



State of New Jersey
2015-2016

Grade Span KH-05

29-5190-064
OCEAN
TOMS RIVER REGIONAL
Beachwood Elementary School
901 BERKELEY AVENUE
BEACHWOOD, NJ 08722

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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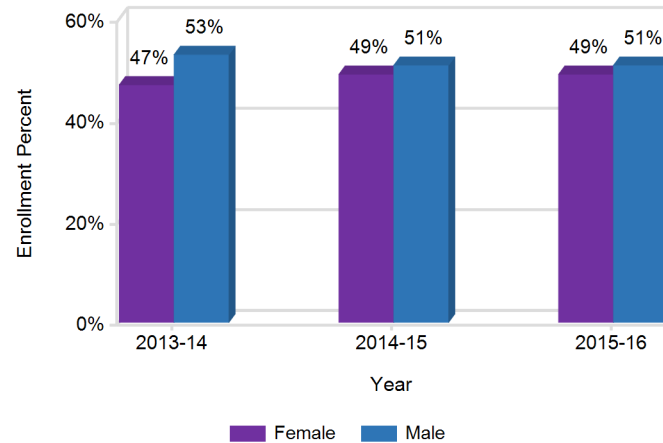
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	78	64	84
Grade 01	99	94	73
Grade 02	90	100	88
Grade 03	95	93	105
Grade 04	95	89	89
Grade 05	89	94	90
UG	31	34	17
Total	577	568	546

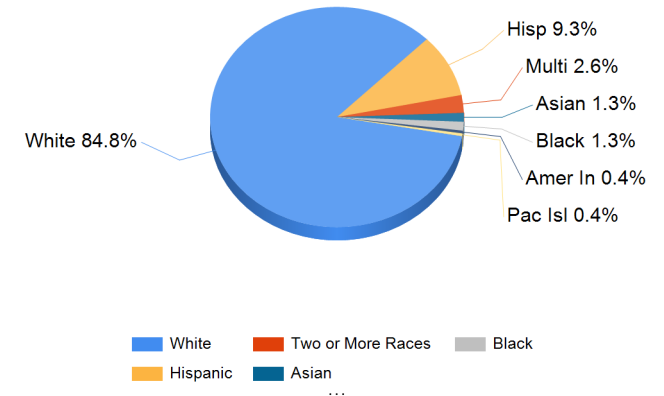
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



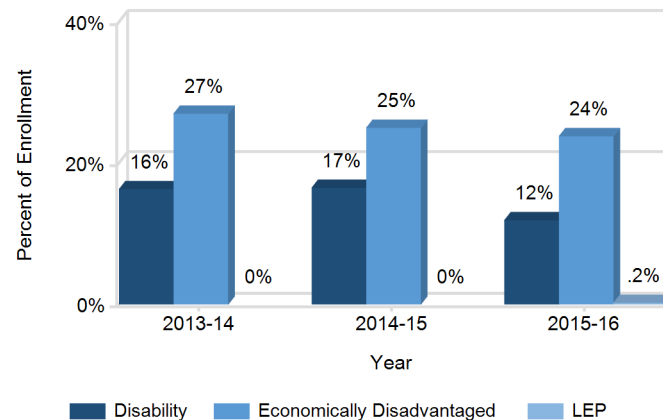
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	97.3%
Spanish	1.5%
Chinese	0.4%
Abkhazian	0.2%
Afrikaans	0.2%
Other	0.6%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	52%	67	45
Mathematics Met or Exceeded Expectations	55%	67	60

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	259	52%	45	91%	X	259	55%	60	91%	X
White	224	54%	36	90%	X	224	56%	52	90%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	42	21%	42	90%	X	42	36%	77	90%	X
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	64	38%	44	97%	✓	64	45%	81	97%	✓

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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	95	749	748	746	10%	18%	21%	45%	6%	52%	48%
White	76	753	753	756	7%	18%	21%	46%	8%	54%	58%
African American	N	N	N	727	N	N	N	N	N	N	30%
Hispanic	16	738	735	730	19%	13%	25%	44%	N	44%	31%
Asian	S	S	764	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	744	753	S	S	S	S	S	S	55%
Students with Disability	15	727	717	718	33%	27%	7%	33%	N	33%	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	28	738	734	727	18%	25%	21%	29%	7%	36%	28%
PARCC MATH											
Schoolwide	95	754	752	749	N	17%	25%	47%	11%	58%	52%
White	76	755	755	757	N	15%	26%	46%	13%	59%	63%
African American	N	N	N	730	N	N	N	N	N	N	31%
Hispanic	16	750	741	736	N	19%	25%	56%	N	56%	35%
Asian	S	S	772	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	744	754	S	S	S	S	S	S	57%
Students with Disability	15	744	731	727	N	33%	20%	47%	N	47%	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	28	743	738	732	N	25%	36%	36%	4%	39%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	77	750	751	750	4%	12%	35%	38%	12%	49%	54%
White	69	753	754	759	3%	10%	35%	39%	13%	52%	64%
African American	S	S	729	733	S	S	S	S	S	S	33%
Hispanic	S	S	739	737	S	S	S	S	S	S	37%
Asian	S	S	761	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	752	756	S	S	S	S	S	S	62%
Students with Disability	S	S	724	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	18	735	738	734	6%	28%	44%	17%	6%	22%	33%
PARCC MATH											
Schoolwide	77	746	748	745	3%	16%	36%	42%	4%	46%	47%
White	69	747	751	752	1%	13%	38%	44%	4%	48%	57%
African American	S	S	728	727	S	S	S	S	S	S	24%
Hispanic	S	S	737	733	S	S	S	S	S	S	30%
Asian	S	S	764	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	750	750	S	S	S	S	S	S	54%
Students with Disability	S	S	728	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	18	732	736	730	6%	39%	22%	33%	N	33%	27%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations

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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	86	754	749	751	1%	11%	35%	47%	7%	54%	53%
White	77	755	753	758	1%	10%	34%	47%	8%	55%	64%
African American	S	S	740	733	S	S	S	S	S	S	32%
Hispanic	S	S	737	738	S	S	S	S	S	S	37%
Asian	N	N	N	773	N	N	N	N	N	N	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	739	759	S	S	S	S	S	S	63%
Students with Disability	S	S	720	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	19	750	736	735	N	16%	42%	37%	5%	42%	33%
PARCC MATH											
Schoolwide	86	750	747	747	1%	11%	31%	55%	2%	57%	47%
White	77	752	750	753	N	10%	30%	57%	3%	60%	57%
African American	S	S	739	728	S	S	S	S	S	S	24%
Hispanic	S	S	736	735	S	S	S	S	S	S	31%
Asian	N	N	N	774	N	N	N	N	N	N	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	738	754	S	S	S	S	S	S	56%
Students with Disability	12	736	726	725	N	17%	67%	17%	N	17%	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	19	748	736	732	5%	11%	26%	53%	5%	58%	28%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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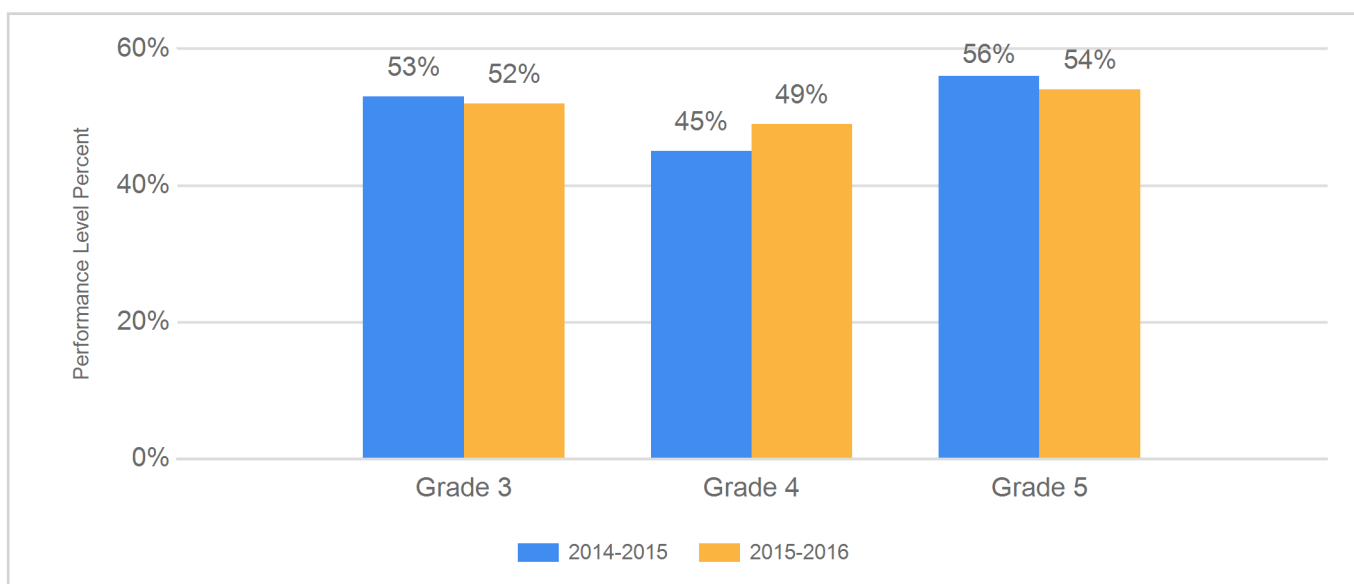
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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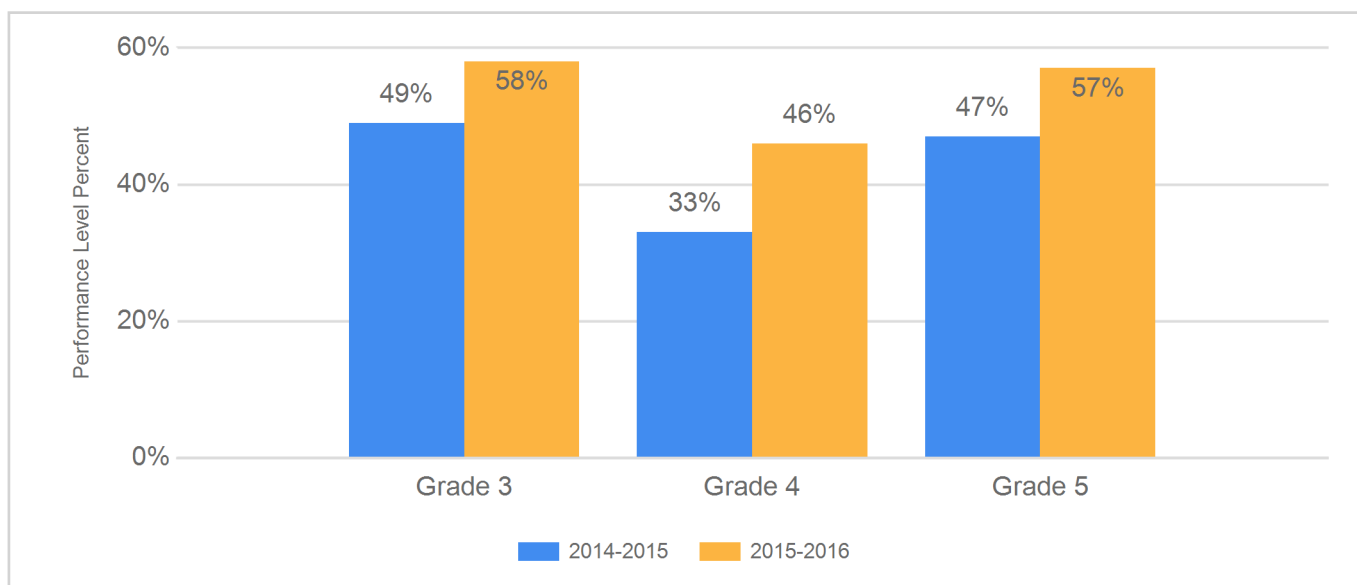
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

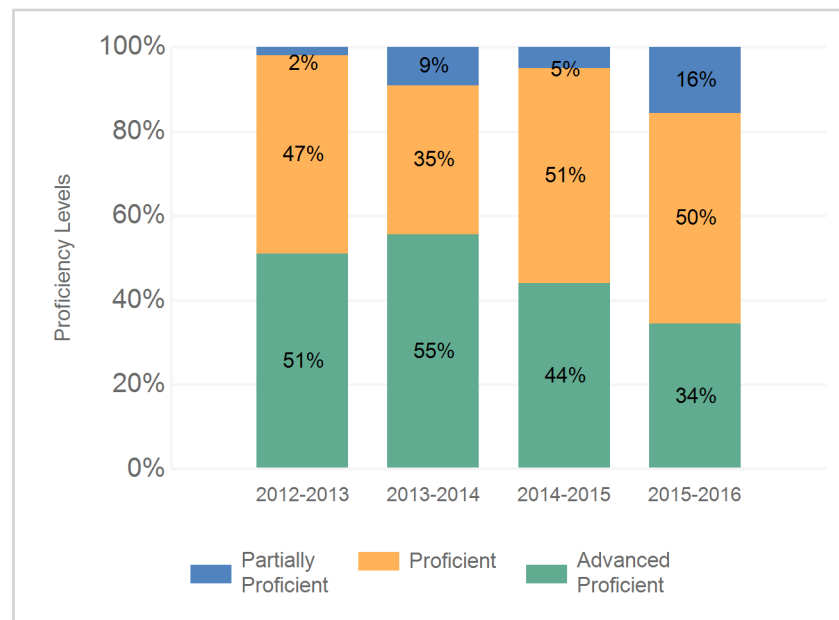
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	34%	50%	16%
White	37%	49%	14%
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	11%	53%	37%
English Language Learners	N	N	N
Economically Disadvantaged Students	11%	47%	42%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	50	45	50
Student Growth on Math	51	47	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	2%	1%
Partially Met (L2)	4%	4%	4%
Approached (L3)	13%	9%	13%
Met (L4)	15%	13%	13%
Exceeded (L5)	1%	4%	4%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	2%	0%
Partially Met (L2)	4%	9%	9%
Approached (L3)	10%	13%	11%
Met (L4)	15%	13%	10%
Exceeded (L5)	1%	1%	1%



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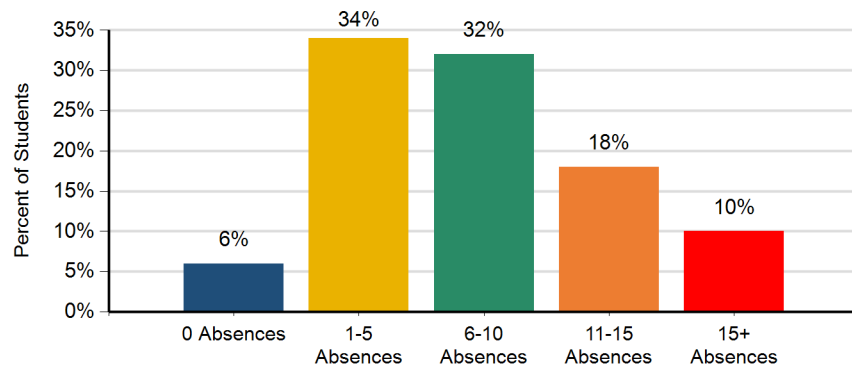
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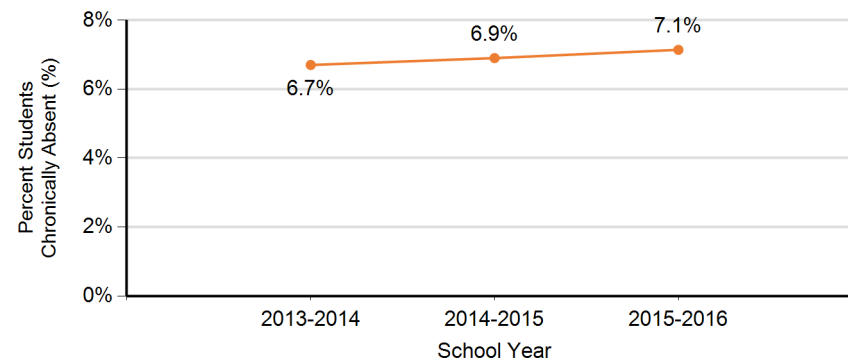
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 10 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	12:1
Administrator	288:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.0%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



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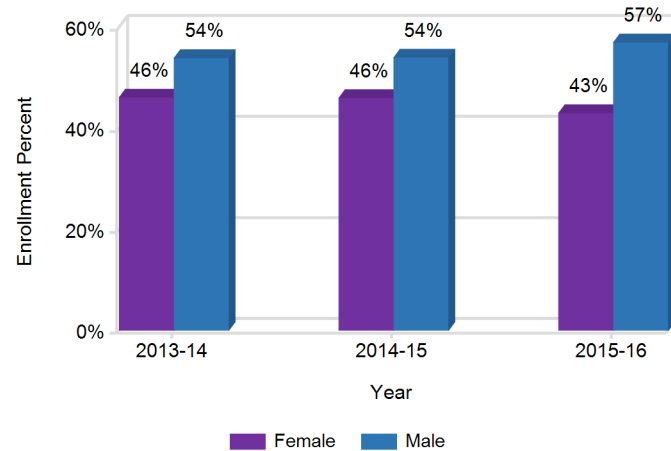
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Grade 02	125	113	114
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Grade 05	105	128	135
UG	150	168	184
Total	842	874	940

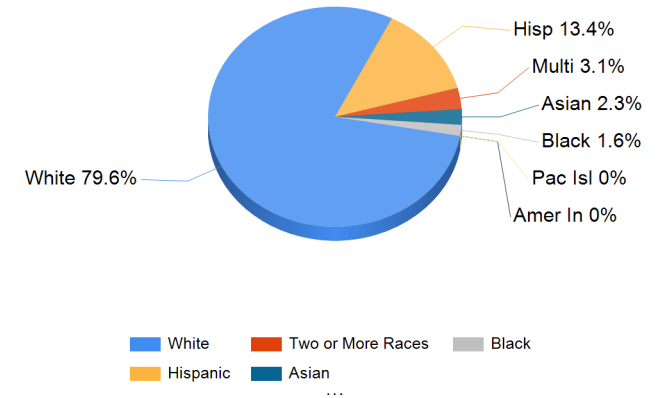
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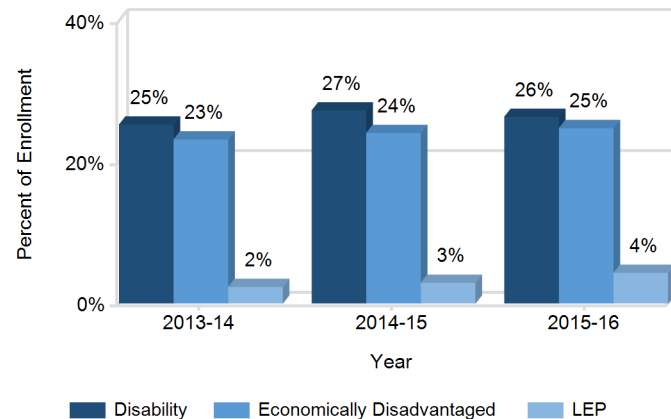
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Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	90.2%
Spanish	7.2%
Gujarati	0.3%
Turkish	0.3%
Vietnamese	0.3%
Other	1.5%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	56%	80	53
Mathematics Met or Exceeded Expectations	58%	93	66

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	360	56%	53	94%	X	362	58%	66	94%	X
White	304	59%	47	94%	X	305	61%	62	94%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	47	19%	58	93%	X	47	26%	68	93%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	79	38%	59	95%	✓	81	47%	85	95%	✓

State of New Jersey
2015-2016

Grade Span KH-05

PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	123	745	748	746	11%	15%	28%	42%	5%	46%	48%
White	100	749	753	756	9%	12%	29%	44%	6%	50%	58%
African American	S	S	734	727	S	S	S	S	S	S	30%
Hispanic	15	719	735	730	27%	33%	27%	13%	N	13%	31%
Asian	S	S	764	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	744	753	S	S	S	S	S	S	55%
Students with Disability	18	711	717	718	44%	22%	22%	11%	N	11%	22%
English Language Learners	S	S	728	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	37	726	734	727	24%	19%	32%	24%	N	24%	28%
PARCC MATH											
Schoolwide	124	755	752	749	3%	15%	18%	50%	14%	64%	52%
White	100	760	755	757	1%	13%	16%	54%	16%	70%	63%
African American	S	S	737	730	S	S	S	S	S	S	31%
Hispanic	16	728	741	736	19%	25%	31%	25%	N	25%	35%
Asian	S	S	772	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	744	754	S	S	S	S	S	S	57%
Students with Disability	18	732	731	727	N	56%	17%	22%	6%	28%	28%
English Language Learners	S	S	737	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	38	739	738	732	8%	26%	18%	47%	N	47%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KH-05

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	117	757	751	750	5%	9%	23%	51%	12%	63%	54%
White	96	759	754	759	4%	8%	23%	51%	14%	65%	64%
African American	S	S	729	733	S	S	S	S	S	S	33%
Hispanic	11	740	739	737	18%	9%	27%	46%	N	46%	37%
Asian	S	S	761	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	752	756	S	S	S	S	S	S	62%
Students with Disability	S	S	724	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	26	742	738	734	19%	4%	31%	42%	4%	46%	33%
PARCC MATH											
Schoolwide	117	752	748	745	3%	15%	24%	54%	4%	58%	47%
White	96	753	751	752	2%	16%	23%	54%	5%	59%	57%
African American	S	S	728	727	S	S	S	S	S	S	24%
Hispanic	11	737	737	733	18%	18%	18%	46%	N	46%	30%
Asian	S	S	764	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	750	750	S	S	S	S	S	S	54%
Students with Disability	S	S	728	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	26	743	736	730	8%	19%	23%	50%	N	50%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

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Grade Span KH-05

PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	130	754	749	751	4%	14%	22%	54%	7%	61%	53%
White	114	756	753	758	4%	12%	20%	56%	8%	64%	64%
African American	S	S	740	733	S	S	S	S	S	S	32%
Hispanic	11	733	737	738	9%	36%	36%	18%	N	18%	37%
Asian	S	S	760	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	739	759	S	S	S	S	S	S	63%
Students with Disability	19	718	720	723	26%	32%	21%	21%	N	21%	20%
English Language Learners	S	S	717	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	23	745	736	735	9%	13%	22%	57%	N	57%	33%
PARCC MATH											
Schoolwide	131	750	747	747	2%	14%	34%	46%	5%	51%	47%
White	115	751	750	753	2%	13%	31%	49%	5%	54%	57%
African American	S	S	739	728	S	S	S	S	S	S	24%
Hispanic	S	S	736	735	S	S	S	S	S	S	31%
Asian	S	S	759	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	738	754	S	S	S	S	S	S	56%
Students with Disability	19	732	726	725	5%	32%	47%	16%	N	16%	19%
English Language Learners	S	S	736	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	24	743	736	732	4%	25%	29%	38%	4%	42%	28%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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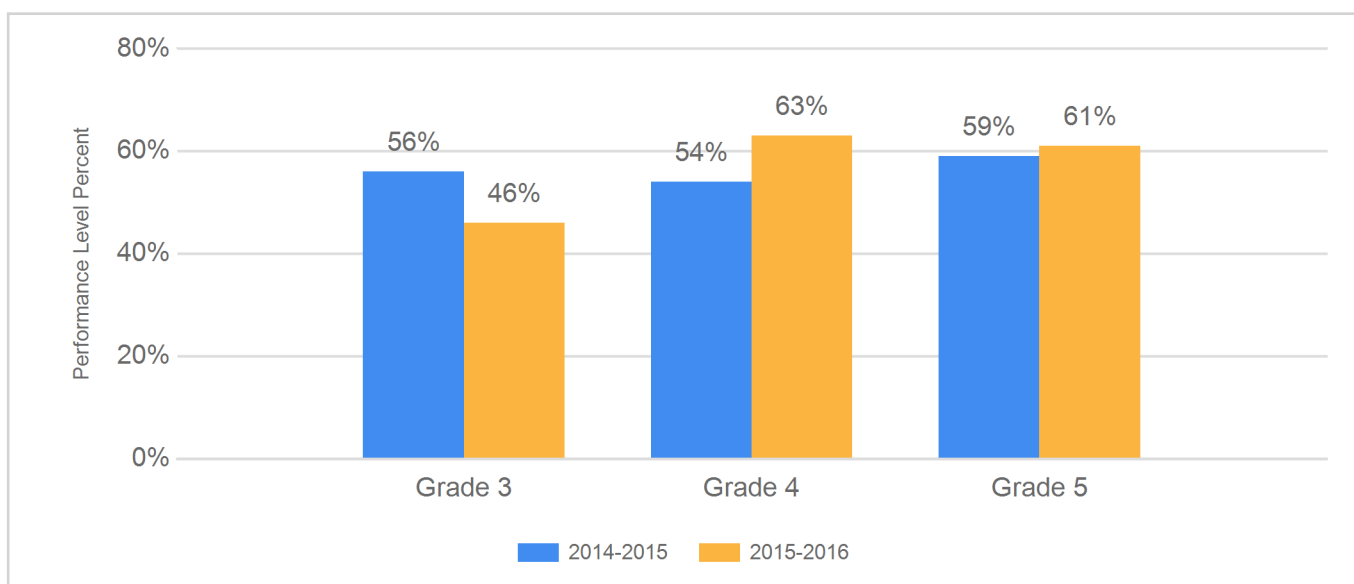
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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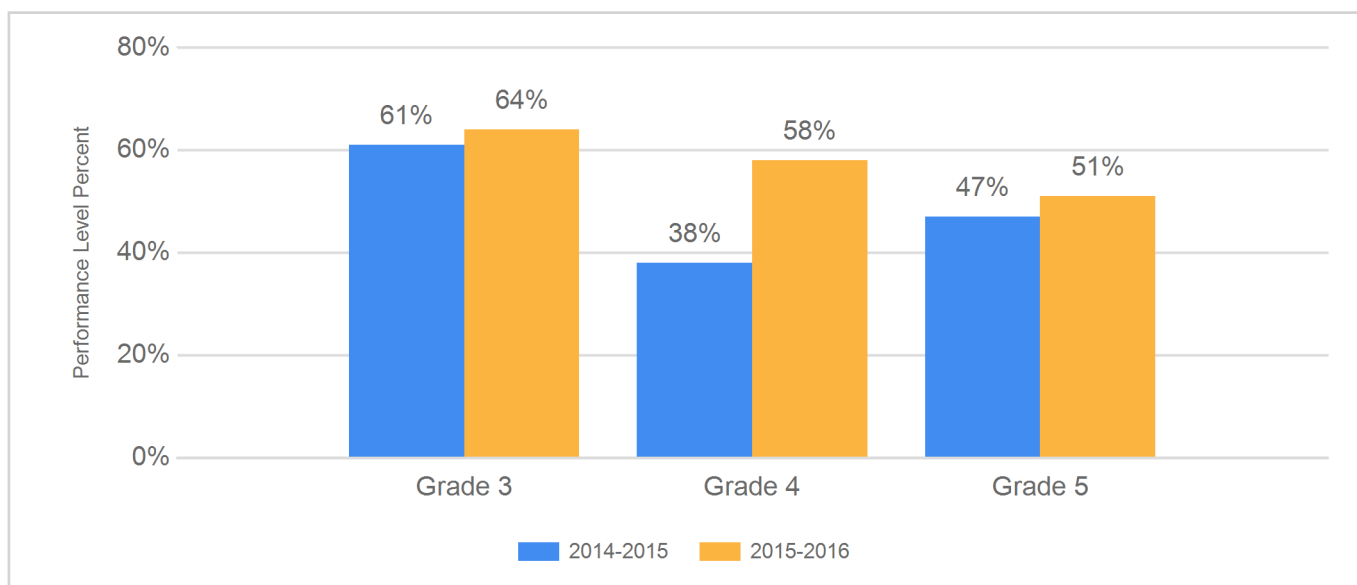
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

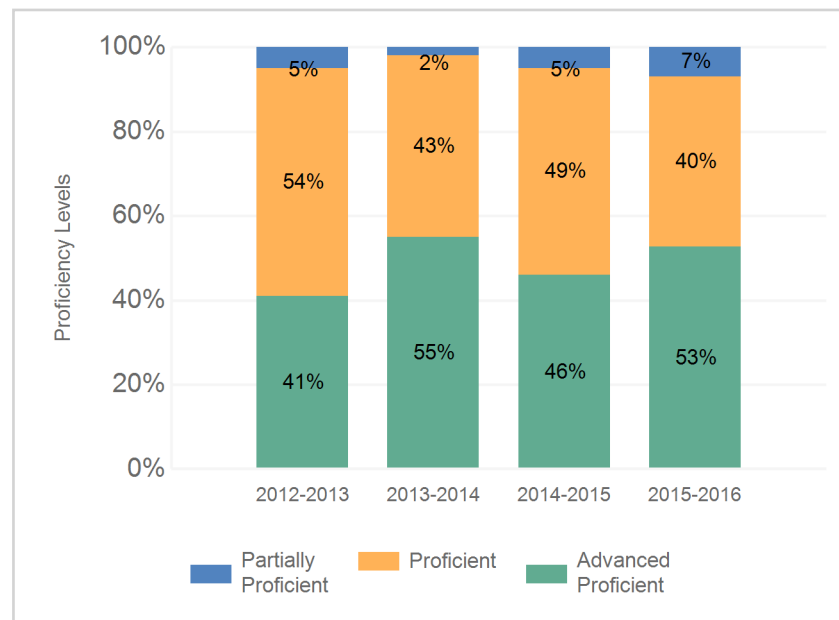
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	53%	40%	7%
White	55%	37%	8%
African American	S	S	S
Hispanic	36%	64%	N
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	8%	85%	8%
English Language Learners	N	N	N
Economically Disadvantaged Students	27%	64%	9%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	54	45	50
Student Growth on Math	58	47	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	2%	2%
Partially Met (L2)	2%	4%	5%
Approached (L3)	10%	5%	12%
Met (L4)	10%	16%	20%
Exceeded (L5)	3%	3%	2%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	1%
Partially Met (L2)	3%	3%	9%
Approached (L3)	8%	9%	19%
Met (L4)	17%	10%	13%
Exceeded (L5)	3%	2%	1%



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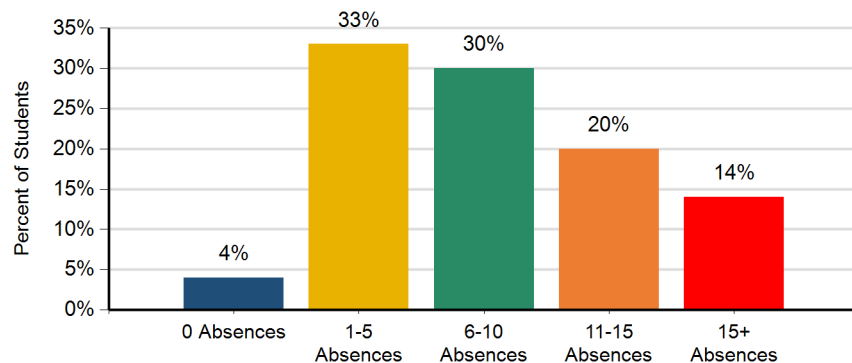
Cedar Grove Elementary School

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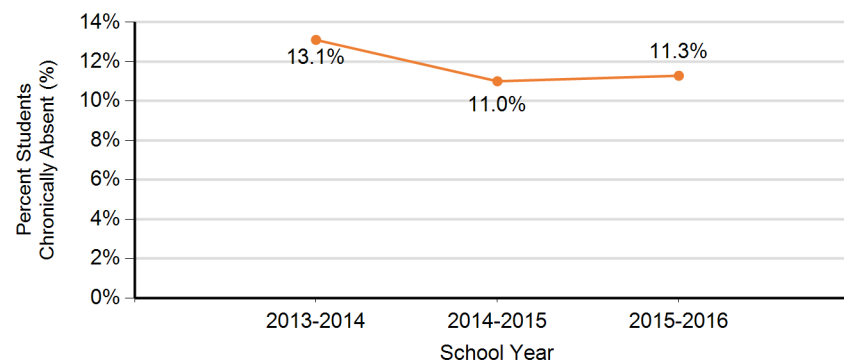
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 10 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	16:1
Administrator	470:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.0%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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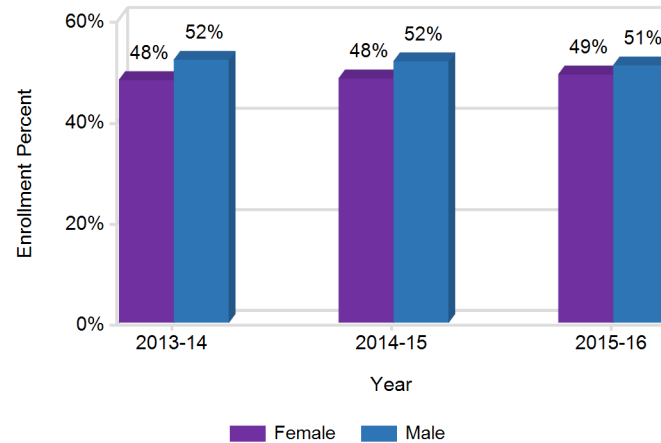
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	82	83	97
Grade 01	115	102	102
Grade 02	131	109	100
Grade 03	103	120	112
Grade 04	123	100	117
Grade 05	104	116	101
UG	65	55	58
Total	723	685	687

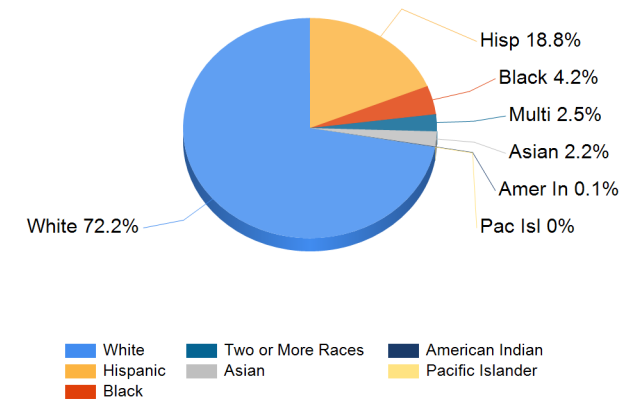
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



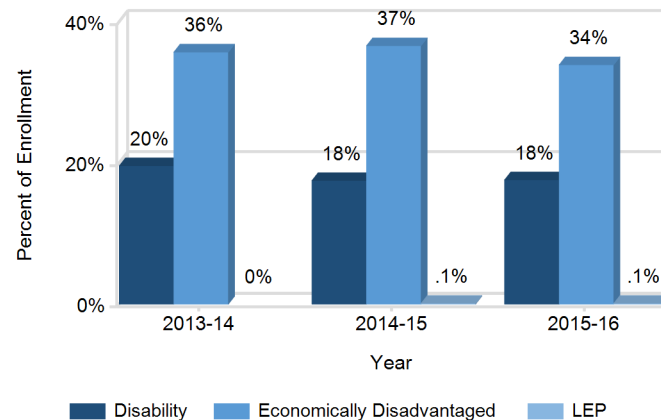
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	93.9%
Spanish	4.9%
Chinese	0.3%
Lithuanian	0.3%
Gujarati	0.1%
Other	0.3%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	45%	33	34
Mathematics Met or Exceeded Expectations	48%	47	48

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	308	45%	34	93%	X	308	48%	48	93%	X
White	225	46%	20	92%	X	225	51%	41	92%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	52	44%	62	92%	X	52	38%	59	92%	X
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	59	22%	54	89%	X	59	31%	74	89%	X
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	98	37%	55	94%	X	98	40%	73	94%	X



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	109	741	748	746	11%	20%	29%	38%	2%	39%	48%
White	74	744	753	756	11%	19%	28%	39%	3%	42%	58%
African American	S	S	734	727	S	S	S	S	S	S	30%
Hispanic	24	739	735	730	8%	21%	33%	38%	N	38%	31%
Asian	S	S	764	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	744	753	S	S	S	S	S	S	55%
Students with Disability	18	706	717	718	39%	39%	11%	11%	N	11%	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	41	736	734	727	10%	24%	39%	27%	N	27%	28%
PARCC MATH											
Schoolwide	109	749	752	749	2%	14%	39%	39%	6%	45%	52%
White	74	754	755	757	3%	8%	37%	43%	10%	53%	63%
African American	S	S	737	730	S	S	S	S	S	S	31%
Hispanic	24	742	741	736	N	17%	50%	33%	N	33%	35%
Asian	S	S	772	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	744	754	S	S	S	S	S	S	57%
Students with Disability	18	739	731	727	N	17%	56%	28%	N	28%	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	41	740	738	732	2%	20%	46%	32%	N	32%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

State of New Jersey
2015-2016

Grade Span KH-05

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	114	747	751	750	5%	13%	32%	44%	6%	50%	54%
White	85	747	754	759	6%	13%	34%	41%	6%	47%	64%
African American	S	S	729	733	S	S	S	S	S	S	33%
Hispanic	15	749	739	737	N	20%	20%	53%	7%	60%	37%
Asian	S	S	761	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	752	756	S	S	S	S	S	S	62%
Students with Disability	18	730	724	723	11%	39%	22%	28%	N	28%	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	41	745	738	734	10%	10%	32%	42%	7%	49%	33%
PARCC MATH											
Schoolwide	114	743	748	745	4%	23%	33%	40%	N	40%	47%
White	85	742	751	752	6%	21%	32%	41%	N	41%	57%
African American	S	S	728	727	S	S	S	S	S	S	24%
Hispanic	15	742	737	733	N	27%	40%	33%	N	33%	30%
Asian	S	S	S	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	750	750	S	S	S	S	S	S	54%
Students with Disability	18	739	728	724	N	33%	33%	33%	N	33%	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	41	744	736	730	N	22%	37%	42%	N	42%	27%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations

State of New Jersey
2015-2016

Grade Span KH-05

PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	101	747	749	751	5%	16%	33%	47%	N	47%	53%
White	73	747	753	758	3%	19%	33%	45%	N	45%	64%
African American	S	S	740	733	S	S	S	S	S	S	32%
Hispanic	18	748	737	738	11%	6%	28%	56%	N	56%	37%
Asian	S	S	760	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	21	723	720	723	24%	33%	24%	19%	N	19%	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	29	741	736	735	7%	17%	38%	38%	N	38%	33%
PARCC MATH											
Schoolwide	101	752	747	747	4%	6%	33%	49%	9%	57%	47%
White	73	753	750	753	3%	7%	32%	49%	10%	59%	57%
African American	S	S	739	728	S	S	S	S	S	S	24%
Hispanic	18	752	736	735	6%	6%	39%	39%	11%	50%	31%
Asian	S	S	759	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	21	731	726	725	19%	19%	33%	24%	5%	29%	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	29	745	736	732	10%	3%	41%	35%	10%	45%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KH-05

