



Mahala F. Atchison School
2016-2017


Grade Span PK-02

25-5185-030
 MONMOUTH
 TINTON FALLS
 961 SYCAMORE AVENUE
 TINTON FALLS, NJ 07724-3199

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Footnotes

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	1	0	14
KG	118	137	142
1	165	147	151
2	155	161	154
3	161	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	54	70	65
Total	654	515	526

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	2	0	6
PK - Full Day	1	0	8
KG - Half Day	114	0	0
KG - Full Day	2	137	142

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	49%	48%	44%
Male	51%	52%	57%
Economically Disadvantaged Students	22%	21%	21%
Students with Disabilities	14%	19%	26%
English Learners	3%	4%	4%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			4%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	61.4%
Hispanic	17.7%
Black or African American	9.5%
Asian	5.5%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	5.7%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	89.7%
Spanish	6.5%
Other	4.0%



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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

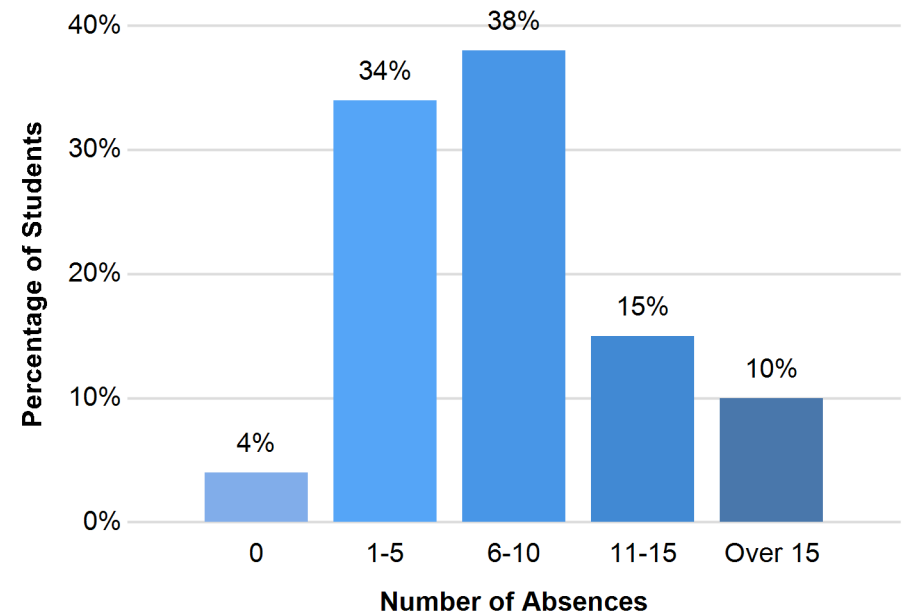
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.10	9.80	Met Target
White	6.40	9.80	Met Target
Hispanic	11.60	9.80	Not Met
Black or African American	2.10	9.80	Met Target
Asian, Native Hawaiian, or Pacific Islander	7.70	9.80	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	7.40	9.80	Met Target
Economically Disadvantaged Students	12.40	9.80	Not Met
Students with Disabilities	9.40	9.80	Met Target
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





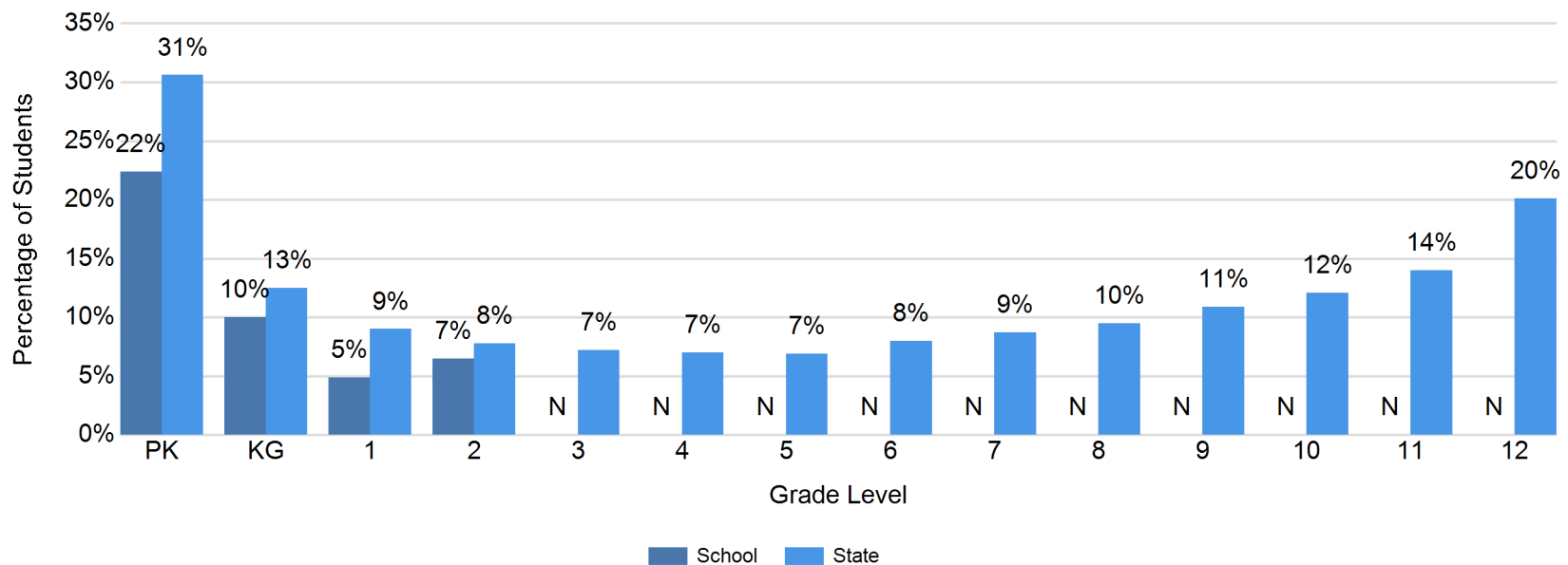
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:30AM
Typical End Time	3:20PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs. 15 Mins.
Shared Time - Instructional Time	*

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.2%
Out-of-School Suspensions	0.4%
Any Suspension	0.6%

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$426	\$14,367	\$14,793



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	57	120,724
Average years experience in public schools	11.6	11.8
Average years experience in district	10.8	10.5
Teachers in district for 4 or more years	77%	74%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	9	9,506
Average years experience in public schools	19.1	15.9
Average years experience in district	8.1	11.6
Administrators in district for 4 or more years	78%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	9:1	10:1
Administrators	263:1	173:1
Librarian/Media Specialists		777:1
Nurses		388:1
Counselors		777:1
Child Study Team		194:1

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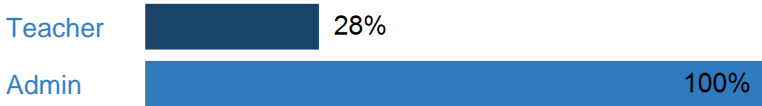
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	97%



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School General Info

Principal:	Mrs. Black	Email Address:	jblack@tfschools.org
Address:	961 SYCAMORE AVENUE TINTON FALLS, NJ 07724-3199	Website:	www.tfs.k12.nj.us
Phone:	(732)542-2500	Facebook:	https://www.facebook.com/TFSpride/
		Twitter:	https://twitter.com/PantherPrideMFA

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • 2017 New Jersey School of Character • Technology is part of each school day, with all students utilizing 2:1 laptops. • Curriculum includes hands-on science, project-based learning, and balanced literacy.
 Mission, Vision, Theme:	<p>In a partnership with the community, the Tinton Falls School District will create effective programs which enable all students to achieve academic excellence, based on the NJ Student Learning Standards in order to become socially responsible, productive citizens and life-long learners.</p>
 Awards, Recognition, Accomplishments:	<p>2017 New Jersey School of Character, 2017-18 Monmouth County Teacher of the Year</p>



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Courses, Curriculum, Instruction:

MFA offers outstanding educational programs with engaging curriculum that is aligned with the New Jersey Student Learning Standards. Our teachers regularly differentiate instruction to meet students' individual needs, and provide opportunities that foster awareness of multiple intelligences and learning styles. Enrichment opportunities are available for all students as well as identified students from grades K-8.



Before and After School Programs:

Early Bird (Before Care Program) and Time Plus (After Care Program)







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 Staff and Professional Learning:	<p>Our staff participates in a variety of professional learning opportunities. Staff members participate in multiple professional days in district and are encouraged to attend out of district workshops. Staff participates in monthly PLC meetings, focusing on solving problems to support an increased student achievement. Our teacher leaders instruct staff in our Panther Academy, an after school professional development program.</p>
 Student Supports and Services:	<p>MFA provides a comprehensive special education program for students in Preschool- Grade 8. Students of varying abilities, including students with physical limitations, are able to participate in the least restrictive environment. English Language Learners receive support during and after school. Students in need of targeted intervention, receive support through our Academic Support Program.</p>
 Student Health and Wellness:	<p>Students participate in Health and Wellness in a variety of way in Tinton Falls. Physical Education Teachers and Health Teachers thematically instruct children. Students have access to recess as well as breakfast and lunch that is provided on a sliding scale.</p>
 Parent and Community Involvement:	<p>The Tinton Falls School District engages parents and the community. Parent groups include a very involved PTA, Music Parents Association and Board of Education. The community continuously supports the district through actively attending school functions, voting positively on budgets and engaging teachers and administrators daily. Our senior population volunteers regularly in the schools. They can often be seen reading to students and assisting in classrooms.</p>



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Facilities:

The Tinton Falls School District makes a concerted effort to plan both short and long term in order to continue to maintain our excellent schools. Regularly planned maintenance and facilities capital projects are part of the annual budget. Larger facilities projects have been given positive support from the community through the passage of a facilities referendum. Careful year after year planning and implementation have helped maintain outstanding schools for our students and professional staff.



