




Caroline L. Reutter School
2016-2017
Grade Span 05-06

15-1590-070
GLOUCESTER
FRANKLIN TWP
2150 DELSEA DR
FRANKLINVILLE, NJ 08322-2522

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
5	195	217	202
6	163	197	223
Ungraded	6	4	9
Total	364	418	434

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	51%	50%	46%
Male	49%	50%	54%
Economically Disadvantaged Students	38%	33%	33%
Students with Disabilities	17%	15%	14%
English Learners	1%	1%	1%
Homeless Students			2%
Students in Foster Care			1%
Military-Connected Students			0%
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	79.7%
Hispanic	8.3%
Black or African American	6.2%
Asian	1.2%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	4.6%

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	97.7%
Spanish	1.8%
Other	0.4%



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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	379	93.0	55.10	50.30	54.90	53.7	48	Met Target
White	298	91.7	57.30	53.40	63.90	55	48.6	Met Target
Hispanic	33	97.3	45.50	35.70	39.80	45.5	42	Met Target
Black or African American	28	96.7	39.30	35.10	35.20	39.3	32.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	16	100.0	50.10	43.70	54.90	50.1	N	N
Female	172	93.1	65.10	59.90	62.20	63.4		
Male	207	92.9	46.90	41.90	48.10	45.6		
Economically Disadvantaged Students	122	94.6	39.30	31.70	36.20	*	34.1	Met Target
Non-Economically Disadvantaged Students	257	92.2	62.60	59.70	65.80	*		
Students with Disabilities	58	89.9	12.00	16.00	20.50	11.3	17.9	Met Target†
Students without Disabilities	321	93.6	62.90	56.90	61.90	61.6		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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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	191	750	750	756	*	14%	25%	52%	*	56%	59%
White	147	751	751	763	*	12%	26%	53%	*	57%	69%
Hispanic	18	743	743	743	*	*	*	56%	0%	56%	44%
Black or African American	13	742	742	740	0%	*	*	*	0%	39%	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	10	743	743	757	*	*	*	*	0%	40%	60%
Female	82	759	759	761	*	*	24%	61%	*	66%	66%
Male	109	743	743	750	*	*	25%	46%	*	48%	53%
Economically Disadvantaged Students	64	736	736	740	*	22%	30%	34%	*	36%	40%
Non-Economically Disadvantaged Students	127	756	756	765	*	10%	22%	61%	*	65%	71%
Students with Disabilities	27	713	713	725	*	*	*	*	*	*	22%
Students without Disabilities	164	756	756	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	191	750	750	757	*	14%	25%	52%	*	56%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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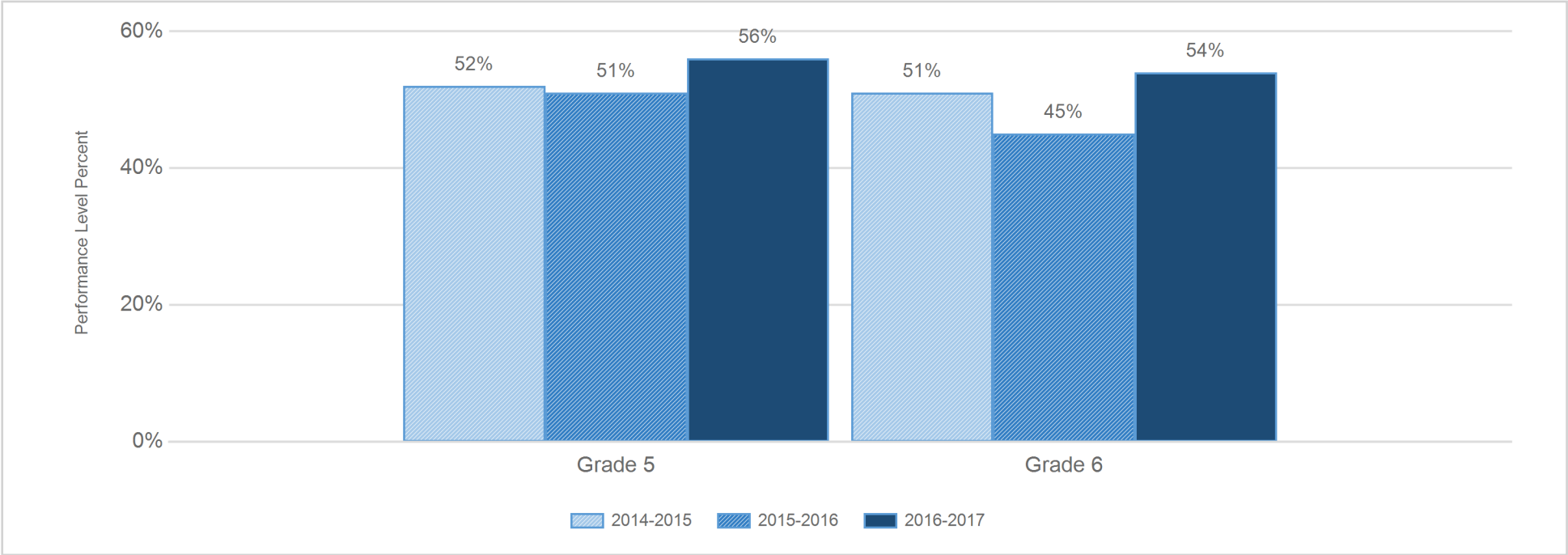
English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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	217	750	750	752	*	14%	28%	48%	*	54%	54%
White	173	752	752	758	*	13%	27%	49%	*	56%	63%
Hispanic	18	732	732	740	*	*	*	*	0%	28%	38%
Black or African American	14	750	750	736	0%	*	*	*	0%	43%	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	10	755	755	753	0%	*	*	*	*	70%	56%
Female	104	758	758	758	*	*	25%	57%	*	65%	61%
Male	113	743	743	746	*	*	30%	39%	*	43%	46%
Economically Disadvantaged Students	73	743	743	737	*	19%	30%	43%	*	44%	34%
Non-Economically Disadvantaged Students	144	754	754	761	*	12%	26%	50%	*	59%	65%
Students with Disabilities	31	727	727	722	*	*	42%	*	*	16%	17%
Students without Disabilities	186	754	754	758	*	*	25%	*	*	60%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

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	379	93.0	46.80	45.10	43.50	45.4	51	Not Met
White	298	91.7	50.70	48.30	52.40	48.6	53.1	Met Target†
Hispanic	33	97.3	30.30	30.00	27.60	30.3	37.3	Met Target†
Black or African American	28	96.7	28.60	29.90	21.70	28.6	45.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	16	100.0	25.00	34.40	44.90	25	N	N
Female	172	93.1	48.30	45.30	44.10	47		
Male	207	92.9	45.40	44.90	42.90	44.1		
Economically Disadvantaged Students	122	94.6	30.30	26.50	25.10	*	39.8	Not Met
Non-Economically Disadvantaged Students	257	92.2	54.40	54.50	54.30	*		
Students with Disabilities	58	89.9	10.30	15.10	16.50	*	20.9	Not Met
Students without Disabilities	321	93.6	53.20	50.80	48.80	*		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

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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	191	751	751	747	*	15%	31%	40%	*	50%	46%
White	147	753	753	754	*	13%	33%	39%	*	51%	57%
Hispanic	18	743	743	735	*	*	*	*	0%	50%	30%
Black or African American	13	740	740	729	0%	*	*	*	0%	39%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	10	739	739	747	*	*	*	*	0%	30%	47%
Female	82	755	755	747	*	*	35%	38%	*	51%	47%
Male	109	748	748	746	*	*	28%	41%	*	49%	46%
Economically Disadvantaged Students	64	738	738	732	*	*	34%	25%	*	31%	27%
Non-Economically Disadvantaged Students	127	757	757	756	*	*	30%	47%	*	59%	59%
Students with Disabilities	27	717	717	725	*	*	*	*	0%	11%	19%
Students without Disabilities	164	756	756	751	*	*	*	*	12%	56%	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	191	751	751	748	*	15%	31%	40%	*	50%	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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Mathematics Assessment - Performance by Grade: Grade 6**