29-5190-070

OCEAN

TOMS RIVER REGIONAL

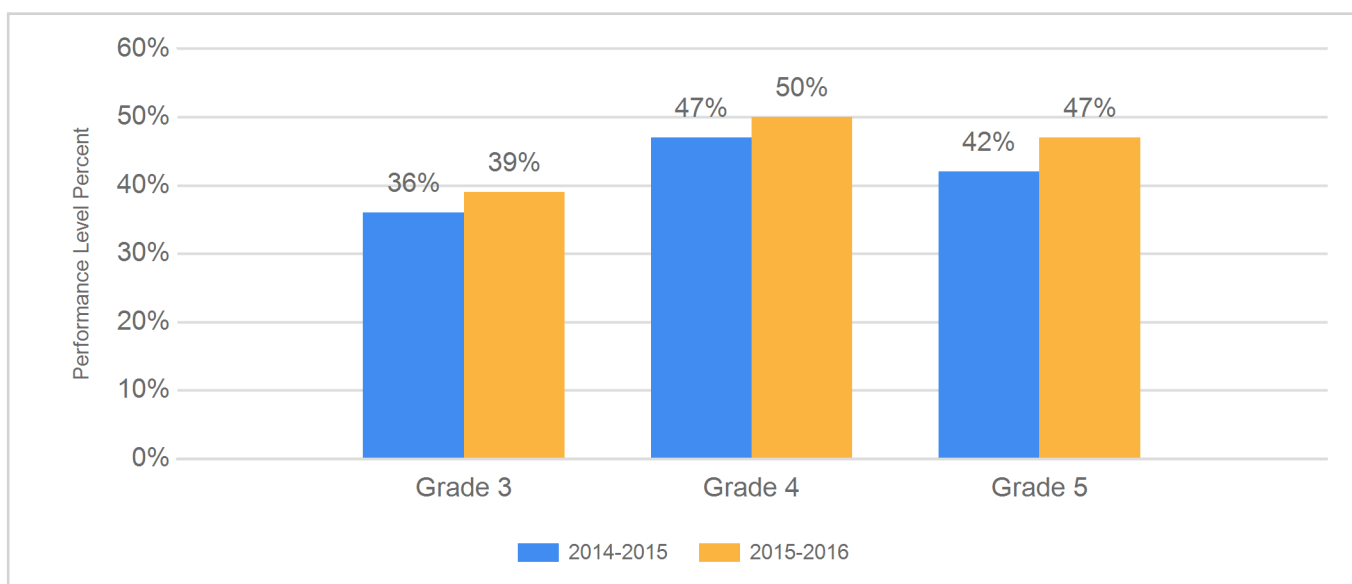
East Dover Elementary School

725 VAUGHN AVENUE

TOMS RIVER, NJ 08753

PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span KH-05

29-5190-070

OCEAN

TOMS RIVER REGIONAL

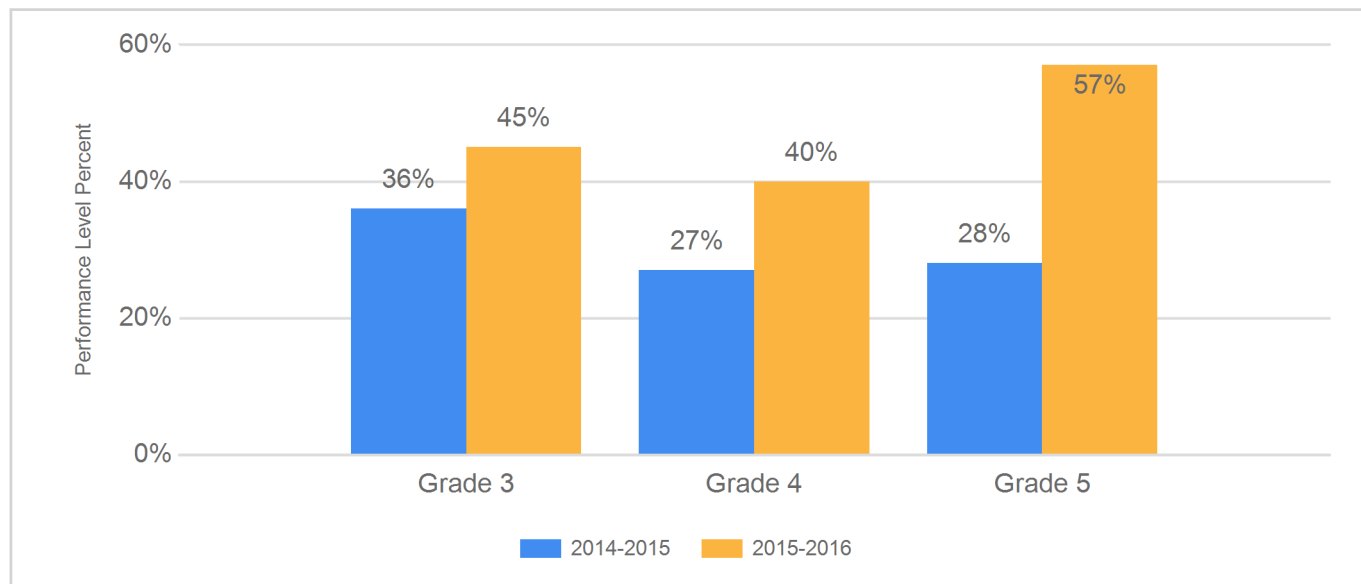
East Dover Elementary School

725 VAUGHN AVENUE

TOMS RIVER, NJ 08753

PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span KH-05

29-5190-070

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East Dover Elementary School

725 VAUGHN AVENUE

TOMS RIVER, NJ 08753

The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

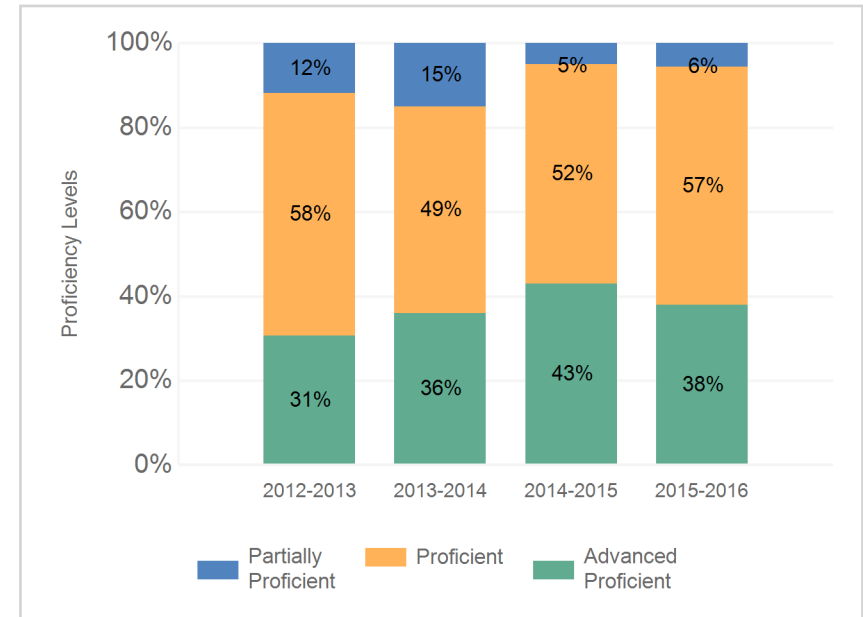
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	38%	57%	6%
White	42%	52%	7%
African American	S	S	S
Hispanic	13%	80%	7%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	13%	78%	9%
English Language Learners	N	N	N
Economically Disadvantaged Students	44%	56%	N

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span KH-05

29-5190-070

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TOMS RIVER REGIONAL

East Dover Elementary School

725 VAUGHN AVENUE

TOMS RIVER, NJ 08753

National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span KH-05

29-5190-070

OCEAN

TOMS RIVER REGIONAL

East Dover Elementary School

725 VAUGHN AVENUE

TOMS RIVER, NJ 08753

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	47	45	50
Student Growth on Math	67	47	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	4%	3%	2%
Partially Met (L2)	3%	9%	6%
Approached (L3)	11%	10%	10%
Met (L4)	15%	14%	11%
Exceeded (L5)	3%	0%	0%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	2%	4%
Partially Met (L2)	3%	8%	17%
Approached (L3)	7%	8%	18%
Met (L4)	6%	10%	15%
Exceeded (L5)	1%	0%	0%



State of New Jersey
2015-2016

Grade Span KH-05

29-5190-070

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TOMS RIVER REGIONAL

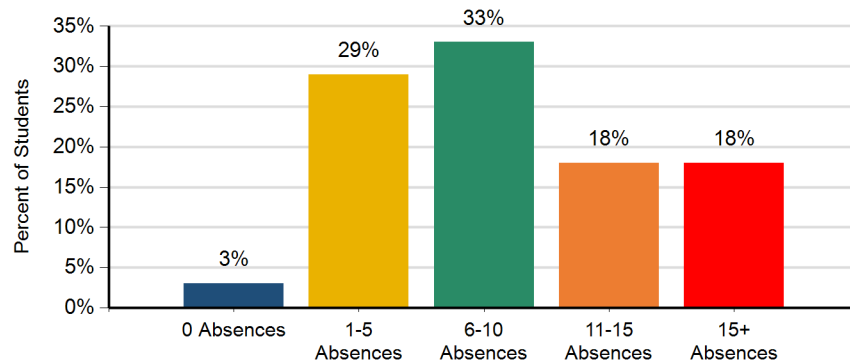
East Dover Elementary School

725 VAUGHN AVENUE

TOMS RIVER, NJ 08753

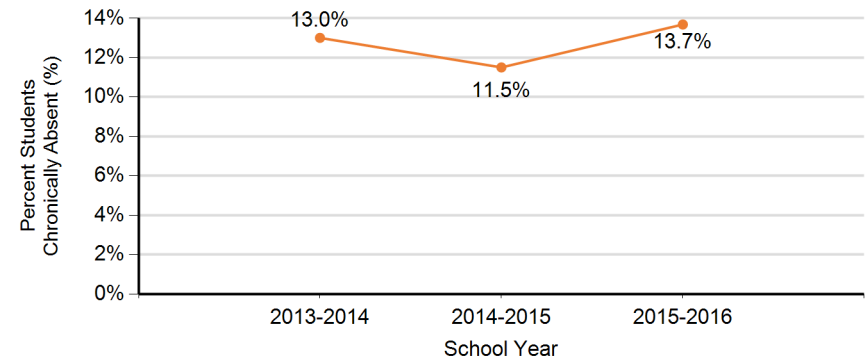
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





State of New Jersey
2015-2016

Grade Span KH-05

29-5190-070
OCEAN
TOMS RIVER REGIONAL
East Dover Elementary School
725 VAUGHN AVENUE
TOMS RIVER, NJ 08753

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 10 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	12:1
Administrator	362:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.7%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	94%



State of New Jersey
2015-2016

Grade Span KH-05

29-5190-075
OCEAN
TOMS RIVER REGIONAL
Hooper Avenue Elementary School
1517 HOOPER AVENUE
TOMS RIVER, NJ 08753

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span KH-05

29-5190-075

OCEAN

TOMS RIVER REGIONAL

Hooper Avenue Elementary School

1517 HOOPER AVENUE

TOMS RIVER, NJ 08753

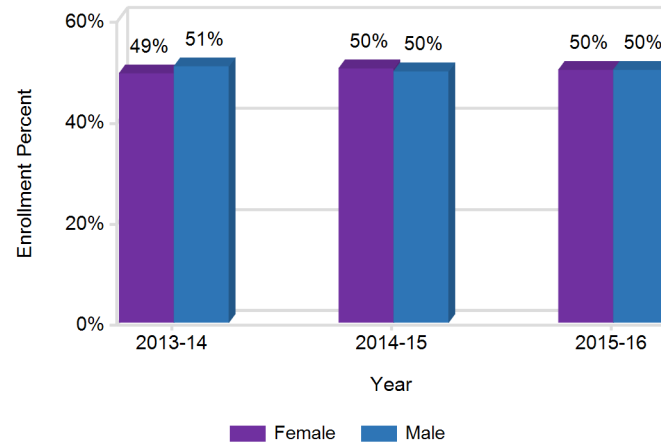
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	95	91	111
Grade 01	119	118	101
Grade 02	130	121	125
Grade 03	123	130	121
Grade 04	112	122	136
Grade 05	119	110	125
UG	45	34	47
Total	743	726	766

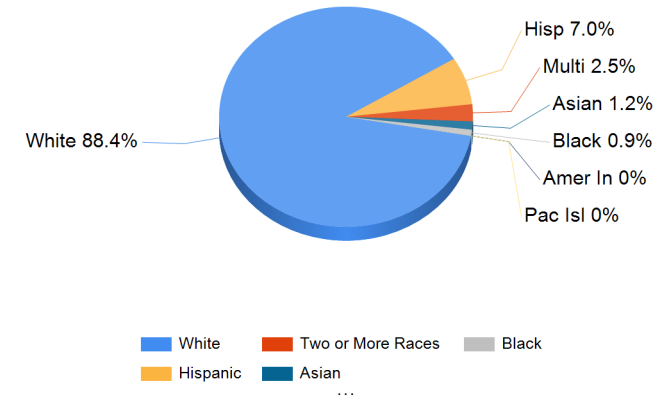
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



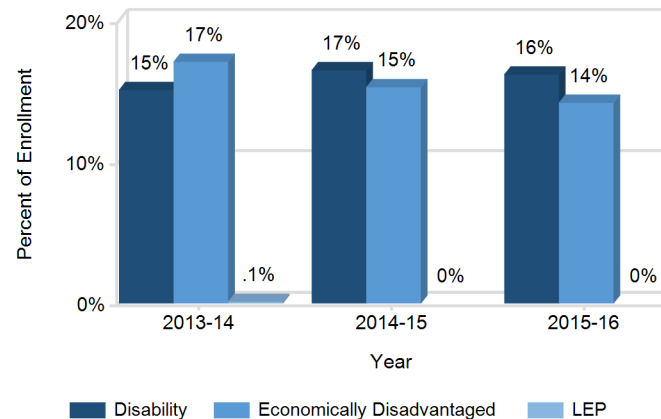
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	98.0%
Spanish	1.3%
Italian	0.1%
Polish	0.1%
Urdu	0.1%
Other	0.2%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span KH-05

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	58%	87	54
Mathematics Met or Exceeded Expectations	58%	87	66

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	365	58%	54	94%	✓	365	58%	66	94%	✓
White	328	60%	46	94%	✓	328	59%	58	94%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	69	36%	75	95%	✓	69	38%	81	95%	✓
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	58	36%	38	97%	✓	58	40%	73	97%	✓

State of New Jersey
2015-2016

Grade Span KH-05

PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	123	747	748	746	8%	15%	27%	49%	2%	50%	48%
White	114	749	753	756	5%	14%	29%	50%	2%	52%	58%
African American	N	N	N	727	N	N	N	N	N	N	30%
Hispanic	S	S	735	730	S	S	S	S	S	S	31%
Asian	S	S	764	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	744	753	S	S	S	S	S	S	55%
Students with Disability	25	727	717	718	24%	20%	20%	36%	N	36%	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	22	737	734	727	18%	9%	32%	41%	N	41%	28%
PARCC MATH											
Schoolwide	123	754	752	749	3%	14%	25%	46%	11%	58%	52%
White	114	756	755	757	4%	11%	25%	48%	11%	60%	63%
African American	N	N	N	730	N	N	N	N	N	N	31%
Hispanic	S	S	741	736	S	S	S	S	S	S	35%
Asian	S	S	772	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	744	754	S	S	S	S	S	S	57%
Students with Disability	25	740	731	727	8%	24%	28%	36%	4%	40%	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	22	755	738	732	N	14%	18%	64%	5%	68%	32%

Did Not Yet Meet Expectations
 Partially Met Expectations
 Approached Expectations
 Met Expectations
 Exceeded Expectations

State of New Jersey
2015-2016

Grade Span KH-05

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	125	758	751	750	2%	6%	31%	47%	13%	60%	54%
White	112	759	754	759	3%	6%	30%	46%	14%	61%	64%
African American	N	N	N	733	N	N	N	N	N	N	33%
Hispanic	S	S	739	737	S	S	S	S	S	S	37%
Asian	S	S	761	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	752	756	S	S	S	S	S	S	62%
Students with Disability	19	734	724	723	16%	21%	32%	26%	5%	32%	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	22	741	738	734	N	14%	59%	27%	N	27%	33%
PARCC MATH											
Schoolwide	125	752	748	745	2%	8%	31%	58%	1%	58%	47%
White	112	752	751	752	2%	8%	31%	58%	1%	59%	57%
African American	N	N	N	727	N	N	N	N	N	N	24%
Hispanic	S	S	737	733	S	S	S	S	S	S	30%
Asian	S	S	764	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	750	750	S	S	S	S	S	S	54%
Students with Disability	19	730	728	724	11%	32%	32%	26%	N	26%	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	22	736	736	730	5%	27%	41%	27%	N	27%	27%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KH-05

PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	122	757	749	751	2%	9%	29%	57%	4%	61%	53%
White	107	759	753	758	1%	9%	24%	62%	4%	65%	64%
African American	S	S	740	733	S	S	S	S	S	S	32%
Hispanic	S	S	737	738	S	S	S	S	S	S	37%
Asian	S	S	760	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	739	759	S	S	S	S	S	S	63%
Students with Disability	14	736	720	723	14%	29%	36%	14%	7%	21%	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	19	734	736	735	5%	21%	47%	26%	N	26%	33%
PARCC MATH											
Schoolwide	122	751	747	747	1%	12%	31%	53%	3%	56%	47%
White	107	752	750	753	1%	11%	30%	56%	2%	58%	57%
African American	S	S	739	728	S	S	S	S	S	S	24%
Hispanic	S	S	736	735	S	S	S	S	S	S	31%
Asian	S	S	759	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	738	754	S	S	S	S	S	S	56%
Students with Disability	14	736	726	725	7%	36%	21%	36%	N	36%	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	19	731	736	732	5%	32%	47%	11%	5%	16%	28%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KH-05

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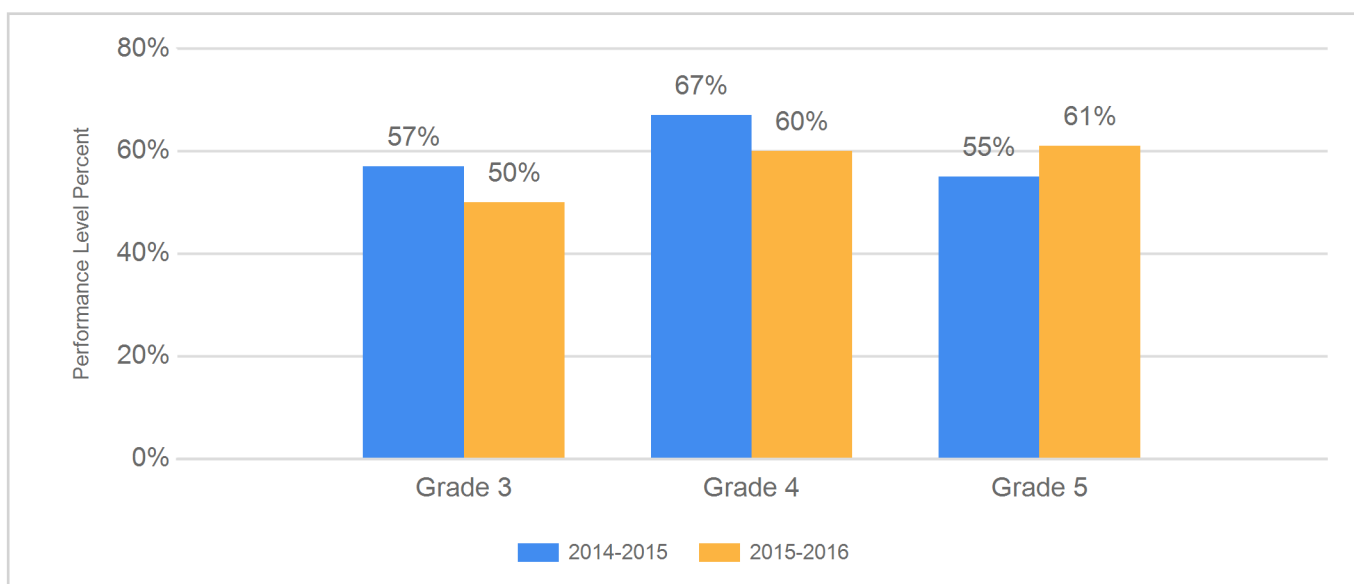
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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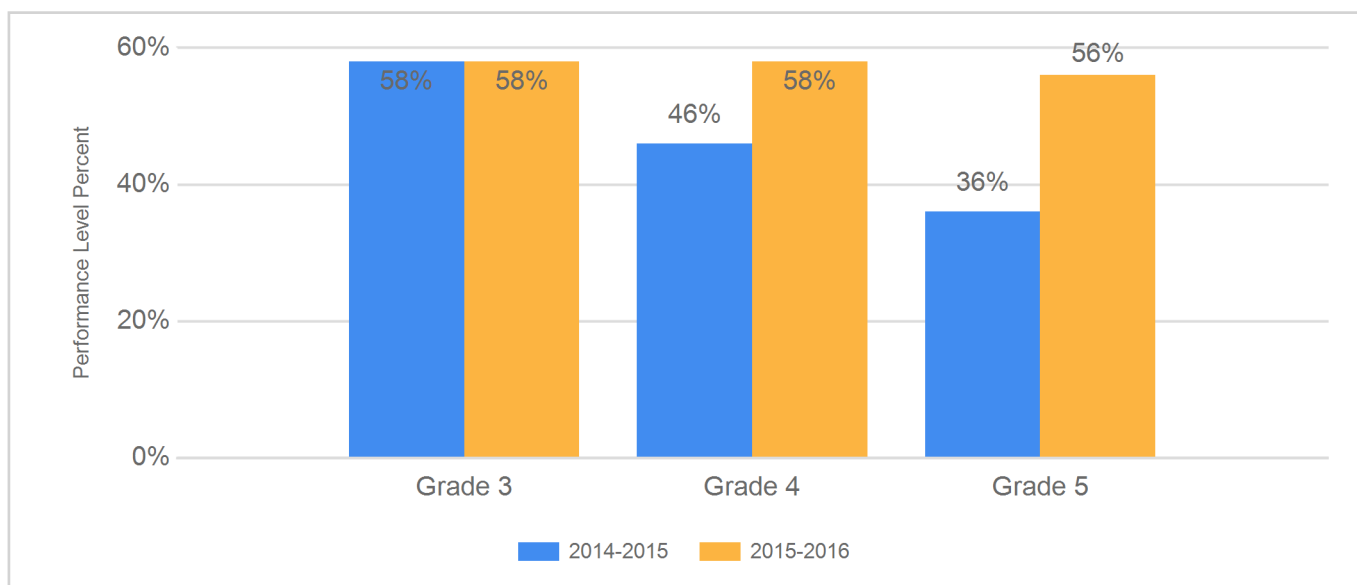
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

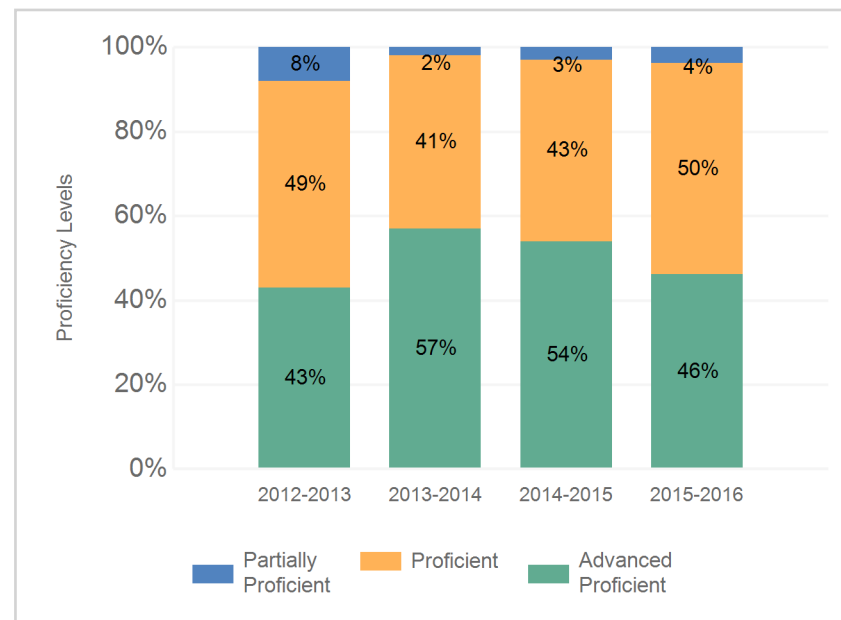
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	46%	50%	4%
White	48%	48%	4%
African American	N	N	N
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	38%	50%	13%
English Language Learners	N	N	N
Economically Disadvantaged Students	32%	64%	5%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	43	45	50
Student Growth on Math	52	47	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	1%	1%
Partially Met (L2)	2%	3%	2%
Approached (L3)	11%	12%	7%
Met (L4)	21%	18%	16%
Exceeded (L5)	4%	1%	1%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	3%
Partially Met (L2)	3%	4%	5%
Approached (L3)	10%	9%	13%
Met (L4)	14%	20%	14%
Exceeded (L5)	0%	3%	0%



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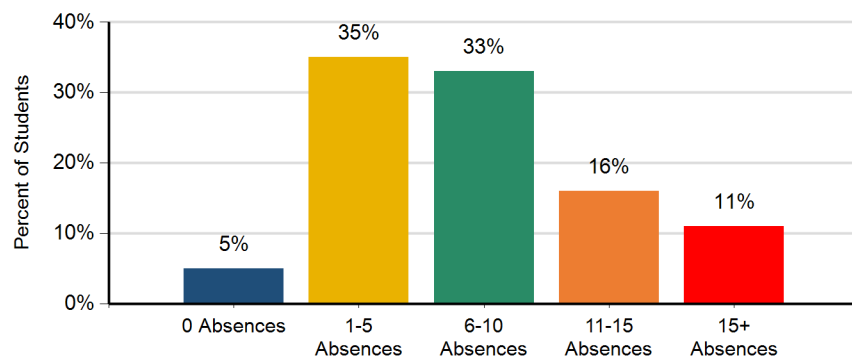
Hooper Avenue Elementary School

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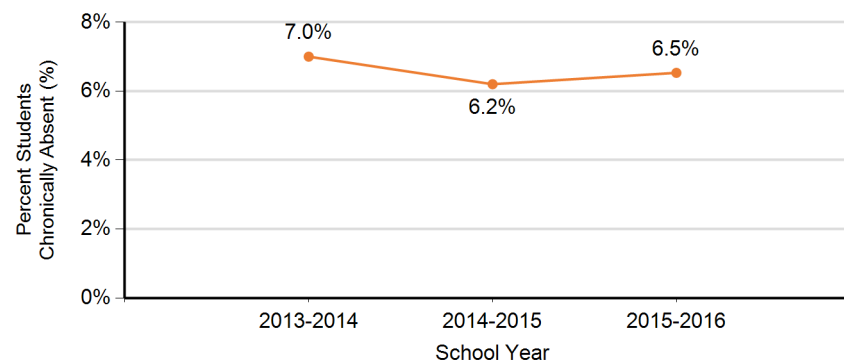
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 10 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	14:1
Administrator	383:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.1%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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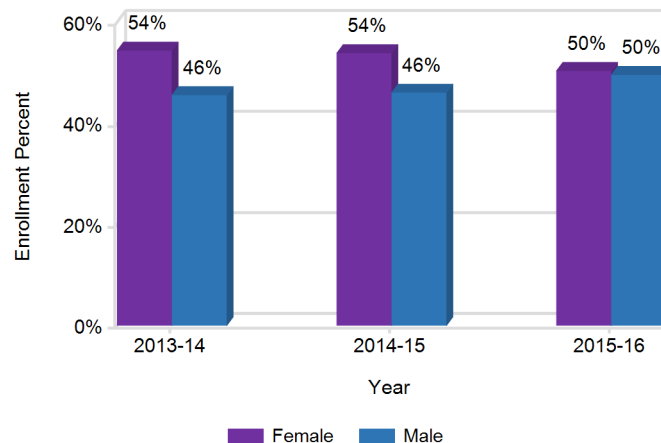
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	89	83	88
Grade 01	96	116	97
Grade 02	96	93	116
Grade 03	101	96	92
Grade 04	126	108	98
Grade 05	108	118	107
UG	15	22	45
Total	631	636	643

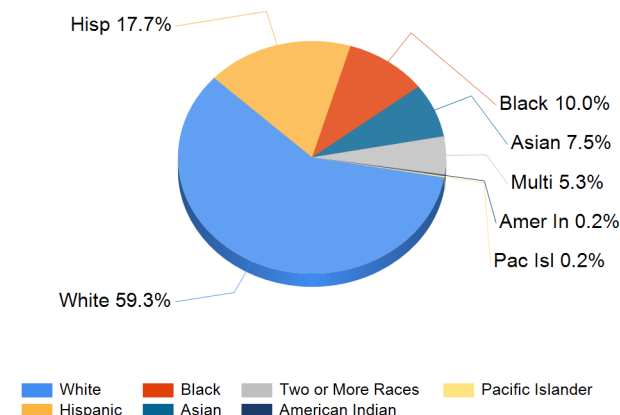
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



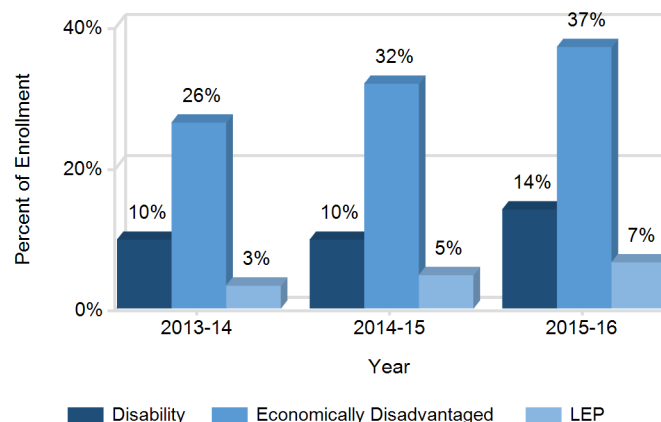
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	87.7%
Spanish	6.2%
Vietnamese	1.6%
Chinese	0.9%
Urdu	0.9%
Other	3.0%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	49%	47	39
Mathematics Met or Exceeded Expectations	53%	60	56

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	306	49%	39	98%	✓	308	53%	56	98%	✓
White	189	54%	37	97%	✓	189	58%	56	97%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	47	43%	46	96%	✓	49	35%	50	97%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	51	8%	23	100%	✓	51	16%	46	100%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	105	33%	40	97%	✓	106	30%	49	97%	✓



State of New Jersey
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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	100	752	748	746	9%	9%	30%	46%	6%	52%	48%
White	58	756	753	756	10%	5%	24%	53%	7%	60%	58%
African American	13	731	734	727	15%	8%	54%	23%	N	23%	30%
Hispanic	17	755	735	730	N	12%	35%	47%	6%	53%	31%
Asian	S	S	764	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	744	753	S	S	S	S	S	S	55%
Students with Disability	19	709	717	718	47%	11%	26%	11%	5%	16%	22%
English Language Learners	S	S	728	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	35	736	734	727	14%	14%	37%	34%	N	34%	28%
PARCC MATH											
Schoolwide	101	758	752	749	8%	7%	18%	50%	18%	67%	52%
White	58	761	755	757	10%	N	19%	47%	24%	71%	63%
African American	13	743	737	730	8%	31%	8%	54%	N	54%	31%
Hispanic	18	762	741	736	N	11%	22%	50%	17%	67%	35%
Asian	S	S	772	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	744	754	S	S	S	S	S	S	57%
Students with Disability	19	711	731	727	42%	16%	16%	21%	5%	26%	28%
English Language Learners	S	S	737	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	36	741	738	732	11%	17%	25%	44%	3%	47%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KH-05

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	105	750	751	750	6%	9%	36%	42%	8%	50%	54%
White	65	755	754	759	3%	8%	32%	46%	11%	57%	64%
African American	S	S	729	733	S	S	S	S	S	S	33%
Hispanic	15	740	739	737	13%	N	53%	33%	N	33%	37%
Asian	13	763	761	773	N	N	31%	62%	8%	69%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	752	756	S	S	S	S	S	S	62%
Students with Disability	S	S	724	723	S	S	S	S	S	S	22%
English Language Learners	S	S	720	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	40	736	738	734	13%	15%	40%	30%	3%	33%	33%
PARCC MATH											
Schoolwide	106	743	748	745	9%	18%	29%	41%	4%	44%	47%
White	65	751	751	752	3%	11%	34%	48%	5%	52%	57%
African American	S	S	728	727	S	S	S	S	S	S	24%
Hispanic	S	S	737	733	S	S	S	S	S	S	30%
Asian	13	766	764	771	N	8%	8%	77%	8%	85%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	750	750	S	S	S	S	S	S	54%
Students with Disability	18	720	728	724	28%	33%	22%	17%	N	17%	22%
English Language Learners	S	S	746	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	40	726	736	730	18%	33%	33%	15%	3%	18%	27%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	114	744	749	751	4%	16%	36%	40%	4%	44%	53%
White	68	745	753	758	6%	15%	32%	43%	4%	47%	64%
African American	S	S	740	733	S	S	S	S	S	S	32%
Hispanic	21	741	737	738	5%	19%	38%	38%	N	38%	37%
Asian	S	S	760	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	739	759	S	S	S	S	S	S	63%
Students with Disability	S	S	720	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	37	734	736	735	5%	24%	41%	27%	3%	30%	33%
PARCC MATH											
Schoolwide	114	744	747	747	4%	22%	29%	41%	4%	45%	47%
White	68	745	750	753	6%	16%	27%	49%	3%	52%	57%
African American	S	S	739	728	S	S	S	S	S	S	24%
Hispanic	21	737	736	735	N	43%	29%	29%	N	29%	31%
Asian	S	S	759	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	738	754	S	S	S	S	S	S	56%
Students with Disability	S	S	726	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	37	735	736	732	3%	38%	35%	24%	N	24%	28%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KH-05

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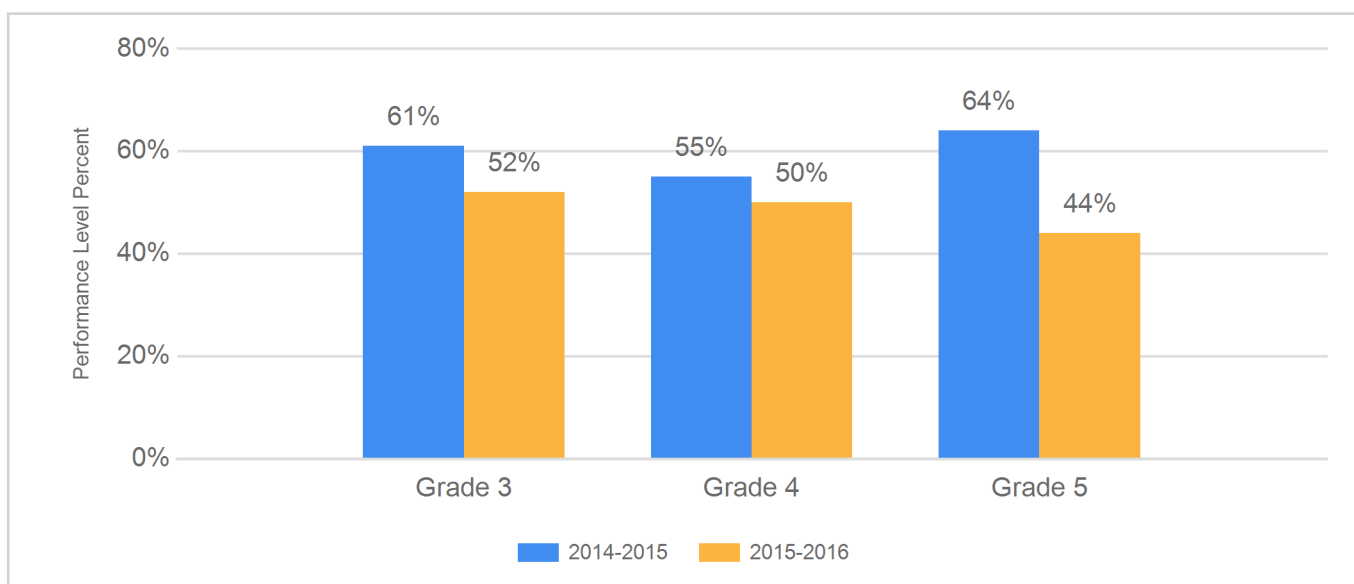
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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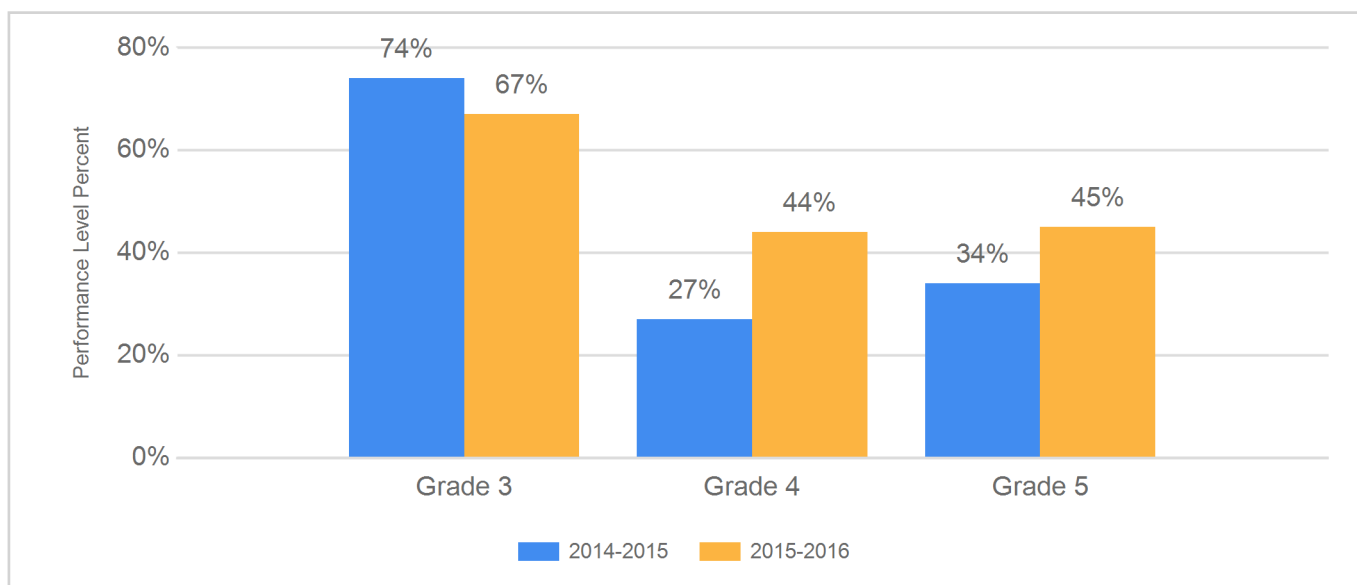
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

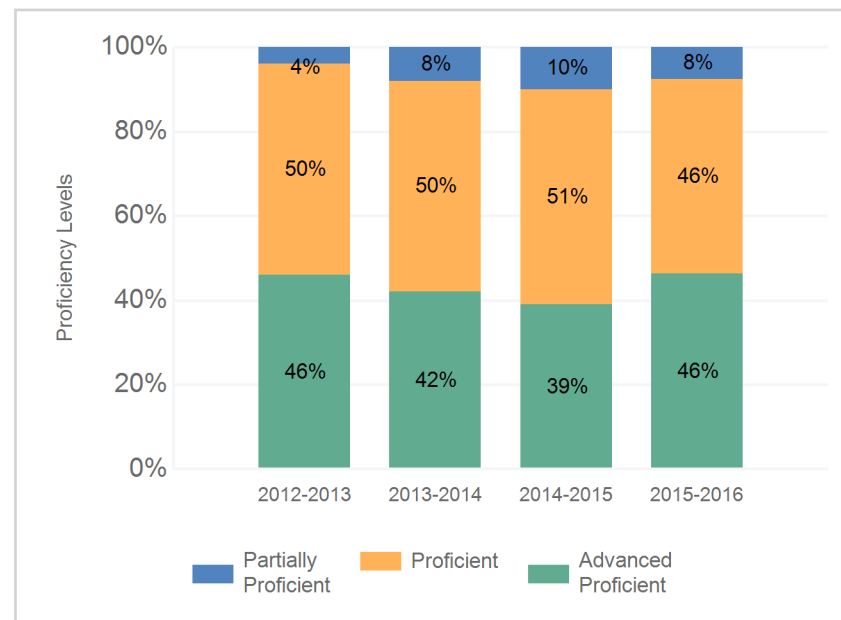
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	46%	46%	8%
White	55%	44%	2%
African American	S	S	S
Hispanic	33%	47%	20%
American Indian	N	N	N
Asian	54%	46%	N
Two or More Races	S	S	S
Students with Disability	17%	61%	22%
English Language Learners	S	S	S
Economically Disadvantaged Students	33%	53%	14%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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Grade Span KH-05