Swimming River School
2016-2017
Grade Span 03-05

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Enrollment Trends by Grade

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Grade	2014-15	2015-16	2016-17
3	0	163	158
4	156	166	167
5	158	157	167
Ungraded	19	26	19
Total	333	512	511

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	52%	51%	53%
Male	48%	49%	47%
Economically Disadvantaged Students	22%	22%	22%
Students with Disabilities	17%	17%	16%
English Learners	2%	4%	4%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			2%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	56.2%
Hispanic	17.4%
Black or African American	13.9%
Asian	7.2%
Native Hawaiian or Pacific Islander	0.4%
American Indian or Alaska Native	0.0%
Two or More Races	4.9%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	86.7%
Spanish	8.0%
Chinese	1.2%
Other	4.2%



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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	488	98.2	61.40	69.20	54.90	61.4	55.3	Met Target
White	277	96.9	67.50	75.70	63.90	67.5	62.2	Met Target
Hispanic	84	100.0	46.40	55.00	39.80	46.4	40.8	Met Target
Black or African American	66	100.0	40.90	43.40	35.20	40.9	34	Met Target
Asian, Native Hawaiian, or Pacific Islander	36	100.0	77.80	*	80.70	77.8	67.4	Met Target
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	25	100.0	76.00	*	54.90	76	60.4	N
Female	254	98.2	65.40	74.30	62.20	65.4		
Male	234	98.4	57.20	64.20	48.10	57.2		
Economically Disadvantaged Students	95	100.0	34.80	44.20	36.20	34.8	29.9	Met Target
Non-Economically Disadvantaged Students	393	97.8	68.00	75.00	65.80	68		
Students with Disabilities	81	96.6	18.50	20.70	20.50	18.5	22.2	Met Target†
Students without Disabilities	407	98.6	70.00	78.90	61.90	70		
English Learners	30	100.0	20.00	28.00	25.20	20	18.6	Met Target
Non-English Learners	458	98.1	64.20	71.40	57.40	64.2		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

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† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	162	759	759	749	8%	11%	20%	53%	9%	62%	50%
White	94	767	767	759	*	*	15%	60%	12%	71%	61%
Hispanic	22	739	739	734	*	*	*	*	*	41%	35%
Black or African American	25	742	742	731	*	*	*	40%	0%	40%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	90	760	760	754	*	*	18%	58%	*	67%	55%
Male	72	757	757	745	*	*	22%	46%	*	56%	46%
Economically Disadvantaged Students	33	731	731	731	*	*	33%	30%	0%	30%	31%
Non-Economically Disadvantaged Students	129	766	766	762	*	*	16%	58%	12%	70%	63%
Students with Disabilities	24	716	716	720	*	*	*	*	*	21%	24%
Students without Disabilities	138	766	766	755	*	*	*	*	*	69%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	170	752	752	753	*	12%	27%	48%	*	57%	56%
White	92	758	758	762	*	*	27%	52%	11%	63%	67%
Hispanic	37	742	742	740	*	*	27%	38%	*	46%	40%
Black or African American	20	734	734	737	*	*	*	*	0%	35%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	96	754	754	758	*	12%	27%	48%	*	58%	61%
Male	74	749	749	749	*	14%	26%	49%	*	54%	51%
Economically Disadvantaged Students	34	725	725	737	*	*	32%	*	0%	24%	36%
Non-Economically Disadvantaged Students	136	759	759	764	*	*	25%	*	10%	65%	69%
Students with Disabilities	32	727	727	725	*	*	*	*	0%	25%	25%
Students without Disabilities	138	758	758	759	*	*	*	*	10%	64%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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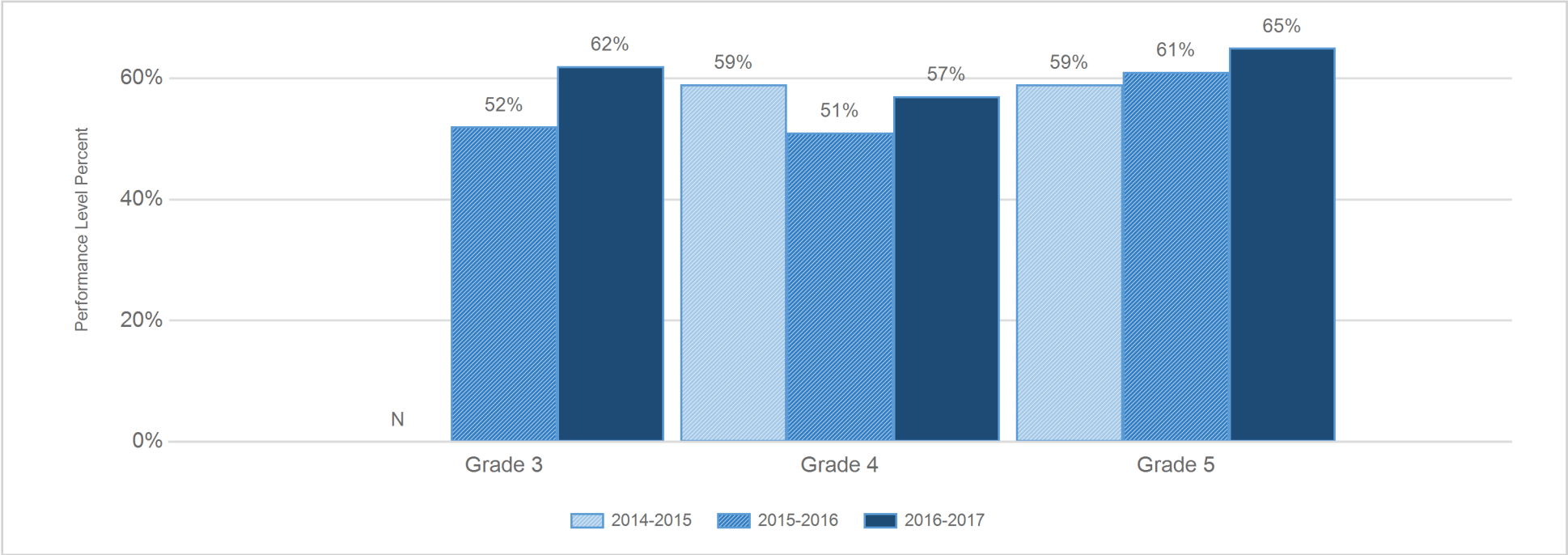
English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	171	762	762	756	*	*	27%	53%	12%	65%	59%
White	97	764	764	763	*	*	26%	58%	10%	68%	69%
Hispanic	27	749	749	743	*	*	*	41%	*	48%	44%
Black or African American	25	758	758	740	*	0%	48%	*	*	48%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	13	770	770	757	*	0%	0%	77%	*	92%	60%
Female	79	771	771	761	*	*	23%	51%	*	71%	66%
Male	92	754	754	750	*	*	30%	54%	*	60%	53%
Economically Disadvantaged Students	31	751	751	740	*	*	32%	48%	*	52%	40%
Non-Economically Disadvantaged Students	140	764	764	765	*	*	26%	54%	*	68%	71%
Students with Disabilities	26	728	728	725	*	*	58%	*	0%	12%	22%
Students without Disabilities	145	768	768	762	*	*	21%	*	15%	75%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	487	97.7	57.90	53.20	43.50	57.9	54.4	Met Target
White	275	96.2	67.70	60.40	52.40	67.7	63.7	Met Target
Hispanic	84	100.0	27.40	30.70	27.60	27.4	30.6	Met Target†
Black or African American	68	100.0	39.70	29.00	21.70	39.7	30.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	36	100.0	77.80	*	75.60	77.8	75.2	Met Target
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	24	96.0	75.00	*	44.90	75	60.4	N
Female	254	97.8	57.90	53.10	44.10	57.9		
Male	233	97.6	58.00	53.40	42.90	58		
Economically Disadvantaged Students	95	100.0	28.50	23.10	25.10	28.5	24.1	Met Target
Non-Economically Disadvantaged Students	392	97.1	65.00	60.30	54.30	65		
Students with Disabilities	81	96.6	27.10	19.40	16.50	27.1	24.8	Met Target
Students without Disabilities	406	97.9	64.00	60.00	48.80	64		
English Learners	32	100.0	12.50	*	23.30	12.5	14.9	Met Target†
Non-English Learners	455	97.5	61.10	*	45.20	61.1		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	161	760	760	751	*	*	22%	42%	20%	62%	53%
White	93	768	768	759	*	*	24%	43%	28%	71%	63%
Hispanic	22	735	735	738	*	*	*	*	0%	23%	37%
Black or African American	25	742	742	733	*	*	*	44%	*	48%	32%
Asian, Native Hawaiian, or Pacific Islander	16	776	776	779	*	0%	0%	63%	*	94%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	90	759	759	751	*	*	21%	52%	13%	66%	52%
Male	71	760	760	751	*	*	24%	30%	28%	58%	53%
Economically Disadvantaged Students	33	736	736	736	*	*	33%	*	*	24%	34%
Non-Economically Disadvantaged Students	128	766	766	761	*	*	20%	*	*	72%	65%
Students with Disabilities	24	731	731	729	*	*	*	*	0%	29%	29%
Students without Disabilities	137	765	765	755	*	*	*	*	23%	68%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	171	747	747	747	9%	15%	26%	45%	6%	51%	47%
White	91	757	757	755	*	*	29%	53%	*	60%	59%
Hispanic	37	732	732	734	*	32%	*	32%	0%	32%	30%
Black or African American	22	721	721	729	*	*	*	*	0%	14%	25%
Asian, Native Hawaiian, or Pacific Islander	15	758	758	774	*	0%	*	*	*	73%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	97	745	745	747	*	16%	28%	45%	*	49%	47%
Male	74	750	750	747	*	14%	23%	45%	*	54%	48%
Economically Disadvantaged Students	34	726	726	732	*	32%	*	*	*	24%	27%
Non-Economically Disadvantaged Students	137	753	753	757	*	10%	*	*	*	58%	61%
Students with Disabilities	32	727	727	724	*	38%	*	*	*	28%	22%
Students without Disabilities	139	752	752	751	*	9%	*	*	*	56%	52%
English Learners	10	700	700	716	*	*	*	*	*	*	12%
Non-English Learners	161	750	750	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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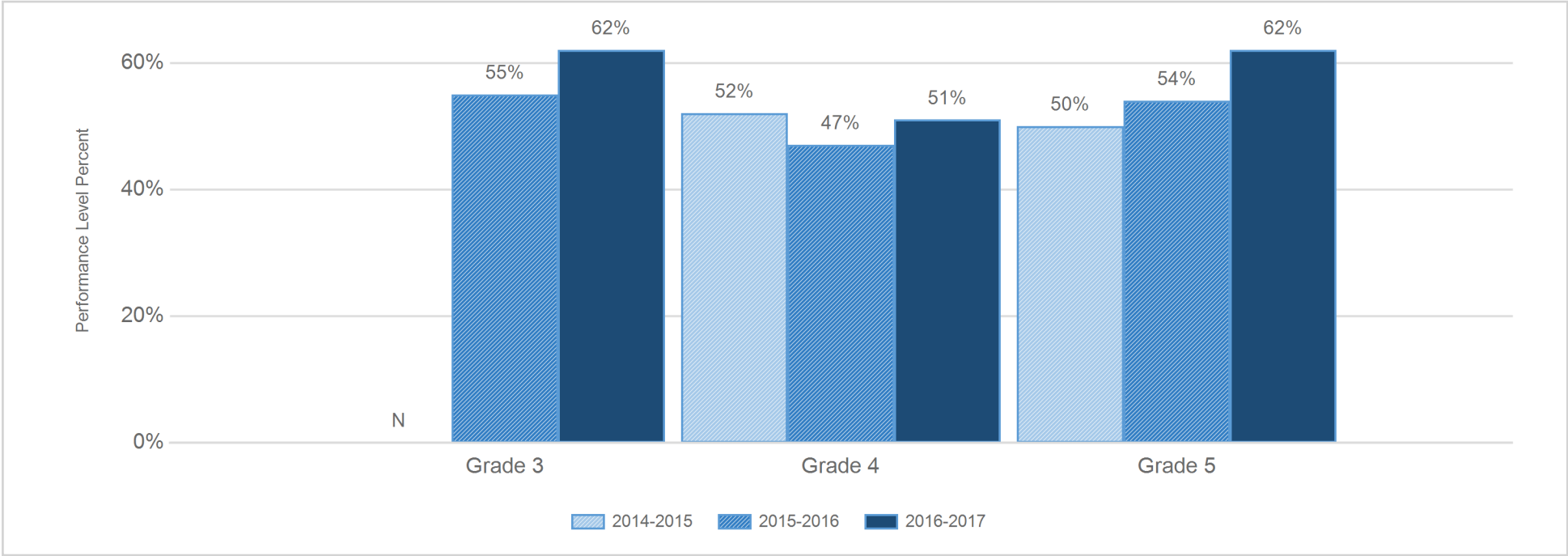
Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	172	757	757	747	*	*	29%	52%	9%	62%	46%
White	97	764	764	754	*	*	23%	60%	12%	72%	57%
Hispanic	27	739	739	735	*	*	67%	*	0%	22%	30%
Black or African American	25	745	745	729	*	*	*	44%	*	52%	22%
Asian, Native Hawaiian, or Pacific Islander	10	763	763	774	0%	0%	*	*	*	70%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	13	759	759	747	*	*	*	77%	*	77%	47%
Female	79	757	757	747	*	*	32%	53%	*	62%	47%
Male	93	756	756	746	*	*	27%	52%	*	61%	46%
Economically Disadvantaged Students	32	741	741	732	*	*	41%	44%	0%	44%	27%
Non-Economically Disadvantaged Students	140	760	760	756	*	*	26%	54%	11%	66%	59%
Students with Disabilities	26	734	734	725	*	*	46%	*	*	27%	19%
Students without Disabilities	146	761	761	751	*	*	26%	*	*	68%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	*	*
5	*	*

