26	50	61	**
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	27	42	49	Not Met	36	42	51	**
Economically Disadvantaged	41	44	48	Met Standard	36	37	47	Not Met
Students with Disabilities	42	40.5	41	Met Standard	33.5	39.5	43	Not Met
English Learners	*	62	54	**	*	45	51	**

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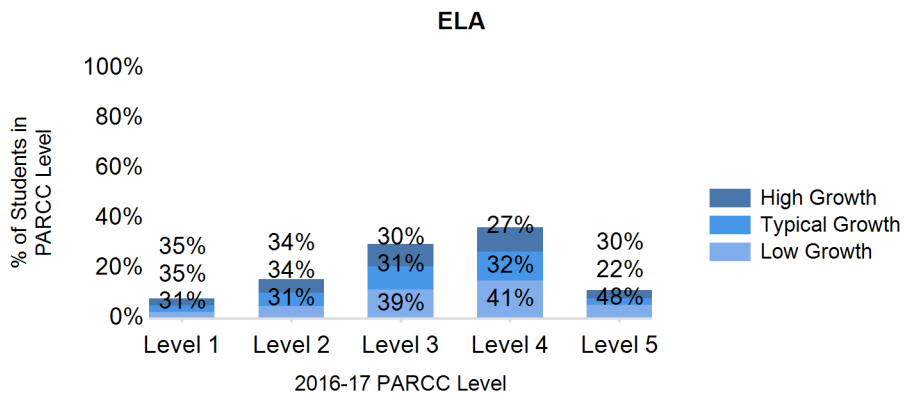
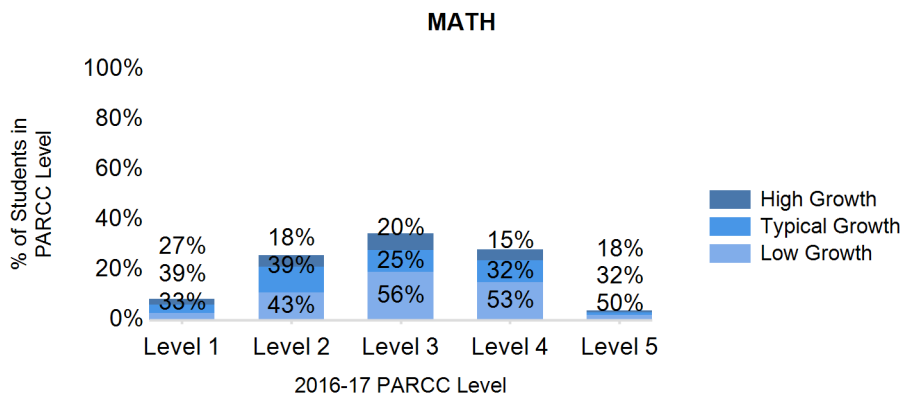
Student Growth by Performance Level

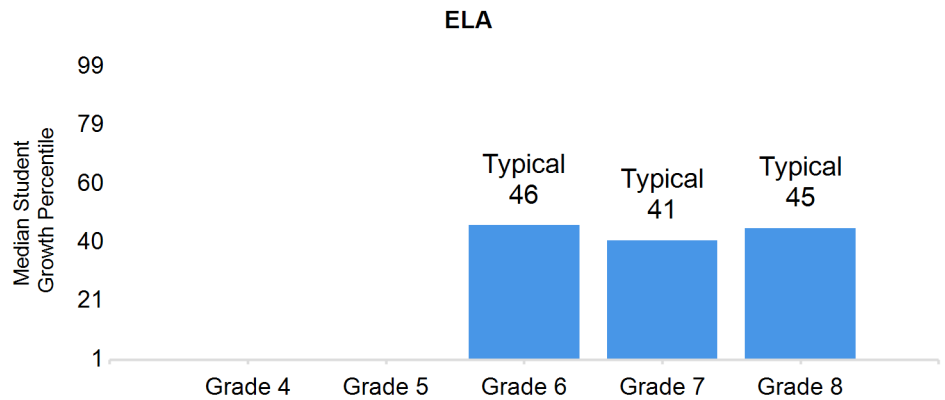
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