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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	36	45	50
Student Growth on Math	39	47	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	1%	2%
Partially Met (L2)	6%	6%	4%
Approached (L3)	11%	8%	3%
Met (L4)	25%	17%	7%
Exceeded (L5)	5%	2%	1%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	1%	1%
Partially Met (L2)	7%	5%	7%
Approached (L3)	9%	15%	8%
Met (L4)	24%	12%	6%
Exceeded (L5)	2%	2%	2%



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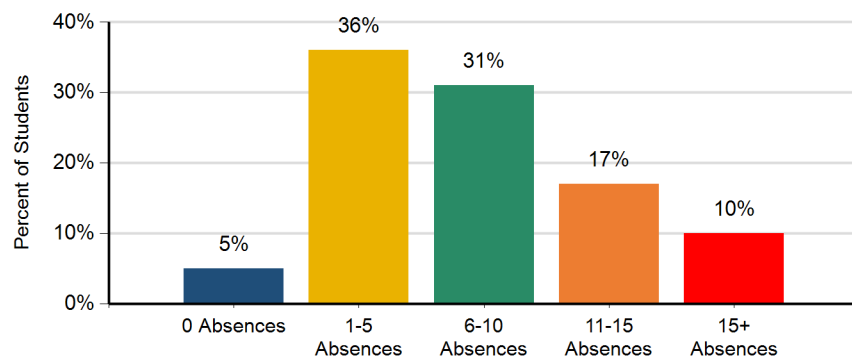
Joseph A. Citta Elementary School

2050 LAKEWOOD ROAD

TOMS RIVER, NJ 08755

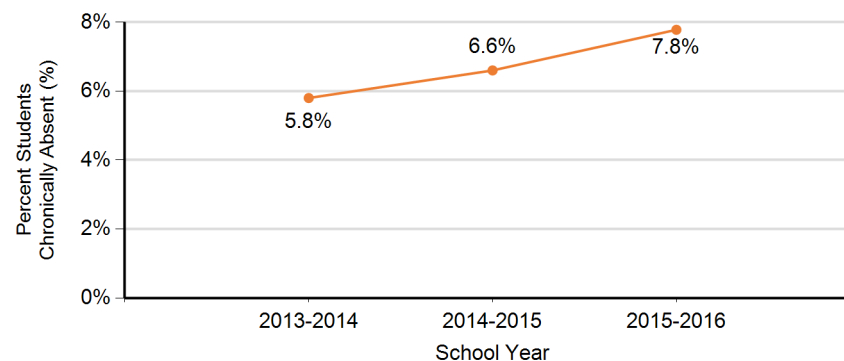
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 10 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	14:1
Administrator	322:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.0%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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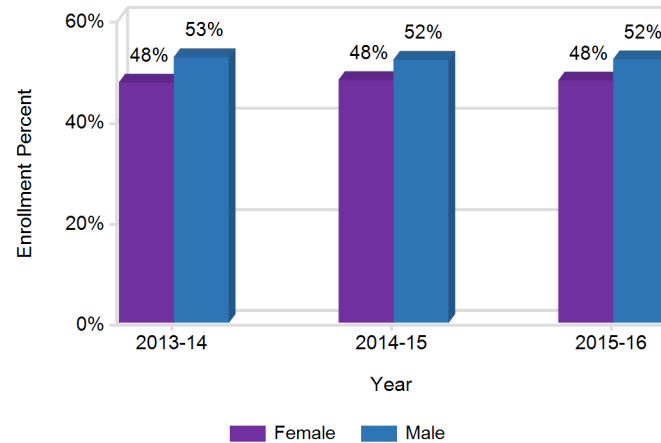
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	64	64	66
Grade 01	91	92	99
Grade 02	96	87	88
Grade 03	109	94	87
Grade 04	108	106	97
Grade 05	87	112	106
UG	51	39	35
Total	606	594	578

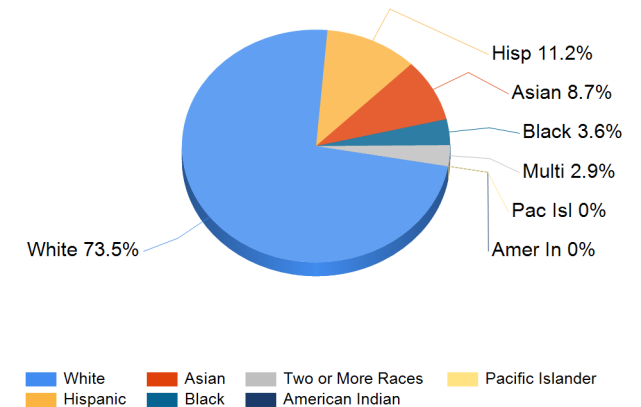
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



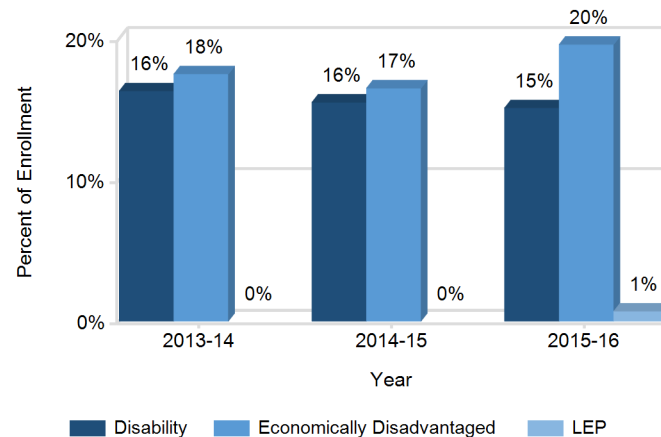
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	90.8%
Spanish	3.3%
Polish	1.6%
Gujarati	0.9%
Chinese	0.5%
Other	3.0%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	73%	100	83
Mathematics Met or Exceeded Expectations	72%	100	91

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	278	73%	83	96%	✓	279	72%	91	96%	✓
White	208	77%	83	95%	✓	209	73%	84	95%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	45	51%	87	89%	X	46	35%	86	91%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	48	52%	73	97%	✓	48	52%	96	97%	✓



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	84	784	748	746	1%	6%	12%	52%	29%	81%	48%
White	60	788	753	756	N	3%	12%	55%	30%	85%	58%
African American	S	S	734	727	S	S	S	S	S	S	30%
Hispanic	S	S	735	730	S	S	S	S	S	S	31%
Asian	S	S	764	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	744	753	S	S	S	S	S	S	55%
Students with Disability	S	S	717	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	18	753	734	727	6%	22%	28%	39%	6%	44%	28%
PARCC MATH											
Schoolwide	85	780	752	749	1%	2%	7%	52%	38%	89%	52%
White	61	780	755	757	N	2%	10%	53%	36%	89%	63%
African American	S	S	737	730	S	S	S	S	S	S	31%
Hispanic	S	S	741	736	S	S	S	S	S	S	35%
Asian	S	S	772	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	744	754	S	S	S	S	S	S	57%
Students with Disability	S	S	731	727	S	S	S	S	S	S	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	18	761	738	732	6%	11%	6%	50%	28%	78%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	92	765	751	750	1%	8%	21%	50%	21%	71%	54%
White	67	765	754	759	2%	9%	18%	52%	19%	72%	64%
African American	S	S	729	733	S	S	S	S	S	S	33%
Hispanic	S	S	739	737	S	S	S	S	S	S	37%
Asian	S	S	761	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	752	756	S	S	S	S	S	S	62%
Students with Disability	S	S	724	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	13	748	738	734	N	8%	46%	39%	8%	46%	33%
PARCC MATH											
Schoolwide	92	767	748	745	1%	4%	14%	67%	13%	80%	47%
White	67	766	751	752	2%	5%	15%	67%	12%	79%	57%
African American	S	S	728	727	S	S	S	S	S	S	24%
Hispanic	S	S	737	733	S	S	S	S	S	S	30%
Asian	S	S	764	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	750	750	S	S	S	S	S	S	54%
Students with Disability	S	S	728	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	13	758	736	730	N	8%	31%	54%	8%	62%	27%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations

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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	105	762	749	751	1%	4%	25%	65%	6%	71%	53%
White	83	764	753	758	N	4%	21%	70%	6%	76%	64%
African American	S	S	740	733	S	S	S	S	S	S	32%
Hispanic	S	S	737	738	S	S	S	S	S	S	37%
Asian	S	S	760	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	739	759	S	S	S	S	S	S	63%
Students with Disability	S	S	720	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	14	746	736	735	7%	N	43%	50%	N	50%	33%
PARCC MATH											
Schoolwide	105	755	747	747	1%	10%	31%	51%	9%	59%	47%
White	83	757	750	753	N	10%	30%	51%	10%	60%	57%
African American	S	S	739	728	S	S	S	S	S	S	24%
Hispanic	S	S	736	735	S	S	S	S	S	S	31%
Asian	S	S	759	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	738	754	S	S	S	S	S	S	56%
Students with Disability	S	S	726	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	14	741	736	732	7%	7%	43%	43%	N	43%	28%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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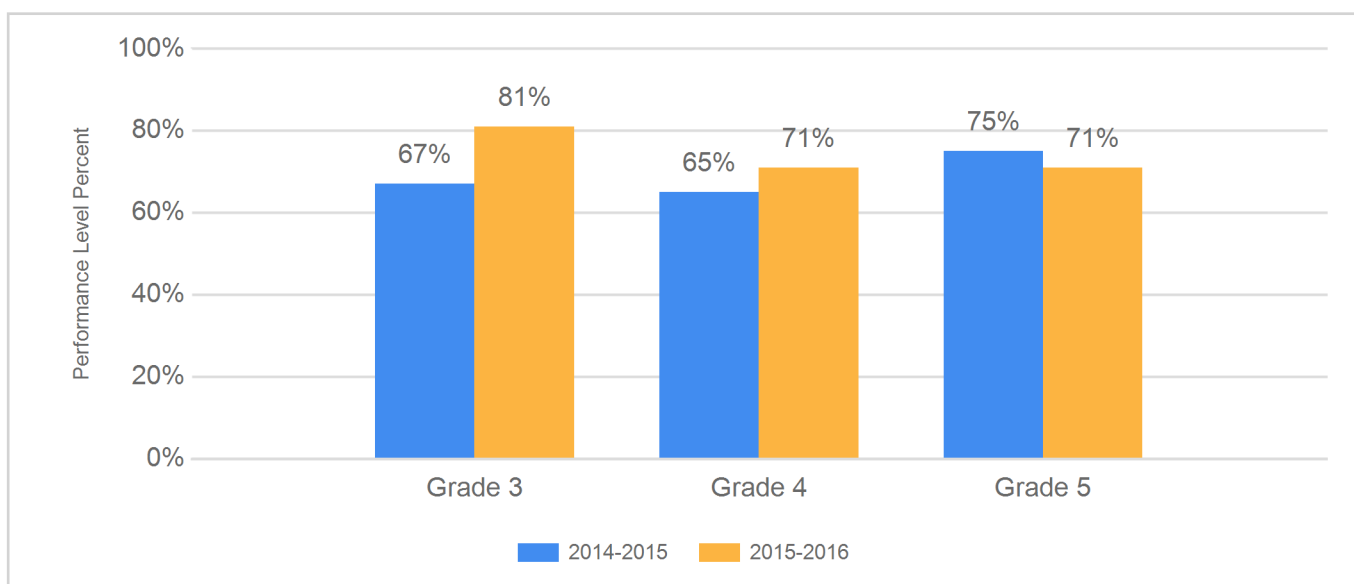
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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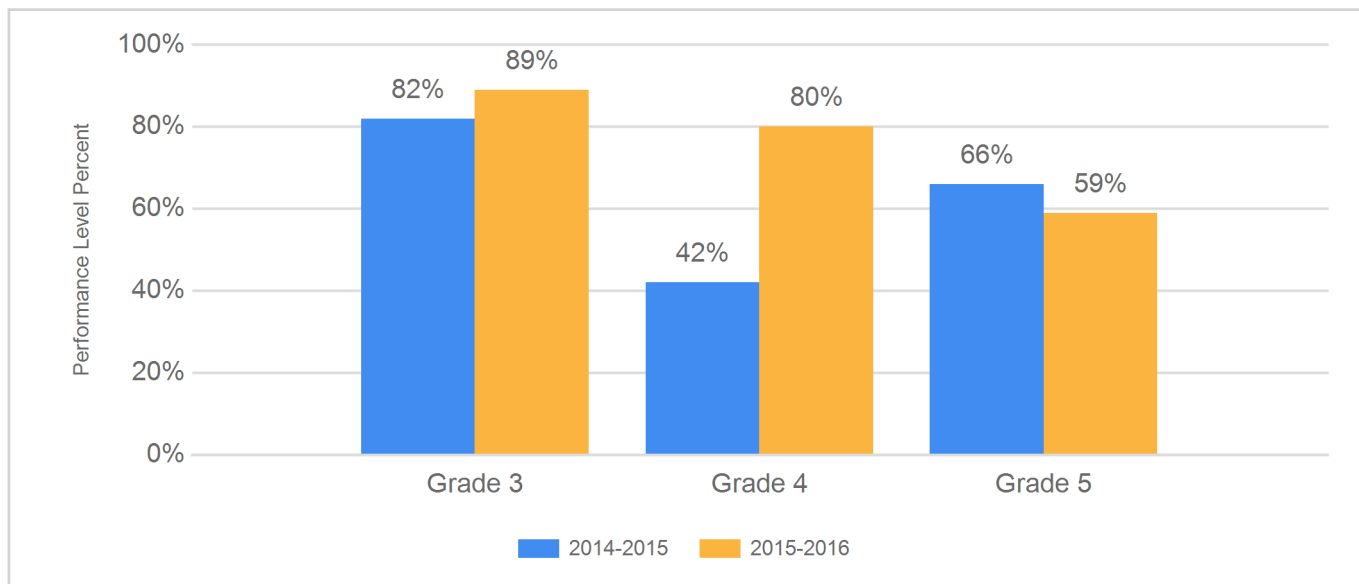
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

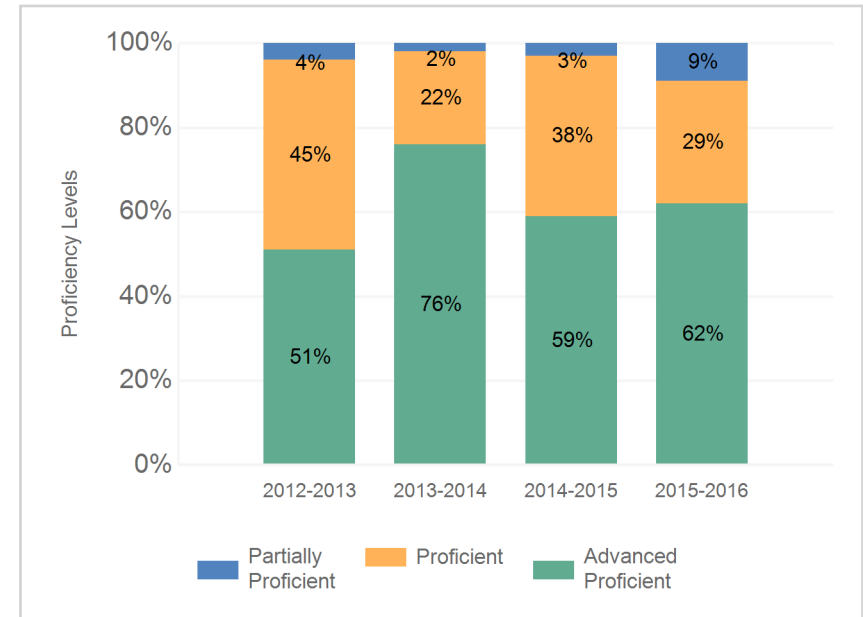
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	62%	29%	9%
White	61%	31%	8%
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	31%	46%	23%
English Language Learners	S	S	S
Economically Disadvantaged Students	39%	39%	23%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	43	45	50
Student Growth on Math	50	47	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	4%	2%	1%
Approached (L3)	11%	9%	8%
Met (L4)	19%	16%	15%
Exceeded (L5)	9%	5%	3%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	2%
Partially Met (L2)	1%	4%	5%
Approached (L3)	9%	6%	11%
Met (L4)	13%	22%	14%
Exceeded (L5)	5%	4%	5%



State of New Jersey
2015-2016

Grade Span KH-05

29-5190-080

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TOMS RIVER REGIONAL

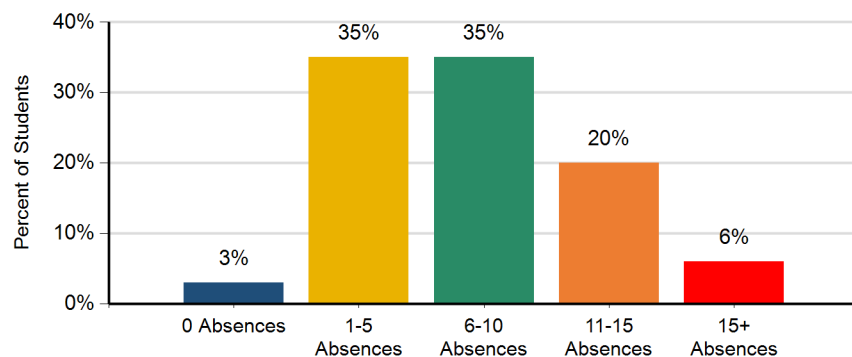
North Dover Elementary School

1759 NEW HAMPSHIRE AVENUE

TOMS RIVER, NJ 08753

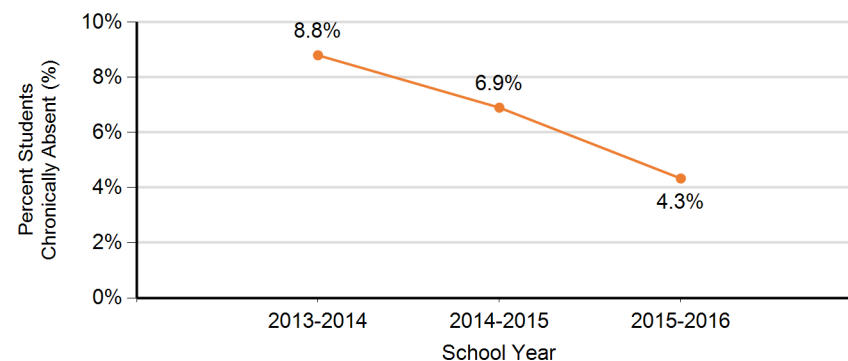
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





State of New Jersey
2015-2016

Grade Span KH-05

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North Dover Elementary School

1759 NEW HAMPSHIRE AVENUE

TOMS RIVER, NJ 08753

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 10 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	13:1
Administrator	289:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.0%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



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Pine Beach Elementary School

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PINE BEACH, NJ 08741

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

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PINE BEACH, NJ 08741

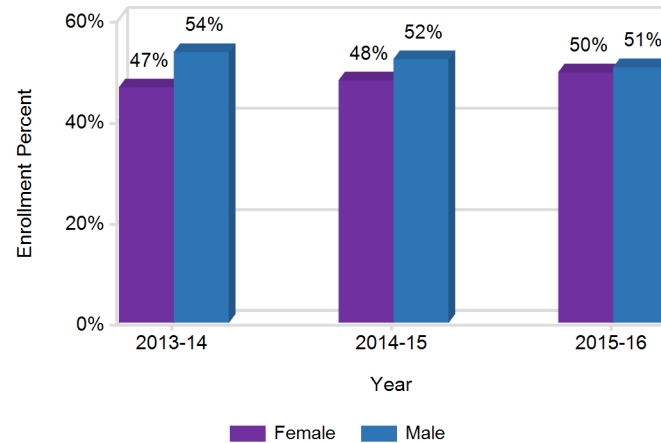
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	72	45	72
Grade 01	77	85	55
Grade 02	65	75	77
Grade 03	70	66	68
Grade 04	82	70	61
Grade 05	71	81	64
UG	12	14	23
Total	449	436	420

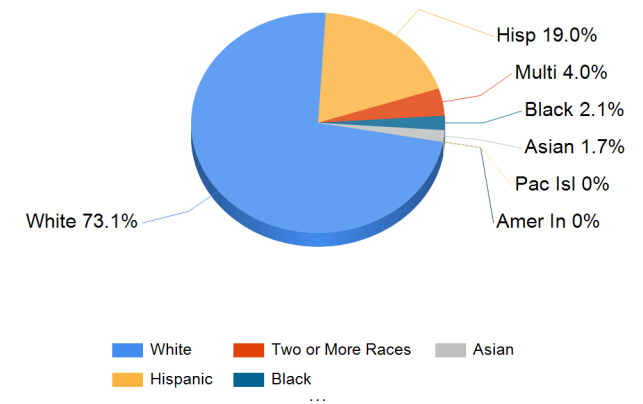
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



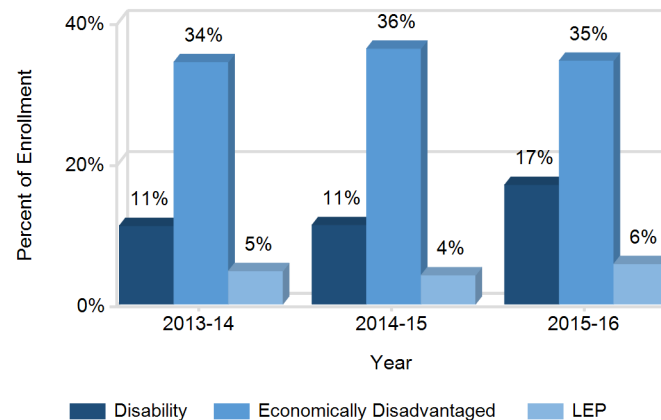
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	86.0%
Spanish	12.6%
Filipino	0.2%
Nahuatl languages	0.2%
Tagalog	0.2%
Other	0.6%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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PINE BEACH, NJ 08741

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	40%	20	25
Mathematics Met or Exceeded Expectations	35%	27	26

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	181	40%	25	91%	X	183	35%	26	92%	X
White	135	46%	20	92%	X	135	40%	22	92%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	63	21%	18	93%	✓	63	14%	11	93%	X



State of New Jersey
2015-2016

Grade Span KH-05

29-5190-090

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TOMS RIVER REGIONAL

Pine Beach Elementary School

101 PENNSYLVANIA AVENUE

PINE BEACH, NJ 08741

PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	65	747	748	746	5%	22%	32%	37%	5%	42%	48%
White	46	748	753	756	4%	24%	24%	44%	4%	48%	58%
African American	S	S	734	727	S	S	S	S	S	S	30%
Hispanic	14	739	735	730	7%	14%	57%	21%	N	21%	31%
Asian	S	S	764	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	744	753	S	S	S	S	S	S	55%
Students with Disability	S	S	717	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	19	730	734	727	5%	32%	47%	16%	N	16%	28%
PARCC MATH											
Schoolwide	65	741	752	749	8%	25%	26%	32%	9%	42%	52%
White	46	741	755	757	9%	20%	24%	39%	9%	48%	63%
African American	S	S	737	730	S	S	S	S	S	S	31%
Hispanic	14	736	741	736	N	43%	36%	14%	7%	21%	35%
Asian	S	S	772	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	744	754	S	S	S	S	S	S	57%
Students with Disability	S	S	731	727	S	S	S	S	S	S	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	19	722	738	732	16%	37%	32%	16%	N	16%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

State of New Jersey
2015-2016

Grade Span KH-05



PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	58	744	751	750	3%	19%	40%	31%	7%	38%	54%
White	44	746	754	759	5%	21%	32%	34%	9%	43%	64%
African American	S	S	729	733	S	S	S	S	S	S	33%
Hispanic	S	S	739	737	S	S	S	S	S	S	37%
Asian	S	S	761	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	752	756	S	S	S	S	S	S	62%
Students with Disability	S	S	724	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	23	735	738	734	4%	30%	44%	22%	N	22%	33%
PARCC MATH											
Schoolwide	58	738	748	745	7%	31%	24%	36%	2%	38%	47%
White	44	738	751	752	9%	30%	21%	39%	2%	41%	57%
African American	S	S	728	727	S	S	S	S	S	S	24%
Hispanic	S	S	737	733	S	S	S	S	S	S	30%
Asian	S	S	764	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	750	750	S	S	S	S	S	S	54%
Students with Disability	S	S	728	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	23	725	736	730	13%	44%	22%	22%	N	22%	27%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KH-05

PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	66	738	749	751	14%	15%	32%	38%	2%	39%	53%
White	49	740	753	758	10%	16%	29%	43%	2%	45%	64%
African American	S	S	740	733	S	S	S	S	S	S	32%
Hispanic	13	725	737	738	31%	8%	46%	15%	N	15%	37%
Asian	S	S	760	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	739	759	S	S	S	S	S	S	63%
Students with Disability	S	S	720	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	25	728	736	735	28%	12%	32%	28%	N	28%	33%
PARCC MATH											
Schoolwide	68	733	747	747	9%	27%	43%	21%	2%	22%	47%
White	49	736	750	753	8%	20%	43%	27%	2%	29%	57%
African American	S	S	739	728	S	S	S	S	S	S	24%
Hispanic	S	S	736	735	S	S	S	S	S	S	31%
Asian	S	S	759	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	738	754	S	S	S	S	S	S	56%
Students with Disability	S	S	726	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	736	732	S	S	S	S	S	S	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KH-05

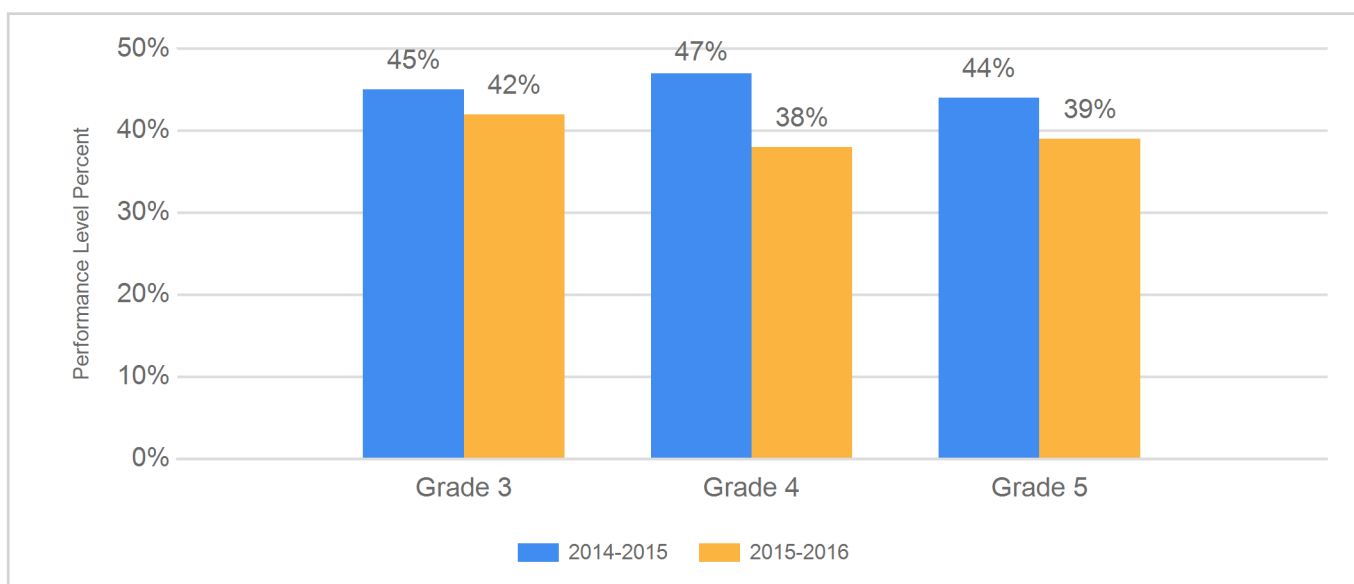
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TOMS RIVER REGIONAL
Pine Beach Elementary School
101 PENNSYLVANIA AVENUE
PINE BEACH, NJ 08741

PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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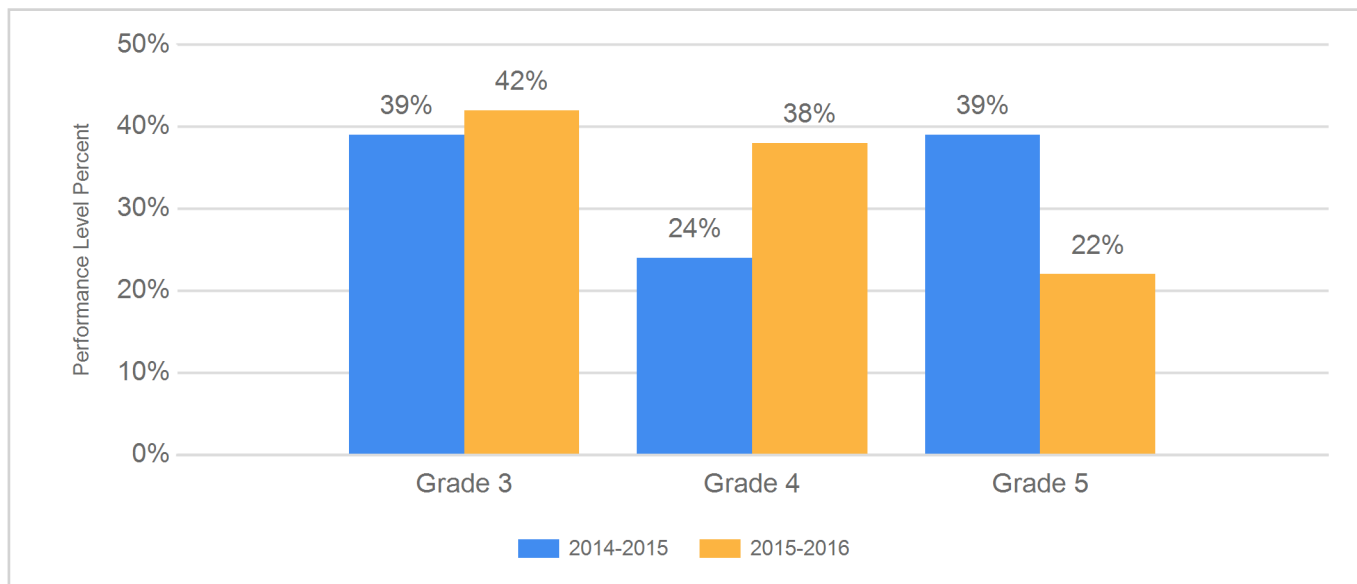
Pine Beach Elementary School

101 PENNSYLVANIA AVENUE

PINE BEACH, NJ 08741

PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

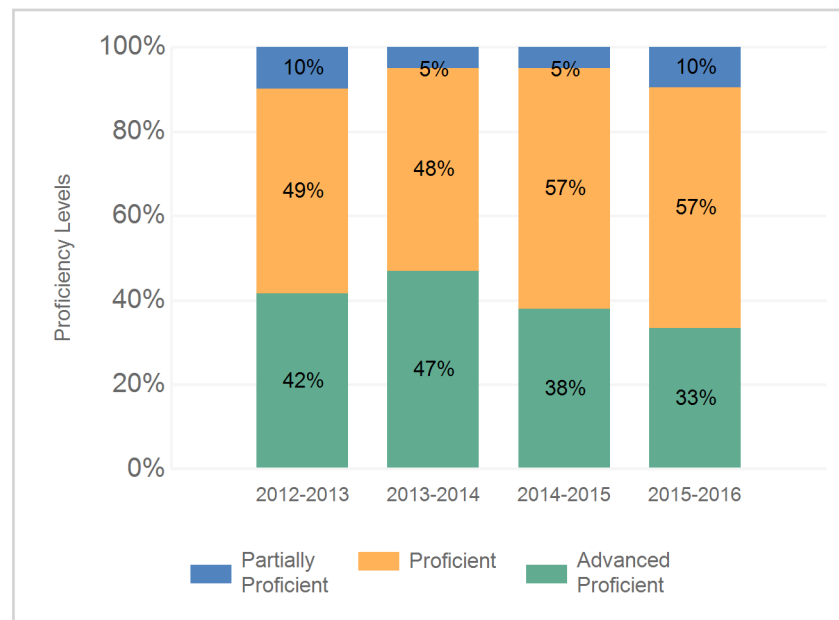
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	33%	57%	10%
White	37%	55%	8%
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	22%	61%	17%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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TOMS RIVER REGIONAL

Pine Beach Elementary School

101 PENNSYLVANIA AVENUE

PINE BEACH, NJ 08741

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	32	45	50
Student Growth on Math	39	47	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	3%	3%
Partially Met (L2)	7%	4%	6%
Approached (L3)	15%	9%	3%
Met (L4)	27%	11%	7%
Exceeded (L5)	2%	1%	1%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	2%	5%
Partially Met (L2)	10%	6%	6%
Approached (L3)	14%	14%	7%
Met (L4)	13%	10%	6%
Exceeded (L5)	3%	1%	1%



State of New Jersey
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Grade Span KH-05

29-5190-090

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TOMS RIVER REGIONAL

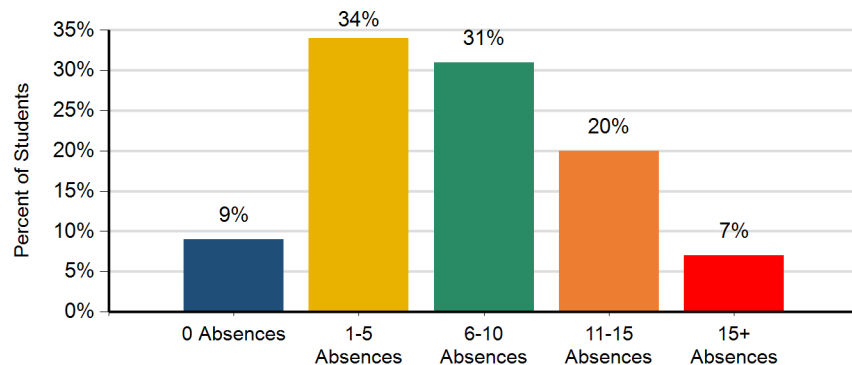
Pine Beach Elementary School

101 PENNSYLVANIA AVENUE

PINE BEACH, NJ 08741

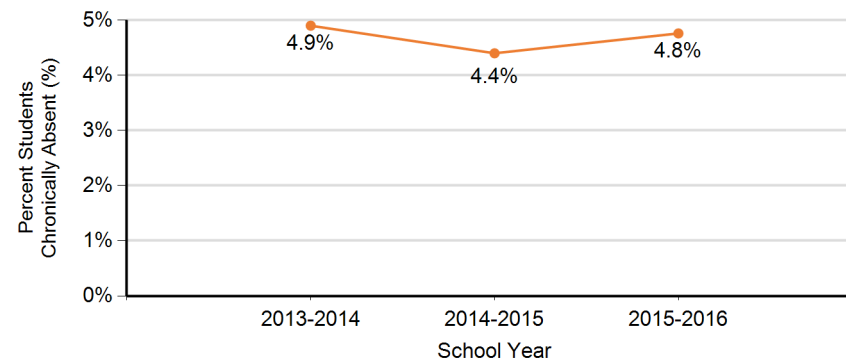
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





State of New Jersey
2015-2016

Grade Span KH-05

29-5190-090

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TOMS RIVER REGIONAL

Pine Beach Elementary School

101 PENNSYLVANIA AVENUE

PINE BEACH, NJ 08741

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 10 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	12:1
Administrator	210:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.2%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



State of New Jersey
2015-2016

Grade Span KH-05

29-5190-095

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TOMS RIVER REGIONAL

Silver Bay Elementary School

100 SILVER BAY ROAD

TOMS RIVER, NJ 08753

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

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- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

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NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span KH-05

29-5190-095

OCEAN

TOMS RIVER REGIONAL

Silver Bay Elementary School

100 SILVER BAY ROAD

TOMS RIVER, NJ 08753

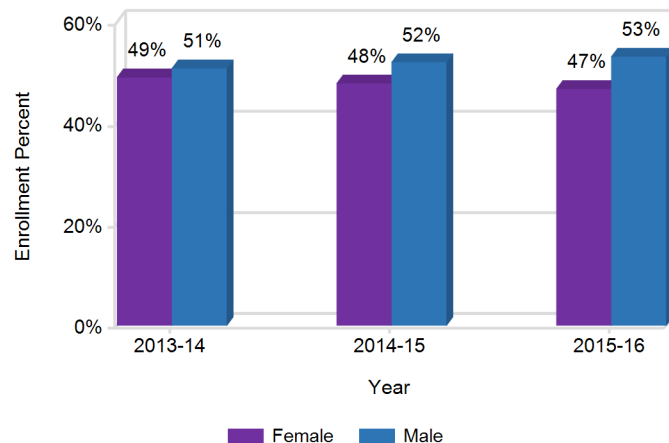
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	85	78	94
Grade 01	113	79	90
Grade 02	96	110	81
Grade 03	96	89	113
Grade 04	118	93	95
Grade 05	103	117	96
UG	34	44	62
Total	645	610	656

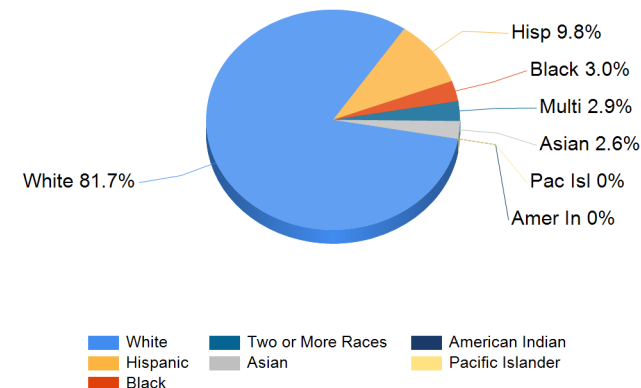
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



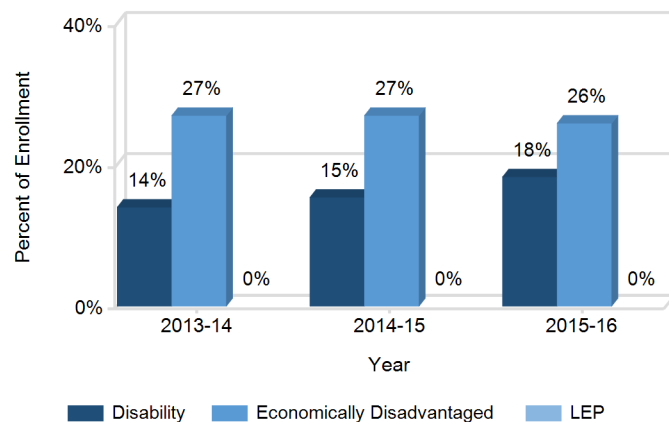
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	94.4%
Spanish	3.4%
Lithuanian	0.3%
Portuguese	0.3%
Vietnamese	0.3%
Other	1.5%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span KH-05

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	49%	53	42
Mathematics Met or Exceeded Expectations	55%	80	64

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	284	49%	42	95%	✓	282	55%	64	95%	✓
White	233	48%	26	95%	✓	232	56%	54	95%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	66	35%	56	93%	X	65	46%	87	91%	X



State of New Jersey
2015-2016

Grade Span KH-05

PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	110	748	748	746	6%	16%	30%	46%	2%	48%	48%
White	85	748	753	756	5%	18%	33%	42%	2%	45%	58%
African American	S	S	734	727	S	S	S	S	S	S	30%
Hispanic	14	748	735	730	7%	14%	14%	64%	N	64%	31%
Asian	S	S	764	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	744	753	S	S	S	S	S	S	55%
Students with Disability	S	S	S	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	33	741	734	727	6%	18%	39%	36%	N	36%	28%
PARCC MATH											
Schoolwide	108	751	752	749	2%	13%	28%	53%	5%	57%	52%
White	84	751	755	757	1%	16%	27%	51%	5%	56%	63%
African American	S	S	737	730	S	S	S	S	S	S	31%
Hispanic	13	750	741	736	8%	N	31%	62%	N	62%	35%
Asian	S	S	772	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	744	754	S	S	S	S	S	S	57%
Students with Disability	11	733	731	727	9%	27%	36%	27%	N	27%	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	32	744	738	732	N	22%	28%	47%	3%	50%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