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency. The table also shows the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

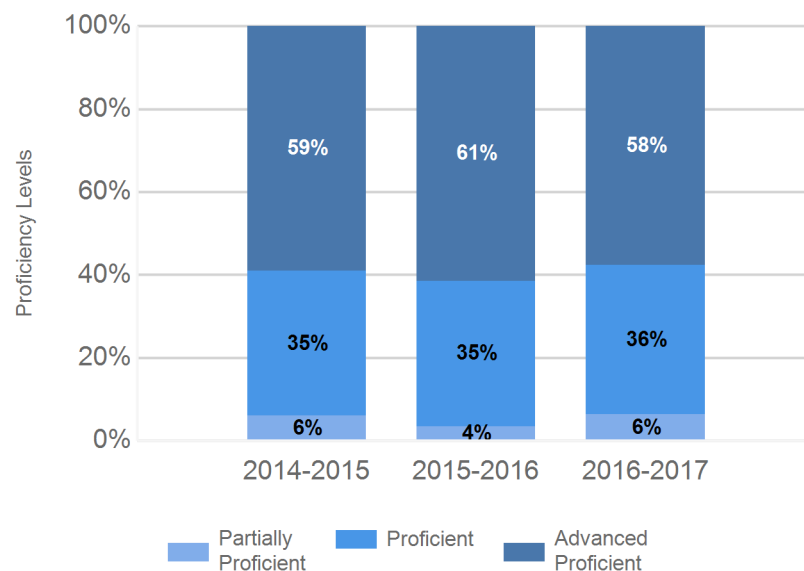
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	58%	36%	6%
White	69%	31%	N
Hispanic	46%	46%	8%
Black or African American	24%	52%	24%
Asian, Native Hawaiian, or Pacific Islander	65%	24%	12%
American Indian or Alaska Native	*	N	N
Two or More Races	*	N	N
Economically Disadvantaged Students	24%	55%	21%
Students with Disabilities	41%	52%	7%
English Learners	N	40%	60%

NJASK Science Assessment Performance Trends: Grade 4

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





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	51.5	62	50	Met Target	64	52	50	Exceeds Target
White	53	60	50	Met Target	71	52	52	Exceeds Target
Hispanic	47.5	61	49	Met Target	47.5	45.5	47	Met Target
Black or African American	57	62	45	Met Target	62	58.5	43	Exceeds Target
Asian, Native Hawaiian, or Pacific Islander	42	68	60	Met Target	34	*	59	Not Met
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	55	*	51	**	71	56.5	52	**
Economically Disadvantaged	55	61	47	Met Target	60.5	52	46	Exceeds Target
Students with Disabilities	50	56.5	41	Met Target	60	51	43	Exceeds Target
English Learners	38	61	53	**	54	52.5	51	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.



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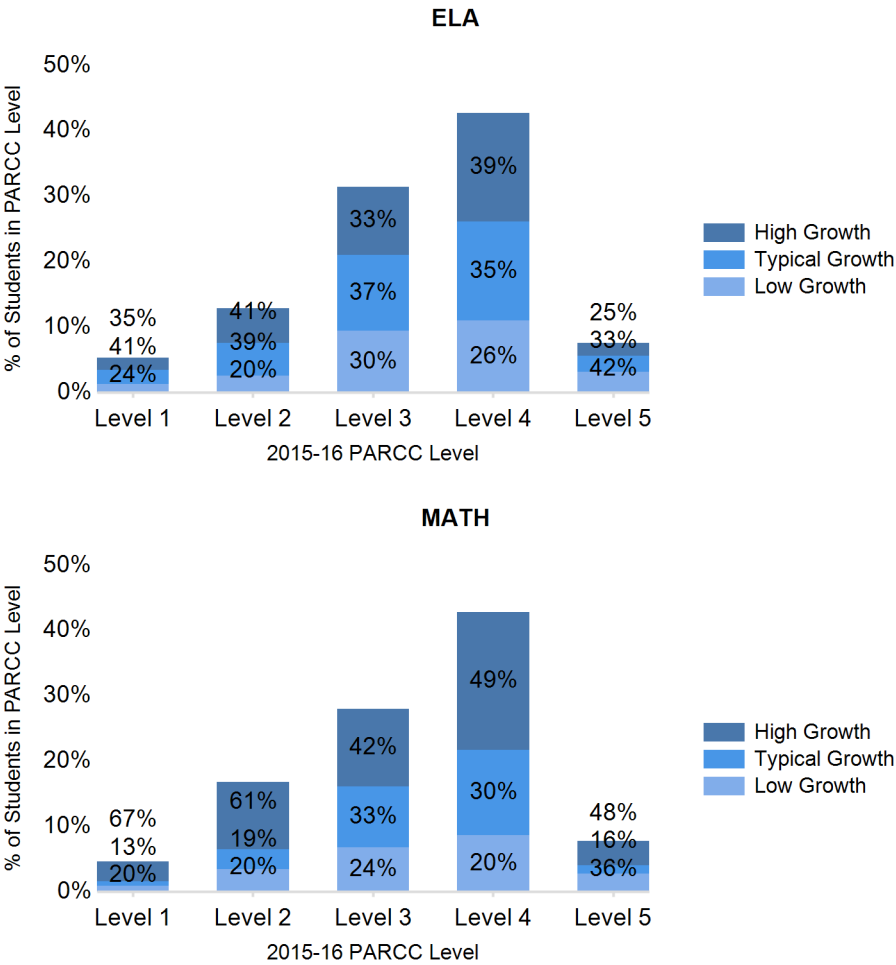
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

