



Conerly Road School  
2016-2017  
Grade Span PK-04

35-1610-055  
SOMERSET  
FRANKLIN TWP  
35 CONERLY ROAD  
SOMERSET, NJ 08873-2301

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](mailto: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
PK	33	31	32
KG	70	86	76
1	79	62	81
2	87	77	71
3	79	82	71
4	75	72	91
Ungraded	1	0	0
Total	424	410	422

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	49	0	0
PK - Full Day	0	31	32
KG - Half Day	0	0	0
KG - Full Day	70	86	76

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	46%	44%	45%
Male	55%	56%	55%
Economically Disadvantaged Students	25%	36%	36%
Students with Disabilities	9%	9%	15%
English Learners	1%	2%	3%
Homeless Students			1%
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
Black or African American	39.6%
Hispanic	21.6%
Asian	18.7%
White	13.5%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	6.2%

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	83.4%
Spanish	7.6%
Gujarati	1.4%
Other	7.3%



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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	154	99.4	55.20	46.70	54.90	55.2	51.5	Met Target
White	17	100.0	64.70	*	63.90	64.7	**	**
Hispanic	36	97.4	47.30	33.20	39.80	47.3	51.5	Met Target†
Black or African American	66	100.0	40.90	37.90	35.20	40.9	37.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	24	100.0	91.70	*	80.70	91.7	75.2	Met Goal
American Indian or Alaska Native	N	N	N	78.60	53.70	N	**	**
Two or More Races	11	100.0	72.70	63.00	54.90	72.7	**	**
Female	64	98.6	51.60	54.70	62.20	51.6		
Male	90	100.0	57.80	39.40	48.10	57.8		
Economically Disadvantaged Students	55	100.0	41.80	32.30	36.20	41.8	45.6	Met Target†
Non-Economically Disadvantaged Students	99	99.0	62.60	58.70	65.80	62.6		
Students with Disabilities	27	100.0	25.90	12.00	20.50	25.9	17.6	Met Target
Students without Disabilities	127	99.3	61.40	54.10	61.90	61.4		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	25.00	53.50	N		
Migrant Students	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
<b>Schoolwide</b>	72	755	741	749	*	15%	24%	42%	*	54%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	15	749	728	734	*	*	*	*	0%	60%	35%
Black or African American	36	745	729	731	*	*	31%	*	*	36%	32%
Asian, Native Hawaiian, or Pacific Islander	10	785	773	775	0%	0%	*	*	*	90%	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	32	752	746	754	*	*	*	31%	*	44%	55%
Male	40	758	736	745	*	*	*	50%	*	63%	46%
Economically Disadvantaged Students	28	740	724	731	*	*	*	39%	*	43%	31%
Non-Economically Disadvantaged Students	44	765	756	762	*	*	*	43%	*	61%	63%
Students with Disabilities	14	724	711	720	*	*	*	*	*	29%	24%
Students without Disabilities	58	763	747	755	*	*	*	*	*	60%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	72	755	745	752	*	15%	24%	42%	*	54%	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	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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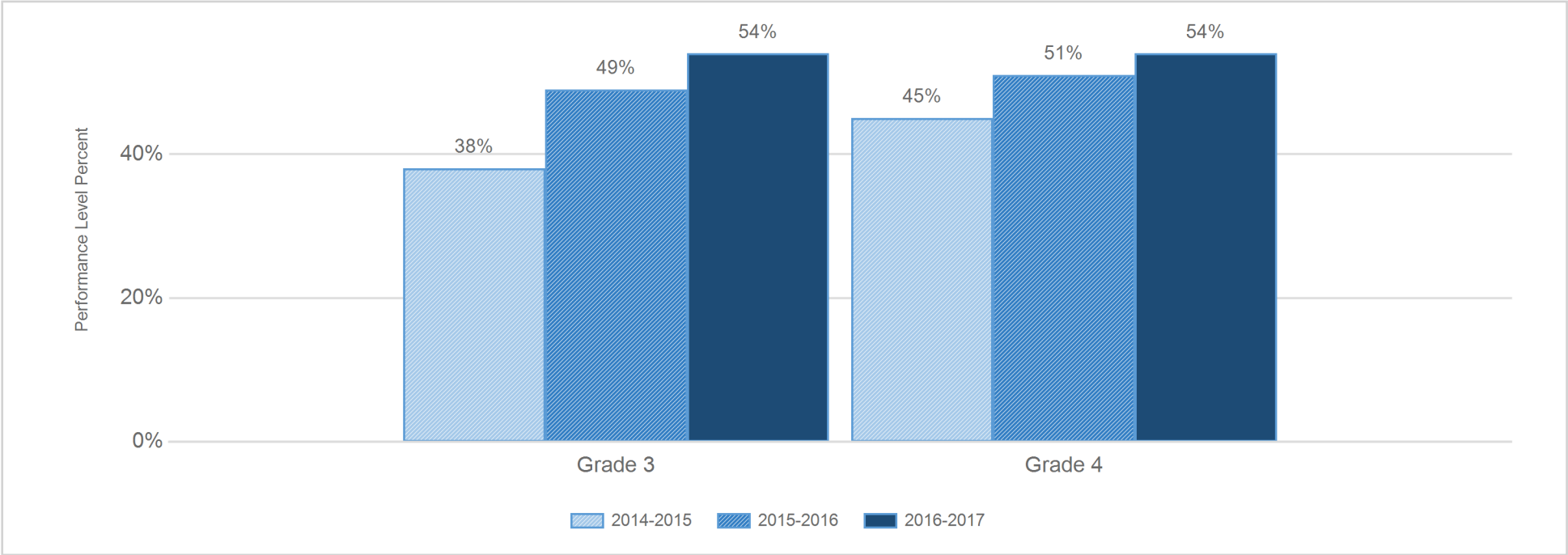
**English Language Arts/Literacy Assessment - Performance by Grade: Grade 4**

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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
<b>Schoolwide</b>	90	754	748	753	*	11%	28%	44%	*	54%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	23	741	734	740	*	*	*	*	*	35%	40%
Black or African American	35	747	741	737	*	*	37%	40%	*	46%	36%
Asian, Native Hawaiian, or Pacific Islander	15	780	776	777	0%	0%	*	80%	*	93%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	36	757	753	758	*	*	*	42%	*	56%	61%
Male	54	751	743	749	*	*	*	46%	*	54%	51%
Economically Disadvantaged Students	31	742	734	737	*	*	*	*	*	39%	36%
Non-Economically Disadvantaged Students	59	760	760	764	*	*	*	*	*	63%	69%
Students with Disabilities	14	720	715	725	*	*	*	*	*	21%	25%
Students without Disabilities	76	760	755	759	*	*	*	*	*	61%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	90	754	750	755	*	11%	28%	44%	*	54%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

### English Language Arts/Literacy Assessment - Performance Trends

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





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### Mathematics Assessment - Participation and Performance

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

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Schoolwide	154	99.4	56.50	40.40	43.50	56.5	60	Met Target†
White	17	100.0	64.70	*	52.40	64.7	**	**
Hispanic	36	97.4	44.50	28.40	27.60	44.5	47.9	Met Target†
Black or African American	66	100.0	47.00	29.00	21.70	47	46.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	24	100.0	91.70	*	75.60	91.7	80	Met Goal
American Indian or Alaska Native	N	N	N	71.40	42.50	N	**	**
Two or More Races	11	100.0	63.60	56.30	44.90	63.6	**	**
Female	64	98.6	57.80	43.00	44.10	57.8		
Male	90	100.0	55.50	38.10	42.90	55.5		
Economically Disadvantaged Students	55	100.0	45.50	27.50	25.10	45.5	47.5	Met Target†
Non-Economically Disadvantaged Students	99	99.0	62.70	51.40	54.30	62.7		
Students with Disabilities	27	100.0	40.70	12.00	16.50	40.7	32.5	Met Target
Students without Disabilities	127	99.3	59.90	46.70	48.80	59.9		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	37.50	39.90	N		
Migrant Students	N	N	N	*	18.20	N		

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**Mathematics Assessment - Performance by Grade: Grade 3**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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.

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<b>Schoolwide</b>	72	758	747	751	*	*	24%	46%	15%	61%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	15	754	738	738	0%	*	*	67%	0%	67%	37%
Black or African American	36	747	735	733	*	*	28%	39%	*	47%	32%
Asian, Native Hawaiian, or Pacific Islander	10	797	779	779	0%	0%	0%	*	*	100%	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	32	751	748	751	*	*	*	44%	*	53%	52%
Male	40	763	746	751	*	*	*	48%	*	68%	53%
Economically Disadvantaged Students	28	747	734	736	*	*	*	46%	*	54%	34%
Non-Economically Disadvantaged Students	44	765	759	761	*	*	*	46%	*	66%	65%
Students with Disabilities	14	745	721	729	*	*	*	*	*	50%	29%
Students without Disabilities	58	761	752	755	*	*	*	*	*	64%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	72	758	750	753	*	*	24%	46%	15%	61%	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	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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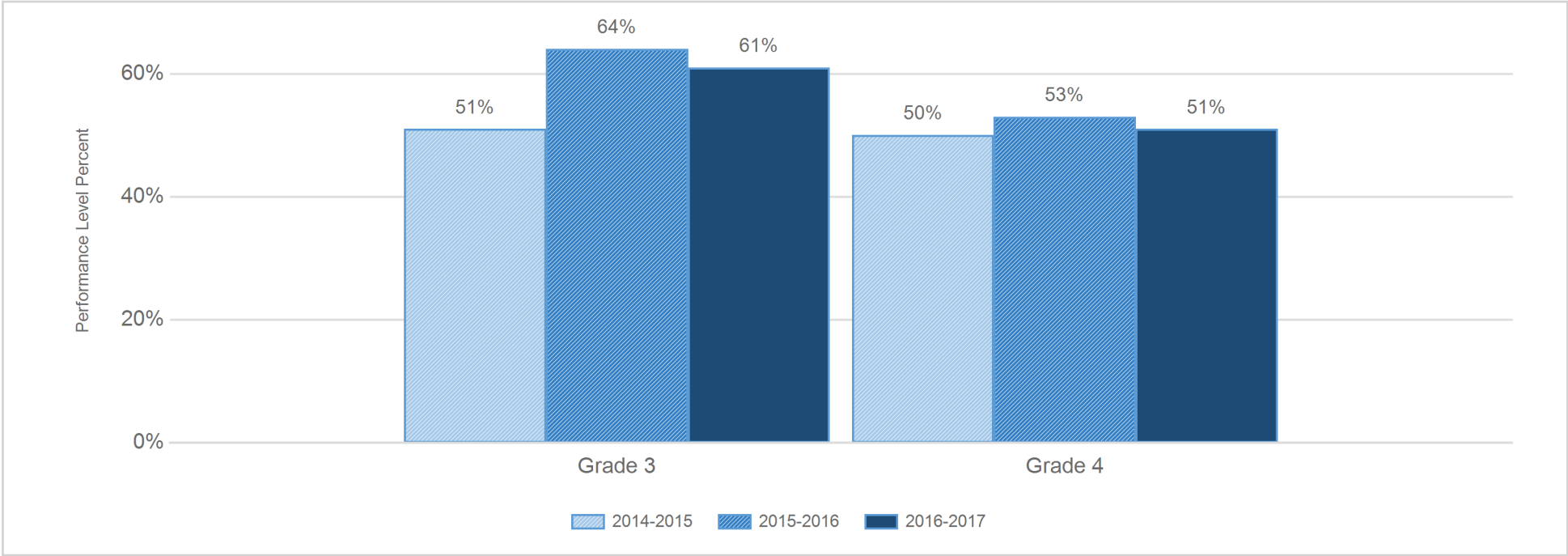
**Mathematics Assessment - Performance by Grade: Grade 4**

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<b>Schoolwide</b>	90	750	745	747	*	19%	23%	43%	*	51%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	23	736	733	734	*	*	*	*	*	30%	30%
Black or African American	35	741	736	729	*	*	*	37%	*	43%	25%
Asian, Native Hawaiian, or Pacific Islander	15	781	776	774	0%	0%	*	*	*	87%	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	36	750	745	747	*	*	*	53%	*	58%	47%
Male	54	750	745	747	*	*	*	37%	*	46%	48%
Economically Disadvantaged Students	31	738	732	732	*	*	*	36%	*	39%	27%
Non-Economically Disadvantaged Students	59	756	757	757	*	*	*	48%	*	58%	61%
Students with Disabilities	14	730	*	724	*	*	*	*	*	36%	22%
Students without Disabilities	76	754	*	751	*	*	*	*	*	54%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	90	750	747	749	*	19%	23%	43%	*	51%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

### Mathematics Assessment – Performance Trends

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





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Alternate Assessments - Participation

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

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

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	N	N	N
5+	N	N	N



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

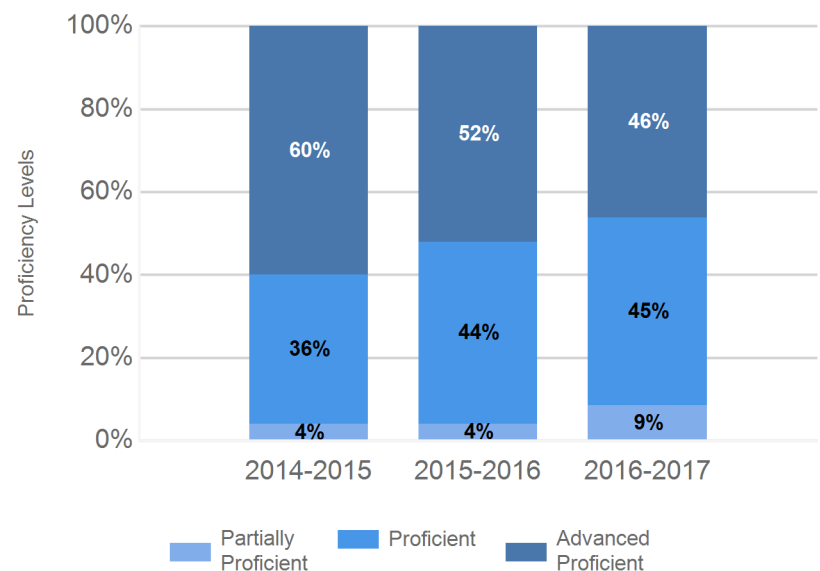
### NJASK Science Assessment Performance: Grade 4

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	46%	45%	9%
White	91%	9%	N
Hispanic	35%	60%	5%
Black or African American	31%	58%	11%
Asian, Native Hawaiian, or Pacific Islander	80%	20%	N
American Indian or Alaska Native	N	N	N
Two or More Races	27%	46%	27%
Economically Disadvantaged Students	40%	43%	17%
Students with Disabilities	21%	43%	36%
English Learners	N	N	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	50	50	50	Met Target	50.5	57	50	Met Target
White	*	56	50	**	*	58	52	**
Hispanic	51.5	49	49	Met Target	37.5	55	47	Not Met
Black or African American	45	45	45	Met Target	47	54.5	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	65	65	60	**	79	69	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	60	51	**	*	*	52	**
Economically Disadvantaged	48.5	48	47	Met Target	42.5	55	46	Met Target
Students with Disabilities	40	40	41	**	28	55	43	**
English Learners	*	52	53	**	*	59	51	**

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



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

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

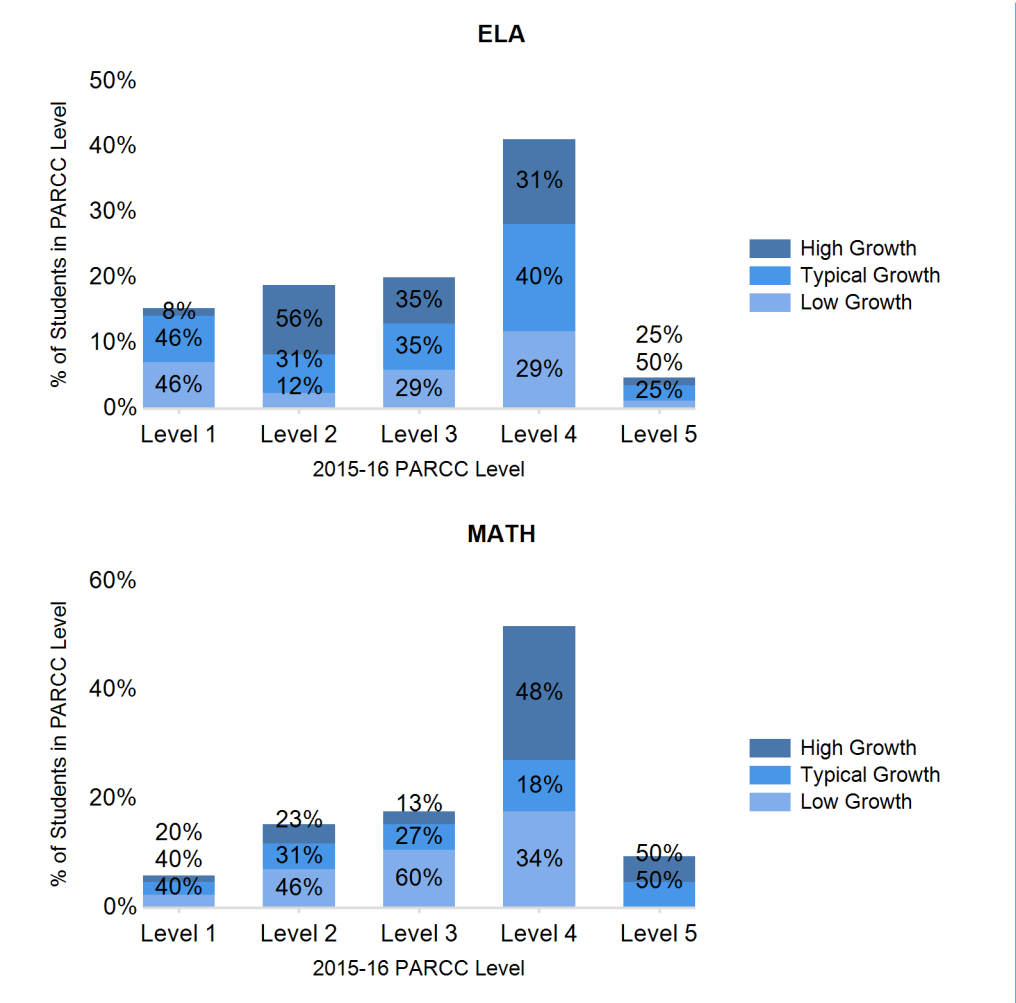
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

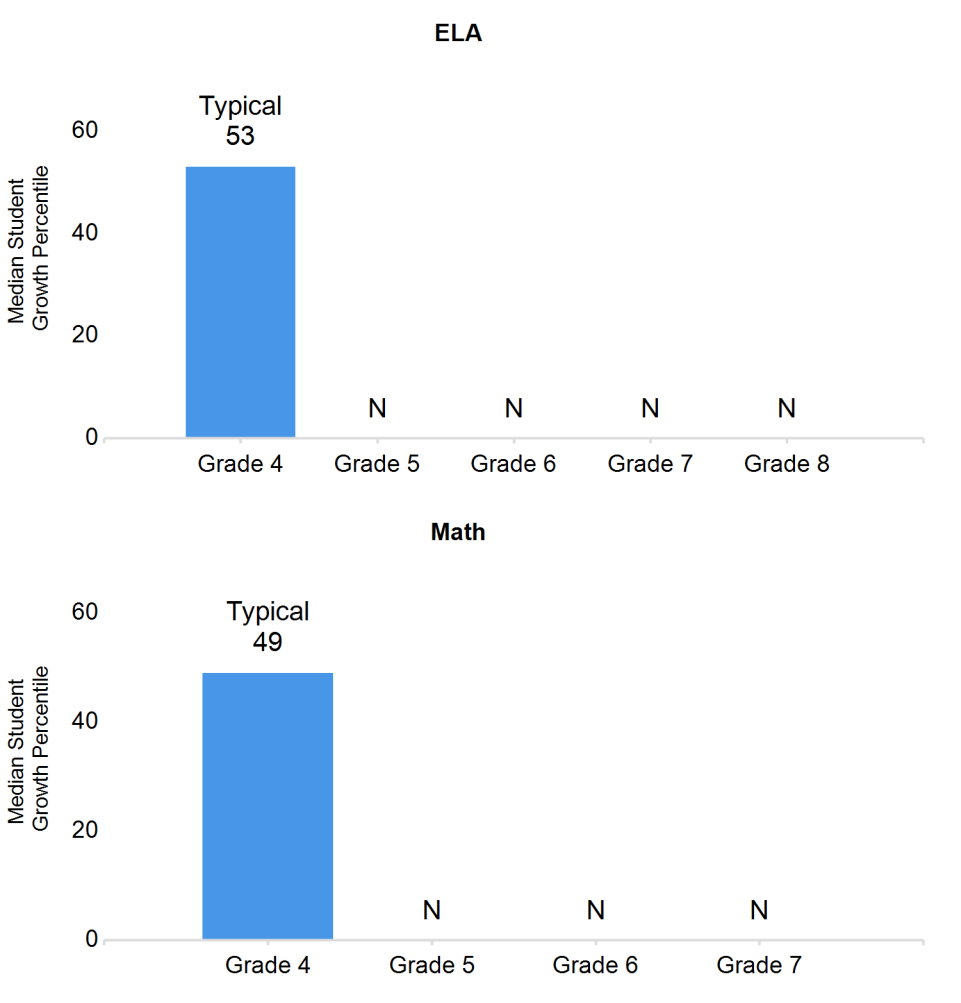
Student Growth by Performance Level

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



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

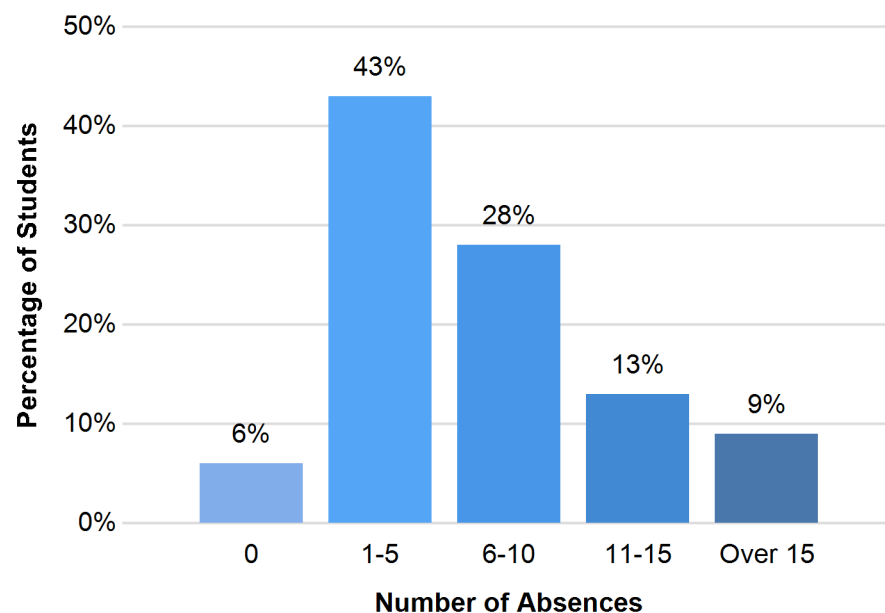
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.90	8.70	Met Target
White	12.70	8.70	Not Met
Hispanic	6.90	8.70	Met Target
Black or African American	5.60	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	4.80	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	8.00	8.70	Met Target
Economically Disadvantaged Students	13.30	8.70	Not Met
Students with Disabilities	11.50	8.70	Not Met
English Learners	N	**	**

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

### Days Absent

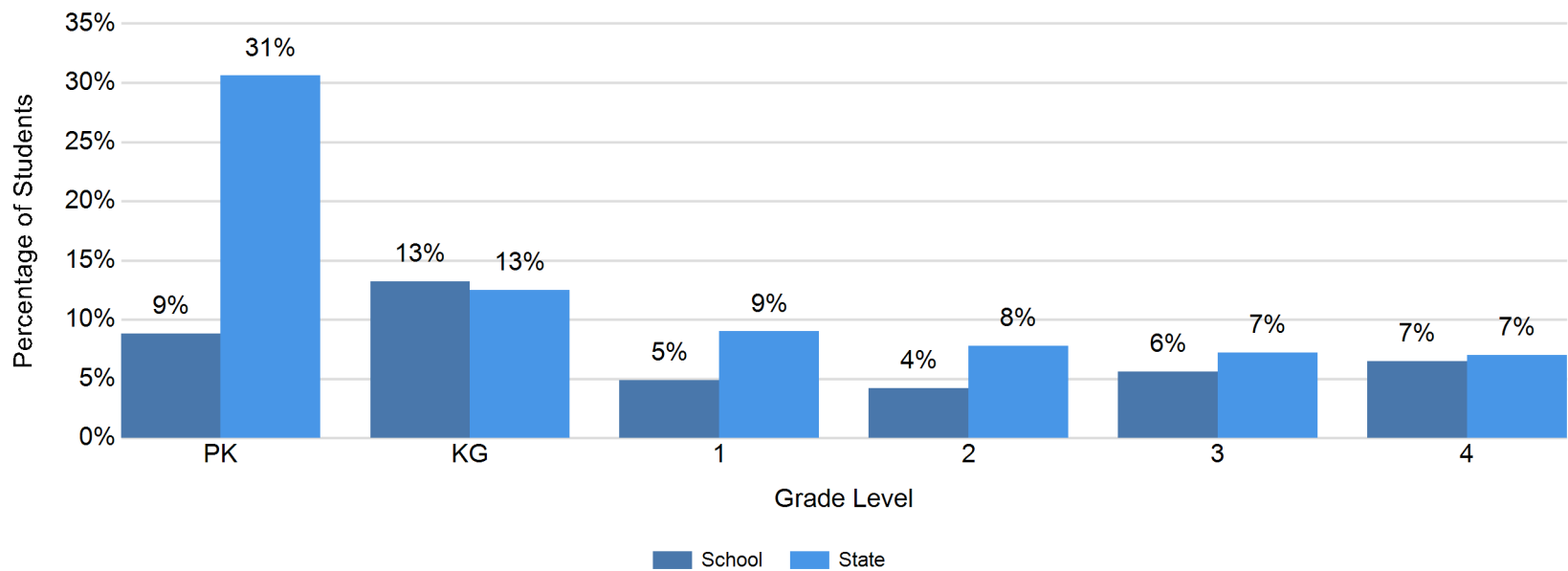
The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





### 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	9:05AM
Typical End Time	3:20PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 33 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	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.24

### 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	1.9%
Any Suspension	1.9%

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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**Technology Readiness**

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.3:1	138.8 kbps	100 kbps	Yes	Fiber	Fiber	Yes

**Per-Pupil Expenditures (District Level)**

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$516	\$14,543	\$15,059



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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	40	120,724
Average years experience in public schools	15.2	11.8
Average years experience in district	12.2	10.5
Teachers in district for 4 or more years	95%	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	44	9,506
Average years experience in public schools	12.6	15.9
Average years experience in district	9.5	11.6
Administrators in district for 4 or more years	61%	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	10:1
Administrators	422:1	164:1
Librarian/Media Specialists		901:1
Nurses		721:1
Counselors		313:1
Child Study Team		212:1



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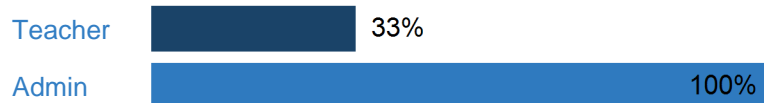
### Teachers and Administrators - Level of Education

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	86%	89%
2015-16 Administrators: Same district 2016-17	83%	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	96%



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Accountability Indicator Scores and Summative Rating

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

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	51.0	17.5%
Mathematics Proficiency	77.3	17.5%
English Language Arts Growth	51.1	25.0%
Mathematics Growth	44.4	25.0%
Chronic Absenteeism	41.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		52.5
Summative Rating: Percentile rank of Summative Score		53.8
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	52.5	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
White	**	**	No	**	**	Not Met	**	**	No
Hispanic	53.4	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Not Met	No
Black or African American	68.7	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Goal	Met Goal	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	Met Target	**	**	No
Economically Disadvantaged Students	55.1	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	**	**	No	Met Target	Met Target	Not Met	**	**	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

<b>Principal:</b>	Dr. Silva-Burnett	<b>Email Address:</b>	<a href="mailto:dsilva-burnett@franklinboe.org">dsilva-burnett@franklinboe.org</a>
<b>Address:</b>	35 CONERLY ROAD SOMERSET, NJ 08873-2301	<b>Website:</b>	<a href="https://www.franklinboe.org">https://www.franklinboe.org</a>
<b>Phone:</b>	(732)249-9362	<b>Twitter:</b>	<a href="https://twitter.com/CRS_FTPSchools">https://twitter.com/CRS_FTPSchools</a>

### 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.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Awarded Future Ready Schools Designation from the State of New Jersey</li> <li>• Curricula include Next Generation Science Standards, edConnect and iReady Assessments</li> <li>• Participation in Junior Achievement for Grades 1-4.</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>Franklin Township Public Schools is a diverse and unique district, with more than 60 languages spoken by families that send students to the its nine schools, soon to be ten, as a new elementary school will be added in September, 2018, thanks to a successful construction referendum passed in 2014. The district's mission statement: Franklin Township Public Schools embraces its diversity, fosters excellent educational innovation and empowers all students to achieve their highest potential.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>Conerly Road School has earned the distinction of being a Future Ready School, an honor that indicates the school promotes digital learning practices and prepares students for college and career readiness.</p>









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**School Narrative**

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 <b>Courses, Curriculum, Instruction:</b>	<p>Students in Grades 3 and 4 participate in an enrichment component with the Science Specialist, learning advanced concepts while using engineering to solve science problems. College and career skills involve planning, problem solving, analyzing, assessing and presenting via class presentations and selected projects.</p>
 <b>Sports and Athletics:</b>	<p>In addition to the high school Girls Basketball team's winning a Group 4 State Championship and the Tournament of Champions Championship, as well as the Boys Spring Track and Field team's winning a Group 4 State Championship, individually William Hill was named Fall Cross Country Athlete of the Year by the Courier News/Home News, and Mario Heslop Courier was named Courier News/Home News Spring Athlete of the Year.</p>
 <b>Clubs and Activities:</b>	<p>CRS has a newspaper club that provides opportunities for student writers in Grades 3 and 4 to experience interviewing techniques while writing and editing stories about school events and publishing a newspaper for student and staff distribution.</p>
 <b>Before and After School Programs:</b>	<p>C.A.R.E. is the Franklin Public School District's before and after school childcare program, serving students from Pre-Kindergarten to Sixth-Grade. At C.A.R.E, which stands for culture, arts, recreation and enrichment, students participate in a variety of activities, including snack time, reading and recreation. Although C.A.R.E. is a program for enrichment and social interaction, staff reinforces concepts learned in school and provide homework time.</p>








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**School Narrative**

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 <b>Staff and Professional Learning:</b>	<p>Current district PD was identified through a shared process across district stakeholder groups and addresses achievement patterns illustrated in this 2016-2017 report. The following areas were identified: PD to help leaders continue to reinforce an integrated instructional vision; to improve accountability systems and equity; to explore avenues to address social/emotional learning; to embrace technology best practices via the Future Ready initiative; and to improve content area expertise.</p>
 <b>Postsecondary Information:</b>	<p>Over 80% of the district's graduates continue their education at 2 or 4-year schools. While most students attend NJ institutes, students also attend schools across the country. Students are supported in post-secondary planning via comprehensive and developmentally appropriate college and career planning throughout their education. This includes individual, small and large-group counseling, and school and community-sourced supports.</p>
 <b>Student Supports and Services:</b>	<p>District integrated Student Support Services include comprehensive Special Education and Related Services for Students aged 3 – 21, Tiered Intervention Services, and Model Bilingual and ESL/ELL programs. These programs are provided through supplemental interventions, therapeutic services, and comprehensive instructional classroom environments. Additional programs include health services, integrated preschool programs, transition programs, and wrap around therapeutic mental health programs.</p>
 <b>Student Health and Wellness:</b>	<p>The Franklin Township Health and Physical Education Program is dedicated to providing a curriculum in which students apply the skills and knowledge necessary to confidently lead a healthy and active lifestyle. Each school participates in a breakfast program in which all students have access. Students are encouraged to participate in recess, activity breaks and mindfulness as appropriate throughout the school day.</p>
 <b>Parent and Community Involvement:</b>	<p>The CRS PTO is an active parent organization that offers school events, field trips and other educational experiences to involve parents and the school community. Voter Registration is encouraged and conducted with other community organizations in the township.</p>





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School Narrative

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<div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>As a means of supporting the district's initiative to build more social/emotional learning opportunities for its students, all district schools have used the NJDOE culture and climate surveys to support Professional Learning Communities designed to address culture and climate in each school. This fall the schools issued the survey as a baseline and will follow through each year with an annual spring survey as well.</p>
<div>Facilities:</div>	<p>Conerly Road School was built in 1966; it is air-conditioned through window units and recent updates include a new boiler system and playground designed for Grades PreK to 4. The district will open Claremont Elementary School in September 2018, which will allow FTPS to restructure its grade levels and eliminate a transition for students; this will allow all district elementary schools to offer a robust 21st Century learning experience to all students in spacious, well-designed settings.</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.