State of New Jersey
2015-2016

Grade Span KH-05

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	89	750	751	750	3%	10%	39%	43%	5%	47%	54%
White	79	751	754	759	1%	9%	42%	43%	5%	48%	64%
African American	S	S	729	733	S	S	S	S	S	S	33%
Hispanic	S	S	739	737	S	S	S	S	S	S	37%
Asian	S	S	761	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	752	756	S	S	S	S	S	S	62%
Students with Disability	S	S	724	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	24	749	738	734	N	13%	46%	38%	4%	42%	33%
PARCC MATH											
Schoolwide	89	757	748	745	N	14%	25%	55%	7%	62%	47%
White	79	757	751	752	N	11%	27%	56%	6%	62%	57%
African American	S	S	728	727	S	S	S	S	S	S	24%
Hispanic	S	S	737	733	S	S	S	S	S	S	30%
Asian	S	S	764	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	750	750	S	S	S	S	S	S	54%
Students with Disability	S	S	728	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	24	753	736	730	N	17%	29%	50%	4%	54%	27%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations

State of New Jersey
2015-2016

Grade Span KH-05

PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	94	751	749	751	3%	13%	30%	53%	1%	54%	53%
White	76	752	753	758	1%	15%	30%	53%	1%	54%	64%
African American	S	S	740	733	S	S	S	S	S	S	32%
Hispanic	11	737	737	738	18%	N	46%	36%	N	36%	37%
Asian	S	S	760	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	739	759	S	S	S	S	S	S	63%
Students with Disability	11	722	720	723	18%	46%	18%	18%	N	18%	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	16	739	736	735	6%	19%	38%	38%	N	38%	33%
PARCC MATH											
Schoolwide	94	752	747	747	2%	13%	35%	44%	6%	50%	47%
White	76	753	750	753	1%	15%	32%	46%	7%	53%	57%
African American	S	S	739	728	S	S	S	S	S	S	24%
Hispanic	11	739	736	735	N	9%	73%	18%	N	18%	31%
Asian	S	S	759	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	738	754	S	S	S	S	S	S	56%
Students with Disability	11	734	726	725	N	27%	55%	18%	N	18%	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	16	742	736	732	6%	19%	38%	31%	6%	38%	28%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KH-05

29-5190-095

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TOMS RIVER REGIONAL

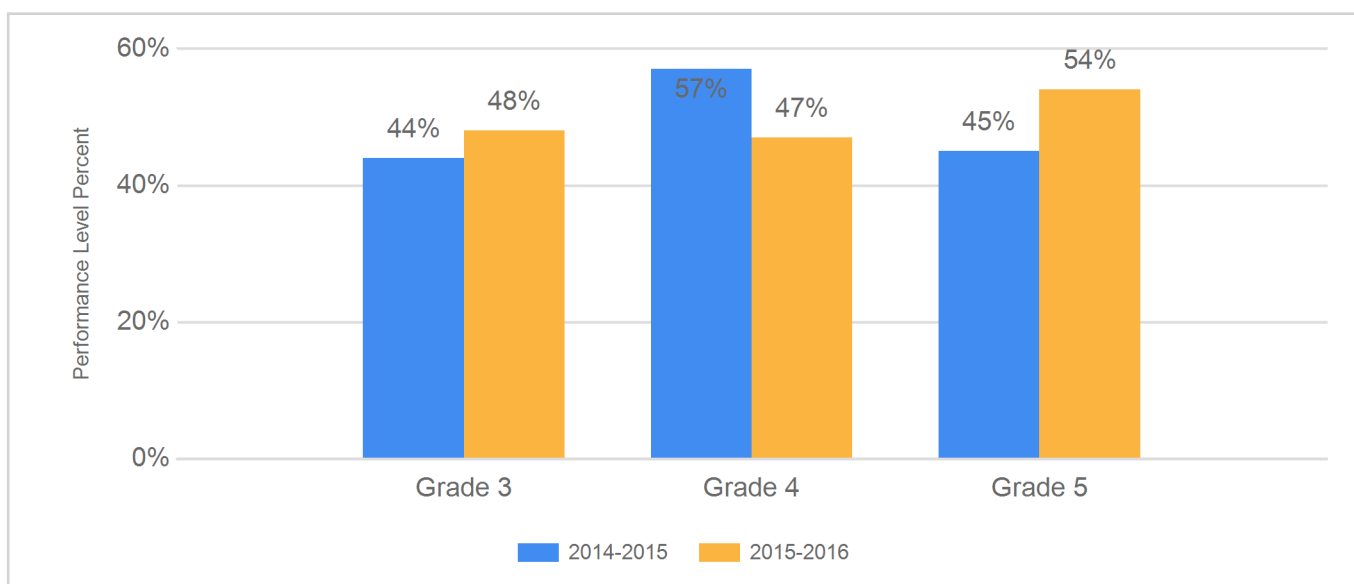
Silver Bay Elementary School

100 SILVER BAY ROAD

TOMS RIVER, NJ 08753

PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

Grade Span KH-05

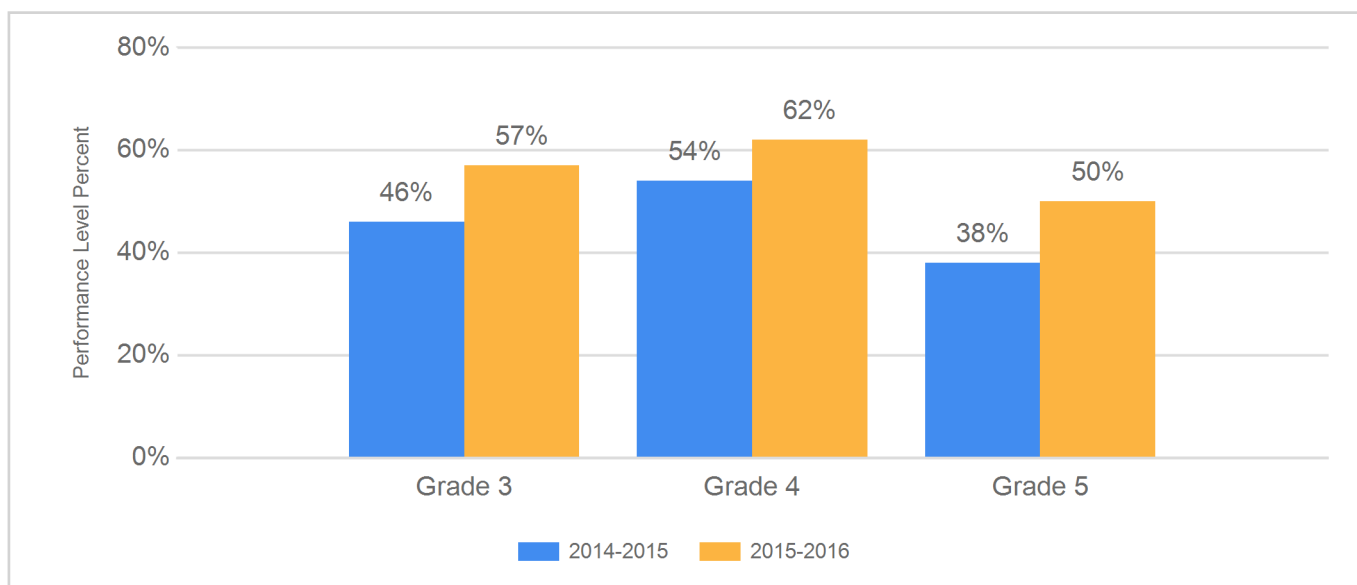
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

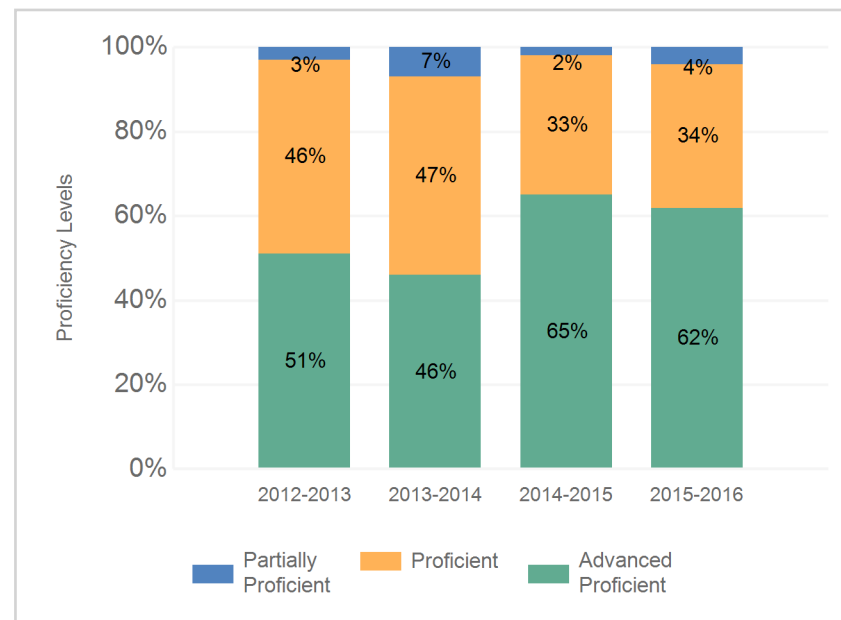
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	62%	34%	4%
White	63%	35%	2%
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	59%	37%	4%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
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29-5190-095

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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span KH-05

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Silver Bay Elementary School

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TOMS RIVER, NJ 08753

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	37	45	50
Student Growth on Math	61	47	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	1%	5%
Partially Met (L2)	6%	4%	4%
Approached (L3)	11%	11%	5%
Met (L4)	21%	17%	6%
Exceeded (L5)	6%	1%	1%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	4%
Partially Met (L2)	3%	4%	6%
Approached (L3)	10%	6%	14%
Met (L4)	12%	15%	22%
Exceeded (L5)	1%	1%	1%



State of New Jersey
2015-2016

Grade Span KH-05

29-5190-095

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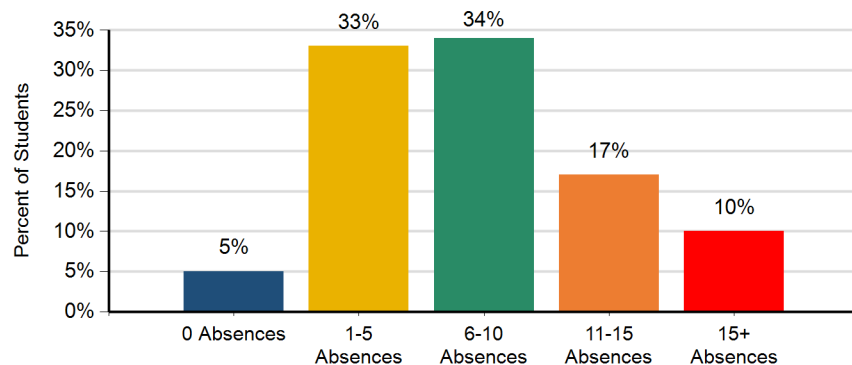
Silver Bay Elementary School

100 SILVER BAY ROAD

TOMS RIVER, NJ 08753

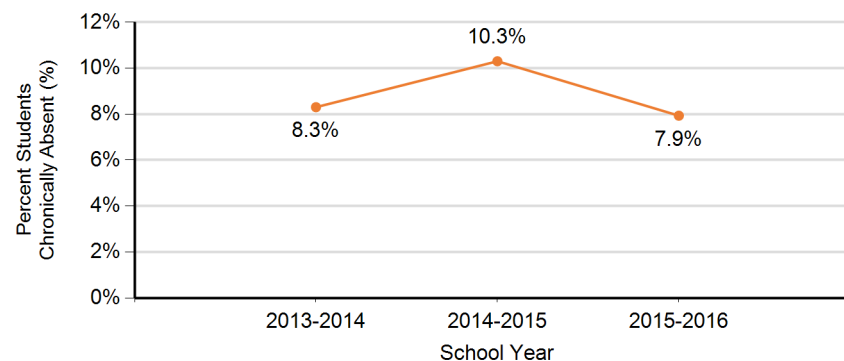
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





State of New Jersey
2015-2016

Grade Span KH-05

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TOMS RIVER REGIONAL

Silver Bay Elementary School

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TOMS RIVER, NJ 08753

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 10 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	12:1
Administrator	328:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.0%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



State of New Jersey
2015-2016

Grade Span KF-05

29-5190-100
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TOMS RIVER REGIONAL
South Toms River Elementary School
419 DOVER ROAD
SOUTH TOMS RIVER, NJ 08757

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span KF-05

29-5190-100

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South Toms River Elementary School

419 DOVER ROAD

SOUTH TOMS RIVER, NJ 08757

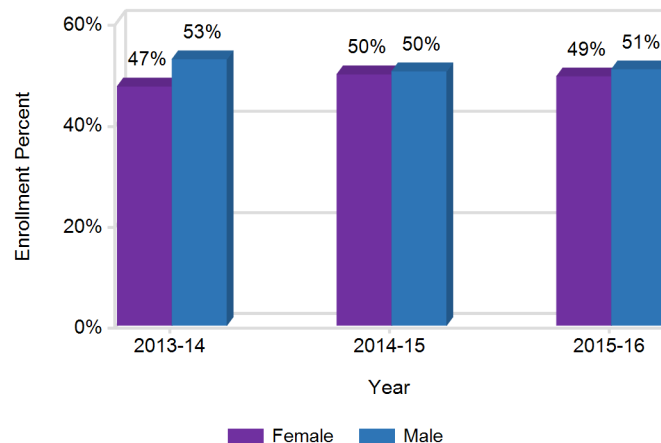
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	56	57	44
Grade 01	67	47	46
Grade 02	55	59	47
Grade 03	49	54	56
Grade 04	57	47	53
Grade 05	54	52	51
UG	30	34	46
Total	368	350	343

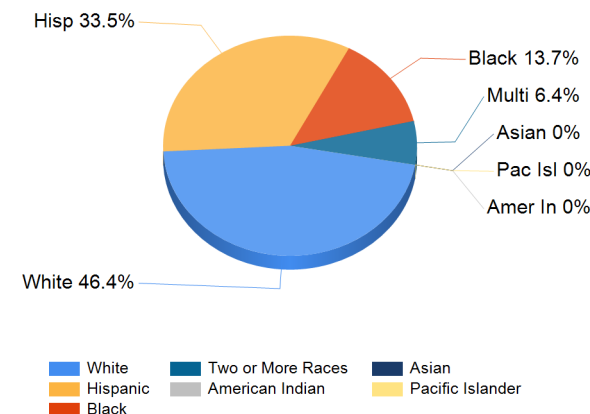
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



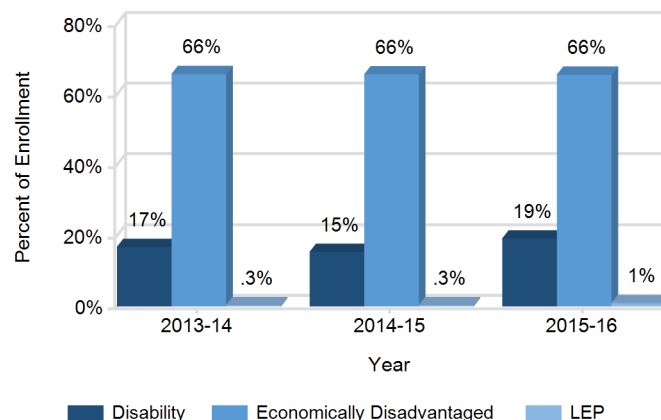
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	86.6%
Spanish	12.8%
Arabic	0.3%
Nahuatl languages	0.3%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

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29-5190-100

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TOMS RIVER REGIONAL

South Toms River Elementary School

419 DOVER ROAD

SOUTH TOMS RIVER, NJ 08757

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	25%	7	9
Mathematics Met or Exceeded Expectations	30%	7	19

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	151	25%	9	88%	X	152	30%	19	89%	X
White	56	27%	7	80%	X	57	25%	9	82%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	66	26%	17	95%	✓	66	35%	48	95%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	N	N	N	N		N	N	N	N	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	103	21%	13	96%	✓	103	25%	35	96%	✓



State of New Jersey
2015-2016

Grade Span KF-05

29-5190-100

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South Toms River Elementary School

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SOUTH TOMS RIVER, NJ 08757

PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	52	724	748	746	21%	29%	29%	21%	N	21%	48%
White	19	720	753	756	21%	37%	26%	16%	N	16%	58%
African American	S	S	734	727	S	S	S	S	S	S	30%
Hispanic	20	731	735	730	20%	10%	35%	35%	N	35%	31%
Asian	N	N	N	772	N	N	N	N	N	N	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	744	753	S	S	S	S	S	S	55%
Students with Disability	S	S	717	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	36	722	734	727	19%	33%	31%	17%	N	17%	28%
PARCC MATH											
Schoolwide	53	727	752	749	21%	25%	30%	23%	2%	25%	52%
White	20	721	755	757	25%	35%	25%	15%	N	15%	63%
African American	S	S	737	730	S	S	S	S	S	S	31%
Hispanic	20	734	741	736	15%	20%	30%	30%	5%	35%	35%
Asian	N	N	N	777	N	N	N	N	N	N	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	744	754	S	S	S	S	S	S	57%
Students with Disability	S	S	731	727	S	S	S	S	S	S	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	36	724	738	732	22%	25%	33%	19%	N	19%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

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Grade Span KF-05

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	52	727	751	750	19%	19%	44%	17%	N	17%	54%
White	S	S	754	759	S	S	S	S	S	S	64%
African American	S	S	729	733	S	S	S	S	S	S	33%
Hispanic	23	731	739	737	17%	17%	48%	17%	N	17%	37%
Asian	N	N	N	773	N	N	N	N	N	N	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	724	723	S	S	S	S	S	S	22%
English Language Learners	S	S	720	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	38	724	738	734	24%	18%	45%	13%	N	13%	33%
PARCC MATH											
Schoolwide	52	733	748	745	10%	29%	39%	23%	N	23%	47%
White	S	S	751	752	S	S	S	S	S	S	57%
African American	S	S	728	727	S	S	S	S	S	S	24%
Hispanic	S	S	737	733	S	S	S	S	S	S	30%
Asian	N	N	N	771	N	N	N	N	N	N	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	728	724	S	S	S	S	S	S	22%
English Language Learners	S	S	746	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	38	730	736	730	8%	34%	40%	18%	N	18%	27%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	58	739	749	751	10%	21%	38%	31%	N	31%	53%
White	21	753	753	758	N	10%	38%	52%	N	52%	64%
African American	S	S	740	733	S	S	S	S	S	S	32%
Hispanic	26	731	737	738	12%	35%	31%	23%	N	23%	37%
Asian	N	N	N	773	N	N	N	N	N	N	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	739	759	S	S	S	S	S	S	63%
Students with Disability	S	S	720	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	38	736	736	735	13%	24%	34%	29%	N	29%	33%
PARCC MATH											
Schoolwide	58	741	747	747	3%	24%	35%	33%	5%	38%	47%
White	21	748	750	753	N	29%	29%	33%	10%	43%	57%
African American	S	S	739	728	S	S	S	S	S	S	24%
Hispanic	26	739	736	735	4%	15%	42%	39%	N	39%	31%
Asian	N	N	N	774	N	N	N	N	N	N	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	738	754	S	S	S	S	S	S	56%
Students with Disability	S	S	726	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	38	740	736	732	3%	26%	37%	26%	8%	34%	28%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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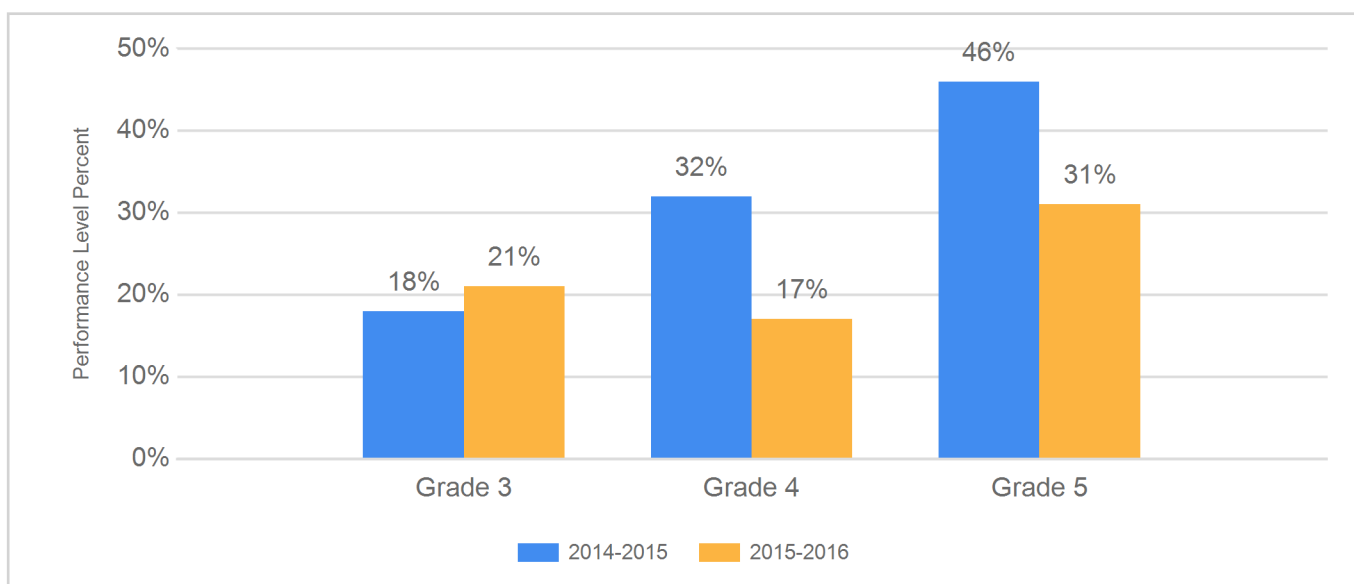
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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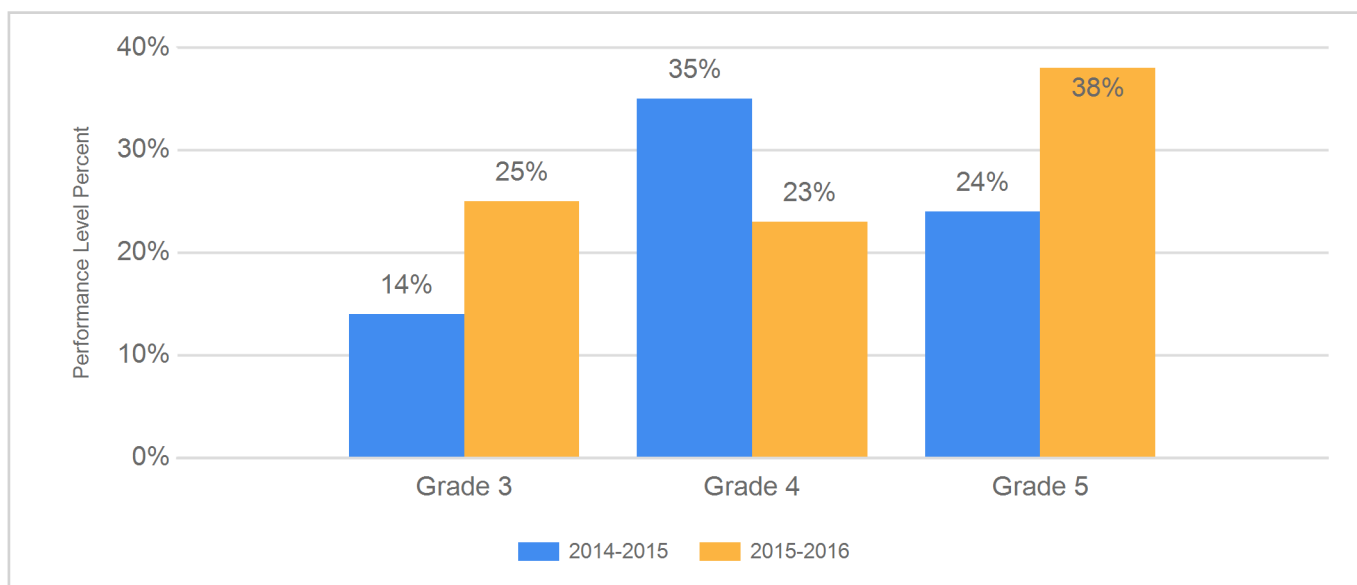
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

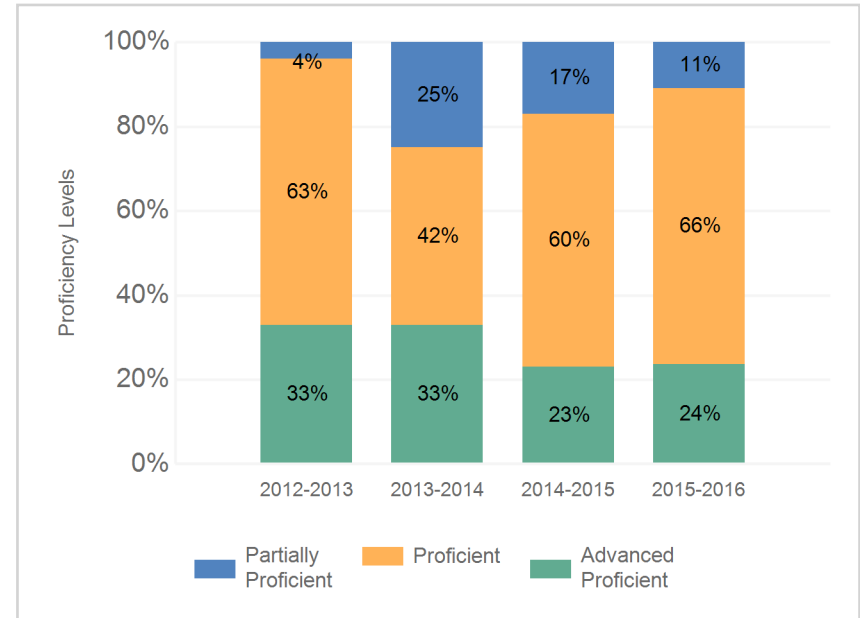
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	24%	66%	11%
White	13%	71%	17%
African American	S	S	S
Hispanic	30%	61%	9%
American Indian	N	N	N
Asian	N	N	N
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	24%	65%	11%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	48	45	50
Student Growth on Math	63	47	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	9%	3%	7%
Partially Met (L2)	11%	11%	11%
Approached (L3)	7%	16%	6%
Met (L4)	9%	4%	4%
Exceeded (L5)	0%	1%	0%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	3%	10%
Partially Met (L2)	3%	10%	20%
Approached (L3)	4%	13%	13%
Met (L4)	3%	9%	9%
Exceeded (L5)	0%	0%	1%



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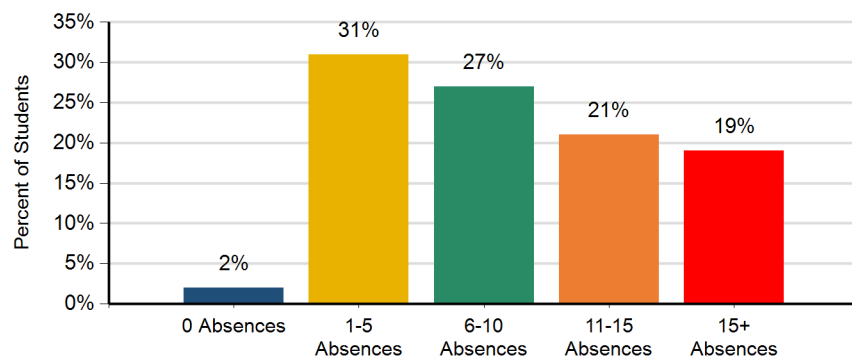
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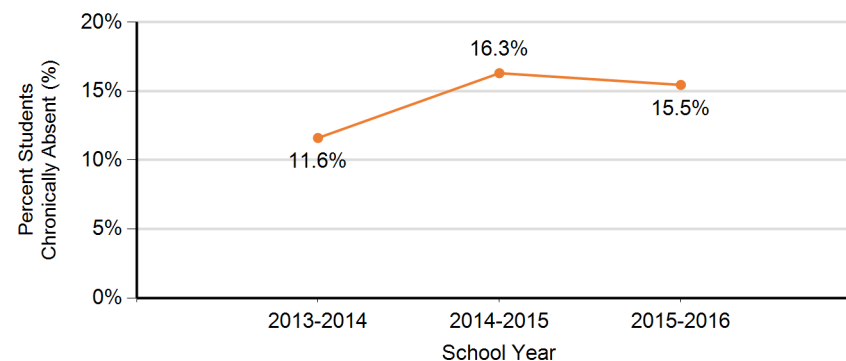
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 10 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	10:1
Administrator	172:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.0%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



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TOMS RIVER REGIONAL

Toms River High School East

1225 RAIDER WAY

TOMS RIVER, NJ 08753

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey 2015-2016

Grade Span 09-12

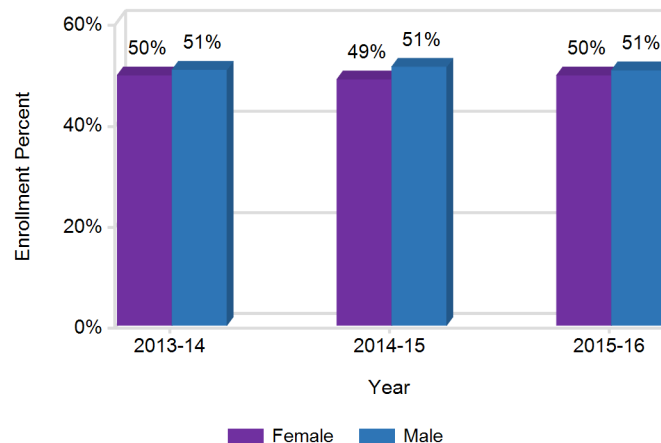
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	320	358	343
Grade 10	357	314	357
Grade 11	390	330	256
Grade 12	380	377	312
UG	57	58	64
Total	1503	1437	1332

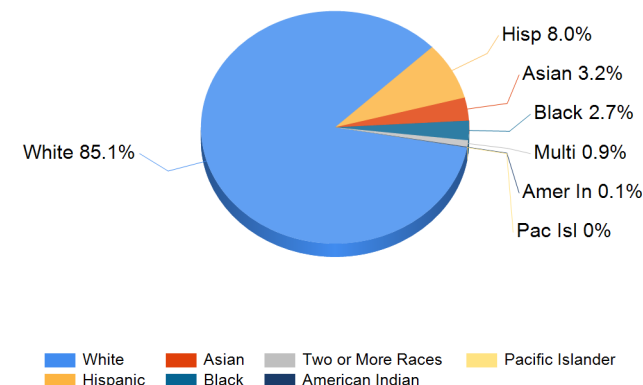
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



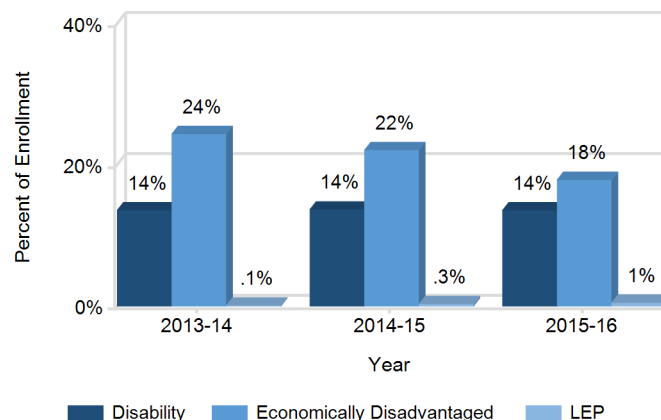
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	96.4%
Spanish	2.2%
Tagalog	0.3%
Arabic	0.2%
Chinese	0.2%
Other	1.0%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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Toms River High School East
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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	51%	S	66
Mathematics Met or Exceeded Expectations	28%	S	53

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	681	51%	66	96%	✓	677	28%	53	96%	✓
White	584	52%	55	96%	✓	580	29%	41	95%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	54	39%	70	97%	✓	54	20%	46	97%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	115	10%	53	97%	✓	111	7%	69	95%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	135	33%	69	94%	X	133	16%	53	93%	X



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Toms River High School East
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PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	340	747	745	746	7%	15%	30%	41%	7%	47%	49%
White	296	748	748	754	6%	15%	30%	41%	7%	49%	58%
African American	S	S	723	729	S	S	S	S	S	S	30%
Hispanic	25	730	733	730	28%	16%	32%	20%	4%	24%	34%
Asian	11	760	766	774	N	9%	18%	73%	N	73%	78%
American Indian	S	S	750	734	S	S	S	S	S	S	40%
Two or More Races	S	S	725	748	S	S	S	S	S	S	53%
Students with Disability	S	S	714	713	S	S	S	S	S	S	12%
English Language Learners	S	S	705	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	64	730	730	729	13%	30%	30%	28%	N	28%	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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Grade Span 09-12

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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	350	749	746	740	14%	11%	20%	41%	14%	55%	44%
White	292	752	748	747	13%	10%	21%	42%	15%	57%	50%
African American	S	S	718	722	S	S	S	S	S	S	28%
Hispanic	32	738	735	726	19%	16%	16%	41%	9%	50%	33%
Asian	11	769	769	767	N	9%	18%	55%	18%	73%	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	S	S	739	741	S	S	S	S	S	S	45%
Students with Disability	56	699	701	702	57%	14%	16%	13%	N	13%	11%
English Language Learners	S	S	693	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	71	730	731	723	32%	10%	18%	32%	7%	39%	30%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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Grade Span 09-12

**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	236	747	748	736	9%	14%	27%	45%	6%	51%	40%
White	197	747	750	739	9%	12%	28%	46%	6%	51%	42%
African American	S	S	727	728	S	S	S	S	S	S	30%
Hispanic	29	743	740	732	10%	21%	21%	45%	3%	48%	37%
Asian	S	S	766	753	S	S	S	S	S	S	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	S	S	730	736	S	S	S	S	S	S	39%
Students with Disability	38	714	714	710	32%	40%	16%	13%	N	13%	13%
English Language Learners	S	S	725	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	40	742	735	730	10%	15%	30%	45%	N	45%	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

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



State of New Jersey
2015-2016

Grade Span 09-12

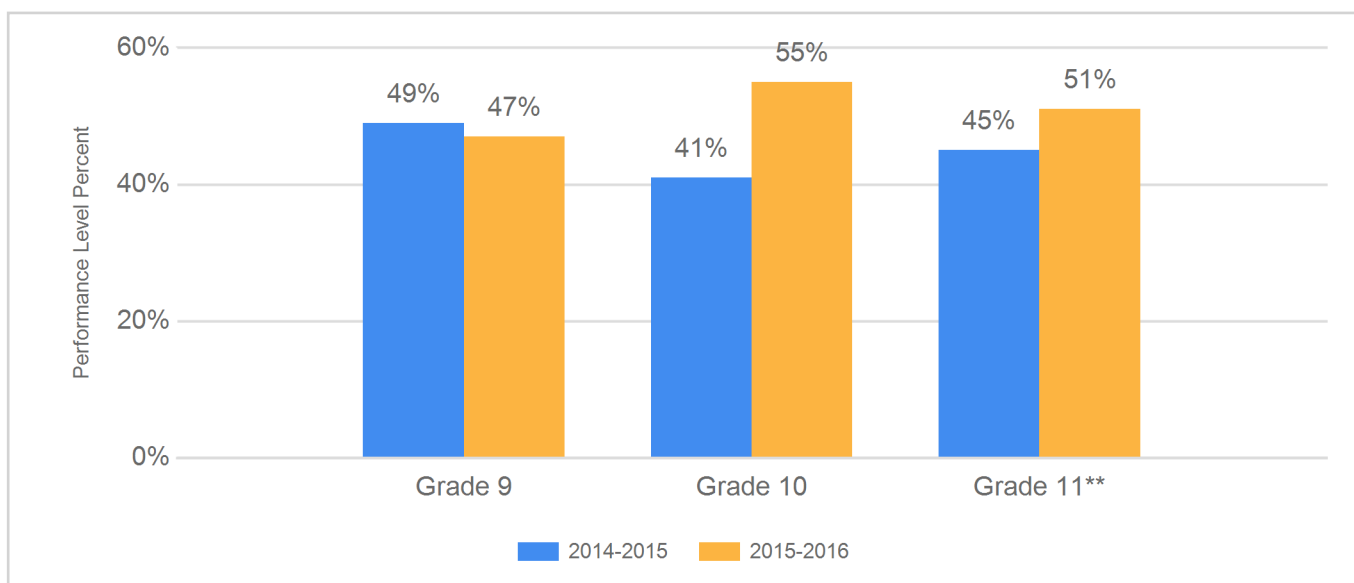
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	279	730	725	727	9%	33%	30%	28%	N	28%	41%
White	238	731	728	734	8%	32%	31%	29%	N	29%	51%
African American	S	S	709	717	S	S	S	S	S	S	20%
Hispanic	25	719	717	720	16%	44%	24%	16%	N	16%	25%
Asian	S	S	737	746	S	S	S	S	S	S	76%
American Indian	S	S	730	726	S	S	S	S	S	S	38%
Two or More Races	S	S	720	727	S	S	S	S	S	S	47%
Students with Disability	53	709	707	708	26%	51%	11%	11%	N	11%	10%
English Language Learners	S	S	717	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	64	717	716	719	19%	45%	23%	13%	N	13%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	375	732	731	730	6%	35%	37%	23%	N	23%	27%
White	316	734	733	736	4%	32%	40%	24%	N	24%	34%
African American	S	S	712	717	S	S	S	S	S	S	9%
Hispanic	33	723	722	720	15%	46%	24%	15%	N	15%	13%
Asian	S	S	740	750	S	S	S	S	S	S	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	723	730	S	S	S	S	S	S	29%
Students with Disability	S	S	707	709	S	S	S	S	S	S	5%
English Language Learners	S	S	725	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	72	721	721	719	11%	49%	28%	13%	N	13%	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	255	720	718	722	26%	32%	23%	20%	N	20%	27%
White	217	721	718	728	24%	33%	24%	19%	N	19%	31%
African American	S	S	692	700	S	S	S	S	S	S	8%
Hispanic	S	S	712	707	S	S	S	S	S	S	12%
Asian	S	S	747	754	S	S	S	S	S	S	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	N	N	N	727	N	N	N	N	N	N	34%
Students with Disability	S	S	688	690	S	S	S	S	S	S	5%
English Language Learners	N	N	N	692	N	N	N	N	N	N	7%
Economically Disadvantaged Students	38	714	706	705	29%	37%	16%	18%	N	18%	11%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
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Grade Span 09-12

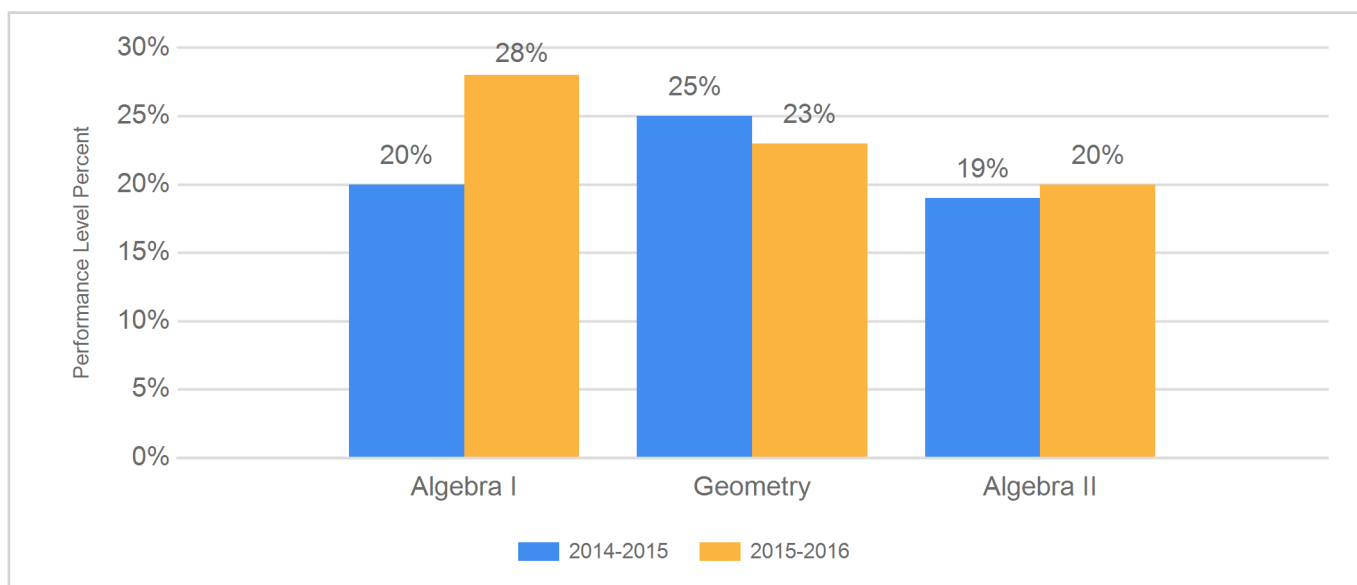
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

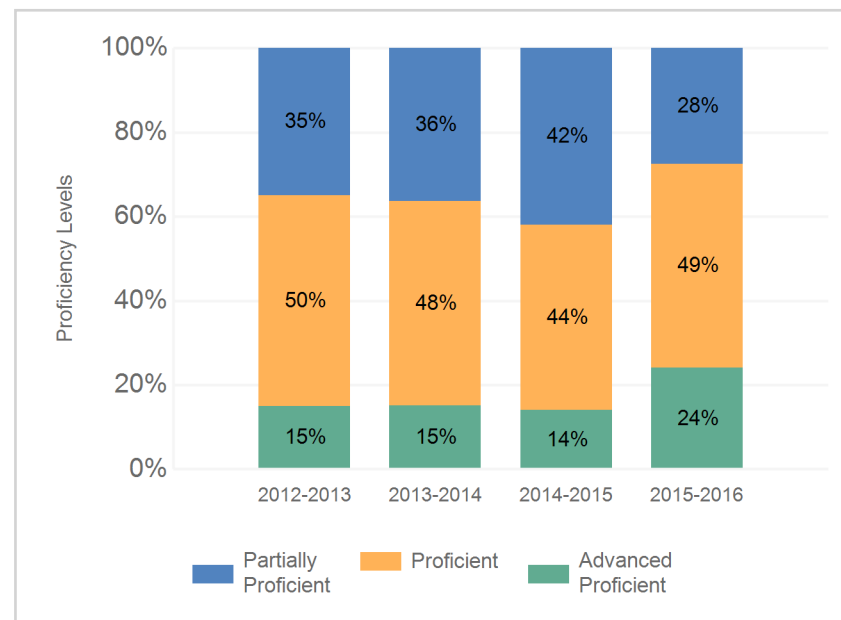
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	24%	49%	28%
White	26%	50%	25%
African American	N	36%	64%
Hispanic	19%	42%	39%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	2%	27%	71%
English Language Learners	S	S	S
Economically Disadvantaged Students	13%	36%	51%

Proficiency Trends - Biology

This graph displays the percentage of students by proficiency category for the past three school years.





