



State of New Jersey
2014-15

29-5190-110

OVERVIEW

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GRADE SPAN KG-05

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. 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 peer schools that are educating similar students, against statewide 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 deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, 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 like time management and perseverance; 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 and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

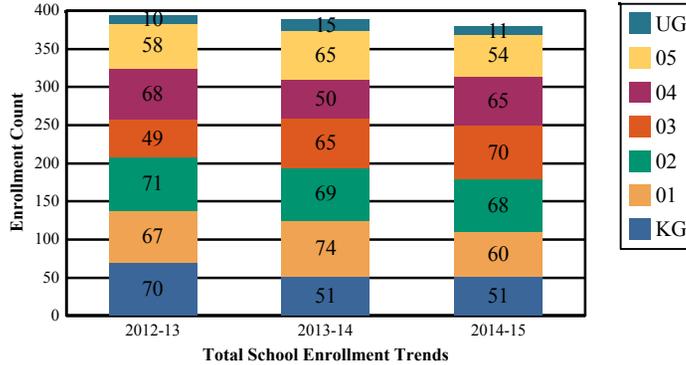
DEMOGRAPHIC INFORMATION

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Enrollment by Grade

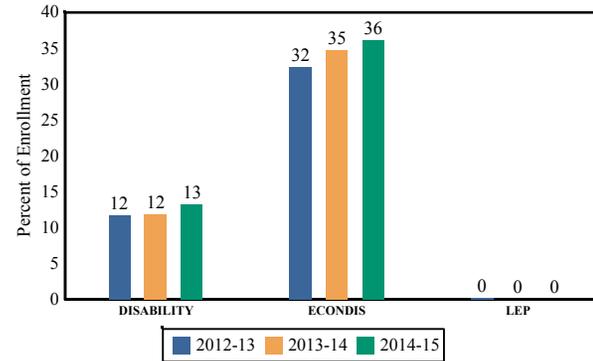
This graph presents the count of students who were 'on roll' by grade in October of each school year.



Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Enrollment Trends by Program Participation

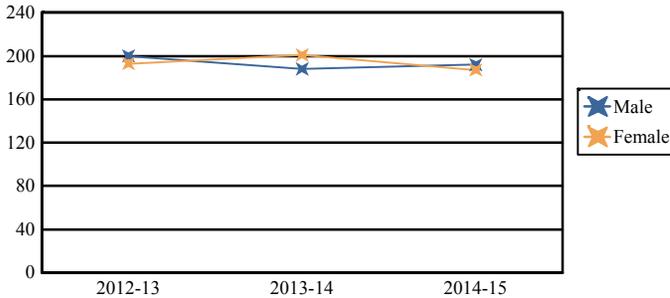
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	393
2013-14	389
2014-15	379

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.

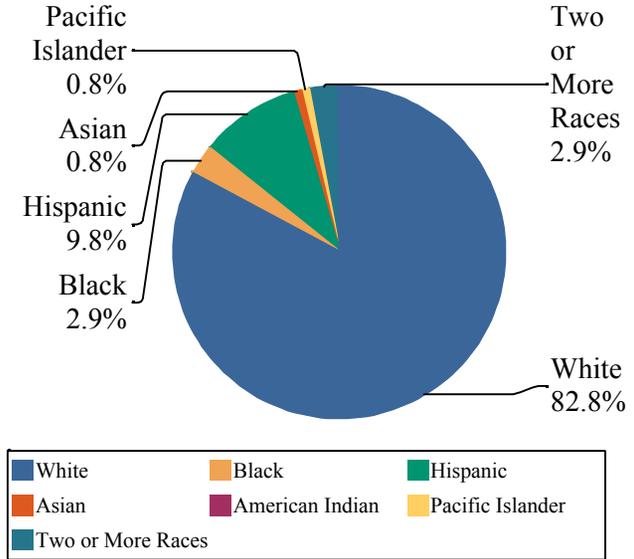


	Male	Female
2012-13	200	193
2013-14	188	201
2014-15	192	187

Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	50	13%
Economically Disadvantaged Students	137	36.2%
English Language Learners	0	0.0%

Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	95.3%
Spanish	4.0%
Greek, Modern (1453-)	0.5%
Abkhazian	0.3%