Other Information:

Franklin Township Public Schools (FTPS) embraces its diversity: Its student families report sixty-five different languages as their native language. FTPS fosters excellent educational innovation: Six of its schools were part of the inaugural group of schools certified by Future Ready Schools, a program created by NJIT, the NJDOE, and the NJSBA to support digital learning readiness in schools. This certification allows FTPS schools to serve as an example to others in the state. FTPS empowers all students to achieve their highest potential: From its high quality full-day preschool program to its 28 Advanced Placement and/or Concurrent Enrollment Program courses, FTPS offers its students outstanding academic rigor. Over \$1 million in scholarships is awarded to FTPS students each year, and FTPS students attend universities throughout the nation. FTPS students also excel in athletics and extracurricular activities: The Lady Warrior basketball team and the boys track team were state champions. One of the district’s students was named the 2017 Paper Mill Rising Star Award for Outstanding Actress. The Model UN team enjoys continued success in national competitions, as does the school’s Junior Classical League team and the Marching Band. District communication is achieved through the district website: <https://www.franklinboe.org>; district Twitter: @FTPSchools; as well as through the Focus on Franklin video newsmagazines. FTPS is truly “On the Move”: During the 2017-2018 school year the district will complete the construction projects promised in its One Less Move Referendum campaign. By September of 2018 the district will open its seventh elementary school and offer one middle school program on two campuses. The reconfiguration of grades PK-5, 6-8, and 9-12 will provide greater continuity for the district’s students and help continue its mission to celebrate its diversity, foster excellent educational innovation, and empower all students to reach their highest potential.




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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](mailto: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
PK	34	53	46
KG	110	83	98
1	127	99	84
2	124	126	95
3	125	130	127
4	124	113	132
Ungraded	15	13	14
Total	659	617	596

### 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	55%	56%	54%
Male	45%	44%	46%
Economically Disadvantaged Students	51%	66%	68%
Students with Disabilities	6%	14%	13%
English Learners	13%	17%	19%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			1%
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
Hispanic	43.3%
Black or African American	35.9%
White	10.4%
Asian	6.9%
Native Hawaiian or Pacific Islander	0.5%
American Indian or Alaska Native	0.2%
Two or More Races	2.9%

### 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	23	0	0
PK - Full Day	18	53	46
KG - Half Day	0	0	0
KG - Full Day	103	83	98

### 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	63.3%
Spanish	30.4%
Arabic	1.2%
Other	5.4%



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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	253	99.3	29.70	46.70	54.90	29.7	35.6	Not Met
White	27	96.6	33.30	*	63.90	33.3	57.2	Not Met
Hispanic	113	99.2	22.20	33.20	39.80	22.2	29.6	Not Met
Black or African American	85	100.0	29.50	37.90	35.20	29.5	28.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	19	100.0	63.20	*	80.70	63.2	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	132	99.3	38.60	54.70	62.20	38.6		
Male	121	99.2	19.90	39.40	48.10	19.9		
Economically Disadvantaged Students	155	99.4	21.30	32.30	36.20	21.3	29.9	Not Met
Non-Economically Disadvantaged Students	98	99.0	42.90	58.70	65.80	42.9		
Students with Disabilities	42	95.6	11.90	12.00	20.50	11.9	12.8	Met Target†
Students without Disabilities	211	100.0	33.20	54.10	61.90	33.2		
English Learners	58	100.0	15.50	21.70	25.20	15.5	17.6	Met Target†
Non-English Learners	195	99.1	33.90	50.40	57.40	33.9		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	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
<b>Schoolwide</b>	131	727	741	749	26%	*	26%	25%	*	27%	50%
White	16	735	753	759	*	*	*	*	0%	44%	61%
Hispanic	58	720	728	734	29%	21%	35%	*	*	16%	35%
Black or African American	41	725	729	731	24%	29%	24%	*	*	22%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	66	737	746	754	*	18%	29%	*	*	36%	55%
Male	65	716	736	745	*	25%	23%	*	*	17%	46%
Economically Disadvantaged Students	82	716	724	731	*	*	27%	12%	*	12%	31%
Non-Economically Disadvantaged Students	49	745	756	762	*	*	25%	47%	*	51%	63%
Students with Disabilities	15	704	711	720	*	*	*	*	*	13%	24%
Students without Disabilities	116	730	747	755	*	*	*	*	*	28%	55%
English Learners	28	703	703	709	*	*	*	*	*	*	11%
Non-English Learners	103	733	745	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	129	737	748	753	*	27%	26%	30%	*	35%	56%
White	12	733	764	762	*	*	*	*	*	25%	67%
Hispanic	56	734	734	740	*	32%	29%	25%	*	29%	40%
Black or African American	50	737	741	737	*	22%	20%	36%	*	40%	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	70	743	753	758	*	20%	26%	37%	*	43%	61%
Male	59	730	743	749	*	36%	25%	20%	*	25%	51%
Economically Disadvantaged Students	77	736	734	737	*	31%	26%	29%	*	33%	36%
Non-Economically Disadvantaged Students	52	738	760	764	*	21%	25%	31%	*	39%	69%
Students with Disabilities	20	719	715	725	*	*	*	*	*	20%	25%
Students without Disabilities	109	740	755	759	*	*	*	*	*	38%	62%
English Learners	10	710	709	711	*	*	*	*	*	*	10%
Non-English Learners	119	739	750	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

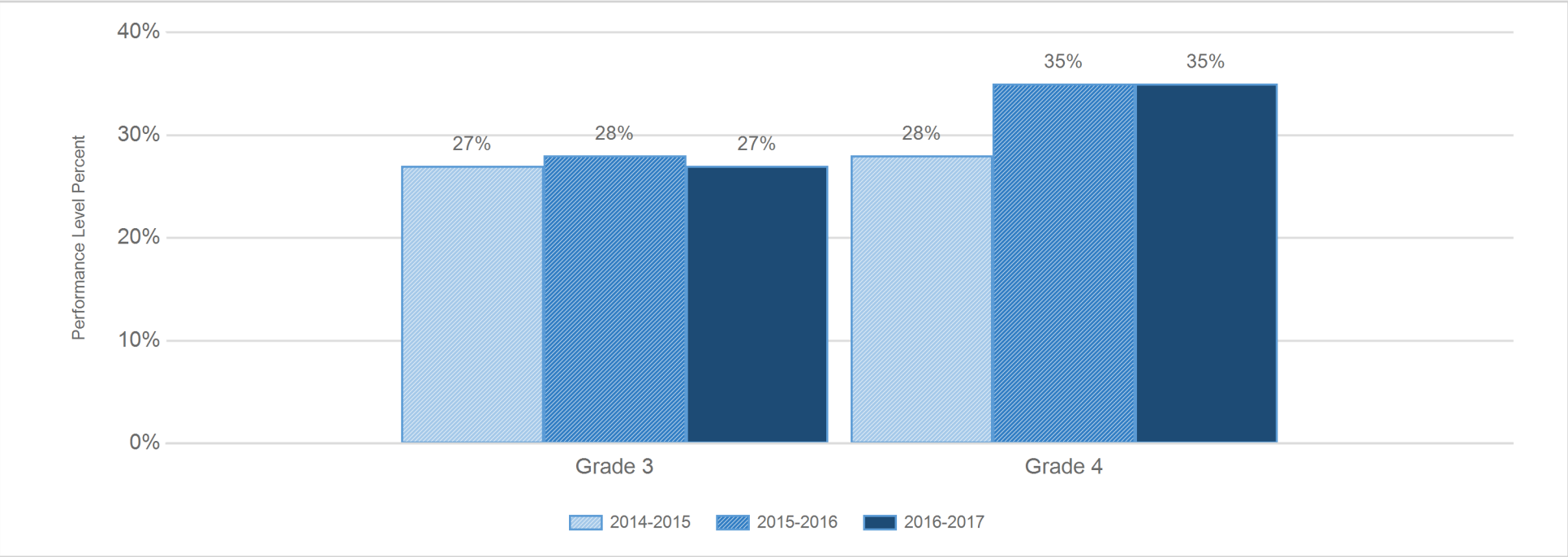


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English Language Arts/Literacy Assessment - Performance Trends

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	253	99.3	31.60	40.40	43.50	31.6	36.9	Not Met
White	27	96.6	29.60	*	52.40	29.6	57.2	Not Met
Hispanic	113	99.2	27.50	28.40	27.60	27.5	29.6	Met Target†
Black or African American	85	100.0	28.30	29.00	21.70	28.3	30.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	19	100.0	78.90	*	75.60	78.9	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	132	99.3	38.70	43.00	44.10	38.7		
Male	121	99.2	24.00	38.10	42.90	24		
Economically Disadvantaged Students	156	99.4	22.40	27.50	25.10	22.4	29.4	Not Met
Non-Economically Disadvantaged Students	97	99.0	46.40	51.40	54.30	46.4		
Students with Disabilities	42	95.6	*	12.00	16.50	*	19.5	Not Met
Students without Disabilities	211	100.0	*	46.70	48.80	*		
English Learners	58	100.0	19.00	25.30	23.30	19	23	Met Target†
Non-English Learners	195	99.1	35.40	42.80	45.20	35.4		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	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
<b>Schoolwide</b>	131	733	747	751	*	34%	25%	25%	*	29%	53%
White	16	738	755	759	*	*	*	*	0%	31%	63%
Hispanic	58	729	738	738	*	31%	35%	21%	*	22%	37%
Black or African American	41	727	735	733	*	44%	*	*	*	24%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	66	740	748	751	*	30%	26%	32%	*	36%	52%
Male	65	726	746	751	*	39%	25%	19%	*	22%	53%
Economically Disadvantaged Students	82	723	734	736	*	43%	28%	16%	*	16%	34%
Non-Economically Disadvantaged Students	49	748	759	761	*	20%	20%	41%	*	51%	65%
Students with Disabilities	15	709	721	729	*	*	*	*	*	*	29%
Students without Disabilities	116	736	752	755	*	*	*	*	*	*	57%
English Learners	28	712	719	724	*	*	*	*	*	*	21%
Non-English Learners	103	738	750	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	750	*	*	*	*	*	*	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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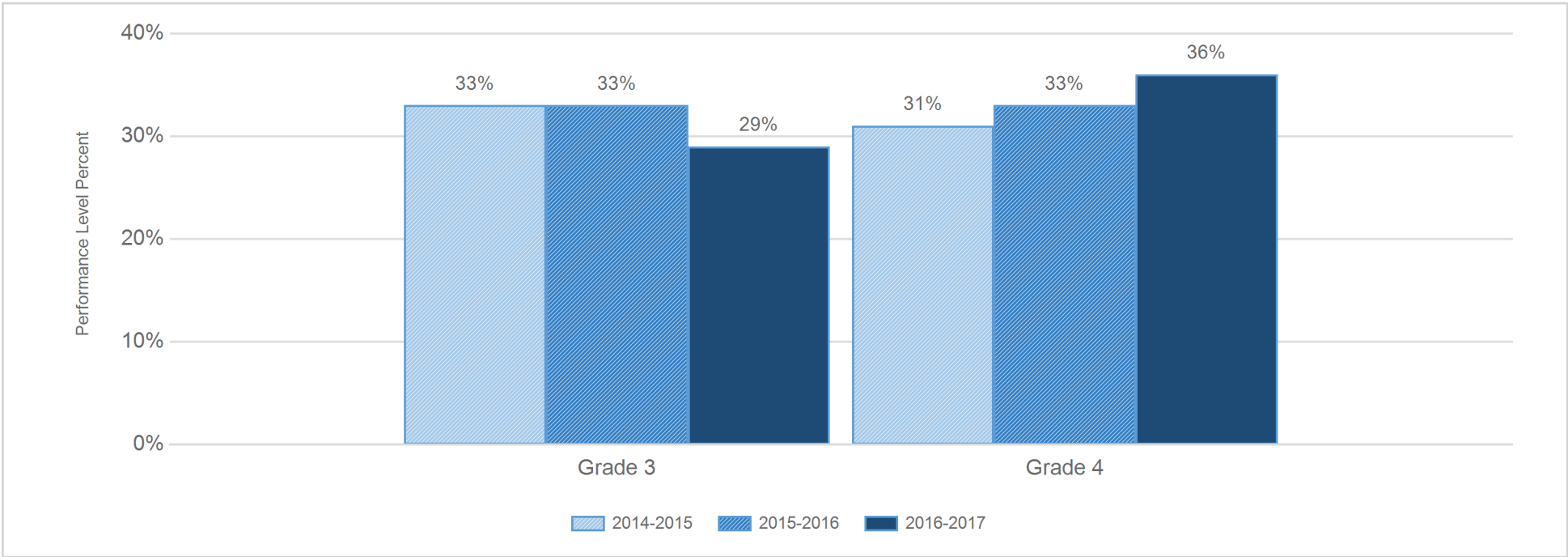
Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	129	735	745	747	*	30%	23%	35%	*	36%	47%
White	12	740	762	755	*	*	*	*	0%	33%	59%
Hispanic	56	732	733	734	*	36%	18%	32%	*	34%	30%
Black or African American	50	733	736	729	*	30%	26%	32%	*	32%	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	70	738	745	747	*	30%	20%	40%	*	40%	47%
Male	59	733	745	747	*	29%	27%	29%	*	31%	48%
Economically Disadvantaged Students	77	732	732	732	*	30%	26%	31%	*	31%	27%
Non-Economically Disadvantaged Students	52	740	757	757	*	29%	19%	40%	*	42%	61%
Students with Disabilities	20	720	*	724	*	60%	*	*	*	10%	22%
Students without Disabilities	109	738	*	751	*	24%	*	*	*	40%	52%
English Learners	10	711	719	716	*	*	*	*	*	*	12%
Non-English Learners	119	738	747	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

### 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	21	*	*
2	22	*	*
3	17	*	*
4	23	*	*
5+	10	*	*





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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.

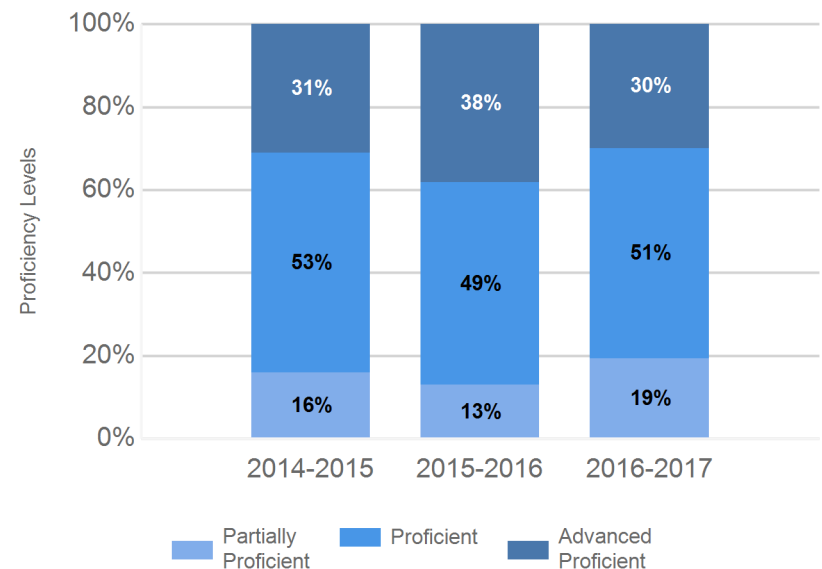
### NJASK Science Assessment Performance: Grade 4

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	30%	51%	19%
White	31%	*	23%
Hispanic	25%	58%	17%
Black or African American	26%	52%	22%
Asian, Native Hawaiian, or Pacific Islander	80%	N	20%
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	20%	60%	20%
Students with Disabilities	22%	57%	22%
English Learners	N	90%	10%

### 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	45	50	50	Met Target	53	57	50	Met Target
White	45	56	50	**	45	58	52	**
Hispanic	45	49	49	Met Target	47.5	55	47	Met Target
Black or African American	44.5	45	45	Met Target	58	54.5	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	65	60	**	*	69	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	60	51	**	*	*	52	**
Economically Disadvantaged	49.5	48	47	Met Target	53.5	55	46	Met Target
Students with Disabilities	55	40	41	Met Target	53	55	43	Met Target
English Learners	43.5	52	53	Met Target	56	59	51	Met Target

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



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

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

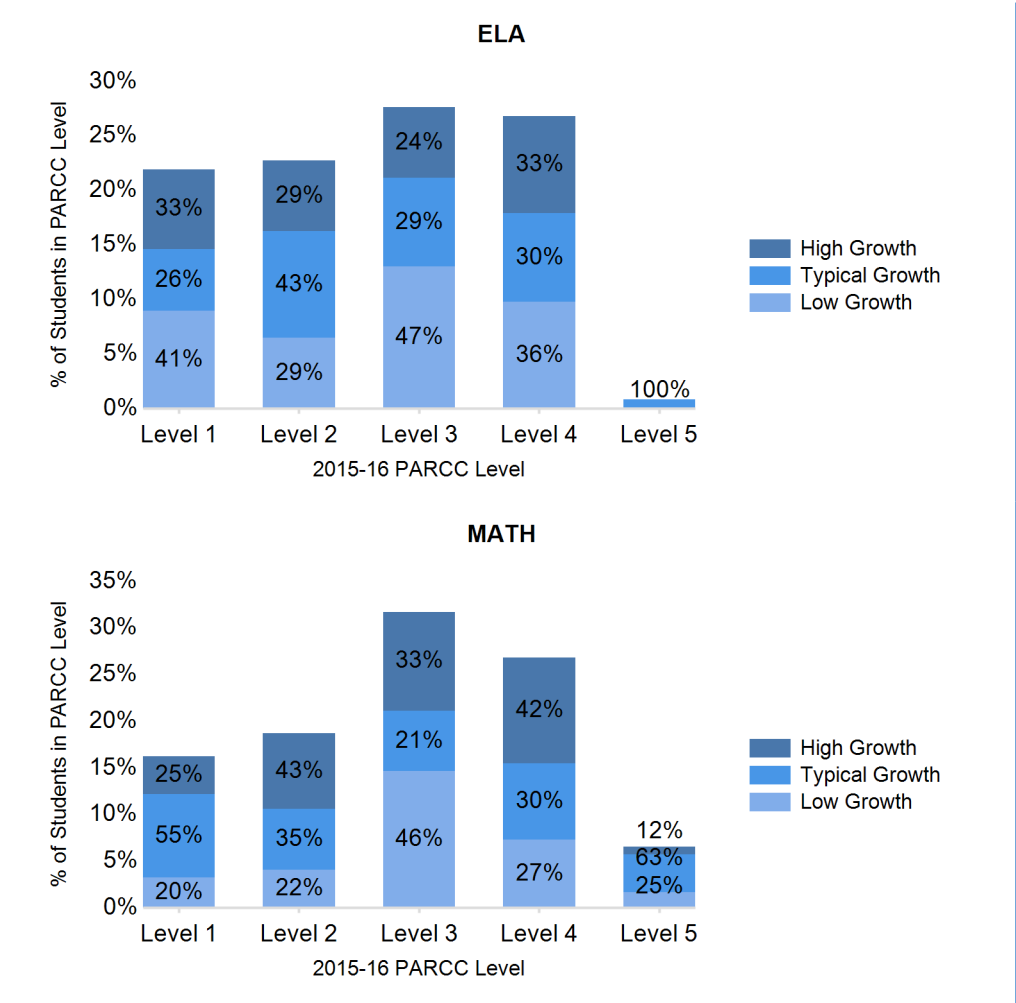
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

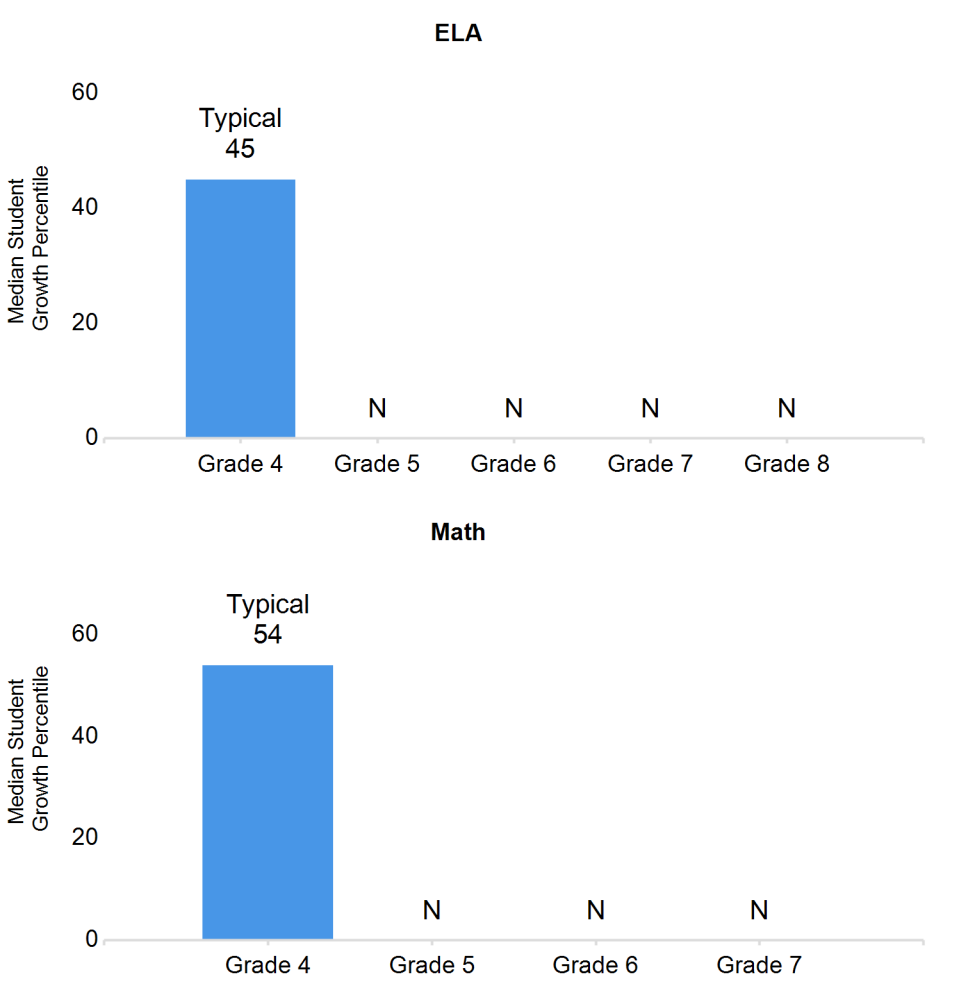
Student Growth by Performance Level

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



Student Growth by Grade

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





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2016-2017

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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

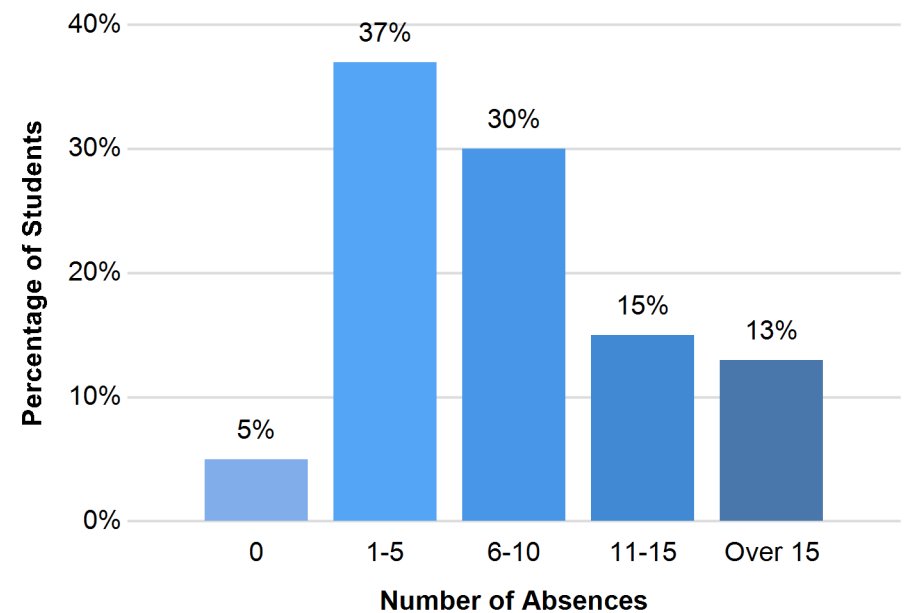
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.70	8.70	Met Target
White	10.20	8.70	Not Met
Hispanic	9.70	8.70	Not Met
Black or African American	6.60	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	9.80	8.70	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	10.00	8.70	Not Met
Students with Disabilities	14.10	8.70	Not Met
English Learners	4.30	8.70	Met Target

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

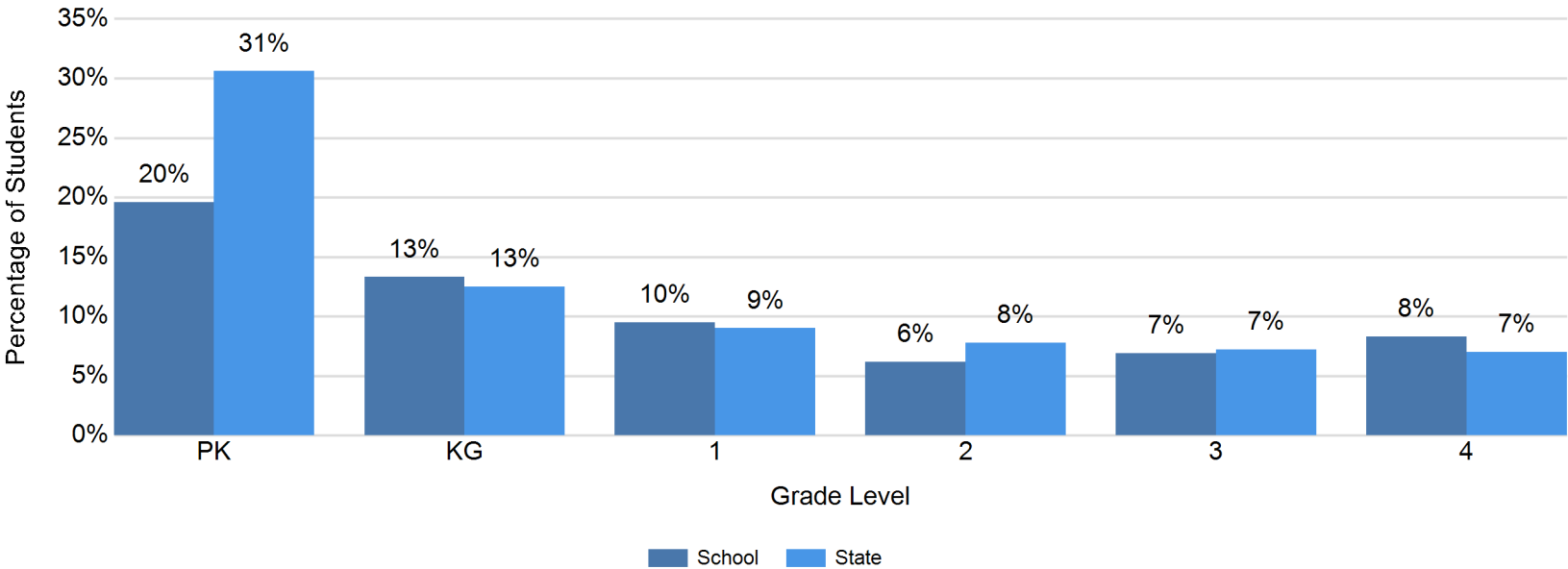
### Days Absent

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



### Chronic Absenteeism by Grade

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





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### School Day

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

Category	School
Typical Start Time	9:05AM
Typical End Time	3:20PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 33 Mins.
Shared Time - Instructional Time	*

### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.50

### 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	3.5%
Out-of-School Suspensions	0.8%
Any Suspension	4.4%

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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### Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.1:1	138.8 kbps	100 kbps	Yes	Fiber	Fiber	Yes

### Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$516	\$14,543	\$15,059



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

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

**Teachers**: All classroom teachers

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

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	52	120,724
Average years experience in public schools	11.3	11.8
Average years experience in district	9.4	10.5
Teachers in district for 4 or more years	67%	74%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	44	9,506
Average years experience in public schools	12.6	15.9
Average years experience in district	9.5	11.6
Administrators in district for 4 or more years	61%	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	10:1
Administrators	298:1	164:1
Librarian/Media Specialists		901:1
Nurses		721:1
Counselors		313:1
Child Study Team		212:1





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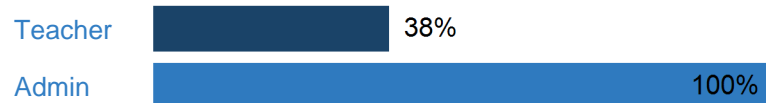
### Teachers and Administrators - Level of Education

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

Teacher	N
Admin	N

### 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	86%	89%
2015-16 Administrators: Same district 2016-17	83%	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	96%



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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	10.1	17.5%
Mathematics Proficiency	21.4	17.5%
English Language Arts Growth	39.8	25.0%
Mathematics Growth	66.5	25.0%
Chronic Absenteeism	32.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		37.0
<b>Summative Rating:</b> Percentile rank of Summative Score		29.0
<b>Requires Comprehensive Support:</b> 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	37.0	11.9	No	Not Met	Not Met	Met Target	Met Target	Met Target	No
White	**	**	No	Not Met	Not Met	Not Met	**	**	No
Hispanic	36.4	11.9	No	Not Met	Met Target†	Not Met	Met Target	Met Target	No
Black or African American	64.1	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Not Met	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	48.6	11.9	No	Not Met	Not Met	Not Met	Met Target	Met Target	No
Students with Disabilities	54.2	11.9	No	Met Target†	Not Met	Not Met	Met Target	Met Target	No
English Learners	45.3	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No

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

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Haney	Email Address:	<a href="mailto:jhaney@franklinboe.org">jhaney@franklinboe.org</a>
Address:	363 ELIZABETH AVENUE SOMERSET, NJ 08873-1105	Website:	<a href="https://www.franklinboe.org">https://www.franklinboe.org</a>
Phone:	(732)356-0113	Twitter:	<a href="https://twitter.com/EAS_FTPSchools">https://twitter.com/EAS_FTPSchools</a>

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.