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	82.0%	95.5%
Percent of Students Participating in SAT	46.3%	58.0%
Percent of Students Participating in ACT	16.3%	27.6%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	935	950
SAT	-	-
Reading and Writing	538	537
Math	544	538
ACT	-	-
Reading	23	23
English	21	22
Math	22	23
Science	22	22

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	83%	71%
Math	530	57%	53%
ACT	-	-	-
Reading	22	63%	58%
English	18	73%	74%
Math	22	59%	61%
Science	23	43%	49%

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

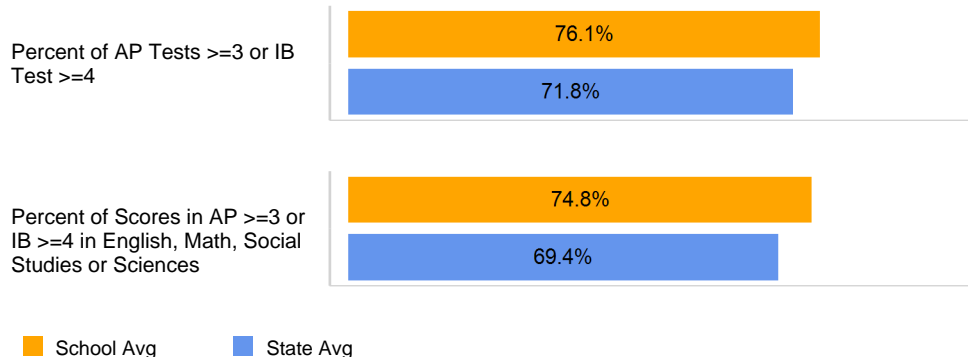
2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	1030	930	830
SAT	-	-	-
Reading and Writing	590	540	490
Math	590	540	490
ACT	-	-	-
Reading	27	23	19
English	24	21	17
Math	25	23	19
Science	24	22	19

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AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	24.8%	39.1%
One of More Test	24.3%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	23.1%	26.6%
Participating in Dual Enrollment	0.0%	15.4%

AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	23	21
AP Calculus AB	22	15
AP Calculus BC	0	7
AP Chemistry	13	12
AP Computer Science A	4	4
AP English Language and Composition	51	49
AP English Literature and Composition	19	19
AP Environmental Science	6	5
AP Physics 1	0	6
AP Physics B	8	0
AP Psychology	0	1
AP Statistics	12	12
AP Studio Art—General Portfolio	0	1
AP Studio Art—Two-Dimensional	0	1
AP U.S. Government and Politics	45	44
AP U.S. History	58	56
Student AP Tests ≥ 3 and IB Tests ≥ 4		105



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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



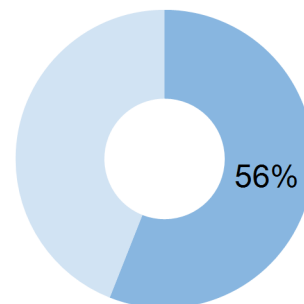
DANCE



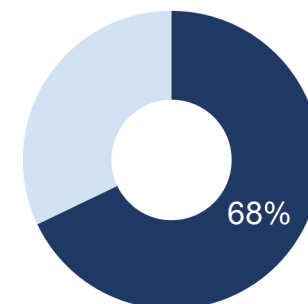
VISUAL ARTS



Any Visual and Performing Arts



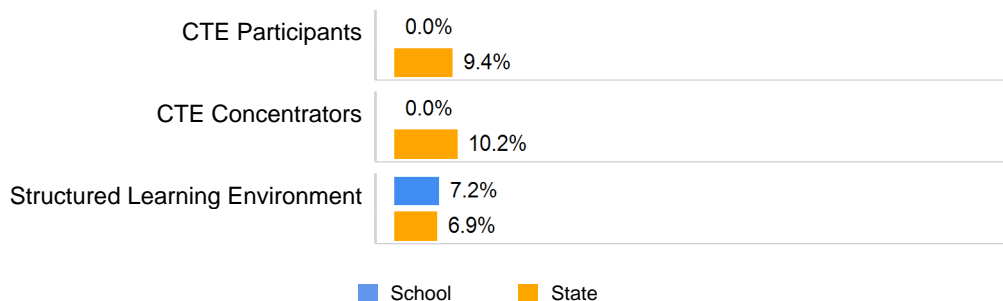
School



State

Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



■ School ■ State



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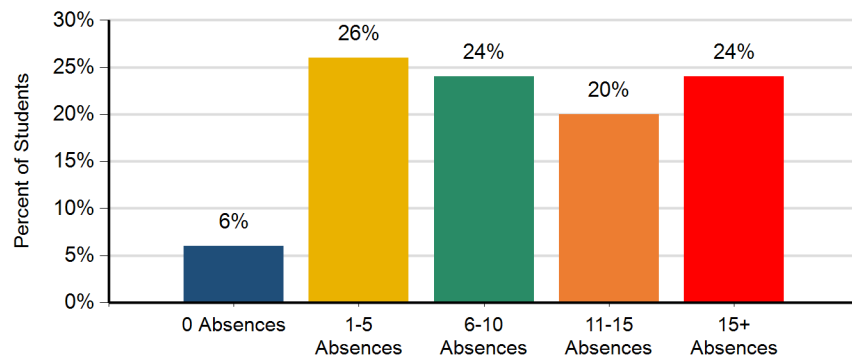
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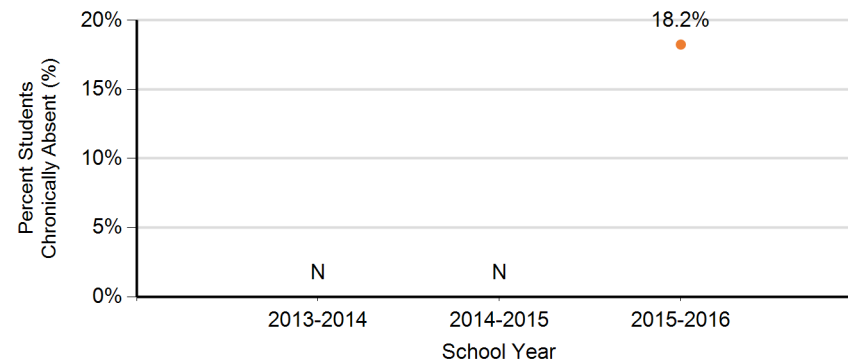
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	92.1%	46	81%
White	92.9%	36	
African American	S	S	
Hispanic	S	S	
American Indian	N	N	
Asian	S	S	
Native Hawaiian	N	N	
Two or More Races	S	S	
Students with Disability	80.8%	44	
English Language Learners	S	S	
Economically Disadvantaged Students	78.7%	19	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	1.4%	1.2%
White	1.4%	0.6%
African American	6.5%	2.6%
Hispanic	2.1%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	N	1.7%
English Language Learners	0.1%	0.1%
Economically Disadvantaged Students	4.2%	1.7%



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Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	90%	91%
2014	91%	92%
2015	94%	93%
2016	92%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	80.2%	49.5%	50.5%
White	81.7%	48.2%	51.8%
African American	S	S	S
Hispanic	S	S	S
American Indian	0.0%	0.0%	0.0%
Asian	S	S	S
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	0.0%	0.0%	0.0%
Economically Disadvantaged Students	64.2%	52.9%	47.1%



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Grade Span 09-12

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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 20 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 36 Mins.
Shared Time	2 Hrs. 9 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	11:1
Administrator	134:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	12.5%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



State of New Jersey
2015-2016

Grade Span 09-12

29-5190-040

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Toms River High School North

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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey 2015-2016

Grade Span 09-12

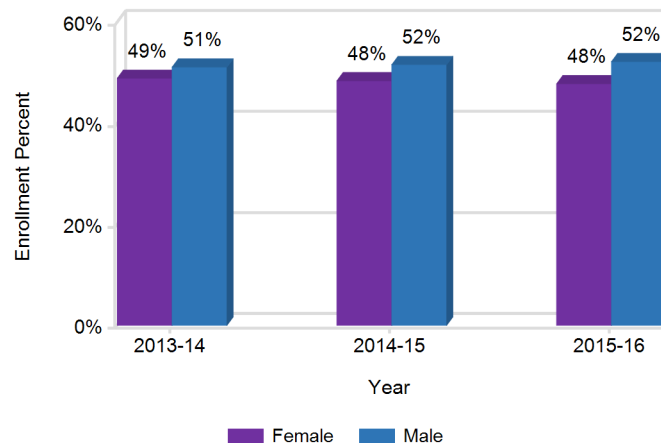
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	590	524	485
Grade 10	560	584	523
Grade 11	542	520	508
Grade 12	504	527	470
UG	101	119	103
Total	2296	2273	2089

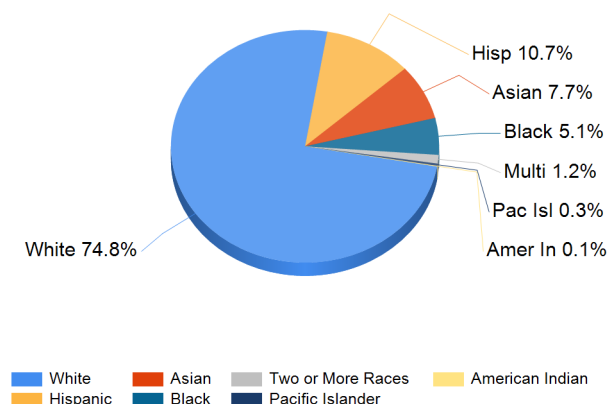
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



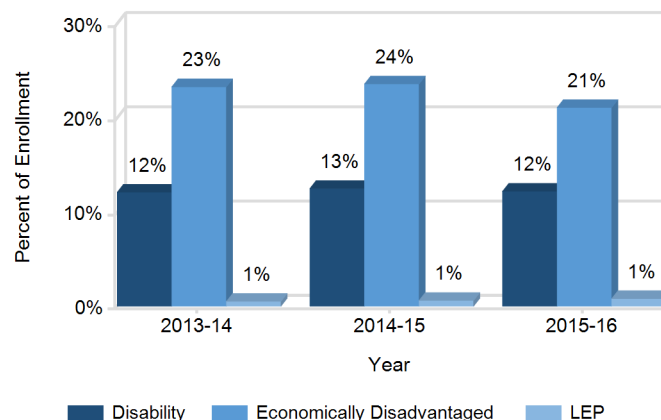
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	91.9%
Spanish	3.6%
Tagalog	1.0%
Vietnamese	0.6%
Chinese	0.4%
Other	1.9%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
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Grade Span 09-12

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	56%	S	78
Mathematics Met or Exceeded Expectations	34%	S	60

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	949	56%	78	94%	X	934	34%	60	93%	X
White	703	59%	70	93%	X	696	35%	49	93%	X
African American	49	31%	57	93%	X	48	4%	31	92%	X
Hispanic	105	40%	69	96%	✓	103	19%	55	92%	X
American Indian	S	S	S	S		S	S	S	S	
Asian	77	77%	76	99%	✓	72	60%	57	99%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	130	15%	69	91%	X	125	10%	68	90%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	217	41%	77	94%	X	214	23%	63	93%	X



State of New Jersey
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Grade Span 09-12

PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	493	751	745	746	9%	11%	27%	41%	12%	53%	49%
White	347	753	748	754	8%	9%	27%	43%	13%	56%	58%
African American	29	726	723	729	14%	31%	31%	24%	N	24%	30%
Hispanic	74	743	733	730	12%	18%	31%	35%	4%	39%	34%
Asian	36	772	766	774	3%	N	22%	47%	28%	75%	78%
American Indian	S	S	750	734	S	S	S	S	S	S	40%
Two or More Races	S	S	725	748	S	S	S	S	S	S	53%
Students with Disability	S	S	714	713	S	S	S	S	S	S	12%
English Language Learners	S	S	705	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	135	737	730	729	18%	13%	36%	30%	4%	34%	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	494	754	746	740	10%	12%	19%	44%	16%	60%	44%
White	367	754	748	747	10%	12%	19%	45%	15%	60%	50%
African American	23	741	718	722	13%	13%	26%	48%	N	48%	28%
Hispanic	48	743	735	726	15%	17%	21%	42%	6%	48%	33%
Asian	47	772	769	767	6%	6%	13%	38%	36%	75%	69%
American Indian	S	S	S	729	S	S	S	S	S	S	35%
Two or More Races	S	S	739	741	S	S	S	S	S	S	45%
Students with Disability	46	711	701	702	39%	28%	17%	13%	2%	15%	11%
English Language Learners	S	S	693	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	95	741	731	723	19%	13%	19%	41%	8%	50%	30%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	500	754	748	736	7%	10%	24%	48%	11%	59%	40%
White	395	755	750	739	6%	10%	23%	50%	11%	61%	42%
African American	26	728	727	728	19%	15%	39%	19%	8%	27%	30%
Hispanic	48	742	740	732	10%	17%	33%	33%	6%	40%	37%
Asian	31	776	766	753	N	3%	3%	68%	26%	94%	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	N	N	N	736	N	N	N	N	N	N	39%
Students with Disability	65	719	714	710	31%	22%	28%	19%	2%	20%	13%
English Language Learners	S	S	725	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	100	737	735	730	15%	17%	24%	41%	3%	44%	33%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations

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



State of New Jersey
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Grade Span 09-12

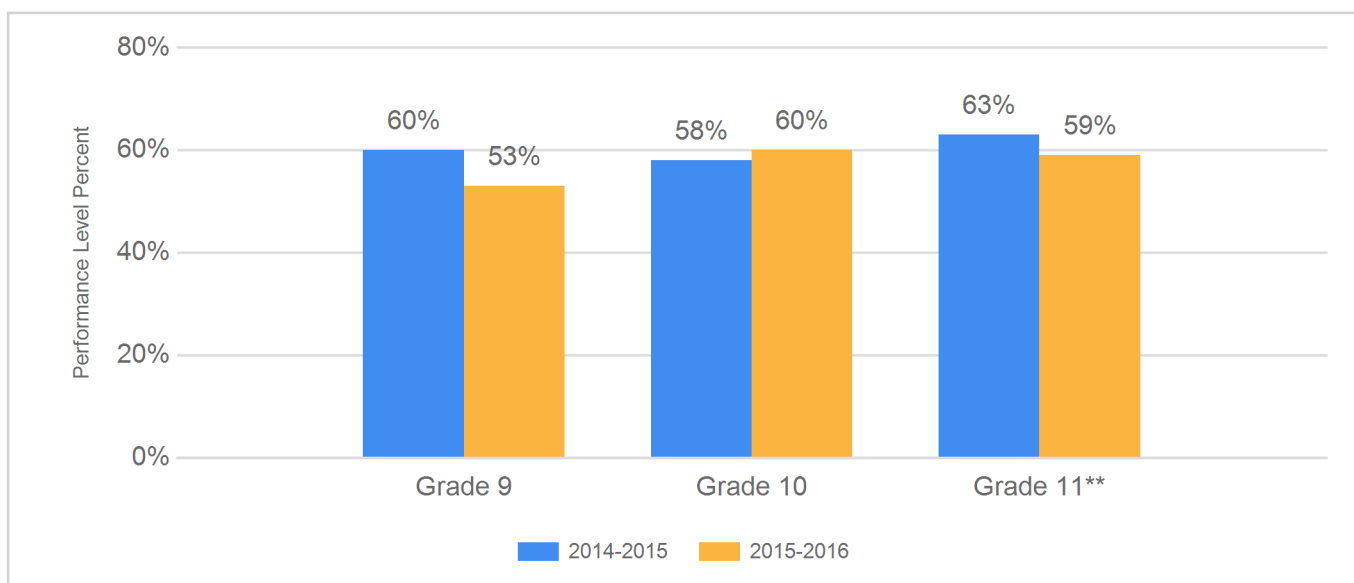
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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



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Grade Span 09-12

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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	387	729	725	727	12%	28%	33%	27%	N	27%	41%
White	271	731	728	734	11%	26%	34%	29%	N	29%	51%
African American	S	S	709	717	S	S	S	S	S	S	20%
Hispanic	65	725	717	720	19%	35%	28%	19%	N	19%	25%
Asian	20	739	737	746	5%	15%	30%	50%	N	50%	76%
American Indian	S	S	730	726	S	S	S	S	S	S	38%
Two or More Races	S	S	720	727	S	S	S	S	S	S	47%
Students with Disability	S	S	707	708	S	S	S	S	S	S	10%
English Language Learners	S	S	717	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	123	723	716	719	21%	31%	29%	20%	N	20%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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2015-2016

Grade Span 09-12

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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	489	735	731	730	7%	23%	40%	29%	1%	30%	27%
White	371	736	733	736	5%	23%	41%	31%	0%	31%	34%
African American	S	S	712	717	S	S	S	S	S	S	9%
Hispanic	48	726	722	720	15%	31%	40%	15%	N	15%	13%
Asian	37	744	740	750	3%	14%	35%	43%	5%	49%	61%
American Indian	S	S	S	722	S	S	S	S	S	S	15%
Two or More Races	S	S	723	730	S	S	S	S	S	S	29%
Students with Disability	S	S	707	709	S	S	S	S	S	S	5%
English Language Learners	S	S	725	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	100	726	721	719	11%	34%	37%	18%	N	18%	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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Grade Span 09-12

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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	491	722	718	722	28%	24%	25%	23%	0%	23%	27%
White	370	721	718	728	27%	28%	24%	22%	N	22%	31%
African American	S	S	692	700	S	S	S	S	S	S	8%
Hispanic	52	717	712	707	29%	23%	35%	14%	N	14%	12%
Asian	40	753	747	754	5%	8%	30%	53%	5%	58%	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	S	S	726	727	S	S	S	S	S	S	34%
Students with Disability	S	S	688	690	S	S	S	S	S	S	5%
English Language Learners	S	S	705	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	96	705	706	705	44%	26%	20%	10%	N	10%	11%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 09-12

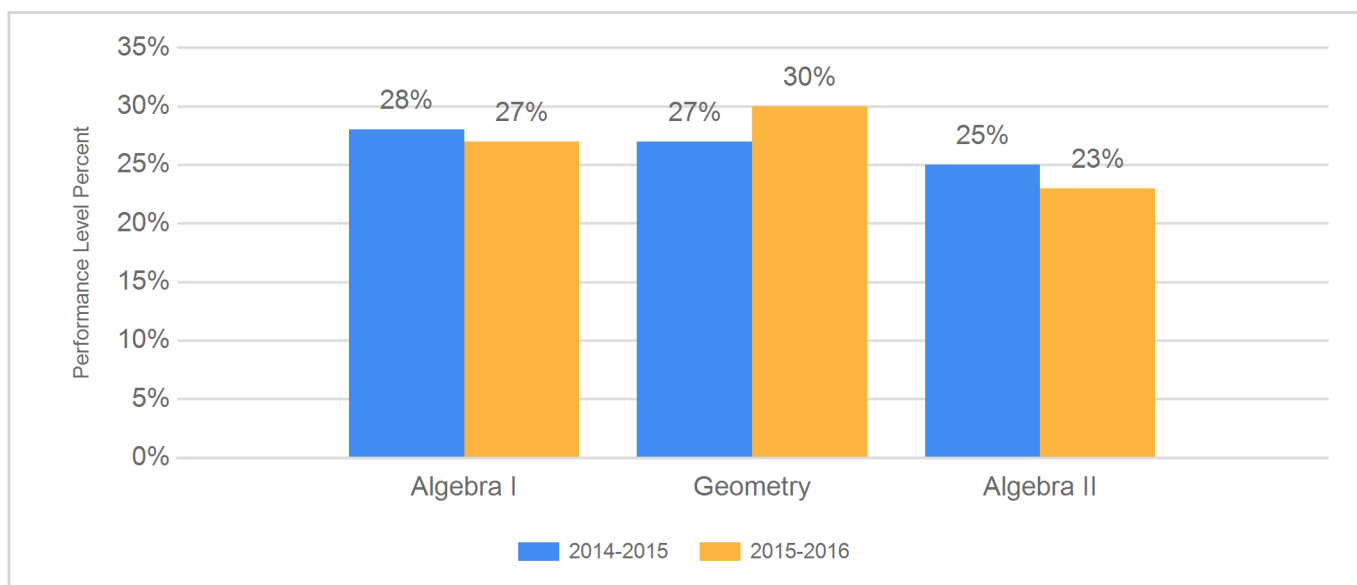
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

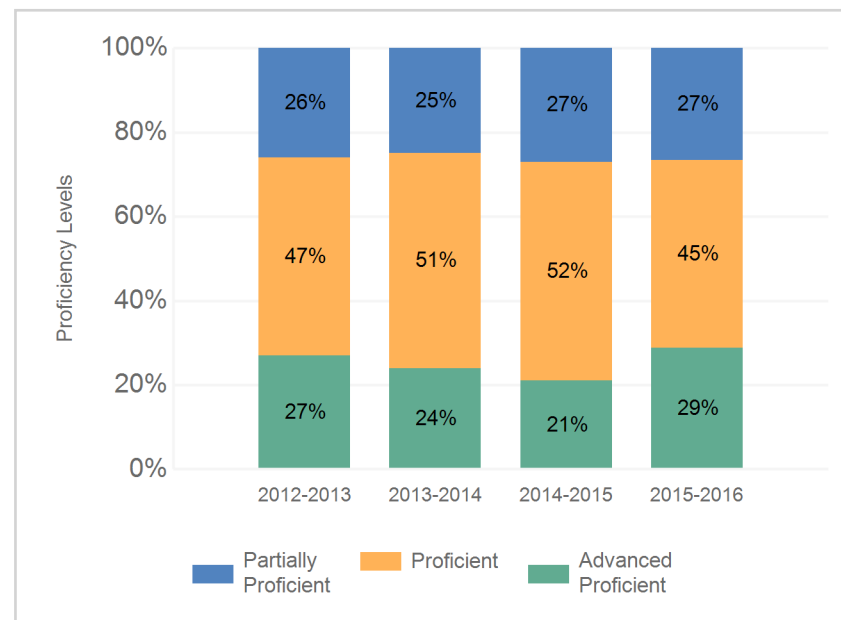
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	29%	45%	27%
White	29%	47%	24%
African American	9%	37%	54%
Hispanic	24%	32%	44%
American Indian	S	S	S
Asian	43%	48%	9%
Two or More Races	S	S	S
Students with Disability	4%	21%	75%
English Language Learners	S	S	S
Economically Disadvantaged Students	18%	35%	47%

Proficiency Trends - Biology

This graph displays the percentage of students by proficiency category for the past three school years.





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	99.3%	95.5%
Percent of Students Participating in SAT	59.1%	58.0%
Percent of Students Participating in ACT	25.5%	27.6%

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	79%	71%
Math	530	61%	53%
ACT	-	-	-
Reading	22	53%	58%
English	18	77%	74%
Math	22	68%	61%
Science	23	46%	49%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	967	950
SAT	-	-
Reading and Writing	545	537
Math	558	538
ACT	-	-
Reading	22	23
English	21	22
Math	23	23
Science	22	22

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

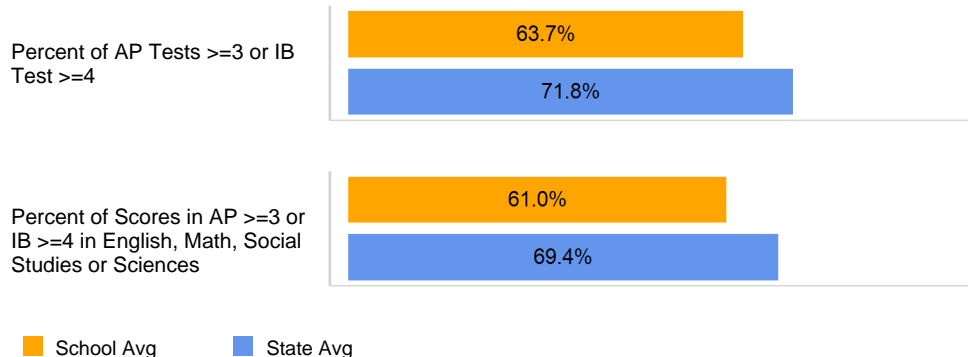
2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	1070	960	860
SAT	-	-	-
Reading and Writing	600	550	480
Math	620	560	500
ACT	-	-	-
Reading	26	22	18
English	25	21	18
Math	27	24	20
Science	25	22	19

State of New Jersey
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Grade Span 09-12

AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	28.8%	39.1%
One of More Test	27.3%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	25.7%	26.6%
Participating in Dual Enrollment	0.0%	15.4%

AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	27	25
AP Calculus AB	44	41
AP Calculus BC	0	2
AP Chemistry	40	37
AP Computer Science A	26	24
AP English Language and Composition	28	27
AP English Literature and Composition	52	48
AP Environmental Science	13	11
AP Physics 1	0	15
AP Physics 2	0	1
AP Physics B	16	0
AP Statistics	32	31
AP Studio Art—General Portfolio	0	3
AP U.S. Government and Politics	53	49
AP U.S. History	146	139
Student AP Tests ≥ 3 and IB Tests ≥ 4		170



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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



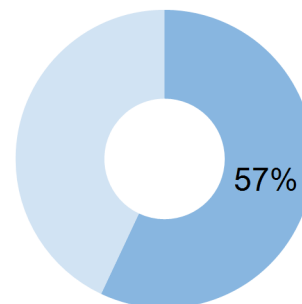
DANCE



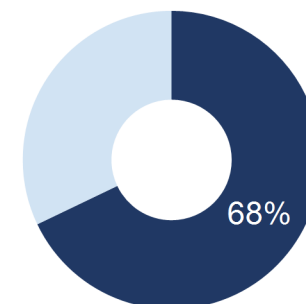
VISUAL ARTS



Any Visual and Performing Arts



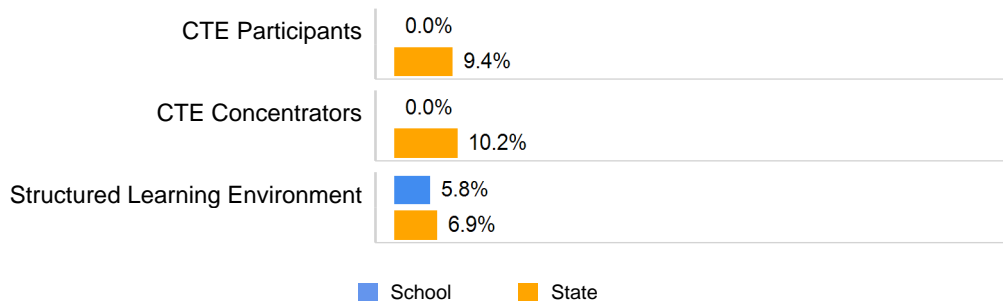
School



State

Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



■ School ■ State



State of New Jersey
2015-2016

Grade Span 09-12

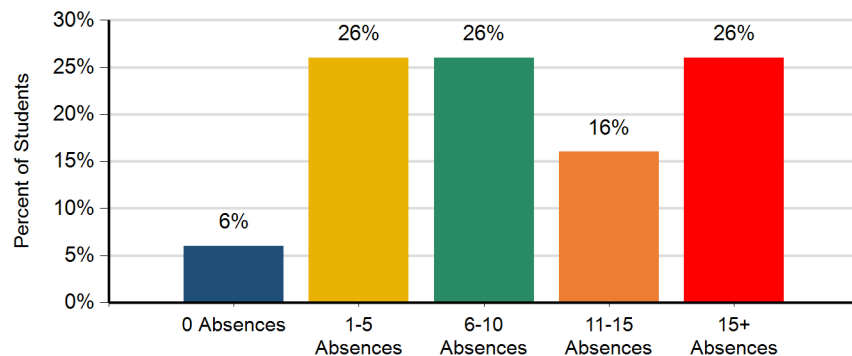
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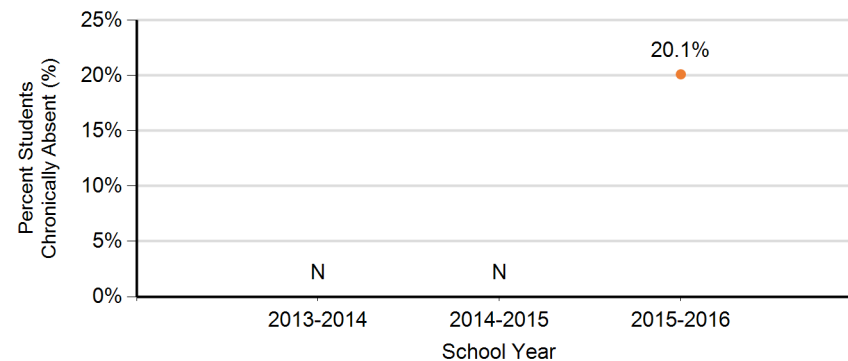
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



State of New Jersey
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Grade Span 09-12

Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	92.6%	49	81%
White	94.2%	43	
African American	78.8%	24	
Hispanic	86.7%	41	
American Indian	S	S	
Asian	98%	31	
Native Hawaiian	S	S	
Two or More Races	S	S	
Students with Disability	79.7%	40	
English Language Learners	S	S	
Economically Disadvantaged Students	85.2%	41	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	0.8%	1.2%
White	0.7%	0.6%
African American	2.2%	2.6%
Hispanic	2.0%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	1.3%	1.7%
English Language Learners	0.1%	0.1%
Economically Disadvantaged Students	1.8%	1.7%



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Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	91%	92%
2014	93%	93%
2015	91%	90%
2016	93%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	81.3%	41.7%	58.3%
White	84.9%	39.2%	60.8%
African American	70.6%	50.0%	50.0%
Hispanic	59.5%	64.0%	36.0%
American Indian	S	S	S
Asian	S	S	S
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	S	S	S
Students with Disability	70.6%	87.5%	12.5%
English Language Learners	S	S	S
Economically Disadvantaged Students	71.1%	66.7%	33.3%



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 20 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 36 Mins.
Shared Time	2 Hrs. 9 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	12:1
Administrator	418:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	11.1%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



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Grade Span 09-12

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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 09-12

29-5190-050

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Toms River High School South

55 HYERS STREET

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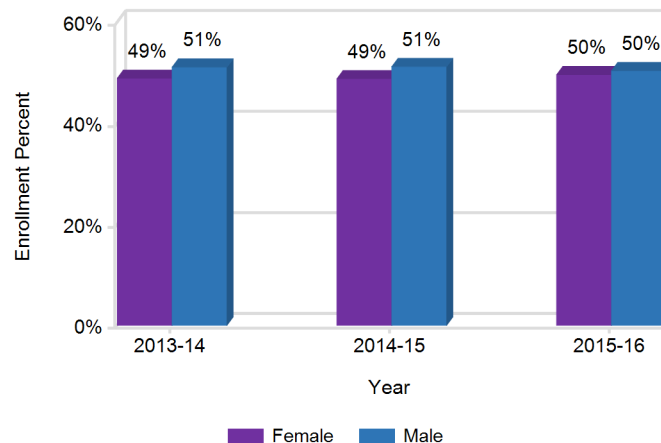
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	329	308	336
Grade 10	325	331	311
Grade 11	333	311	297
Grade 12	338	331	266
UG	50	57	47
Total	1374	1337	1257

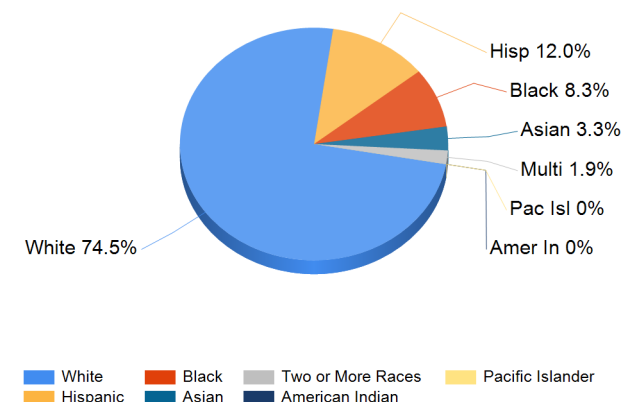
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



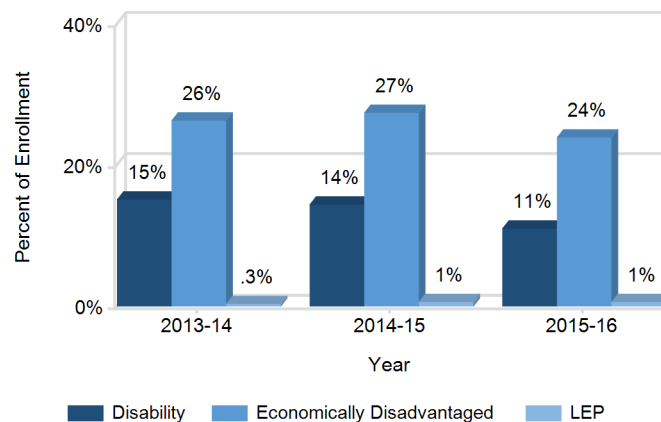
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	94.3%
Spanish	3.9%
Tagalog	0.4%
Urdu	0.3%
Yoruba	0.3%
Other	0.8%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	35%	S	37
Mathematics Met or Exceeded Expectations	16%	S	27

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	609	35%	37	93%	X	613	16%	27	93%	X
White	432	39%	30	92%	X	435	18%	19	92%	X
African American	61	16%	18	96%	✓	63	6%	33	97%	✓
Hispanic	80	20%	26	97%	✓	79	6%	13	94%	X
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	91	8%	36	89%	X	90	3%	39	90%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	168	24%	32	93%	X	169	5%	13	92%	X



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PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	347	736	745	746	14%	21%	28%	33%	4%	37%	49%
White	243	742	748	754	8%	21%	29%	37%	5%	42%	58%
African American	33	721	723	729	30%	18%	33%	15%	3%	18%	30%
Hispanic	53	722	733	730	28%	23%	25%	25%	N	25%	34%
Asian	S	S	766	774	S	S	S	S	S	S	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	S	S	725	748	S	S	S	S	S	S	53%
Students with Disability	S	S	714	713	S	S	S	S	S	S	12%
English Language Learners	S	S	705	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	107	719	730	729	29%	24%	26%	21%	N	21%	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	287	729	746	740	25%	13%	31%	26%	5%	31%	44%
White	204	731	748	747	23%	13%	29%	29%	5%	34%	50%
African American	32	712	718	722	41%	13%	34%	13%	N	13%	28%
Hispanic	32	719	735	726	34%	16%	38%	9%	3%	13%	33%
Asian	S	S	769	767	S	S	S	S	S	S	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	S	S	739	741	S	S	S	S	S	S	45%
Students with Disability	S	S	701	702	S	S	S	S	S	S	11%
English Language Learners	S	S	693	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	73	719	731	723	37%	10%	27%	23%	3%	26%	30%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	260	739	748	736	12%	19%	28%	38%	4%	41%	40%
White	202	742	750	739	10%	16%	28%	42%	4%	45%	42%
African American	20	722	727	728	20%	40%	25%	15%	N	15%	30%
Hispanic	29	734	740	732	21%	21%	24%	31%	3%	35%	37%
Asian	S	S	766	753	S	S	S	S	S	S	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	S	S	730	736	S	S	S	S	S	S	39%
Students with Disability	S	S	714	710	S	S	S	S	S	S	13%
English Language Learners	S	S	725	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	64	727	735	730	23%	22%	28%	23%	3%	27%	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