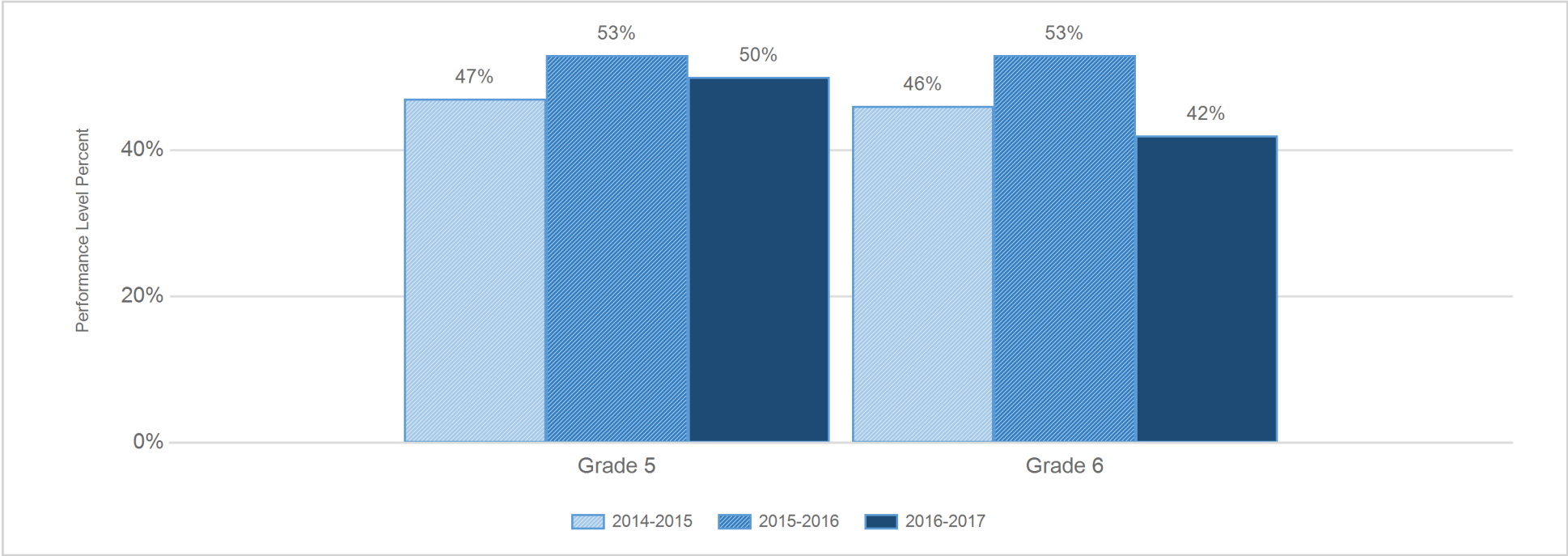
This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, 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	217	745	745	743	5%	16%	37%	38%	5%	42%	44%
White	173	747	747	751	*	14%	35%	42%	*	47%	54%
Hispanic	18	726	726	731	*	*	*	*	*	*	27%
Black or African American	14	739	739	724	0%	*	*	*	0%	21%	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	10	737	737	745	*	*	*	*	0%	40%	46%
Female	104	747	747	745	*	15%	36%	40%	*	46%	45%
Male	113	743	743	742	*	16%	39%	35%	*	39%	43%
Economically Disadvantaged Students	73	737	737	728	*	21%	43%	29%	*	30%	24%
Non-Economically Disadvantaged Students	144	749	749	752	*	13%	35%	42%	*	49%	56%
Students with Disabilities	31	719	719	717	*	*	39%	*	*	13%	13%
Students without Disabilities	186	749	749	748	*	*	37%	*	*	47%	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	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.

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
5	N	N
6	*	*

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 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	50	41.5	50	Met Target	52	48	50	Met Target
White	52	43	50	Met Target	51	48	52	Met Target
Hispanic	41	34	49	Met Target	55	56.5	47	Met Target
Black or African American	49	41	45	Met Target	36	34	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	47	41	47	Met Target	52	54	46	Met Target
Students with Disabilities	48	43.5	41	Met Target	49	47	43	Met Target
English Learners	*	34	53	**	*	60.5	51	**

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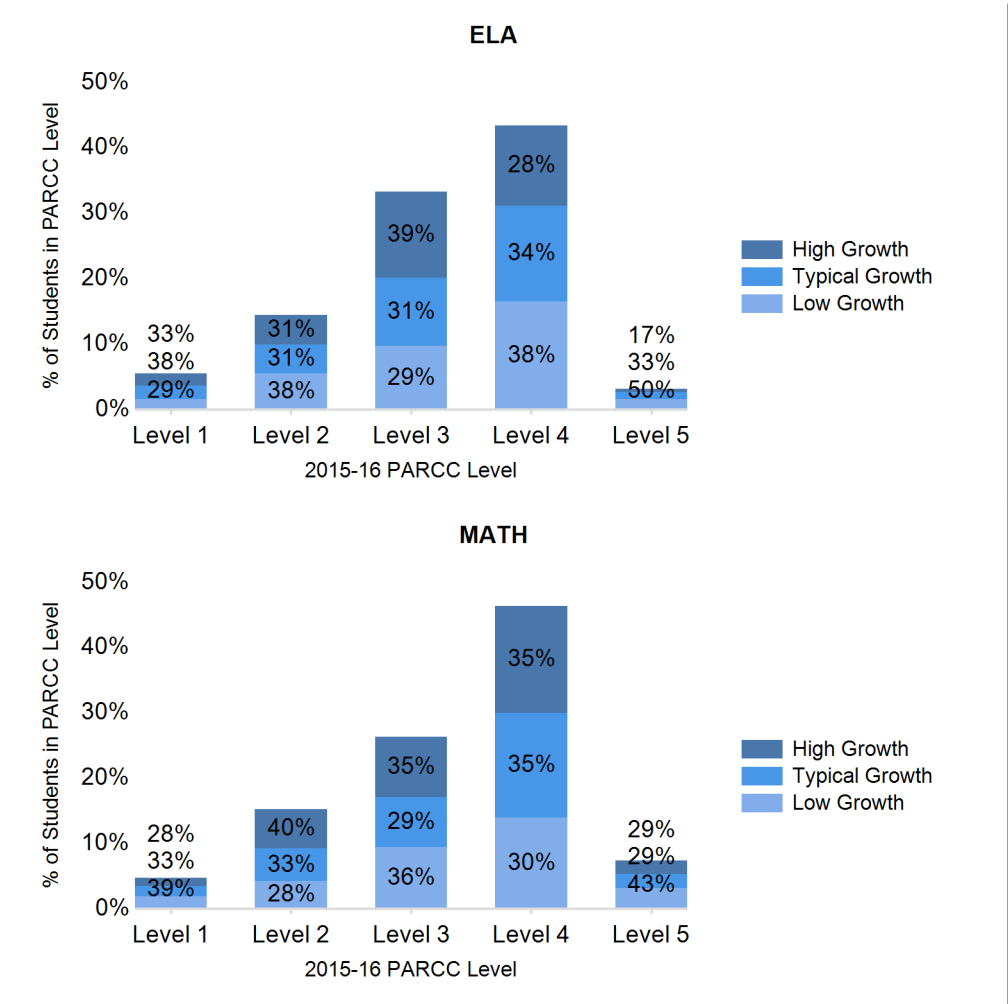
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

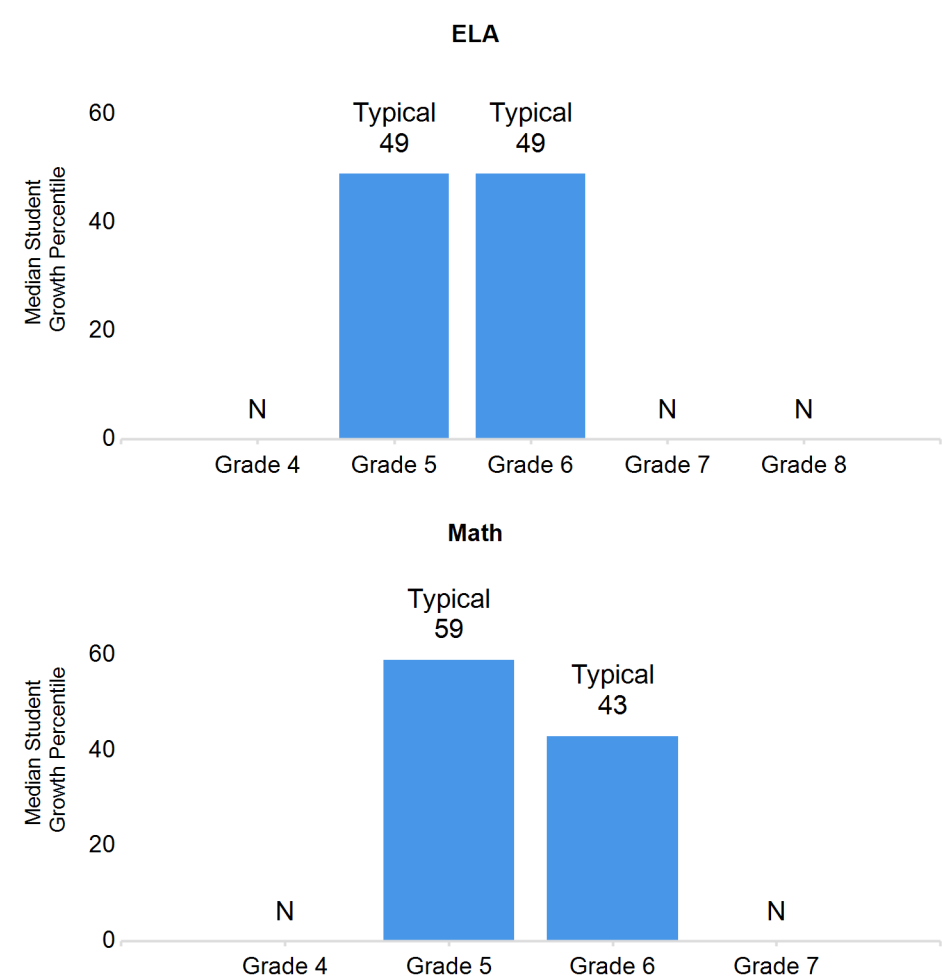
Student Growth by Performance Level

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.