<b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Parents participate in math and literacy nights, learning about the curriculum.</li> <li>• Parents volunteer for field day, picture day, writing celebrations and PTO-sponsored events.</li> <li>• Parents assist in the creation of the approved schoolwide Title I application.</li> </ul>
<b>Mission, Vision, Theme:</b>	<p>Franklin Township Public Schools is a diverse and unique district, with more than 60 languages spoken by families that send students to the its nine schools, soon to be ten, as a new elementary school will be added in September, 2018, thanks to a successful construction referendum passed in 2014. The district's mission statement: Franklin Township Public Schools embraces its diversity, fosters excellent educational innovation and empowers all students to achieve their highest potential</p>
<b>Awards, Recognition, Accomplishments:</b>	<p>Principal had an article on I&amp;S procedures in Common Ground, a parent advocacy publication. Staff were trained in Grapple, a professional learning community process that was successfully implemented during the 2016-2017 school year. Instructional rounds continue to be a central element in improving instruction in the areas of student engagement and questioning and discussion techniques. The Elizabeth Avenue School was recognized as a Future Ready recipient in 2017.</p>







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**School Narrative**

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 <b>Courses, Curriculum, Instruction:</b>	<p>Highlighted curricula include 28 Advanced Placement and/or concurrent enrollment courses; a fully integrated enrichment/G&amp;T program; recent model program status in ESL and Fine, Visual, and Performing Arts; hands-on STEM and coding opportunities; experiential science instruction in grades 3 and 4 at Bunker Hill Environmental Education Center; and new curricula scheduled to roll out in 2018 in Career &amp; Technical Education and world languages at the elementary level.</p>
 <b>Sports and Athletics:</b>	<p>In addition to the high school Girls Basketball team's winning a Group 4 State Championship and the Tournament of Champions Championship, as well as the Boys Spring Track and Field team's winning a Group 4 State Championship, individually William Hill was named Fall Cross Country Athlete of the Year by the Courier News/Home News, and Mario Heslop was named Courier News/Home News Spring Athlete of the Year.</p>
 <b>Clubs and Activities:</b>	<p>Students participated in the following after school learning clubs offered by the school (funded by Title I): Escape Room Challenge, Dancin' Beats, Let's Get Reading, Junior Naturalists, This Is Us, STEM (science and technology), Let the Games Begin, Knitting, Social-Emotional Learning, Koala Times (student newspaper), Keyboarding for Kids, and Go Games. Students also participated in Hustle for Hunger fundraiser, dance troupe, and chorus.</p>
 <b>Before and After School Programs:</b>	<p>C.A.R.E. is the Franklin Public School District's before and after school childcare program, serving students from Pre-Kindergarten to Sixth-Grade. At C.A.R.E, which stands for culture, arts, recreation and enrichment, students participate in a variety of activities, including snack time, reading and recreation. Although C.A.R.E. is a program for enrichment and social interaction, staff reinforces concepts learned in school and provide homework time.</p>








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**School Narrative**

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

 <b>Staff and Professional Learning:</b>	<p>Current district PD was identified through a shared process across district stakeholder groups and addresses achievement patterns illustrated in this 2016-2017 report. The following areas were identified: PD to help leaders continue to reinforce an integrated instructional vision; to improve accountability systems and equity; to explore avenues to address social/emotional learning; to embrace technology best practices via the Future Ready initiative; and to improve content area expertise.</p>
 <b>Postsecondary Information:</b>	<p>Over 80% of the district's graduates continue their education at 2 or 4-year schools. While most students attend NJ institutes, students also attend schools across the country. Students are supported in post-secondary planning via comprehensive and developmentally appropriate college and career planning throughout their education. This includes individual, small and large-group counseling, and school and community-sourced supports.</p>
 <b>Student Supports and Services:</b>	<p>District integrated Student Support Services include comprehensive Special Education and Related Services for Students aged 3 – 21, Tiered Intervention Services, and Model Bilingual and ESL/ELL programs. These programs are provided through supplemental interventions, therapeutic services, and comprehensive instructional classroom environments. Additional programs include health services, integrated preschool programs, transition programs, and wrap around therapeutic mental health programs.</p>
 <b>Student Health and Wellness:</b>	<p>The Franklin Township Health and Physical Education Program is dedicated to providing a curriculum in which students apply the skills and knowledge necessary to confidently lead a healthy and active lifestyle. Each school participates in a breakfast program in which all students have access. Students are encouraged to participate in recess, activity breaks and mindfulness as appropriate throughout the school day.</p>
 <b>Parent and Community Involvement:</b>	<p>The Elizabeth Avenue School has a very active and supportive PTO. The PTO funds all costs associated with student field trips, including admission, transportation, and nursing. The PTO also supports the school with events such as a Halloween Ball, an ice cream social, and a holiday event. There are several community members who volunteer in classrooms throughout the school year. During Read Across America week community members read to children.</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.

<div>  <div>Climate Surveys:</div> </div>	<div>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</div> <div>As a means of supporting the district's initiative to build more social/emotional learning opportunities for its students, all district schools have used the NJDOE culture and climate surveys to support Professional Learning Communities designed to address culture and climate in each school. This fall the schools issued the survey as a baseline and will follow through each year with an annual spring survey as well.</div>
<div>  <div>Facilities:</div> </div>	<div>Elizabeth Avenue School was built in 1966, and an addition was added in 1998. As a result of the One Less Move Referendum, the school will soon have a brand new gym, library, cafeteria, kitchen, administrative offices and classrooms. The district will also open Claremont Elementary School in September 2018, allowing all seven district elementary schools to offer a robust 21st Century learning experience to all students in spacious, well-designed settings.</div>

## 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.



### Other Information:

Franklin Township Public Schools (FTPS) embraces its diversity: Its student families report sixty-five different languages as their native language. FTPS fosters excellent educational innovation: Six of its schools were part of the inaugural group of schools certified by Future Ready Schools, a program created by NJIT, the NJDOE, and the NJSBA to support digital learning readiness in schools. This certification allows FTPS schools to serve as an example to others in the state. FTPS empowers all students to achieve their highest potential: From its high quality full-day preschool program to its 28 Advanced Placement and/or Concurrent Enrollment Program courses, FTPS offers its students outstanding academic rigor. Over \$1 million in scholarships is awarded to FTPS students each year, and FTPS students attend universities throughout the nation. FTPS students also excel in athletics and extracurricular activities: The Lady Warrior basketball team and the boys track team were state champions. One of the district's students was named the 2017 Paper Mill Rising Star Award for Outstanding Actress. The Model UN team enjoys continued success in national competitions, as does the school's Junior Classical League team and the Marching Band. District communication is achieved through the district website: <https://www.franklinboe.org>; district Twitter: @FTPSchools; as well as through the Focus on Franklin video newsmagazines. FTPS is truly "On the Move": During the 2017-2018 school year the district will complete the construction projects promised in its One Less Move Referendum campaign. By September of 2018 the district will open its seventh elementary school and offer one middle school program on two campuses. The reconfiguration of grades PK-5, 6-8, and 9-12 will provide greater continuity for the district's students and help continue its mission to celebrate its diversity, foster excellent educational innovation, and empower all students to reach their highest potential





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2016-2017  
Grade Span 09-12

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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](mailto: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
9	625	626	588
10	497	532	517
11	462	411	492
12	513	522	502
Ungraded	46	15	14
Total	2143	2106	2113

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	50%	49%	49%
Male	50%	51%	52%
Economically Disadvantaged Students	40%	45%	45%
Students with Disabilities	14%	13%	13%
English Learners	5%	5%	5%
Homeless Students			0%
Students in Foster Care			0%
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
Black or African American	40.2%
Hispanic	31.2%
Asian	14.1%
White	13.5%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	0.6%

Enrollment Trends by Full and Shared Time

This table shows the number of full and shared time students. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17
Full Time Students	2098
Shared Time Students	28
Full Time Equivalent	2112

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	72.6%
Spanish	19.2%
Gujarati	2.0%
Other	5.5%



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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	1047	97.6	46.00	46.70	54.90	46	48.6	Not Met
White	115	95.3	62.60	*	63.90	62.6	67.8	Met Target†
Hispanic	358	99.2	36.00	33.20	39.80	36	37.5	Met Target†
Black or African American	429	97.2	38.70	37.90	35.20	38.7	41.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	136	96.8	79.40	*	80.70	79.4	74.9	Met Target
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	488	97.3	55.10	54.70	62.20	55.1		
Male	559	97.9	37.90	39.40	48.10	37.9		
Economically Disadvantaged Students	466	98.4	33.20	32.30	36.20	33.2	35.8	Met Target†
Non-Economically Disadvantaged Students	581	97.0	56.20	58.70	65.80	56.2		
Students with Disabilities	171	94.6	11.10	12.00	20.50	11.1	11.5	Met Target†
Students without Disabilities	876	98.2	52.70	54.10	61.90	52.7		
English Learners	101	100.0	15.90	21.70	25.20	15.9	11.9	Met Target
Non-English Learners	946	97.4	49.20	50.40	57.40	49.2		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	25.00	53.50	N		
Migrant Students	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 9**

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
<b>Schoolwide</b>	584	742	742	749	15%	18%	22%	35%	11%	46%	52%
White	63	763	763	757	*	*	*	48%	24%	71%	62%
Hispanic	196	731	731	733	*	22%	23%	32%	*	35%	35%
Black or African American	241	735	735	730	17%	20%	28%	30%	5%	35%	30%
Asian, Native Hawaiian, or Pacific Islander	79	775	775	777	*	*	*	48%	35%	84%	80%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	272	750	750	756	11%	12%	22%	40%	15%	55%	60%
Male	312	735	735	741	18%	23%	21%	31%	7%	38%	43%
Economically Disadvantaged Students	267	729	729	731	23%	21%	27%	25%	4%	29%	32%
Non-Economically Disadvantaged Students	317	753	753	758	8%	15%	17%	44%	16%	60%	62%
Students with Disabilities	90	711	711	714	39%	28%	19%	14%	0%	14%	13%
Students without Disabilities	494	748	748	754	10%	16%	22%	39%	13%	52%	58%
English Learners	35	704	704	690	*	*	*	*	*	*	*
Non-English Learners	549	745	745	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

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	515	742	742	743	19%	13%	22%	34%	12%	46%	46%
White	56	756	756	749	*	*	21%	34%	21%	55%	52%
Hispanic	185	730	730	728	25%	*	26%	31%	*	35%	34%
Black or African American	200	737	737	725	21%	15%	23%	35%	7%	42%	31%
Asian, Native Hawaiian, or Pacific Islander	71	775	775	774	*	*	*	34%	39%	73%	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	232	750	750	752	12%	12%	20%	44%	12%	56%	54%
Male	283	735	735	734	25%	15%	23%	26%	12%	38%	39%
Economically Disadvantaged Students	216	731	731	726	26%	16%	20%	32%	6%	38%	32%
Non-Economically Disadvantaged Students	299	749	749	751	14%	12%	23%	35%	16%	51%	54%
Students with Disabilities	75	706	706	704	*	*	*	*	*	*	12%
Students without Disabilities	440	748	748	749	*	*	*	*	*	*	52%
English Learners	32	676	676	681	*	*	*	*	*	*	*
Non-English Learners	483	746	746	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11\*\*

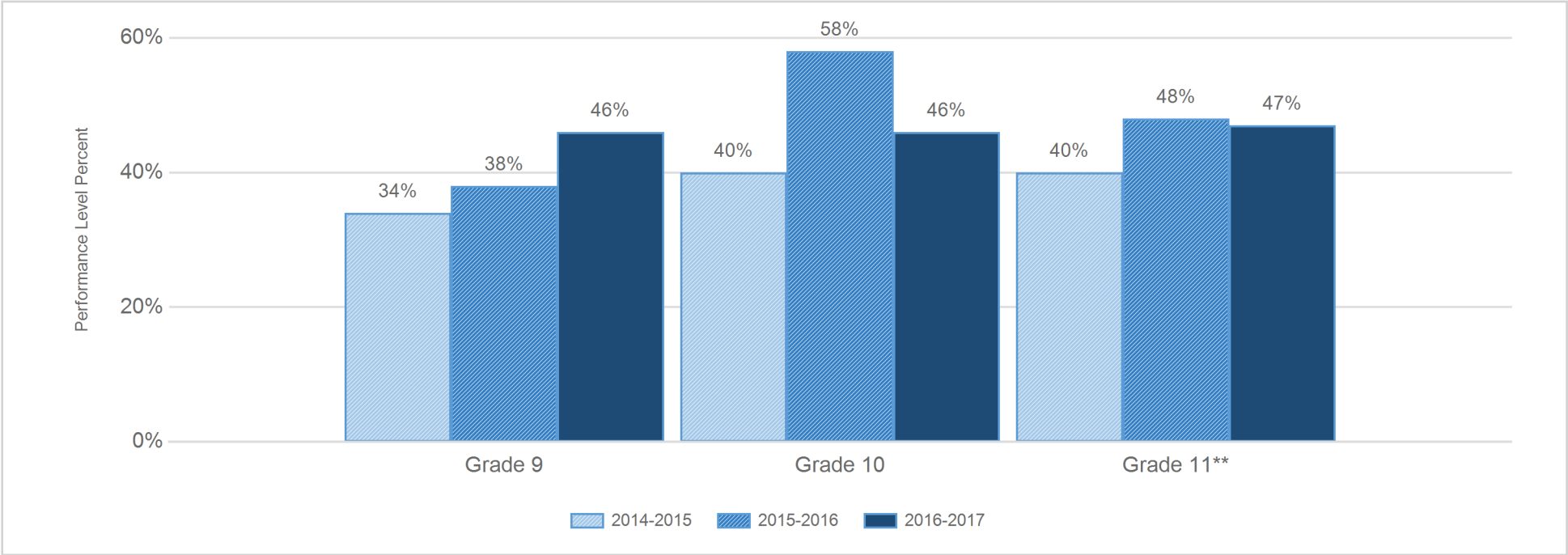
This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean 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	393	744	744	736	16%	16%	22%	33%	14%	47%	38%
White	55	762	762	738	*	*	18%	40%	24%	64%	40%
Hispanic	124	731	731	731	22%	*	26%	29%	*	34%	34%
Black or African American	160	735	735	728	18%	21%	23%	33%	7%	39%	30%
Asian, Native Hawaiian, or Pacific Islander	51	782	782	756	*	*	*	39%	43%	82%	58%
American Indian or Alaska Native	*	*	*	731	*	*	*	*	*	*	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	196	753	753	744	8%	16%	21%	38%	17%	55%	46%
Male	197	735	735	729	23%	15%	23%	28%	10%	38%	31%
Economically Disadvantaged Students	161	736	736	729	19%	16%	23%	35%	7%	42%	32%
Non-Economically Disadvantaged Students	232	749	749	740	13%	16%	22%	32%	18%	50%	42%
Students with Disabilities	54	713	713	709	44%	20%	22%	*	*	13%	12%
Students without Disabilities	339	749	749	741	11%	15%	22%	*	*	52%	43%
English Learners	20	698	698	699	*	*	*	*	*	*	*
Non-English Learners	373	746	746	737	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

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

### English Language Arts/Literacy Assessment - Performance Trends

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



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





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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	975	97.8	30.10	40.40	43.50	30.1	33.9	Not Met
White	111	95.1	50.40	*	52.40	50.4	49	Met Target
Hispanic	326	98.9	21.20	28.40	27.60	21.2	26.3	Not Met
Black or African American	408	97.9	19.90	29.00	21.70	19.9	25.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	122	97.1	68.00	*	75.60	68	68.3	Met Target†
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	451	97.7	33.20	43.00	44.10	33.2		
Male	524	97.9	27.20	38.10	42.90	27.2		
Economically Disadvantaged Students	430	99.1	20.20	27.50	25.10	20.2	27.2	Not Met
Non-Economically Disadvantaged Students	545	96.8	37.80	51.40	54.30	37.8		
Students with Disabilities	175	95.7	*	12.00	16.50	*	6.3	Met Target†
Students without Disabilities	800	98.3	*	46.70	48.80	*		
English Learners	89	99.0	16.80	25.30	23.30	16.8	9.7	Met Target
Non-English Learners	886	97.7	31.40	42.80	45.20	31.4		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	37.50	39.90	N		
Migrant Students	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 Test: Algebra I**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	444	732	744	743	15%	29%	27%	30%	0%	30%	42%
White	37	743	*	751	*	*	*	43%	0%	43%	52%
Hispanic	168	729	*	728	17%	30%	27%	26%	0%	26%	24%
Black or African American	199	727	*	724	16%	33%	30%	22%	0%	22%	19%
Asian, Native Hawaiian, or Pacific Islander	35	758	778	774	*	*	*	74%	0%	74%	76%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	195	734	746	744	13%	25%	30%	32%	0%	32%	43%
Male	249	730	741	741	16%	32%	25%	28%	0%	28%	40%
Economically Disadvantaged Students	227	727	734	727	17%	34%	25%	24%	0%	24%	23%
Non-Economically Disadvantaged Students	217	737	752	751	12%	24%	29%	35%	0%	35%	52%
Students with Disabilities	90	712	*	714	*	*	*	*	*	*	10%
Students without Disabilities	354	737	*	747	*	*	*	*	*	*	47%
English Learners	34	723	723	708	*	35%	*	*	0%	21%	*
Non-English Learners	410	733	745	745	*	28%	*	*	0%	30%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



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**Mathematics Assessment - Performance by Test: Geometry**

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
<b>Schoolwide</b>	533	728	731	734	13%	36%	32%	16%	4%	20%	30%
White	57	740	*	740	*	37%	19%	32%	*	40%	38%
Hispanic	186	722	*	722	13%	41%	36%	*	*	10%	14%
Black or African American	220	721	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	69	756	761	758	*	*	26%	48%	15%	62%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	242	731	734	735	*	35%	34%	21%	*	23%	31%
Male	291	725	728	733	*	36%	30%	13%	*	18%	30%
Economically Disadvantaged Students	227	722	*	721	13%	41%	35%	*	*	11%	13%
Non-Economically Disadvantaged Students	306	732	*	740	12%	32%	29%	*	*	27%	39%
Students with Disabilities	83	702	*	711	*	*	*	*	*	*	*
Students without Disabilities	450	732	*	738	*	*	*	*	*	*	*
English Learners	28	711	711	710	*	*	*	*	*	*	*
Non-English Learners	505	729	732	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



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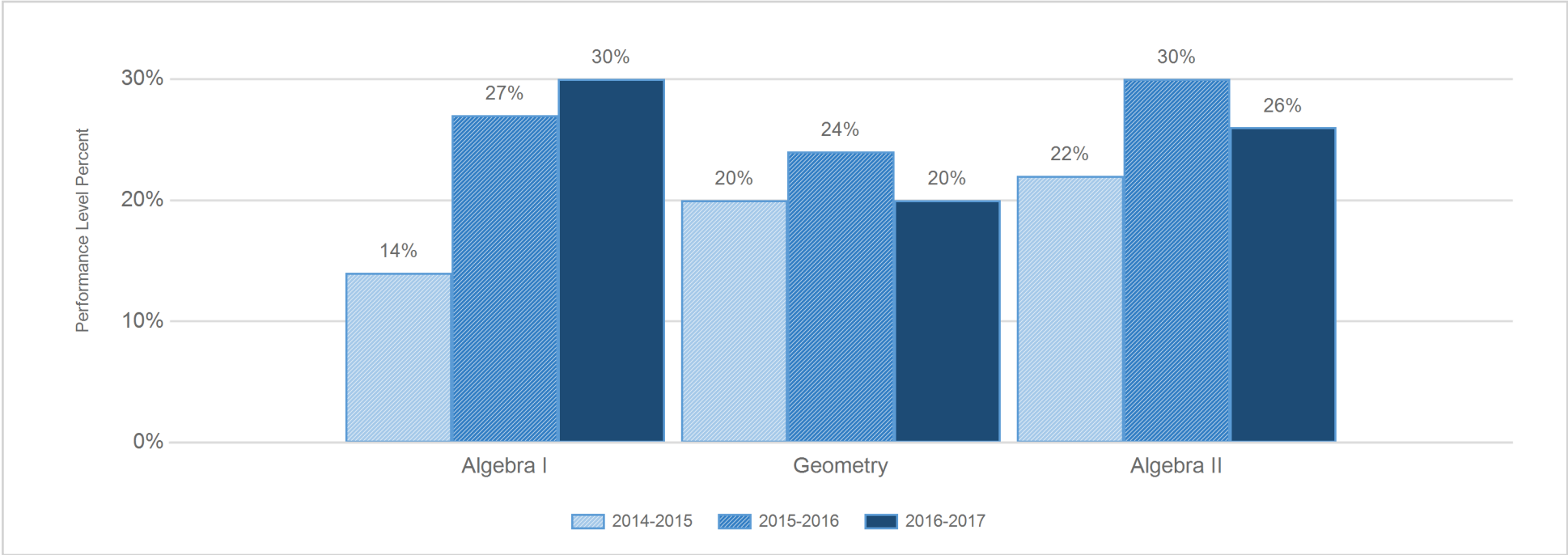
**Mathematics Assessment - Performance by Test: Algebra II**

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
<b>Schoolwide</b>	367	719	719	725	36%	22%	*	24%	*	26%	28%
White	54	740	740	731	22%	*	24%	43%	*	44%	33%
Hispanic	109	708	708	710	42%	28%	17%	14%	0%	14%	14%
Black or African American	150	710	710	703	44%	25%	*	16%	*	17%	*
Asian, Native Hawaiian, or Pacific Islander	50	749	749	761	*	*	*	46%	*	54%	62%
American Indian or Alaska Native	*	*	*	715	*	*	*	*	*	*	20%
Two or More Races	*	*	*	718	*	*	*	*	*	*	25%
Female	185	722	722	725	29%	25%	*	29%	*	29%	27%
Male	182	717	717	725	42%	19%	*	19%	*	22%	29%
Economically Disadvantaged Students	137	706	706	708	45%	*	11%	14%	*	14%	13%
Non-Economically Disadvantaged Students	230	728	728	733	30%	*	20%	30%	*	33%	35%
Students with Disabilities	50	692	692	692	*	*	*	*	*	*	*
Students without Disabilities	317	724	724	729	*	*	*	*	*	*	*
English Learners	14	687	687	692	*	*	*	*	*	*	*
Non-English Learners	353	721	721	726	*	*	*	*	*	*	*
Homeless Students	N	N	N	702	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

### 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
9	N	N
10	N	N
11	10	10

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	31	*	*
2	26	*	*
3	17	*	*
4	*	*	*
5+	11	*	*



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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

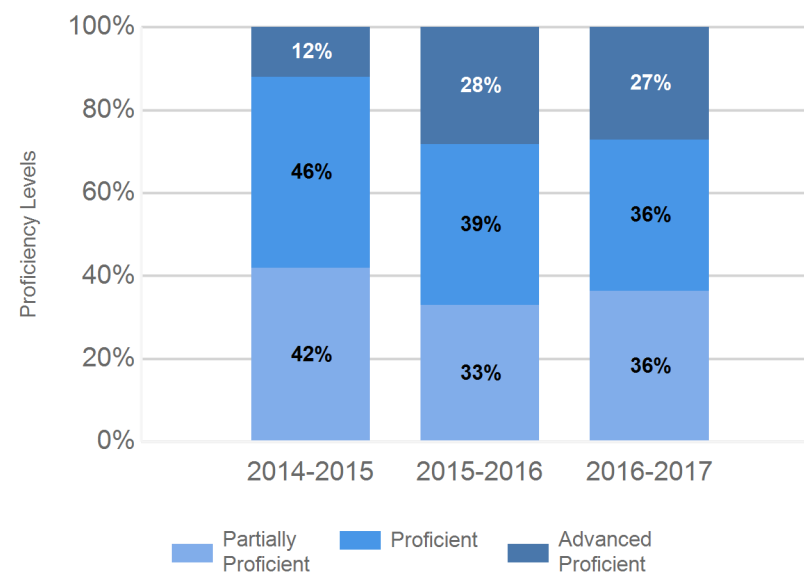
### Biology Assessment - Performance

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	27%	36%	36%
White	49%	*	15%
Hispanic	16%	35%	49%
Black or African American	16%	39%	45%
Asian, Native Hawaiian, or Pacific Islander	52%	34%	14%
American Indian or Alaska Native	*	*	N
Two or More Races	*	N	N
Economically Disadvantaged Students	15%	34%	51%
Students with Disabilities	3%	11%	86%
English Learners	N	N	*

### Biology Assessment - Proficiency Trends

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





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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

**PSAT/SAT/ACT - Participation**

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	95.1%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	22.5%	28.3%

**PSAT/SAT/ACT - Performance**

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	442	481	Varies By Grade	48%	67%
PSAT - Math	468	483	Varies By Grade	37%	49%
SAT - Reading and Writing	531	551	480	70%	77%
SAT - Math	541	552	530	52%	58%
ACT - Reading	24	24	22	60%	65%
ACT - English	22	24	18	69%	79%
ACT - Math	24	24	22	60%	65%
ACT - Science	24	23	23	59%	54%





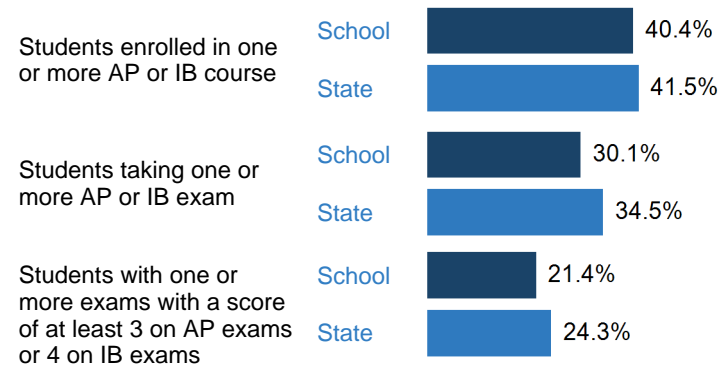
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

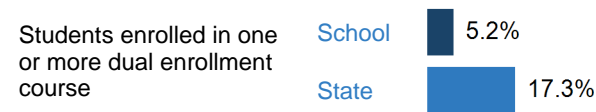
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one **dual enrollment** course in the school and across the state. **Dual enrollment** courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	68	59
AP Calculus AB	47	36
AP Calculus BC	16	21
AP Chemistry	35	35
AP Chinese Language and Culture	0	1
AP Computer Science Principles	0	1
AP English Language and Composition	92	95
AP English Literature and Composition	106	36
AP Environmental Science	122	59
AP French Language and Culture	9	4
AP Human Geography	0	1
AP Macroeconomics	0	29
AP Microeconomics	41	27
AP Music Theory	8	0
AP Physics 1	0	33
AP Physics B	38	0
AP Physics C	19	0
AP Physics C: Electricity and Magnetism	0	10
AP Physics C: Mechanics	0	16
AP Psychology	0	3



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AP/IB Course	Students Enrolled	Students Tested
AP Spanish Language	36	25
AP Statistics	40	26
AP U.S. Government and Politics	43	30
AP U.S. History	65	60
AP World History	53	28
Total Exams Taken		635
Exams with scores of at least 3 on AP exams or 4 on IB exams		437



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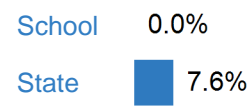
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This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

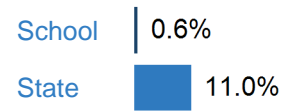
Career and Technical Education Participation

The chart below shows the percentage of students within the school and state who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time CTE programs in a county vocational school district are included in both the county vocational school and their sending school.

CTE Participants  
(completed only one course in an approved CTE program)



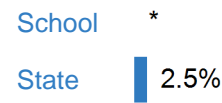
CTE Concentrators  
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

\*\*Students may earn credentials in more than one Career Cluster



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

### Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	496	128	9	0	0	0	56
10	43	390	109	15	0	8	7
11	11	60	330	92	15	3	107
12	0	27	115	64	86	62	227
Schoolwide	550	605	563	171	101	73	397
Enrolled in AP/IB Course					63	40	0

### Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	10	40	0	0	578	3
10	31	485	0	0	57	11
11	431	82	0	32	34	21
12	122	24	0	90	32	218
Schoolwide	594	631	0	122	701	253
Enrolled in AP/IB Course	68	35		122	57	0



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	14	618	0	1	2	3
10	25	529	1	2	3	10
11	425	99	17	40	32	18
12	78	36	23	77	76	74
Schoolwide	542	1282	41	120	113	105
Enrolled in AP/IB Course	53	65	41	0	0	43

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

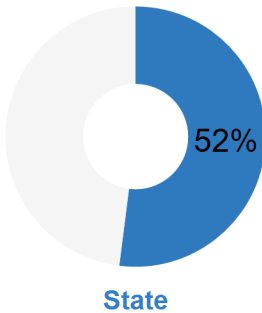
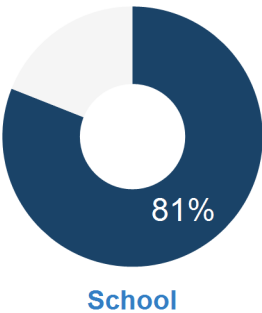
Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	376	131	0	60	0	0	0
10	323	100	0	43	0	0	0
11	261	65	0	36	0	0	0
12	74	26	0	35	0	0	0
Schoolwide	1034	322	0	174	0	0	0
Enrolled in AP/IB Course	36	9	0	0	0	0	0
Enrolled in Level 3 or Higher	327	131	0	52	0	0	0
Earned Seal of Biliteracy	33	*	0	*	0	0	0

### Visual and Performing Arts – Course Participation

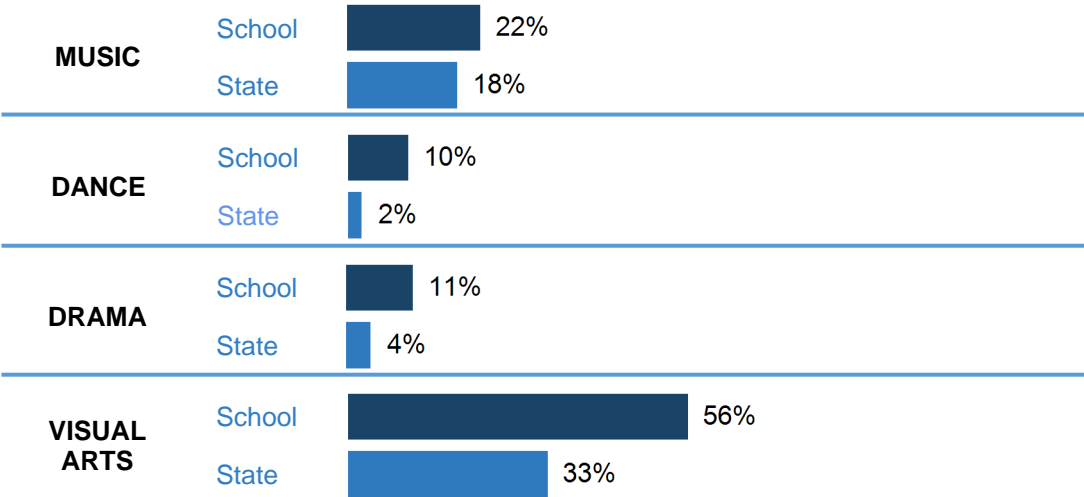
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

#### Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

### Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	85.3%	90.5%	89.7%	91.8%	87.8%	86.1%	Met Target	89.0%	89.2%	Not Met
White	94.4%	94.5%	92.6%	95.1%	93.8%	89.1%	Met Target	92.8%	93.1%	Not Met
Hispanic	76.8%	84.3%	82.1%	86.3%	79.3%	78.4%	Met Target	*	83.1%	Not Met
Black or African American	83.9%	83.4%	90.9%	85.3%	88.0%	85.7%	Met Target	89.1%	88.6%	Met Target
Asian, Native Hawaiian or Pacific Islander	93.1%	96.6%	96.3%	97.5%	96.3%	N	Met Goal	96.5%	N	Met Goal
American Indian or Alaska Native	*	92.3%	*	86.6%	*	**	**	*	**	**
Two or More Races	*	91.9%	*	93.7%	*	**	**	N	N	N
Economically Disadvantaged Students	78.0%	83.9%	85.4%	85.6%	82.2%	78.0%	Met Target	81.4%	83.6%	Not Met
Students with Disabilities	71.1%	78.8%	74.7%	82.1%	72.4%	65.5%	Met Target	70.2%	75.0%	Not Met
English Learners	51.2%	76.1%	80.0%	79.7%	73.3%	72.6%	Met Target	76.2%	80.8%	Not Met
Homeless Students	N	73.2%	N	74.4%	N	N	N	*		

### Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2017	85.3%	-
2016	87.8%	89.7%
2015	85.6%	89.0%

### Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the last three school years for the school and the state.