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



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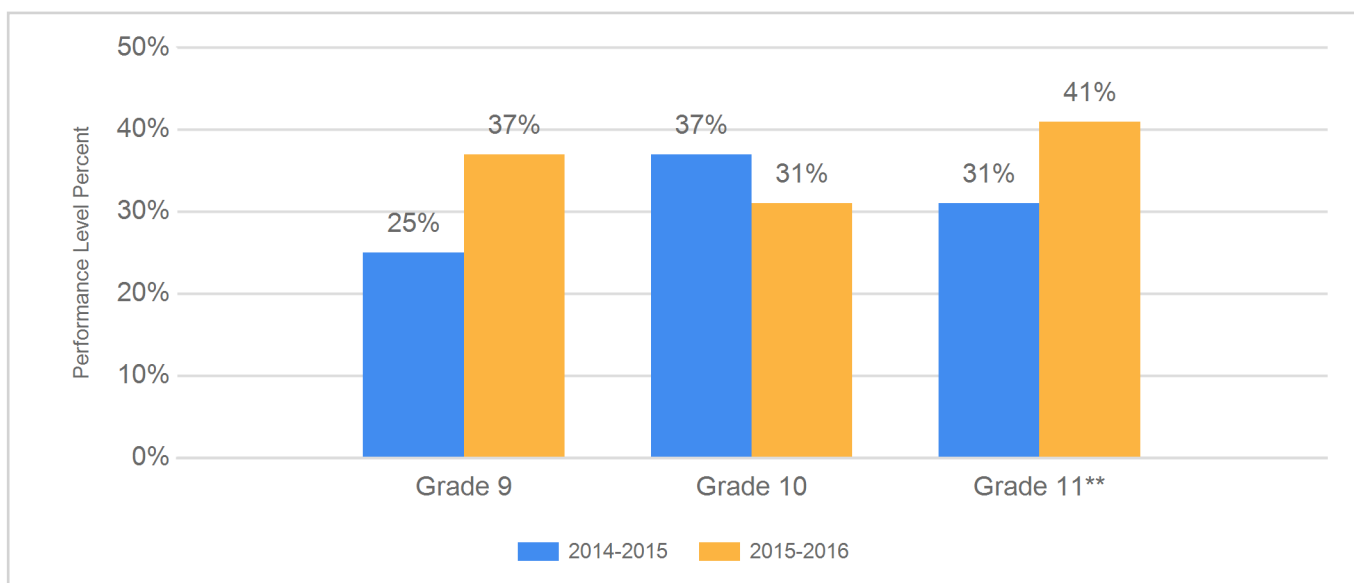
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	725	727	S	S	S	S	S	S	41%
White	194	719	728	734	20%	34%	35%	11%	N	11%	51%
African American	S	S	709	717	S	S	S	S	S	S	20%
Hispanic	S	S	717	720	S	S	S	S	S	S	25%
Asian	S	S	737	746	S	S	S	S	S	S	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	S	S	720	727	S	S	S	S	S	S	47%
Students with Disability	S	S	707	708	S	S	S	S	S	S	10%
English Language Learners	S	S	717	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	716	719	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	335	723	731	730	14%	37%	31%	17%	0%	18%	27%
White	235	726	733	736	14%	32%	35%	20%	0%	20%	34%
African American	S	S	712	717	S	S	S	S	S	S	9%
Hispanic	38	717	722	720	18%	47%	24%	11%	N	11%	13%
Asian	16	737	740	750	6%	13%	44%	38%	N	38%	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	723	730	S	S	S	S	S	S	29%
Students with Disability	S	S	707	709	S	S	S	S	S	S	5%
English Language Learners	S	S	725	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	S	S	721	719	S	S	S	S	S	S	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	718	722	S	S	S	S	S	S	27%
White	193	710	718	728	38%	28%	24%	10%	N	10%	31%
African American	S	S	692	700	S	S	S	S	S	S	8%
Hispanic	S	S	712	707	S	S	S	S	S	S	12%
Asian	S	S	747	754	S	S	S	S	S	S	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	S	S	726	727	S	S	S	S	S	S	34%
Students with Disability	S	S	688	690	S	S	S	S	S	S	5%
English Language Learners	S	S	705	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	S	S	706	705	S	S	S	S	S	S	11%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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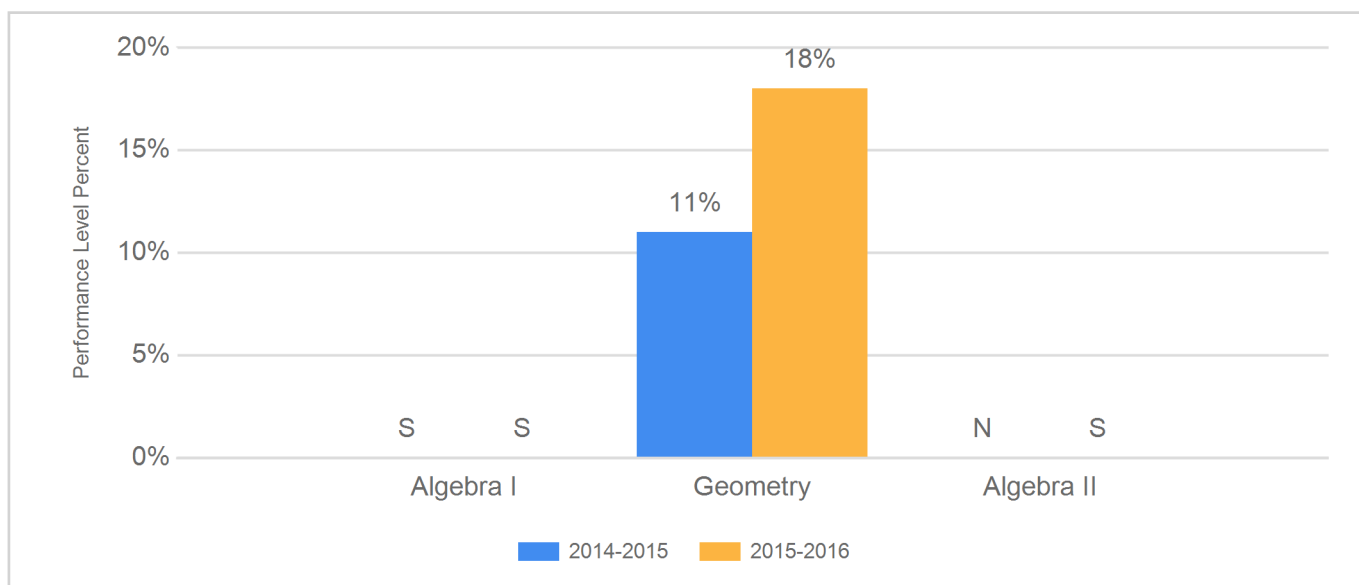
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

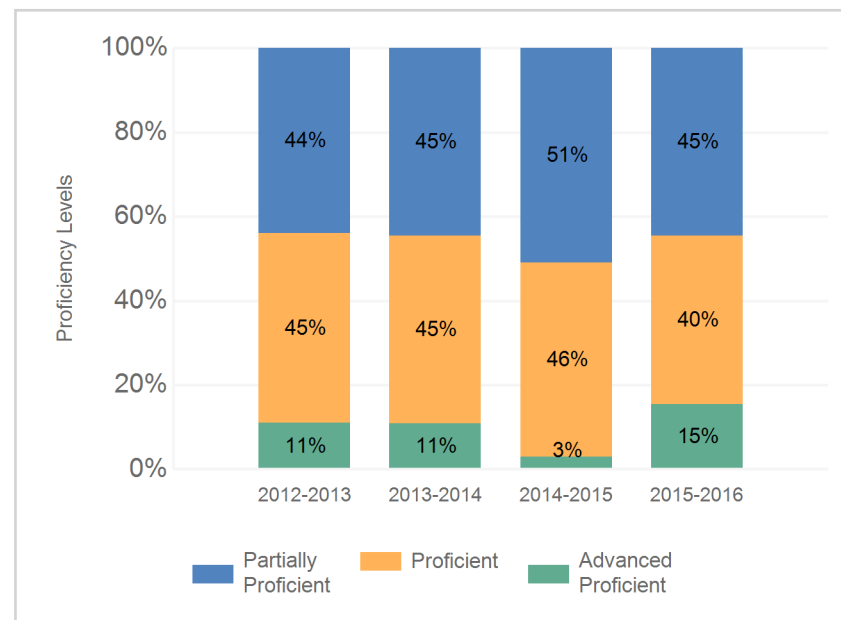
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	15%	40%	45%
White	18%	43%	40%
African American	3%	23%	74%
Hispanic	13%	39%	49%
American Indian	N	N	N
Asian	24%	53%	24%
Two or More Races	S	S	S
Students with Disability	N	15%	85%
English Language Learners	S	S	S
Economically Disadvantaged Students	8%	33%	59%

Proficiency Trends - Biology

This graph displays the percentage of students by proficiency category for the past three school years.





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	97.7%	95.5%
Percent of Students Participating in SAT	53.6%	58.0%
Percent of Students Participating in ACT	14.3%	27.6%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	931	950
SAT	-	-
Reading and Writing	540	537
Math	540	538
ACT	-	-
Reading	23	23
English	22	22
Math	23	23
Science	22	22

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	79%	71%
Math	530	58%	53%
ACT	-	-	-
Reading	22	53%	58%
English	18	79%	74%
Math	22	68%	61%
Science	23	50%	49%

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	1040	930	810
SAT	-	-	-
Reading and Writing	600	540	480
Math	600	540	490
ACT	-	-	-
Reading	26	22	19
English	24	22	19
Math	26	24	19
Science	24	23	19



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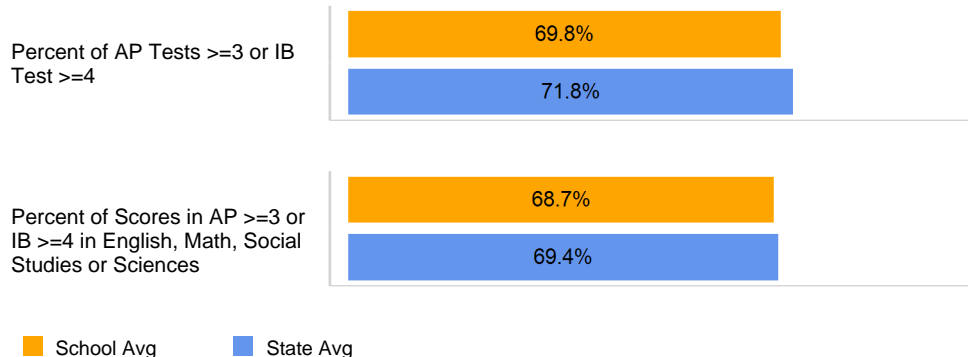
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AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	6	6
AP Calculus AB	33	32
AP Chemistry	11	9
AP Computer Science A	3	4
AP English Language and Composition	82	80
AP English Literature and Composition	27	27
AP Environmental Science	58	55
AP Physics 1	0	4
AP Physics B	5	0
AP Statistics	7	6
AP U.S. Government and Politics	9	7
AP U.S. History	29	30
AP World History	0	1
Student AP Tests ≥ 3 and IB Tests ≥ 4		104

Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	27.2%	39.1%
One of More Test	26.5%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	26.1%	26.6%
Participating in Dual Enrollment	0.0%	15.4%



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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



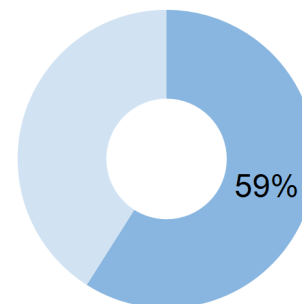
DANCE



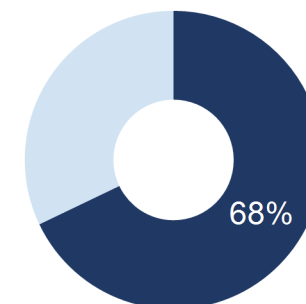
VISUAL ARTS



Any Visual and Performing Arts



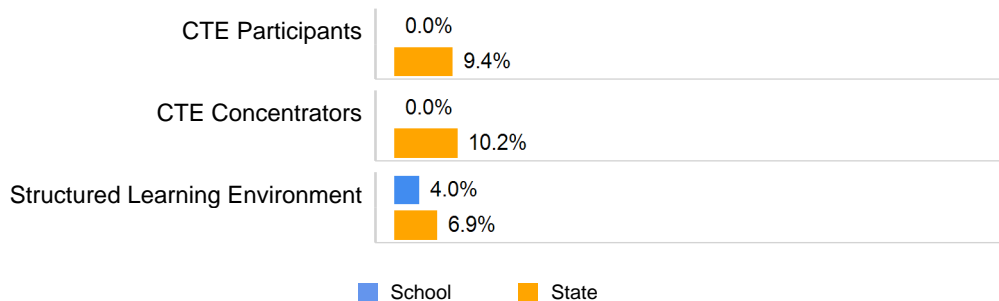
School



State

Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



School

State



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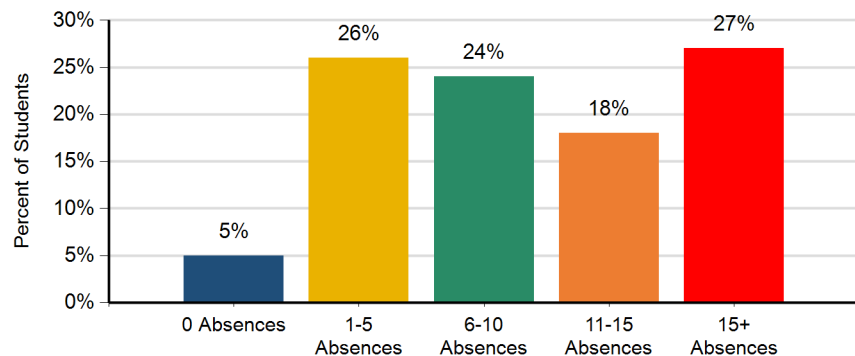
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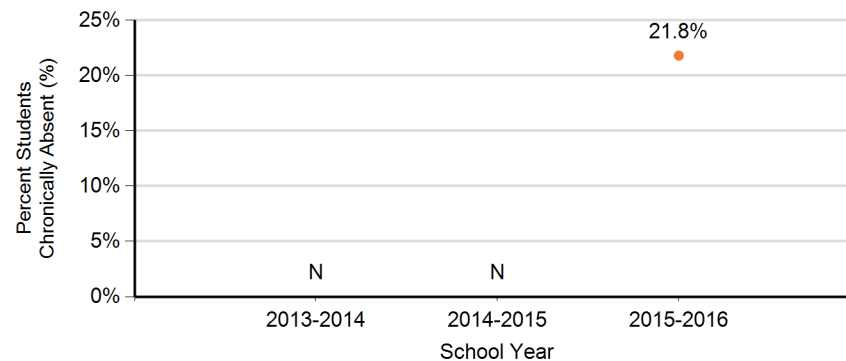
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	92.2%	47	81%
White	92.7%	35	
African American	S	S	
Hispanic	94.1%	72	
American Indian	N	N	
Asian	S	S	
Native Hawaiian	N	N	
Two or More Races	S	S	
Students with Disability	87.7%	67	
English Language Learners	S	S	
Economically Disadvantaged Students	81.6%	26	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	1.2%	1.2%
White	1.2%	0.6%
African American	1.1%	2.6%
Hispanic	2.1%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	4.4%	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	2.6%	1.7%



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Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	88%	89%
2014	88%	90%
2015	93%	92%
2016	92%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	66.3%	54.7%	45.3%
White	66.1%	52.4%	47.6%
African American	S	S	S
Hispanic	S	S	S
American Indian	0.0%	0.0%	0.0%
Asian	S	S	S
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	S	S	S
Students with Disability	33.3%	76.9%	23.1%
English Language Learners	S	S	S
Economically Disadvantaged Students	56.4%	67.7%	32.3%



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 20 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 36 Mins.
Shared Time	2 Hrs. 9 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	11:1
Administrator	323:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	11.7%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

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NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 06-08

29-5190-060

OCEAN

TOMS RIVER REGIONAL

Toms River Intermediate School East

1519 HOOPER AVENUE

TOMS RIVER, NJ 08753

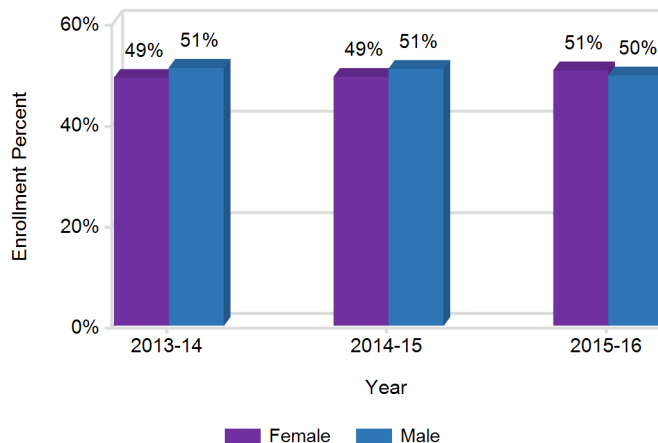
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 06	444	404	467
Grade 07	438	435	398
Grade 08	471	436	428
UG	73	75	80
Total	1426	1350	1373

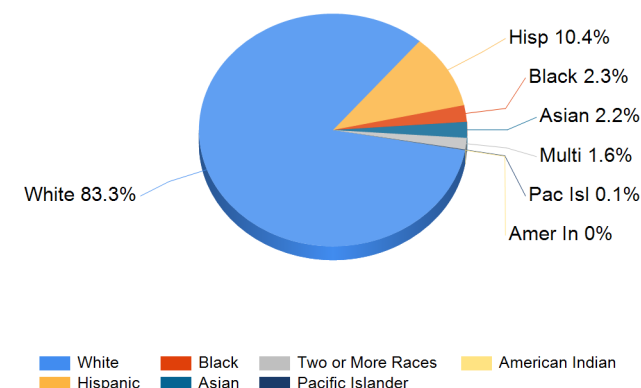
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



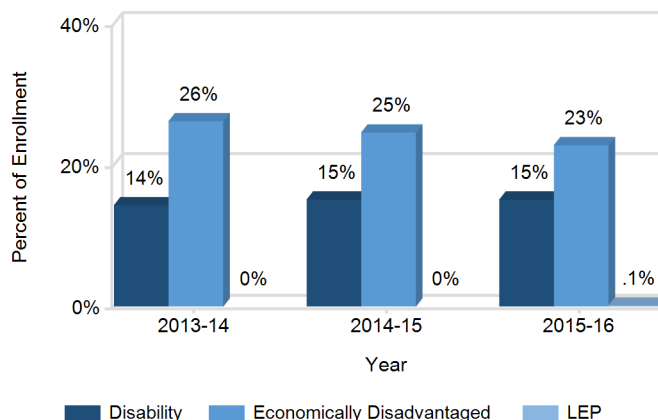
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	96.0%
Spanish	2.7%
Italian	0.2%
Polish	0.2%
Portuguese	0.1%
Other	0.9%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	46%	40	35
Mathematics Met or Exceeded Expectations	32%	20	24

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	1206	46%	35	89%	X	1202	32%	24	89%	X
White	996	47%	23	88%	X	993	33%	14	88%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	129	40%	42	97%	✓	128	24%	27	96%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	180	12%	36	86%	X	179	5%	19	85%	X
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	264	25%	22	86%	X	262	15%	14	85%	X

State of New Jersey
2015-2016

Grade Span 06-08

PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	424	750	753	750	5%	16%	28%	43%	9%	52%	52%
White	345	751	754	756	5%	15%	28%	43%	9%	52%	61%
African American	S	S	740	732	S	S	S	S	S	S	31%
Hispanic	54	745	743	738	7%	13%	30%	46%	4%	50%	37%
Asian	S	S	771	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	754	755	S	S	S	S	S	S	60%
Students with Disability	62	719	721	719	26%	44%	16%	11%	3%	15%	15%
English Language Learners	N	N	N	709	N	N	N	N	N	N	10%
Economically Disadvantaged Students	92	735	739	735	11%	25%	34%	28%	2%	30%	33%
PARCC MATH											
Schoolwide	423	742	742	743	5%	19%	36%	38%	3%	41%	43%
White	344	743	743	750	5%	19%	35%	39%	3%	42%	53%
African American	S	S	725	724	S	S	S	S	S	S	20%
Hispanic	54	742	734	730	4%	20%	41%	32%	4%	35%	26%
Asian	S	S	763	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	739	748	S	S	S	S	S	S	49%
Students with Disability	S	S	717	717	S	S	S	S	S	S	13%
English Language Learners	N	N	N	713	N	N	N	N	N	N	12%
Economically Disadvantaged Students	92	731	730	728	9%	34%	36%	21%	1%	22%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

State of New Jersey
2015-2016

Grade Span 06-08

PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	387	742	749	753	15%	20%	20%	27%	18%	45%	56%
White	312	744	752	760	16%	17%	20%	29%	18%	47%	65%
African American	S	S	727	733	S	S	S	S	S	S	35%
Hispanic	43	732	738	739	12%	40%	14%	26%	9%	35%	41%
Asian	S	S	781	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	744	759	S	S	S	S	S	S	63%
Students with Disability	59	707	711	716	42%	29%	15%	14%	N	14%	16%
English Language Learners	N	N	N	703	N	N	N	N	N	N	10%
Economically Disadvantaged Students	84	726	736	735	21%	30%	21%	23%	5%	27%	37%
PARCC MATH											
Schoolwide	387	731	734	740	11%	32%	33%	21%	3%	24%	39%
White	312	733	736	747	9%	31%	34%	24%	2%	26%	47%
African American	S	S	718	724	S	S	S	S	S	S	19%
Hispanic	43	722	722	729	23%	33%	30%	9%	5%	14%	23%
Asian	S	S	761	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	723	744	S	S	S	S	S	S	44%
Students with Disability	S	S	708	713	S	S	S	S	S	S	9%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	723	727	S	S	S	S	S	S	21%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations

State of New Jersey
2015-2016

Grade Span 06-08

PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	414	741	745	753	15%	18%	26%	30%	10%	41%	55%
White	344	744	747	759	14%	17%	27%	31%	11%	42%	63%
African American	S	S	731	732	S	S	S	S	S	S	34%
Hispanic	42	725	732	740	24%	24%	21%	24%	7%	31%	43%
Asian	13	765	763	780	8%	8%	23%	31%	31%	62%	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	729	756	S	S	S	S	S	S	59%
Students with Disability	S	S	709	715	S	S	S	S	S	S	16%
English Language Learners	N	N	N	701	N	N	N	N	N	N	9%
Economically Disadvantaged Students	99	717	727	736	30%	24%	29%	14%	2%	16%	38%
**PARCC MATH											
Schoolwide	311	718	720	726	27%	29%	29%	15%	N	15%	26%
White	252	719	720	732	25%	29%	31%	14%	N	14%	32%
African American	11	710	712	712	36%	36%	N	27%	N	27%	14%
Hispanic	36	712	719	721	33%	36%	19%	11%	N	11%	20%
Asian	S	S	745	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	703	726	S	S	S	S	S	S	26%
Students with Disability	S	S	701	704	S	S	S	S	S	S	8%
English Language Learners	N	N	N	704	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	715	718	S	S	S	S	S	S	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey
2015-2016

Grade Span 06-08

29-5190-060

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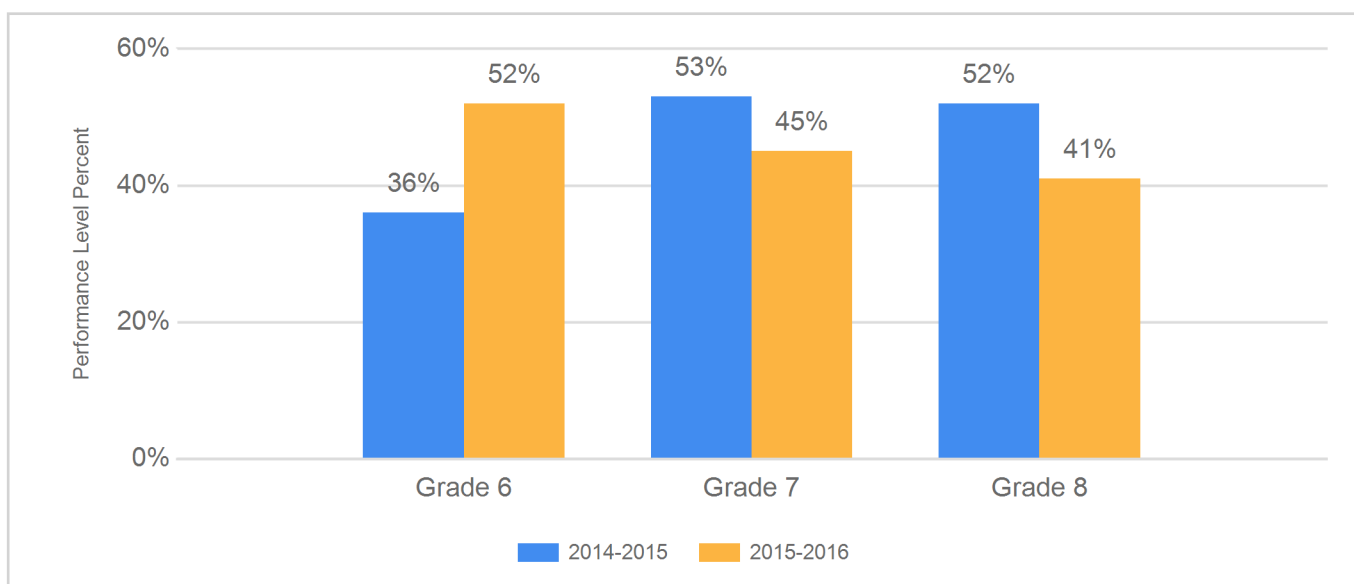
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	99	767	768	769	N	3%	17%	75%	5%	80%	41%
White	89	765	766	772	N	3%	19%	73%	5%	78%	51%
African American	N	N	N	748	N	N	N	N	N	N	20%
Hispanic	S	S	S	746	S	S	S	S	S	S	25%
Asian	S	S	788	789	S	S	S	S	S	S	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	S	S	796	738	S	S	S	S	S	S	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	768	746	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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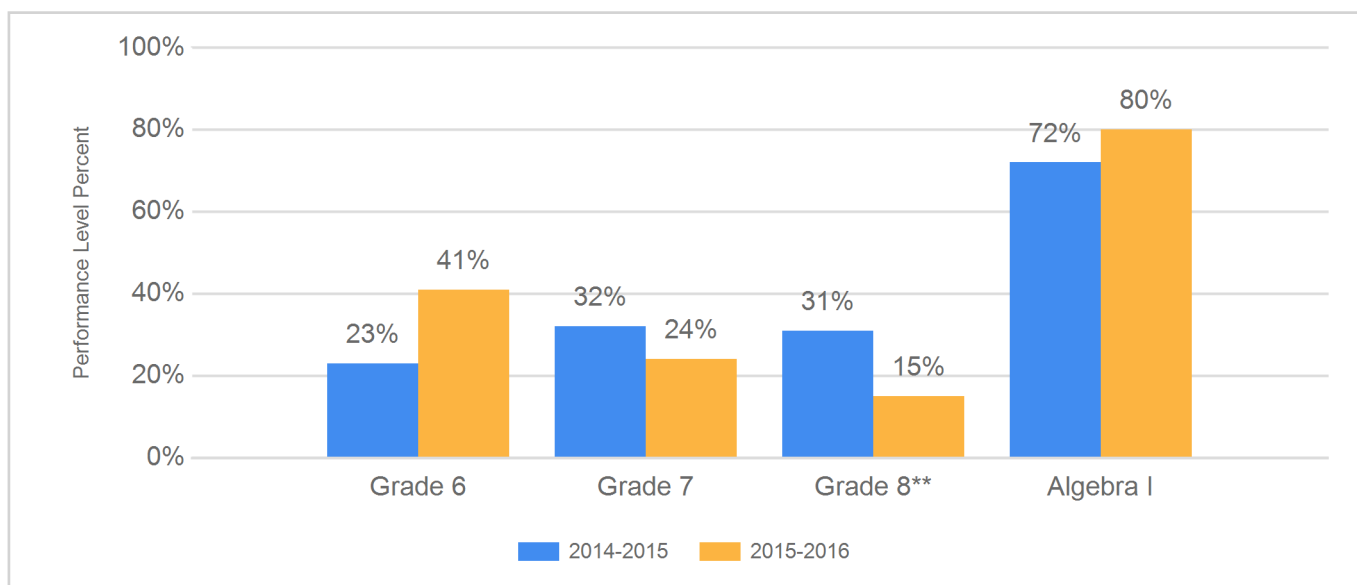
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

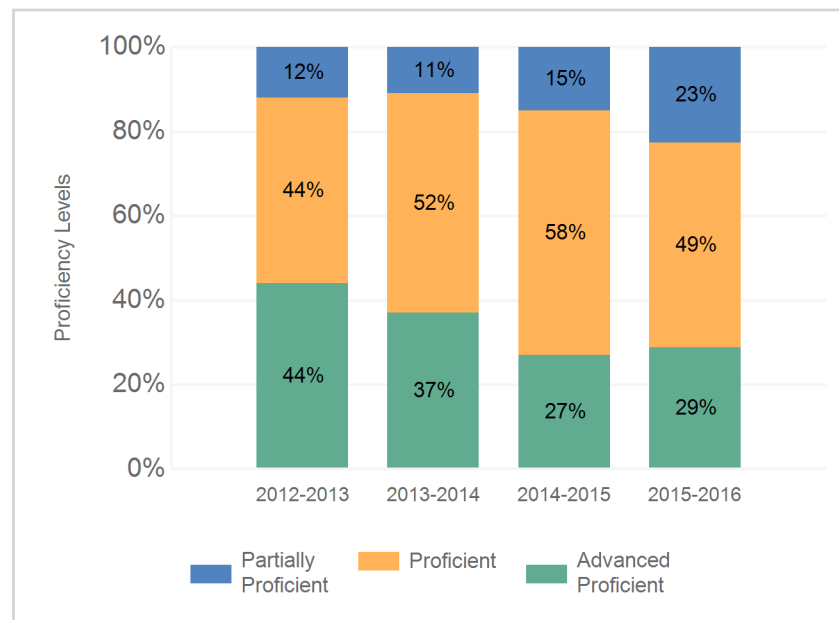
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	29%	49%	23%
White	31%	48%	21%
African American	N	50%	50%
Hispanic	9%	58%	33%
American Indian	N	N	N
Asian	57%	43%	N
Two or More Races	S	S	S
Students with Disability	5%	28%	67%
English Language Learners	N	N	N
Economically Disadvantaged Students	14%	52%	35%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	40	45	50
Student Growth on Math	40	47	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	1%	2%
Partially Met (L2)	13%	5%	3%
Approached (L3)	16%	7%	6%
Met (L4)	15%	10%	7%
Exceeded (L5)	5%	4%	5%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	4%	2%	2%
Partially Met (L2)	14%	10%	6%
Approached (L3)	23%	10%	6%
Met (L4)	9%	7%	5%
Exceeded (L5)	0%	0%	1%



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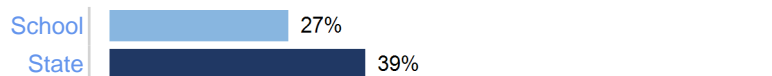
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



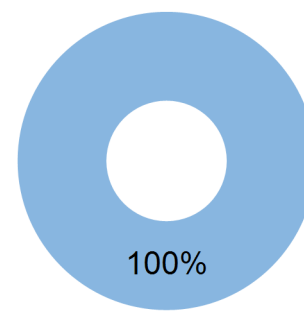
DANCE



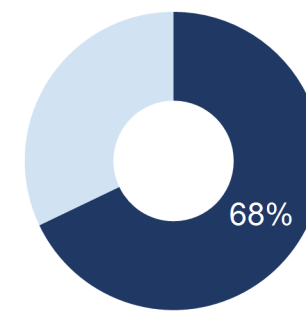
VISUAL ARTS



Any Visual and Performing Arts



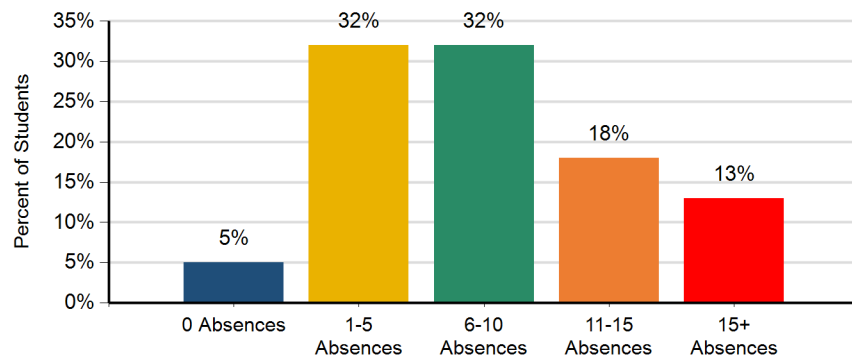
School



State

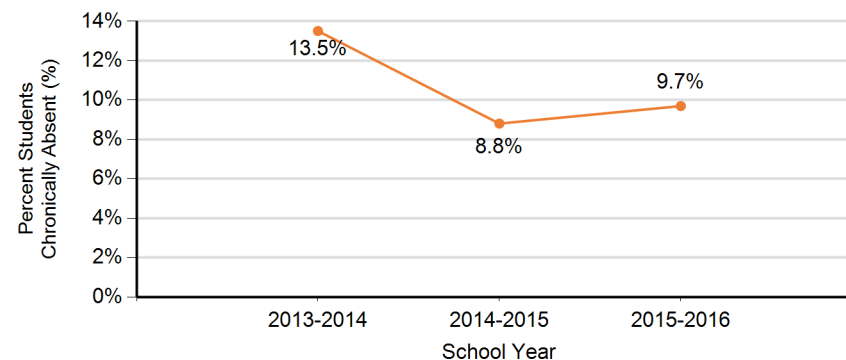
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 20 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 38 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	13:1
Administrator	458:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	2.5%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



State of New Jersey
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29-5190-063

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Toms River Intermediate School North

150 INTERMEDIATE NORTH WAY

TOMS RIVER, NJ 08753

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
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NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 06-08

29-5190-063

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TOMS RIVER REGIONAL

Toms River Intermediate School North

150 INTERMEDIATE NORTH WAY

TOMS RIVER, NJ 08753

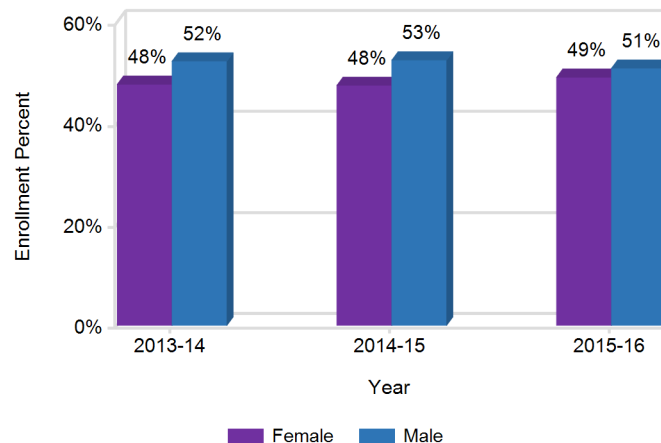
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 06	397	389	409
Grade 07	398	395	390
Grade 08	452	398	397
UG	86	94	90
Total	1333	1276	1286

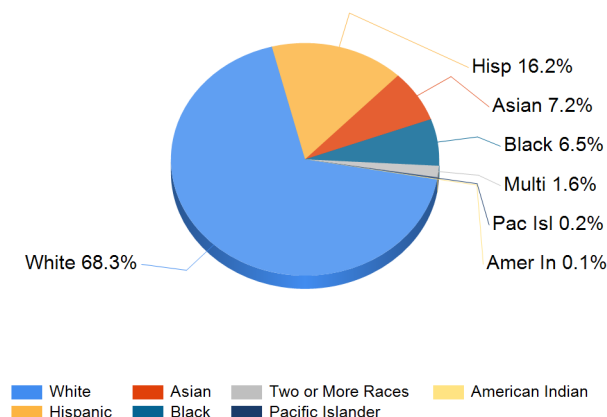
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



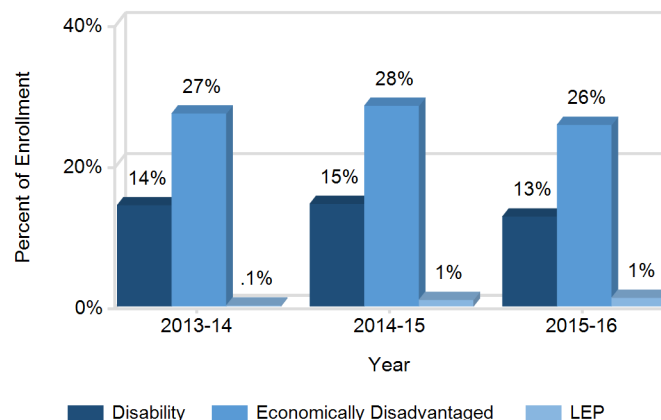
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	89.7%
Spanish	6.6%
Vietnamese	0.7%
Gujarati	0.4%
Nahuatl languages	0.4%
Other	2.4%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span 06-08

29-5190-063

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TOMS RIVER REGIONAL

Toms River Intermediate School North

150 INTERMEDIATE NORTH WAY

TOMS RIVER, NJ 08753

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	61%	93	60
Mathematics Met or Exceeded Expectations	39%	33	34

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	1130	61%	60	91%	X	1131	39%	34	91%	X
White	780	64%	55	90%	X	779	41%	25	90%	X
African American	68	41%	55	86%	X	69	22%	37	86%	X
Hispanic	171	44%	51	94%	X	172	22%	21	94%	X
American Indian	S	S	S	S		S	S	S	S	
Asian	90	79%	50	99%	✓	90	70%	40	99%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	140	19%	39	84%	X	140	17%	43	84%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	267	45%	68	88%	X	269	22%	29	88%	X

State of New Jersey
2015-2016

Grade Span 06-08

PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	394	758	753	750	2%	10%	23%	53%	11%	65%	52%
White	260	760	754	756	1%	8%	22%	56%	13%	69%	61%
African American	26	744	740	732	8%	23%	23%	39%	8%	46%	31%
Hispanic	65	743	743	738	6%	20%	32%	40%	2%	42%	37%
Asian	34	775	771	772	N	N	12%	68%	21%	88%	79%
American Indian	S	S	S	750	S	S	S	S	S	S	58%
Two or More Races	S	S	754	755	S	S	S	S	S	S	60%
Students with Disability	39	730	721	719	8%	36%	41%	13%	3%	15%	15%
English Language Learners	N	N	N	709	N	N	N	N	N	N	10%
Economically Disadvantaged Students	89	743	739	735	5%	19%	33%	42%	2%	44%	33%
PARCC MATH											
Schoolwide	397	745	742	743	5%	20%	33%	36%	7%	43%	43%
White	260	747	743	750	2%	18%	34%	40%	7%	46%	53%
African American	27	730	725	724	22%	15%	37%	26%	N	26%	20%
Hispanic	67	730	734	730	9%	37%	28%	24%	2%	25%	26%
Asian	34	769	763	768	3%	N	29%	44%	24%	68%	76%
American Indian	S	S	S	745	S	S	S	S	S	S	50%
Two or More Races	S	S	739	748	S	S	S	S	S	S	49%
Students with Disability	39	729	717	717	15%	31%	33%	13%	8%	21%	13%
English Language Learners	S	S	S	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	91	731	730	728	11%	32%	32%	22%	3%	25%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

State of New Jersey
2015-2016

Grade Span 06-08

PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	370	761	749	753	6%	8%	18%	42%	25%	67%	56%
White	245	764	752	760	6%	7%	15%	44%	28%	72%	65%
African American	S	S	727	733	S	S	S	S	S	S	35%
Hispanic	58	746	738	739	7%	12%	29%	43%	9%	52%	41%
Asian	33	784	781	781	N	N	21%	30%	49%	79%	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	744	759	S	S	S	S	S	S	63%
Students with Disability	38	713	711	716	42%	21%	26%	11%	N	11%	16%
English Language Learners	S	S	S	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	101	747	736	735	10%	13%	26%	41%	11%	52%	37%
PARCC MATH											
Schoolwide	369	739	734	740	8%	25%	33%	27%	8%	34%	39%
White	243	742	736	747	7%	20%	36%	31%	6%	37%	47%
African American	S	S	718	724	S	S	S	S	S	S	19%
Hispanic	59	721	722	729	15%	36%	39%	10%	N	10%	23%
Asian	33	766	761	763	N	15%	12%	36%	36%	73%	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	723	744	S	S	S	S	S	S	44%
Students with Disability	S	S	708	713	S	S	S	S	S	S	9%
English Language Learners	S	S	S	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	102	726	723	727	13%	35%	38%	12%	2%	14%	21%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations

State of New Jersey
2015-2016

Grade Span 06-08

PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	394	751	745	753	8%	11%	31%	38%	11%	50%	55%
White	278	752	747	759	7%	12%	30%	39%	12%	51%	63%
African American	S	S	731	732	S	S	S	S	S	S	34%
Hispanic	66	740	732	740	14%	8%	39%	36%	3%	39%	43%
Asian	27	769	763	780	N	7%	22%	44%	26%	70%	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	729	756	S	S	S	S	S	S	59%
Students with Disability	52	723	709	715	27%	17%	42%	14%	N	14%	16%
English Language Learners	S	S	S	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	93	736	727	736	15%	18%	31%	32%	3%	36%	38%
**PARCC MATH											
Schoolwide	292	724	720	726	19%	34%	24%	23%	0%	24%	26%
White	192	722	720	732	22%	33%	23%	21%	1%	22%	32%
African American	19	713	712	712	32%	26%	32%	11%	N	11%	14%
Hispanic	61	727	719	721	8%	43%	28%	21%	N	21%	20%
Asian	S	S	745	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	703	726	S	S	S	S	S	S	26%
Students with Disability	49	709	701	704	37%	39%	12%	12%	N	12%	8%
English Language Learners	S	S	S	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	85	724	715	718	18%	39%	22%	20%	1%	21%	18%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey
2015-2016

