NJ SCHOOL PERFORMANCE REPORT

TOMS RIVER INTERMEDIATE SCHOOL NORTH
(29-5190-063)
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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† This indicates a table specific note,see note below table

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	MS. FRONZAK
Address	150 INTERMEDIATE NORTH WAY TOMS RIVER, NJ 08753
Phone Number	(732)505-5800
Email Address	LFRONZAK@TRSCHOOLS.COM
Website	http://www.trschools.com/inorth/

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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	438	403	407
7	421	431	401
8	427	426	443
Total	1,286	1,260	1,251

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	49.1%	51.3%	51.7%
Male	50.9%	48.7%	48.3%
Economically Disadvantaged Students	25.7%	26.5%	29.1%
Students with Disabilities	12.7%	12.9%	14.3%
English Learners	1.2%	1.0%	2.2%
Homeless Students		0.9%	1.2%
Students in Foster Care		0.1%	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	68.3%	64.8%	61.7%
Hispanic	16.2%	18.2%	21.0%
Black or African American	6.5%	6.7%	6.7%
Asian	7.2%	7.1%	7.0%
Native Hawaiian or Pacific Islander	0.2%	0.3%	0.2%
American Indian or Alaska Native	0.1%	0.2%	0.2%
Two or More Races	1.6%	2.6%	3.1%

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	82.5%
Spanish	11.1%
Other Languages	6.4%

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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	50.5	47	50	Met Standard	41	41	50	Met Standard
White	52	48	50	Met Standard	41	40	51	Met Standard
Hispanic	45	48	49	Met Standard	42	42	48	Met Standard
Black or African American	46	39	44	Met Standard	35	34	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	58	52	61	Met Standard	51	50	61	Met Standard
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	41	42	49	Met Standard	39	42	51	Not Met
Economically Disadvantaged	47	44	48	Met Standard	38	37	47	Not Met
Students with Disabilities	39	40.5	41	Not Met	44	39.5	43	Met Standard
English Learners	42	62	54	**	56	45	51	**

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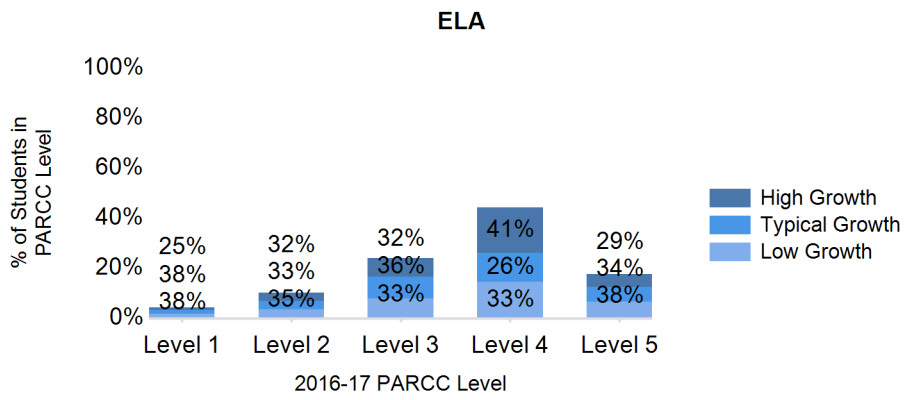
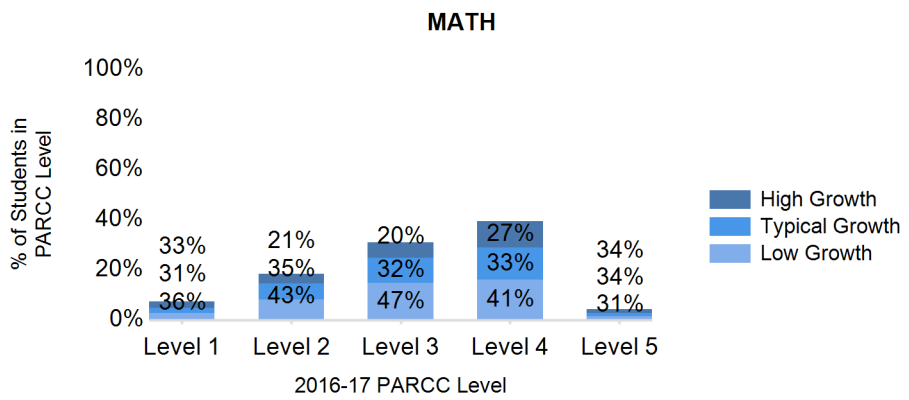
Student Growth by Performance Level

