NJ SCHOOL PERFORMANCE REPORT

TINC RD. ELEMENTARY SCHOOL
(27-3450-070)
Grades Offered: KG-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

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School Contact Info

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	MORRIS
District	MOUNT OLIVE TWP
Principal Name	MR. LIPSON
Address	24 TINC ROAD FLANDERS, NJ 07836
Phone Number	(973)927-2203
Email Address	SLIPSON@MTOLIVEBOE.ORG
Website	http://www.mtoliveboe.org/trs
Twitter	https://twitter.com/tincroadschool

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
KG	59	67	73
1	79	68	72
2	76	82	68
3	79	78	87
4	75	79	81
5	69	79	79
Total	437	453	460

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	46.7%	47.7%	49.6%
Male	53.3%	52.3%	50.4%
Economically Disadvantaged Students	22.4%	21.6%	18.3%
Students with Disabilities	19.2%	19.6%	19.8%
English Learners	5.5%	6.2%	6.7%
Homeless Students		0.7%	1.5%
Students in Foster Care		0.2%	0.4%
Military-Connected Students		0.2%	0.7%
Migrant Students		0.7%	0.7%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	60.6%	62.5%	60.0%
Hispanic	16.9%	15.2%	16.7%
Black or African American	8.0%	8.2%	7.6%
Asian	9.4%	8.8%	9.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.2%
American Indian or Alaska Native	0.5%	0.2%	0.2%
Two or More Races	4.6%	5.1%	5.7%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2015-16	2016-17	2017-18
KG - Half Day	59	67	73
KG - Full Day	0	0	0

Enrollment by Home Language

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

Home Language	% of Students
English	70.2%
Spanish	13.0%
Arabic	2.2%
Urdu	1.5%
Polish	1.5%
Other Languages	11.5%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	50	58	50	Met Standard	56.5	58	50	Met Standard
White	50	57.5	50	Met Standard	55	58	51	Met Standard
Hispanic	52.5	55.5	49	Met Standard	66	59	48	Exceeds Standard
Black or African American	55.5	46	44	**	56	53.5	44	**
Asian, Native Hawaiian, or Pacific Islander	47	65.5	61	**	55	62	61	**
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	*	62	49	**	*	65	51	**
Economically Disadvantaged	45.5	52	48	Met Standard	54.5	41	47	Met Standard
Students with Disabilities	46	51	41	Met Standard	60	44	43	Exceeds Standard
English Learners	54	71	54	**	54.5	56	51	**

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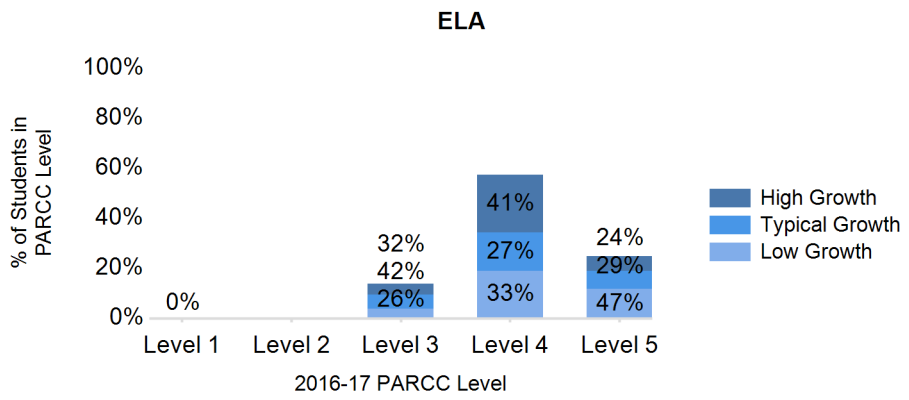
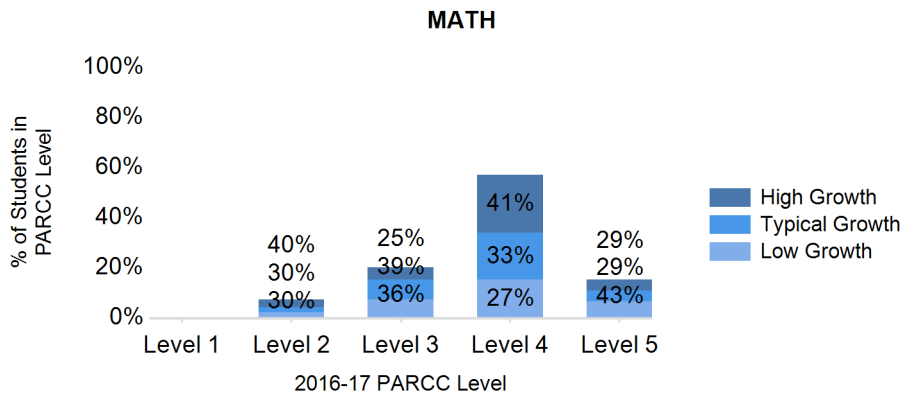
Student Growth by Performance Level