- Low Growth: Less than 35
- Typical Growth: Between 35 and 65
- High Growth: Greater than 65

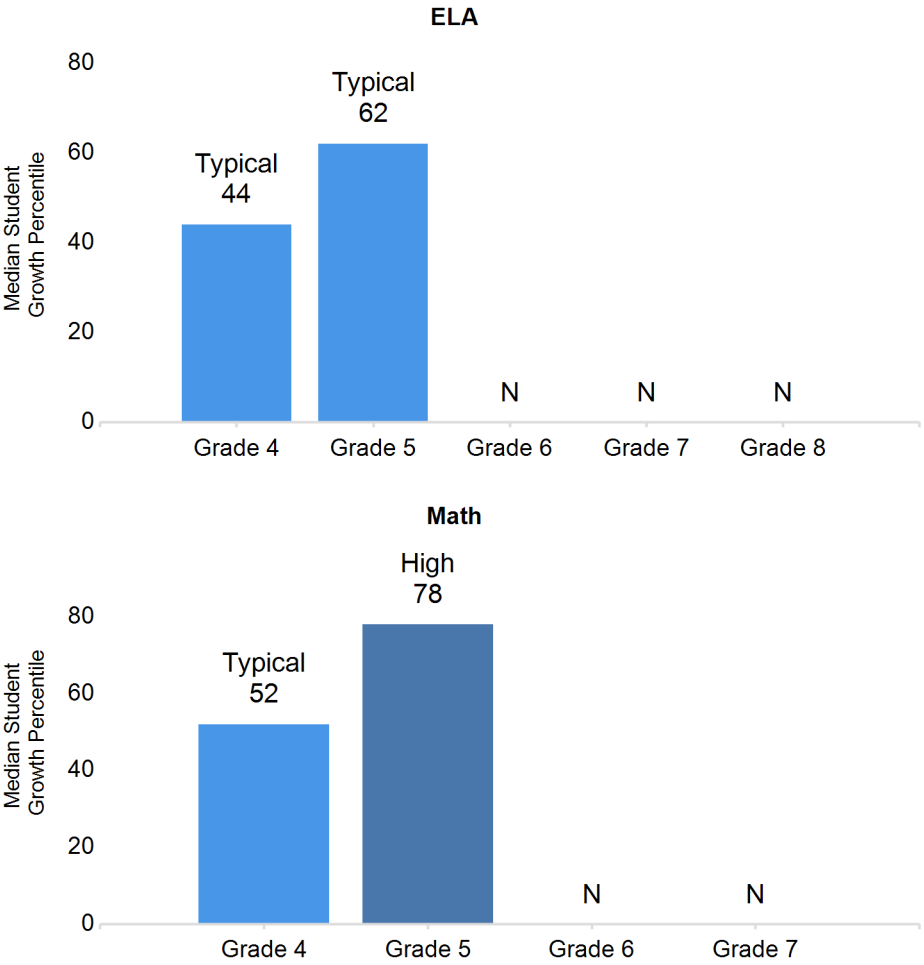
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

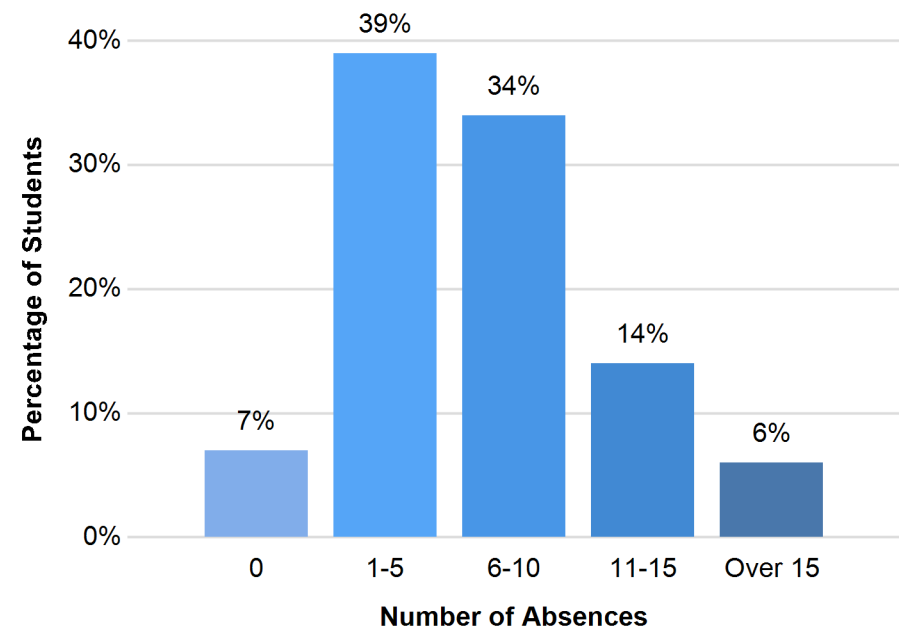
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.50	7.00	Met Target
White	4.80	7.00	Met Target
Hispanic	1.20	7.00	Met Target
Black or African American	1.40	7.00	Met Target
Asian, Native Hawaiian, or Pacific Islander	0	7.00	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	7.70	7.00	Not Met
Economically Disadvantaged Students	3.50	7.00	Met Target
Students with Disabilities	4.70	7.00	Met Target
English Learners	0	7.00	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.

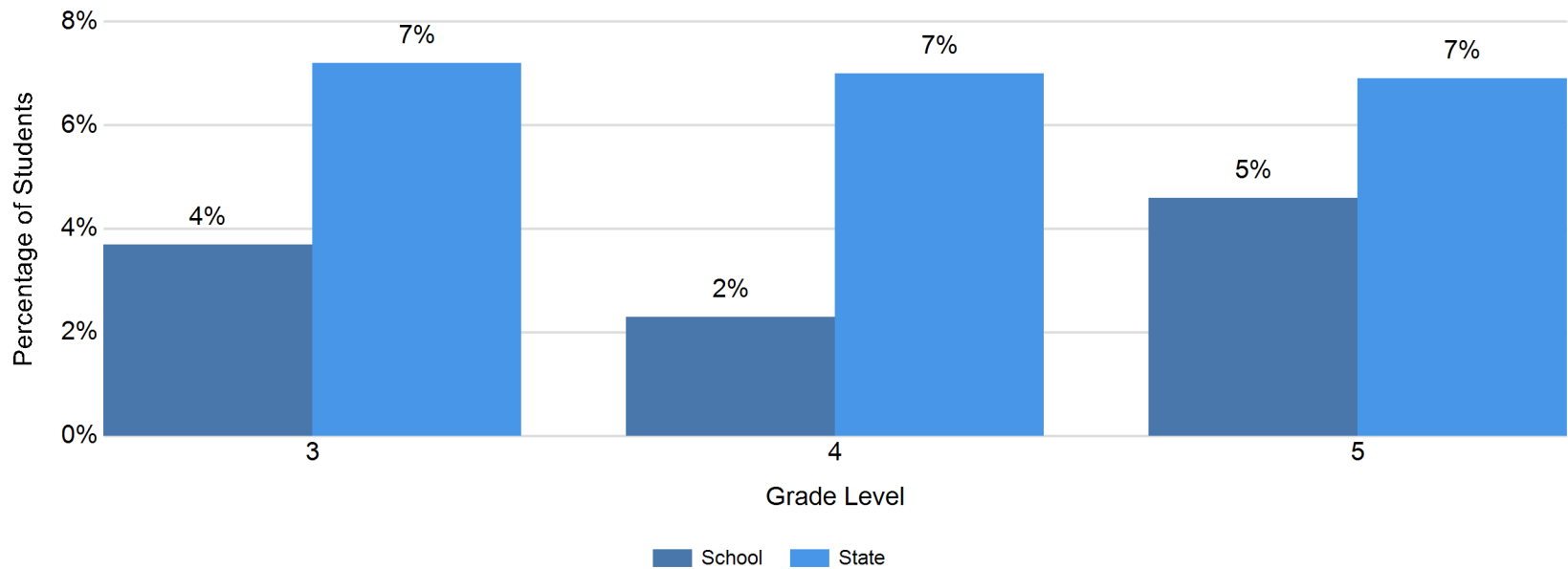
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:30AM
Typical End Time	3:20PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs. 15 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	2
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.39

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	2.0%
Out-of-School Suspensions	0.4%
Any Suspension	2.3%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.1:1	322.0 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$426	\$14,367	\$14,793



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	42	120,724
Average years experience in public schools	10.2	11.8
Average years experience in district	9.3	10.5
Teachers in district for 4 or more years	67%	74%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	9	9,506
Average years experience in public schools	19.1	15.9
Average years experience in district	8.1	11.6
Administrators in district for 4 or more years	78%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	10:1
Administrators	511:1	173:1
Librarian/Media Specialists		777:1
Nurses		388:1
Counselors		777:1
Child Study Team		194:1