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	39%	33	26
Math Met or Exceeded Expectation	38%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	168	39.3%	95%	86.6%	YES*
White	137	46%	95%	85.3%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	36	13.9%	95%	84.8%	NO
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	49	24.5%	95%	85.9%	YES*

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	168	37.5%	95%	86.6%	YES*
White	137	43.8%	95%	85.3%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	36	11.1%	95%	84.8%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	49	22.4%	95%	87.5%	YES*

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into 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.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

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PARCC ELA Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	753	744	7%	17%	25%	47%	5%	52%	44%
White	52	756	753	8%	13%	21%	52%	6%	58%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	16	734	724	6%	31%	44%	19%	0%	19%	24%

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PARCC ELA Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	59	741	751	8%	14%	49%	25%	3%	29%	52%
White	46	743	758	9%	15%	39%	33%	4%	37%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	17	727	734	24%	24%	29%	24%	0%	24%	31%

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PARCC ELA Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	49	745	751	8%	18%	37%	35%	2%	37%	53%
White	39	750	757	3%	18%	38%	38%	3%	41%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	14	726	723	21%	36%	29%	7%	7%	14%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	16	733	734	19%	19%	31%	31%	0%	31%	31%

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PARCC MATH - Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	752	746	3%	5%	38%	48%	5%	53%	46%
White	52	755	752	4%	4%	35%	52%	6%	58%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	16	742	730	0%	6%	63%	31%	0%	31%	26%

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PARCC MATH - Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	59	735	744	7%	27%	37%	25%	3%	29%	42%
White	46	736	749	9%	30%	26%	30%	4%	35%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	17	734	730	12%	24%	41%	18%	6%	24%	23%

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PARCC MATH - Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	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	49	738	744	2%	33%	37%	27%	2%	29%	42%
White	39	741	749	3%	28%	33%	33%	3%	36%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	14	728	724	0%	64%	21%	14%	0%	14%	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	16	730	731	0%	44%	44%	13%	0%	13%	23%

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2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational 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 2015 reading and math 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>

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

Proficiency Percentages

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

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GRADE SPAN KG-05

NJASK Results - Science Grade Level - 04

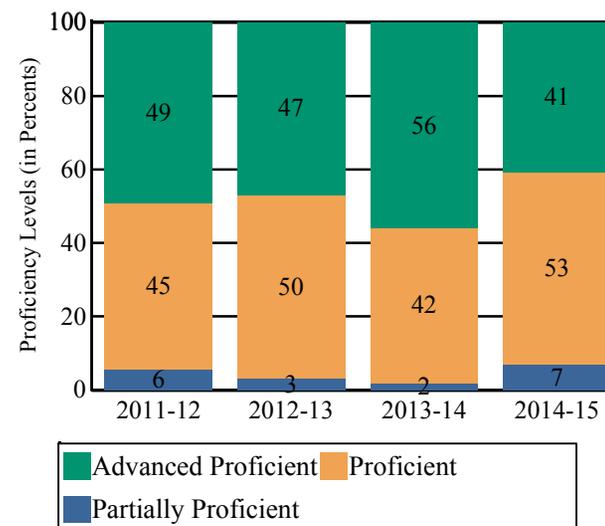
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	41%	53%	7%
White	46%	46%	9%
African American	-	-	-
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	43%	50%	7%
English Language Learners	-	-	-
Economically Disadvantaged Students	29%	59%	12%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



COLLEGE AND CAREER READINESS

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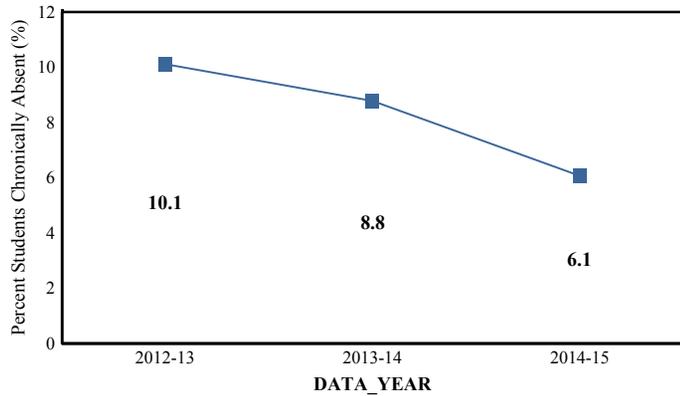
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