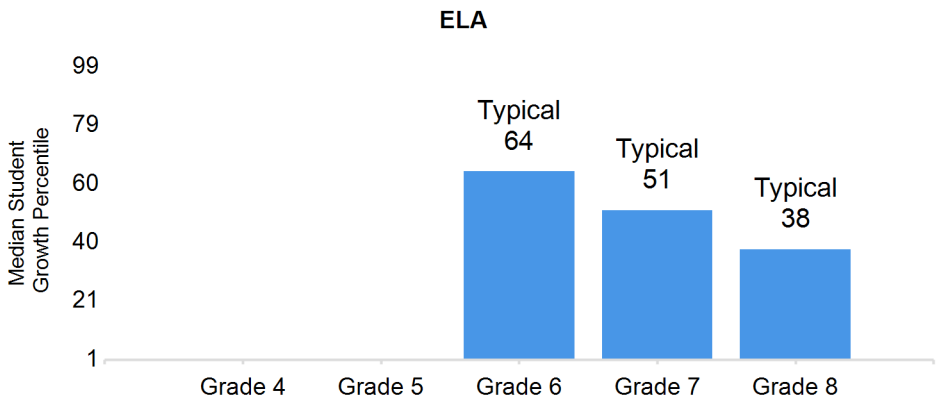
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