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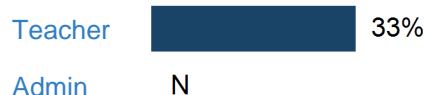
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	98%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	51.2	17.5%
Mathematics Proficiency	61.9	17.5%
English Language Arts Growth	54.3	25.0%
Mathematics Growth	81.4	25.0%
Chronic Absenteeism	89.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		67.1
Summative Rating: Percentile rank of Summative Score		76.2
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	67.1	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
White	70.6	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Hispanic	55.0	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Black or African American	86.6	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Asian, Native Hawaiian, or Pacific Islander	28.8	11.9	No	Met Target	Met Target	Met Target	Met Target	Not Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	N	N	Not Met	**	**	No
Economically Disadvantaged Students	71.6	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Students with Disabilities	75.6	11.9	No	Met Target†	Met Target	Met Target	Met Target	Exceeds Target	No
English Learners	50.0	11.9	No	Met Target	Met Target†	Met Target	**	Met Target	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Dr. Lamberti	Email Address:	mlamberti@tfschools.org
Address:	220 HANCE AVENUE TINTON FALLS, NJ 07724-2729	Website:	www.tfs.k12.nj.us
Phone:	(732)460-2416	Facebook:	https://www.facebook.com/TFSPride/
		Twitter:	https://www.twitter.com/TFSPantherPride

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • New Jersey School of Character Honorable Mention • Technology is part of each school day with all students utilizing 1:1 Chrombooks • Curriculum includes hands on science, project based learning, balanced literacy
 Mission, Vision, Theme:	Swimming River School- Home Away From Home frames all activities and school culture on our Character Education curriculum
 Awards, Recognition, Accomplishments:	Teacher of the Year, Support Staff Member of the Year, NJ School of Character






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School Narrative

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

 Courses, Curriculum, Instruction:	In a partnership with the community, the Tinton Falls School District will create effective programs which enable all students to achieve academic excellence, based on the NJ Student Learning Standards in order to become socially responsible, productive citizens and life-long learners.
 Clubs and Activities:	Art, Computer and Homework Clubs, Safety Patrol, Advanced Chorus and Band Evening Performances
 Before and After School Programs:	After School and Morning Care Programs/After School Tutoring/After School ESL Tutoring







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School Narrative

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

 <p>Staff and Professional Learning:</p>	<p>In a partnership with the community, the Tinton Falls School District will create effective programs which enable all students to achieve academic excellence, based on the NJ Student Learning Standards in order to become socially responsible, productive citizens and life-long learners.</p>
 <p>Student Supports and Services:</p>	<p>Tinton Falls Schools has a comprehensive special education programs that support students with varying abilities. We provide services year round and ensure that our staff is involved in meaningful and ongoing professional development. English as Second Language students benefit from instruction during and after school and are provided extra reading and writing instruction.</p>
 <p>Student Health and Wellness:</p>	<p>Students in Tinton Falls benefit from wellness programs that include the Physical Education Teachers, Health Teachers, School Nurse. Breakfast and lunch is served on a sliding scale. All students participate in regular physical education and recess throughout the school year.</p>
 <p>Parent and Community Involvement:</p>	<p>In a partnership with the community, the Tinton Falls School District will create effective programs which enable all students to achieve academic excellence, based on the NJ Student Learning Standards in order to become socially responsible, productive citizens and life-long learners.</p>



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School Narrative

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

<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>The Tinton Falls School District makes a concerted effort to plan both long and short term in order to continue and maintain our excellent schools. Regularly planned maintenance and facility and capital projects are part of the annual budget. Larger projects have been given positive support from the community through the passage of a referendum. Careful year after year planning and implementation have maintained outstanding schools for our students and staff.</p>
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
6	170	166	156
7	153	166	169
8	184	145	171
Ungraded	13	21	20
Total	520	498	516

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	45%	45%	49%
Male	55%	55%	51%
Economically Disadvantaged Students	20%	20%	19%
Students with Disabilities	19%	20%	17%
English Learners	0%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			2%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	59.1%
Hispanic	14.3%
Black or African American	12.0%
Asian	6.8%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	7.4%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown. All other students are included in Other Languages.

Home Language	% of Students
English	88.8%
Spanish	6.2%
Other	5.2%



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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	477	93.3	77.20	69.20	54.90	75.6	74.4	Met Target
White	283	93.2	83.70	75.70	63.90	82	80	Met Goal
Hispanic	65	89.0	66.10	55.00	39.80	62	58.5	Met Target
Black or African American	56	92.3	46.40	43.40	35.20	44.8	45.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	83.3	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	86.1	80	Met Goal
Female	228	91.7	84.20	74.30	62.20	81.1		
Male	249	94.8	70.60	64.20	48.10	70.4		
Economically Disadvantaged Students	86	92.6	54.70	44.20	36.20	*	51.2	Met Target
Non-Economically Disadvantaged Students	391	93.4	82.10	75.00	65.80	*		
Students with Disabilities	79	85.9	22.80	20.70	20.50	20.6	26.8	Met Target†
Students without Disabilities	398	94.9	88.00	78.90	61.90	87.8		
English Learners	20	100.0	40.00	28.00	25.20	40	N	N
Non-English Learners	457	93.0	78.70	71.40	57.40	77.1		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	149	768	768	752	*	*	21%	40%	29%	69%	54%
White	89	774	774	758	*	*	17%	45%	33%	78%	63%
Hispanic	21	761	761	740	0%	*	*	*	*	57%	38%
Black or African American	20	738	738	736	*	*	*	*	*	40%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	76	772	772	758	*	*	18%	46%	29%	75%	61%
Male	73	764	764	746	*	*	23%	34%	29%	63%	46%
Economically Disadvantaged Students	29	741	741	737	*	*	41%	*	*	35%	34%
Non-Economically Disadvantaged Students	120	774	774	761	*	*	16%	*	*	78%	65%
Students with Disabilities	19	727	727	722	*	*	*	*	*	11%	17%
Students without Disabilities	130	774	774	758	*	*	*	*	*	78%	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	149	768	768	753	*	*	21%	40%	29%	69%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	*	*	*	751	*	*	*	*	*	*	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	158	782	782	756	*	*	13%	32%	51%	82%	59%
White	89	786	786	764	*	*	12%	34%	53%	87%	69%
Hispanic	26	775	775	742	0%	*	*	39%	42%	81%	44%
Black or African American	16	754	754	737	*	*	*	*	*	50%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	*	*	*	755	*	*	*	*	*	*	59%
Two or More Races	15	792	792	757	0%	0%	*	*	73%	93%	59%
Female	81	790	790	764	*	*	*	31%	61%	91%	68%
Male	77	773	773	749	*	*	*	33%	40%	73%	51%
Economically Disadvantaged Students	28	762	762	739	*	*	*	36%	*	64%	40%
Non-Economically Disadvantaged Students	130	786	786	766	*	*	*	31%	*	86%	70%
Students with Disabilities	21	741	741	719	*	*	52%	*	0%	29%	19%
Students without Disabilities	137	788	788	763	*	*	7%	*	58%	91%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	171	780	780	757	*	*	10%	45%	37%	82%	59%
White	105	782	782	764	*	*	*	51%	37%	88%	68%
Hispanic	18	762	762	742	*	0%	*	*	*	56%	44%
Black or African American	21	751	751	738	*	*	*	57%	*	62%	39%
Asian, Native Hawaiian, or Pacific Islander	19	803	803	786	0%	0%	*	*	68%	90%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	74	786	786	766	*	*	*	47%	41%	88%	68%
Male	97	775	775	749	*	*	*	43%	34%	77%	50%
Economically Disadvantaged Students	23	767	767	739	*	*	*	52%	*	74%	40%
Non-Economically Disadvantaged Students	148	782	782	766	*	*	*	44%	*	83%	69%
Students with Disabilities	31	737	737	718	*	*	*	*	*	26%	18%
Students without Disabilities	140	790	790	764	*	*	*	*	*	94%	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