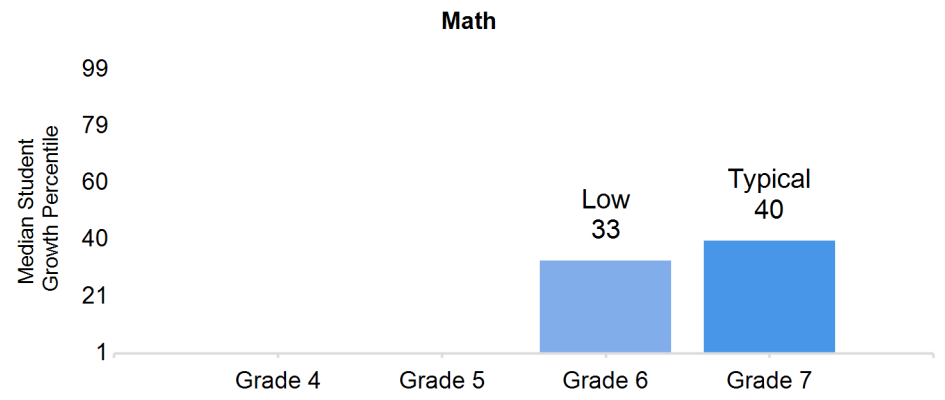




Student Growth by Grade

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





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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	1027	96.2	51.3	55.9	56.7	51.3	47.1	Met Target
White	723	95.6	55.1	59.3	65.6	55.1	50.2	Met Target
Hispanic	185	98.0	40.0	42.8	42.5	40.0	33.8	Met Target
Black or African American	63	95.8	46.0	37.5	37.3	46.0	34.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	76.2	82.3	*	68	Met Target†
American Indian or Alaska Native	*	*	*	63.6	52.7	*	**	**
Two or More Races	33	97.2	33.4	49.1	63.4	33.4	42.7	Met Target†
Female	495	96.2	60.8	65.0	64.5	60.8		
Male	532	96.3	42.5	47.1	49.4	42.5		
Economically Disadvantaged Students	342	96.5	35.1	38.7	38.5	35.1	32.3	Met Target
Non-Economically Disadvantaged Students	685	96.1	59.4	61.8	67.5	59.4		
Students with Disabilities	207	95.1	21.2	19.3	21.6	21.2	26.4	Not Met
Students without Disabilities	820	96.5	58.9	63.0	63.9	58.9		
English Learners	11	100.0	18.2	26.9	27.3	18.2	**	**
Non-English Learners	1016	96.2	51.7	56.6	59.4	51.7		
Homeless Students	13	87.5	23.1	36.5	27.7	51.8		
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 6

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	317	748	755	754	6%	17%	34%	31%	12%	43%	56%
White	225	752	758	761	6%	13%	34%	32%	15%	47%	66%
Hispanic	57	738	744	742	*	25%	33%	*	*	35%	42%
Black or African American	18	737	*	737	0%	*	*	*	*	22%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	154	754	760	761	*	*	29%	*	*	53%	64%
Male	163	742	749	748	*	*	39%	*	*	34%	48%
Economically Disadvantaged Students	118	736	741	739	*	28%	41%	*	*	25%	37%
Non-Economically Disadvantaged Students	199	755	760	764	*	11%	30%	*	*	53%	68%
Students with Disabilities	57	722	723	723	*	46%	25%	*	*	14%	18%
Students without Disabilities	260	754	760	760	*	11%	36%	*	*	49%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	740	729	*	*	*	*	*	*	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