Chronic Absenteeism Trend

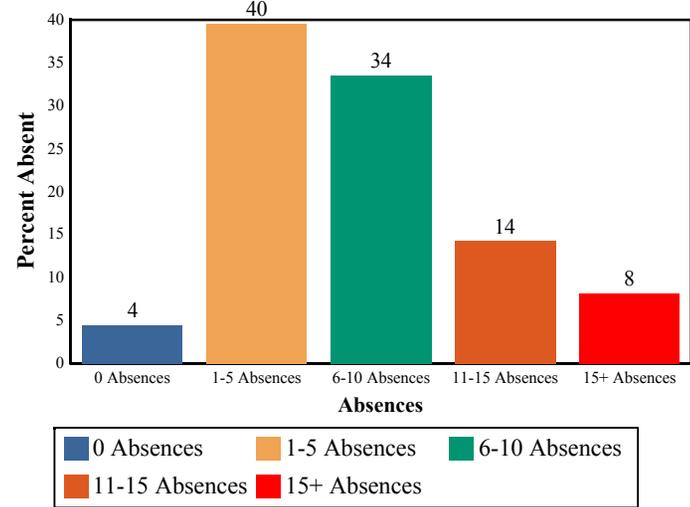
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



Chronic Absenteeism for 2014-15	6.07%
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Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being ‘not present’ and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



STUDENT GROWTH

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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. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	39	10	13	35	YES
Student Growth on Math	34	4	9	35	NO
		7	11		50%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	5%	2%	0%
Partially Met	7%	5%	3%
Approached	20%	18%	4%
Met	14%	5%	14%
Exceeded	0%	0%	3%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	0%	0%
Partially Met	21%	5%	5%
Approached	18%	13%	5%
Met	9%	11%	7%
Exceeded	0%	0%	3%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 03

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	821	850
75th	776	770
50th	749	743
25th	724	715
0th	669	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	52	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	806	850
75th	768	767
50th	755	745
25th	733	722
0th	695	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	45

WITHIN SCHOOL ACHIEVEMENT GAP

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Grade Level - 04

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	803	850
75th	755	773
50th	738	750
25th	726	728
0th	673	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	29	45

Grade Level - 05

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	813	850
75th	769	773
50th	745	751
25th	724	728
0th	663	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	45	45

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	798	850
75th	752	764
50th	733	742
25th	719	721
0th	671	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	43

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	801	850
75th	751	763
50th	740	743
25th	715	723
0th	689	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	40

SCHOOL CLIMATE

OCEAN
TOMS RIVER REGIONAL

WASHINGTON STREET ELEMENTARY SCHOOL
500 WEST EARL COURT
TOMS RIVER, NJ 08753

GRADE SPAN KG-05

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
2014-15	6 Hrs. 10 Mins.

Student Suspension Rate

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

	School
2014-15	0.5%

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.

2014-15	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

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

	School
2014-15	0

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.