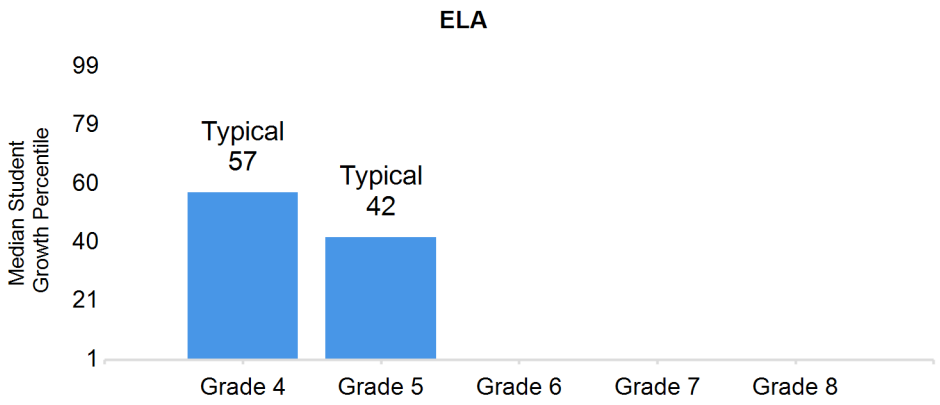
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