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	333	749	759	760	12%	12%	26%	34%	17%	51%	63%
White	222	754	764	768	10%	9%	26%	33%	22%	55%	72%
Hispanic	71	737	746	746	*	21%	28%	*	*	38%	49%
Black or African American	22	747	744	740	*	*	*	*	*	59%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	782	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	*	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	155	760	771	769	*	*	20%	41%	24%	65%	72%
Male	178	740	748	752	*	*	30%	28%	12%	39%	54%
Economically Disadvantaged Students	108	732	741	742	23%	19%	27%	*	*	31%	44%
Non-Economically Disadvantaged Students	225	757	765	771	6%	8%	25%	*	*	60%	73%
Students with Disabilities	64	714	714	721	41%	22%	25%	*	*	13%	22%
Students without Disabilities	269	757	766	768	5%	9%	26%	*	*	60%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	*	*	728	729	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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	357	751	755	759	12%	10%	22%	44%	12%	56%	60%
White	261	756	757	767	10%	9%	20%	46%	15%	61%	70%
Hispanic	62	740	743	744	16%	*	27%	*	*	44%	45%
Black or African American	22	735	*	739	*	*	*	*	*	41%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	782	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	*	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	178	762	765	768	7%	8%	20%	47%	18%	65%	69%
Male	179	741	744	751	16%	13%	23%	41%	7%	47%	52%
Economically Disadvantaged Students	111	739	736	740	14%	17%	30%	*	*	39%	42%
Non-Economically Disadvantaged Students	246	757	761	769	11%	7%	18%	*	*	64%	71%
Students with Disabilities	57	704	713	719	56%	25%	*	*	*	11%	19%
Students without Disabilities	300	760	762	766	3%	8%	*	*	*	65%	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	*	*	749	727	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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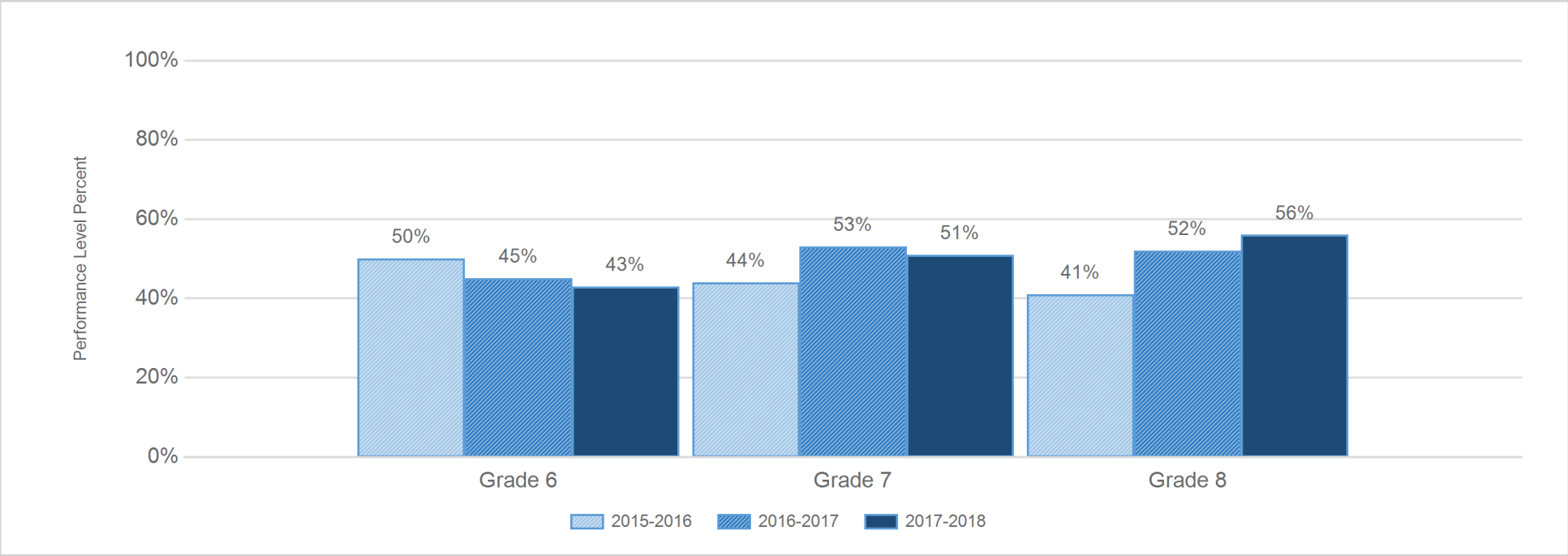
English Language Arts/Literacy Assessment - Performance Trends

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.



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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	1025	96.0	28.6	37.3	45.0	28.6	32.8	Not Met
White	723	95.6	32.5	40.4	54.1	32.5	36.4	Not Met
Hispanic	185	98.0	16.8	*	29.2	16.8	19.7	Met Target†
Black or African American	62	94.4	19.3	18.6	23.4	19.1	19.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	63.7	77.0	*	50.8	Met Target†
American Indian or Alaska Native	*	*	*	45.5	42.5	*	**	**
Two or More Races	32	94.4	18.7	30.4	53.0	18.6	20.6	Met Target†
Female	492	95.6	30.7	38.7	46.0	30.7		
Male	533	96.4	26.9	35.9	43.9	26.9		
Economically Disadvantaged Students	341	96.2	17.8	23.0	26.6	17.8	22.2	Not Met
Non-Economically Disadvantaged Students	684	95.9	34.0	42.2	55.9	34.0		
Students with Disabilities	206	95.1	10.2	13.8	17.1	10.2	16.3	Not Met
Students without Disabilities	819	96.3	33.4	41.9	50.5	33.4		
English Learners	12	100.0	16.7	23.7	24.6	16.7	**	**
Non-English Learners	1013	96.0	28.9	37.7	46.9	28.9		
Homeless Students	13	87.5	15.4	18.2	17.3	29.0		
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 Grade: Grade 6