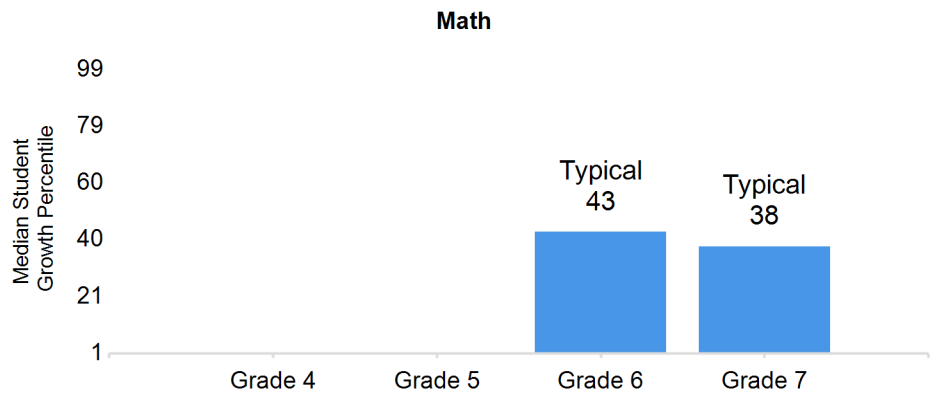




Student Growth by Grade

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	1187	97.4	64.7	55.9	56.7	64.7	60.9	Met Target
White	748	97.2	70.7	59.3	65.6	70.7	63	Met Target
Hispanic	231	99.2	47.2	42.8	42.5	47.2	47.2	Met Target
Black or African American	78	91.8	42.3	37.5	37.3	40.8	41.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	89	100.0	83.1	76.2	82.3	83.1	79	Met Goal
American Indian or Alaska Native	*	*	*	63.6	52.7	*	**	**
Two or More Races	*	*	*	49.1	63.4	*	75.5	Not Met
Female	607	97.7	75.0	65.0	64.5	75.0		
Male	580	97.1	53.9	47.1	49.4	53.9		
Economically Disadvantaged Students	306	96.4	46.1	38.7	38.5	46.1	45.1	Met Target
Non-Economically Disadvantaged Students	881	97.7	71.1	61.8	67.5	71.1		
Students with Disabilities	159	92.2	23.9	19.3	21.6	23.1	22.9	Met Target
Students without Disabilities	1028	98.2	71.0	63.0	63.9	71.0		
English Learners	22	100.0	18.2	26.9	27.3	18.2	N	N
Non-English Learners	1165	97.3	65.6	56.6	59.4	65.6		
Homeless Students	12	100.0	58.3	36.5	27.7	58.3		
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 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	395	759	755	754	3%	11%	23%	47%	16%	63%	56%
White	247	764	758	761	*	*	20%	51%	18%	69%	66%
Hispanic	79	746	744	742	*	16%	33%	*	*	44%	42%
Black or African American	27	738	*	737	*	*	*	41%	0%	41%	35%
Asian, Native Hawaiian, or Pacific Islander	32	777	775	779	0%	0%	*	*	*	88%	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	49%
Two or More Races	10	761	*	761	0%	*	*	*	*	50%	64%
Female	197	764	760	761	*	*	20%	*	*	69%	64%
Male	198	755	749	748	*	*	26%	*	*	58%	48%
Economically Disadvantaged Students	116	745	741	739	*	*	30%	*	*	47%	37%
Non-Economically Disadvantaged Students	279	765	760	764	*	*	20%	*	*	70%	68%
Students with Disabilities	60	726	723	723	*	*	25%	*	*	22%	18%
Students without Disabilities	335	765	760	760	*	*	22%	*	*	71%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	740	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	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	391	765	759	760	5%	9%	20%	35%	32%	66%	63%
White	239	771	764	768	*	*	15%	36%	37%	74%	72%
Hispanic	91	751	746	746	*	*	25%	32%	21%	53%	49%
Black or African American	21	748	744	740	0%	*	*	*	*	43%	42%
Asian, Native Hawaiian, or Pacific Islander	24	785	782	790	0%	0%	*	*	*	71%	87%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	209	776	771	769	*	*	16%	36%	41%	77%	72%
Male	182	753	748	752	*	*	24%	33%	21%	54%	54%
Economically Disadvantaged Students	105	751	741	742	*	*	31%	37%	13%	50%	44%
Non-Economically Disadvantaged Students	286	771	765	771	*	*	15%	34%	38%	72%	73%
Students with Disabilities	39	721	714	721	*	33%	28%	*	*	18%	22%
Students without Disabilities	352	770	766	768	*	7%	19%	*	*	72%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	*	*	728	729	*	*	*	*	*	*	32%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	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	409	761	755	759	6%	13%	18%	42%	21%	63%	60%
White	260	765	757	767	5%	9%	16%	47%	23%	70%	70%
Hispanic	74	741	743	744	*	26%	27%	*	*	36%	45%
Black or African American	28	746	*	739	*	*	*	*	*	43%	39%
Asian, Native Hawaiian, or Pacific Islander	35	786	782	789	0%	*	*	46%	40%	86%	86%
American Indian or Alaska Native	*	*	*	759	*	*	*	*	*	*	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	215	772	765	768	*	*	14%	48%	28%	76%	69%
Male	194	750	744	751	*	*	23%	36%	12%	48%	52%
Economically Disadvantaged Students	88	734	736	740	14%	24%	30%	*	*	33%	42%
Non-Economically Disadvantaged Students	321	769	761	769	4%	10%	15%	*	*	71%	71%
Students with Disabilities	43	714	713	719	35%	30%	*	*	*	16%	19%
Students without Disabilities	366	767	762	766	3%	11%	*	*	*	68%	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	*	*	749	727	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	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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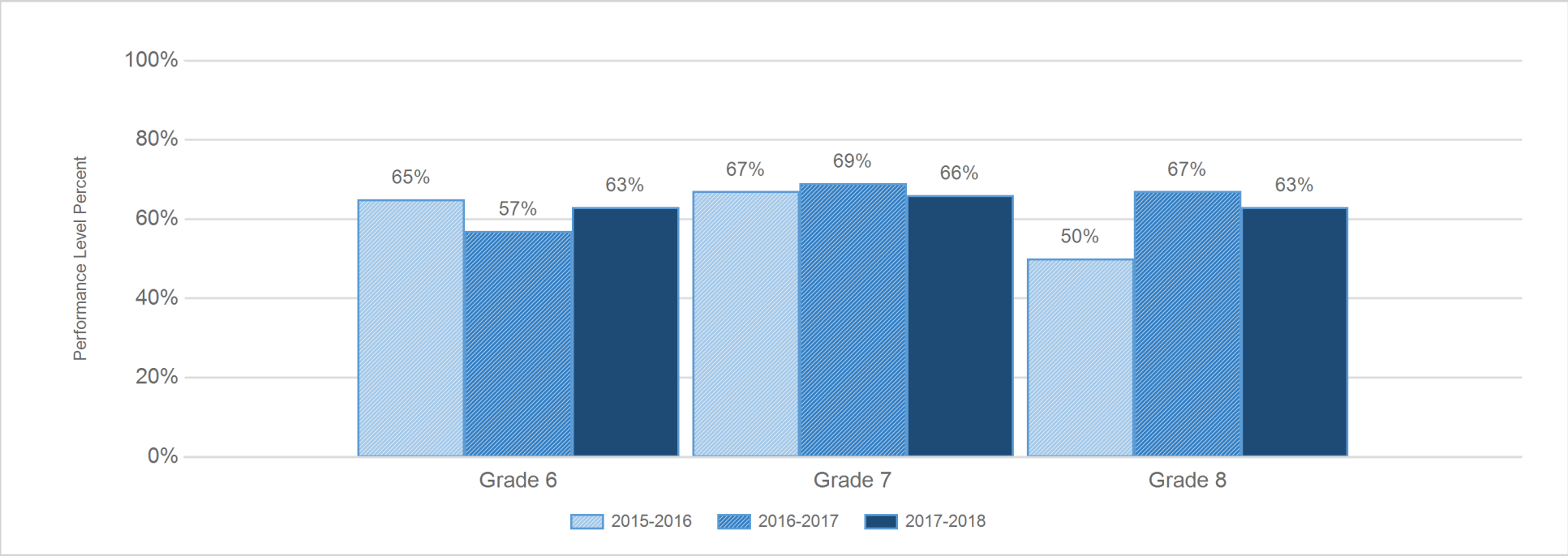
English Language Arts/Literacy Assessment - Performance Trends