Caroline L. Reutter School
2016-2017

Grade Span 05-06

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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

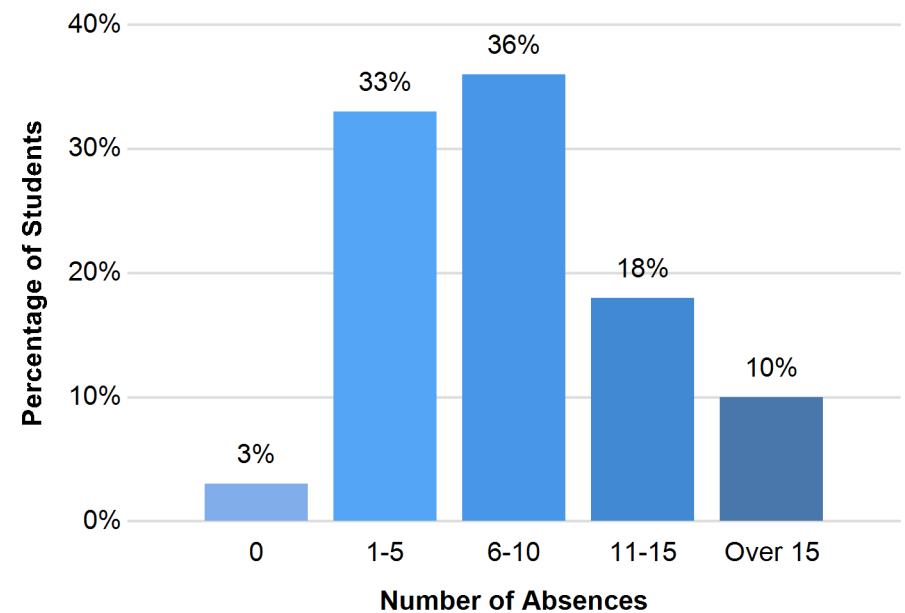
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.90	7.50	Not Met
White	6.60	7.50	Met Target
Hispanic	16.70	7.50	Not Met
Black or African American	17.20	7.50	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	4.80	7.50	Met Target
Economically Disadvantaged Students	12.40	7.50	Not Met
Students with Disabilities	15.20	7.50	Not Met
English Learners	N	**	**

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

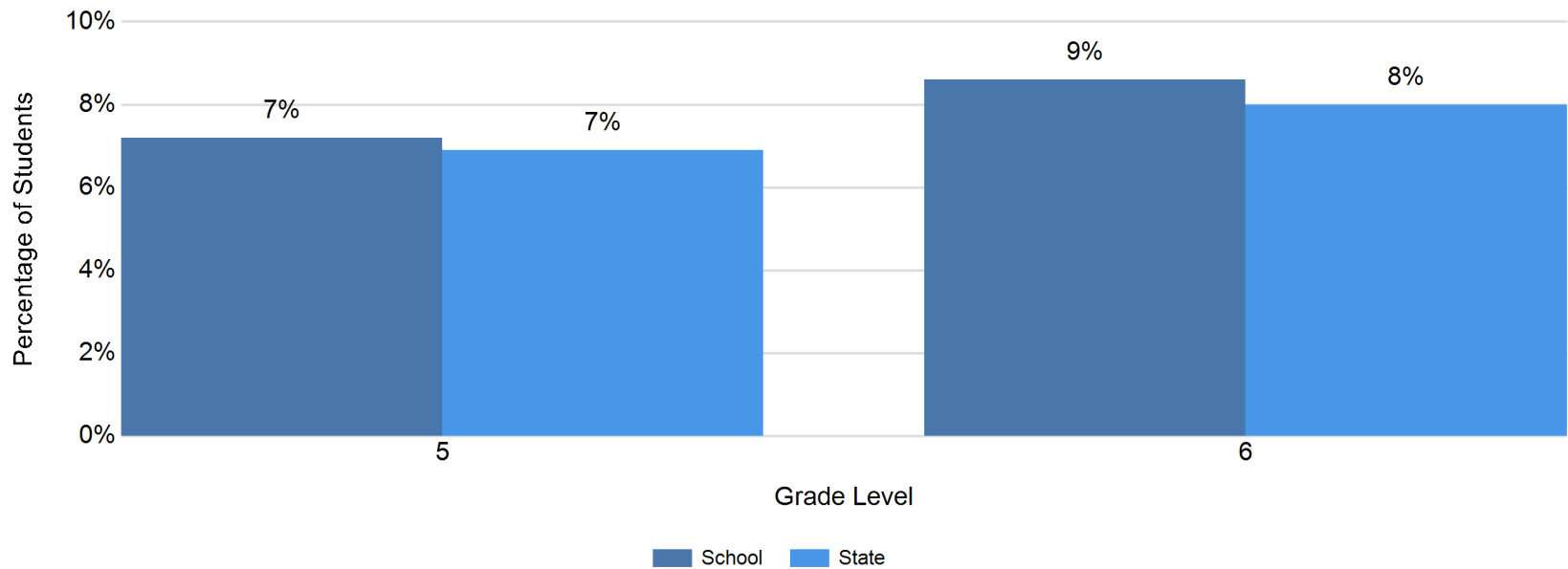
Days Absent

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.



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	7:25AM
Typical End Time	2:10PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs. 45 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	3
Vandalism	1
Weapons	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	16
Incidents Per 100 Students Enrolled	3.69

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	0.9%
Out-of-School Suspensions	1.8%
Any Suspension	2.8%

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	1.0:1	412.1 kbps	100 kbps	Yes	Other	Fiber	No

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)	\$540	\$11,723	\$12,263



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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	37	120,724
Average years experience in public schools	10.5	11.8
Average years experience in district	8.8	10.5
Teachers in district for 4 or more years	62%	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	8	9,506
Average years experience in public schools	15.8	15.9
Average years experience in district	6.8	11.6
Administrators in district for 4 or more years	88%	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	12:1
Administrators	434:1	182:1
Librarian/Media Specialists		1456:1
Nurses		485:1
Counselors		485:1
Child Study Team		364:1



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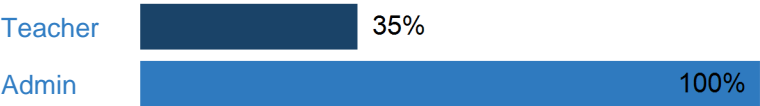
Teachers and Administrators - Level of Education

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	83%	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	39.2	17.5%
Mathematics Proficiency	40.2	17.5%
English Language Arts Growth	49.5	25.0%
Mathematics Growth	55.3	25.0%
Chronic Absenteeism	33.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		45.1
Summative Rating: Percentile rank of Summative Score		41.9
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	45.1	11.9	No	Met Target	Not Met	Not Met	Met Target	Met Target	No
White	40.9	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Hispanic	44.2	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Black or African American	49.3	11.9	No	Met Target	Not Met	Not Met	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	N	N	Met Target	**	**	No
Economically Disadvantaged Students	54.8	11.9	No	Met Target	Not Met	Not Met	Met Target	Met Target	No
Students with Disabilities	49.4	11.9	No	Met Target†	Not Met	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	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:	Mr. Peters	Email Address:	tpeters@franklintwpschools.org
Address:	2150 DELSEA DR FRANKLINVILLE, NJ 08322-2522	Website:	www.franklintwpschools.org
Phone:	(856)694-0223	Facebook:	https://www.facebook.com/Franklin-Township-Schools-Gloucester-County-Official-117718981638814/
		Twitter:	https://twitter.com/franklintwpsch

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"> • Technology is part of each school day, with all students utilizing 1:1 personal chromebooks. • Over 85% of the student population consistently score on or above their grade level reading expectations. • The school has an award-winning character development program and has earned Bronze Status through Sustainable Jersey.
 Mission, Vision, Theme:	The mission of the Township of Franklin Public Schools is to develop the unique potential of each individual student and create global learners through a challenging and diverse curriculum in a positive learning climate that promotes the development of the whole child and fosters respect for all students.
 Awards, Recognition, Accomplishments:	The school has been awarded "Bronze Status" through Sustainable Jersey for its environmental science initiative. Through our ongoing character development initiative, we have been recognized for the seventh consecutive year as a "No Place for hate School" through the Anti-Defamation League.







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 Courses, Curriculum, Instruction:	<p>Our teachers differentiate their instruction so each student can maximize their learning potential through a variety of methods and materials. Lessons are creative, student-centered, and enhanced by technology. Our school community is highly motivated to provide self-enriching opportunities utilizing current research and best-practices. Daily instruction is aligned to the NJ Student Learning Standards and prepares students for their secondary education and career opportunities.</p>
 Sports and Athletics:	<p>Students are offered opportunities to enhance their physical fitness through the after school fitness and dance clubs. Physical fitness opportunities, such as our PTO Race for Education and the Character Development Color Run also provide opportunities for students to extend their physical education.</p>
 Clubs and Activities:	<p>Our committed staff provides students with the opportunity to further their skills and knowledge through our after school enrichment programs . Musical talent is fostered at Reutter School through the opportunity to participate in the school band or concert choir. Students are encouraged to demonstrate their creativity through the Odyssey of the Mind competition. Additionally, the school has also implemented STEM and yearbook clubs.</p>
 Before and After School Programs:	<p>The school district has a partnership with the Archway Just Kids Program who provides child care services for students after the conclusion of our normal school day.</p>







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School Narrative

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 <p>Staff and Professional Learning:</p>	<p>Teachers are also afforded the opportunity to collaborate with their colleagues on a daily basis as they are arranged into academic teams within their grade levels. The concept of teacher-facilitated professional learning communities that focus on school operational items, systemic professional learning, ongoing curriculum revisions, and the development and critical analysis of common formative and summative assessments.</p>
 <p>Student Supports and Services:</p>	<p>The school supports an active I&RS Committee that works cooperatively with our student support services, Child Study Team, and 504 Committee to support struggling students. Additionally, there are after-school academic assistance opportunities through the Homework Clinic, ELA Club, and targeted preparation in Math and ELA. The enrichment period has been transformed to provide extra assistance, academic acceleration, and learning extensions for our students individual learning needs.</p>
 <p>Student Health and Wellness:</p>	<p>All members of the Caroline L. Reutter School family place a strong emphasis on developing the young adolescent child. Therefore, a focus on character development has been promoted within the school. Students are acknowledged quarterly for their positive behavior, academics, and attendance through the school-wide "All-Star" program. Caroline L. Reutter School has established a formal relationship with the ADL in order to become a "No Place for Hate School."</p>
 <p>Parent and Community Involvement:</p>	<p>Caroline L. Reutter School is very fortunate to have a strong parent-school relationship. Our PTO sponsors many activities throughout the school year that help us to provide opportunities for our students to complement their education program. A formal parent advisory committee meets throughout the year to provide feedback to the school administration about school operations and programming. Parents and students can access their academic information through the parent portal.</p>