This table shows participation and performance on the Mathematics 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: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	316	731	738	744	9%	36%	32%	*	*	22%	44%
White	226	733	740	751	9%	33%	34%	*	*	25%	54%
Hispanic	56	725	727	731	*	41%	30%	*	*	16%	27%
Black or African American	18	718	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	759	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	151	732	739	745	10%	26%	40%	*	*	23%	45%
Male	165	729	737	742	8%	45%	25%	*	*	21%	42%
Economically Disadvantaged Students	117	723	726	729	12%	48%	28%	*	*	12%	24%
Non-Economically Disadvantaged Students	199	735	743	753	8%	30%	35%	*	*	28%	56%
Students with Disabilities	57	715	715	717	*	*	*	*	*	*	13%
Students without Disabilities	259	734	742	748	*	*	*	*	*	*	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	*	*	730	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

TOMS RIVER INTERMEDIATE SCHOOL SOUTH
(29-5190-061)
Grades Offered: 06-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the Mathematics 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: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	332	732	738	743	9%	32%	33%	22%	4%	26%	43%
White	221	736	741	750	8%	27%	33%	28%	5%	32%	54%
Hispanic	72	723	727	732	*	47%	32%	*	*	11%	27%
Black or African American	21	727	725	727	*	*	*	*	*	19%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	155	734	740	745	8%	25%	39%	*	*	28%	45%
Male	177	730	736	741	11%	38%	27%	*	*	24%	42%
Economically Disadvantaged Students	108	723	726	730	15%	40%	30%	*	*	16%	24%
Non-Economically Disadvantaged Students	224	737	742	751	7%	28%	34%	*	*	31%	55%
Students with Disabilities	64	709	710	717	*	*	*	*	*	*	12%
Students without Disabilities	268	738	742	748	*	*	*	*	*	*	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	*	*	712	720	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

TOMS RIVER INTERMEDIATE SCHOOL SOUTH
(29-5190-061)
Grades Offered: 06-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the Mathematics 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: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	277	721	723	728	25%	28%	27%	20%	0%	20%	28%
White	190	722	725	736	24%	27%	27%	22%	0%	22%	36%
Hispanic	57	719	721	722	28%	25%	33%	*	*	14%	22%
Black or African American	18	708	*	715	*	*	0%	*	*	17%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	*	721	N	N	N	N	N	N	21%
Two or More Races	*	*	721	729	*	*	*	*	*	*	28%
Female	132	724	727	731	19%	30%	30%	21%	0%	21%	31%
Male	145	718	719	725	31%	26%	24%	19%	0%	19%	26%
Economically Disadvantaged Students	103	717	716	719	29%	29%	27%	15%	0%	15%	20%
Non-Economically Disadvantaged Students	174	723	726	735	23%	27%	26%	24%	0%	24%	35%
Students with Disabilities	56	693	698	705	*	*	*	*	*	*	*
Students without Disabilities	221	728	729	735	*	*	*	*	*	*	*
English Learners	*	*	698	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	724	729	*	*	*	*	*	*	29%
Homeless Students	*	*	713	708	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

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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	81	771	742	746	0%	*	*	*	*	88%	46%
White	71	771	744	755	0%	*	*	*	*	89%	57%
Hispanic	*	*	730	730	*	*	*	*	*	*	27%
Black or African American	*	*	724	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	771	779	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	733	755	N	N	N	N	N	N	54%
Female	47	767	744	748	0%	*	*	*	*	85%	48%
Male	34	776	739	745	0%	*	*	*	*	91%	44%
Economically Disadvantaged Students	*	*	726	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	746	756	*	*	*	*	*	*	57%
Students with Disabilities	*	*	707	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	747	752	*	*	*	*	*	*	52%
English Learners	N	N	709	710	N	N	N	N	N	N	*
Non-English Learners	81	771	742	749	0%	*	*	*	*	88%	*
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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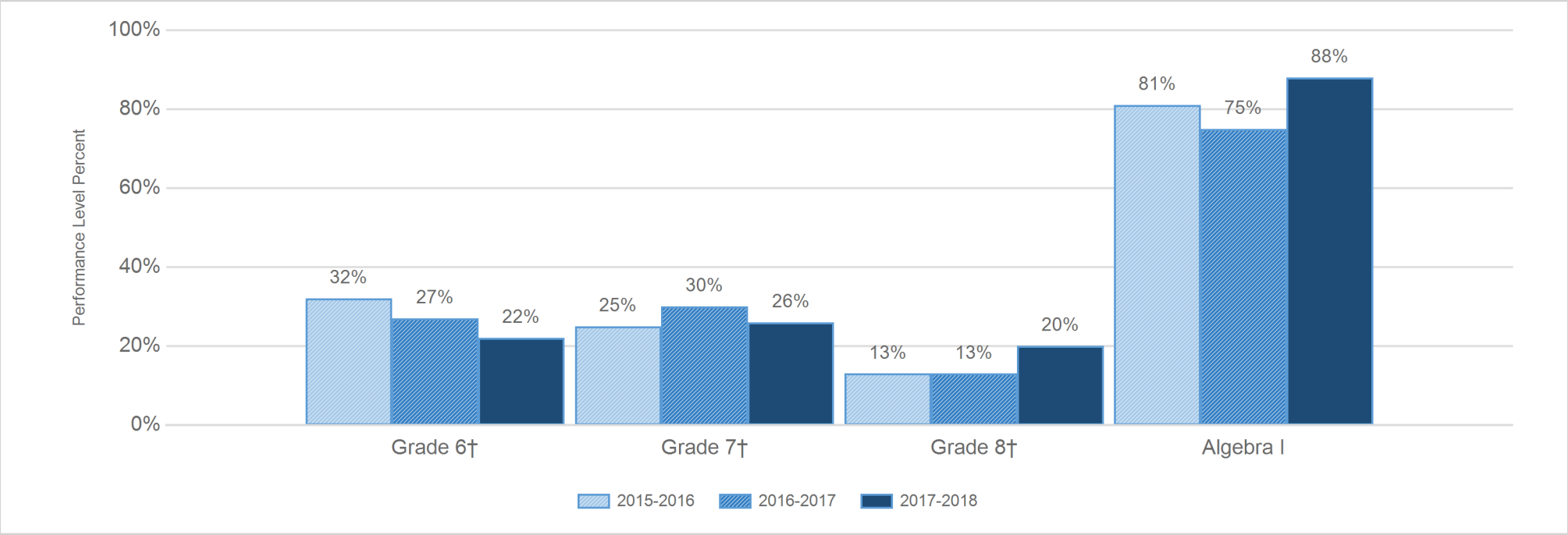
Mathematics Assessment – Performance Trends