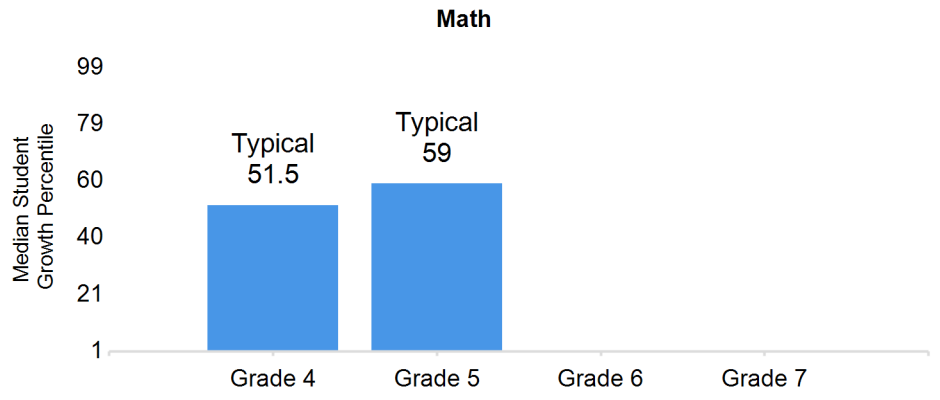




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	229	99.1	84.7	81.8	56.7	84.7	80	Met Goal
White	134	98.5	88.1	82.7	65.6	88.1	80	Met Goal
Hispanic	40	100.0	77.5	74.5	42.5	77.5	77.7	Met Target†
Black or African American	20	100.0	80.0	*	37.3	80.0	80	Met Goal
Asian, Native Hawaiian, or Pacific Islander	24	100.0	75.0	90.8	82.3	75.0	N	N
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	121	100.0	86.8	86.6	64.5	86.8		
Male	108	98.2	82.4	76.8	49.4	82.4		
Economically Disadvantaged Students	31	100.0	74.2	67.1	38.5	74.2	74.7	Met Target†
Non-Economically Disadvantaged Students	198	99.0	86.4	83.7	67.5	86.4		
Students with Disabilities	45	100.0	60.0	43.1	21.6	60.0	49.7	Met Target
Students without Disabilities	184	98.9	90.7	89.8	63.9	90.7		
English Learners	22	100.0	68.2	58.5	27.3	68.2	N	N
Non-English Learners	207	99.1	86.4	83.1	59.4	86.4		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	70.0	57.4	N		
Migrant Students	N	N	N	*	30.1	N		

† 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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	85	781	771	750	*	*	*	66%	20%	86%	52%
White	50	786	773	759	0%	*	*	*	*	90%	61%
Hispanic	14	771	754	736	*	*	0%	*	*	86%	38%
Black or African American	*	*	771	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	10	775	*	777	*	*	0%	*	*	70%	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	763	758	*	*	*	*	*	*	58%
Female	50	782	777	756	*	*	*	*	*	86%	57%
Male	35	781	763	744	*	*	*	*	*	86%	46%
Economically Disadvantaged Students	*	*	755	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	773	762	*	*	*	*	*	*	64%
Students with Disabilities	13	755	739	719	*	*	*	*	*	62%	24%
Students without Disabilities	72	786	779	756	*	*	*	*	*	90%	57%
English Learners	*	*	715	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	773	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	69	780	774	756	*	*	*	52%	33%	86%	58%
White	41	783	775	764	0%	0%	*	*	*	88%	68%
Hispanic	*	*	762	744	*	*	*	*	*	*	44%
Black or African American	*	*	774	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	755	763	*	*	*	*	*	*	63%
Female	34	790	776	762	*	*	*	*	*	88%	63%
Male	35	769	772	751	*	*	*	*	*	83%	53%
Economically Disadvantaged Students	13	771	753	740	*	*	*	*	*	85%	40%