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	1188	97.2	39.6	37.3	45.0	39.6	41.8	Met Target†
White	748	97.2	44.8	40.4	54.1	44.8	43.3	Met Target
Hispanic	233	98.8	22.3	*	29.2	22.3	27.3	Not Met
Black or African American	77	90.6	18.2	18.6	23.4	17.3	25.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	89	100.0	64.1	63.7	77.0	64.1	71	Met Target†
American Indian or Alaska Native	*	*	*	45.5	42.5	*	**	**
Two or More Races	*	*	*	30.4	53.0	*	35	Met Target†
Female	607	97.4	44.3	38.7	46.0	44.3		
Male	581	97.1	34.8	35.9	43.9	34.8		
Economically Disadvantaged Students	307	95.8	19.3	23.0	26.6	19.3	26.3	Not Met
Non-Economically Disadvantaged Students	881	97.7	46.7	42.2	55.9	46.7		
Students with Disabilities	159	91.7	12.5	13.8	17.1	12.1	21.8	Not Met
Students without Disabilities	1029	98.1	43.8	41.9	50.5	43.8		
English Learners	25	100.0	12.0	23.7	24.6	12.0	14	Met Target†
Non-English Learners	1163	97.1	40.2	37.7	46.9	40.2		
Homeless Students	13	100.0	15.4	18.2	17.3	15.4		
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 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	397	742	738	744	7%	23%	28%	35%	6%	41%	44%
White	247	746	740	751	6%	19%	30%	38%	6%	45%	54%
Hispanic	81	728	727	731	14%	37%	26%	*	*	23%	27%
Black or African American	27	724	*	726	*	44%	*	*	*	15%	21%
Asian, Native Hawaiian, or Pacific Islander	32	763	759	771	0%	*	*	*	*	75%	78%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	48%
Two or More Races	10	744	*	749	*	*	*	*	*	50%	52%
Female	198	740	739	745	10%	24%	26%	*	*	41%	45%
Male	199	743	737	742	5%	23%	31%	*	*	41%	42%
Economically Disadvantaged Students	117	728	726	729	13%	35%	30%	*	*	22%	24%
Non-Economically Disadvantaged Students	280	747	743	753	5%	18%	28%	*	*	49%	56%
Students with Disabilities	60	717	715	717	23%	48%	*	*	*	15%	13%
Students without Disabilities	337	746	742	748	4%	19%	*	*	*	46%	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	*	*	730	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	718	N	N	N	N	N	N	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 NORTH
(29-5190-063)
Grades Offered: 06-08
2017-2018

Report Key:
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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	391	740	738	743	7%	24%	32%	31%	6%	37%	43%
White	239	744	741	750	4%	20%	32%	38%	6%	44%	54%
Hispanic	91	728	727	732	15%	30%	32%	*	*	23%	27%
Black or African American	21	724	725	727	*	52%	*	*	*	14%	21%
Asian, Native Hawaiian, or Pacific Islander	24	762	757	767	0%	*	*	*	*	50%	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	209	742	740	745	7%	23%	29%	*	*	42%	45%
Male	182	737	736	741	8%	24%	37%	*	*	31%	42%
Economically Disadvantaged Students	105	729	726	730	10%	34%	34%	*	*	21%	24%
Non-Economically Disadvantaged Students	286	743	742	751	6%	20%	32%	*	*	43%	55%
Students with Disabilities	39	713	710	717	*	*	*	*	*	*	12%
Students without Disabilities	352	743	742	748	*	*	*	*	*	*	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	*	*	712	720	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	*
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 NORTH
(29-5190-063)
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	304	725	723	728	24%	27%	28%	*	*	22%	28%
White	184	728	725	736	22%	23%	30%	*	*	26%	36%
Hispanic	69	720	721	722	28%	36%	22%	14%	0%	14%	22%
Black or African American	25	715	*	715	*	*	*	*	*	20%	15%
Asian, Native Hawaiian, or Pacific Islander	17	731	*	747	*	*	*	*	*	24%	51%
American Indian or Alaska Native	*	*	*	721	*	*	*	*	*	*	21%
Two or More Races	*	*	721	729	*	*	*	*	*	*	28%
Female	152	730	727	731	17%	23%	32%	*	*	28%	31%
Male	152	719	719	725	30%	30%	23%	*	*	16%	26%
Economically Disadvantaged Students	85	713	716	719	33%	36%	19%	*	*	12%	20%
Non-Economically Disadvantaged Students	219	729	726	735	20%	23%	31%	*	*	26%	35%
Students with Disabilities	41	703	698	705	*	*	*	*	*	*	*
Students without Disabilities	263	728	729	735	*	*	*	*	*	*	*
English Learners	10	699	698	705	*	*	0%	*	*	10%	10%
Non-English Learners	294	726	724	729	*	*	29%	*	*	22%	29%
Homeless Students	*	*	713	708	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	708	N	N	N	N	N	N	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	108	789	742	746	0%	*	*	69%	24%	94%	46%
White	76	786	744	755	0%	*	*	78%	17%	95%	57%
Hispanic	*	*	730	730	*	*	*	*	*	*	27%
Black or African American	*	*	724	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	19	807	771	779	0%	0%	0%	*	*	100%	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	65	788	744	748	0%	*	*	*	*	95%	48%
Male	43	791	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	108	789	742	749	0%	*	*	69%	24%	94%	*
Homeless Students	N	N	718	718	N	N	N	N	N	N	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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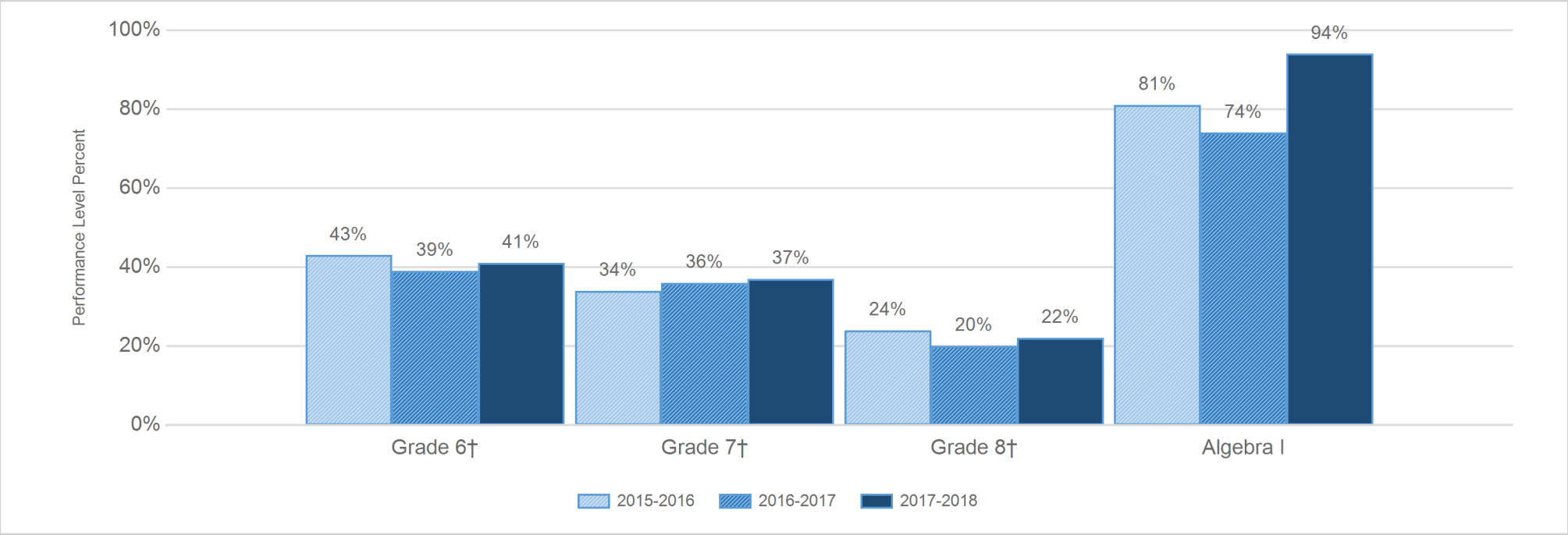
Mathematics Assessment – Performance Trends