School Year	School Rate	State Rate
2016-2017	1.6%	1.1%
2015-2016	1.7%	1.1%
2014-2015	1%	1.1%

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



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

### Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	66.2%	34.4%	65.6%
White	68.4%	26.2%	73.9%
Hispanic	54.2%	62.5%	37.5%
Black or African American	68.1%	32.3%	67.7%
Asian, Native Hawaiian, or Pacific Islander	80.6%	13%	87%
American Indian or Alaska Native	*	*	0%
Two or More Races	*	*	*
Economically Disadvantaged Students	58.8%	48.6%	51.4%
Students with Disabilities	26.9%	64.3%	35.7%
English Learners	26.7%	75%	25%

### Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	77.6%	39.9%	60.2%	81.5%	18.5%	77.6%	22.4%
White	80.3%	36.8%	63.2%	80.7%	19.3%	73.7%	26.3%
Hispanic	63.9%	60.5%	39.5%	71.1%	29%	86.8%	13.2%
Black or African American	79.7%	36.5%	63.5%	84%	16%	72.4%	27.6%
Asian, Native Hawaiian, or Pacific Islander	88.6%	27.1%	72.9%	88.6%	11.4%	85.7%	14.3%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	74.2%	50%	50%	84.7%	15.3%	84%	16%
Students with Disabilities	72.2%	61.5%	38.5%	71.8%	28.2%	84.6%	15.4%
English Learners	57.1%	87.5%	12.5%	87.5%	12.5%	100%	0%





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

Chronic Absenteeism

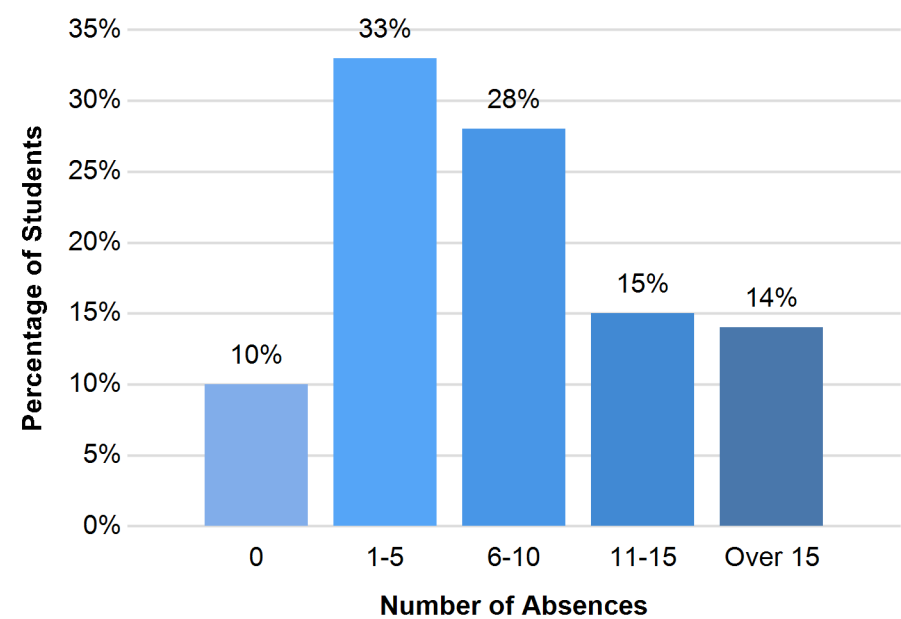
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	11.10	14.30	Met Target
White	10.90	14.30	Met Target
Hispanic	15.60	14.30	Not Met
Black or African American	10.30	14.30	Met Target
Asian, Native Hawaiian, or Pacific Islander	3.80	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	14.00	14.30	Met Target
Students with Disabilities	12.80	14.30	Met Target
English Learners	17.60	14.30	Not Met

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

Days Absent

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



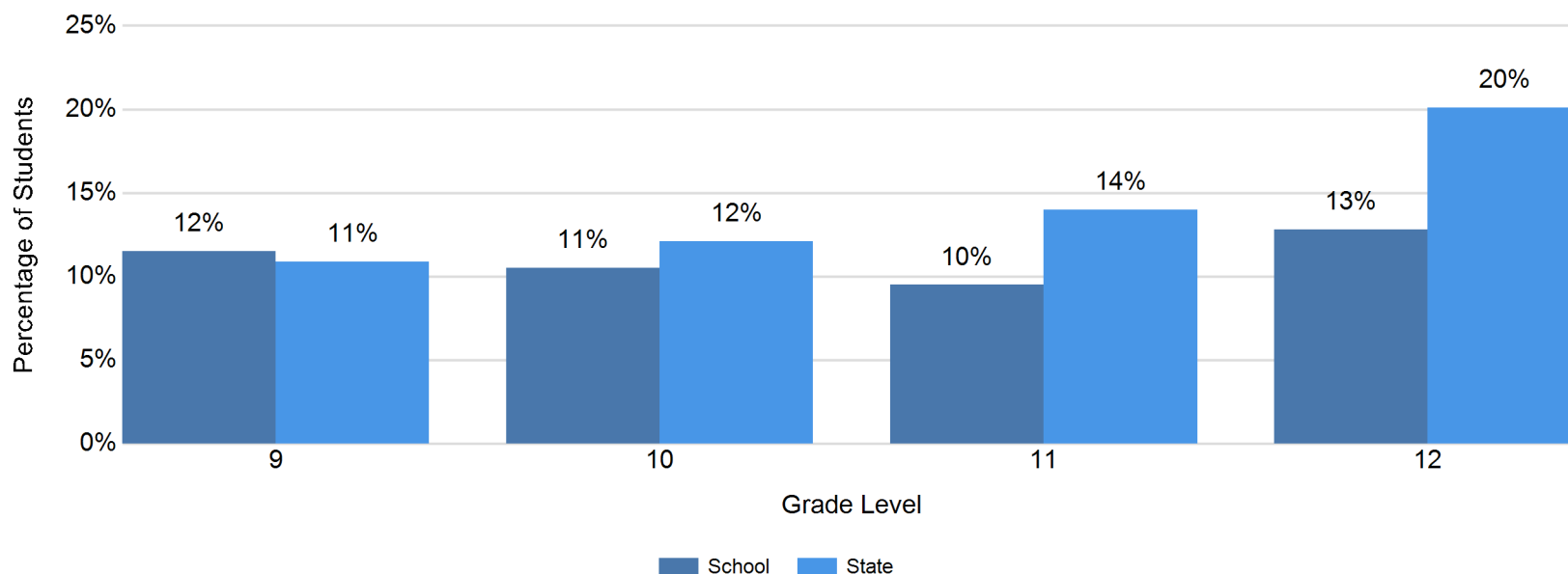


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### Chronic Absenteeism by Grade

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





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School Day

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

Category	School
Typical Start Time	7:25AM
Typical End Time	2:30PM
Length of School Day	7 Hrs 5 Mins
Full Time - Instructional Time	5 Hrs. 0 Mins.
Shared Time - Instructional Time	2 Hrs. 57 Mins.

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	26
Vandalism	8
Weapons	5
Substances	29
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	66
Incidents Per 100 Students Enrolled	3.13

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	14.6%
Out-of-School Suspensions	11.1%
Any Suspension	25.7%

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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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	1.8:1	138.8 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$516	\$14,543	\$15,059



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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	178	120,724
Average years experience in public schools	12.2	11.8
Average years experience in district	8.7	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	44	9,506
Average years experience in public schools	12.6	15.9
Average years experience in district	9.5	11.6
Administrators in district for 4 or more years	61%	74%

Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	10:1
Administrators	264:1	164:1
Librarian/Media Specialists		901:1
Nurses		721:1
Counselors		313:1
Child Study Team		212:1



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**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.

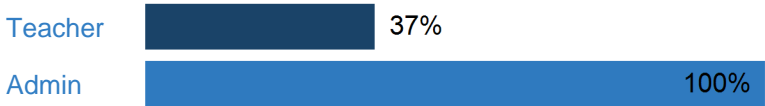
Teachers and Administrators - Level of Education

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	86%	89%
2015-16 Administrators: Same district 2016-17	83%	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	53.8	17.5%
Mathematics Proficiency	59.7	17.5%
Graduation - 4-Year	25.4	25.0%
Graduation - 5-Year	20.3	25.0%
Chronic Absenteeism	54.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		39.4
Summative Rating: Percentile rank of Summative Score		34.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		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	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	39.4	6.2	No	Not Met	Not Met	Met Target	Met Target	Not Met	No
White	49.8	6.2	No	Met Target†	Met Target	Met Target	Met Target	Not Met	No
Hispanic	36.4	6.2	No	Met Target†	Not Met	Not Met	Met Target	Not Met	No
Black or African American	63.1	6.2	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	44.7	6.2	No	Met Target	Met Target†	Met Target	Met Goal	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	N	No
Economically Disadvantaged Students	45.7	6.2	No	Met Target†	Not Met	Met Target	Met Target	Not Met	No
Students with Disabilities	35.8	6.2	No	Met Target†	Met Target†	Met Target	Met Target	Not Met	No
English Learners	53.4	6.2	No	Met Target	Met Target	Not Met	Met Target	Not Met	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

<b>Principal:</b>	Mrs. Clark	<b>Email Address:</b>	<a href="mailto:cclarki@franklinboe.org">cclarki@franklinboe.org</a>
<b>Address:</b>	500 ELIZABETH AVENUE SOMERSET, NJ 08873-3001	<b>Website:</b>	<a href="https://www.franklinboe.org">https://www.franklinboe.org</a>
<b>Phone:</b>	(732)302-4200	<b>Twitter:</b>	<a href="https://twitter.com/FHS_FTPSchools">https://twitter.com/FHS_FTPSchools</a>

### 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.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Franklin High School (FHS) increased the number of AP exams administered, from 568 in 2016 to 630 in 2017.</li> <li>• FHS increased its number of AP Scholars with Distinction and National AP Scholars from 25 in 2016 to 47 in 2017.</li> <li>• FHS offers 28 AP/CEP courses; high quality STEM, business, and performing arts electives; model ESL and FVPA programs.</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>Franklin Township Public Schools is a diverse and unique district, with more than 60 languages spoken by families that send students to the its nine schools, soon to be ten, as a new elementary school will be added in September, 2018, thanks to a successful construction referendum passed in 2014. The district's mission statement: Franklin Township Public Schools embraces its diversity, fosters excellent educational innovation and empowers all students to achieve their highest potential</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>In recent years FHS was placed on the AP Honor Roll and was honored by the state for model programs in FVPA and ESL instruction. In 2017 its girls basketball team won the state championship and Tournament of Champions. Its boys track team won the state championship. Two FHS students were named to the State Executive Board for the Student Council and Paper Mill's Rising Star Award. The marching band placed first in the Yamaha Cup and Somerville High School Band Competitions</p>







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## School Narrative

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 <b>Courses, Curriculum, Instruction:</b>	<p>Highlighted curricula include 28 Advanced Placement and/or concurrent enrollment courses; a fully integrated enrichment/G&amp;T program; recent model program status in ESL and Fine, Visual, and Performing Arts; hands-on STEM and coding opportunities; experiential science instruction in grades 3 and 4 at Bunker Hill Environmental Education Center; and new curricula scheduled to roll out in 2018 in Career &amp; Technical Education and world languages at the elementary level.</p>
 <b>Sports and Athletics:</b>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Field Hockey (Girls), Football (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Boys &amp; Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Wrestling (Boys &amp; Girls)</p> <p>In addition to the Girls Basketball team's winning a Group 4 State Championship and the Tournament of Champions Championship, as well as the Boys Spring Track and Field team's winning a Group 4 State Championship, individually William Hill was named Fall Cross Country Athlete of the Year by the Courier News/Home News, and Mario Heslop was named Courier News/Home News Spring Athlete of the Year.</p>
 <b>Clubs and Activities:</b>	<p>Franklin High School offers a wide range of extracurricular activities, including 59 clubs and programs in fine and performing arts, humanities, world languages, cultural awareness, and STEM/robotics. Students compete regionally and nationally in some programs, including Model U.N., marching band, and the spring musical. In 2017 Khailah Johnson received Paper Mill's Rising Star Award for Outstanding Actress in a Leading Role.</p>
 <b>Before and After School Programs:</b>	<p>Teachers Office Hours are provided three days per week. During this time, students receive additional instruction and homework assistance.</p>








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**School Narrative**

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 <b>Staff and Professional Learning:</b>	<p>Current district PD was identified through a shared process across district stakeholder groups and addresses achievement patterns illustrated in this 2016-2017 report. The following areas were identified: PD to help leaders continue to reinforce an integrated instructional vision; to improve accountability systems and equity; to explore avenues to address social/emotional learning; to embrace technology best practices via the Future Ready initiative; and to improve content area expertise.</p>
 <b>Postsecondary Information:</b>	<p>Over 80% of graduates continue their education at 2 or 4-year schools. While most students attend NJ institutes, students also attend schools across the country. Students are supported in post-secondary planning via comprehensive and developmentally appropriate college and career planning throughout their education. This includes individual, small and large-group counseling, and school and community-sourced supports. FHS serves as a test site to support schoolday and weekend testing.</p>
 <b>Student Supports and Services:</b>	<p>District integrated Student Support Services include comprehensive Special Education and Related Services for Students aged 3 – 21, Tiered Intervention Services, and Model Bilingual and ESL/ELL programs. These programs are provided through supplemental interventions, therapeutic services, and comprehensive instructional classroom environments. Additional programs include health services, integrated preschool programs, transition programs, and wrap around therapeutic mental health programs.</p>
 <b>Student Health and Wellness:</b>	<p>The Franklin Township Health and Physical Education Program is dedicated to providing a curriculum in which students apply the skills and knowledge necessary to confidently lead a healthy and active lifestyle. Each school participates in a breakfast program in which all students have access. Students are encouraged to participate in recess, activity breaks and mindfulness as appropriate throughout the school day.</p>
 <b>Parent and Community Involvement:</b>	<p>Parent portal available to help parents know more about student progress in academic courses. PTSO and Project Graduation parent groups are available; One Less Move, On the Move committees and strategic planning committees have also allowed parents to participate in the mission/vision of the school.</p>



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#### Climate Surveys:

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

As a means of supporting the district's initiative to build more social/emotional learning opportunities for its students, all district schools have used the NJDOE culture and climate surveys to support Professional Learning Communities designed to address culture and climate in each school. This fall the schools issued the survey as a baseline and will follow through each year with an annual spring survey as well.



#### Facilities:

Franklin High School is a ten-year-old, air-conditioned facility, featuring modern science labs and well-appointed classrooms. In addition, the district will open Claremont Elementary School in September 2018. This state of the art facility will allow the district to restructure its grade levels and eliminate a transition for students, affording the district the ability to offer a robust 21st Century learning experience to all students in age-appropriate, well-designed learning spaces.




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School Narrative

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

<div>  <div>Other Information:</div> </div>	<p>Franklin Township Public Schools (FTPS) embraces its diversity: Its student families report sixty-five different languages as their native language. FTPS fosters excellent educational innovation: Six of its schools were part of the inaugural group of schools certified by Future Ready Schools, a program created by NJIT, the NJDOE, and the NJSBA to support digital learning readiness in schools. This certification allows FTPS schools to serve as an example to others in the state. FTPS empowers all students to achieve their highest potential: From its high quality full-day preschool program to its 28 Advanced Placement and/or Concurrent Enrollment Program courses, FTPS offers its students outstanding academic rigor. Over \$1 million in scholarships is awarded to FTPS students each year, and FTPS students attend universities throughout the nation. FTPS students also excel in athletics and extracurricular activities: The Lady Warrior basketball team and the boys track team were state champions. One of the district's students was named the 2017 Paper Mill Rising Star Award for Outstanding Actress. The Model UN team enjoys continued success in national competitions, as does the school's Junior Classical League team and the Marching Band. District communication is achieved through the district website: <a href="https://www.franklinboe.org">https://www.franklinboe.org</a>; district Twitter: @FTPSchools; as well as through the Focus on Franklin video newsmagazines. FTPS is truly "On the Move": During the 2017-2018 school year the district will complete the construction projects promised in its One Less Move Referendum campaign. By September of 2018 the district will open its seventh elementary school and offer one middle school program on two campuses. The reconfiguration of grades PK-5, 6-8, and 9-12 will provide greater continuity for the district's students and help continue its mission to celebrate its diversity, foster excellent educational innovation, and empower all students to reach their highest potential.</p>
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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

### Navigating through the reports:

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

### Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at [reportcard@doe.nj.gov](mailto: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
7	499	530	469
8	549	493	531
Ungraded	35	37	31
Total	1083	1060	1031

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	47%	48%	48%
Male	53%	53%	53%
Economically Disadvantaged Students	49%	50%	48%
Students with Disabilities	16%	17%	17%
English Learners	5%	5%	4%
Homeless Students			0%
Students in Foster Care			0%
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
Black or African American	41.0%
Hispanic	31.9%
White	13.0%
Asian	12.5%
American Indian or Alaska Native	0.5%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	0.8%

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	69.4%
Spanish	21.6%
Gujarati	1.8%
Other	7.3%





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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	973	98.4	46.50	46.70	54.90	46.5	45.1	Met Target
White	127	95.5	65.40	*	63.90	65.4	63.1	Met Target
Hispanic	296	99.1	35.50	33.20	39.80	35.5	31.4	Met Target
Black or African American	407	98.8	37.80	37.90	35.20	37.8	38.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	130	98.5	80.80	*	80.70	80.8	79.1	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	457	99.0	56.90	54.70	62.20	56.9		
Male	516	97.8	37.40	39.40	48.10	37.4		
Economically Disadvantaged Students	451	98.3	36.60	32.30	36.20	36.6	32.6	Met Target
Non-Economically Disadvantaged Students	522	98.4	55.10	58.70	65.80	55.1		
Students with Disabilities	174	96.3	*	12.00	20.50	*	10.8	Not Met
Students without Disabilities	799	98.8	*	54.10	61.90	*		
English Learners	113	96.7	19.50	21.70	25.20	19.5	15.9	Met Target
Non-English Learners	860	98.6	50.10	50.40	57.40	50.1		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	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 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	472	746	746	756	12%	16%	24%	33%	15%	48%	59%
White	58	767	767	764	*	*	*	47%	29%	76%	69%
Hispanic	146	737	737	742	16%	18%	30%	30%	7%	37%	44%
Black or African American	208	738	738	737	13%	21%	28%	31%	7%	38%	38%
Asian, Native Hawaiian, or Pacific Islander	54	778	778	784	*	*	*	35%	50%	85%	85%
American Indian or Alaska Native	*	*	*	755	*	*	*	*	*	*	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	225	754	754	764	7%	12%	27%	36%	18%	55%	68%
Male	247	739	739	749	17%	20%	21%	30%	12%	42%	51%
Economically Disadvantaged Students	219	737	737	739	*	20%	29%	34%	*	38%	40%
Non-Economically Disadvantaged Students	253	754	754	766	*	13%	19%	32%	*	57%	70%
Students with Disabilities	74	708	708	719	*	*	*	*	*	*	19%
Students without Disabilities	398	753	753	763	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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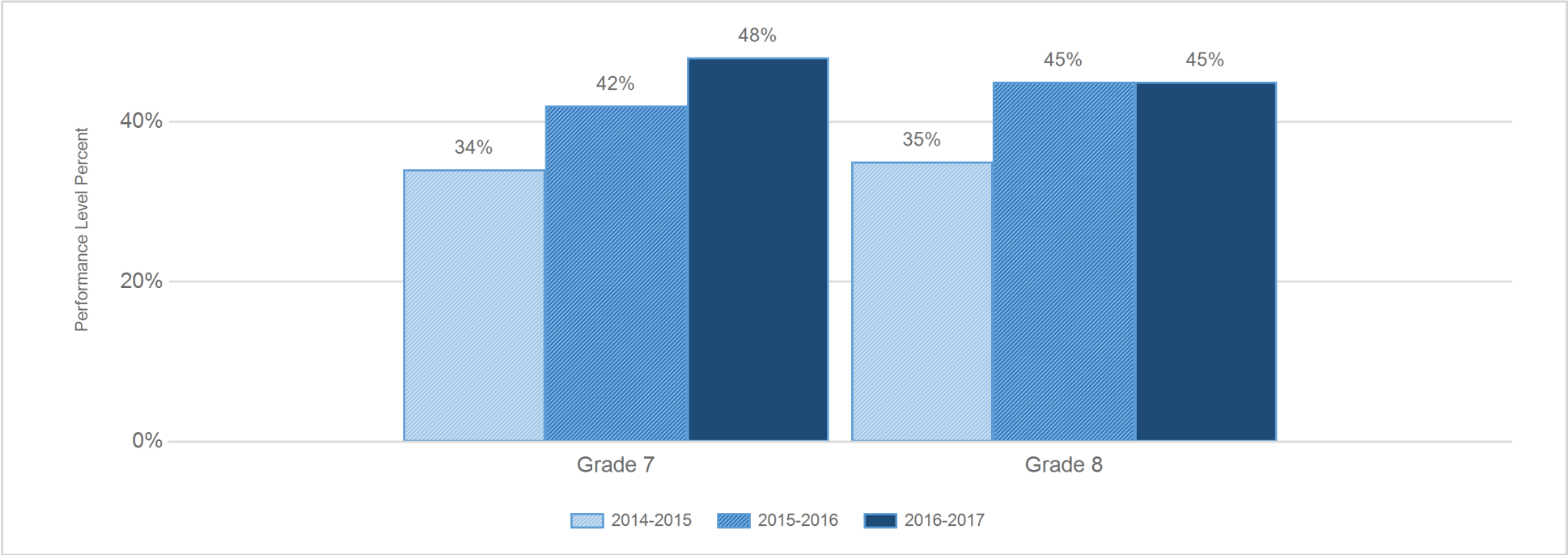
### English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	532	743	743	757	14%	19%	22%	35%	10%	45%	59%
White	66	760	760	764	*	*	27%	36%	23%	59%	68%
Hispanic	172	732	732	742	*	23%	27%	29%	*	33%	44%
Black or African American	212	737	737	738	16%	25%	21%	32%	7%	38%	39%
Asian, Native Hawaiian, or Pacific Islander	75	769	769	786	*	*	*	57%	21%	79%	86%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	257	752	752	766	10%	17%	18%	42%	14%	56%	68%
Male	275	734	734	749	18%	22%	26%	28%	6%	34%	50%
Economically Disadvantaged Students	236	733	733	739	20%	23%	22%	31%	5%	36%	40%
Non-Economically Disadvantaged Students	296	750	750	766	10%	17%	22%	38%	14%	52%	69%
Students with Disabilities	89	708	708	718	*	*	*	*	*	*	18%
Students without Disabilities	443	750	750	764	*	*	*	*	*	*	67%
English Learners	16	685	685	701	*	*	*	*	*	*	*
Non-English Learners	516	744	744	759	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

### 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	971	98.8	38.40	40.40	43.50	38.4	39.5	Met Target†
White	126	96.2	57.10	*	52.40	57.1	57.7	Met Target†
Hispanic	296	99.7	26.70	28.40	27.60	26.7	27	Met Target†
Black or African American	407	98.8	29.70	29.00	21.70	29.7	31.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	129	99.3	74.40	*	75.60	74.4	74.9	Met Target†
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	457	99.2	41.60	43.00	44.10	41.6		
Male	514	98.4	35.70	38.10	42.90	35.7		
Economically Disadvantaged Students	450	99.4	28.40	27.50	25.10	28.4	26.8	Met Target
Non-Economically Disadvantaged Students	521	98.2	47.00	51.40	54.30	47		
Students with Disabilities	173	96.8	*	12.00	16.50	*	10.3	Met Target†
Students without Disabilities	798	99.2	*	46.70	48.80	*		
English Learners	113	100.0	16.80	25.30	23.30	16.8	17.3	Met Target†
Non-English Learners	858	98.6	41.20	42.80	45.20	41.2		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	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 7\*\*

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	429	734	734	741	*	26%	39%	27%	*	28%	40%
White	49	748	748	748	*	*	47%	45%	0%	45%	49%
Hispanic	145	729	729	730	8%	32%	39%	21%	0%	21%	23%
Black or African American	198	731	731	726	9%	28%	41%	22%	0%	22%	19%
Asian, Native Hawaiian, or Pacific Islander	32	750	750	764	0%	*	*	59%	*	63%	72%
American Indian or Alaska Native	*	*	*	741	*	*	*	*	*	*	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	204	736	736	743	*	23%	43%	28%	*	28%	41%
Male	225	732	732	740	*	29%	36%	27%	*	27%	38%
Economically Disadvantaged Students	211	729	729	729	*	32%	38%	21%	*	21%	22%
Non-Economically Disadvantaged Students	218	739	739	749	*	20%	40%	34%	*	34%	50%
Students with Disabilities	73	716	716	716	*	*	*	*	*	*	11%
Students without Disabilities	356	738	738	746	*	*	*	*	*	*	45%
English Learners	11	717	717	712	*	*	*	*	*	18%	*
Non-English Learners	418	735	735	742	*	*	*	*	*	28%	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

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



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**Mathematics Assessment - Performance by Grade: Grade 8\*\***

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	439	727	727	728	*	27%	24%	26%	*	27%	28%
White	45	738	738	736	*	*	24%	42%	*	44%	35%
Hispanic	163	724	724	721	28%	25%	27%	*	*	21%	21%
Black or African American	187	724	724	715	21%	33%	21%	25%	0%	25%	15%
Asian, Native Hawaiian, or Pacific Islander	38	744	744	747	*	*	26%	45%	*	47%	51%
American Indian or Alaska Native	*	*	*	728	*	*	*	*	*	*	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	208	729	729	730	*	26%	23%	*	*	31%	30%
Male	231	725	725	725	*	28%	26%	*	*	23%	26%
Economically Disadvantaged Students	220	724	724	719	*	28%	23%	*	*	24%	19%
Non-Economically Disadvantaged Students	219	730	730	734	*	25%	26%	*	*	30%	34%
Students with Disabilities	88	704	704	705	*	*	*	*	*	*	*
Students without Disabilities	351	733	733	734	*	*	*	*	*	*	*
English Learners	24	705	705	703	*	*	*	*	*	*	*
Non-English Learners	415	728	728	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	*	*	*	733	*	*	*	*	*	*	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

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





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### Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	114	789	744	743	*	*	*	75%	24%	98%	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	44	794	778	774	*	*	*	68%	30%	98%	76%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	61	786	746	744	*	*	*	79%	18%	97%	43%
Male	53	793	741	741	*	*	*	70%	30%	100%	40%
Economically Disadvantaged Students	31	784	734	727	*	*	*	87%	*	100%	23%
Non-Economically Disadvantaged Students	83	791	752	751	*	*	*	70%	*	98%	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	114	789	745	745	*	*	*	75%	24%	98%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%





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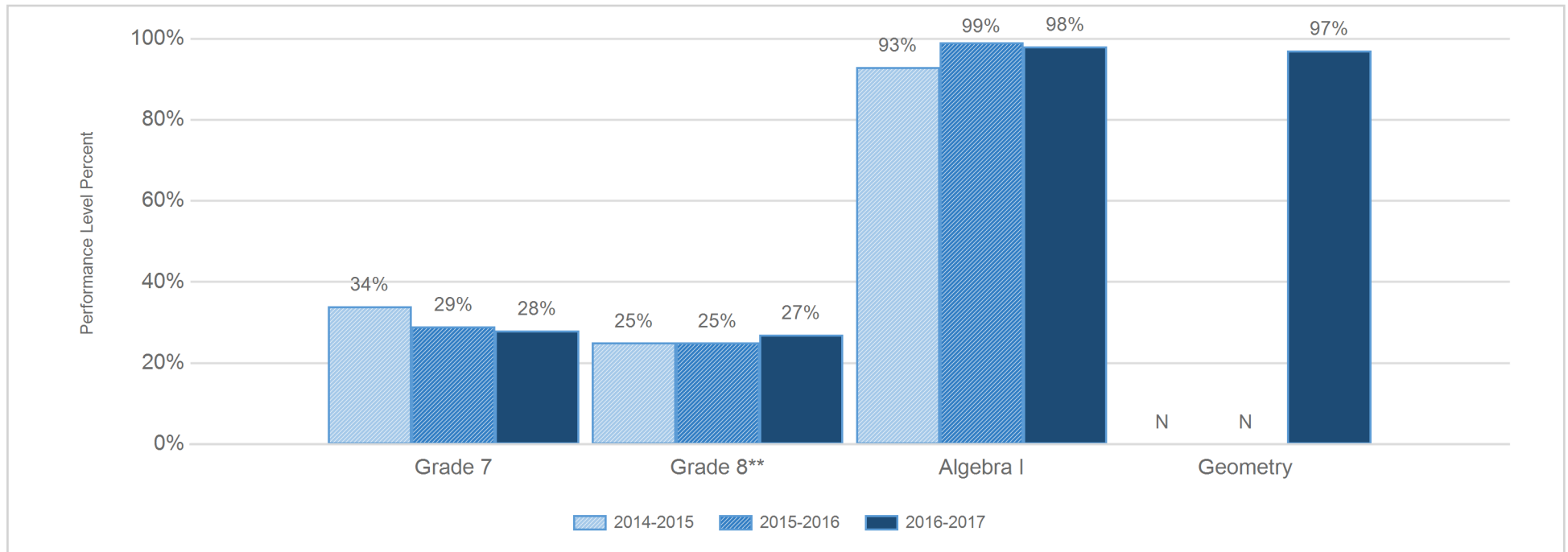
### Mathematics Assessment - Performance by Test: Geometry

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
<b>Schoolwide</b>	33	780	731	734	*	*	*	49%	49%	97%	30%
White	*	*	*	740	*	*	*	*	*	*	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	17	781	761	758	0%	0%	0%	*	*	100%	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	13	784	734	735	0%	0%	*	*	*	100%	31%
Male	20	778	728	733	0%	0%	*	*	*	95%	30%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	*	*	*	711	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	33	780	732	735	*	*	*	49%	49%	97%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*

## 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
7	*	*
8	10	10

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	13	*	*
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.