Non-Economically Disadvantaged Students	56	782	777	767	*	*	*	*	*	86%	70%
Students with Disabilities	18	760	*	726	*	*	*	*	*	67%	25%
Students without Disabilities	51	786	*	762	*	*	*	*	*	92%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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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 both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	776	774	755	*	*	*	54%	29%	83%	58%
White	43	777	774	763	*	0%	*	56%	30%	86%	68%
Hispanic	17	768	769	743	0%	*	*	*	*	71%	43%
Black or African American	*	*	764	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	788	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	37	784	781	762	*	*	*	*	*	89%	66%
Male	39	769	769	749	*	*	*	*	*	77%	51%
Economically Disadvantaged Students	10	759	762	739	*	*	*	*	*	70%	39%
Non-Economically Disadvantaged Students	66	779	776	766	*	*	*	*	*	85%	71%
Students with Disabilities	13	759	740	724	*	*	*	*	*	54%	22%
Students without Disabilities	63	780	782	762	*	*	*	*	*	89%	65%
English Learners	N	N	*	712	N	N	N	N	N	N	11%
Non-English Learners	76	776	*	757	*	*	*	54%	29%	83%	60%
Homeless Students	N	N	*	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	*	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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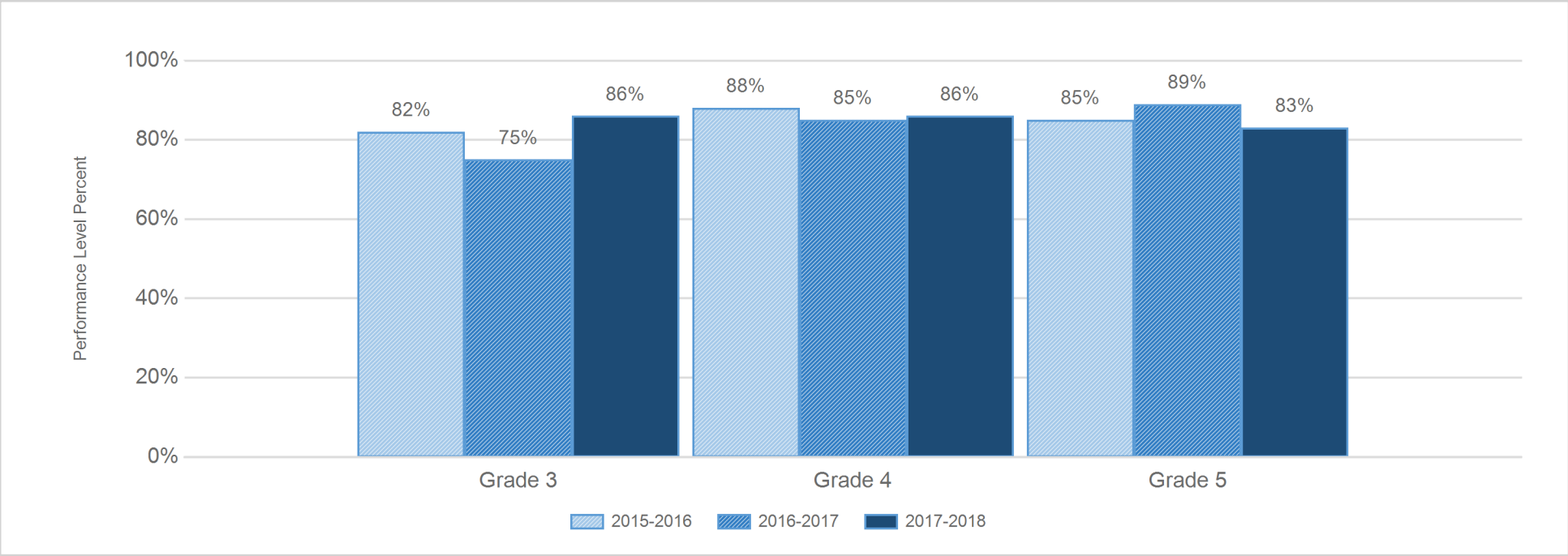
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	232	99.2	73.3	63.4	45.0	73.3	78	Met Target†
White	134	98.5	75.4	63.4	54.1	75.4	80	Met Target†
Hispanic	43	100.0	62.8	52.9	29.2	62.8	70.1	Met Target†
Black or African American	20	100.0	80.0	*	23.4	80.0	65.8	Met Goal
Asian, Native Hawaiian, or Pacific Islander	24	100.0	70.9	82.6	77.0	70.9	80	Met Target†
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	124	100.0	69.4	64.2	46.0	69.4		
Male	108	98.2	77.7	62.5	43.9	77.7		
Economically Disadvantaged Students	32	100.0	62.5	42.2	26.6	62.5	60.4	Met Target
Non-Economically Disadvantaged Students	200	99.0	75.0	66.1	55.9	75.0		
Students with Disabilities	46	100.0	50.0	26.5	17.1	50.0	45.4	Met Target
Students without Disabilities	186	99.0	79.1	71.0	50.5	79.1		
English Learners	25	100.0	56.0	*	24.6	56.0	38.6	Met Target
Non-English Learners	207	99.1	75.3	*	46.9	75.3		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	60.0	45.8	N		
Migrant Students	N	N	N	*	23.7	N		