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	11	11
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. 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	30.8%	**	**

† 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	19	*	*
3-4	*	*	*
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	417
7	0	0	413
8	112	0	397
Total	112	0	1227

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	395
7	0	0	0	0	0	0	409
8	0	0	0	0	0	0	430
Total	0	0	0	0	0	0	1234

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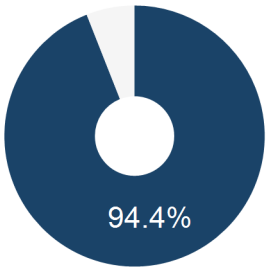
Visual and Performing Arts – Course Participation

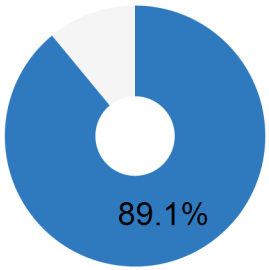
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

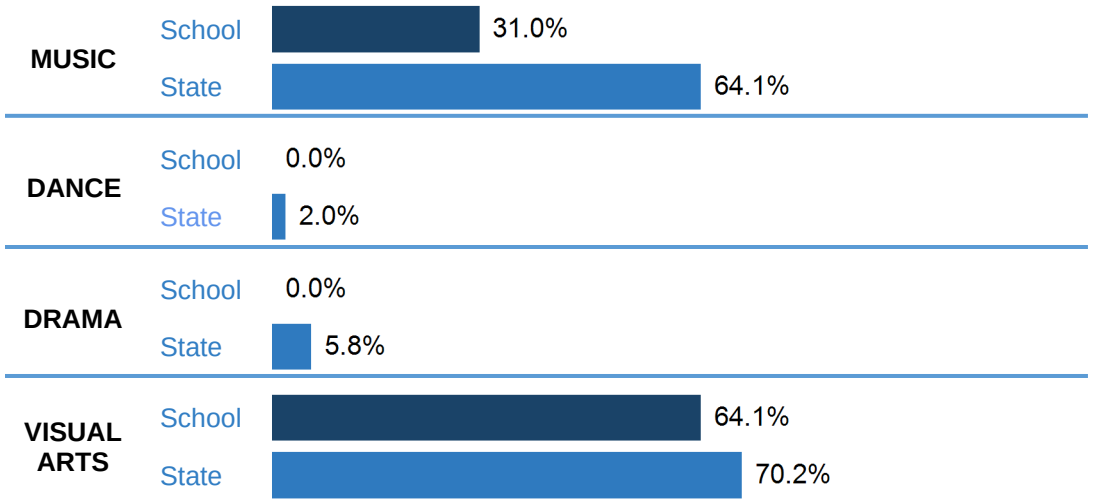


School



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.