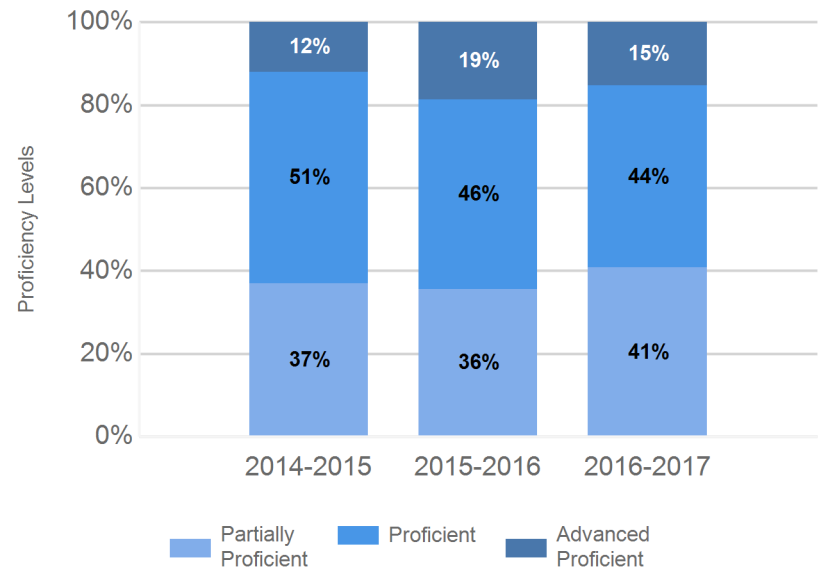
NJASK Science Assessment Performance: Grade 8

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

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	15%	44%	41%
White	33%	*	12%
Hispanic	6%	40%	54%
Black or African American	9%	44%	47%
Asian, Native Hawaiian, or Pacific Islander	40%	44%	17%
American Indian or Alaska Native	*	N	*
Two or More Races	*	*	*
Economically Disadvantaged Students	8%	43%	50%
Students with Disabilities	2%	30%	67%
English Learners	N	12%	88%

NJASK Science Assessment Performance Trends: Grade 8

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





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

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	43	50	50	Met Target	53	57	50	Met Target
White	38	56	50	Not Met	55	58	52	Met Target
Hispanic	45	49	49	Met Target	52	55	47	Met Target
Black or African American	41	45	45	Met Target	53	54.5	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	49	65	60	Met Target	56	69	59	Met Target
American Indian or Alaska Native	*	77.5	51	**	*	*	51	**
Two or More Races	*	60	51	**	*	*	52	**
Economically Disadvantaged	44	48	47	Met Target	57	55	46	Met Target
Students with Disabilities	43	40	41	Met Target	47.5	55	43	Met Target
English Learners	45	52	53	Met Target	56	59	51	Met Target

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



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

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

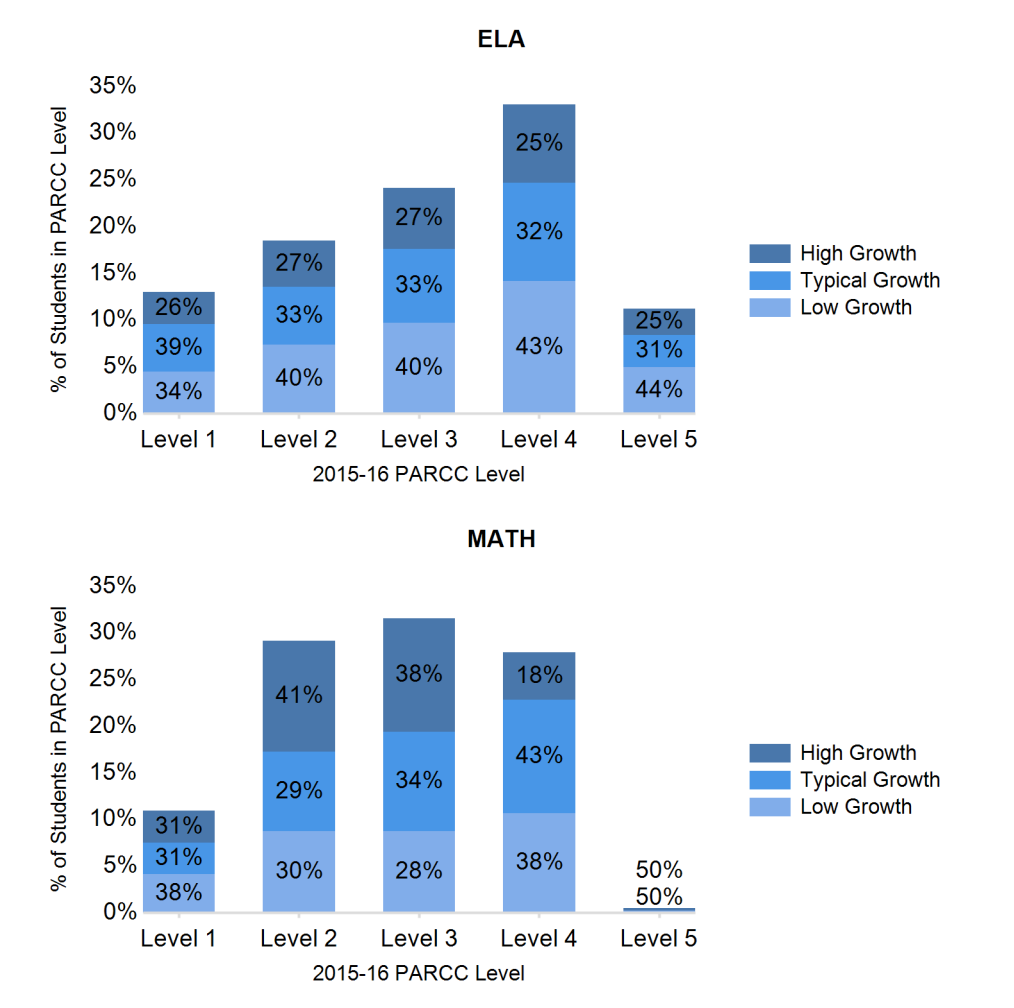
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

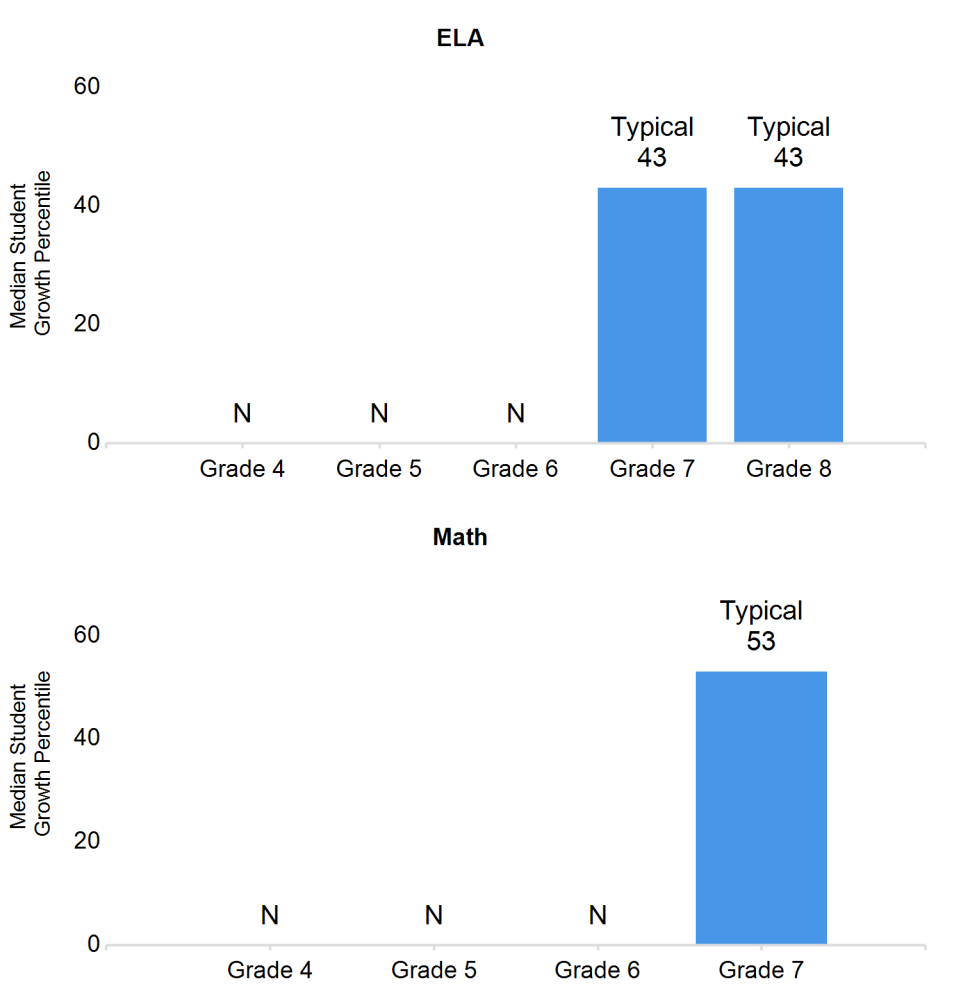
Student Growth by Performance Level

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



Student Growth by Grade

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





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

### Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
7	48	0	468
8	72	33	472
Schoolwide	120	33	940

### World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	340	165	0	0	0	0	0
8	399	143	0	0	0	0	0
Schoolwide	739	308	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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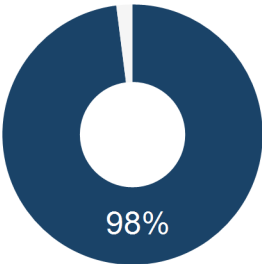
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Visual and Performing Arts – Course Participation

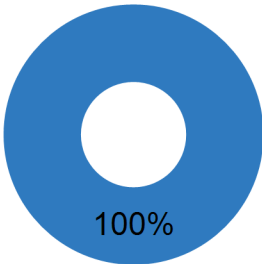
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines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

Grades 6-8:

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

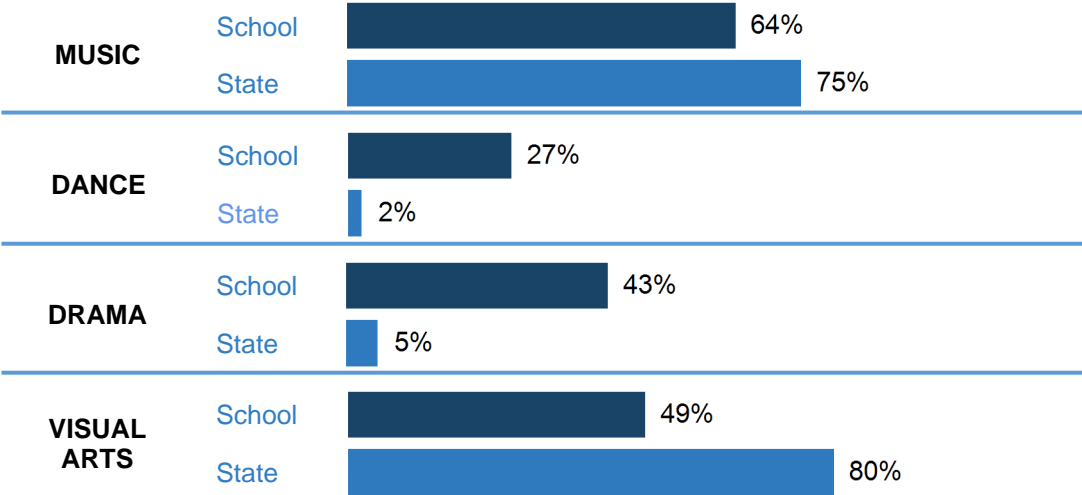


School



State

Students enrolled in one or more classes by discipline:







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

Chronic Absenteeism

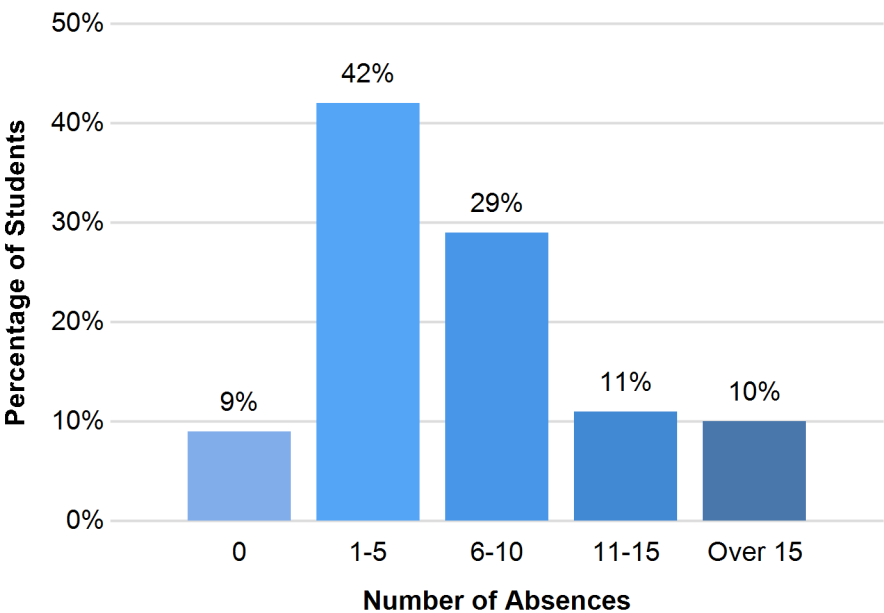
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.20	9.10	Met Target
White	12.50	9.10	Not Met
Hispanic	8.20	9.10	Met Target
Black or African American	6.00	9.10	Met Target
Asian, Native Hawaiian, or Pacific Islander	2.30	9.10	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	8.40	9.10	Met Target
Students with Disabilities	8.80	9.10	Met Target
English Learners	4.80	9.10	Met Target

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

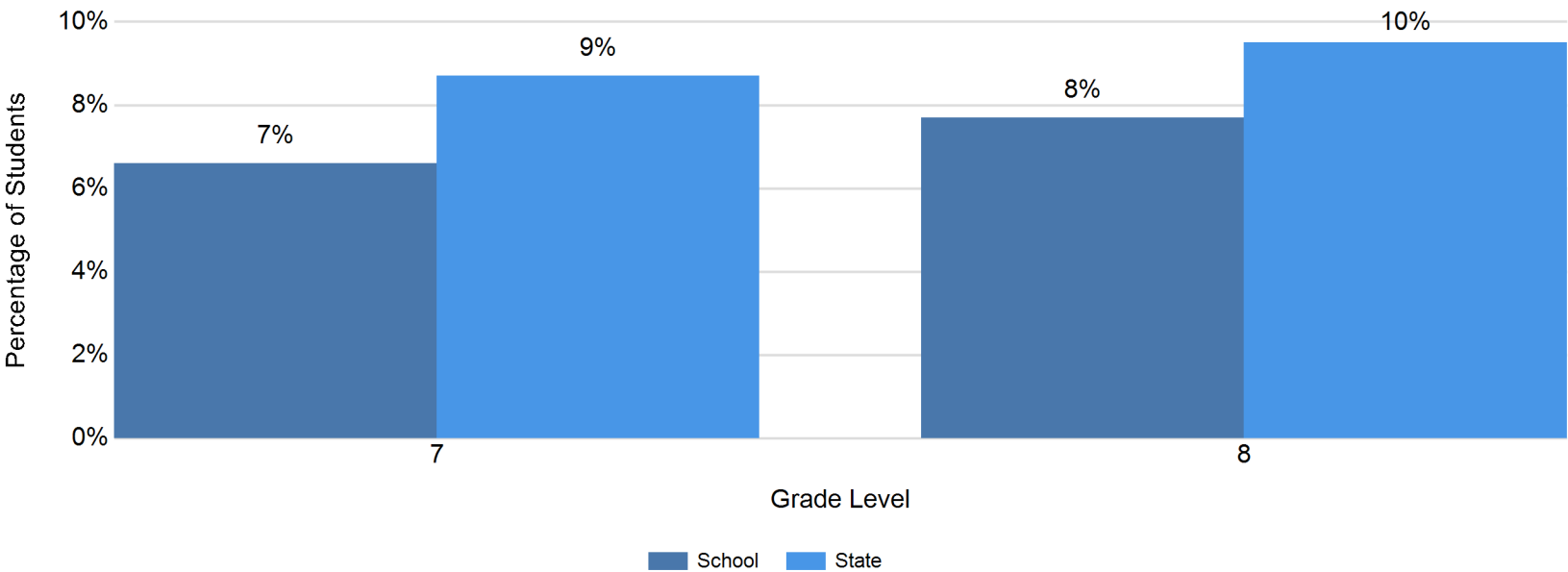
Days Absent

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



### Chronic Absenteeism by Grade

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





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### School Day

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

Category	School
Typical Start Time	7:25AM
Typical End Time	2:25PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs. 42 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	6
Vandalism	4
Weapons	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	15
Incidents Per 100 Students Enrolled	1.46

### 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	14.2%
Out-of-School Suspensions	13.2%
Any Suspension	27.4%

### 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	138.8 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$516	\$14,543	\$15,059



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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	120	120,724
Average years experience in public schools	8.5	11.8
Average years experience in district	6.1	10.5
Teachers in district for 4 or more years	51%	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	44	9,506
Average years experience in public schools	12.6	15.9
Average years experience in district	9.5	11.6
Administrators in district for 4 or more years	61%	74%

### Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	9:1	10:1
Administrators	344:1	164:1
Librarian/Media Specialists		901:1
Nurses		721:1
Counselors		313:1
Child Study Team		212:1



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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.

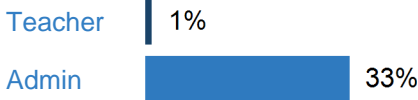
Bachelor's Degree



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	86%	89%
2015-16 Administrators: Same district 2016-17	83%	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	31.3	17.5%
Mathematics Proficiency	35.7	17.5%
English Language Arts Growth	22.8	25.0%
Mathematics Growth	62.0	25.0%
Chronic Absenteeism	49.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		40.4
<b>Summative Rating:</b> Percentile rank of Summative Score		34.3
<b>Requires Comprehensive Support:</b> 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	40.4	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
White	36.0	11.9	No	Met Target	Met Target†	Not Met	Not Met	Met Target	No
Hispanic	45.1	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Black or African American	63.5	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	34.3	11.9	No	Met Goal	Met Target†	Met Target	Met Target	Met Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	57.4	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Students with Disabilities	45.4	11.9	No	Not Met	Met Target†	Met Target	Met Target	Met Target	No
English Learners	46.4	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No

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

† Target was met within a confidence interval.





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### School General Info

<b>Principal:</b>	Mr. Solomon	<b>Email Address:</b>	<a href="mailto:rdavenport@franklinboe.org">rdavenport@franklinboe.org</a>
<b>Address:</b>	415 FRANCIS STREET SOMERSET, NJ 08873-2827	<b>Website:</b>	<a href="https://www.franklinboe.org">https://www.franklinboe.org</a>
<b>Phone:</b>	(732)249-6410	<b>Twitter:</b>	<a href="https://twitter.com/FMS_FTPSchools">https://twitter.com/FMS_FTPSchools</a>

### 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.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>• 2017 Certified Future Ready School</li> <li>• NJ Model School for PBSIS</li> <li>• NJ Model School for Fine Visual Performing Arts</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>Franklin Township Public Schools is a diverse and unique district, with more than 60 languages spoken by families that send students to the its nine schools, soon to be ten, as a new elementary school will be added in September, 2018, thanks to a successful construction referendum passed in 2014. The district's mission statement: Franklin Township Public Schools embraces its diversity, fosters excellent educational innovation and empowers all students to achieve their highest potential.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>Franklin Middle School was recently removed from Focus Status; 2017 Future Ready School; NJ Model School for FVPA and NJ Model School for PBSIS.</p>







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 <b>Courses, Curriculum, Instruction:</b>	<p>Highlighted curricula include 28 Advanced Placement and/or concurrent enrollment courses; a fully integrated enrichment/G&amp;T program; recent model program status in ESL and Fine, Visual, and Performing Arts; hands-on STEM and coding opportunities; experiential science instruction in grades 3 and 4 at Bunker Hill Environmental Education Center; and new curricula scheduled to roll out in 2018 in Career &amp; Technical Education and world languages at the elementary level.</p>
 <b>Sports and Athletics:</b>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Field Hockey (Girls), Football (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Track and Field - Spring (Boys &amp; Girls), Wrestling (Boys &amp; Girls)</p> <p>In addition to the Girls Basketball team's winning a Group 4 State Championship and the Tournament of Champions Championship, as well as the Boys Spring Track and Field team's winning a Group 4 State Championship, individually William Hill was named Fall Cross Country Athlete of the Year by the Courier News/Home News, and Mario Heslop Courier was named Courier News/Home News Spring Athlete of the Year.</p>
 <b>Clubs and Activities:</b>	<p>National Junior Honor Society, Student Council, Diversity Club, Environmental Club, Robotics Club, Art Club, Yearbook, Newspaper, Yoga Club, Model United Nations, Connections, FVPA - Band, Orchestra, Chorus, Dance; Sports: Intramurals, Football, Cross Country, Soccer, Field Hockey, Basketball, Wrestling, Cheerleading, Track, Baseball and Softball.</p>
 <b>Before and After School Programs:</b>	<p>The FMS after-school tutorial program focuses on reading, writing and math strategies that help students show growth in these areas. Teachers use data-driven lessons that address students' needs. The Saturday STEM program allows students to complete hands-on design challenges that involve engineering and integrated math practices. Students program Lego Mindstorm EV3 Robots to navigate their way through mazes and complete computer coding activities to create versions of classic computer games.</p>








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### School Narrative

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 <b>Staff and Professional Learning:</b>	<p>Current district PD was identified through a shared process across district stakeholder groups and addresses achievement patterns illustrated in this 2016-2017 report. The following areas were identified: PD to help leaders continue to reinforce an integrated instructional vision; to improve accountability systems and equity; to explore avenues to address social/emotional learning; to embrace technology best practices via the Future Ready initiative; and to improve content area expertise.</p>
 <b>Postsecondary Information:</b>	<p>Over 80% of the district's graduates continue their education at 2 or 4-year schools. While most students attend NJ institutes, students also attend schools across the country. Students are supported in post-secondary planning via comprehensive and developmentally appropriate college and career planning throughout their education. This includes individual, small and large-group counseling, and school and community-sourced supports.</p>
 <b>Student Supports and Services:</b>	<p>District integrated Student Support Services include comprehensive Special Education and Related Services for Students aged 3 – 21, Tiered Intervention Services, and Model Bilingual and ESL/ELL programs. These programs are provided through supplemental interventions, therapeutic services, and comprehensive instructional classroom environments. Additional programs include health services, integrated preschool programs, transition programs, and wrap around therapeutic mental health programs.</p>
 <b>Student Health and Wellness:</b>	<p>The Franklin Township Health and Physical Education Program is dedicated to providing a curriculum in which students apply the skills and knowledge necessary to confidently lead a healthy and active lifestyle. Each school participates in a breakfast program in which all students have access. Students are encouraged to participate in recess, activity breaks and mindfulness as appropriate throughout the school day.</p>
 <b>Parent and Community Involvement:</b>	<p>PTSO, School Wide Plan Committee, Safety Team Committee , Parent University (workshops).</p>





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School Narrative

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<div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>Franklin Middle School utilizes the New Jersey DOE Climate and Culture Survey, conducted once a year. As a result of the survey, FMS teachers and administrators help build more social/emotional learning opportunities for its students.</p>
<div>Facilities:</div>	<p>FMS was built in 1960 and recently renovated its gymnasium, bathrooms, and doors. In addition, the district will open Claremont Elementary School in September 2018. This state of the art facility will allow the district to restructure its grade levels and eliminate a transition for students, affording the district the ability to offer a robust 21st Century learning experience to all students in age-appropriate, well-designed learning spaces.</p>



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School Narrative

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



Other Information:

Franklin Township Public Schools (FTPS) embraces its diversity: Its student families report sixty-five different languages as their native language. FTPS fosters excellent educational innovation: Six of its schools were part of the inaugural group of schools certified by Future Ready Schools, a program created by NJIT, the NJDOE, and the NJSBA to support digital learning readiness in schools. This certification allows FTPS schools to serve as an example to others in the state. FTPS empowers all students to achieve their highest potential: From its high quality full-day preschool program to its 28 Advanced Placement and/or Concurrent Enrollment Program courses, FTPS offers its students outstanding academic rigor. Over \$1 million in scholarships is awarded to FTPS students each year, and FTPS students attend universities throughout the nation. FTPS students also excel in athletics and extracurricular activities: The Lady Warrior basketball team and the boys track team were state champions. One of the district’s students was named the 2017 Paper Mill Rising Star Award for Outstanding Actress. The Model UN team enjoys continued success in national competitions, as does the school’s Junior Classical League team and the Marching Band. District communication is achieved through the district website: <https://www.franklinboe.org>; district Twitter: @FTPSchools; as well as through the Focus on Franklin video newsmagazines. FTPS is truly “On the Move”: During the 2017-2018 school year the district will complete the construction projects promised in its One Less Move Referendum campaign. By September of 2018 the district will open its seventh elementary school and offer one middle school program on two campuses. The reconfiguration of grades PK-5, 6-8, and 9-12 will provide greater continuity for the district’s students and help continue its mission to celebrate its diversity, foster excellent educational innovation, and empower all students to reach their highest potential.



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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](mailto: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
PK	84	59	63
KG	151	141	131
1	148	122	122
2	160	136	119
3	139	148	132
4	134	129	131
Ungraded	85	108	122
Total	901	843	820

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	64	0	0
PK - Full Day	0	59	63
KG - Half Day	0	0	0
KG - Full Day	151	141	131

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	44%	41%	41%
Male	56%	59%	59%
Economically Disadvantaged Students	19%	25%	28%
Students with Disabilities	20%	25%	27%
English Learners	5%	10%	13%
Homeless Students			1%
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
Asian	38.7%
Black or African American	28.5%
Hispanic	16.6%
White	13.3%
American Indian or Alaska Native	0.4%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	2.4%

Enrollment by Home Language

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

Home Language	% of Students
English	61.8%
Spanish	10.1%
Gujarati	8.8%
Telugu	3.5%
Hindi	3.2%
Other	12.0%





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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	248	98.2	69.40	46.70	54.90	69.4	62	Met Target
White	36	97.4	77.80	*	63.90	77.8	65.1	Met Target
Hispanic	31	97.6	51.70	33.20	39.80	51.7	49.7	Met Target
Black or African American	68	98.6	48.50	37.90	35.20	48.5	48.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	103	100.0	84.40	*	80.70	84.4	71	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	117	98.4	77.80	54.70	62.20	77.8		
Male	131	98.0	61.80	39.40	48.10	61.8		
Economically Disadvantaged Students	62	97.3	33.90	32.30	36.20	33.9	44.8	Not Met
Non-Economically Disadvantaged Students	186	98.5	81.10	58.70	65.80	81.1		
Students with Disabilities	53	98.2	13.20	12.00	20.50	13.2	14.5	Met Target†
Students without Disabilities	195	98.1	84.70	54.10	61.90	84.7		
English Learners	25	100.0	68.00	21.70	25.20	68	N	N
Non-English Learners	223	98.0	69.50	50.40	57.40	69.5		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	25.00	53.50	N		
Migrant Students	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
<b>Schoolwide</b>	131	756	741	749	15%	9%	14%	48%	15%	63%	50%
White	14	753	753	759	*	*	0%	*	*	71%	61%
Hispanic	22	737	728	734	*	*	*	*	*	46%	35%
Black or African American	38	733	729	731	*	*	*	37%	*	40%	32%
Asian, Native Hawaiian, or Pacific Islander	51	781	773	775	*	*	*	55%	29%	84%	76%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	63	763	746	754	*	*	*	54%	*	68%	55%
Male	68	750	736	745	*	*	*	43%	*	57%	46%
Economically Disadvantaged Students	35	727	724	731	*	*	*	29%	*	31%	31%
Non-Economically Disadvantaged Students	96	767	756	762	*	*	*	55%	*	74%	63%
Students with Disabilities	23	699	711	720	*	*	*	*	*	*	24%
Students without Disabilities	108	768	747	755	*	*	*	*	*	*	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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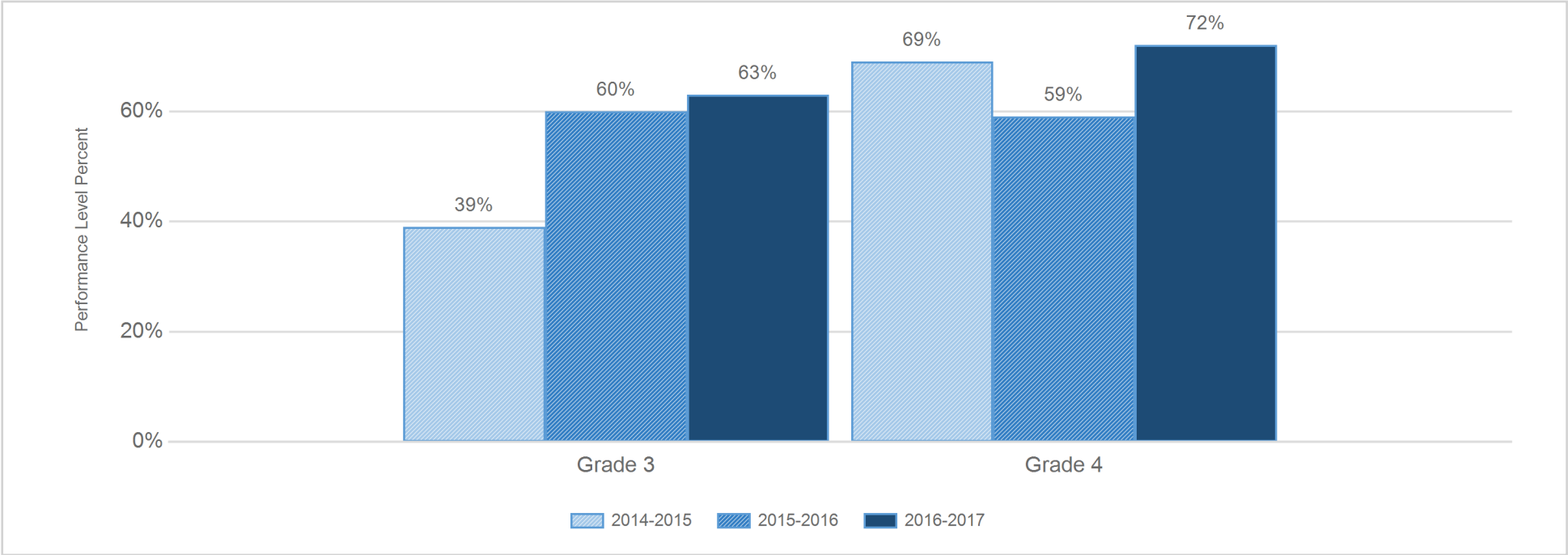
English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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	136	768	748	753	8%	10%	10%	40%	32%	72%	56%
White	23	778	764	762	*	*	*	*	44%	83%	67%
Hispanic	18	749	734	740	*	*	*	*	*	61%	40%
Black or African American	35	747	741	737	*	*	*	37%	*	51%	36%
Asian, Native Hawaiian, or Pacific Islander	56	781	776	777	*	*	*	38%	45%	82%	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	60	776	753	758	*	*	*	42%	40%	82%	61%
Male	76	762	743	749	*	*	*	38%	26%	65%	51%
Economically Disadvantaged Students	37	733	734	737	*	*	*	27%	*	35%	36%
Non-Economically Disadvantaged Students	99	781	760	764	*	*	*	44%	*	86%	69%
Students with Disabilities	32	714	715	725	*	*	*	*	*	16%	25%
Students without Disabilities	104	784	755	759	*	*	*	*	*	89%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

### English Language Arts/Literacy Assessment - Performance Trends

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





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**Mathematics Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	247	97.8	66.40	40.40	43.50	66.4	66.1	Met Target
White	36	97.4	75.00	*	52.40	75	71.8	Met Target
Hispanic	30	95.1	40.00	28.40	27.60	40	39.1	Met Target
Black or African American	68	98.6	39.70	29.00	21.70	39.7	40.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	103	100.0	86.40	*	75.60	86.4	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	117	98.4	72.70	43.00	44.10	72.7		
Male	130	97.3	60.80	38.10	42.90	60.8		
Economically Disadvantaged Students	61	95.9	34.40	27.50	25.10	34.4	29.9	Met Target
Non-Economically Disadvantaged Students	186	98.5	76.90	51.40	54.30	76.9		
Students with Disabilities	52	96.4	15.40	12.00	16.50	15.4	20.9	Met Target†
Students without Disabilities	195	98.2	80.00	46.70	48.80	80		
English Learners	24	96.4	66.60	25.30	23.30	66.6	N	N
Non-English Learners	223	98.0	66.30	42.80	45.20	66.3		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	37.50	39.90	N		
Migrant Students	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	131	760	747	751	8%	11%	17%	44%	21%	64%	53%
White	14	758	755	759	*	0%	*	*	*	64%	63%
Hispanic	21	743	738	738	*	*	*	52%	0%	52%	37%
Black or African American	38	738	735	733	*	*	26%	40%	0%	40%	32%
Asian, Native Hawaiian, or Pacific Islander	52	784	779	779	*	*	*	37%	48%	85%	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	64	762	748	751	*	*	16%	56%	*	70%	52%
Male	67	759	746	751	*	*	18%	31%	*	58%	53%
Economically Disadvantaged Students	34	742	734	736	*	*	*	41%	*	47%	34%
Non-Economically Disadvantaged Students	97	767	759	761	*	*	*	44%	*	70%	65%
Students with Disabilities	22	717	721	729	*	*	*	*	0%	14%	29%
Students without Disabilities	109	769	752	755	*	*	*	*	25%	74%	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**

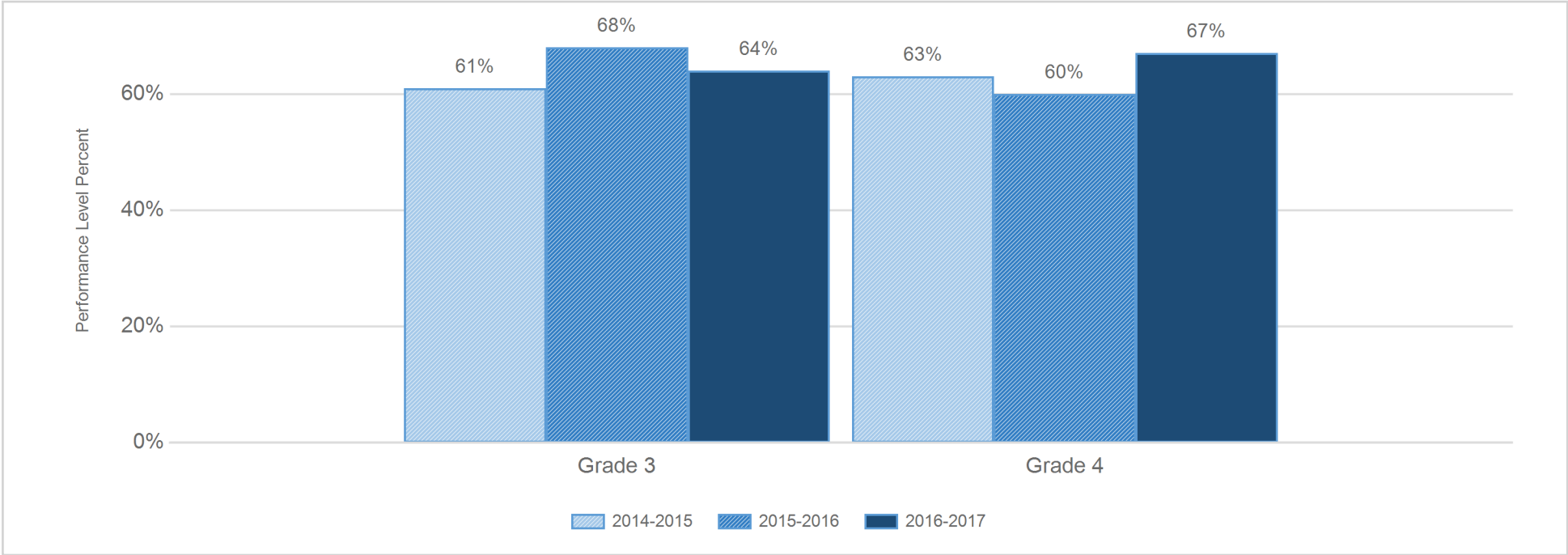
This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, 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
<b>Schoolwide</b>	137	761	745	747	8%	14%	11%	49%	18%	67%	47%
White	23	771	762	755	*	*	0%	61%	*	83%	59%
Hispanic	18	743	733	734	*	*	*	*	*	39%	30%
Black or African American	35	736	736	729	*	*	*	37%	0%	37%	25%
Asian, Native Hawaiian, or Pacific Islander	57	777	776	774	*	*	*	53%	33%	86%	79%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	60	760	745	747	*	*	*	60%	*	72%	47%
Male	77	762	745	747	*	*	*	40%	*	64%	48%
Economically Disadvantaged Students	37	732	732	732	*	*	*	*	*	27%	27%
Non-Economically Disadvantaged Students	100	771	757	757	*	*	*	*	*	82%	61%
Students with Disabilities	32	720	*	724	*	*	*	*	*	16%	22%
Students without Disabilities	105	773	*	751	*	*	*	*	*	83%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



### Mathematics Assessment – Performance Trends

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







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Alternate Assessments - Participation

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

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

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	16	68.8%	31.3%
2	17	58.8%	41.2%
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.