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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	776	767	752	*	*	18%	41%	34%	76%	53%
White	50	779	768	760	0%	*	*	42%	38%	80%	64%
Hispanic	16	767	754	739	0%	*	*	*	*	69%	38%
Black or African American	*	*	766	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	10	777	*	780	*	0%	*	*	*	60%	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	760	757	*	*	*	*	*	*	59%
Female	52	773	766	752	*	*	*	35%	35%	69%	53%
Male	35	781	768	751	*	*	*	51%	34%	86%	53%
Economically Disadvantaged Students	*	*	751	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	769	762	*	*	*	*	*	*	66%
Students with Disabilities	14	756	746	730	*	*	*	*	*	50%	29%
Students without Disabilities	73	780	772	756	*	*	*	*	*	81%	57%
English Learners	*	*	734	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	768	754	*	*	*	*	*	*	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

TINC RD. ELEMENTARY SCHOOL
(27-3450-070)
Grades Offered: KG-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	762	760	748	*	*	23%	*	*	69%	49%
White	41	762	762	755	0%	*	27%	*	*	68%	60%
Hispanic	10	753	*	737	0%	*	*	*	*	50%	34%
Black or African American	*	*	758	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	752	752	*	*	*	*	*	*	55%
Female	35	763	758	748	*	*	*	*	*	66%	50%
Male	35	761	763	748	*	*	*	*	*	71%	49%
Economically Disadvantaged Students	13	768	746	733	*	*	*	*	*	85%	30%
Non-Economically Disadvantaged Students	57	761	762	758	*	*	*	*	*	65%	62%
Students with Disabilities	18	745	*	725	*	*	*	*	*	44%	22%
Students without Disabilities	52	768	*	753	*	*	*	*	*	77%	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	723	*	*	*	*	*	*	16%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

TINC RD. ELEMENTARY SCHOOL
(27-3450-070)
Grades Offered: KG-05
2017-2018

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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 grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	764	759	748	*	*	16%	58%	16%	74%	49%
White	43	766	757	756	0%	*	*	*	*	79%	60%
Hispanic	18	756	754	736	*	*	*	*	*	61%	32%
Black or African American	*	*	748	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	38	765	758	749	*	*	*	*	*	74%	50%
Male	39	763	759	747	*	*	*	*	*	74%	48%
Economically Disadvantaged Students	10	754	746	733	*	*	*	*	*	50%	29%
Non-Economically Disadvantaged Students	67	766	760	758	*	*	*	*	*	78%	62%
Students with Disabilities	13	757	737	726	*	*	*	*	*	54%	20%
Students without Disabilities	64	766	764	752	*	*	*	*	*	78%	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	N	N	*	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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2017-2018

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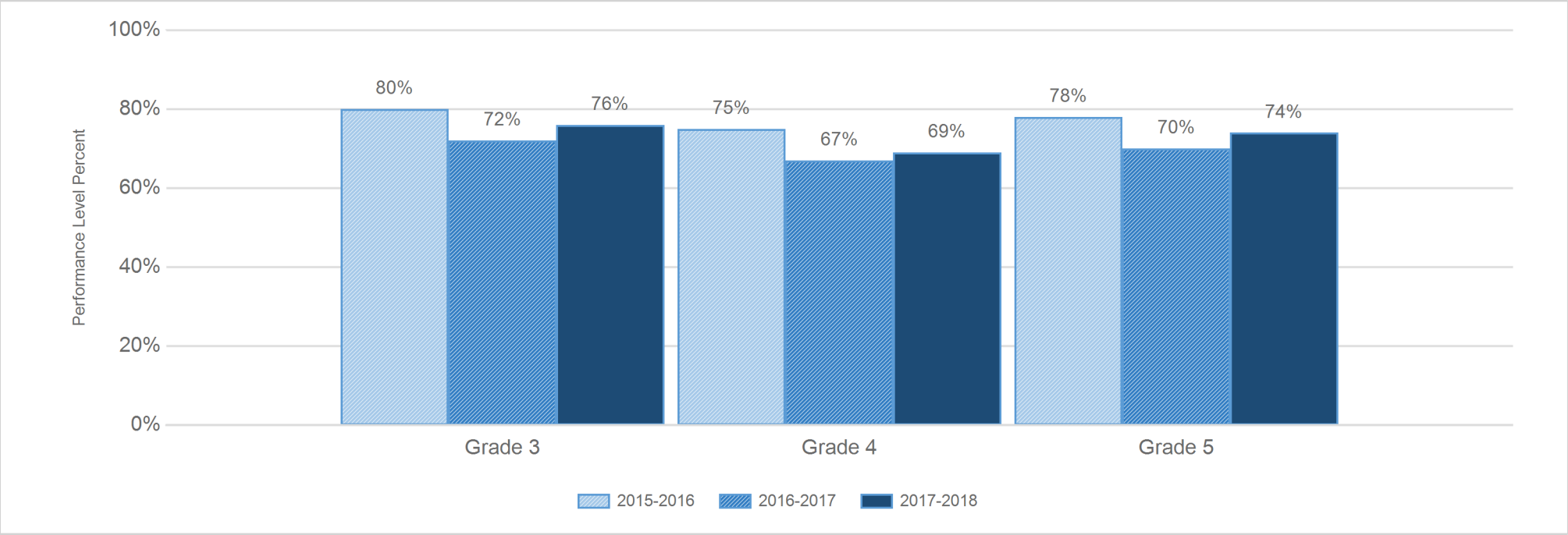
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	57.9%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	22	*	*
3-4	*	*	*
5 or more	N	N	N