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School Narrative

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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	<p>The school is proud to offer a 1-1 Chromebook initiative that provides the students with access to Google Education, which supplement their educational experiences. World language instruction prepares students to communicate in another language and develops an understanding of an appreciation for other cultures.</p>
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School Narrative

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Other Information:

Our school community is highly motivated to provide enriching opportunities utilizing current research and practices. Daily instruction in language arts, mathematics, science, and social studies addresses the New Jersey Student Learning Standards and is designed to prepare students for success in their secondary education and career experiences. Based on student scores from common summative and formative assessments, DRA, 2nd Edition, and other standardized testing results, the Caroline L. Reutter School Leadership Committee has established the following school-wide areas of instructional focus: Ongoing, instructional-based, communication during regularly scheduled professional learning communities involving faculty members of all academic teams; Creation of two, tiered student growth objectives for all faculty (with focus on content mastery as measured through performance on unit assessments); Continued implementation of a new, district-wide writing program; Targeted, school-wide focus on increasing reading levels and increased student performance on Math and English language arts open-ended/short constructed response questions; Increase in student reading levels as documented by DRA, 2nd edition scores and assisted by the Accelerated Reader Program ; Feedback from the Danielson Teacher Evaluation Model which will be used to promote individual teacher professional growth; Continuation of professional learning communities that will focus on data analysis, student performance, and implementation of the New Jersey Student Learning Standards and updated district curriculum; Continuation of a school-wide character development / service learning program. Caroline L. Reutter School has been awarded a “New Jersey School of Character” by the Character Educational Partnership in recognition for its character development and service learning programs as well as “Bronze Status” through the Sustainable Jersey initiative.




Main Road School
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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
3	203	194	203
4	213	197	197
5	0	0	0
6	0	0	0
Ungraded	13	20	18
Total	429	411	418

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	48%	44%	47%
Male	52%	56%	53%
Economically Disadvantaged Students	37%	35%	35%
Students with Disabilities	15%	19%	19%
English Learners	1%	2%	2%
Homeless Students			3%
Students in Foster Care			1%
Military-Connected Students			0%
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	75.6%
Hispanic	9.6%
Black or African American	7.9%
Asian	2.2%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	4.8%

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	97.4%
Spanish	2.2%
Other	0.4%



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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	362	95.7	45.30	50.30	54.90	45.3	45.1	Met Target
White	275	94.4	49.10	53.40	63.90	48.7	47.9	Met Target
Hispanic	37	100.0	27.00	35.70	39.80	27	30.7	Met Target†
Black or African American	29	100.0	31.00	35.10	35.20	31	33.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	N	53.70	N	**	**
Two or More Races	16	100.0	37.50	43.70	54.90	37.5	N	N
Female	175	96.4	54.90	59.90	62.20	54.9		
Male	187	95.1	36.40	41.90	48.10	36.4		
Economically Disadvantaged Students	127	97.3	24.40	31.70	36.20	*	26.3	Met Target†
Non-Economically Disadvantaged Students	235	94.8	56.60	59.70	65.80	*		
Students with Disabilities	61	90.7	19.60	16.00	20.50	18.9	20.4	Met Target†
Students without Disabilities	301	96.8	50.50	56.90	61.90	50.5		
English Learners	10	100.0	*	*	25.20	*	**	**
Non-English Learners	352	95.6	*	*	57.40	*		
Homeless Students	13	100.0	15.40	*	26.40	15.4		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
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 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	201	747	747	749	*	13%	23%	47%	*	51%	50%
White	152	750	750	759	*	12%	24%	49%	*	55%	61%
Hispanic	17	734	734	734	*	*	*	*	0%	41%	35%
Black or African American	16	728	728	731	*	*	*	*	0%	25%	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	101	754	754	754	*	*	23%	55%	*	58%	55%
Male	100	741	741	745	*	*	24%	40%	*	44%	46%
Economically Disadvantaged Students	72	739	739	731	*	*	28%	38%	*	39%	31%
Non-Economically Disadvantaged Students	129	752	752	762	*	*	21%	53%	*	58%	63%
Students with Disabilities	31	713	713	720	*	*	*	*	*	19%	24%
Students without Disabilities	170	754	754	755	*	*	*	*	*	57%	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	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	195	740	740	753	12%	20%	30%	31%	7%	39%	56%
White	143	745	745	762	9%	18%	28%	35%	10%	45%	67%
Hispanic	22	724	724	740	*	*	46%	*	0%	14%	40%
Black or African American	16	728	728	737	*	*	*	*	0%	31%	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	87	749	749	758	*	*	32%	40%	*	51%	61%
Male	108	732	732	749	*	*	29%	24%	*	29%	51%
Economically Disadvantaged Students	67	724	724	737	*	30%	31%	*	*	16%	36%
Non-Economically Disadvantaged Students	128	748	748	764	*	14%	30%	*	*	50%	69%
Students with Disabilities	31	718	718	725	32%	*	*	*	*	19%	25%
Students without Disabilities	164	744	744	759	8%	*	*	*	*	42%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	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	N	N	N	756	N	N	N	N	N	N	59%
White	N	N	N	763	N	N	N	N	N	N	69%
Hispanic	N	N	N	743	N	N	N	N	N	N	44%
Black or African American	N	N	N	740	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	N	N	N	761	N	N	N	N	N	N	66%
Male	N	N	N	750	N	N	N	N	N	N	53%
Economically Disadvantaged Students	N	N	N	740	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	N	N	N	765	N	N	N	N	N	N	71%
Students with Disabilities	N	N	N	725	N	N	N	N	N	N	22%
Students without Disabilities	N	N	N	762	N	N	N	N	N	N	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	N	N	N	757	N	N	N	N	N	N	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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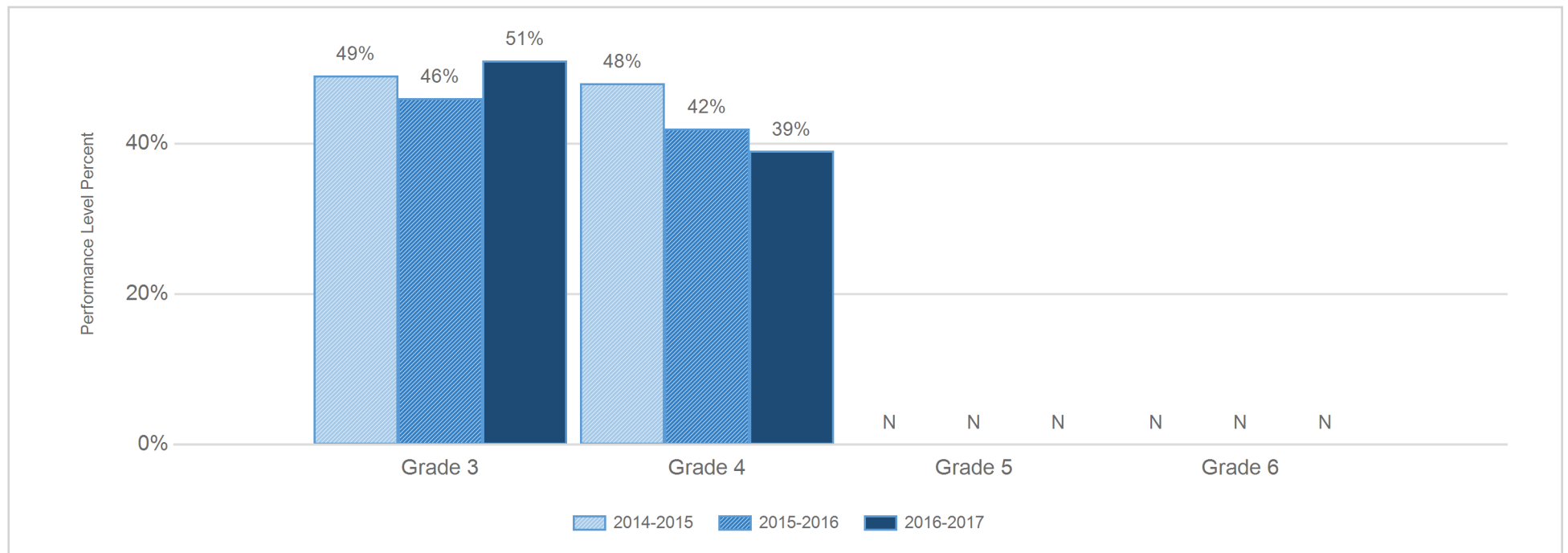
English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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	N	N	N	752	N	N	N	N	N	N	54%
White	N	N	N	758	N	N	N	N	N	N	63%
Hispanic	N	N	N	740	N	N	N	N	N	N	38%
Black or African American	N	N	N	736	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	N	N	N	758	N	N	N	N	N	N	61%
Male	N	N	N	746	N	N	N	N	N	N	46%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	N	N	N	761	N	N	N	N	N	N	65%
Students with Disabilities	N	N	N	722	N	N	N	N	N	N	17%
Students without Disabilities	N	N	N	758	N	N	N	N	N	N	61%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	N	N	N	753	N	N	N	N	N	N	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