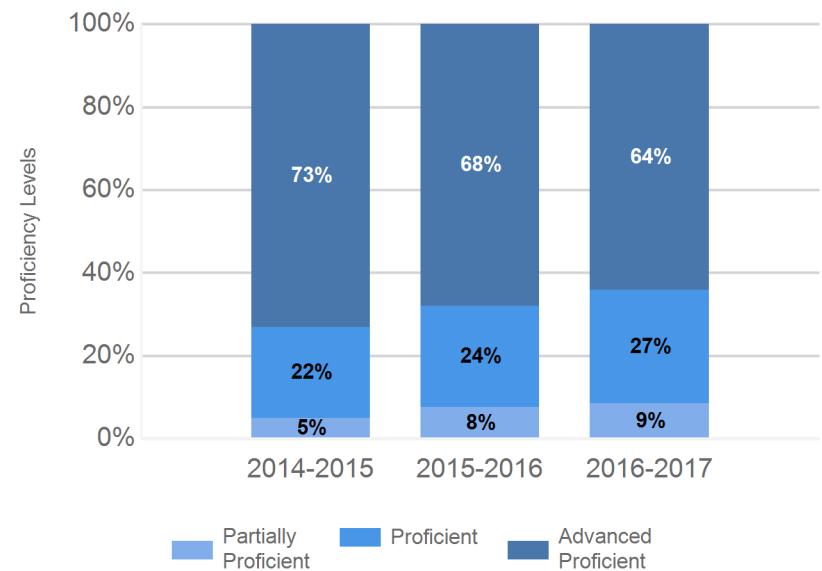
### NJASK Science Assessment Performance: Grade 4

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	64%	27%	9%
White	86%	5%	9%
Hispanic	40%	*	13%
Black or African American	36%	45%	19%
Asian, Native Hawaiian, or Pacific Islander	77%	21%	2%
American Indian or Alaska Native	*	*	N
Two or More Races	*	N	N
Economically Disadvantaged Students	40%	40%	20%
Students with Disabilities	27%	39%	35%
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	77.5	50	50	Exceeds Target	65	57	50	Exceeds Target
White	82.5	56	50	Exceeds Target	66.5	58	52	Exceeds Target
Hispanic	73	49	49	**	67	55	47	**
Black or African American	59.5	45	45	Met Target	57	54.5	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	84.5	65	60	Exceeds Target	73	69	59	Exceeds Target
American Indian or Alaska Native	*	77.5	51	**	*	*	51	**
Two or More Races	*	60	51	**	*	*	52	**
Economically Disadvantaged	45	48	47	Met Target	62	55	46	Exceeds Target
Students with Disabilities	36	40	41	Not Met	73	55	43	Exceeds Target
English Learners	*	52	53	**	*	59	51	**

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



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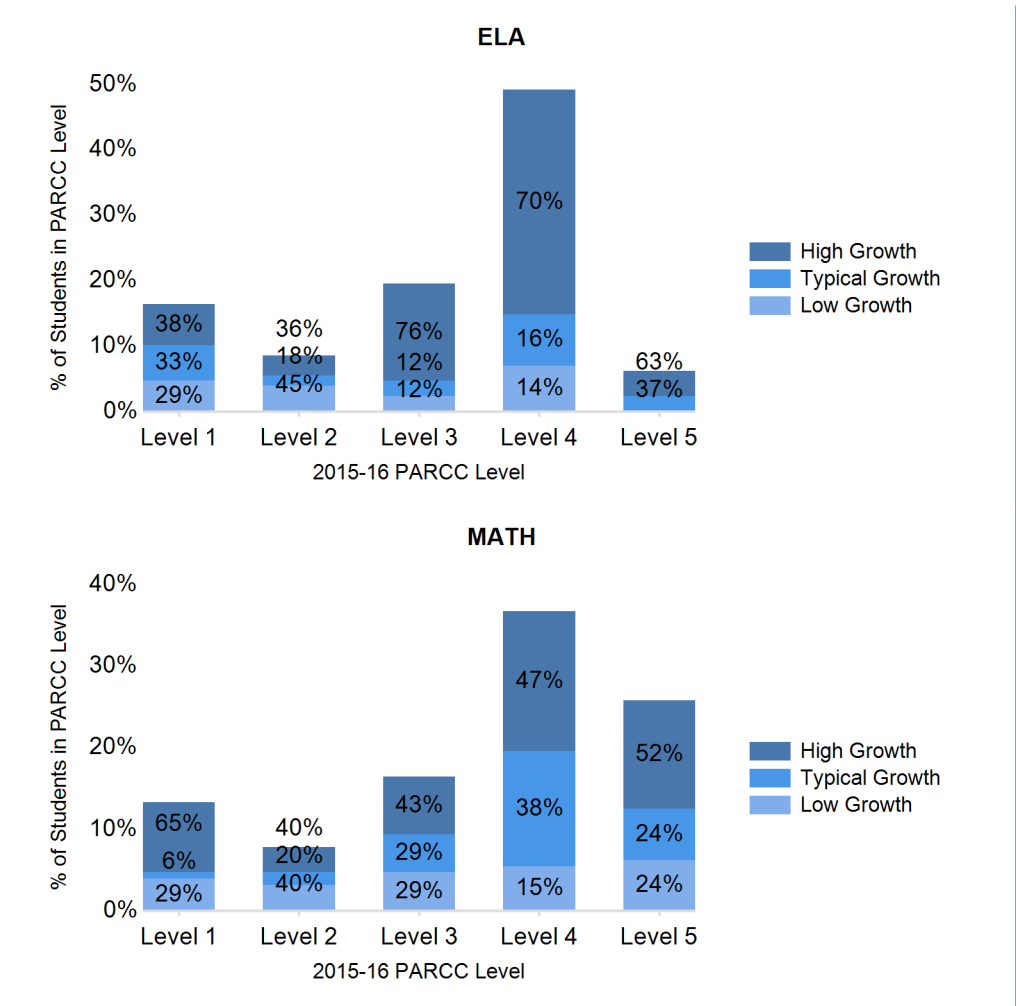
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

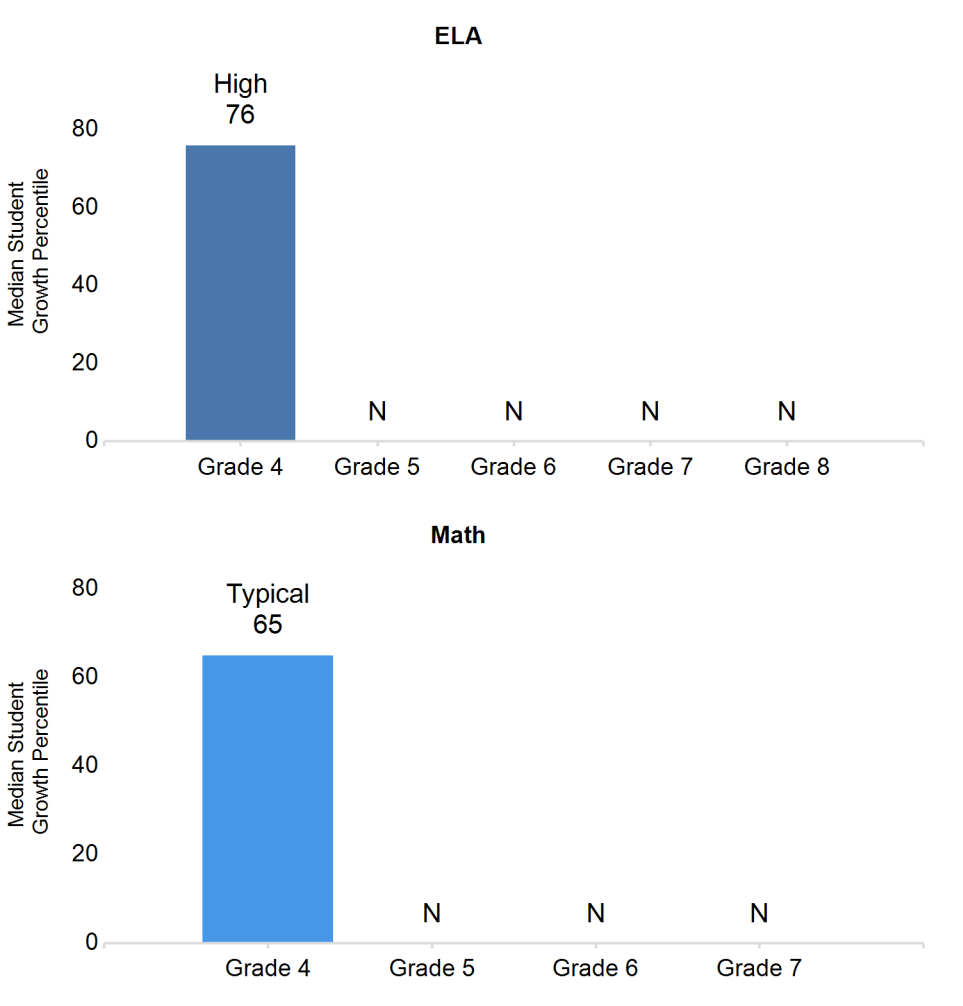
Student Growth by Performance Level

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



Student Growth by Grade

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





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

### Chronic Absenteeism

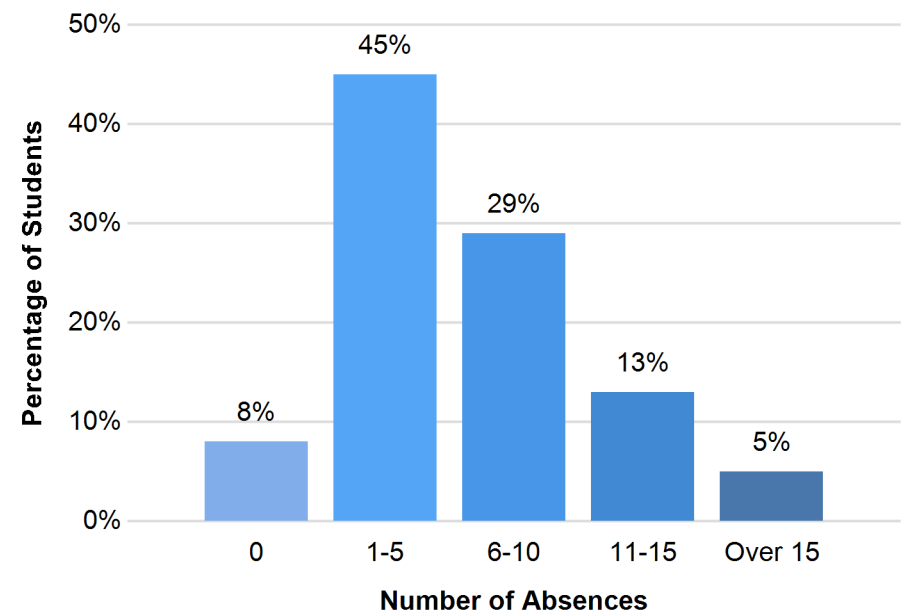
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.40	8.70	Met Target
White	3.20	8.70	Met Target
Hispanic	5.20	8.70	Met Target
Black or African American	2.00	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	3.90	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	5.20	8.70	Met Target
Students with Disabilities	4.70	8.70	Met Target
English Learners	4.80	8.70	Met Target

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

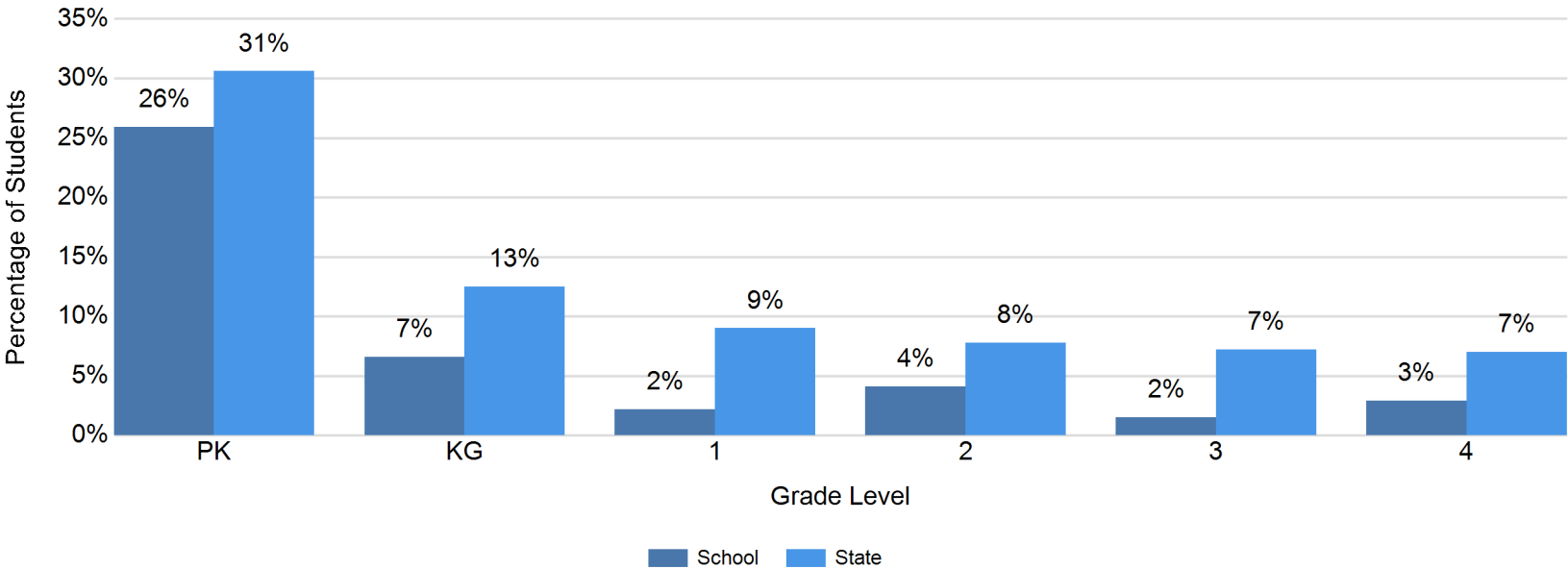
### Days Absent

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



### Chronic Absenteeism by Grade

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





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### School Day

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

Category	School
Typical Start Time	9:05AM
Typical End Time	3:20PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 33 Mins.
Shared Time - Instructional Time	*

### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.49

### 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	2.9%
Any Suspension	2.9%

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.4:1	138.8 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$516	\$14,543	\$15,059





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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	77	120,724
Average years experience in public schools	11.9	11.8
Average years experience in district	9.8	10.5
Teachers in district for 4 or more years	81%	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	44	9,506
Average years experience in public schools	12.6	15.9
Average years experience in district	9.5	11.6
Administrators in district for 4 or more years	61%	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	10:1
Administrators	205:1	164:1
Librarian/Media Specialists		901:1
Nurses		721:1
Counselors		313:1
Child Study Team		212:1



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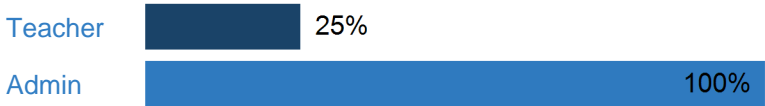
Teachers and Administrators - Level of Education

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	86%	89%
2015-16 Administrators: Same district 2016-17	83%	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	68.5	17.5%
Mathematics Proficiency	78.2	17.5%
English Language Arts Growth	97.1	25.0%
Mathematics Growth	92.1	25.0%
Chronic Absenteeism	84.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		85.6
<b>Summative Rating:</b> Percentile rank of Summative Score		95.6
<b>Requires Comprehensive Support:</b> 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	85.6	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
White	89.4	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No
Hispanic	**	**	No	Met Target	Met Target	Met Target	**	**	No
Black or African American	88.9	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	73.7	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	65.1	11.9	No	Not Met	Met Target	Met Target	Met Target	Exceeds Target	No
Students with Disabilities	59.5	11.9	No	Met Target†	Met Target†	Met Target	Not Met	Exceeds Target	No
English Learners	**	**	No	N	N	Met Target	**	**	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Ms. Scott	<b>Email Address:</b>	<a href="mailto:nscott@franklinboe.org">nscott@franklinboe.org</a>
<b>Address:</b>	30 EDEN STREET FRANKLIN PARK, NJ 08823-1250	<b>Website:</b>	<a href="https://www.franklinboe.org">https://www.franklinboe.org</a>
<b>Phone:</b>	(732)297-5666	<b>Twitter:</b>	<a href="https://twitter.com/FPS_FTPSchools">https://twitter.com/FPS_FTPSchools</a>

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.

<b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Workshop model approach to Reading, Writing and Math and revised curriculum and resources for Next Gen Science Standards</li> <li>• Certified Future Ready School and Technology Team that supports the use of instructional tech tools across content areas</li> <li>• Commitment to the arts as evidenced through the Grade 3 &amp; 4 Dance Company, After-School Choir and Annual Art Showcase</li> </ul>
<b>Mission, Vision, Theme:</b>	<p>Franklin Township Public Schools is a diverse and unique district, with more than 60 languages spoken by families that send students to the its nine schools, soon to be ten, as a new elementary school will be added in September, 2018, thanks to a successful construction referendum passed in 2014. The district's mission statement: Franklin Township Public Schools embraces its diversity, fosters excellent educational innovation and empowers all students to achieve their highest potential</p>
<b>Awards, Recognition, Accomplishments:</b>	<p>Staff actively seeks to extend their professional knowledge working with and presenting programs through Columbia Teachers College, Rutgers University PEMA Program, the MAP Ambassador Program, NCTM, NJTESOL, SIOP, Farleigh Dickinson, Orton-Gillingham and the NJDOE Parent Expo. Each year, at least one teacher at FPS has been recognized as a Teacher Who Makes Magic. Additionally, each year, the Somerset Patriot's Most Improved Student Program has recognized at least ten students.</p>







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**School Narrative**

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 <b>Courses, Curriculum, Instruction:</b>	<p>Highlighted district curricula include 28 Advanced Placement and/or concurrent enrollment courses; a fully integrated enrichment/G&amp;T program; recent model program status in ESL and Fine, Visual, and Performing Arts; hands-on STEM and coding opportunities; experiential science instruction in grades 3 and 4 at Bunker Hill Environmental Education Center; and new curricula scheduled to roll out in 2018 in Career &amp; Technical Education and world languages at the elementary level.</p>
 <b>Sports and Athletics:</b>	<p>In addition to the high school Girls Basketball team's winning a Group 4 State Championship and the Tournament of Champions Championship, as well as the Boys Spring Track and Field team's winning a Group 4 State Championship, individually William Hill was named Fall Cross Country Athlete of the Year by the Courier News/Home News, and Mario Heslop Courier was named Courier News/Home News Spring Athlete of the Year.</p>
 <b>Clubs and Activities:</b>	<p>Students at Franklin Park School enjoy a variety of engaging clubs and extracurricular offerings such as our FPS Dance Company in which weekly practices culminate into a spring performance; our school choir; and Student Safety Patrol. Franklin Park School offers some healthy competition with our annual Spelling Bee. FPS continues to be hands on with our school garden, organizing a school-wide composting experience and partnering with the Belle Mead Co-Op, which donated gardening supplies.</p>
 <b>Before and After School Programs:</b>	<p>C.A.R.E. is the Franklin Public School District's before and after school childcare program, serving students from Pre-Kindergarten to Sixth-Grade. At C.A.R.E, which stands for culture, arts, recreation and enrichment, students participate in a variety of activities, including snack time, reading and recreation. Although C.A.R.E. is a program for enrichment and social interaction, staff reinforces concepts learned in school and provide homework time.</p>








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**School Narrative**

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

 <b>Staff and Professional Learning:</b>	<p>Current district PD was identified through a shared process across district stakeholder groups and addresses achievement patterns illustrated in this 2016-2017 report. The following areas were identified: PD to help leaders continue to reinforce an integrated instructional vision; to improve accountability systems and equity; to explore avenues to address social/emotional learning; to embrace technology best practices via the Future Ready initiative; and to improve content area expertise.</p>
 <b>Postsecondary Information:</b>	<p>Over 80% of the district's graduates continue their education at 2 or 4-year schools. While most students attend NJ institutes, students also attend schools across the country. Students are supported in post-secondary planning via comprehensive and developmentally appropriate college and career planning throughout their education. This includes individual, small and large-group counseling, and school and community-sourced supports.</p>
 <b>Student Supports and Services:</b>	<p>District integrated Student Support Services include comprehensive Special Education and Related Services for Students aged 3 – 21, Tiered Intervention Services, and Model Bilingual and ESL/ELL programs. These programs are provided through supplemental interventions, therapeutic services, and comprehensive instructional classroom environments. Additional programs include health services, integrated preschool programs, transition programs, and wrap around therapeutic mental health programs.</p>
 <b>Student Health and Wellness:</b>	<p>The Franklin Township Health and Physical Education Program is dedicated to providing a curriculum in which students apply the skills and knowledge necessary to confidently lead a healthy and active lifestyle. Each school participates in a breakfast program in which all students have access. Students are encouraged to participate in recess, activity breaks and mindfulness as appropriate throughout the school day.</p>
 <b>Parent and Community Involvement:</b>	<p>PTO focuses on achievement, spirit and involvement. PTO initiatives include field trips, assemblies, family fun nights, book fairs and staff recognition. The New Jersey Inter-Faith Coalition recognized Franklin Park School for its commitment to their Stand Up for the Other Pledge. Additionally, partnerships with local agencies allow Franklin Park to provide additional support to its families. A parent portal, Twitter, and weekly messages keep families informed.</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.

 <div>Climate Surveys:</div>	<div>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</div> <div>The NJDOE School Climate Surveys were administered to staff, students and parents in early October. Results were presented and staff will use baseline data for a closer examination of climate &amp; culture at Franklin Park School through their work in Grapple interdisciplinary professional learning communities. School Climate Surveys will be re-administered in spring to take the pulse of our efforts.</div>
 <div>Facilities:</div>	<div>Franklin Park School was built in 1957 and an addition was added in 1998. As a result of the One Less Move Referendum, the school enhanced its access to its facilities via new walkways and paving. The district will also open Claremont Elementary School in September 2018, allowing all seven district elementary schools to offer a robust 21st Century learning experience to all students in spacious, well-designed settings.</div>





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School Narrative

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



Other Information:

Franklin Township Public Schools (FTPS) embraces its diversity: Its student families report sixty-five different languages as their native language. FTPS fosters excellent educational innovation: Six of its schools were part of the inaugural group of schools certified by Future Ready Schools, a program created by NJIT, the NJDOE, and the NJSBA to support digital learning readiness in schools. This certification allows FTPS schools to serve as an example to others in the state. FTPS empowers all students to achieve their highest potential: From its high quality full-day preschool program to its 28 Advanced Placement and/or Concurrent Enrollment Program courses, FTPS offers its students outstanding academic rigor. Over \$1 million in scholarships is awarded to FTPS students each year, and FTPS students attend universities throughout the nation. FTPS students also excel in athletics and extracurricular activities: The Lady Warrior basketball team and the boys track team were state champions. One of the district’s students was named the 2017 Paper Mill Rising Star Award for Outstanding Actress. The Model UN team enjoys continued success in national competitions, as does the school’s Junior Classical League team and the Marching Band. District communication is achieved through the district website: <https://www.franklinboe.org>; district Twitter: @FTPSchools; as well as through the Focus on Franklin video newsmagazines. FTPS is truly “On the Move”: During the 2017-2018 school year the district will complete the construction projects promised in its One Less Move Referendum campaign. By September of 2018 the district will open its seventh elementary school and offer one middle school program on two campuses. The reconfiguration of grades PK-5, 6-8, and 9-12 will provide greater continuity for the district’s students and help continue its mission to celebrate its diversity, foster excellent educational innovation, and empower all students to reach their highest potential.