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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

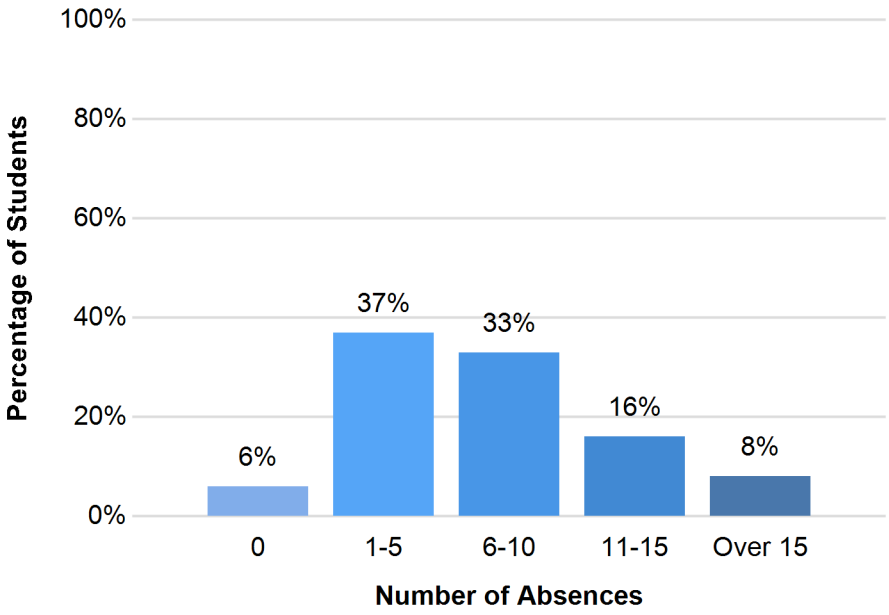
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	27	5.9	8.9	Met
White	14	5.1	8.9	Met
Hispanic	6	8.0	8.9	Met
Black or African American	2	5.7	8.9	Met
Asian, Native Hawaiian, or Pacific Islander	2	4.5	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	8.9	Not Met
Economically Disadvantaged Students	12	14.3	8.9	Not Met
Students with Disabilities	4	4.5	8.9	Met
English Learners	4	12.9	8.9	Not Met