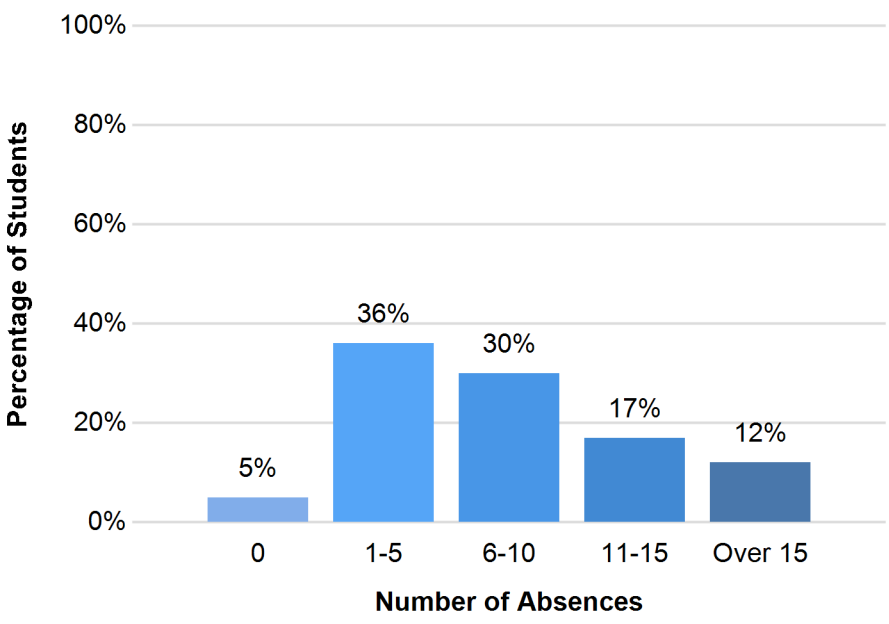
Chronic Absenteeism

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	101	8.1	9.5	Met
White	74	9.5	9.5	Met
Hispanic	15	5.8	9.5	Met
Black or African American	5	6.0	9.5	Met
Asian, Native Hawaiian, or Pacific Islander	1	1.1	9.5	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	9.5	Not Met
Economically Disadvantaged Students	44	12.2	9.5	Not Met
Students with Disabilities	27	14.4	9.5	Not Met
English Learners	2	8.0	9.5	Met

Days Absent

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



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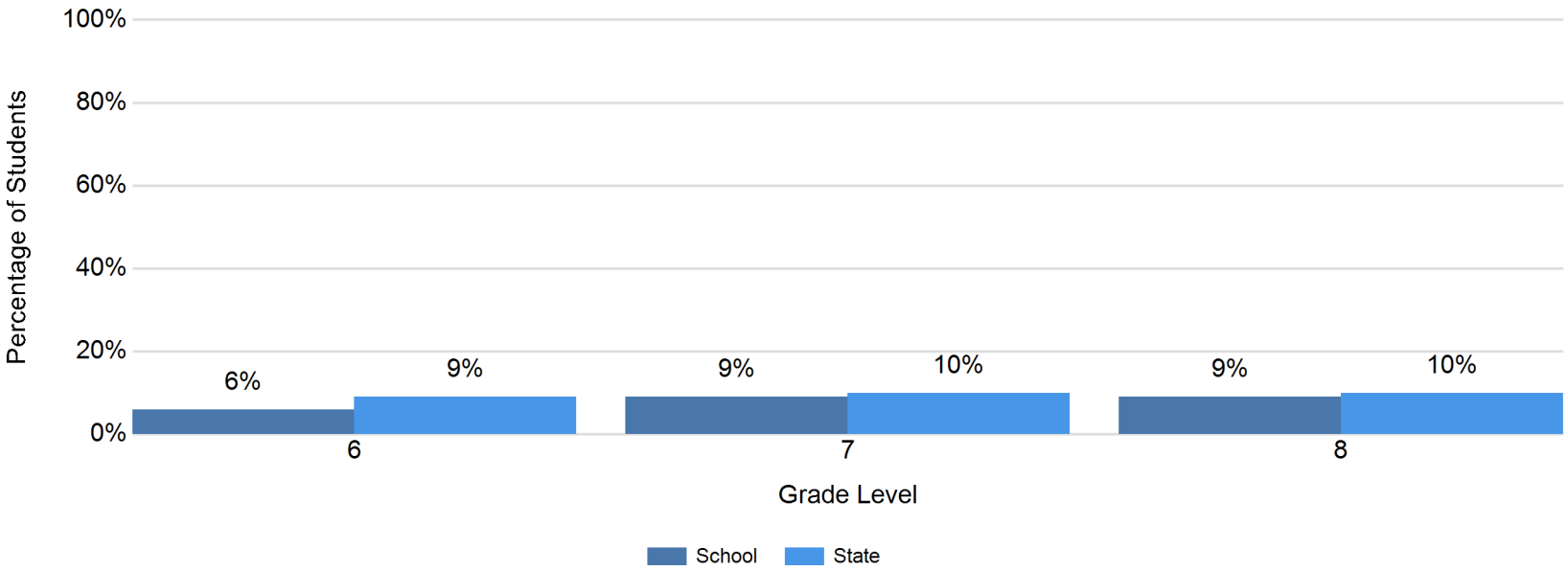
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	7
Weapons	1
Vandalism	0
Substances	4
Harassment, Intimidation, Bullying (HIB)	29
Total Unique Incidents	40
Incidents Per 100 Students Enrolled	3.20