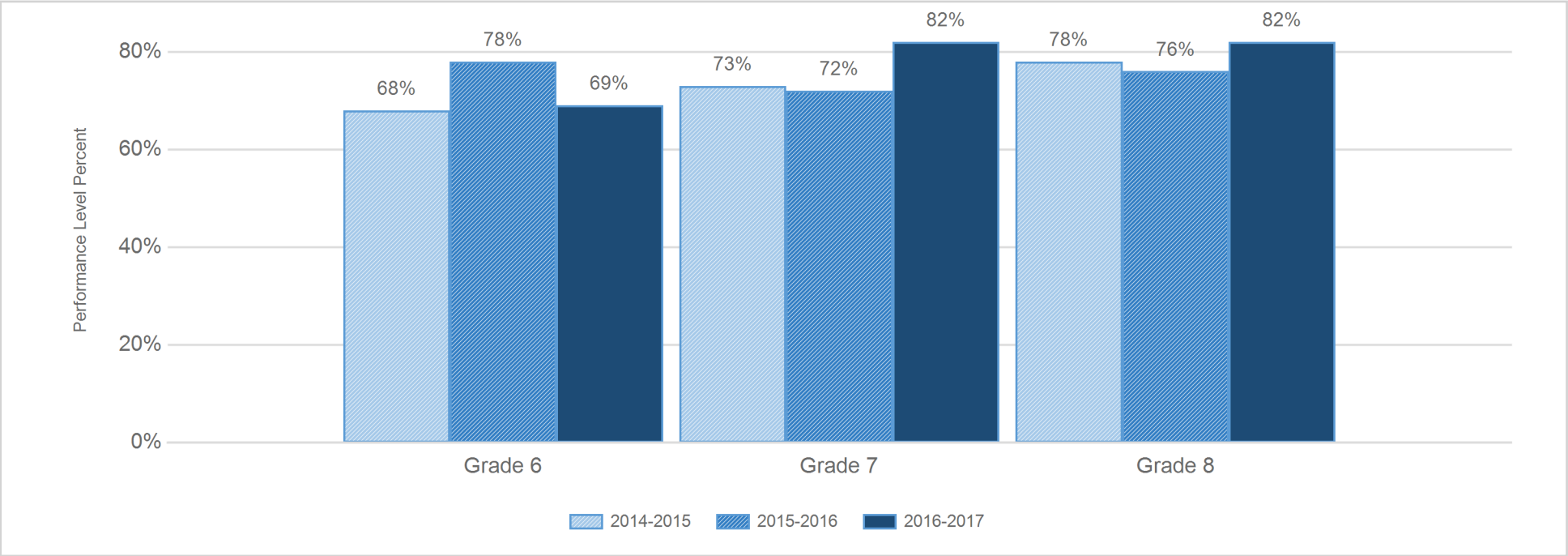


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	478	93.3	48.60	53.20	43.50	47.6	56.7	Not Met
White	283	93.2	53.40	60.40	52.40	52.3	61.4	Not Met
Hispanic	66	89.3	34.80	30.70	27.60	32.7	43.4	Not Met
Black or African American	56	92.3	16.10	29.00	21.70	15.5	22.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	72.3	80	Met Target†
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	63.9	61	Met Target
Female	228	91.8	47.80	53.10	44.10	46		
Male	250	94.8	49.20	53.40	42.90	49.1		
Economically Disadvantaged Students	87	92.7	17.20	23.10	25.10	*	27.1	Not Met
Non-Economically Disadvantaged Students	391	93.4	55.50	60.30	54.30	*		
Students with Disabilities	79	85.9	11.40	19.40	16.50	10.3	23.8	Not Met
Students without Disabilities	399	94.9	55.90	60.00	48.80	55.8		
English Learners	21	100.0	*	*	23.30	*	N	N
Non-English Learners	457	93.0	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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Mathematics Assessment - Performance by Grade: Grade 6**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	151	748	748	743	*	17%	33%	35%	*	46%	44%
White	89	754	754	751	*	*	35%	40%	12%	53%	54%
Hispanic	23	732	732	731	*	*	*	*	0%	26%	27%
Black or African American	20	726	726	724	*	*	*	*	0%	20%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	13	755	755	745	*	*	*	*	*	54%	46%
Female	77	745	745	745	*	16%	34%	38%	*	46%	45%
Male	74	750	750	742	*	18%	32%	32%	*	46%	43%
Economically Disadvantaged Students	31	720	720	728	*	*	36%	*	0%	13%	24%
Non-Economically Disadvantaged Students	120	755	755	752	*	*	33%	*	13%	54%	56%
Students with Disabilities	19	719	719	717	*	*	*	*	*	11%	13%
Students without Disabilities	132	752	752	748	*	*	*	*	*	51%	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Mathematics Assessment - Performance by Grade: Grade 7**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	158	746	746	741	*	16%	35%	41%	*	46%	40%
White	89	749	749	748	*	15%	34%	47%	*	51%	49%
Hispanic	26	743	743	730	*	*	42%	39%	0%	39%	23%
Black or African American	16	728	728	726	*	*	*	*	*	13%	19%
Asian, Native Hawaiian, or Pacific Islander	11	754	754	764	0%	*	*	*	*	55%	72%
American Indian or Alaska Native	*	*	*	741	*	*	*	*	*	*	45%
Two or More Races	15	751	751	740	*	*	*	*	*	60%	39%
Female	81	746	746	743	*	15%	44%	35%	*	40%	41%
Male	77	746	746	740	*	17%	25%	48%	*	52%	38%
Economically Disadvantaged Students	28	731	731	729	*	*	46%	*	*	14%	22%
Non-Economically Disadvantaged Students	130	749	749	749	*	*	32%	*	*	52%	50%
Students with Disabilities	21	717	717	716	*	*	*	*	*	*	11%
Students without Disabilities	137	751	751	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Mathematics Assessment - Performance by Grade: Grade 8**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	124	737	737	728	*	18%	27%	40%	*	41%	28%
White	75	742	742	736	*	16%	27%	44%	*	45%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	21	718	718	715	*	*	*	*	0%	19%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	53	738	738	730	*	*	26%	47%	*	47%	30%
Male	71	736	736	725	*	*	27%	34%	*	37%	26%
Economically Disadvantaged Students	22	728	728	719	*	*	*	*	*	32%	19%
Non-Economically Disadvantaged Students	102	739	739	734	*	*	*	*	*	43%	34%
Students with Disabilities	30	710	710	705	*	*	*	*	*	13%	*
Students without Disabilities	94	745	745	734	*	*	*	*	*	50%	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	733	*	*	*	*	*	*	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	777	777	743	0%	0%	*	87%	*	98%	42%
White	30	775	775	751	0%	0%	*	87%	*	97%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	N	N	N	724	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	11	784	784	774	0%	0%	0%	*	*	100%	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	21	770	770	744	0%	0%	*	100%	*	100%	43%
Male	26	782	782	741	0%	0%	*	77%	*	96%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	47	777	777	745	0%	0%	*	87%	*	98%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

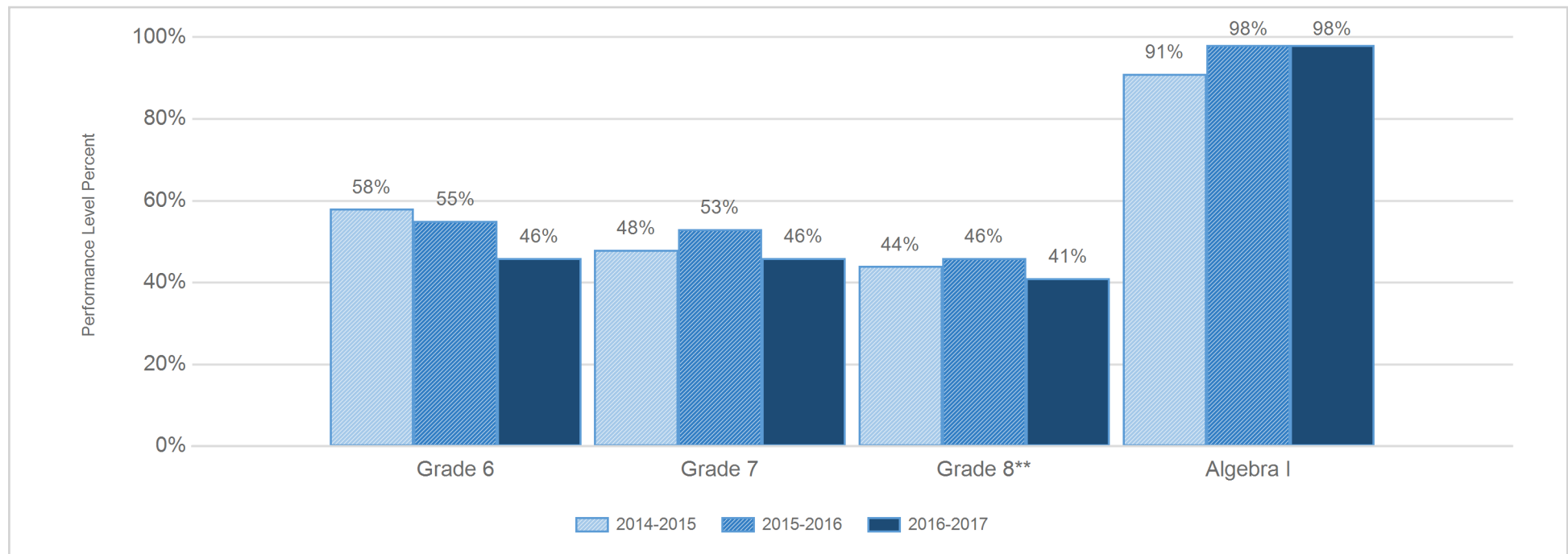


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Alternate Assessments - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	*	*
8	*	*

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency. The table also shows the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	N	N	N
4	N	N	N
5+	N	N	N



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

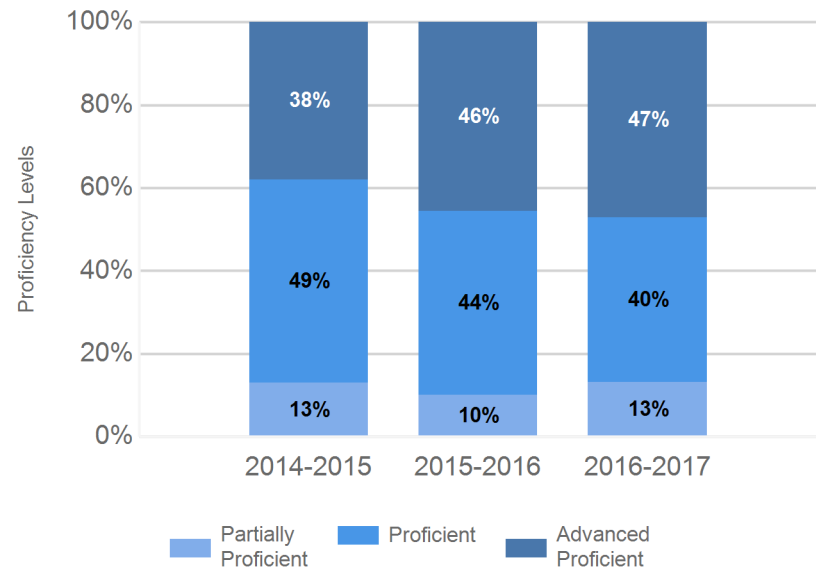
NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	47%	40%	13%
White	51%	41%	7%
Hispanic	28%	56%	17%
Black or African American	18%	39%	43%
Asian, Native Hawaiian, or Pacific Islander	84%	16%	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	28%	34%	38%
Students with Disabilities	21%	46%	33%
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 8