Days Absent

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



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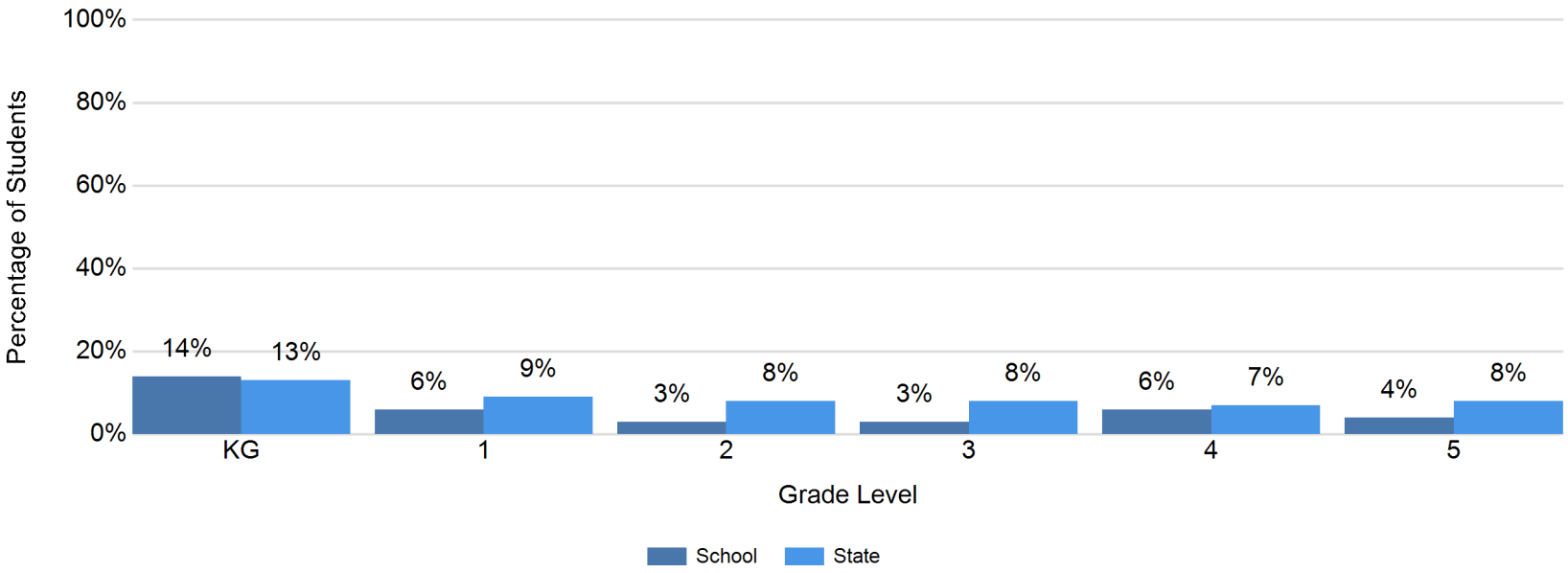
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.43

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

NJ SCHOOL PERFORMANCE REPORT

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	1	0	1
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	2	3
No Identified Nature	3		3

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	0	0.0%
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0

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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	3:30 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	N
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$317	$15,025	$15,342

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	33	117,464
Average years experience in public schools	10.9	12.0
Average years experience in district	10.9	10.7
Teachers in district for 4 or more years	84.8%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	26	9,374
Average years experience in public schools	10.7	16.0
Average years experience in district	10.7	12.0
Administrators in district for 4 or more years	76.9%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	13:1
Students to Administrators	230:1	178:1
Teachers to Administrators	17:1	14:1
Students to Librarians/Media Specialists		771:1
Students to Nurses		661:1
Students to Counselors		330:1
Students to Child Study Team		210:1

NJ SCHOOL PERFORMANCE REPORT

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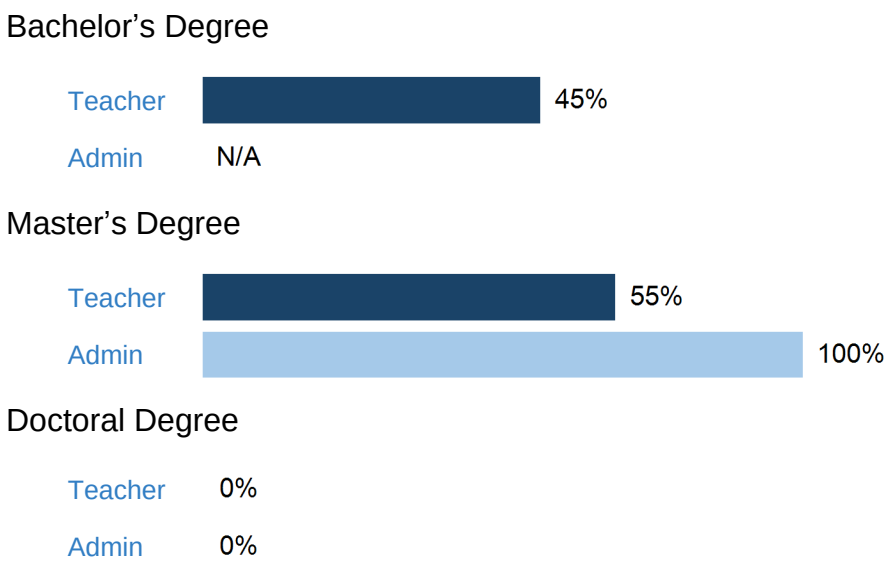
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