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
6	16	16
7	*	*
8	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	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.

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	324
7	0	0	337
8	81	0	283
Total	81	0	944

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	209
7	0	0	0	0	0	0	61
8	0	0	0	0	0	0	359
Total	0	0	0	0	0	0	629

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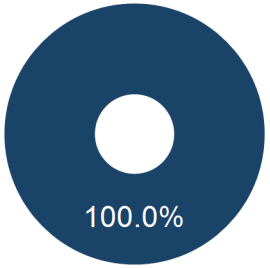
Visual and Performing Arts – Course Participation

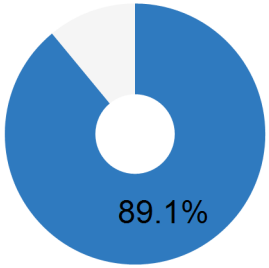
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

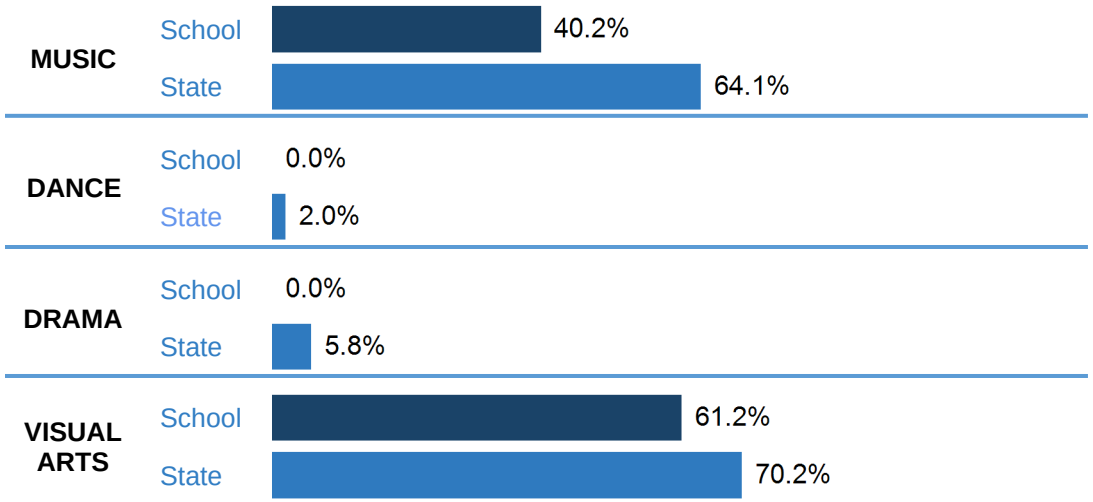


School



State

Students enrolled in one or more classes by discipline:



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

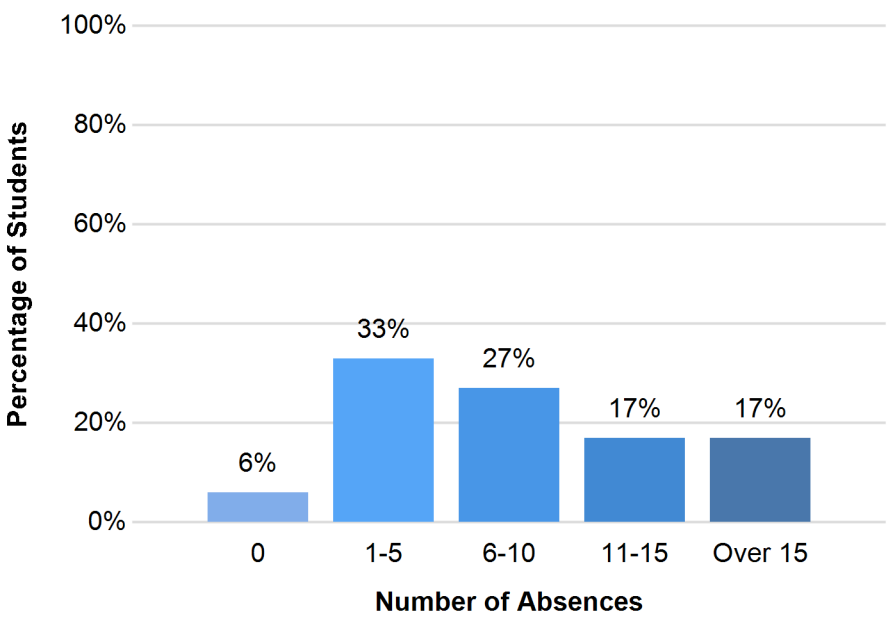
Chronic Absenteeism

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	141	13.3	9.5	Not Met
White	87	11.7	9.5	Not Met
Hispanic	28	14.1	9.5	Not Met
Black or African American	19	27.1	9.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	9.5	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	5	19.2	9.5	Not Met
Economically Disadvantaged Students	76	20.4	9.5	Not Met
Students with Disabilities	44	20.2	9.5	Not Met
English Learners	*	*	**	**

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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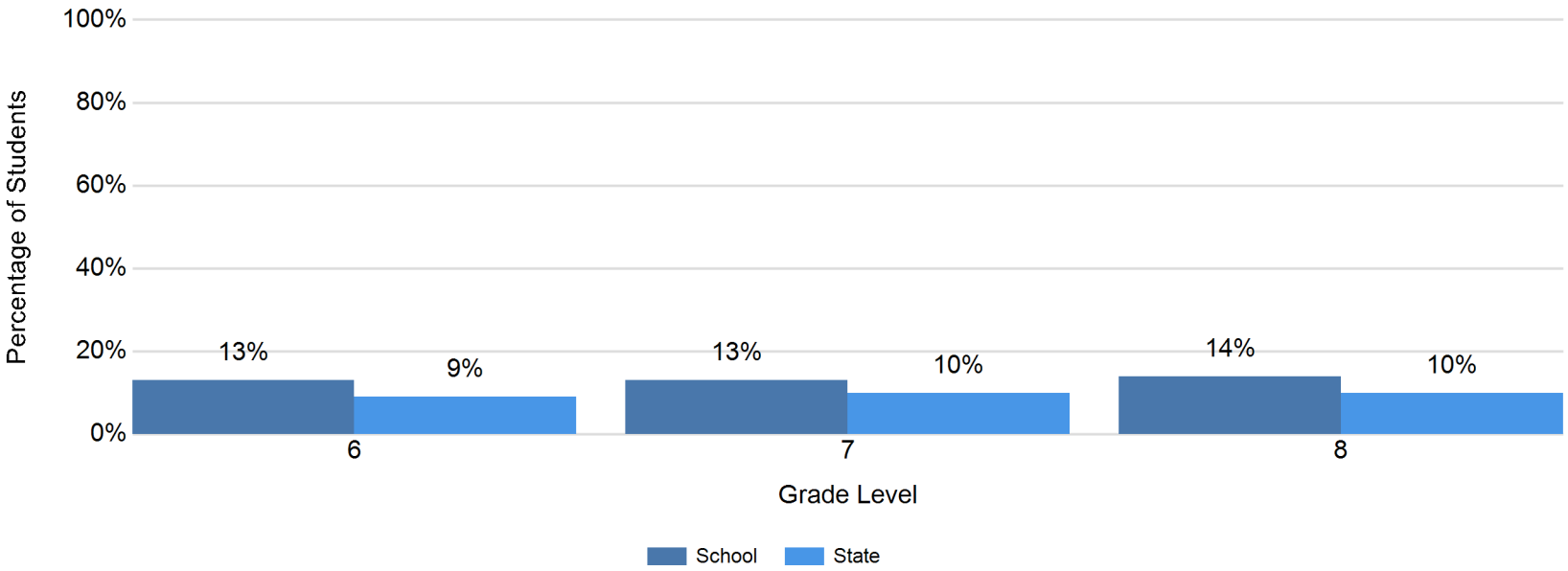
Chronic Absenteeism by Grade