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





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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	69	62	50	Exceeds Target	40	52	50	Met Target
White	64.5	60	50	Exceeds Target	37	52	52	Not Met
Hispanic	75	61	49	Exceeds Target	45	45.5	47	Met Target
Black or African American	67	62	45	Exceeds Target	51	58.5	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	76.5	68	60	Exceeds Target	*	*	59	**
American Indian or Alaska Native	*	*	51	**	*	*	51	**
Two or More Races	*	*	51	Exceeds Target	54	56.5	52	Met Target
Economically Disadvantaged	67	61	47	Exceeds Target	45	52	46	Met Target
Students with Disabilities	66	56.5	41	Exceeds Target	43.5	51	43	Met Target
English Learners	72	61	53	**	51	52.5	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



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Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

Low Growth: Less than 35

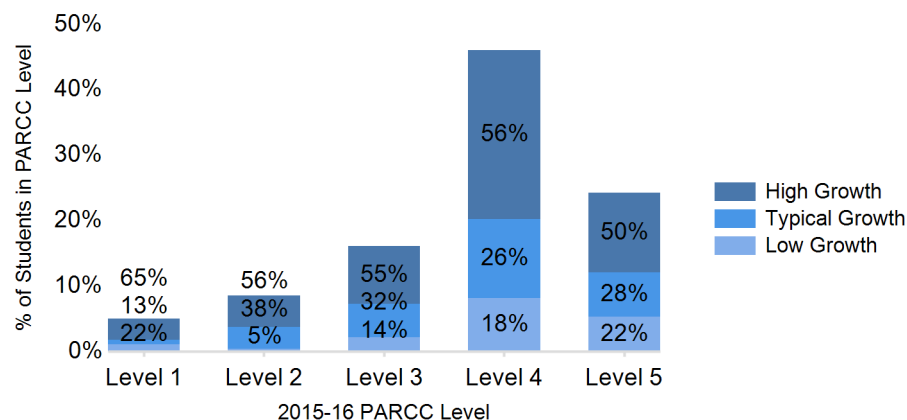
Typical Growth: Between 35 and 65

High Growth: Greater than 65

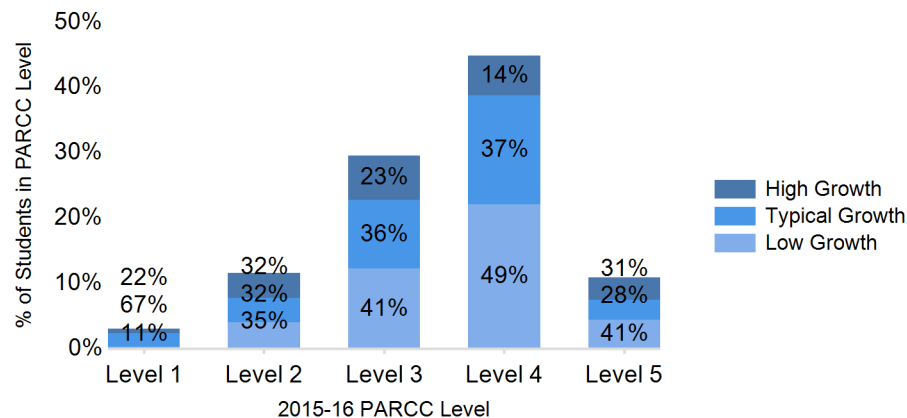
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.

ELA



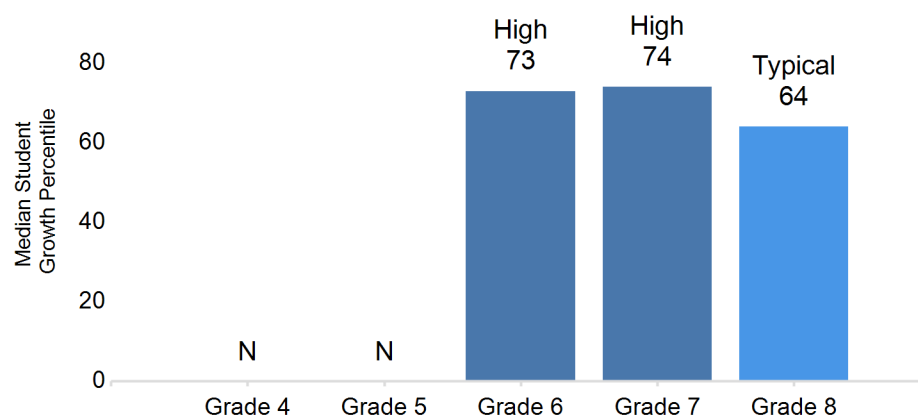
MATH



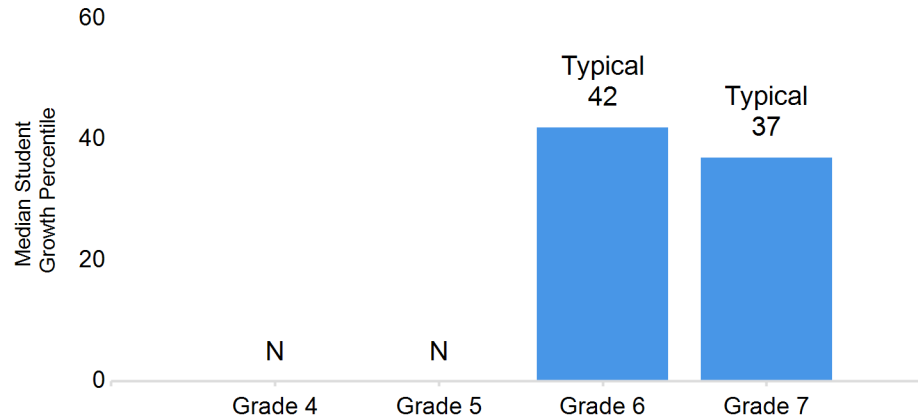
Student Growth by Grade

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

ELA



Math





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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	170
7	0	0	183
8	50	0	131
Schoolwide	50	0	484

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

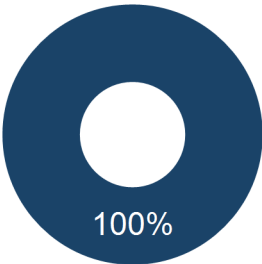
Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	124	30	0	0	0	0	0
7	124	35	0	0	0	0	0
8	120	34	0	0	0	0	0
Schoolwide	368	99	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N

Visual and Performing Arts – Course Participation

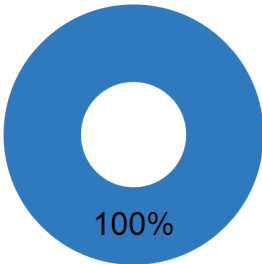
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

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

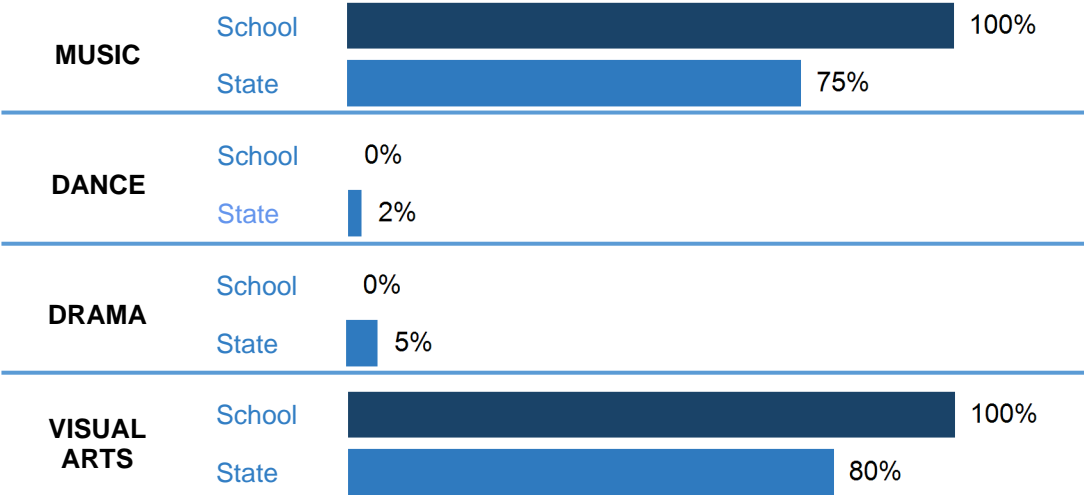


School



State

Students enrolled in one or more classes by discipline:





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

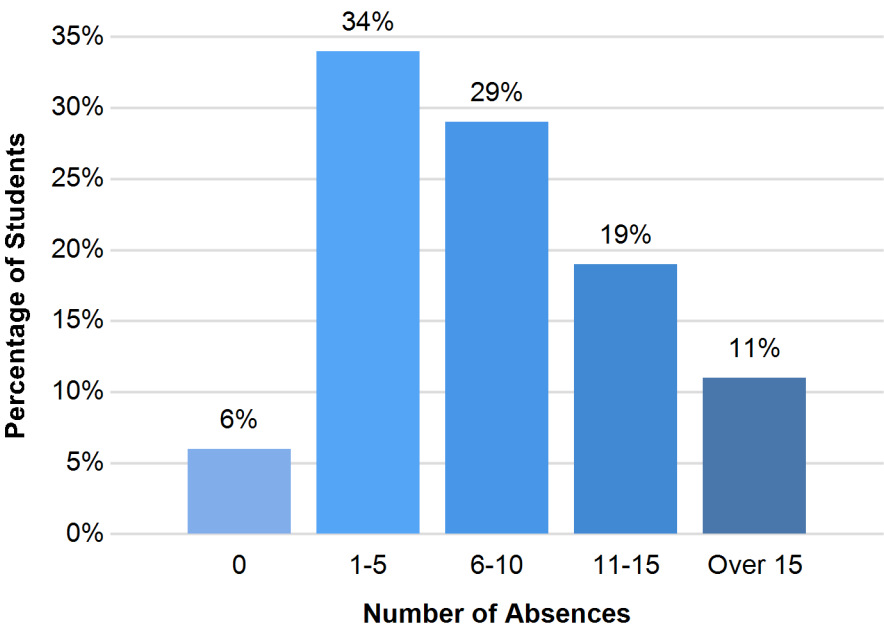
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.60	8.70	Met Target
White	7.60	8.70	Met Target
Hispanic	8.10	8.70	Met Target
Black or African American	6.20	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	2.80	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	13.20	8.70	Not Met
Economically Disadvantaged Students	12.50	8.70	Not Met
Students with Disabilities	17.60	8.70	Not Met
English Learners	N	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