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



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	93.9%	90.2%
2016-17 Administrators: Same district 2017-18	92.3%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.9%

NJ SCHOOL PERFORMANCE REPORT

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	90.9%	50.0%
Male	9.1%	50.0%
White	100.0%	100.0%
Hispanic	0.0%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	95.85	17.5%
Mathematics Proficiency	93.66	17.5%
English Language Arts Growth	49.82	25.0%
Mathematics Growth	78.10	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	55.40	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	73.46	n/a
Summative Rating: Percentile Rank of Summative Score	83.89	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Goal	Met Target†	Met Standard	Met Standard	**	Met	No
White	69.80	14.08	No	Met Goal	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	82.10	14.08	No	Met Target†	Met Target†	Met Standard	Exceeds Standard	n/a	Met	No
Black or African American	**	**	No	Met Goal	Met Goal	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	N	Met Target†	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	Not Met	No
Economically Disadvantaged Students	69.80	14.08	No	Met Target†	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	87.15	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
English Learners	**	**	No	N	Met Target	**	**	**	Not Met	No

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

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School Narrative

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

Highlights:	• As part of our school's Character Education program, every student and teacher created an enormous mosaic highlighting key aspects of good character. • Students took part in Operation Gratitude by donating 220 pounds of Halloween candy to our troops overseas. • The PLANK program was implemented to engage students in physical activities during the day to control their anxieties and motivate them in their classrooms.
Mission, Vision, Theme:	Our goals as Tinc Road educators are to understand children, care for them, value their unique traits, and provide a meaningful academic experience to prepare them for a successful future.
Awards, Recognition, Accomplishments:	Tinc Road was ranked #78 Best Public Elementary Schools in NJ according to niche.com

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Clubs and Activities:	Tinc Road has many clubs and activities that help promote the whole child. Our local Mount Olive Township Police Dept. comes in to teach our students to live safe, healthy, drug-free lives through the L.E.A.D. program (Law Enforcement Against Drugs). Students that meet a specific criteria are invited to be part of Aspire, our Gifted & Talented after-school program. Students can participate in the Mighty Milers, a running program where they set running and/or walking goals for incentives. Our Kindness club brings students together to discuss school-wide initiatives to promote kindness and respect.

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Before and After School Programs:	3rd, 4th, and 5th grade girls can participate in Girls on the Run, an after-school program that encourages positive emotional, social, mental, and physical development
Staff and Professional Learning:	Our school is a community of learners, where teachers continuously learn and reflect on their practice. Tinc Road teachers collaborate in weekly grade-level PLCs designed to analyze student data, then construct and modify meaningful and challenging lessons.

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Student Supports and Services:	English Language Learners receive support from our school's ESL teacher. Using the RTI model, our I&RS team meets to identify students not on grade level and provide them with appropriate remediations. These range from interventions by the classroom teacher or Reading/Math Interventionists, or a Child Study Team referral for additional evaluations.
Student Health and Wellness:	Tinc Road encourages students to make healthy choices every day. A local Dietician speaks to our students several times about the impacts of sugar in our bodies, and a local Dentist comes to talk about dental health to our 1st graders. 3rd gr students learn about healthy shopping and take a trip to Shop Rite to "buy" a cart of food.
Parent and Community Involvement:	Tinc Road has a very active Parent-Teacher Organization (PTO). Good communication is essential in establishing a positive relationship between the school and the home. Monthly PTO meetings and weekly electronic newsletters are aimed at keeping parents informed of school and community events. Classrooms have room parents to help organize holiday parties and chaperone field trips. Our annual Fall Festival and Family Fun Night bring the community together with games and attractions for the whole family. Money raised at PTO functions help fund cultural arts programs for the school.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Parents, Administrators, Teachers