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	362	95.7	43.40	45.10	43.50	43.4	52.3	Not Met
White	275	94.4	45.90	48.30	52.40	45.4	54	Not Met
Hispanic	37	100.0	29.70	30.00	27.60	29.7	48.6	Not Met
Black or African American	29	100.0	31.00	29.90	21.70	31	40	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	N	42.50	N	**	**
Two or More Races	16	100.0	43.80	34.40	44.90	43.8	N	N
Female	175	96.4	42.30	45.30	44.10	42.3		
Male	187	95.1	44.40	44.90	42.90	44.4		
Economically Disadvantaged Students	127	97.3	22.80	26.50	25.10	*	35.4	Not Met
Non-Economically Disadvantaged Students	235	94.8	54.40	54.50	54.30	*		
Students with Disabilities	61	90.7	19.60	15.10	16.50	18.9	18.7	Met Target
Students without Disabilities	301	96.8	48.20	50.80	48.80	48.2		
English Learners	10	100.0	10.00	*	23.30	10	**	**
Non-English Learners	352	95.6	44.30	*	45.20	44.3		
Homeless Students	13	100.0	15.40	*	16.40	15.4		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
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	201	744	744	751	9%	21%	28%	34%	9%	43%	53%
White	152	747	747	759	8%	18%	28%	36%	11%	47%	63%
Hispanic	17	720	720	738	*	*	*	*	0%	12%	37%
Black or African American	16	732	732	733	*	*	*	*	*	25%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	101	741	741	751	*	24%	31%	28%	*	37%	52%
Male	100	747	747	751	*	18%	25%	40%	*	49%	53%
Economically Disadvantaged Students	72	731	731	736	*	28%	32%	26%	*	26%	34%
Non-Economically Disadvantaged Students	129	751	751	761	*	17%	26%	38%	*	52%	65%
Students with Disabilities	31	723	723	729	*	*	*	*	*	29%	29%
Students without Disabilities	170	747	747	755	*	*	*	*	*	45%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	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	195	745	745	747	*	19%	29%	41%	*	45%	47%
White	143	748	748	755	*	16%	32%	41%	*	47%	59%
Hispanic	22	737	737	734	*	*	*	46%	0%	46%	30%
Black or African American	16	732	732	729	*	*	*	*	0%	38%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	87	748	748	747	*	20%	28%	47%	*	51%	47%
Male	108	742	742	747	*	18%	31%	36%	*	41%	48%
Economically Disadvantaged Students	67	733	733	732	*	30%	31%	27%	*	27%	27%
Non-Economically Disadvantaged Students	128	751	751	757	*	13%	28%	48%	*	55%	61%
Students with Disabilities	31	720	720	724	*	42%	*	*	*	16%	22%
Students without Disabilities	164	750	750	751	*	14%	*	*	*	51%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	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	N	N	N	747	N	N	N	N	N	N	46%
White	N	N	N	754	N	N	N	N	N	N	57%
Hispanic	N	N	N	735	N	N	N	N	N	N	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	N	N	N	747	N	N	N	N	N	N	47%
Male	N	N	N	746	N	N	N	N	N	N	46%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	N	N	N	756	N	N	N	N	N	N	59%
Students with Disabilities	N	N	N	725	N	N	N	N	N	N	19%
Students without Disabilities	N	N	N	751	N	N	N	N	N	N	52%
English Learners	N	N	N	717	N	N	N	N	N	N	12%
Non-English Learners	N	N	N	748	N	N	N	N	N	N	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



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Mathematics Assessment - Performance by Grade: Grade 6**

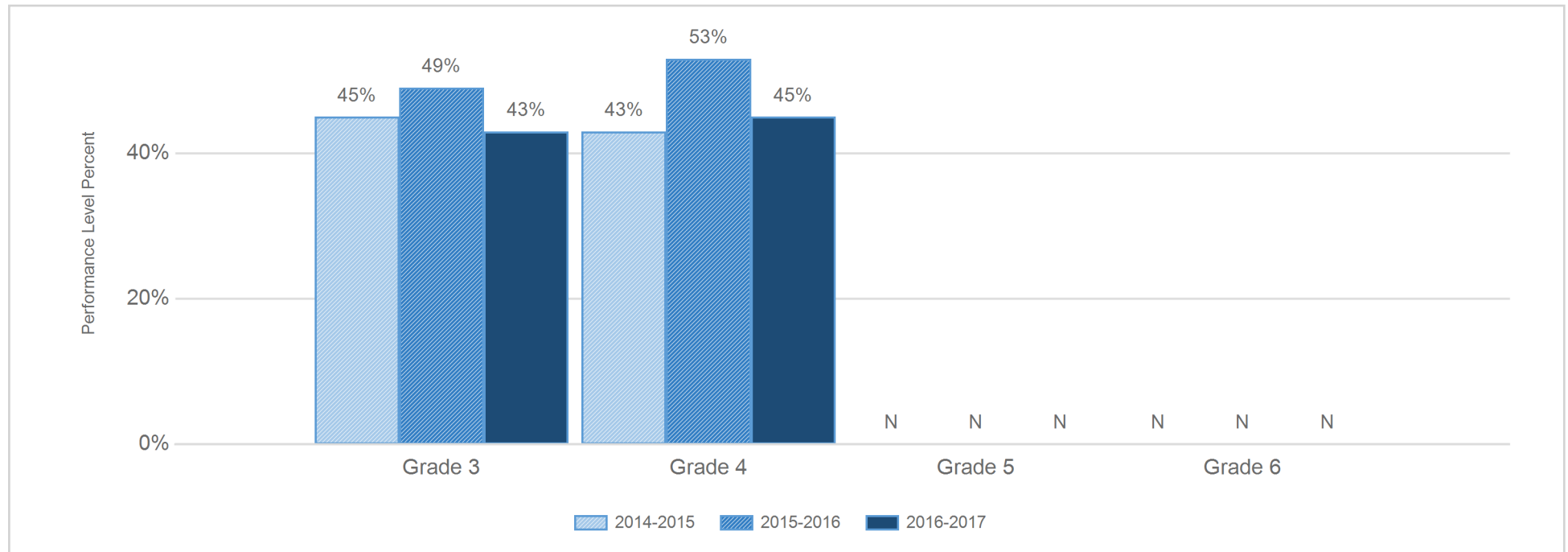
This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, 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	N	N	N	743	N	N	N	N	N	N	44%
White	N	N	N	751	N	N	N	N	N	N	54%
Hispanic	N	N	N	731	N	N	N	N	N	N	27%
Black or African American	N	N	N	724	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	N	N	N	745	N	N	N	N	N	N	45%
Male	N	N	N	742	N	N	N	N	N	N	43%
Economically Disadvantaged Students	N	N	N	728	N	N	N	N	N	N	24%
Non-Economically Disadvantaged Students	N	N	N	752	N	N	N	N	N	N	56%
Students with Disabilities	N	N	N	717	N	N	N	N	N	N	13%
Students without Disabilities	N	N	N	748	N	N	N	N	N	N	50%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	N	N	N	745	N	N	N	N	N	N	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	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.

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	*	*
4	*	*

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.

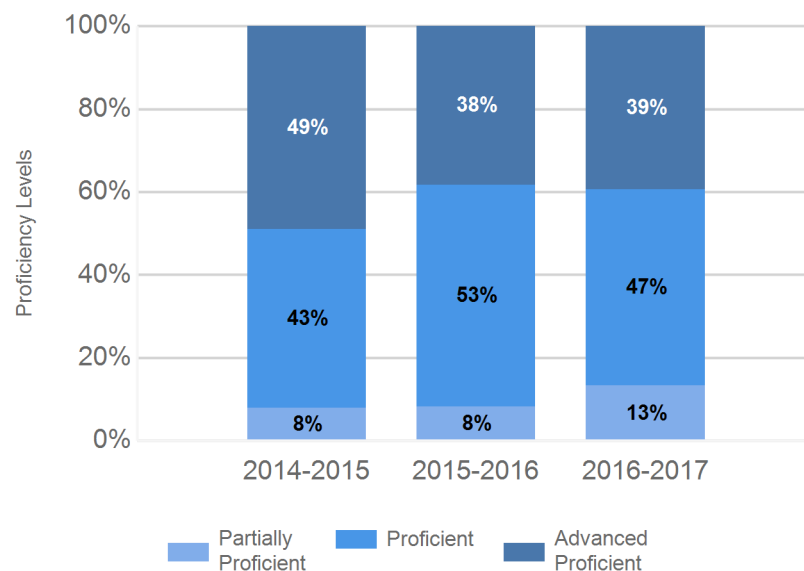
NJASK Science Assessment Performance: Grade 4

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	39%	47%	13%
White	45%	44%	11%
Hispanic	24%	71%	5%
Black or African American	27%	33%	40%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	20%	64%	16%
Students with Disabilities	28%	44%	28%
English Learners	N	*	*

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	25	41.5	50	Not Met	45	48	50	Met Target
White	26	43	50	Not Met	43	48	52	Met Target
Hispanic	32.5	34	49	**	62	56.5	47	**
Black or African American	14.5	41	45	**	32.5	34	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	23	41	47	Not Met	54	54	46	Met Target
Students with Disabilities	41	43.5	41	Met Target	41	47	43	Met Target
English Learners	*	34	53	**	*	60.5	51	**