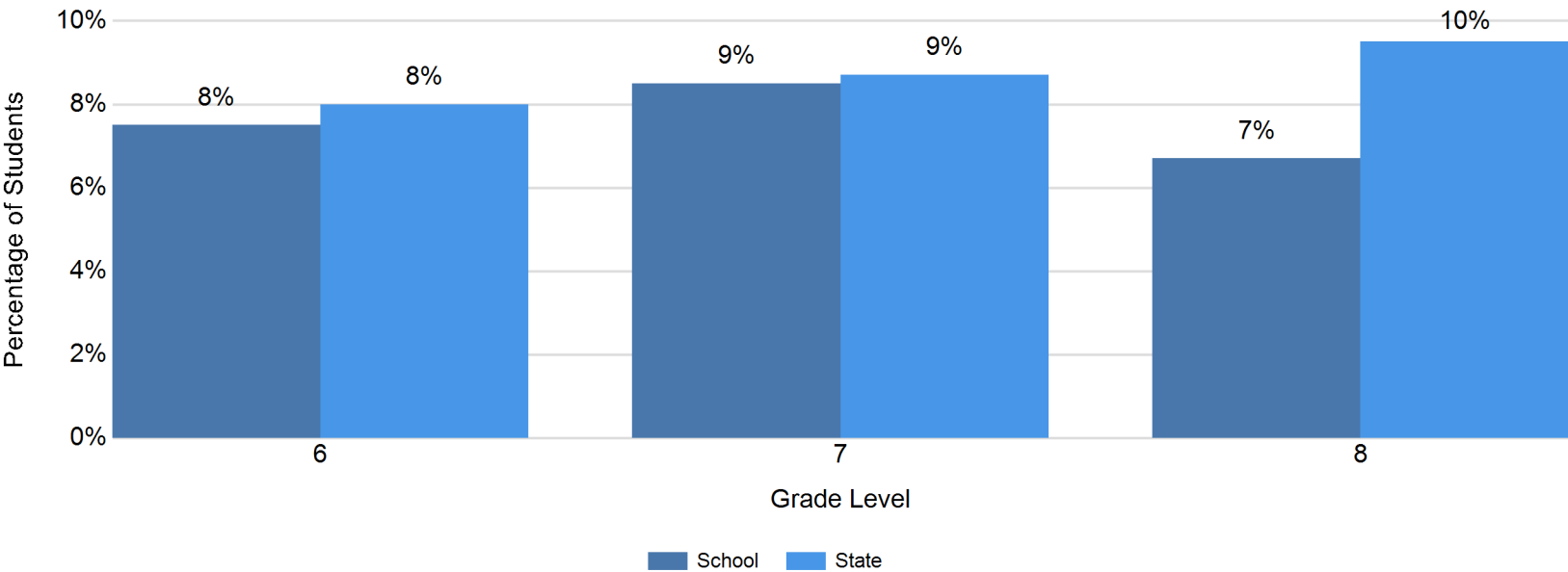


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	7:40AM
Typical End Time	2:30PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs. 15 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	0.97

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	1.2%
Out-of-School Suspensions	0.8%
Any Suspension	1.9%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.1:1	322.0 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$426	\$14,367	\$14,793



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	52	120,724
Average years experience in public schools	12.3	11.8
Average years experience in district	11.3	10.5
Teachers in district for 4 or more years	71%	74%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	9	9,506
Average years experience in public schools	19.1	15.9
Average years experience in district	8.1	11.6
Administrators in district for 4 or more years	78%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	10:1
Administrators	258:1	173:1
Librarian/Media Specialists		777:1
Nurses		388:1
Counselors		777:1
Child Study Team		194:1



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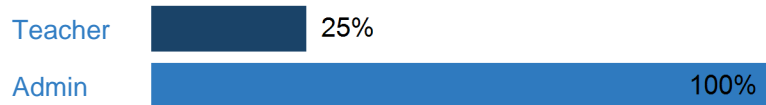
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	91%	89%
2015-16 Administrators: Same district 2016-17	100%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	97%



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Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	78.1	17.5%
Mathematics Proficiency	40.6	17.5%
English Language Arts Growth	96.9	25.0%
Mathematics Growth	27.2	25.0%
Chronic Absenteeism	38.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		57.6
Summative Rating: Percentile rank of Summative Score		61.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	57.6	11.9	No	Met Target	Not Met	Met Target	Exceeds Target	Met Target	No
White	52.1	11.9	No	Met Goal	Not Met	Met Target	Exceeds Target	Not Met	No
Hispanic	67.7	11.9	No	Met Target	Not Met	Met Target	Exceeds Target	Met Target	No
Black or African American	72.2	11.9	No	Met Target†	Met Target†	Met Target	Exceeds Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	59.6	11.9	No	Met Goal	Met Target†	Met Target	Exceeds Target	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	69.1	11.9	No	Met Goal	Met Target	Not Met	Exceeds Target	Met Target	No
Economically Disadvantaged Students	59.3	11.9	No	Met Target	Not Met	Not Met	Exceeds Target	Met Target	No
Students with Disabilities	55.2	11.9	No	Met Target†	Not Met	Not Met	Exceeds Target	Met Target	No
English Learners	**	**	No	N	N	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Ehid	Email Address:	mehid@tfschools.org
Address:	674 TINTON AVENUE TINTON FALLS, NJ 07724-3296	Website:	www.tfs.k12.nj.us
Phone:	(732)542-0775	Facebook:	https://www.facebook.com/TFSPride/
		Twitter:	https://twitter.com/PantherPrideTFM

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Recognized as a 2017 National School of Character • Technology is a part of each school day, with all students utilizing 1:1 personal Chromebooks • Multiple extra curricular activities which include various clubs and athletic teams.
 Mission, Vision, Theme:	<p>In a partnership with the community, the Tinton Falls School District will create effective programs which enable all students to achieve academic excellence, based on the NJ Student Learning Standards in order to become socially responsible, productive citizens and life-long learners.</p>
 Awards, Recognition, Accomplishments:	<p>2017 National School of Character, 2017 New Jersey School of Character, Championship Athletic Teams, student performance is above the state standard</p>







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 Courses, Curriculum, Instruction:	<p>TFMS offers outstanding educational programs, with engaging curriculum that is aligned with the New Jersey Student Learning Standards. Our teachers regularly differentiate instruction to meet students' individual needs, and provide opportunities that foster awareness of multiple intelligences and learning styles. Enrichment opportunities are available for all students as well as identified students from grades K-8. Advanced classes are available for students in grades 6-8.</p>
 Sports and Athletics:	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys)</p> <p>Tinton Falls School district is proud to offer athletic teams at the middles school. Emphasis is placed on sportsmanship and fair play. Our students and coaches encourage teamwork, cooperation and each students' best effort. This approach has led to many championships and recognitions.</p>
 Clubs and Activities:	<p>Art, Band, Chorus, Community Service, Computer, Drama, Games and Chess, Homework, Intramurals, National Junior Honor Society, Student Council, Super Sitters, Yearbook</p>
 Before and After School Programs:	<p>In addition to all the clubs and sports that TFMS offers, there are after school programs are offered to students who show an interest in STEAM, STEM, as well as remediation or reinforcement for ELA and mathematics.</p>







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 Staff and Professional Learning:	<p>Our staff participates in a variety of professional learning opportunities. Staff participates in multiple in-service days in district and are encouraged to attend out of district workshops. Staff participates in monthly PLC meetings, focusing on solving problems to support an increased student achievement. Our teacher leaders instruct staff in our Panther Academy, an after school professional development program.</p>
 Student Supports and Services:	<p>Tinton Falls Schools provides a comprehensive special education program for students in Pre-K- Grade 8. Students of varying abilities including students with physical limitations are able to participate in a least restrictive fashion their school day throughout the year including summer. English as Second Language Learners benefit from during and after school instruction. In addition, TFMS offers a support program, STAR (Student, Teacher, Academic Reinforcement) to support students.</p>
 Student Health and Wellness:	<p>Students participate in Health and Wellness in a variety of way in Tinton Falls. Physical Education Teachers and Health Teachers thematically instruct children. Students have access to recess as well as breakfast and lunch that is provided on a sliding scale.</p>
 Parent and Community Involvement:	<p>The Tinton Falls School District engages parents and the community. Parent groups include a very involved PTA, Music Parents Association and Board of Education. The community continuously supports the district through actively attending school functions, voting positively on budgets and engaging teachers and administrators daily. Our senior population volunteers regularly in the schools. They can often be seen reading to students and assisting in classrooms.</p>



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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>The Tinton Falls School District makes a concerted effort to plan both short and long term in order to continue to maintain our excellent schools Regularly planned maintenance and facilities capital projects are part of the annual budget.Larger facilities projects have been given positive support from the community through the passage of a facilities referendum.Careful year after year planning and implementation have helped maintain outstanding schools for our students and professional staff.</p>
--	--