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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](mailto: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
PK	20	43	30
KG	67	60	80
1	71	66	63
2	74	67	61
3	64	85	63
4	71	64	82
Ungraded	27	38	47
Total	394	423	426

### Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	45%	44%
Male	51%	55%	56%
Economically Disadvantaged Students	38%	52%	54%
Students with Disabilities	12%	17%	20%
English Learners	17%	21%	20%
Homeless Students			0%
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
Hispanic	39.9%
Black or African American	30.0%
Asian	15.7%
White	12.7%
American Indian or Alaska Native	0.2%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.4%

### 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	0	0	0
PK - Full Day	17	43	30
KG - Half Day	0	0	0
KG - Full Day	70	60	80

### 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	52.3%
Spanish	32.6%
Telugu	2.8%
Gujarati	2.3%
Arabic	1.9%
Other	7.8%



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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	141	100.0	36.90	46.70	54.90	36.9	32.6	Met Target
White	18	100.0	72.30	*	63.90	72.3	**	**
Hispanic	58	100.0	29.30	33.20	39.80	29.3	20.7	Met Target
Black or African American	42	100.0	23.80	37.90	35.20	23.8	21.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	23	100.0	52.10	*	80.70	52.1	N	N
American Indian or Alaska Native	N	N	N	78.60	53.70	N	**	**
Two or More Races	N	N	N	63.00	54.90	N	**	**
Female	58	100.0	37.90	54.70	62.20	37.9		
Male	83	100.0	36.10	39.40	48.10	36.1		
Economically Disadvantaged Students	78	100.0	28.20	32.30	36.20	28.2	17.8	Met Target
Non-Economically Disadvantaged Students	63	100.0	47.60	58.70	65.80	47.6		
Students with Disabilities	22	100.0	13.60	12.00	20.50	13.6	19.9	Met Target†
Students without Disabilities	119	100.0	41.20	54.10	61.90	41.2		
English Learners	41	100.0	*	21.70	25.20	*	18.6	Not Met
Non-English Learners	100	100.0	*	50.40	57.40	*		
Homeless Students	N	N	N	38.40	26.40	N		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	25.00	53.50	N		
Migrant Students	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
<b>Schoolwide</b>	64	738	741	749	*	22%	30%	27%	*	31%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	26	732	728	734	*	*	42%	*	0%	19%	35%
Black or African American	17	714	729	731	*	*	*	*	0%	12%	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	N	N	N	751	N	N	N	N	N	N	52%
Female	31	740	746	754	*	*	*	*	*	32%	55%
Male	33	736	736	745	*	*	*	*	*	30%	46%
Economically Disadvantaged Students	35	725	724	731	*	*	*	*	*	17%	31%
Non-Economically Disadvantaged Students	29	754	756	762	*	*	*	*	*	48%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	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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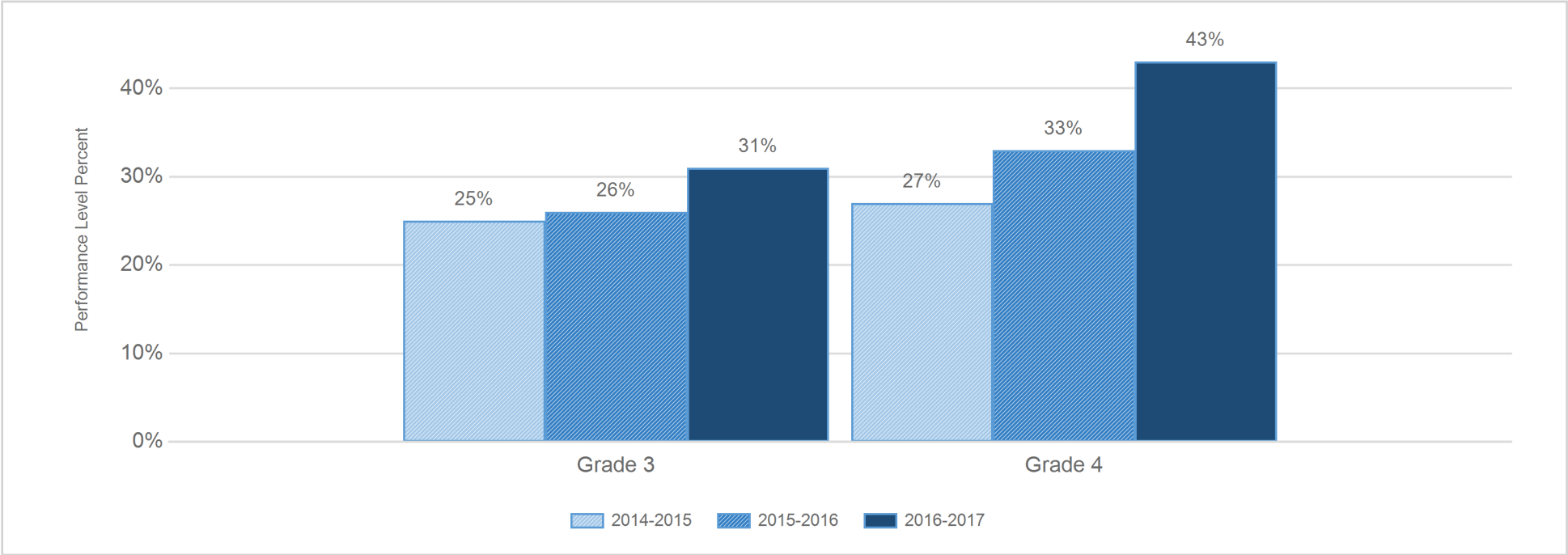
English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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	82	742	748	753	*	23%	24%	35%	*	43%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	38	735	734	740	*	26%	26%	32%	*	34%	40%
Black or African American	29	736	741	737	*	*	*	35%	0%	35%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	32	741	753	758	*	*	*	31%	*	41%	61%
Male	50	743	743	749	*	*	*	38%	*	44%	51%
Economically Disadvantaged Students	44	734	734	737	*	*	*	34%	*	36%	36%
Non-Economically Disadvantaged Students	38	752	760	764	*	*	*	37%	*	50%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

English Language Arts/Literacy Assessment - Performance Trends

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







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**Mathematics Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	141	100.0	40.40	40.40	43.50	40.4	42	Met Target†
White	18	100.0	83.40	*	52.40	83.4	**	**
Hispanic	58	100.0	29.30	28.40	27.60	29.3	26.3	Met Target
Black or African American	42	100.0	23.80	29.00	21.70	23.8	34.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	23	100.0	65.20	*	75.60	65.2	N	N
American Indian or Alaska Native	N	N	N	71.40	42.50	N	**	**
Two or More Races	N	N	N	56.30	44.90	N	**	**
Female	58	100.0	36.20	43.00	44.10	36.2		
Male	83	100.0	43.30	38.10	42.90	43.3		
Economically Disadvantaged Students	78	100.0	23.10	27.50	25.10	23.1	28.8	Met Target†
Non-Economically Disadvantaged Students	63	100.0	61.90	51.40	54.30	61.9		
Students with Disabilities	22	100.0	18.10	12.00	16.50	18.1	19.9	Met Target†
Students without Disabilities	119	100.0	44.60	46.70	48.80	44.6		
English Learners	41	100.0	24.40	25.30	23.30	24.4	22.2	Met Target
Non-English Learners	100	100.0	47.00	42.80	45.20	47		
Homeless Students	N	N	N	29.20	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	37.50	39.90	N		
Migrant Students	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
<b>Schoolwide</b>	65	743	747	751	*	19%	22%	35%	*	46%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	26	735	738	738	*	*	*	*	*	39%	37%
Black or African American	17	725	735	733	*	*	*	*	0%	18%	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	N	N	N	751	N	N	N	N	N	N	53%
Female	31	745	748	751	*	*	*	*	*	52%	52%
Male	34	742	746	751	*	*	*	*	*	41%	53%
Economically Disadvantaged Students	35	730	734	736	*	*	*	*	*	31%	34%
Non-Economically Disadvantaged Students	30	758	759	761	*	*	*	*	*	63%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	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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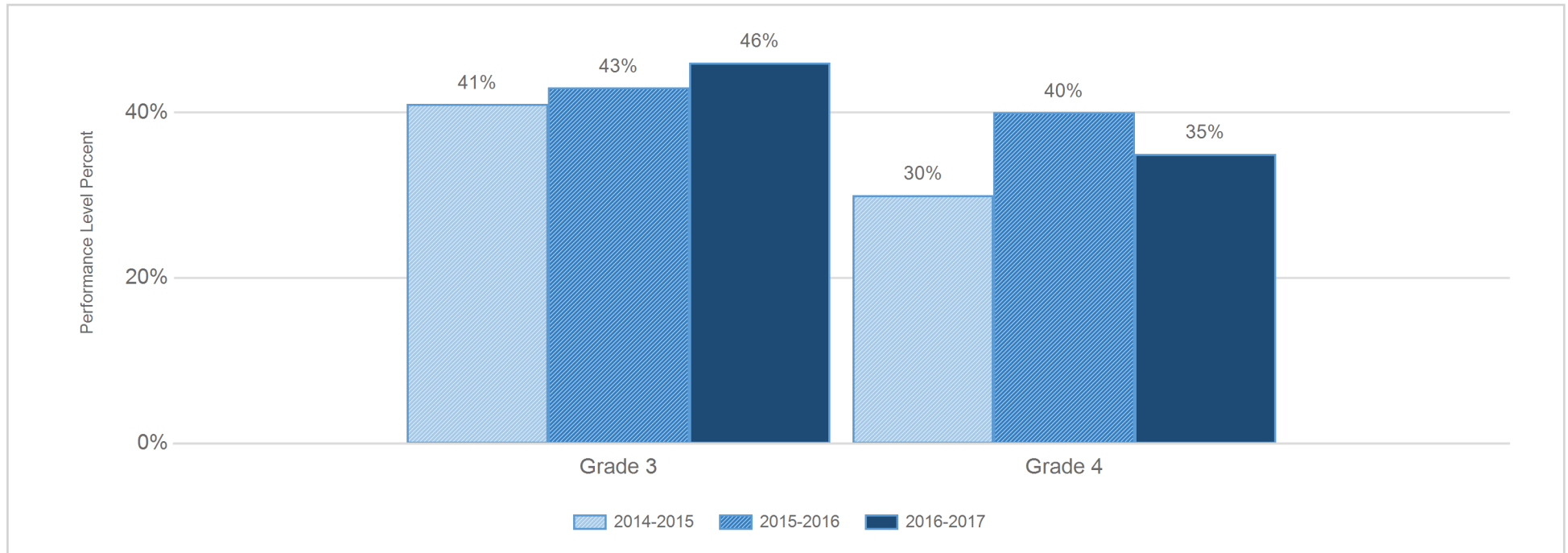
Mathematics Assessment - Performance by Grade: Grade 4

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	82	741	745	747	*	22%	31%	32%	*	35%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	38	731	733	734	*	*	40%	*	*	21%	30%
Black or African American	29	736	736	729	*	35%	*	*	0%	31%	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	N	N	N	747	N	N	N	N	N	N	48%
Female	32	732	745	747	*	*	38%	*	*	19%	47%
Male	50	746	745	747	*	*	26%	*	*	46%	48%
Economically Disadvantaged Students	44	728	732	732	*	*	*	*	*	14%	27%
Non-Economically Disadvantaged Students	38	755	757	757	*	*	*	*	*	61%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

### 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	21	*	*
2	17	*	*
3	10	*	*
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.

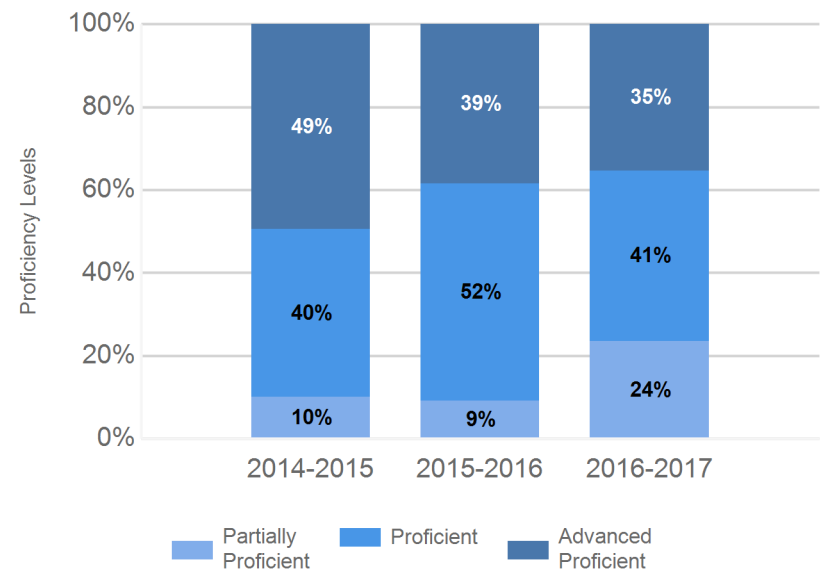
### NJASK Science Assessment Performance: Grade 4

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	35%	41%	24%
White	*	N	*
Hispanic	26%	51%	23%
Black or African American	26%	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	22%	49%	29%
Students with Disabilities	9%	36%	55%
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	57	50	50	Met Target	46	57	50	Met Target
White	*	56	50	**	*	58	52	**
Hispanic	51.5	49	49	Met Target	44.5	55	47	Met Target
Black or African American	65.5	45	45	Exceeds Target	47	54.5	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	65	60	**	*	69	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	57.5	48	47	Met Target	48	55	46	Met Target
Students with Disabilities	*	40	41	**	*	55	43	**
English Learners	36.5	52	53	Not Met	70	59	51	Exceeds Target

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



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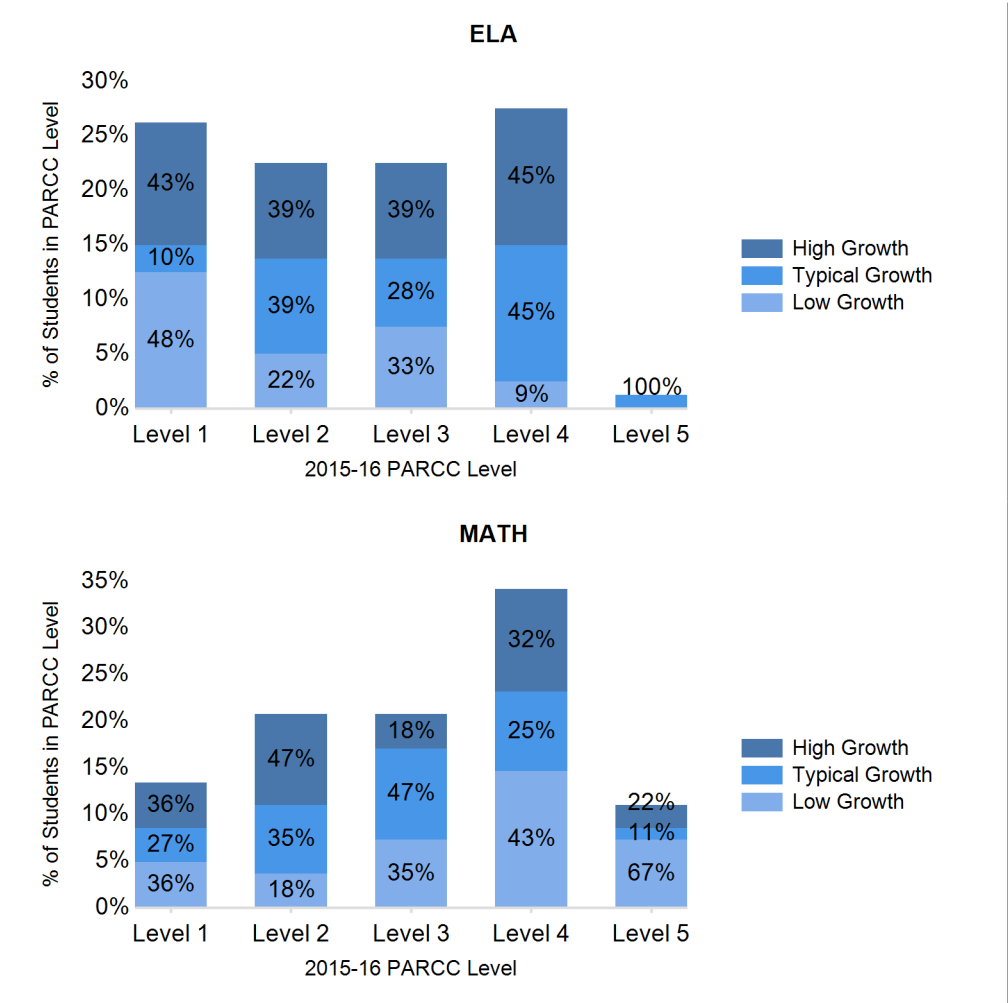
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

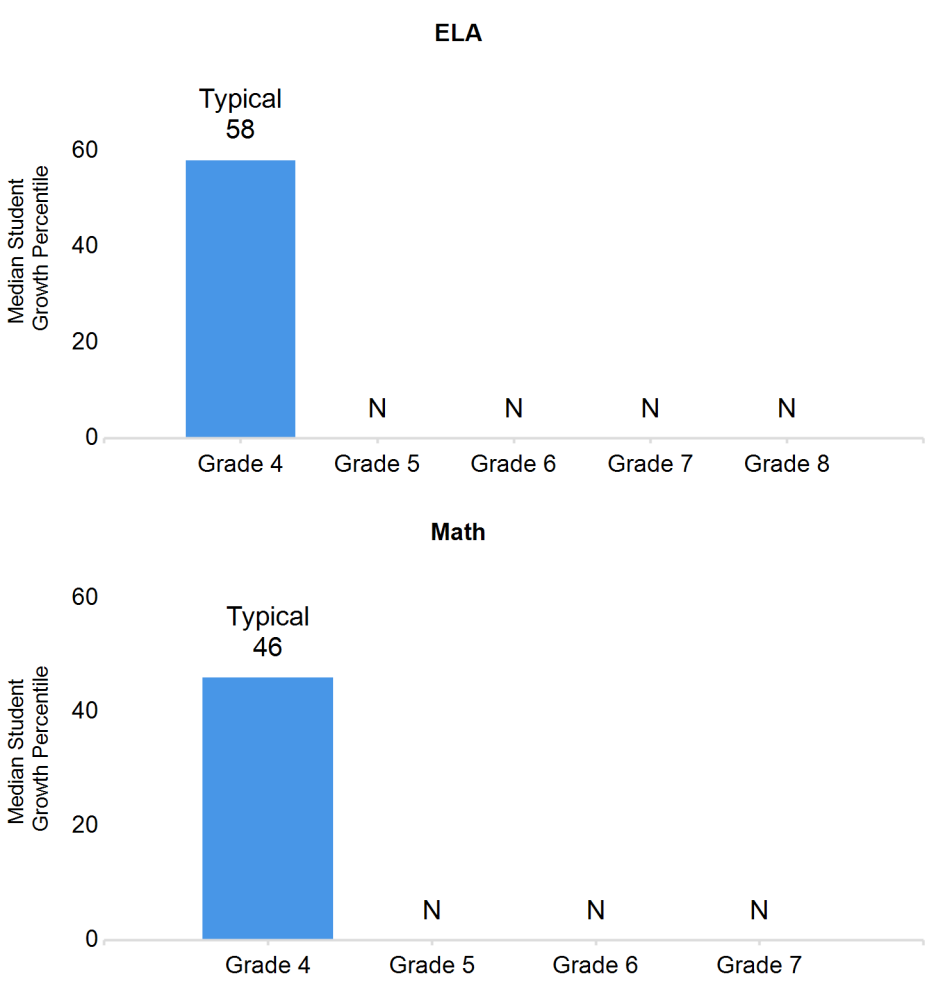
Student Growth by Performance Level

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



Student Growth by Grade

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







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

### Chronic Absenteeism

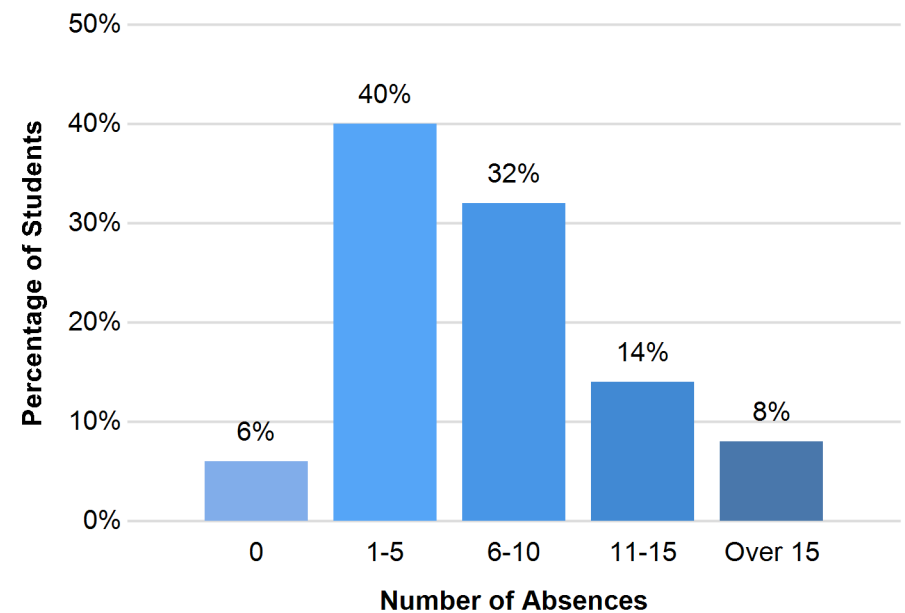
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.40	8.70	Met Target
White	2.10	8.70	Met Target
Hispanic	7.10	8.70	Met Target
Black or African American	8.10	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	3.40	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	9.10	8.70	Not Met
Students with Disabilities	11.90	8.70	Not Met
English Learners	9.50	8.70	Not Met

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

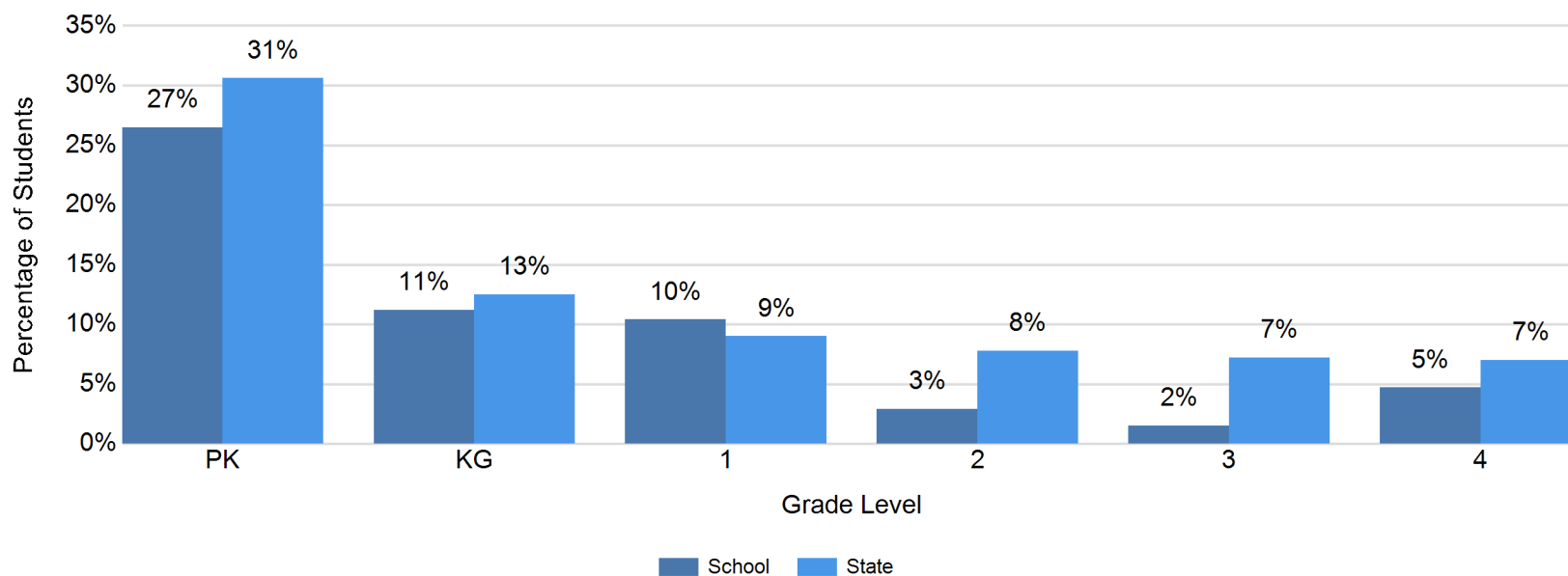
### Days Absent

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.





Hillcrest School  
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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	9:05AM
Typical End Time	3:20PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 33 Mins.
Shared Time - Instructional Time	*

### Violence, Vandalism, HIB, and Substance Offenses

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

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

### 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	0.9%
Any Suspension	0.9%

### Student Expulsions

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

Category	Number of Students
Expulsions	0



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### Technology Readiness

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

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.1:1	138.8 kbps	100 kbps	Yes	Fiber	Fiber	Yes

### Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$516	\$14,543	\$15,059



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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	49	120,724
Average years experience in public schools	10.3	11.8
Average years experience in district	8.0	10.5
Teachers in district for 4 or more years	55%	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	44	9,506
Average years experience in public schools	12.6	15.9
Average years experience in district	9.5	11.6
Administrators in district for 4 or more years	61%	74%

### Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	9:1	10:1
Administrators	426:1	164:1
Librarian/Media Specialists		901:1
Nurses		721:1
Counselors		313:1
Child Study Team		212:1



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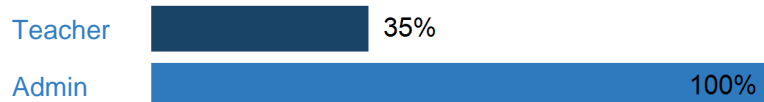
### Teachers and Administrators - Level of Education

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	86%	89%
2015-16 Administrators: Same district 2016-17	83%	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	13.2	17.5%
Mathematics Proficiency	35.6	17.5%
English Language Arts Growth	70.4	25.0%
Mathematics Growth	49.4	25.0%
Chronic Absenteeism	56.2	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		46.9
<b>Summative Rating:</b> Percentile rank of Summative Score		44.6
<b>Requires Comprehensive Support:</b> 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	46.9	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
White	**	**	No	**	**	Met Target	**	**	No
Hispanic	45.9	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Black or African American	63.8	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	N	N	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	53.9	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	**	**	No	Met Target†	Met Target†	Not Met	**	**	No
English Learners	41.7	11.9	No	Not Met	Met Target	Not Met	Not Met	Exceeds Target	No

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

† Target was met within a confidence interval.





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School General Info

<b>Principal:</b>	Mr. Fico	<b>Email Address:</b>	<a href="mailto:afico@franklinboe.org">afico@franklinboe.org</a>
<b>Address:</b>	500 FRANKLIN BLVD SOMERSET, NJ 08873-3030	<b>Website:</b>	<a href="https://www.franklinboe.org">https://www.franklinboe.org</a>
<b>Phone:</b>	(732)246-0170	<b>Twitter:</b>	<a href="https://twitter.com/HIL_FTPSchools">https://twitter.com/HIL_FTPSchools</a>

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.

<b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Curriculum includes Next Generation Science Standards, edConnect and iReady Assessments</li> <li>• Participation in Junior Achievement for Grades K-4.</li> <li>• 2017 NJ PBSIS (Positive Behavior Support in Schools) Showcase School</li> </ul>
<b>Mission, Vision, Theme:</b>	<p>The Hillcrest student motto of Learners Today and Leaders Tomorrow is an important part of the school's philosophy. The Hillcrest mission is to foster mutual respect, and provide a safe, stimulating, and motivating learning environment in our diverse and multi-cultural community.</p>
<b>Awards, Recognition, Accomplishments:</b>	<p>2017 NJ PBSIS (Positive Behavior Support in Schools) Showcase School; Recipients of 7 awards for the National Honorable Mathematics Competition; Donors Choose Grant awarded to Outdoor Science Classroom revival; Rising New York Road Runners Marathon Medals for Grade 3 and 4 Girls team.</p>







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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Highlighted curricula include 28 Advanced Placement and/or concurrent enrollment courses; a fully integrated enrichment/G&amp;T program; recent model program status in ESL and Fine, Visual, and Performing Arts; hands-on STEM and coding opportunities; experiential science instruction in grades 3 and 4 at Bunker Hill Environmental Education Center; and new curricula scheduled to roll out in 2018 in Career &amp; Technical Education and world languages at the elementary level.</p>
 <p><b>Sports and Athletics:</b></p>	<p>In addition to the high school Girls Basketball team's winning a Group 4 State Championship and the Tournament of Champions Championship, as well as the Boys Spring Track and Field team's winning a Group 4 State Championship, individually William Hill was named Fall Cross Country Athlete of the Year by the Courier News/Home News, and Mario Heslop was named Courier News/Home News Spring Athlete of the Year.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Students participate in music, art, health, and physical education programs. Third and fourth grade students participate in Creative Movement classes where exceptional performance gives selected students the opportunity to participate in the Hillcrest Dance Troupe and engage in choreography where they showcase their dance skills and abilities at a district-wide performance.</p>
 <p><b>Before and After School Programs:</b></p>	<p>C.A.R.E. is the Franklin Public School District's before and after school childcare program, serving students from Pre-Kindergarten to Sixth-Grade. At C.A.R.E, which stands for culture, arts, recreation and enrichment, students participate in a variety of activities, including snack time, reading and recreation. Although C.A.R.E. is a program for enrichment and social interaction, staff reinforces concepts learned in school and provide homework time.</p>








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**School Narrative**

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 <b>Staff and Professional Learning:</b>	<p>Current district PD was identified through a shared process across district stakeholder groups and addresses achievement patterns illustrated in this 2016-2017 report. The following areas were identified: PD to help leaders continue to reinforce an integrated instructional vision; to improve accountability systems and equity; to explore avenues to address social/emotional learning; to embrace technology best practices via the Future Ready initiative; and to improve content area expertise.</p>
 <b>Postsecondary Information:</b>	<p>Over 80% of the district's graduates continue their education at 2 or 4-year schools. While most students attend NJ institutes, students also attend schools across the country. Students are supported in post-secondary planning via comprehensive and developmentally appropriate college and career planning throughout their education. This includes individual, small and large-group counseling, and school and community-sourced supports.</p>
 <b>Student Supports and Services:</b>	<p>District integrated Student Support Services include comprehensive Special Education and Related Services for Students aged 3 – 21, Tiered Intervention Services, and Model Bilingual and ESL/ELL programs. These programs are provided through supplemental interventions, therapeutic services, and comprehensive instructional classroom environments. Additional programs include health services, integrated preschool programs, transition programs, and wrap around therapeutic mental health programs.</p>
 <b>Student Health and Wellness:</b>	<p>The Franklin Township Health and Physical Education Program is dedicated to providing a curriculum in which students apply the skills and knowledge necessary to confidently lead a healthy and active lifestyle. Each school participates in a breakfast program in which all students have access. Students are encouraged to participate in recess, activity breaks and mindfulness as appropriate throughout the school day.</p>
 <b>Parent and Community Involvement:</b>	<p>Hillcrest School has a very active and supportive PTO. The school's Web Page and newsletters keep parents informed about what is happening at school. Our families are encouraged and are actively involved in various school committees: School Improvement Panel (ScIP), School-Wide Enrichment Committee, Intervention and Referral Services (I&amp;RS), Title I and School Safety, School Beautification, to name a few.</p>



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Climate Surveys:

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

As a means of supporting the district's initiative to build more social/emotional learning opportunities for its students, all district schools have used the NJDOE culture and climate surveys to support Professional Learning Communities designed to address culture and climate in each school. This fall the schools issued the survey as a baseline and will follow through each year with an annual spring survey as well.



Facilities:

Hillcrest School was built in 1957. As a result of the One Less Move Referendum, the school added a new wing of classrooms. In addition, the district will also open Claremont Elementary School in September 2018, allowing all seven district elementary schools to offer a robust 21st Century learning experience to its students in spacious, well-designed settings.

## 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.



### Other Information:

Franklin Township Public Schools (FTPS) embraces its diversity: Its student families report sixty-five different languages as their native language. FTPS fosters excellent educational innovation: Six of its schools were part of the inaugural group of schools certified by Future Ready Schools, a program created by NJIT, the NJDOE, and the NJSBA to support digital learning readiness in schools. This certification allows FTPS schools to serve as an example to others in the state. FTPS empowers all students to achieve their highest potential: From its high quality full-day preschool program to its 28 Advanced Placement and/or Concurrent Enrollment Program courses, FTPS offers its students outstanding academic rigor. Over \$1 million in scholarships is awarded to FTPS students each year, and FTPS students attend universities throughout the nation. FTPS students also excel in athletics and extracurricular activities: The Lady Warrior basketball team and the boys track team were state champions. One of the district's students was named the 2017 Paper Mill Rising Star Award for Outstanding Actress. The Model UN team enjoys continued success in national competitions, as does the school's Junior Classical League team and the Marching Band. District communication is achieved through the district website: <https://www.franklinboe.org>; district Twitter: @FTPSchools; as well as through the Focus on Franklin video newsmagazines. FTPS is truly "On the Move": During the 2017-2018 school year the district will complete the construction projects promised in its One Less Move Referendum campaign. By September of 2018 the district will open its seventh elementary school and offer one middle school program on two campuses. The reconfiguration of grades PK-5, 6-8, and 9-12 will provide greater continuity for the district's students and help continue its mission to celebrate its diversity, foster excellent educational innovation, and empower all students to reach their highest potential.