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



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

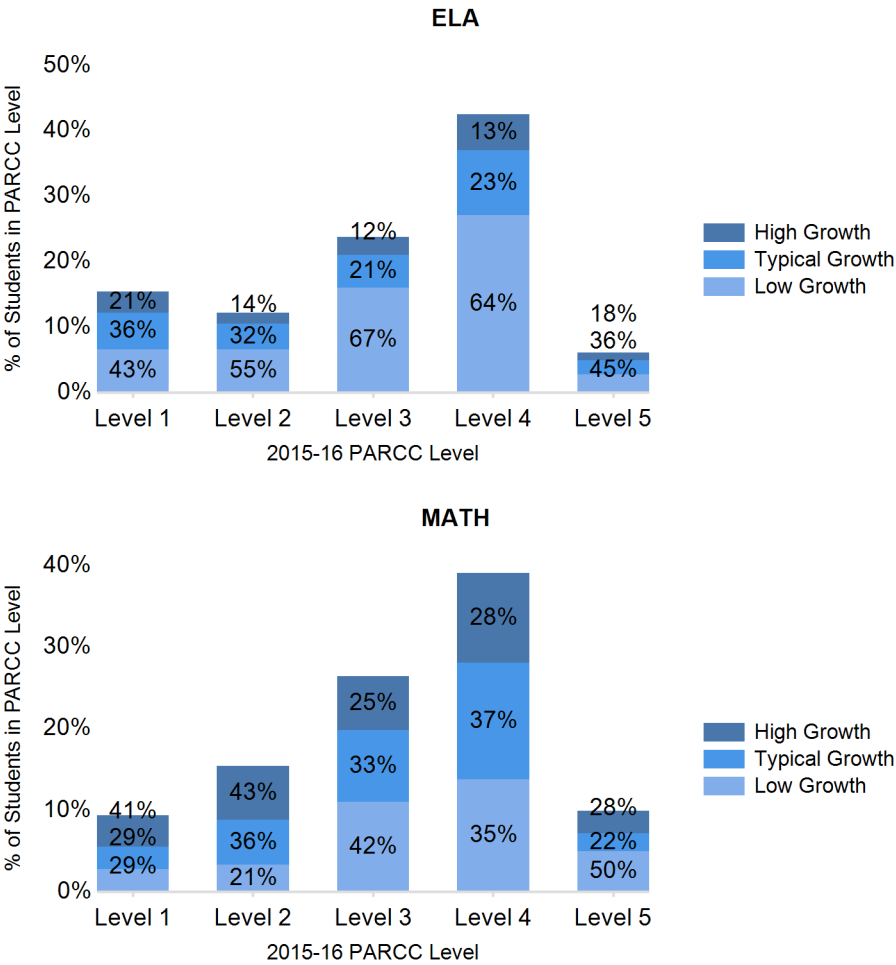
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

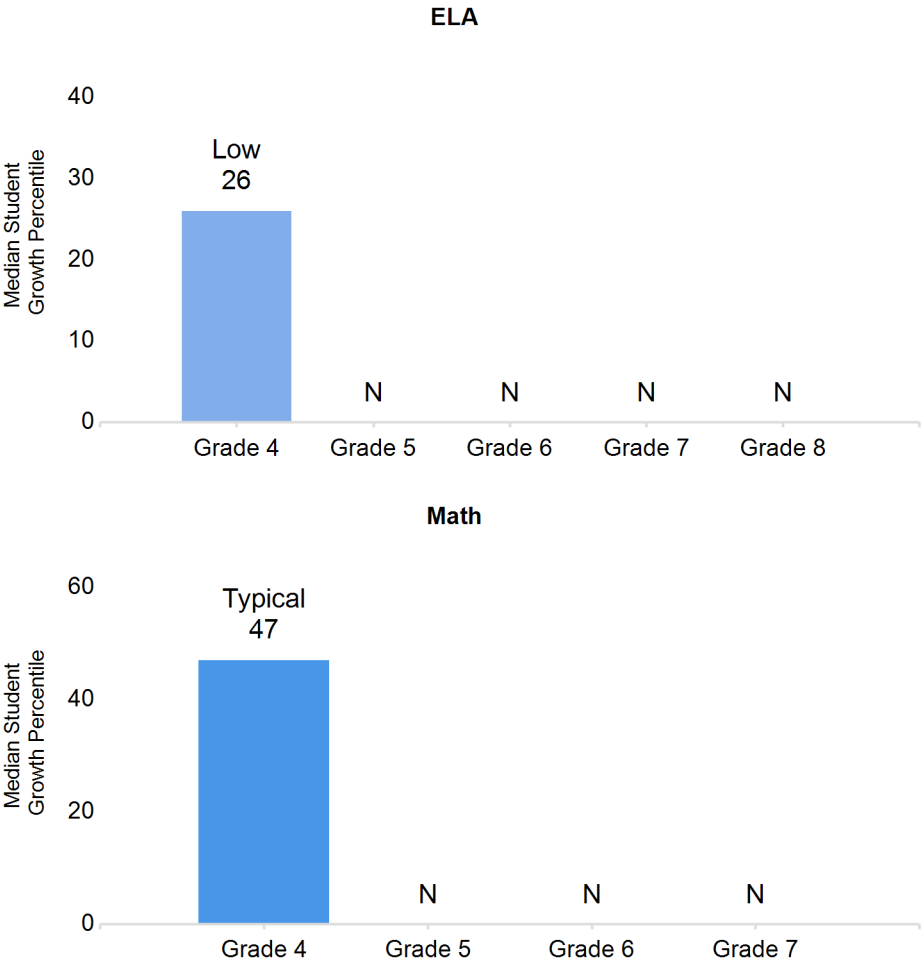
Student Growth by Performance Level

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

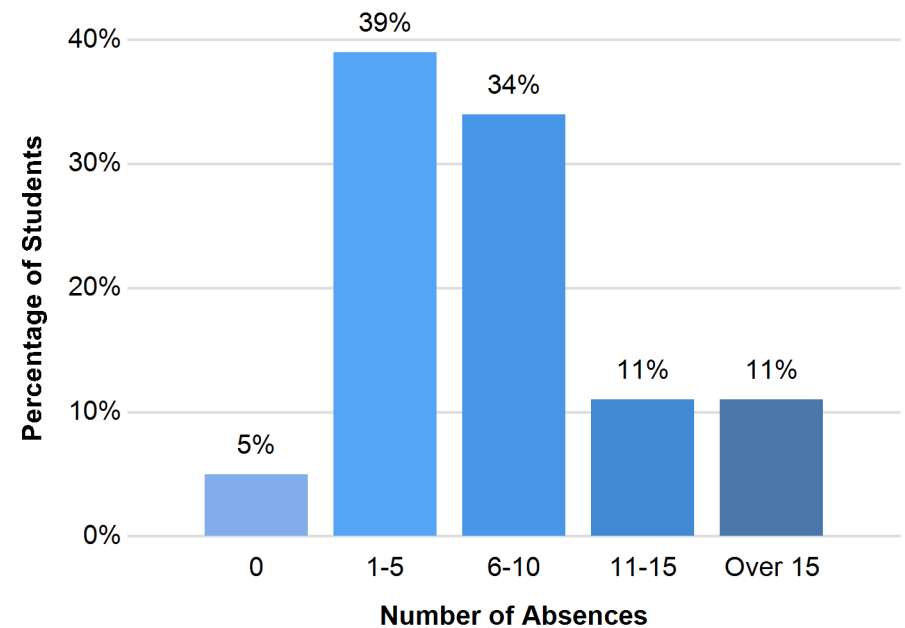
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.60	7.10	Not Met
White	7.80	7.10	Not Met
Hispanic	12.20	7.10	Not Met
Black or African American	6.10	7.10	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	0	7.10	Met Target
Economically Disadvantaged Students	14.20	7.10	Not Met
Students with Disabilities	17.60	7.10	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.



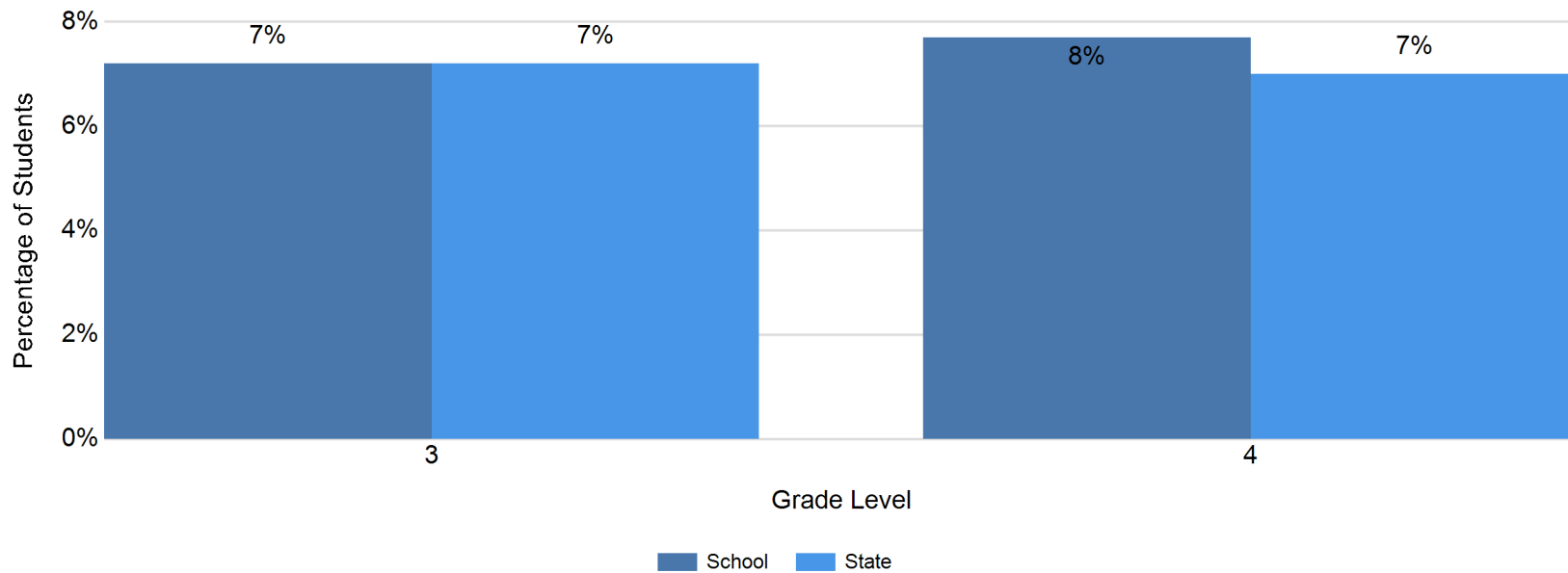


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Chronic Absenteeism by Grade