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	31
Weapons	2
Vandalism	4
Substances	2
Harassment, Intimidation, Bullying (HIB)	28
Total Unique Incidents	66
Incidents Per 100 Students Enrolled	6.24

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	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Other Incidents Leading to Removal	1

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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	1	1
Gender	0	9	9
Sexual Orientation	0	1	1
Disability	0	1	1
Other	0	15	15
No Identified Nature	25		25

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	98	9.3%
Any Suspension	98	9.3%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
421

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School Day

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

Category	School
Typical Start Time	7:45 AM
Typical End Time	2:10 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 38 Mins
Shared Time - Instructional Time	N

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

NJ SCHOOL PERFORMANCE REPORT

TOMS RIVER INTERMEDIATE SCHOOL SOUTH
(29-5190-061)
Grades Offered: 06-08
2017-2018

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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	88	117,464
Average years experience in public schools	13.1	12.0
Average years experience in district	11.4	10.7
Teachers in district for 4 or more years	87.5%	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	265:1	217:1
Teachers to Administrators	22:1	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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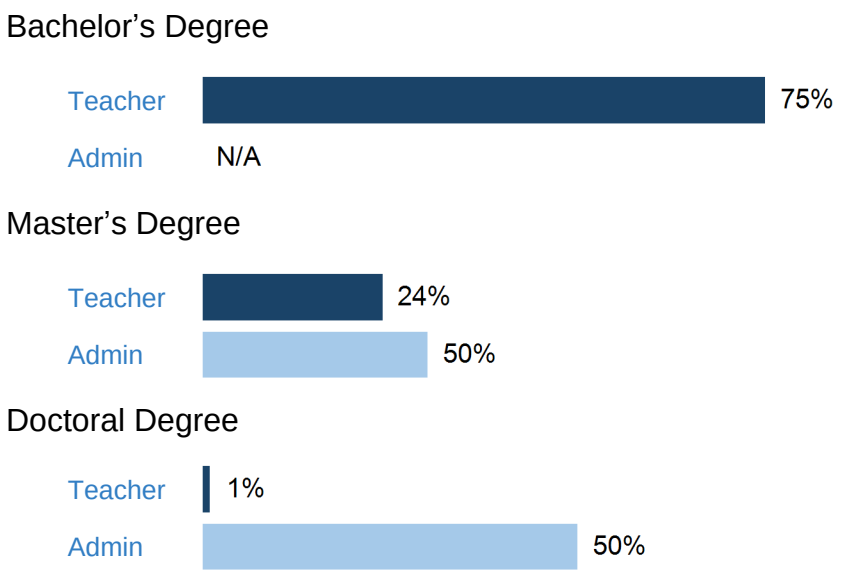
Teachers and Administrators - Level of Education

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	97.1%

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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	75.0%	50.0%
Male	25.0%	50.0%
White	98.9%	100.0%
Hispanic	1.1%	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	Yes	No	Yes
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	Yes		
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	27.67	17.5%
Mathematics Proficiency	9.54	17.5%
English Language Arts Growth	27.13	25.0%
Mathematics Growth	9.26	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	11.69	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	17.36	n/a
Summative Rating: Percentile Rank of Summative Score	6.16	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	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	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	Yes	Met Target	Not Met	Met Standard	Not Met	N	Not Met	No
White	16.18	14.08	No	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
Hispanic	24.82	14.08	No	Met Target	Met Target†	Met Standard	Not Met	n/a	Not Met	No
Black or African American	35.07	14.08	No	Met Target	Met Target†	Met Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Target†	Met Target†	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	4.76	14.08	Yes	Met Target†	Met Target†	Not Met	**	n/a	Not Met	No
Economically Disadvantaged Students	21.83	14.08	No	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	35.59	14.08	No	Not Met	Not Met	Met Standard	Not Met	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	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:	• Intermediate South staff and students piloted a modified block schedule to guage the impact of extended periods on learning. • South increased diagnostic testing of students in math and ELA to identifiy individual strenths and weaknesses of students through IREADY and ACHIEVE, and teachers use that data to drive instruction. • Graduating 8th graders participate in HS planning and counselors provide career awareness through classroom visits.
Mission, Vision, Theme:	Toms River Intermediate South continues to strive to provide each student positive experiences filled with tremendous personal growth and development. The programs at Intermediate South offer many opportunities for our students to explore new things and to learn more about themselves and their unique talents and abilities. One unique aspect of Intermediate South is our new outdoor classroom. Research illustrates that it supports emotional, behavioral and intellectual development. Students that learn through outdoor activities show a decrease in anxiety and stress and an overall improvement in health. They establish a better connection with the real world and their own community. Students are also more motivated and cognitively engaged. The outdoor tables have been used for various lessons in all disciplines by teachers in our school.
Awards, Recognition, Accomplishments:	Intermediate South students continue to receive numerous awards in athletics, math, geography, spelling and essay contests in groups and as individuals. Specifically our Girls' soccer & volleyball teams won division titles this year. Our school's Math team received a third place individual winner and our Science students had three individual honorable mentions at the Stockton University competition. Lastly, the Marching Seminoles were an honorable mention during the Halloween parade.