2014-15	School
Faculty	14
Administrators	379

SCHOOL PEER GROUP

OCEAN
TOMS RIVER REGIONAL

GRADE SPAN KG-05

WASHINGTON STREET ELEMENTARY SCHOOL
500 WEST EARL COURT
TOMS RIVER, NJ 08753

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	ABSECON CITY	H ASHTON MARSH	01-0010-060	KG-04	46.8%	8.9%	9.8%
BERGEN	ELMWOOD PARK	GANTNER AVENUE SCHOOL	03-1345-070	KG-05	41.5%	0%	20.2%
BERGEN	ELMWOOD PARK	SIXTEENTH AVENUE SCHOOL	03-1345-090	PK-05	45.3%	4.3%	14.6%
BERGEN	PALISADES PARK	LINDBERGH ELEMENTARY SCHOOL	03-3910-070	02-07	49%	11.4%	8.2%
BERGEN	RIDGEFIELD PARK TWP	LINCOLN ELEMENTARY SCHOOL	03-4380-070	PK-06	44.7%	7.9%	11%
BURLINGTON	DELANCO TWP	M. JOAN PEARSON ELEMENTARY SCHOOL	05-1030-030	KG-05	39.9%	1.9%	13.8%
BURLINGTON	EDGEWATER PARK TWP	MAGOWAN ELEMENTARY SCHOOL	05-1280-050	PK-04	46.9%	8%	13.3%
BURLINGTON	MAPLE SHADE TWP	MAUDE M. WILKINS ELEMENTARY SCHOOL	05-3010-080	PK-04	46.8%	1.2%	21.9%
BURLINGTON	PALMYRA BORO	CHARLES STREET SCHOOL	05-3920-060	PK-06	43.2%	1.6%	16.9%
CAMDEN	RUNNEMEDE BORO	GRADE DOWNING ELEMENTARY SCHOOL	07-4590-030	KG-03	38%	2.5%	10.1%
CHARTERS	KINGDOM CS OF LEADERSHIP	THE KINGDOM CHARTER SCHOOL OF LEADERSHIP	80-6067-949	KG-06	31.3%	3%	4%
GLOUCESTER	ELK TWP	AURA ELEMENTARY SCHOOL	15-1330-010	PK-06	38.2%	0.8%	12.8%
GLOUCESTER	GLASSBORO	THOMAS E. BOWE SCHOOL	15-1730-090	04-06	44.2%	1.6%	18%
HUDSON	KEARNY TOWN	ROOSEVELT	17-2410-100	PK-06	37.5%	0%	13.7%
MERCER	EWING TWP	WL ANTHEIL ELEMENTARY SCHOOL	21-1430-140	PK-05	44.3%	4%	14.5%
MERCER	HAMILTON TWP	MCGALLIARD ELEMENTARY SCHOOL	21-1950-200	PK-05	38.2%	1.5%	11.1%
MIDDLESEX	JAMESBURG BORO	JOHN F. KENNEDY ELEMENTARY SCHOOL	23-2370-080	PK-05	48.6%	9.6%	9.5%
MIDDLESEX	OLD BRIDGE TWP	LEROY GORDON COOPER ELEMENTARY SCHOOL	23-3845-113	KG-05	40.6%	3.4%	13.4%
MIDDLESEX	PISCATAWAY TWP	ARBOR ELEMENTARY SCHOOL	23-4130-060	04-05	40.7%	4.8%	12.2%
MIDDLESEX	SOUTH AMBOY CITY	SOUTH AMBOY ELEMENTARY	23-4830-060	PK-05	46.5%	1.6%	21.5%
MIDDLESEX	WOODBRIIDGE TWP	LAFAYETTE ESTATES ELEMENTARY SCHOOL	23-5850-200	KG-05	38.9%	8.3%	3.8%
MIDDLESEX	WOODBRIIDGE TWP	PORT READING SCHOOL	23-5850-275	PK-05	35.9%	0%	12.7%



State of New Jersey
2014-15

29-5190-110

SCHOOL PEER GROUP

WASHINGTON STREET ELEMENTARY SCHOOL
500 WEST EARL COURT
TOMS RIVER, NJ 08753

OCEAN
TOMS RIVER REGIONAL

GRADE SPAN KG-05

OCEAN	BRICK TWP	VETERANS MEMORIAL ELEMENTARY SCHOOL	29-0530-080	KG-05	41.5%	0%	19.1%
OCEAN	TOMS RIVER REGIONAL	EAST DOVER ELEMENTARY SCHOOL	29-5190-070	KG-05	36.6%	0.2%	14.4%
OCEAN	TOMS RIVER REGIONAL	WASHINGTON STREET ELEMENTARY SCHOOL	29-5190-110	KG-05	36.2%	0%	12.9%
PASSAIC	CLIFTON CITY	SCHOOL #8	31-0900-140	KG-05	37.3%	2.3%	10%
PASSAIC	HAWTHORNE BORO	WASHINGTON ELEMENTARY SCHOOL	31-2100-100	KG-05	44.8%	5%	14.6%
SOMERSET	FRANKLIN TWP	SAMPSON G. SMITH SCHOOL	35-1610-150	05-06	48.8%	5.5%	18%
SOMERSET	MANVILLE BORO	ROOSEVELT SCHOOL	35-3000-080	PK-05	48.2%	1.3%	23.2%
UNION	RAHWAY CITY	ROOSEVELT ELEMENTARY SCHOOL	39-4290-120	PK-06	53.3%	8%	17.8%
UNION	UNION TWP	HANNAH CALDWELL ELEM SCH	39-5290-083	PK-04	37.5%	4.1%	6.8%