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	8:15AM
Typical End Time	3:00PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs. 50 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	1
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	1.44

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	0.7%
Out-of-School Suspensions	3.6%
Any Suspension	4.3%

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	1.0:1	412.1 kbps	100 kbps	Yes	Other	Fiber	No

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)	\$540	\$11,723	\$12,263



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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	37	120,724
Average years experience in public schools	10.8	11.8
Average years experience in district	9.6	10.5
Teachers in district for 4 or more years	65%	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	8	9,506
Average years experience in public schools	15.8	15.9
Average years experience in district	6.8	11.6
Administrators in district for 4 or more years	88%	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	11:1	12:1
Administrators	418:1	182:1
Librarian/Media Specialists		1456:1
Nurses		485:1
Counselors		485:1
Child Study Team		364:1



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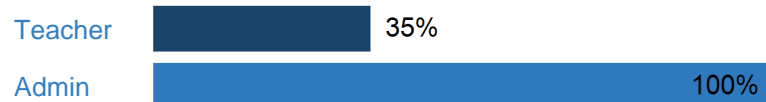
Teachers and Administrators - Level of Education

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	83%	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	22.5	17.5%
Mathematics Proficiency	41.1	17.5%
English Language Arts Growth	1.6	25.0%
Mathematics Growth	36.9	25.0%
Chronic Absenteeism	41.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		26.9
Summative Rating: Percentile rank of Summative Score		16.2
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	26.9	11.9	No	Met Target	Not Met	Not Met	Not Met	Met Target	No
White	16.8	11.9	No	Met Target	Not Met	Not Met	Not Met	Met Target	No
Hispanic	**	**	No	Met Target†	Not Met	Not Met	**	**	No
Black or African American	**	**	No	Met Target†	Met Target†	Met Target	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	N	N	Met Target	**	**	No
Economically Disadvantaged Students	31.7	11.9	No	Met Target†	Not Met	Not Met	Not Met	Met Target	No
Students with Disabilities	44.6	11.9	No	Met Target†	Met Target	Not Met	Met Target	Met Target	No
English Learners	**	**	No	**	**	**	**	**	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. Morley	Email Address:	amorley@franklintwpschools.org
Address:	1452 MAIN RD NEWFIELD, NJ 08344-5341	Website:	www.franklintwpschools.org
Phone:	(856)697-0220	Facebook:	https://www.facebook.com/Franklin-Township-Schools-Gloucester-County-Official-117718981638814/
		Twitter:	https://twitter.com/franklintwpsch

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"> • Technology rich learning environment with 1:1 student chrome books. • Curriculum that follows state framework, focused on student engagement and authentic learning. • Strong community presence and involvement in school activities and events.
 Mission, Vision, Theme:	<p>The Main Road staff has 55 caring and dedicated professional and paraprofessional staff members who work diligently to promote the social, academic, and emotional needs of their students, while incorporating the development of good citizenship and moral character in their daily lessons and classroom routines. Our school motto for 2017-2018 is "Kind is Kool".</p>





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School Narrative

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 Courses, Curriculum, Instruction:	The direction of our literacy program is built on the principles of balanced literacy that incorporates the reading and writing approaches of modeled, shared, guided, and independent reading. The math program promotes the use of creative lesson design with real world applications and the development of critical thinking and reasoning skills.
 Clubs and Activities:	Main Road School recognizes and celebrates student achievement and success. Students are recognized for their individual accomplishments, as well as for their participation in: Garden Club, Art Club, Book Club, Chorus, and Leadership Club. Through these and other special activities, the students are encouraged to develop a love of learning, increase self-esteem, motivate to achieve, and create empathy toward others.







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School Narrative

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 Staff and Professional Learning:	<p>At Main Road school teachers meet in team, school and district level professional learning communities based on the CAR model. Staff Professional Development is focused on school and district goals. Instructional methods, standard based grading, classroom managements, technology, student data, are just some of the topics. Professional development is planned off of the feedback of the staff and the needs of the students.</p>
 Student Supports and Services:	<p>Main Road School offers various learning opportunities to promote the success of all students by providing remedial help in math and literacy through basic skills instruction, special education programs, and Jump Start, a summer school program designed to close the achievement gap between struggling students and their peers. In addition, an Intervention & Referral Service team assists teachers in providing services to struggling students.</p>
 Student Health and Wellness:	<p>Main Road School offers a free and reduced breakfast and lunch program. Students also enjoy daily recess and weekly gym time to stay physically fit. They also enjoy school physical fitness events like Jump for Heart, DJ Jay, Move and Groove and Field Day. The students learn about health and wellness in weekly health classes and lessons from the school nurse on family life.</p>
 Parent and Community Involvement:	<p>An active parent group is the glue which connects home and school. Community and parental involvement is encouraged at Main Road School through the participation of classroom activities and school-wide programs and events. A supportive PTO is instrumental in providing an enriching and stimulating experience for our students, as they purchase new equipment and instructional materials, host special events, and plan assemblies throughout the school year.</p>

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.



Climate Surveys:

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

A school climate survey is completed annually in Franklin Township Schools. We use the data from the survey to make district and school level goals. The district leadership committee takes an active role in developing and analyzing the results of the survey to communicate them to staff.



Facilities:

Main Road School is a thirty plus classroom school with a library, cafeteria and gymnasium. Each classroom is air conditioned. The parking lot was recently enlarged and paved in 2016.




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School Narrative

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<div>Other Information:</div>	<p>Character education is promoted throughout the school as students are encouraged to demonstrate exemplary citizenship and moral character. The students voted and choose a motto for the year "Kind is Kool." Each month the principal reviews the three expectations, be kind, be ready, and be respectful. The counselor reinforces these three expectations in assemblies, classroom lessons, and group lessons. Teachers are also encouraged to reward students for positive behaviors in the classroom with a doing things right sticker. Each week a student from each homeroom is rewarded a "doing things right brag tag" and a prize. Students can also earn brag tags for clubs, student achievement, and school events.</p>
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Mary F. Janvier School
2016-2017


Grade Span PK-02

15-1590-080
GLOUCESTER
FRANKLIN TWP
1532 PENNSYLVANIA AVE
FRANKLINVILLE, NJ 08322-2355

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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2016-2017**

Grade Span PK-02

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FRANKLINVILLE, NJ 08322-2355**

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.



**Mary F. Janvier School
2016-2017**

Grade Span PK-02

15-1590-080
GLOUCESTER
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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	0	30	29
KG	193	152	181
1	192	198	165
2	192	203	208
3	0	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	19	16	21
Total	596	599	604

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	48%	49%	47%
Male	52%	51%	53%
Economically Disadvantaged Students	36%	36%	36%
Students with Disabilities	11%	15%	16%
English Learners	2%	1%	1%
Homeless Students			2%
Students in Foster Care			2%
Military-Connected Students			0%
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	81.5%
Hispanic	8.3%
Black or African American	5.0%
Asian	1.0%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	4.1%

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	17	30	29
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	195	152	181

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	99.2%
Other	0.8%

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

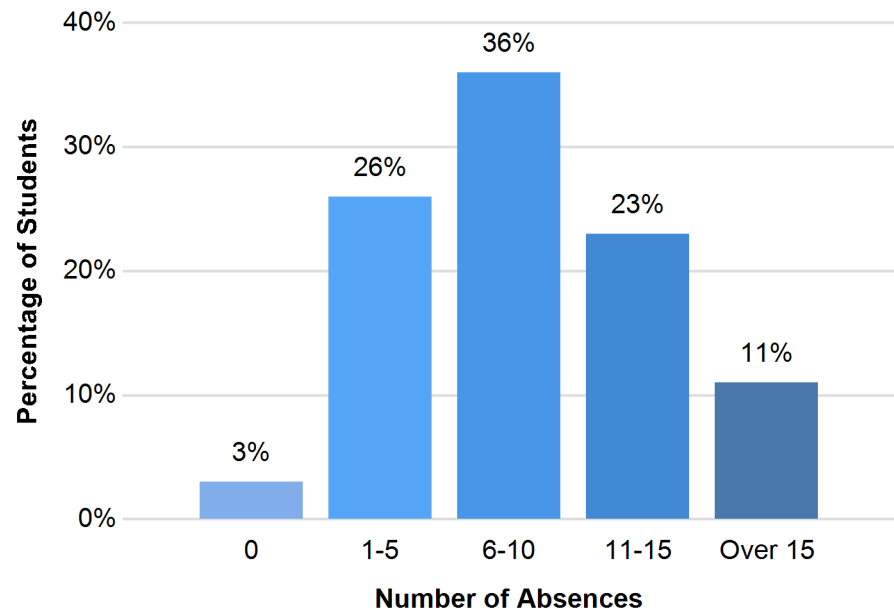
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.50	9.80	Met Target
White	8.00	9.80	Met Target
Hispanic	10.40	9.80	Not Met
Black or African American	23.10	9.80	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	0	9.80	Met Target
Economically Disadvantaged Students	13.80	9.80	Not Met
Students with Disabilities	14.30	9.80	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.