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Courses, Curriculum, Instruction:	The language arts department plans instruction with a focus on the NJSLS. The curriculum includes independent read time. The math standards and practices by which our students are held prepares them for modern real world opportunities. Our science program is based on the NGSS and NJSLS, with emphasis on promoting deep understanding of scientific principles through hands-on learning. The Social Studies program focuses on world & US history, geography, economics & civics.
Clubs and Activities:	Art Club, Band, Cheerleading, Band Front, Bowling, Drill Team, LEADERS, Lego Club, Environmental Club, Geography Club, History Club, Homework Club, Interact Club, Jazz Club, Jewelry Club, Kahoot Club, Math Challenge, Math Team, Newspaper, Photography Club, Science Club, School Play, Scrabble Club, Student Council, Technology Club, Weather Club, Yearbook

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Before and After School Programs:	Intermediate South offers breakfast to its students before school. After school programs include our Buddy Club where our regular education students "buddy" with our special education students on a weekly basis, Mentor Program and Title 1 Family Homework Club Program.
Staff and Professional Learning:	Intermediate South focused our teaching professional development on component 3C of the Danielson Model "Engaging Students in Learning". The goal is to create lessons that result in virtually all students to be intellectually engaged in challenging content through well designed learning tasks and activities that require complez thinking by students.

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Student Supports and Services:	Intermediate South utilizes an Intervention and Referral Services Committee(IRSC), Title 1 Family Homework Club, & Academic Activity classes where students use iReady & Achieve 3000.
Student Health and Wellness:	Intermediate South students have Physical Education classes on a daily basis and health one quarter per year. Students have access to a fitness room equipped with weights, treadmills, and elliptical machines. In addition our Life Skills classes teach students about healthy cooking and eating choices.
Parent and Community Involvement:	Parents have access to student grades and homework assignments via the GENESIS parent portal. Our Parent Teacher Organization plans many activities for our students to participate in throughout the year. The district wide Special Education Parent Teacher Association (SEPTA) also has events for students to participate in.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers The climate survey is from the NJ School Climate Survey: Middle-High School Students and the NJ School Climate Survey: School Staff. It is administered annually. The results are used to identify issues and areas of concern and to develop programs to enhance school climate.
Facilities:	Intermediate South is the districts newest facility. It is a 13 year old building with air conditioning and Wi-Fi. We have a media center with tech labs, dedicated art, technology, cooking and sewing classrooms, a gymnasium, and cafetorium. The tech lab is being upgraded into a makerspace using grant and district funding, and was host to an after school girls coding program.
School Safety:	Intermediate South is patrolled by a School Resource Officer daily. The main entrance has staff members who take turns being on duty throughout the school day and a remote locked door/video system that is opened only after checking identification of the visitor. Monthly fire and security drills are conducted following state procedures. Annual safety procedures are reviewed with all staff at the beginning of the school year and reviewed as needed. Intermediate South takes great pride in our positive working relationship with the local police department.

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Technology and STEM:	There are 18 chrome carts that are shared throughout the building. 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 has seen the addition of programs to monitor network activity with upgraded firewalls. STEAM activities are scheduled district-wide around Computers Science Education Week, NJ Makers Day, NJ STEM Week and Digital Learning Day. Staff training is provided by the Supervisor of EdTech and a Web Developers at each building. Tech courses focus on applications and the maker mindset in 21st C makerspaces. Academic Activity period is for interdisciplinary learning. Opportunities are expanded and enhanced through grants and foundations.

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Other Information:	The school day at Intermediate South is a modified block schedule. The school day begins at 7:45am and ends at 2:20pm. The Safety Team meets three times per year. Review of HIB investigations, programs, education/ training and action plans are discussed. The group is made up of 6th, 7th and 8th grade teachers, community members, law enforcement and administration. Students are not required to wear a uniform however they do adhere to a dress code.