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	3
Weapons	1
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	6	6
Religion	0	1	1
Ancestry	0	0	0
Gender	0	12	12
Sexual Orientation	0	2	2
Disability	0	1	1
Other	0	11	11
No Identified Nature	23		23

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	18	1.4%
Out-of-School Suspensions	43	3.4%
Any Suspension	54	4.3%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
124

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School Day

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

Category	School
Typical Start Time	7:10 AM
Typical End Time	1:35 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 38 Mins
Shared Time - Instructional Time	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	1.7:1

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 NORTH
(29-5190-063)
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	96	117,464
Average years experience in public schools	14.6	12.0
Average years experience in district	13.5	10.7
Teachers in district for 4 or more years	86.5%	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	13:1	13:1
Students to Administrators	313:1	217:1
Teachers to Administrators	24:1	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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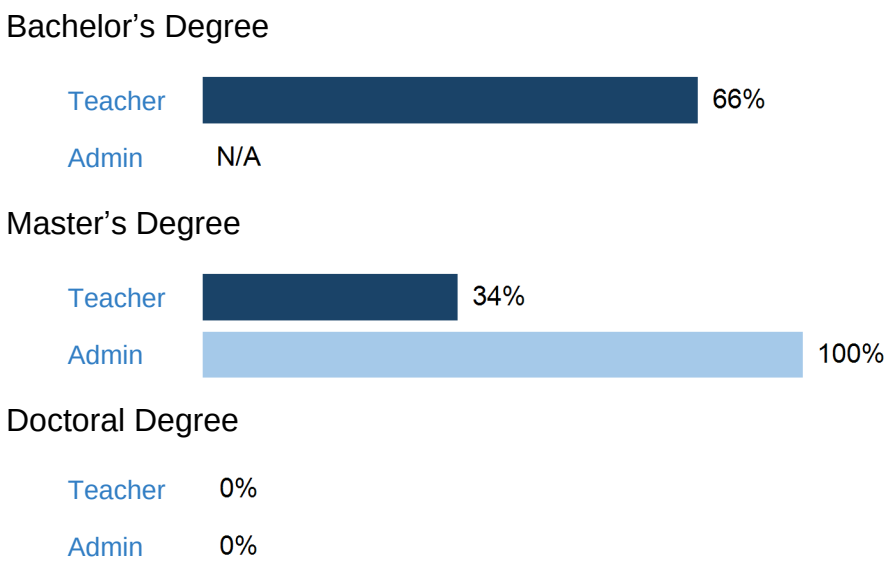
Teachers and Administrators - Level of Education

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	96.9%

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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	74.0%	75.0%
Male	26.0%	25.0%
White	100.0%	100.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	53.67	17.5%
Mathematics Proficiency	22.45	17.5%
English Language Arts Growth	45.20	25.0%
Mathematics Growth	18.22	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	44.72	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	35.89	n/a
Summative Rating: Percentile Rank of Summative Score	27.13	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	No	Met Target	Met Target†	Met Standard	Met Standard	**	Met	No
White	35.92	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	40.42	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Black or African American	47.77	14.08	No	Met Target†	Not Met	Met Standard	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	37.28	14.08	No	Met Goal	Met Target†	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	22.34	14.08	No	Not Met	Met Target†	Met Standard	Not Met	n/a	Not Met	No
Economically Disadvantaged Students	39.94	14.08	No	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	45.81	14.08	No	Met Target	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	**	**	No	N	Met Target†	**	**	**	Met	No

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

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School Narrative

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

Highlights:	• IN placed 2nd overall in the Academic Bowl and medalled in each of the 8 competitve categories. • Int. North increased its positive school climate staretgies by recognizing TRIN's Upstander of the Month. • IN opened TRIN's Think Tank, with 3D printers, a laser cutter, classroom chromebooks, and flexible furniture in which students can engineer various projects developed by the teacher.
Mission, Vision, Theme:	Recognizing the unique needs, interests and skills of students in grades 6 through 8, Intermediate North is passionate and committed to the development of the entire child in a warm and nurturing environment. Our focal point of the integrated curriculum, co-curricular and extracurricular activities is the academic, physical, social and emotional growth of our students. Students are encouraged to critically think, question, problem solve, manipulate, articulate and collaborate as they learn new things. As their innate creativity and curiosity are nurtured, Intermediate North students are taught to respect themselves, respect one another and to participate in a positive school climate and culture. Students are inspired by talented and invested teachers and support staff to develop the intellectual, social, and emotional skills that prepare them for a seamless transition to high school and as they continue their growth in becoming responsive and successful citizens.
Awards, Recognition, Accomplishments:	Our Math Club placed in their competitions, and several TRIN students were honored in essay, spelling, geography, math, science, music, and art competitions. We proved to be successful in competing with other schools in various academic bowls. Many students competed in local, regional, and state level science fairs with much success. Our Robotics team competed in their very first competion this year and placed 1st.