Grade Span 06-08

29-5190-063

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TOMS RIVER REGIONAL

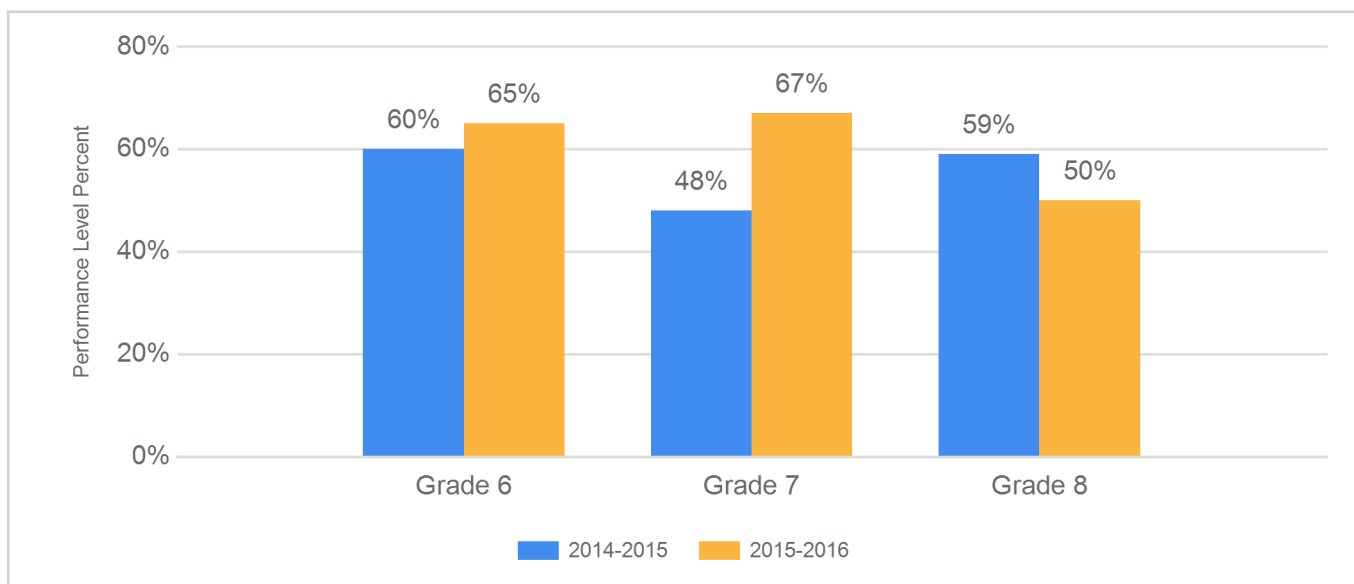
Toms River Intermediate School North

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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	102	772	768	769	N	3%	16%	74%	8%	81%	41%
White	85	768	766	772	N	4%	19%	72%	6%	78%	51%
African American	S	S	767	748	S	S	S	S	S	S	20%
Hispanic	S	S	778	746	S	S	S	S	S	S	25%
Asian	S	S	S	789	S	S	S	S	S	S	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	S	S	782	776	S	S	S	S	S	S	47%
Students with Disability	S	S	796	738	S	S	S	S	S	S	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	768	746	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 06-08

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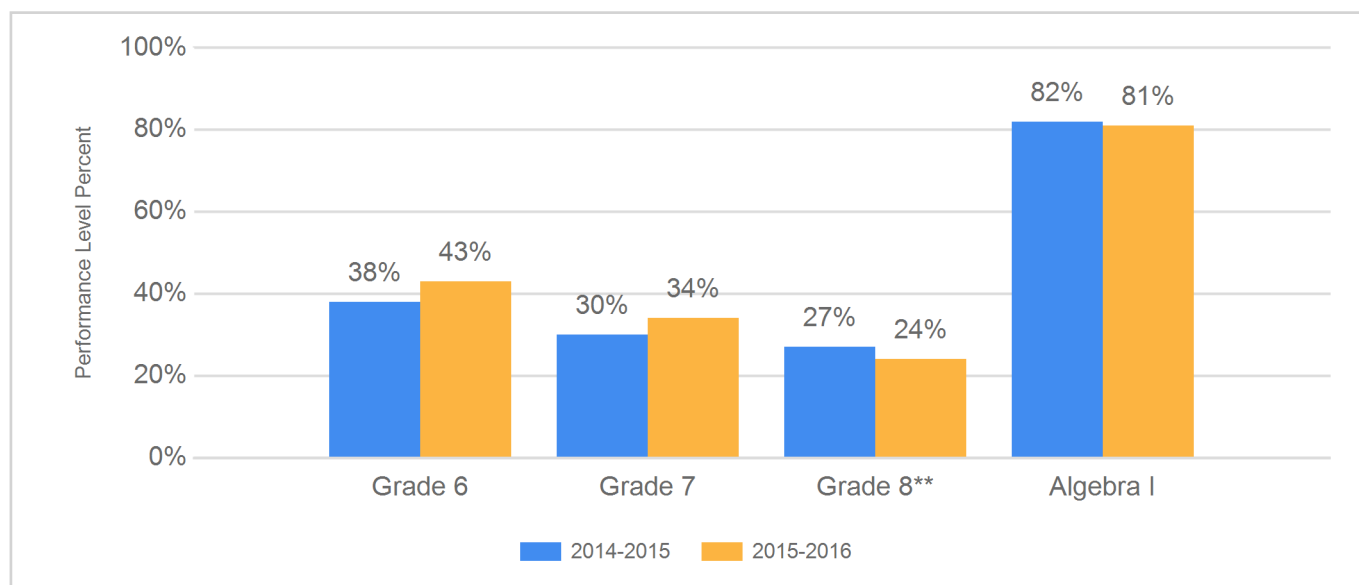
Toms River Intermediate School North

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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

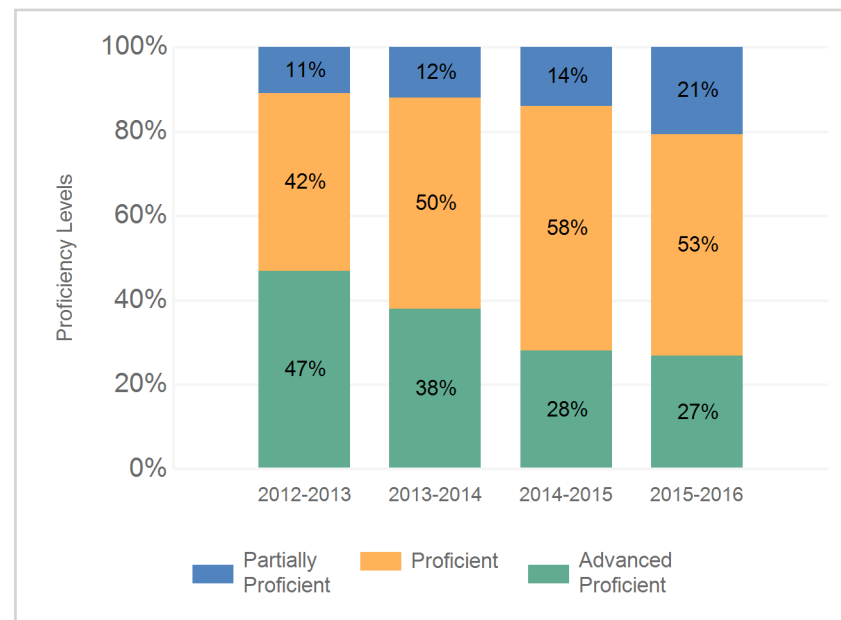
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	27%	53%	21%
White	29%	52%	20%
African American	14%	57%	29%
Hispanic	17%	53%	30%
American Indian	N	N	N
Asian	39%	54%	7%
Two or More Races	S	S	S
Students with Disability	9%	37%	54%
English Language Learners	S	S	S
Economically Disadvantaged Students	18%	50%	32%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span 06-08

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	54	45	50
Student Growth on Math	48	47	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	1%	3%
Partially Met (L2)	5%	3%	5%
Approached (L3)	9%	10%	9%
Met (L4)	13%	13%	15%
Exceeded (L5)	3%	4%	5%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	3%	1%
Partially Met (L2)	11%	5%	4%
Approached (L3)	17%	9%	8%
Met (L4)	11%	9%	13%
Exceeded (L5)	1%	2%	3%



State of New Jersey
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Grade Span 06-08

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Toms River Intermediate School North

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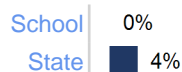
Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



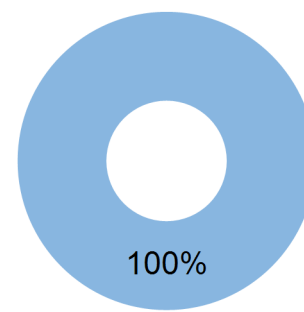
DANCE



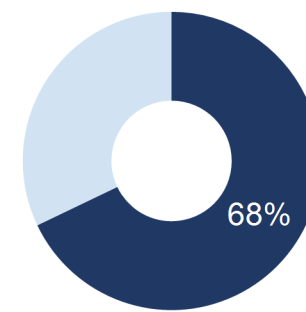
VISUAL ARTS



Any Visual and Performing Arts



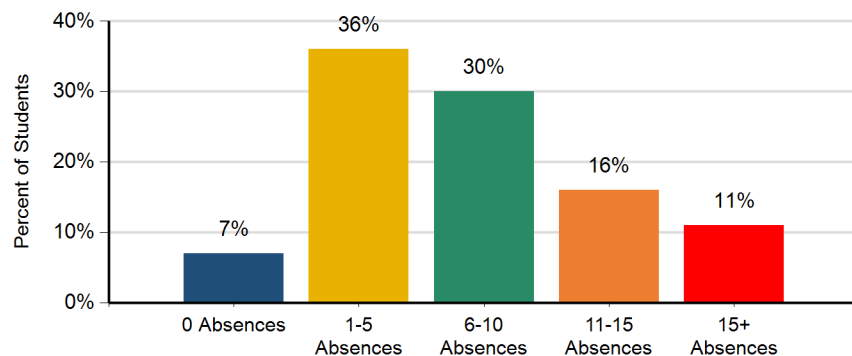
School



State

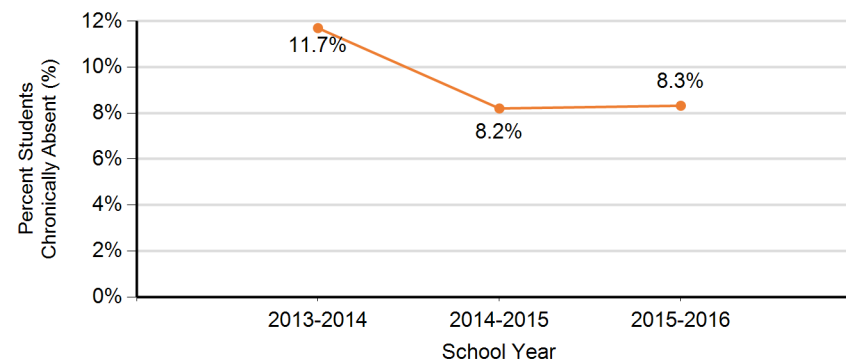
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Toms River Intermediate School North

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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 20 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 38 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	13:1
Administrator	161:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	4.4%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



State of New Jersey
2015-2016

Grade Span 06-08

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Toms River Intermediate School South
1675 PINEWALD ROAD
BEACHWOOD, NJ 08722

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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2015-2016

Grade Span 06-08

29-5190-061

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Toms River Intermediate School South

1675 PINEWALD ROAD

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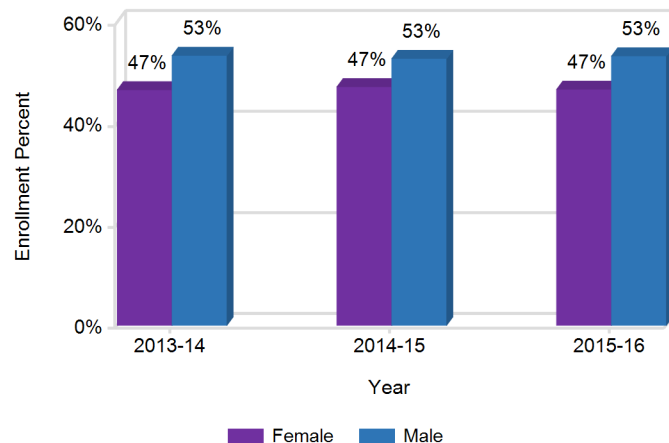
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 06	321	326	325
Grade 07	330	320	340
Grade 08	296	334	331
UG	95	98	118
Total	1042	1078	1114

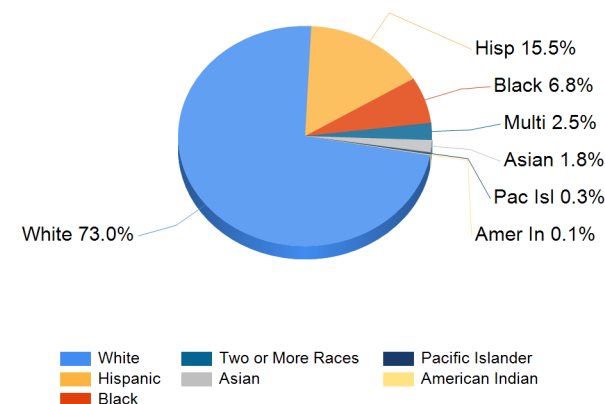
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



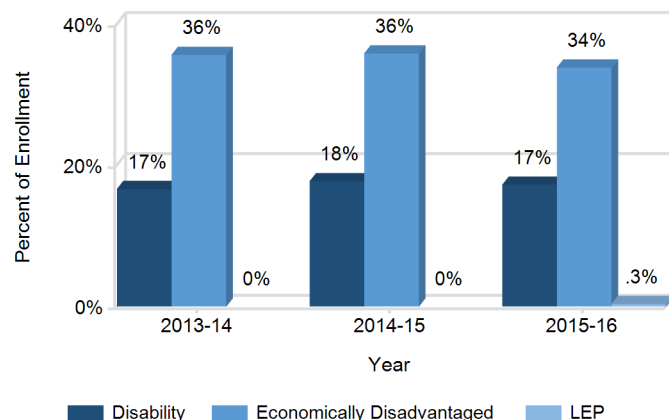
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	94.4%
Spanish	4.6%
Arabic	0.2%
Chinese	0.2%
Georgian	0.1%
Other	0.6%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span 06-08

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	46%	27	34
Mathematics Met or Exceeded Expectations	29%	13	20

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	947	46%	34	89%	X	947	29%	20	89%	X
White	705	50%	27	89%	X	705	34%	16	89%	X
African American	61	31%	36	90%	X	61	13%	19	90%	X
Hispanic	136	31%	24	89%	X	136	14%	9	89%	X
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	158	24%	26	81%	X	158	11%	22	81%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	296	30%	30	86%	X	296	18%	16	86%	X

State of New Jersey
2015-2016

Grade Span 06-08

PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	326	751	753	750	6%	14%	30%	36%	14%	50%	52%
White	245	754	754	756	5%	13%	29%	37%	16%	53%	61%
African American	20	740	740	732	15%	20%	20%	30%	15%	45%	31%
Hispanic	51	741	743	738	8%	14%	45%	31%	2%	33%	37%
Asian	S	S	771	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	754	755	S	S	S	S	S	S	60%
Students with Disability	S	S	721	719	S	S	S	S	S	S	15%
English Language Learners	N	N	N	709	N	N	N	N	N	N	10%
Economically Disadvantaged Students	113	738	739	735	8%	19%	44%	23%	6%	29%	33%
PARCC MATH											
Schoolwide	327	737	742	743	7%	20%	41%	31%	1%	32%	43%
White	246	740	743	750	6%	18%	39%	35%	2%	37%	53%
African American	20	722	725	724	25%	20%	35%	20%	N	20%	20%
Hispanic	51	731	734	730	6%	24%	53%	18%	N	18%	26%
Asian	S	S	763	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	739	748	S	S	S	S	S	S	49%
Students with Disability	S	S	717	717	S	S	S	S	S	S	13%
English Language Learners	N	N	N	713	N	N	N	N	N	N	12%
Economically Disadvantaged Students	113	727	730	728	12%	25%	46%	17%	N	17%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

State of New Jersey
2015-2016

Grade Span 06-08

PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	316	744	749	753	10%	18%	29%	31%	13%	44%	56%
White	226	749	752	760	8%	13%	28%	35%	15%	50%	65%
African American	22	721	727	733	23%	36%	23%	18%	N	18%	35%
Hispanic	53	733	738	739	11%	28%	32%	21%	8%	28%	41%
Asian	S	S	781	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	744	759	S	S	S	S	S	S	63%
Students with Disability	43	713	711	716	30%	37%	19%	14%	N	14%	16%
English Language Learners	N	N	N	703	N	N	N	N	N	N	10%
Economically Disadvantaged Students	103	734	736	735	13%	24%	34%	24%	5%	29%	37%
PARCC MATH											
Schoolwide	316	732	734	740	10%	29%	36%	25%	1%	25%	39%
White	226	735	736	747	7%	28%	36%	29%	0%	29%	47%
African American	S	S	718	724	S	S	S	S	S	S	19%
Hispanic	53	722	722	729	15%	34%	40%	9%	2%	11%	23%
Asian	S	S	761	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	723	744	S	S	S	S	S	S	44%
Students with Disability	S	S	S	713	S	S	S	S	S	S	9%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	103	724	723	727	14%	37%	35%	15%	N	15%	21%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 06-08

29-5190-061

OCEAN

TOMS RIVER REGIONAL

Toms River Intermediate School South

1675 PINEWALD ROAD

BEACHWOOD, NJ 08722

PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	307	741	745	753	13%	23%	24%	33%	8%	41%	55%
White	234	744	747	759	12%	18%	24%	36%	9%	45%	63%
African American	18	735	731	732	11%	28%	33%	22%	6%	28%	34%
Hispanic	41	727	732	740	20%	34%	20%	24%	2%	27%	43%
Asian	S	S	763	780	S	S	S	S	S	S	82%
American Indian	S	S	S	753	S	S	S	S	S	S	52%
Two or More Races	S	S	729	756	S	S	S	S	S	S	59%
Students with Disability	S	S	709	715	S	S	S	S	S	S	16%
English Language Learners	N	N	N	701	N	N	N	N	N	N	9%
Economically Disadvantaged Students	95	729	727	736	19%	31%	24%	23%	3%	26%	38%
**PARCC MATH											
Schoolwide	229	719	720	726	21%	38%	28%	13%	N	13%	26%
White	162	721	720	732	19%	37%	28%	15%	N	15%	32%
African American	S	S	S	712	S	S	S	S	S	S	14%
Hispanic	S	S	719	721	S	S	S	S	S	S	20%
Asian	S	S	745	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	703	726	S	S	S	S	S	S	26%
Students with Disability	S	S	701	704	S	S	S	S	S	S	8%
English Language Learners	N	N	N	704	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	715	718	S	S	S	S	S	S	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey
2015-2016

Grade Span 06-08

29-5190-061

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TOMS RIVER REGIONAL

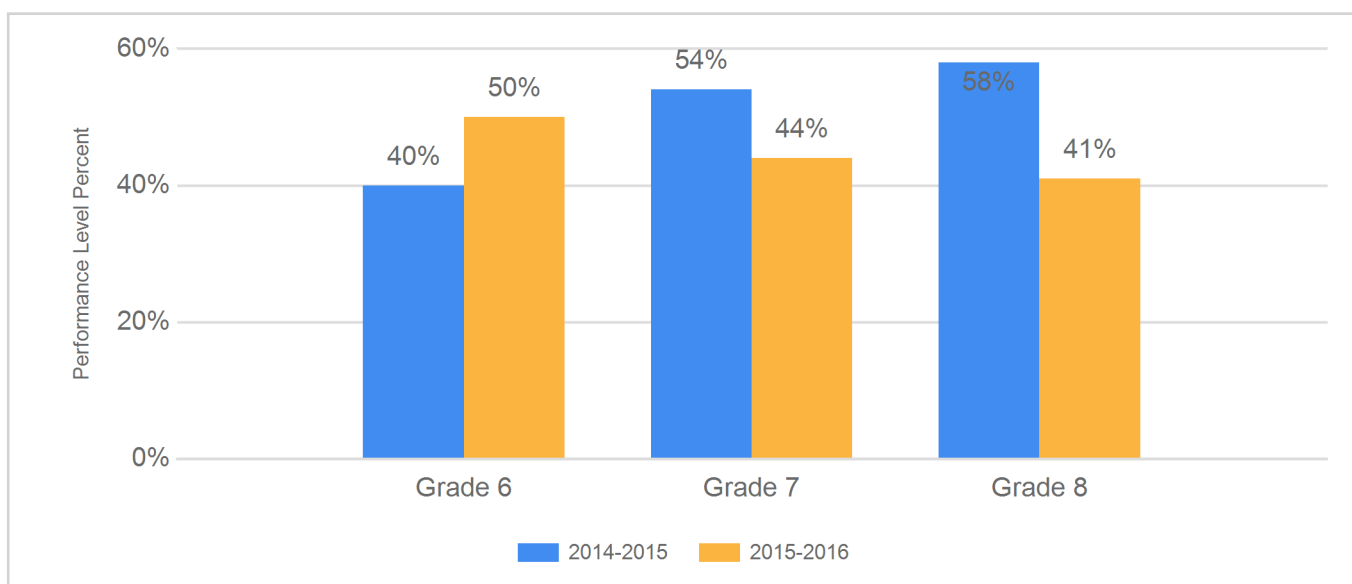
Toms River Intermediate School South

1675 PINEWALD ROAD

BEACHWOOD, NJ 08722

PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	77	764	768	769	N	1%	18%	79%	1%	81%	41%
White	71	765	766	772	N	1%	17%	80%	1%	82%	51%
African American	S	S	767	748	S	S	S	S	S	S	20%
Hispanic	S	S	778	746	S	S	S	S	S	S	25%
Asian	S	S	788	789	S	S	S	S	S	S	76%
American Indian	S	S	S	769	S	S	S	S	S	S	38%
Two or More Races	S	S	782	776	S	S	S	S	S	S	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	12	765	768	746	N	N	25%	75%	N	75%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 06-08

29-5190-061

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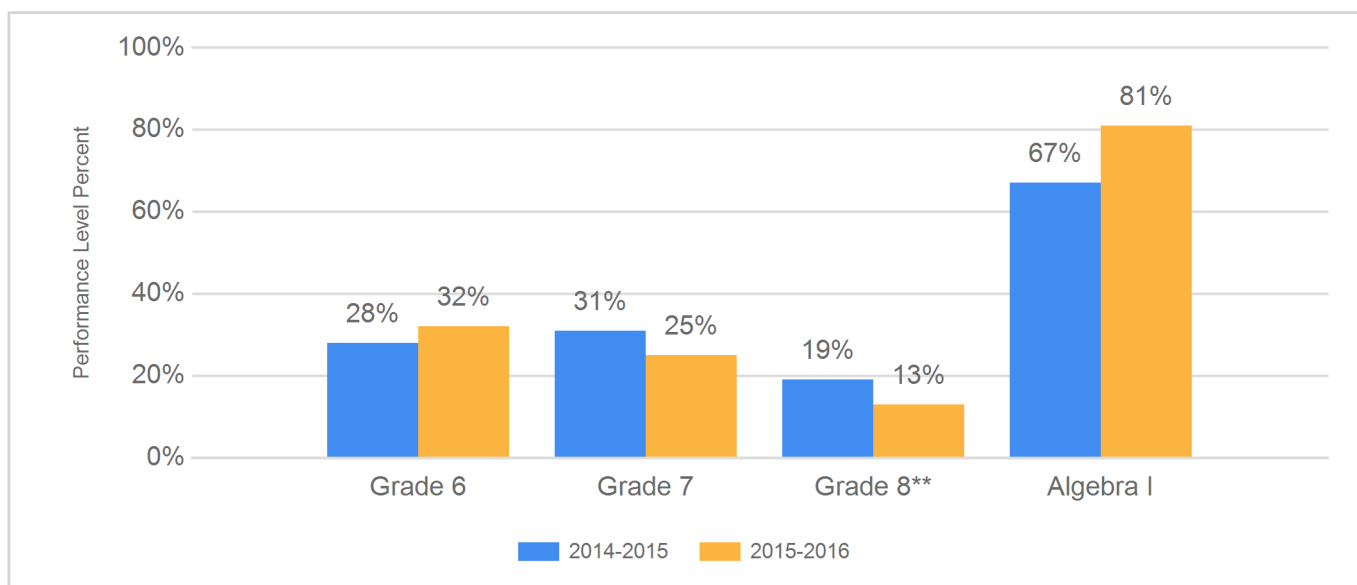
Toms River Intermediate School South

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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



State of New Jersey
2015-2016

Grade Span 06-08

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

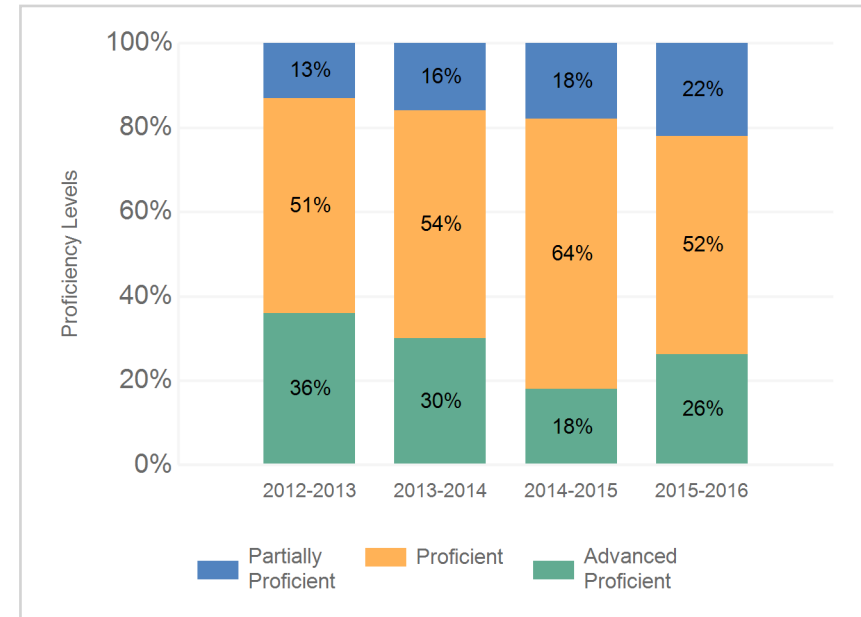
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	26%	52%	22%
White	32%	52%	17%
African American	5%	48%	48%
Hispanic	8%	52%	40%
American Indian	S	S	S
Asian	S	S	S
Two or More Races	18%	55%	27%
Students with Disability	5%	26%	68%
English Language Learners	N	N	N
Economically Disadvantaged Students	11%	55%	34%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span 06-08

29-5190-061

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Toms River Intermediate School South

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BEACHWOOD, NJ 08722

National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span 06-08

29-5190-061

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TOMS RIVER REGIONAL

Toms River Intermediate School South

1675 PINEWALD ROAD

BEACHWOOD, NJ 08722

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	39	45	50
Student Growth on Math	34	47	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	2%	1%
Partially Met (L2)	6%	5%	4%
Approached (L3)	20%	9%	4%
Met (L4)	18%	11%	10%
Exceeded (L5)	4%	2%	2%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	4%	1%	1%
Partially Met (L2)	13%	8%	3%
Approached (L3)	25%	14%	5%
Met (L4)	12%	8%	7%
Exceeded (L5)	0%	0%	0%



State of New Jersey
2015-2016

Grade Span 06-08

29-5190-061

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TOMS RIVER REGIONAL

Toms River Intermediate School South

1675 PINEWALD ROAD

BEACHWOOD, NJ 08722

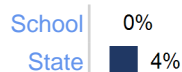
Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



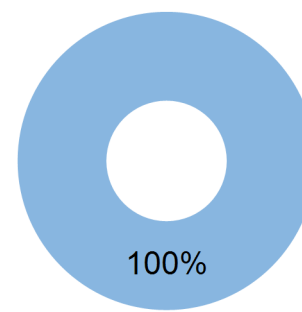
DANCE



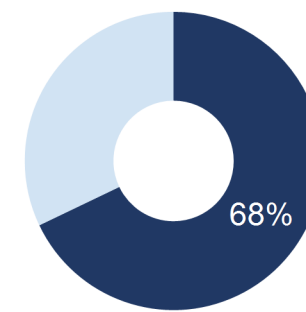
VISUAL ARTS



Any Visual and Performing Arts



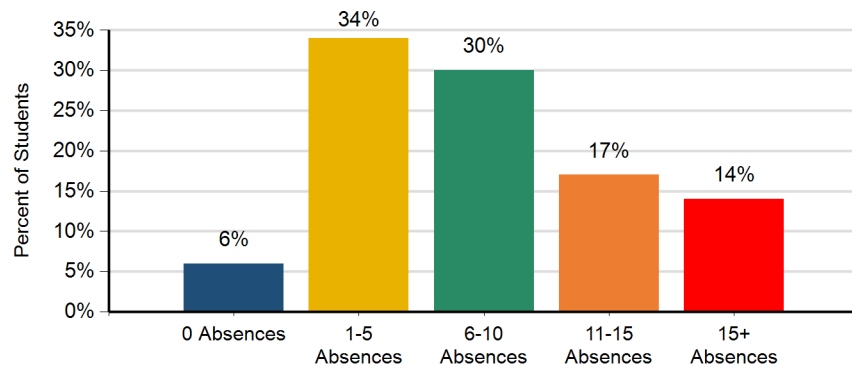
School



State

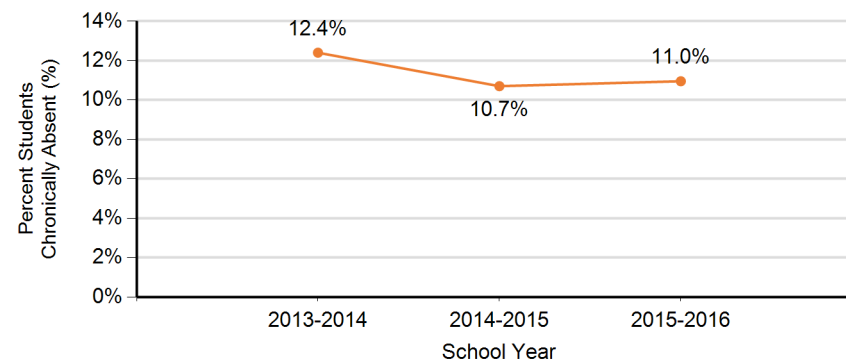
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





State of New Jersey
2015-2016

Grade Span 06-08

29-5190-061

OCEAN

TOMS RIVER REGIONAL

Toms River Intermediate School South

1675 PINEWALD ROAD

BEACHWOOD, NJ 08722

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 20 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 38 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	11:1
Administrator	385:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	8.2%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



State of New Jersey
2015-2016

Grade Span KH-05

29-5190-107
OCEAN
TOMS RIVER REGIONAL
Walnut Street Elementary School
60 WALNUT STREET
TOMS RIVER, NJ 08753

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span KH-05

29-5190-107
OCEAN
TOMS RIVER REGIONAL
Walnut Street Elementary School
60 WALNUT STREET
TOMS RIVER, NJ 08753

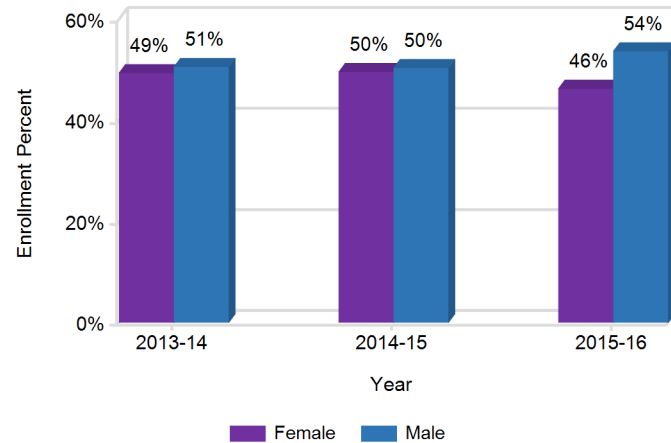
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	77	83	119
Grade 01	173	124	108
Grade 02	130	138	123
Grade 03	109	134	139
Grade 04	128	107	122
Grade 05	135	130	114
UG	45	42	57
Total	797	758	782

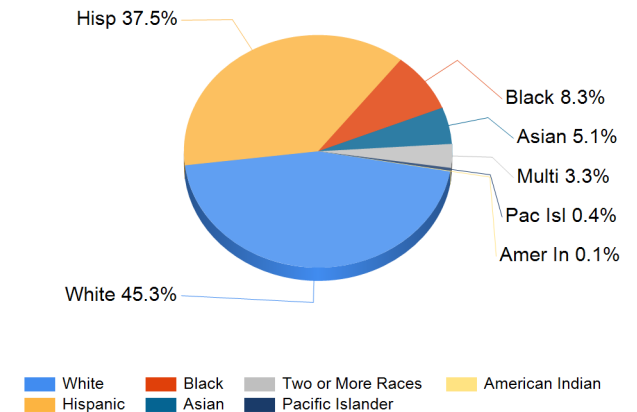
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



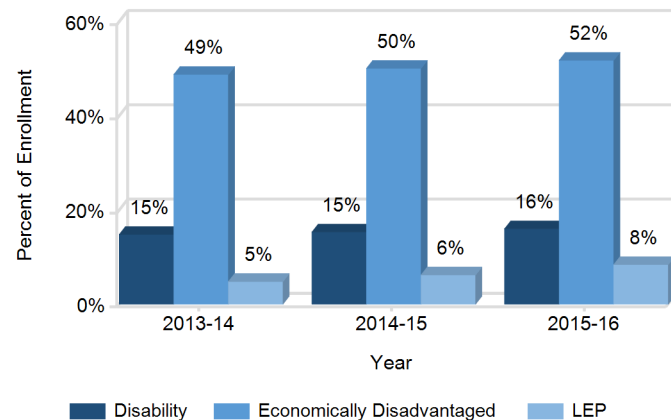
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	69.7%
Spanish	25.2%
Turkish	0.8%
Vietnamese	0.6%
Gujarati	0.5%
Other	3.1%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



State of New Jersey
2015-2016

Grade Span KH-05

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	40%	13	24
Mathematics Met or Exceeded Expectations	41%	40	35

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	368	40%	24	97%	✓	370	41%	35	97%	✓
White	181	51%	32	95%	✓	182	54%	45	95%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	136	25%	14	100%	✓	136	25%	26	100%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	67	18%	40	97%	✓	68	22%	50	99%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	179	25%	19	98%	✓	180	25%	31	98%	✓



State of New Jersey
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Grade Span KH-05

PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	141	742	748	746	11%	20%	26%	38%	4%	43%	48%
White	63	758	753	756	2%	11%	30%	48%	10%	57%	58%
African American	16	732	734	727	6%	38%	25%	31%	N	31%	30%
Hispanic	55	724	735	730	24%	27%	24%	26%	N	26%	31%
Asian	S	S	764	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	744	753	S	S	S	S	S	S	55%
Students with Disability	23	719	717	718	44%	17%	13%	22%	4%	26%	22%
English Language Learners	S	S	728	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	69	725	734	727	17%	29%	30%	23%	N	23%	28%
PARCC MATH											
Schoolwide	141	743	752	749	9%	21%	28%	36%	6%	43%	52%
White	63	753	755	757	3%	19%	22%	41%	14%	56%	63%
African American	16	732	737	730	13%	25%	38%	25%	N	25%	31%
Hispanic	55	732	741	736	15%	24%	33%	29%	N	29%	35%
Asian	S	S	772	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	744	754	S	S	S	S	S	S	57%
Students with Disability	23	729	731	727	17%	44%	4%	26%	9%	35%	28%
English Language Learners	S	S	737	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	69	731	738	732	13%	26%	38%	23%	N	23%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
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Grade Span KH-05

29-5190-107

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Walnut Street Elementary School

60 WALNUT STREET

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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	131	741	751	750	7%	18%	37%	34%	3%	37%	54%
White	61	751	754	759	N	12%	39%	46%	3%	49%	64%
African American	12	722	729	733	25%	33%	25%	8%	8%	17%	33%
Hispanic	49	732	739	737	10%	27%	37%	25%	2%	27%	37%
Asian	S	S	761	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	752	756	S	S	S	S	S	S	62%
Students with Disability	S	S	724	723	S	S	S	S	S	S	22%
English Language Learners	S	S	720	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	68	732	738	734	12%	27%	37%	22%	3%	25%	33%
PARCC MATH											
Schoolwide	132	741	748	745	8%	23%	28%	41%	1%	42%	47%
White	61	751	751	752	2%	15%	28%	54%	2%	56%	57%
African American	13	717	728	727	39%	23%	23%	15%	N	15%	24%
Hispanic	49	734	737	733	6%	35%	31%	29%	N	29%	30%
Asian	S	S	764	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	750	750	S	S	S	S	S	S	54%
Students with Disability	27	714	728	724	30%	52%	7%	11%	N	11%	22%
English Language Learners	S	S	746	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	69	730	736	730	15%	32%	28%	26%	N	26%	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey
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Grade Span KH-05

PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	115	742	749	751	5%	25%	33%	33%	4%	37%	53%
White	60	750	753	758	3%	17%	33%	40%	7%	47%	64%
African American	S	S	740	733	S	S	S	S	S	S	32%
Hispanic	38	730	737	738	11%	34%	40%	16%	N	16%	37%
Asian	S	S	760	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	739	759	S	S	S	S	S	S	63%
Students with Disability	S	S	720	723	S	S	S	S	S	S	20%
English Language Learners	S	S	717	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	57	731	736	735	9%	35%	35%	21%	N	21%	33%
PARCC MATH											
Schoolwide	115	737	747	747	9%	24%	36%	30%	3%	32%	47%
White	60	745	750	753	3%	17%	35%	40%	5%	45%	57%
African American	S	S	739	728	S	S	S	S	S	S	24%
Hispanic	38	727	736	735	13%	34%	42%	11%	N	11%	31%
Asian	S	S	759	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	S	754	S	S	S	S	S	S	56%
Students with Disability	S	S	726	725	S	S	S	S	S	S	19%
English Language Learners	S	S	736	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	57	724	736	732	16%	39%	28%	18%	N	18%	28%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey
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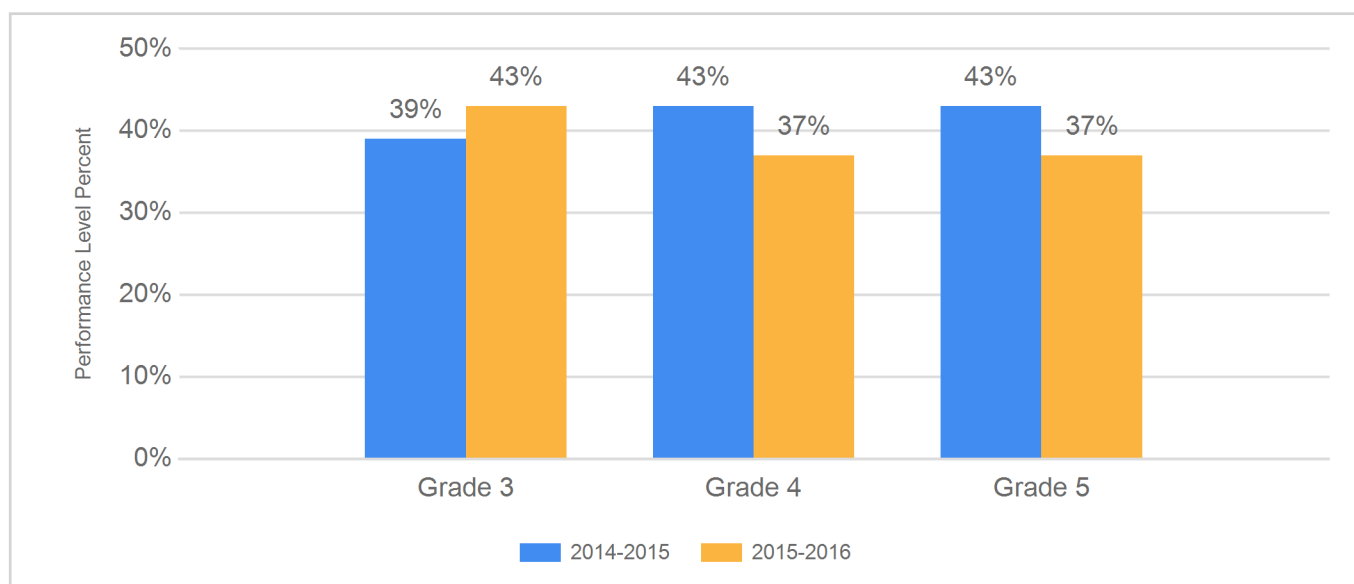
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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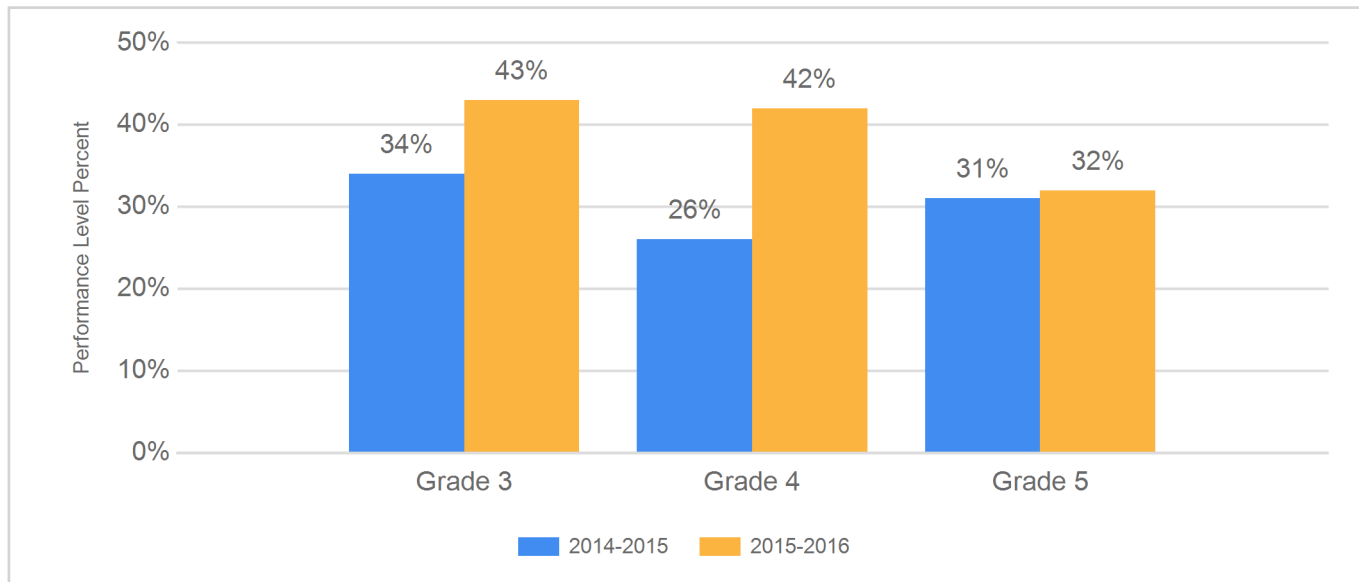
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

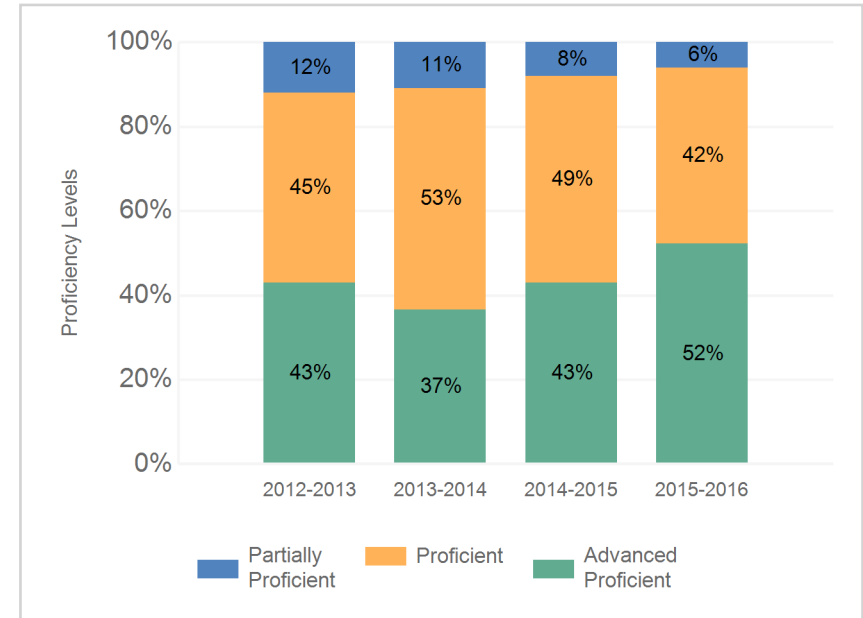
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	52%	42%	6%
White	73%	27%	N
African American	31%	46%	23%
Hispanic	31%	58%	10%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	50%	39%	11%
English Language Learners	S	S	S
Economically Disadvantaged Students	43%	46%	10%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	44	45	50
Student Growth on Math	58	47	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	5%	3%
Partially Met (L2)	8%	9%	3%
Approached (L3)	11%	12%	6%
Met (L4)	14%	12%	10%
Exceeded (L5)	1%	1%	1%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	4%	3%
Partially Met (L2)	5%	7%	10%
Approached (L3)	9%	16%	13%
Met (L4)	9%	3%	15%
Exceeded (L5)	0%	2%	0%



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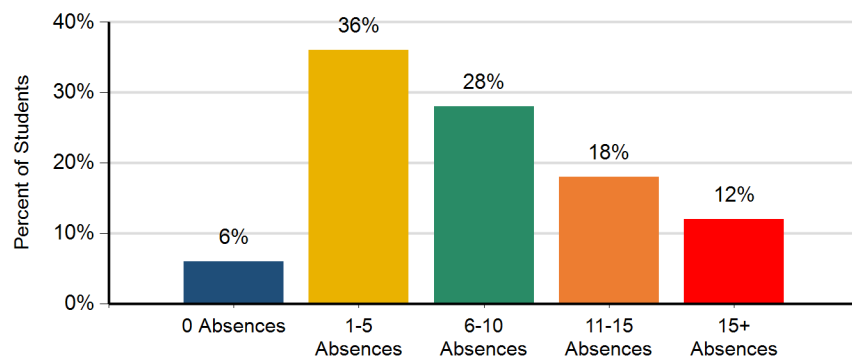
Walnut Street Elementary School

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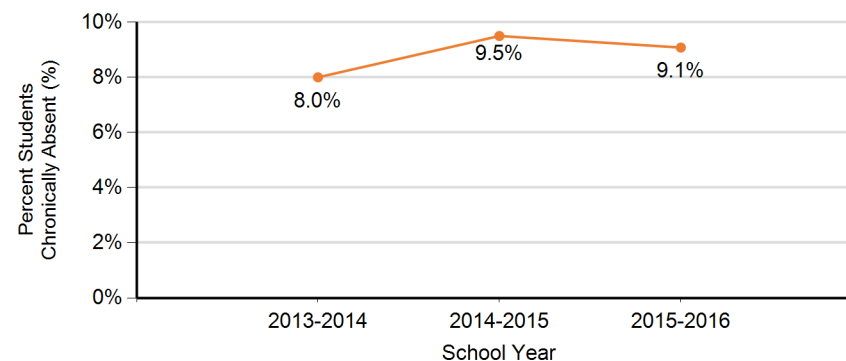
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 10 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	12:1
Administrator	391:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.5%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



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Washington Street Elementary School

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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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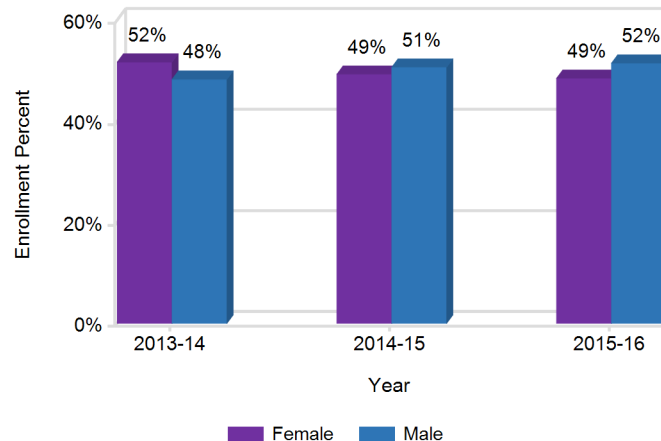
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	51	51	67
Grade 01	74	60	75
Grade 02	69	68	58
Grade 03	65	70	72
Grade 04	50	65	72
Grade 05	65	54	60
UG	15	11	0
Total	389	379	404

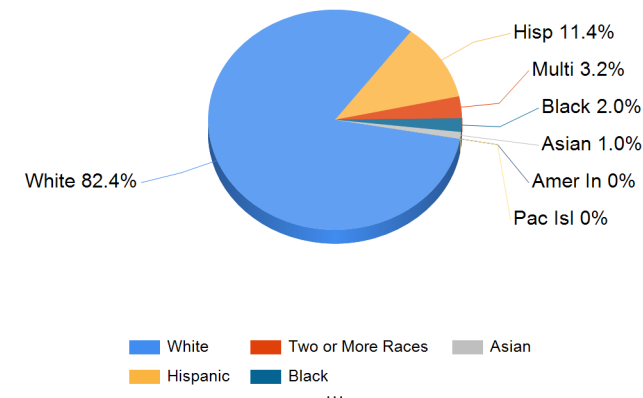
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



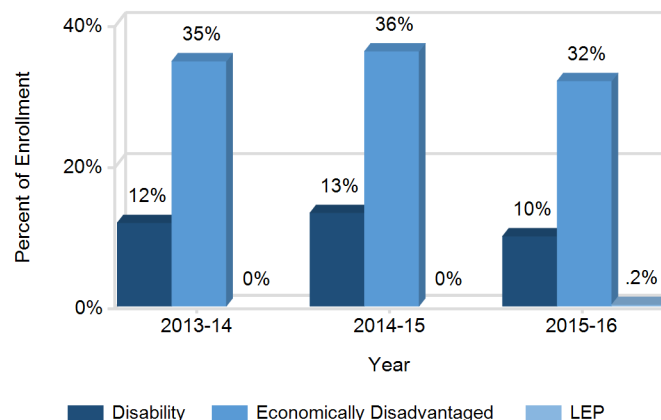
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	93.6%
Spanish	5.4%
Greek, Modern (1453-)	0.5%
Abkhazian	0.2%
Portuguese	0.2%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	51%	73	47
Mathematics Met or Exceeded Expectations	54%	73	61

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	185	51%	47	94%	X	185	54%	61	94%	X
White	155	53%	37	93%	X	155	55%	53	93%	X
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	59	41%	68	94%	X	59	41%	82	94%	X

PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	64	755	748	746	5%	11%	28%	52%	5%	56%	48%
White	55	755	753	756	6%	11%	26%	53%	6%	58%	58%
African American	S	S	734	727	S	S	S	S	S	S	30%
Hispanic	S	S	735	730	S	S	S	S	S	S	31%
Asian	S	S	764	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	744	753	S	S	S	S	S	S	55%
Students with Disability	S	S	717	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	25	748	734	727	8%	12%	32%	48%	N	48%	28%
PARCC MATH											
Schoolwide	64	755	752	749	6%	9%	27%	47%	11%	58%	52%
White	55	756	755	757	6%	9%	26%	49%	11%	60%	63%
African American	S	S	S	730	S	S	S	S	S	S	31%
Hispanic	S	S	741	736	S	S	S	S	S	S	35%
Asian	S	S	772	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	744	754	S	S	S	S	S	S	57%
Students with Disability	S	S	731	727	S	S	S	S	S	S	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	25	741	738	732	12%	12%	36%	40%	N	40%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KH-05

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	68	760	751	750	4%	4%	28%	47%	16%	63%	54%
White	58	762	754	759	3%	3%	29%	47%	17%	64%	64%
African American	N	N	N	733	N	N	N	N	N	N	33%
Hispanic	S	S	739	737	S	S	S	S	S	S	37%
Asian	N	N	N	773	N	N	N	N	N	N	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	752	756	S	S	S	S	S	S	62%
Students with Disability	11	728	724	723	27%	N	46%	27%	N	27%	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	18	754	738	734	11%	6%	22%	56%	6%	61%	33%
PARCC MATH											
Schoolwide	68	754	748	745	N	12%	31%	50%	7%	57%	47%
White	58	756	751	752	N	10%	29%	52%	9%	60%	57%
African American	N	N	N	727	N	N	N	N	N	N	24%
Hispanic	S	S	737	733	S	S	S	S	S	S	30%
Asian	N	N	N	771	N	N	N	N	N	N	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	750	750	S	S	S	S	S	S	54%
Students with Disability	S	S	728	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	18	747	736	730	N	11%	33%	56%	N	56%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

State of New Jersey
2015-2016

Grade Span KH-05

PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	60	742	749	751	3%	18%	42%	35%	2%	37%	53%
White	48	742	753	758	4%	19%	40%	35%	2%	38%	64%
African American	S	S	740	733	S	S	S	S	S	S	32%
Hispanic	S	S	737	738	S	S	S	S	S	S	37%
Asian	N	N	N	773	N	N	N	N	N	N	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	739	759	S	S	S	S	S	S	63%
Students with Disability	S	S	720	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	19	730	736	735	11%	21%	47%	21%	N	21%	33%
PARCC MATH											
Schoolwide	60	744	747	747	5%	10%	38%	43%	3%	47%	47%
White	48	745	750	753	4%	10%	40%	42%	4%	46%	57%
African American	S	S	739	728	S	S	S	S	S	S	24%
Hispanic	S	S	736	735	S	S	S	S	S	S	31%
Asian	N	N	N	774	N	N	N	N	N	N	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	738	754	S	S	S	S	S	S	56%
Students with Disability	S	S	726	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	19	739	736	732	5%	11%	47%	37%	N	37%	28%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KH-05

29-5190-110

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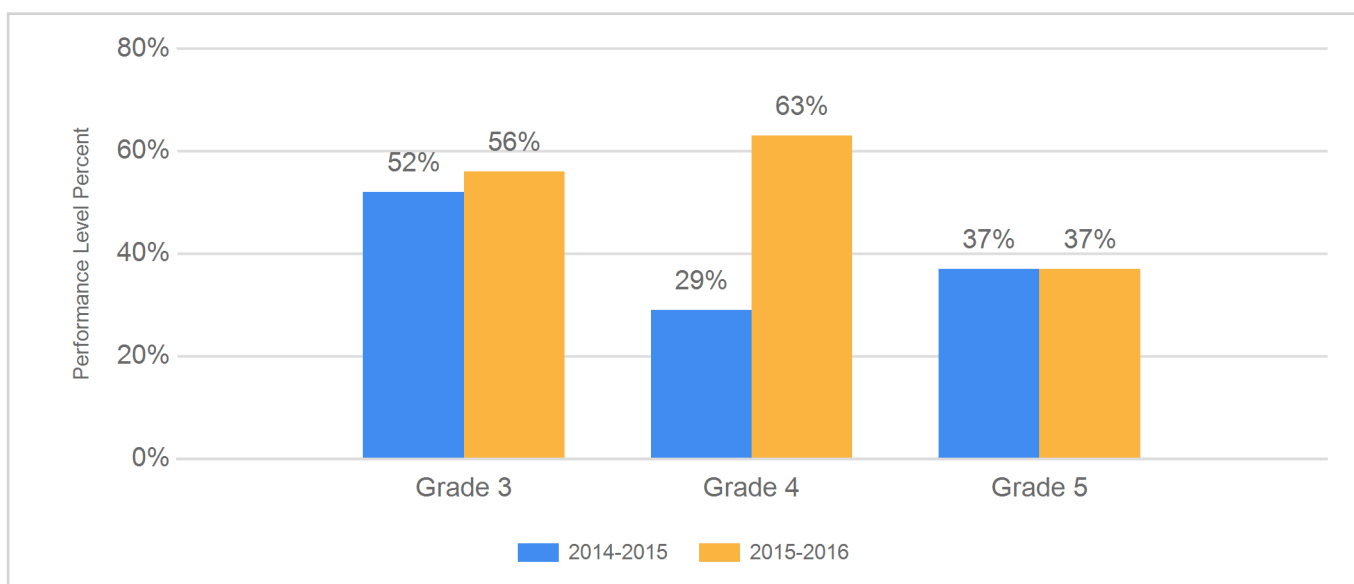
Washington Street Elementary School

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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
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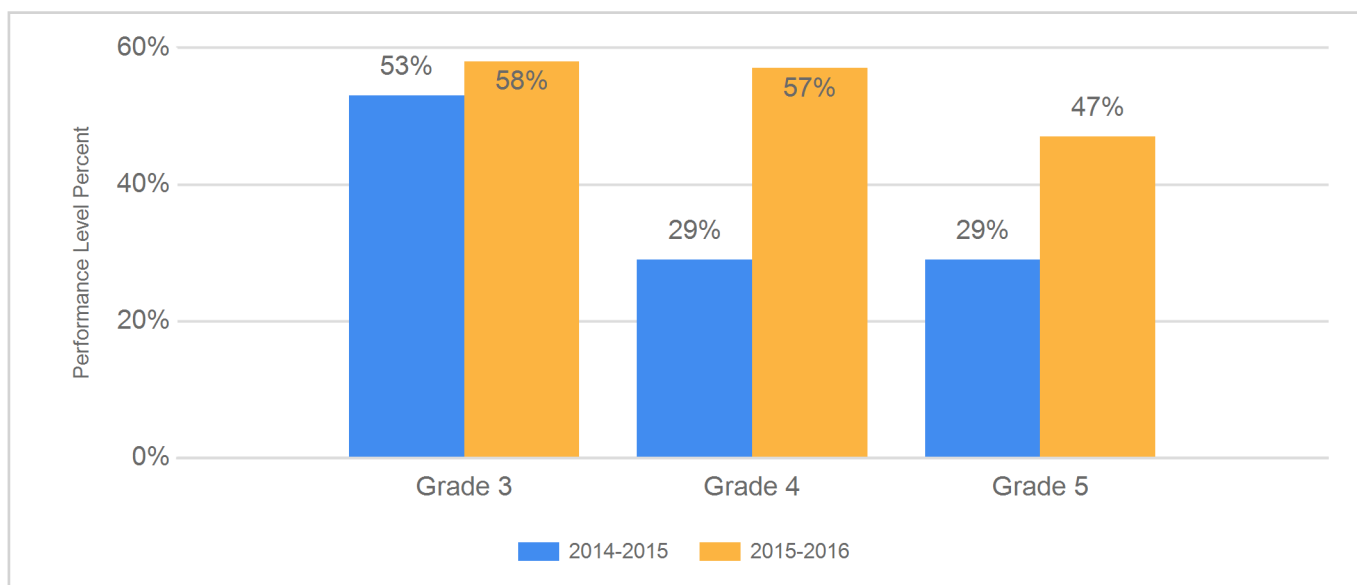
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

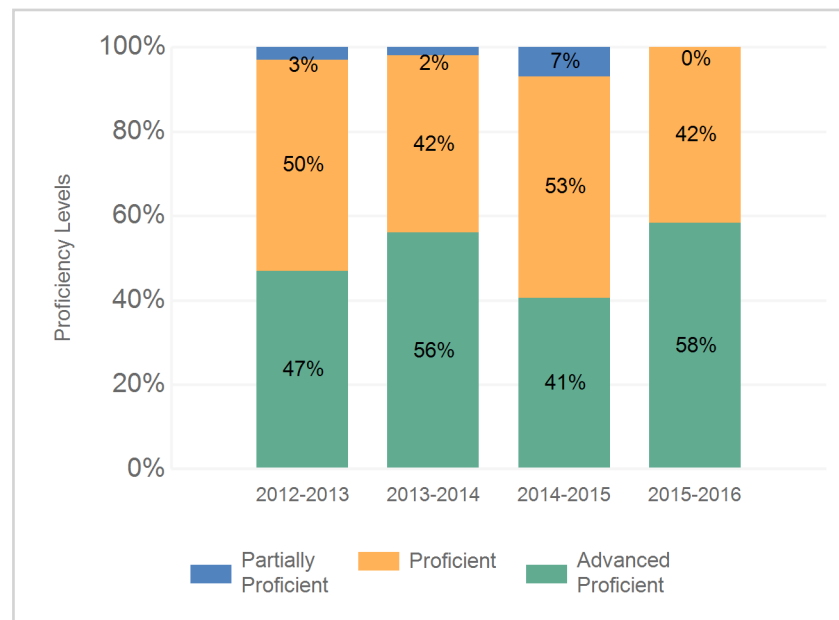
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	58%	42%	N
White	63%	37%	N
African American	N	N	N
Hispanic	S	S	S
American Indian	N	N	N
Asian	N	N	N
Two or More Races	S	S	S
Students with Disability	14%	86%	N
English Language Learners	N	N	N
Economically Disadvantaged Students	53%	47%	N

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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Washington Street Elementary School

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Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	45	45	50
Student Growth on Math	55	47	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	1%	2%
Partially Met (L2)	5%	4%	5%
Approached (L3)	16%	9%	11%
Met (L4)	19%	13%	8%
Exceeded (L5)	0%	2%	3%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	1%	1%
Partially Met (L2)	4%	5%	5%
Approached (L3)	13%	13%	12%
Met (L4)	12%	13%	16%
Exceeded (L5)	0%	2%	3%



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Grade Span KH-05

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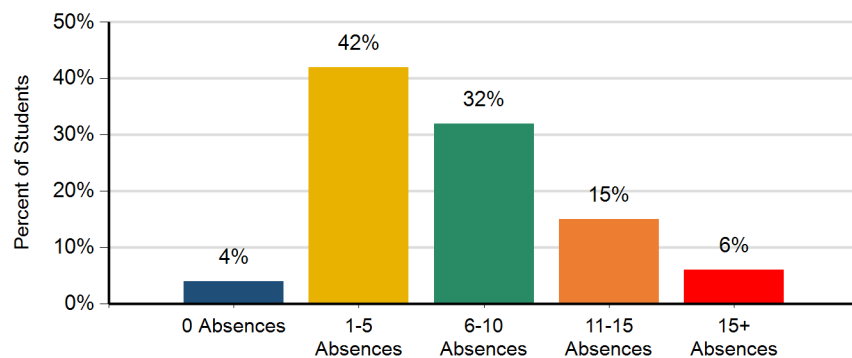
Washington Street Elementary School

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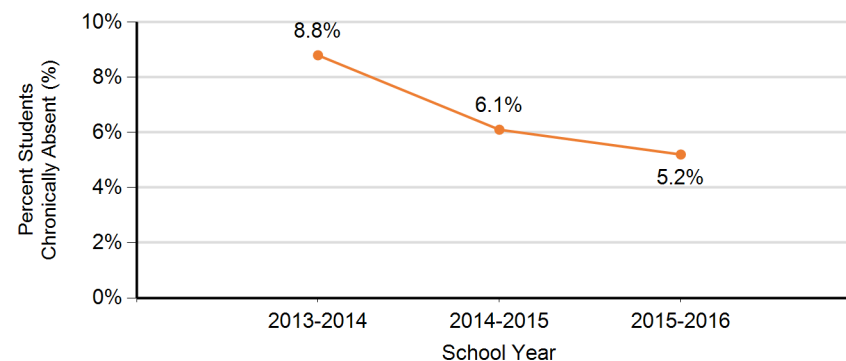
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





State of New Jersey
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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 10 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	15:1
Administrator	202:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.0%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



State of New Jersey
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Grade Span KH-05

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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span KH-05

29-5190-120

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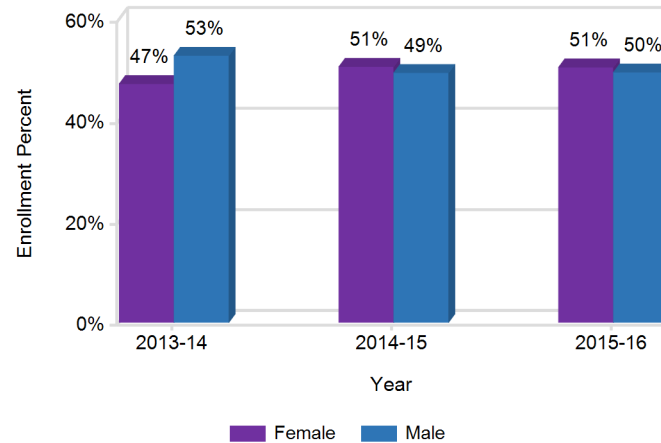
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	51	57	59
Grade 01	66	63	65
Grade 02	63	64	63
Grade 03	64	65	69
Grade 04	71	66	62
Grade 05	63	71	70
UG	12	7	20
Total	390	393	408

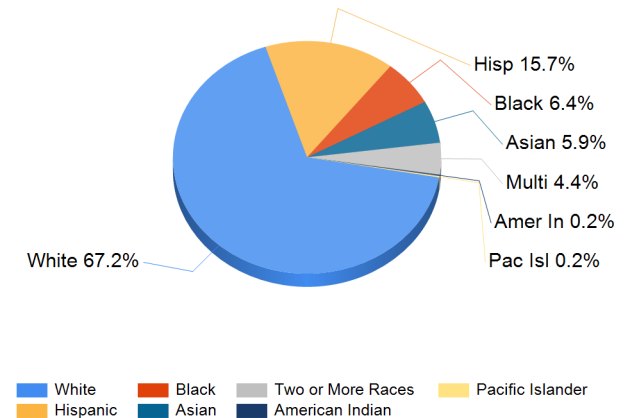
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



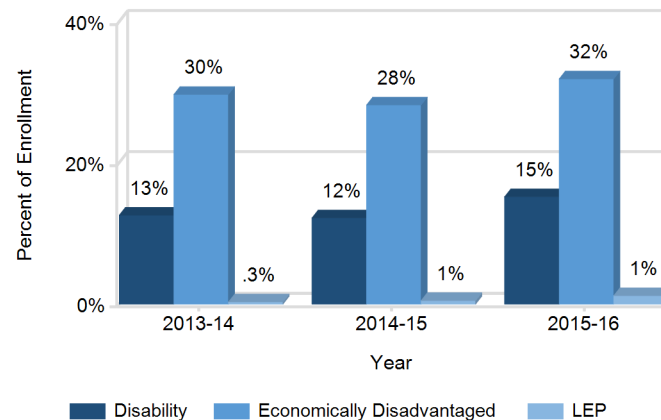
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	90.4%
Spanish	4.4%
Arabic	1.0%
Panjabi	1.0%
Vietnamese	0.7%
Other	2.3%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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Grade Span KH-05

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	54%	60	45
Mathematics Met or Exceeded Expectations	52%	53	52

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	182	54%	45	95%	✓	182	52%	52	95%	✓
White	123	54%	35	93%	✓	123	56%	51	93%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	49	41%	53	92%	X	49	31%	48	92%	X



State of New Jersey
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Grade Span KH-05

PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	69	746	748	746	7%	12%	39%	39%	3%	42%	48%
White	41	746	753	756	5%	7%	51%	32%	5%	37%	58%
African American	S	S	734	727	S	S	S	S	S	S	30%
Hispanic	15	735	735	730	20%	20%	20%	40%	N	40%	31%
Asian	S	S	764	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	744	753	S	S	S	S	S	S	55%
Students with Disability	S	S	717	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	21	739	734	727	10%	19%	33%	38%	N	38%	28%
PARCC MATH											
Schoolwide	69	747	752	749	4%	19%	25%	46%	6%	52%	52%
White	41	747	755	757	5%	20%	20%	54%	2%	56%	63%
African American	S	S	737	730	S	S	S	S	S	S	31%
Hispanic	15	741	741	736	7%	20%	40%	27%	7%	33%	35%
Asian	S	S	772	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	744	754	S	S	S	S	S	S	57%
Students with Disability	S	S	731	727	S	S	S	S	S	S	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	21	742	738	732	5%	19%	38%	33%	5%	38%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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Grade Span KH-05

PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	61	751	751	750	7%	15%	26%	41%	12%	53%	54%
White	45	751	754	759	9%	11%	29%	38%	13%	51%	64%
African American	S	S	729	733	S	S	S	S	S	S	33%
Hispanic	S	S	739	737	S	S	S	S	S	S	37%
Asian	S	S	761	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	724	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	18	740	738	734	11%	28%	22%	33%	6%	39%	33%
PARCC MATH											
Schoolwide	61	750	748	745	3%	18%	30%	43%	7%	49%	47%
White	45	752	751	752	4%	18%	22%	49%	7%	56%	57%
African American	S	S	728	727	S	S	S	S	S	S	24%
Hispanic	S	S	737	733	S	S	S	S	S	S	30%
Asian	S	S	764	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	728	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	18	734	736	730	6%	28%	50%	11%	6%	17%	27%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey
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Grade Span KH-05

PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	70	753	749	751	4%	16%	20%	54%	6%	60%	53%
White	43	757	753	758	2%	14%	14%	65%	5%	70%	64%
African American	S	S	740	733	S	S	S	S	S	S	32%
Hispanic	S	S	737	738	S	S	S	S	S	S	37%
Asian	S	S	760	773	S	S	S	S	S	S	80%
American Indian	S	S	S	750	S	S	S	S	S	S	53%
Two or More Races	S	S	739	759	S	S	S	S	S	S	63%
Students with Disability	13	722	720	723	23%	39%	15%	23%	N	23%	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	20	735	736	735	15%	25%	25%	35%	N	35%	33%
PARCC MATH											
Schoolwide	70	748	747	747	3%	13%	37%	44%	3%	47%	47%
White	43	750	750	753	2%	7%	37%	54%	N	54%	57%
African American	S	S	739	728	S	S	S	S	S	S	24%
Hispanic	S	S	736	735	S	S	S	S	S	S	31%
Asian	S	S	759	774	S	S	S	S	S	S	80%
American Indian	S	S	S	747	S	S	S	S	S	S	49%
Two or More Races	S	S	738	754	S	S	S	S	S	S	56%
Students with Disability	13	725	726	725	15%	39%	23%	23%	N	23%	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	20	736	736	732	5%	30%	35%	30%	N	30%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KH-05

29-5190-120

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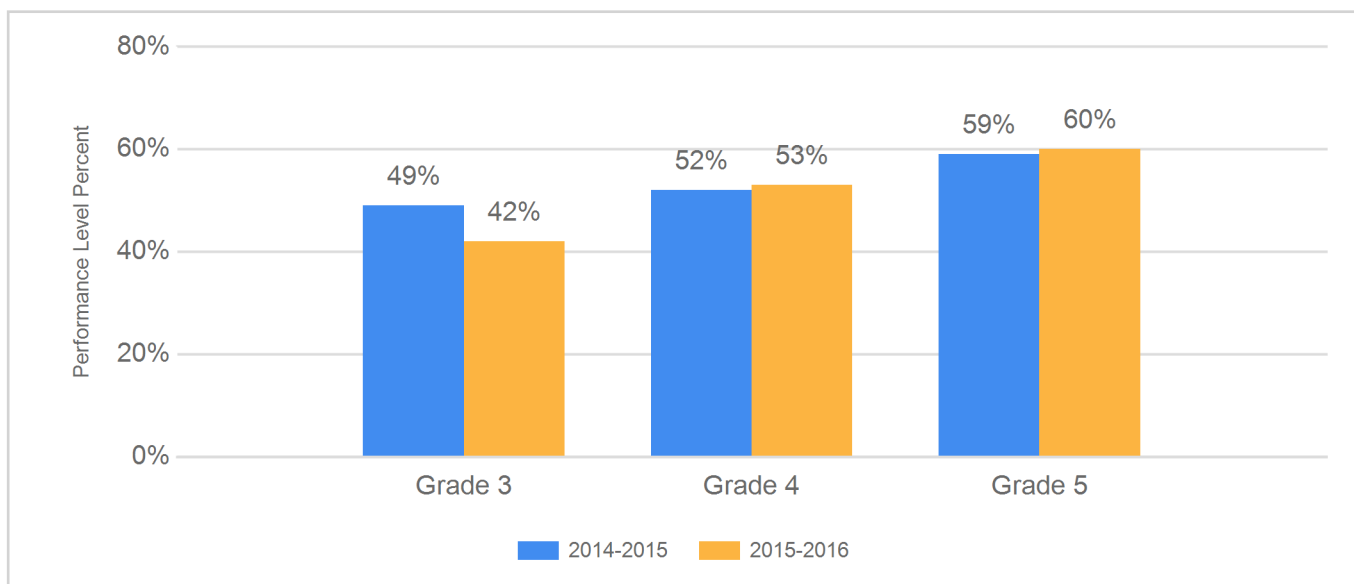
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

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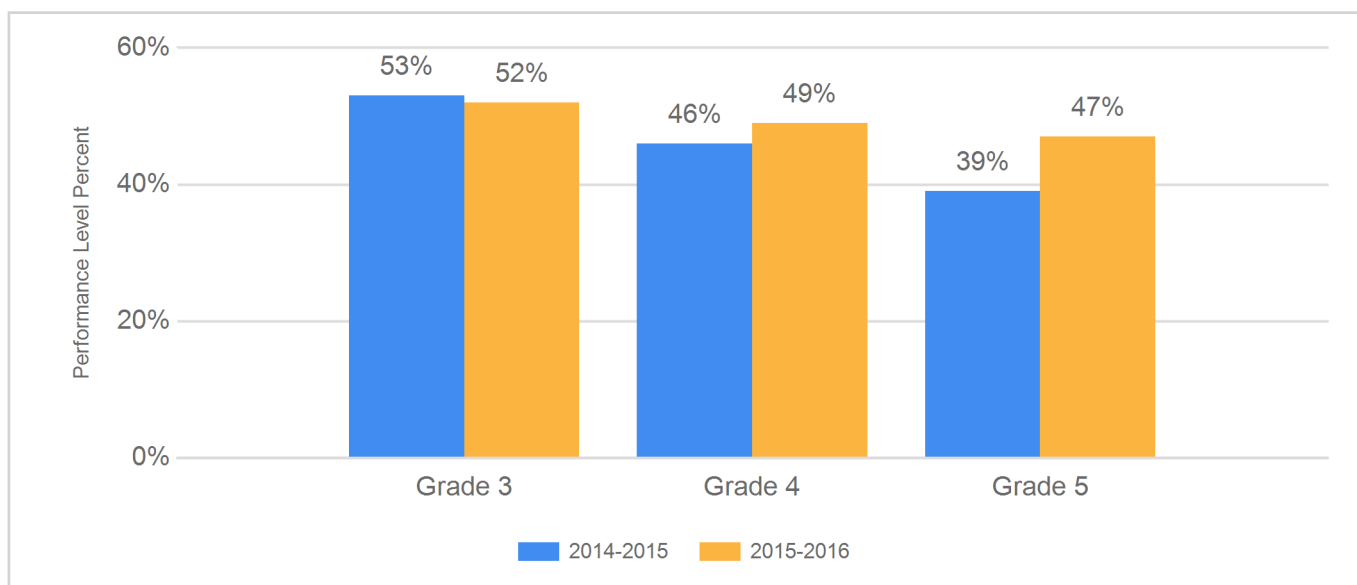
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

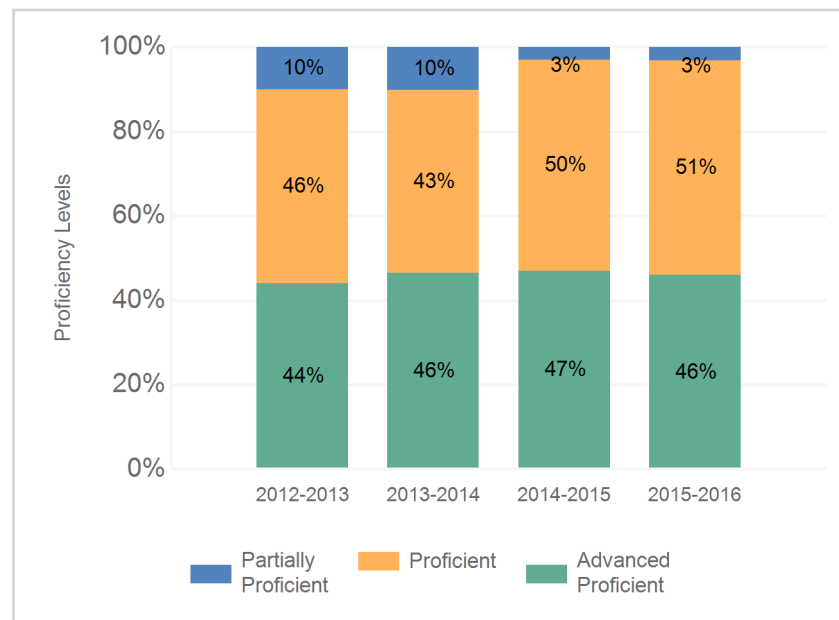
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	46%	51%	3%
White	51%	45%	4%
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	36%	55%	9%
English Language Learners	S	S	S
Economically Disadvantaged Students	28%	72%	N

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	55	45	50
Student Growth on Math	48	47	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	4%	2%
Partially Met (L2)	3%	5%	4%
Approached (L3)	10%	9%	9%
Met (L4)	13%	13%	23%
Exceeded (L5)	2%	1%	3%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	1%	1%
Partially Met (L2)	5%	6%	5%
Approached (L3)	9%	11%	11%
Met (L4)	17%	17%	9%
Exceeded (L5)	4%	1%	5%



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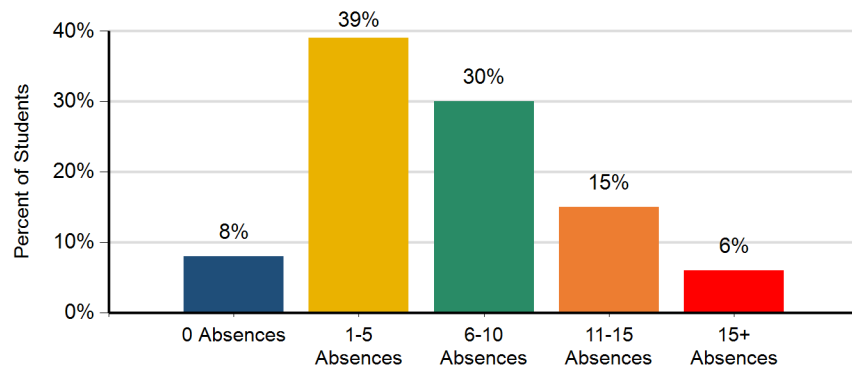
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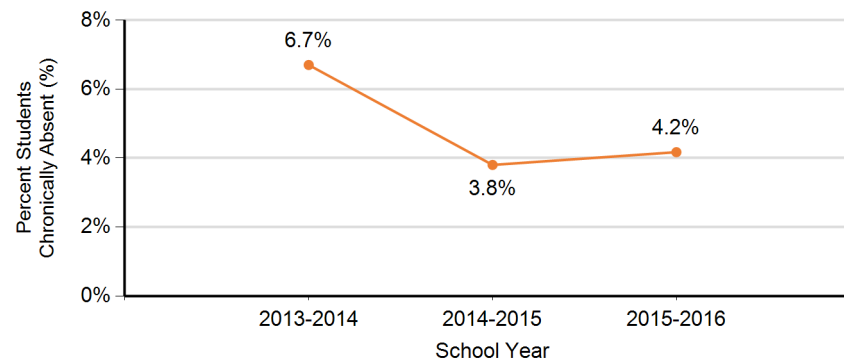
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 10 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	14:1
Administrator	204:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.7%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%