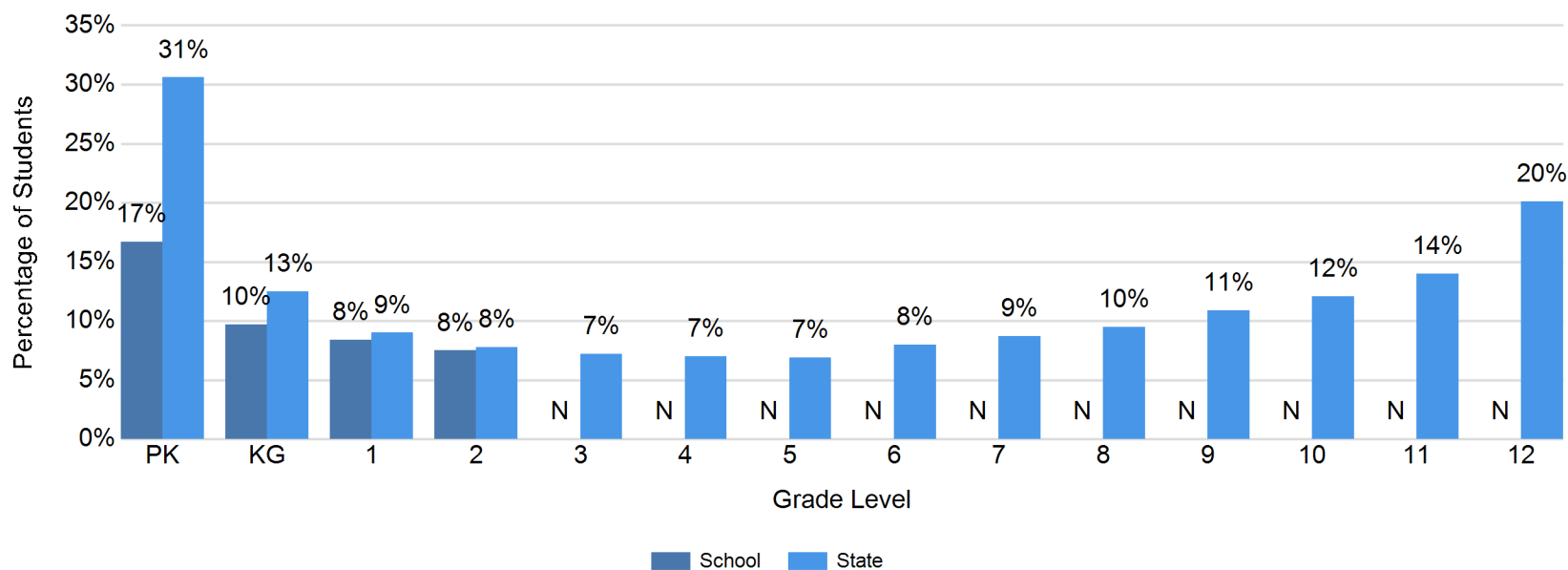
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Chronic Absenteeism by Grade

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	9:10AM
Typical End Time	3:55PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs. 50 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	4
Vandalism	0
Weapons	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	0.99

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	0.0%
Out-of-School Suspensions	0.7%
Any Suspension	0.7%

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)	\$540	\$11,723	\$12,263



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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	45	120,724
Average years experience in public schools	11.5	11.8
Average years experience in district	9.8	10.5
Teachers in district for 4 or more years	58%	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	8	9,506
Average years experience in public schools	15.8	15.9
Average years experience in district	6.8	11.6
Administrators in district for 4 or more years	88%	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	13:1	12:1
Administrators	604:1	182:1
Librarian/Media Specialists		1456:1
Nurses		485:1
Counselors		485:1
Child Study Team		364:1

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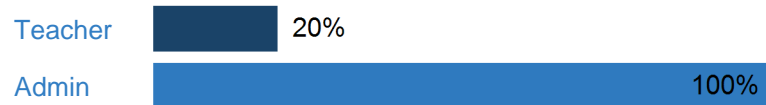
Teachers and Administrators - Level of Education

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	83%	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:	Mr. Kobik	Email Address:	hkobik@franklintwpschools.org
Address:	1532 PENNSYLVANIA AVE FRANKLINVILLE, NJ 08322-2355	Website:	www.franklintwpschools.org
Phone:	(856)629-0431	Facebook:	https://www.facebook.com/Franklin-Township-Schools-Gloucester-County-Official-117718981638814/
		Twitter:	https://twitter.com/franklintwpsch

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"> • Commencement of a chromebook initiative that resulted in K-2 students utilizing chromebooks at a 1:2 ratio. • Continuance and development of a comprehensive character education program. • Curriculum includes Wilson Foundations, Guided Reading, and the American Reading Company literacy framework.
 Mission, Vision, Theme:	<p>Mary F. Janvier Elementary School prides itself on providing children with a safe, positive learning atmosphere that promotes the student's power of positive decision - making through the implementation of a comprehensive character education program. The children are also provided with instructional opportunities that address varying learning styles and a school - team approach fosters an overall atmosphere of acceptance.</p>
 Awards, Recognition, Accomplishments:	<p>Mary F. Janvier Elementary School recently received a grant from the New Jersey Agricultural Society for the expansion of the school's gardens. These gardens are used towards the application of curricular concepts in a variety of areas. These include Math, Science, Health, and ELA. Student groups take ownership of the maintenance of the gardens and enjoy lessons that incorporate this educational resource.</p>






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 Courses, Curriculum, Instruction:	<p>Grade K-2 students continue to participate in daily Wilson Foundations Literacy Program lessons and guided reading instruction occurs daily. Additionally, the American Reading Company literacy framework is employed with all Grade 1 and 2 Basic Skills students and a population of students from specific classrooms. EnVisions 2.0 is used in Math instruction in a manner that promotes student skill development in a relevant context.</p>
 Clubs and Activities:	<p>For the 2017-2018 school year, after-school enrichment programs are offered to Grade 2 students in the areas of art, yoga, literature application, natural science, and STEM problem solving practices.</p>
 Before and After School Programs:	<p>Before and after school care programs are housed in Mary F. Janvier Elementary School. This care is managed by the Archway Just Kids program.</p>







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 <p>Staff and Professional Learning:</p>	<p>Staff professional development focuses on development and monitoring of effective assessment practices, technology applications, and enhancement of instructional activities. Teachers meet in their Professional Learning Communities weekly and the school is initiating the use of the Connected Action Roadmap (CAR) PLC framework.</p>
 <p>Student Supports and Services:</p>	<p>Support continues to be provided for students through our English Language Learners, Basic Skills and, Special Education Services Programs. Additionally, during the 2017-2018 school year, our school is commencing the development of a formalized RTI program. Children who require Speech Services, Occupational Therapy, Physical Therapy, Resource Center, and instruction through our school's Reading Interventionist or Reading Specialist also have their specific needs met.</p>
 <p>Student Health and Wellness:</p>	<p>A breakfast program exists and our cafeteria services provide students with nutritious, nut-free meal choices.</p>
 <p>Parent and Community Involvement:</p>	<p>The Mary. F. Janvier PTA is a highly active organization that hosts a variety of family - friendly fundraisers throughout the course of the school year. These include, Family Movie Night, Family Bingo Night, and Family Bowling Day. Parents have the opportunity to visit their child's classroom to read to the class or to complete a craft. Parents can access their child's progress through the Parent Portal System.</p>



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Climate Surveys:

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

A district - wide school climate survey has shown that Mary F. Janvier Elementary School is a positive learning environment with a flexible, caring staff.



Facilities:

Mary F. Janvier Elementary School is a well - maintained facility. Recent years have seen upgrades in the school's roof, parking lots, and computer lab. Additionally, the school's hallways are painted with a vibrant base of primary colors that are indicative to a Pre K - 2 Elementary School. All instructional areas and the school's All Purpose Room are air conditioned and well lit. Annual air quality testing assists in ensuring a healthy environment.



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Other Information:

Mary F. Janvier Elementary School houses the district's Special Education Pre K Inclusion Program. As a result, a specific number of regular-education Pre K "lottery" students are selected for Pre K each school year. Instruction in all grade levels at Mary F. Janvier Elementary School occurs primarily in a small group, learning centers - based setting. Technology tools present in each classroom include chromebooks, Smart Boards, and document cameras. Standards - based learning continues to be pursued and student progress reporting to parents adheres to a standards - based model. As a result, teachers, parents, and students gain a clear understanding of pupil academic strengths and the level of attention that must be provided towards the development of specific skills. The Reading Buddies, Book in the Bag, and Study Buddies programs provide instructional tools and methods that reinforce classroom presented material, encourage a cooperative approach towards learning, and provide an avenue for the building of student leadership.