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Courses, Curriculum, Instruction:	The math standards and practices by which our students are held prepares them for modern real world opportunities. The language arts department plans instruction with a focus on the NJSLS. The curriculum includes independent read time. The Social Studies program focuses on world &US history, geography, economics & civics. Int. North utilized diagnostic testing of students in math and ELA to identifiy individual strenths and weaknesses of students through IREADY and ACHIEVE. Teachers use data to drive instruction.
Clubs and Activities:	Throughout the year a variety of after-school clubs and an extensive inter-scholastic athletic program are offered to our students. These programs include Student Council, Interact, Homework Club, TREE Club, History, Science, Math, Technology, Robotics, Newspaper, Spanish, Geography, Multicultural Art, Cheerleading, Theatre Arts, Visual and Performing Arts, Art, Marching Bands, Peer Mediation, Student Leadership, and Student Community Service. IN offers additional support through Homework Help 4 days a week for all students from teacher and HSN alumni. Parents are also invited to partipate in our homework club.

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Before and After School Programs:	Intermediate North offers breakfast to its students before school. After school programs include our Title I Family Homework Club Program. Intermediate North also has established a parent-student Book Club.
Staff and Professional Learning:	Ongoing professional development provides teachers with the skills and strategies needed to integrate technology throughout the middle school curriculum. Our professional development has a focus on the social emotional learning of our students. Through professional developement, teachers are collaborating strategies that incorporate tierred learning, differentiated instruction through varying modalities, and alternative assessments of concepts and standards.

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Student Supports and Services:	Intermediate North utilizes an Intervention and Referral Services Committee, 504 Committee, Child Study Team, Title I Program, and Student Mentoring Program. IN also implements support resources such as iReady, Read 180, Moby Max, and Achieve 3000 to differentiate student driven instruction to individual needs, strengths and weaknesses.
Student Health and Wellness:	Intermediate North students have Physical and Health Education on a daily basis. Through our Life Skills classes, students learn about nutrition, meal prep and cooking, as well as eating choices. Intermediate North has a wellness committee made up of teachers, admin, and parental input.
Parent and Community Involvement:	Parents are involved at Intermediate North through our active PTO Group, our School Safety Team, Title I Parent Programs, and Book Club. Parents are sent a weekly newsletter from building principal. Parents have access to student grades and all assignments through Genesis Parent Portal. The district wide Special Education Parent Teacher Association also host events for families to participate.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers Our annual NJ School Climate Survey is utilized to gather feedback from both students and staff. The results are used to identify and improve issues and areas of concern. Programs and assemblies are also developed to enhance school climate for both students and staff. Staff surveys are used to drive, design, and plan for professinal development and professional resources.
Facilities:	Intermediate North was established in 1974 and is a climate controlled building. Wi-Fi is available throughout the entire building. Intermediate North houses a large media center, 9 technology labs, 23 class sets of chrome carts, rooms specifically designed for art, music, cooking, sewing, and engineering. Intermediate North has created a "Maker Space" in which students can explore through engineering, critical thinking, and problem solving.
School Safety:	Intermediate North is patrolled by a School Resource Officer or School Safety Officer daily. The main entrance has staff members who are assigned throughout the school day and a remote locked door/video system that is opened only after checking identification and verifying purpose of the visitor. Upgraded security cameras have been added to the interior and exterior of the building. Monthly fire and security drills are conducted following state procedures. Annual safety procedures are reviewed with all staff at the beginning of the school year and reviewed as needed. Intermediate North takes great pride in our positive working relationship with the local police department.

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Technology and STEM:	All students participate in technology classes during the school year. In addition, students engage in STEM activities and participate in learning tasks that incorporate technology. A class set of Chromebooks are available for teachers and students to utilize in their activities and lessons. The Toms River Regional School District is dedicated to providing a comprehensive technology education program for all of our children. The district, through a stable network environment, provides high speed Internet access to all classrooms, technology labs and the Media Center. Intermediate North regularly updates its school website.

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Other Information:	The intermediate schools structure their day around 50 minute academic classes and provide students with a 40 minute non-academic activity and 30 minute lunch. Embedded in the school day is an Academic Activity in which students rotate quarterly to further explore the four academic content areas. The Toms River Regional School District is dedicated to providing a comprehensive technology education program for all of our children. The district, through a stable network environment, provides high speed Internet access to all classrooms, technology labs and the Media Center. Computer equipment is updated regularly and software is evaluated for its educational relevance. Intermediate North maintains a comprehensive school website. Parents have access to student grades and all assignments through Genesis Parent Portal. The district wide Special Education Parent Teacher Association also host events for families to participate. Intermediate North does not require uniforms for students to attend school.