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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](mailto: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
PK	27	47	28
KG	76	62	74
1	80	70	67
2	73	76	63
3	75	70	77
4	84	67	62
Ungraded	18	22	21
Total	433	414	392

### Enrollment Trends by Student Group

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

Student Group	2014-15	2015-16	2016-17
Female	49%	47%	46%
Male	51%	53%	54%
Economically Disadvantaged Students	38%	38%	41%
Students with Disabilities	18%	23%	23%
English Learners	1%	4%	3%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			1%
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
Black or African American	44.4%
Hispanic	21.7%
White	17.3%
Asian	13.5%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.8%

### 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	24	0	0
PK - Full Day	0	47	28
KG - Half Day	0	0	0
KG - Full Day	72	62	74

### 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	80.1%
Spanish	9.9%
Urdu	1.0%
Gujarati	1.0%
Other	8.4%





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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	138	96.0	44.20	46.70	54.90	44.2	42	Met Target
White	27	90.0	55.50	*	63.90	52.6	49.8	Met Target
Hispanic	24	100.0	33.30	33.20	39.80	33.3	30.6	Met Target
Black or African American	62	97.0	35.50	37.90	35.20	35.5	36.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	20	100.0	60.00	*	80.70	60	N	N
American Indian or Alaska Native	*	*	*	78.60	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	61	95.5	54.10	54.70	62.20	54.1		
Male	77	96.5	36.40	39.40	48.10	36.4		
Economically Disadvantaged Students	50	100.0	32.00	32.30	36.20	*	31.2	Met Target
Non-Economically Disadvantaged Students	88	93.8	51.10	58.70	65.80	*		
Students with Disabilities	44	90.0	18.20	12.00	20.50	17.2	23.1	Met Target†
Students without Disabilities	94	99.0	56.40	54.10	61.90	56.4		
English Learners	*	*	*	*	25.20	*	**	**
Non-English Learners	*	*	*	*	57.40	*		
Homeless Students	N	N	N	38.40	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	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
<b>Schoolwide</b>	80	741	741	749	*	*	31%	33%	*	39%	50%
White	17	756	753	759	0%	*	*	*	*	53%	61%
Hispanic	12	737	728	734	*	*	*	*	0%	33%	35%
Black or African American	32	727	729	731	*	*	34%	*	*	22%	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	32	751	746	754	*	*	*	47%	*	53%	55%
Male	48	735	736	745	*	*	*	23%	*	29%	46%
Economically Disadvantaged Students	26	726	724	731	*	*	*	*	*	27%	31%
Non-Economically Disadvantaged Students	54	748	756	762	*	*	*	*	*	44%	63%
Students with Disabilities	26	718	711	720	*	*	*	*	*	19%	24%
Students without Disabilities	54	752	747	755	*	*	*	*	*	48%	55%
English Learners	N	N	N	709	N	N	N	N	N	N	11%
Non-English Learners	80	741	745	752	*	*	31%	33%	*	39%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	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	65	747	748	753	*	17%	17%	37%	*	52%	56%
White	10	761	764	762	*	*	*	*	*	60%	67%
Hispanic	15	732	734	740	*	*	*	*	0%	40%	40%
Black or African American	33	745	741	737	*	*	*	36%	*	49%	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	31	757	753	758	*	*	*	39%	*	58%	61%
Male	34	738	743	749	*	*	*	35%	*	47%	51%
Economically Disadvantaged Students	28	736	734	737	*	*	*	39%	*	43%	36%
Non-Economically Disadvantaged Students	37	756	760	764	*	*	*	35%	*	60%	69%
Students with Disabilities	19	714	715	725	*	*	*	*	0%	16%	25%
Students without Disabilities	46	761	755	759	*	*	*	*	22%	67%	62%
English Learners	N	N	N	711	N	N	N	N	N	N	10%
Non-English Learners	65	747	750	755	*	17%	17%	37%	*	52%	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	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%

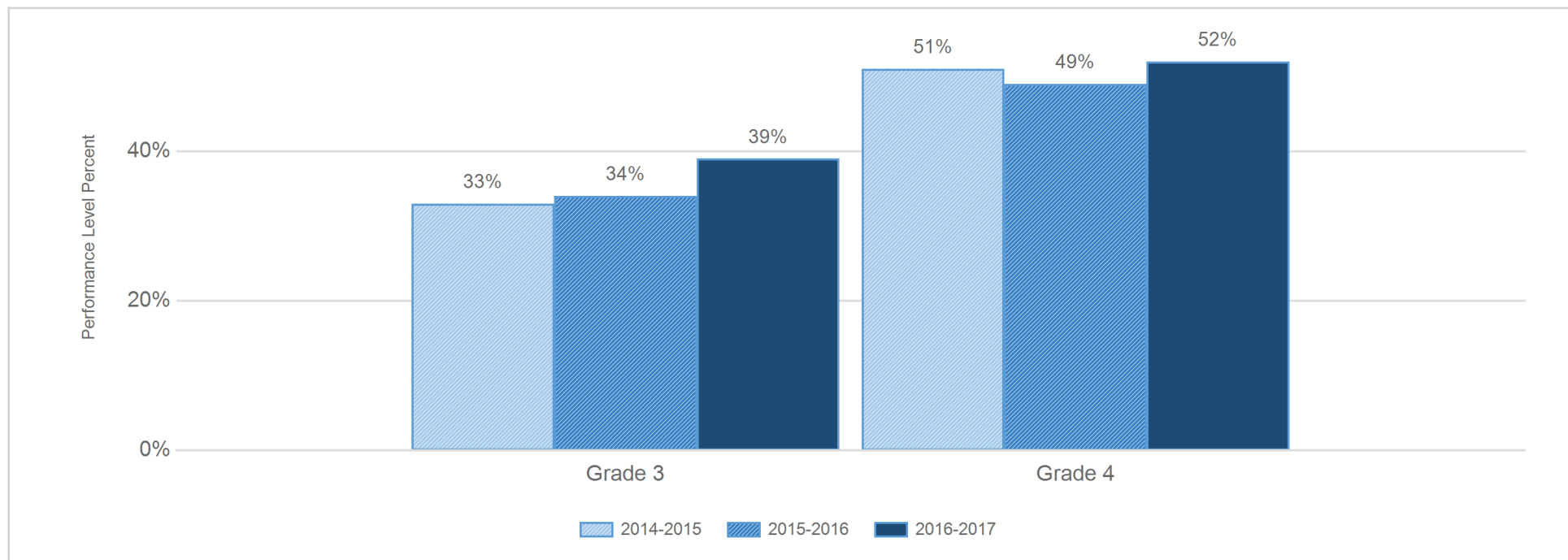


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**English Language Arts/Literacy Assessment - Performance Trends**

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	138	96.0	42.80	40.40	43.50	42.8	45.5	Met Target†
White	27	90.0	55.50	*	52.40	52.6	54	Met Target†
Hispanic	24	100.0	41.70	28.40	27.60	41.7	38.2	Met Target
Black or African American	62	97.0	27.40	29.00	21.70	27.4	34.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	20	100.0	70.00	*	75.60	70	N	N
American Indian or Alaska Native	*	*	*	71.40	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	61	95.5	47.60	43.00	44.10	47.6		
Male	77	96.5	39.00	38.10	42.90	39		
Economically Disadvantaged Students	50	100.0	24.00	27.50	25.10	*	25.3	Met Target†
Non-Economically Disadvantaged Students	88	93.8	53.40	51.40	54.30	*		
Students with Disabilities	44	90.0	13.60	12.00	16.50	12.9	18.3	Met Target†
Students without Disabilities	94	99.0	56.40	46.70	48.80	56.4		
English Learners	*	*	*	*	23.30	*	**	**
Non-English Learners	*	*	*	*	45.20	*		
Homeless Students	N	N	N	29.20	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	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
<b>Schoolwide</b>	80	748	747	751	*	18%	31%	31%	*	43%	53%
White	17	757	755	759	*	*	*	*	*	53%	63%
Hispanic	12	748	738	738	0%	*	*	*	*	50%	37%
Black or African American	32	736	735	733	*	*	44%	*	*	22%	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	32	750	748	751	*	*	38%	34%	*	47%	52%
Male	48	746	746	751	*	*	27%	29%	*	40%	53%
Economically Disadvantaged Students	26	734	734	736	*	*	39%	*	*	23%	34%
Non-Economically Disadvantaged Students	54	754	759	761	*	*	28%	*	*	52%	65%
Students with Disabilities	26	721	721	729	*	*	*	*	*	15%	29%
Students without Disabilities	54	760	752	755	*	*	*	*	*	56%	57%
English Learners	N	N	N	724	N	N	N	N	N	N	21%
Non-English Learners	80	748	750	753	*	18%	31%	31%	*	43%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	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**

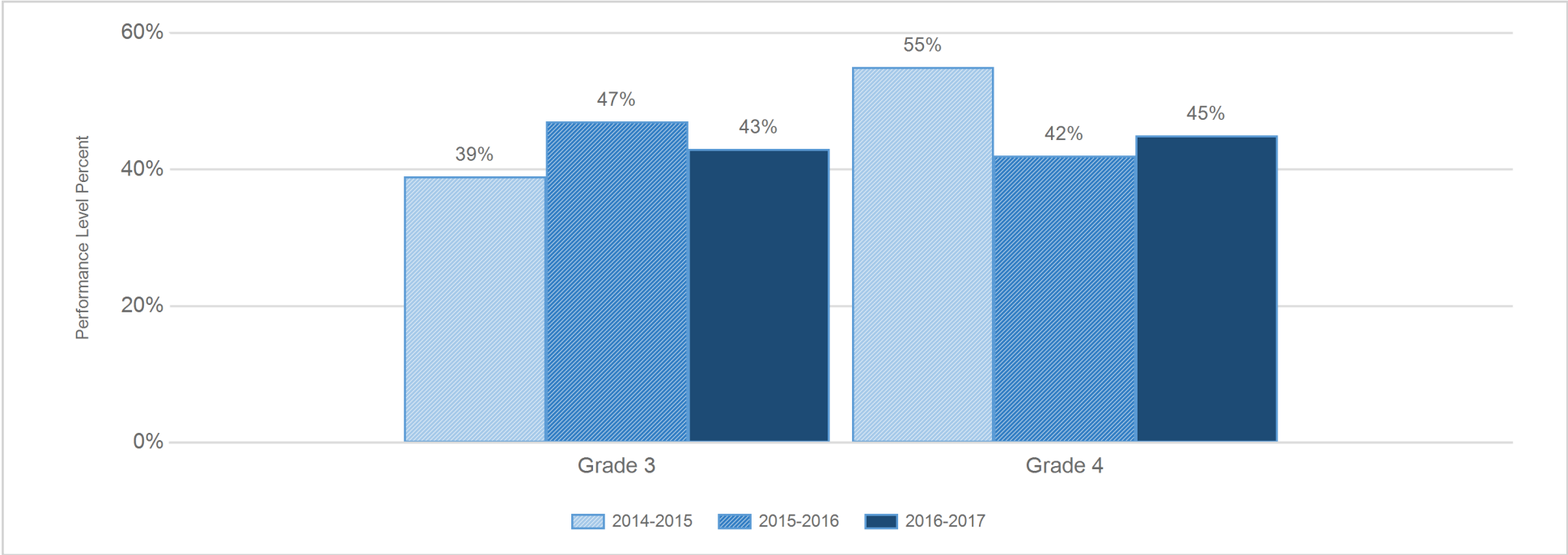
This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, 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
<b>Schoolwide</b>	65	745	745	747	*	28%	22%	40%	*	45%	47%
White	10	756	762	755	*	*	*	*	*	60%	59%
Hispanic	15	736	733	734	*	*	*	*	0%	40%	30%
Black or African American	33	740	736	729	*	33%	30%	*	*	33%	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	31	750	745	747	*	*	*	42%	*	52%	47%
Male	34	739	745	747	*	*	*	38%	*	38%	48%
Economically Disadvantaged Students	28	732	732	732	*	*	*	*	*	32%	27%
Non-Economically Disadvantaged Students	37	754	757	757	*	*	*	*	*	54%	61%
Students with Disabilities	19	719	*	724	*	*	*	*	*	11%	22%
Students without Disabilities	46	755	*	751	*	*	*	*	*	59%	52%
English Learners	N	N	N	716	N	N	N	N	N	N	12%
Non-English Learners	65	745	747	749	*	28%	22%	40%	*	45%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	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%



### Mathematics Assessment – Performance Trends

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







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Alternate Assessments - Participation

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

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

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	N	N	N
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.

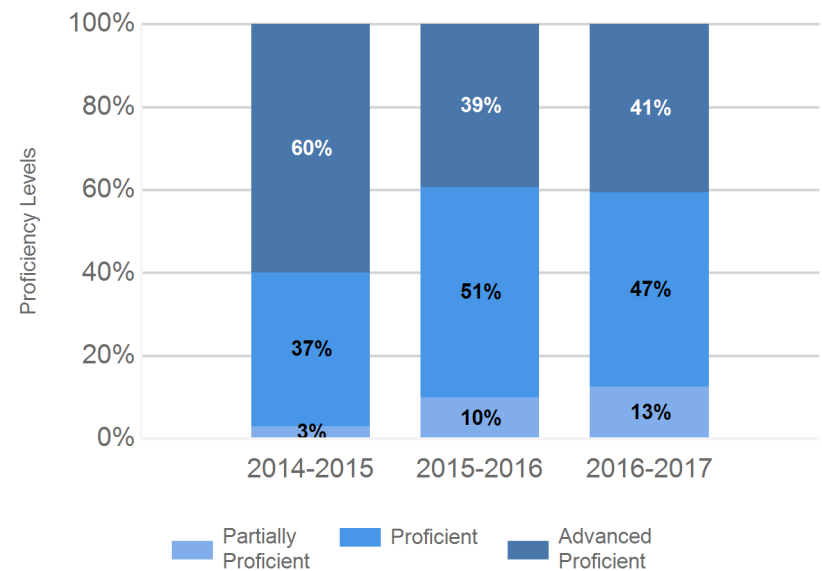
### NJASK Science Assessment Performance: Grade 4

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	41%	47%	13%
White	70%	*	N
Hispanic	40%	40%	20%
Black or African American	23%	61%	16%
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	N
Economically Disadvantaged Students	22%	56%	22%
Students with Disabilities	19%	56%	25%
English Learners	N	N	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	53	50	50	Met Target	55	57	50	Met Target
White	63.5	56	50	**	51.5	58	52	**
Hispanic	48	49	49	**	63	55	47	**
Black or African American	53.5	45	45	Met Target	43.5	54.5	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	65	60	**	*	69	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	60	51	**	*	*	52	**
Economically Disadvantaged	51.5	48	47	Met Target	48.5	55	46	Met Target
Students with Disabilities	30.5	40	41	**	55	55	43	**
English Learners	N	N	N	N	N	N	N	N

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



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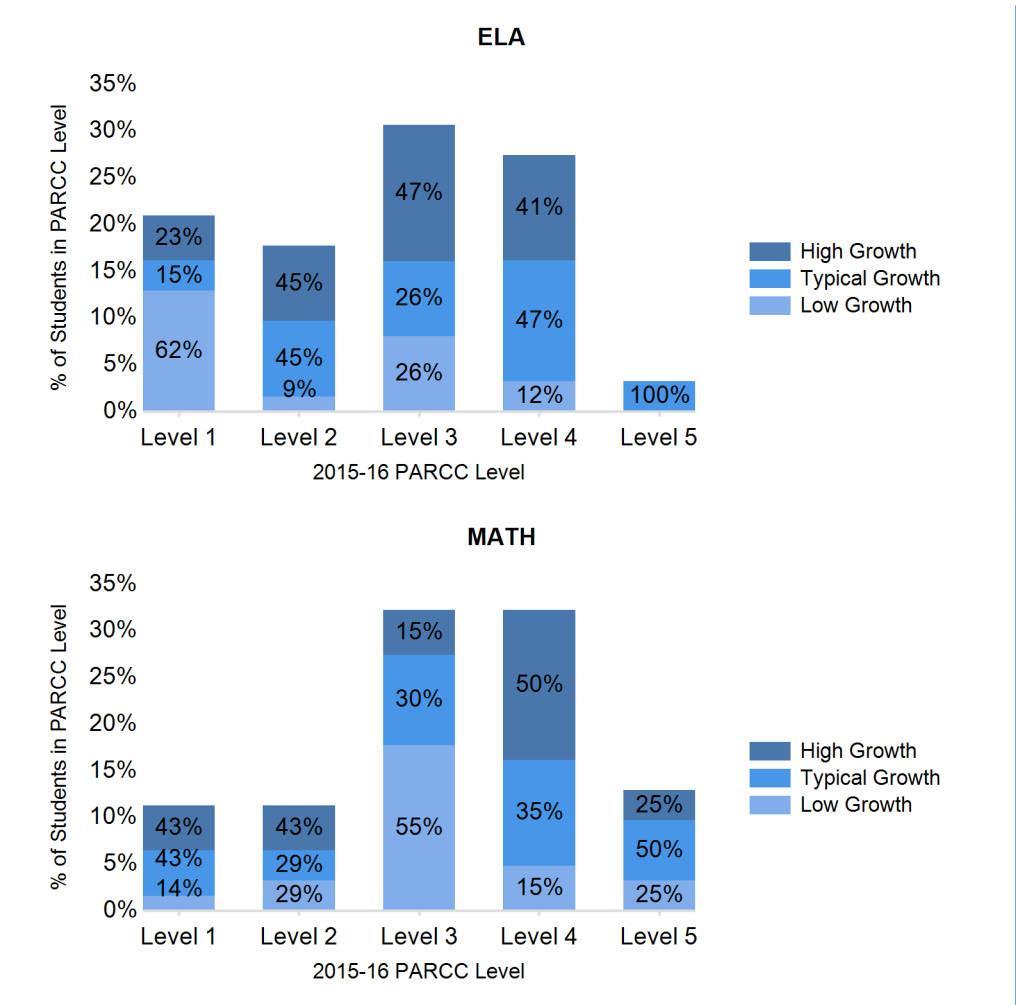
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

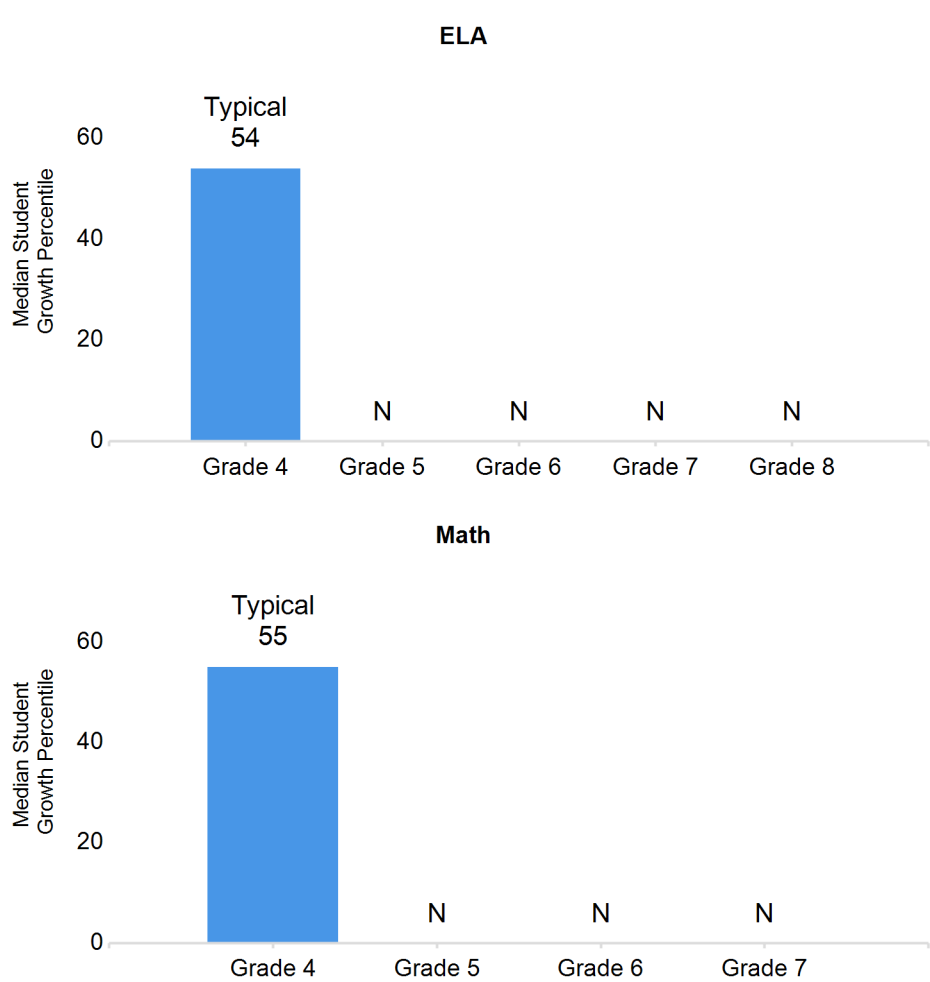
Student Growth by Performance Level

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



Student Growth by Grade

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





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

### Chronic Absenteeism

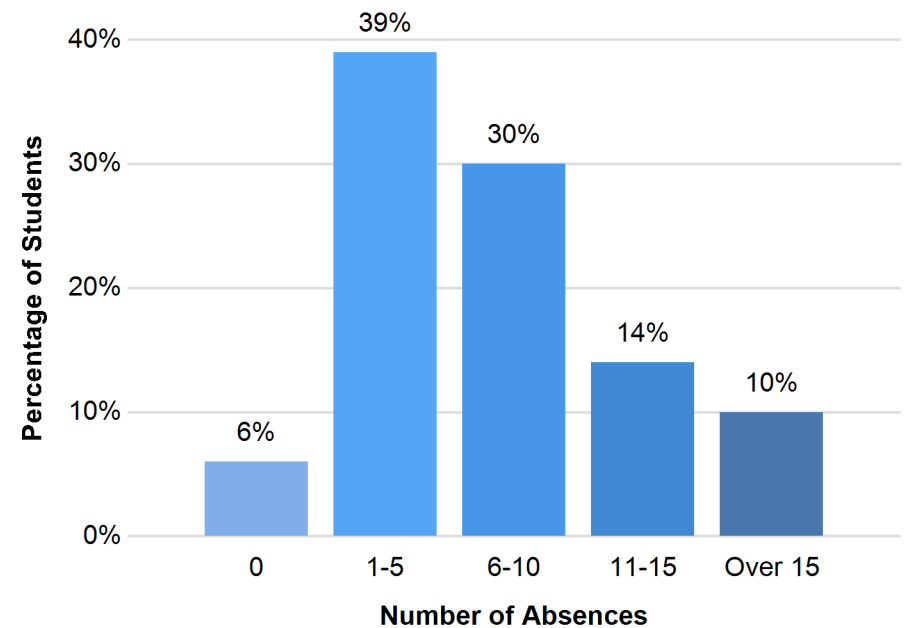
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.80	8.70	Met Target
White	6.20	8.70	Met Target
Hispanic	11.00	8.70	Not Met
Black or African American	6.70	8.70	Met Target
Asian, Native Hawaiian, or Pacific Islander	3.90	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	11.00	8.70	Not Met
Students with Disabilities	10.20	8.70	Not Met
English Learners	N	**	**

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

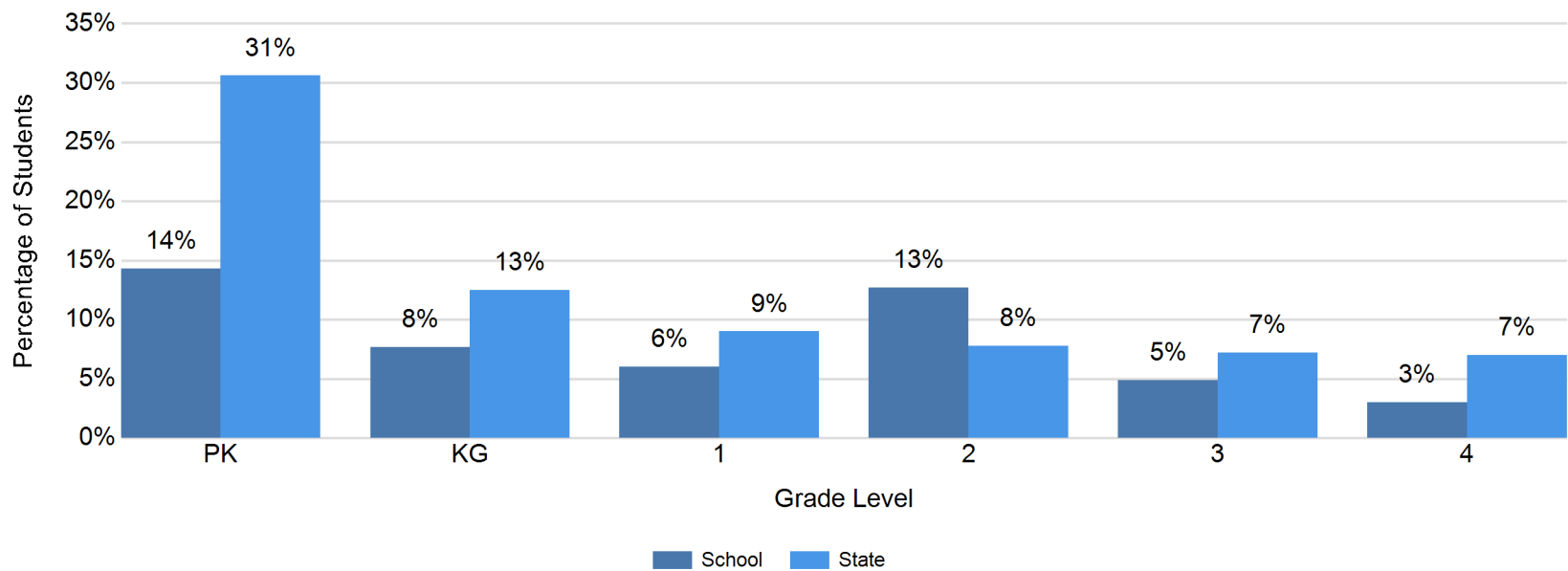
### Days Absent

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



### 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	9:05AM
Typical End Time	3:20PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 33 Mins.
Shared Time - Instructional Time	*

### Violence, Vandalism, HIB, and Substance Offenses

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

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

### 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	0.5%
Out-of-School Suspensions	2.3%
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	138.8 kbps	100 kbps	Yes	Fiber	Fiber	Yes

## Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$516	\$14,543	\$15,059





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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	40	120,724
Average years experience in public schools	12.4	11.8
Average years experience in district	9.6	10.5
Teachers in district for 4 or more years	78%	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	44	9,506
Average years experience in public schools	12.6	15.9
Average years experience in district	9.5	11.6
Administrators in district for 4 or more years	61%	74%

### Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	10:1
Administrators	392:1	164:1
Librarian/Media Specialists		901:1
Nurses		721:1
Counselors		313:1
Child Study Team		212:1



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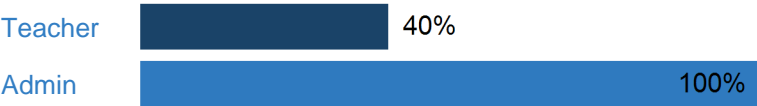
Teachers and Administrators - Level of Education

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	86%	89%
2015-16 Administrators: Same district 2016-17	83%	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	96%



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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	23.2	17.5%
Mathematics Proficiency	41.3	17.5%
English Language Arts Growth	65.9	25.0%
Mathematics Growth	59.7	25.0%
Chronic Absenteeism	49.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		50.1
<b>Summative Rating:</b> Percentile rank of Summative Score		50.1
<b>Requires Comprehensive Support:</b> 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	50.1	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
White	**	**	No	Met Target	Met Target†	Met Target	**	**	No
Hispanic	**	**	No	Met Target	Met Target	Not Met	**	**	No
Black or African American	64.5	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	N	N	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	50.1	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	**	**	No	Met Target†	Met Target†	Not Met	**	**	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**

<b>Principal:</b>	Mr. Grippo	<b>Email Address:</b>	<a href="mailto:wgrippo@franklinboe.org">wgrippo@franklinboe.org</a>
<b>Address:</b>	53 MACAFEE ROAD SOMERSET, NJ 08873-2949	<b>Website:</b>	<a href="https://www.franklinboe.org">https://www.franklinboe.org</a>
<b>Phone:</b>	(732)249-9097	<b>Twitter:</b>	<a href="https://twitter.com/MAC_FTPSchools">https://twitter.com/MAC_FTPSchools</a>

**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.

<b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Achieved Future Ready School Status</li> <li>• Fully implemented its PBIS program</li> <li>• Expanded Gifted and Talented Program</li> </ul>
<b>Mission, Vision, Theme:</b>	<p>Franklin Township Public Schools is a diverse and unique district, with more than 60 languages spoken by families that send students to the its nine schools, soon to be ten, as a new elementary school will be added in September, 2018, thanks to a successful construction referendum passed in 2014. The district's mission statement: Franklin Township Public Schools embraces its diversity, fosters excellent educational innovation and empowers all students to achieve their highest potential</p>
<b>Awards, Recognition, Accomplishments:</b>	<p>1) Community based science fair, inclusive of student, parents, and scientists in the local and surrounding areas. 2) Dedicated Google Classrooms for Staff PD. 3) Garden of Readers: School Literacy program that recognizes students for increased reading. 4) Organic school garden created by students and staff, donates hundreds of pounds of food to the local food bank each year.</p>







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 <b>Courses, Curriculum, Instruction:</b>	<p>Highlighted district curricula include 28 Advanced Placement and/or concurrent enrollment courses; a fully integrated enrichment/G&amp;T program; recent model program status in ESL and Fine, Visual, and Performing Arts; hands-on STEM and coding opportunities; experiential science instruction in grades 3 and 4 at Bunker Hill Environmental Education Center; and new curricula scheduled to roll out in 2018 in Career &amp; Technical Education and world languages at the elementary level.</p>
 <b>Sports and Athletics:</b>	<p>In addition to the high school Girls Basketball team's winning a Group 4 State Championship and the Tournament of Champions Championship, as well as the Boys Spring Track and Field team's winning a Group 4 State Championship, individually William Hill was named Fall Cross Country Athlete of the Year by the Courier News/Home News, and Mario Heslop Courier was named Courier News/Home News Spring Athlete of the Year.</p>
 <b>Clubs and Activities:</b>	<p>1) School Safety Patrol. 2) School Recycling Green Team. 3) Organic Gardening Club. 4) Garden of Readers. 5) Volunteer coin drive for disaster victims.</p>
 <b>Before and After School Programs:</b>	<p>C.A.R.E. is the Franklin Public School District's before and after school childcare program, serving students from Pre-Kindergarten to Sixth-Grade. At C.A.R.E, which stands for culture, arts, recreation and enrichment, students participate in a variety of activities, including snack time, reading and recreation. Although C.A.R.E. is a program for enrichment and social interaction, staff reinforces concepts learned in school and provide homework time.</p>








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 <b>Staff and Professional Learning:</b>	<p>Current district PD was identified through a shared process across district stakeholder groups and addresses achievement patterns illustrated in this 2016-2017 report. The following areas were identified: PD to help leaders continue to reinforce an integrated instructional vision; to improve accountability systems and equity; to explore avenues to address social/emotional learning; to embrace technology best practices via the Future Ready initiative; and to improve content area expertise.</p>
 <b>Postsecondary Information:</b>	<p>Over 80% of the district's graduates continue their education at 2 or 4-year schools. While most students attend NJ institutes, students also attend schools across the country. Students are supported in post-secondary planning via comprehensive and developmentally appropriate college and career planning throughout their education. This includes individual, small and large-group counseling, and school and community-sourced supports.</p>
 <b>Student Supports and Services:</b>	<p>District integrated Student Support Services include comprehensive Special Education and Related Services for Students aged 3 – 21, Tiered Intervention Services, and Model Bilingual and ESL/ELL programs. These programs are provided through supplemental interventions, therapeutic services, and comprehensive instructional classroom environments. Additional programs include health services, integrated preschool programs, transition programs, and wrap around therapeutic mental health programs.</p>
 <b>Student Health and Wellness:</b>	<p>The Franklin Township Health and Physical Education Program is dedicated to providing a curriculum in which students apply the skills and knowledge necessary to confidently lead a healthy and active lifestyle. Each school participates in a breakfast program in which all students have access. Students are encouraged to participate in recess, activity breaks and mindfulness as appropriate throughout the school day.</p>
 <b>Parent and Community Involvement:</b>	<p>1) Large Majority of Parents and Staff are PTO Members. 2) Several PTO fundraisers are held to benefit school and community. 3) Partnership with NJ CARES and Eli Lilly Corporation allows over 100 volunteers for school-based beautification.</p>



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Climate Surveys:

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

School Climate Survey was distributed to staff, students and parents. The results reflected a high degree of satisfaction from stakeholders. Staff members openly expressed personal and professional fulfillment and mentioned the desire for more PD opportunities.



Facilities:

MacAfee Road School was constructed in 1966 and built an addition in 2005. As a result of the One Less Move Referendum, the school replaced its windows and doors. The district will also open Claremont Elementary School in September 2018, allowing all seven district elementary schools to offer a robust 21st Century learning experience to its students in spacious, well-designed settings.



## 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.



### Other Information:

Franklin Township Public Schools (FTPS) embraces its diversity: Its student families report sixty-five different languages as their native language. FTPS fosters excellent educational innovation: Six of its schools were part of the inaugural group of schools certified by Future Ready Schools, a program created by NJIT, the NJDOE, and the NJSBA to support digital learning readiness in schools. This certification allows FTPS schools to serve as an example to others in the state. FTPS empowers all students to achieve their highest potential: From its high quality full-day preschool program to its 28 Advanced Placement and/or Concurrent Enrollment Program courses, FTPS offers its students outstanding academic rigor. Over \$1 million in scholarships is awarded to FTPS students each year, and FTPS students attend universities throughout the nation. FTPS students also excel in athletics and extracurricular activities: The Lady Warrior basketball team and the boys track team were state champions. One of the district's students was named the 2017 Paper Mill Rising Star Award for Outstanding Actress. The Model UN team enjoys continued success in national competitions, as does the school's Junior Classical League team and the Marching Band. District communication is achieved through the district website: <https://www.franklinboe.org>; district Twitter: @FTPSchools; as well as through the Focus on Franklin video newsmagazines. FTPS is truly "On the Move": During the 2017-2018 school year the district will complete the construction projects promised in its One Less Move Referendum campaign. By September of 2018 the district will open its seventh elementary school and offer one middle school program on two campuses. The reconfiguration of grades PK-5, 6-8, and 9-12 will provide greater continuity for the district's students and help continue its mission to celebrate its diversity, foster excellent educational innovation, and empower all students to reach their highest potential.




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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](mailto: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
PK	18	25	30
KG	70	73	67
1	68	65	76
2	79	69	68
3	87	77	69
4	70	75	85
Ungraded	0	0	0
Total	392	384	395

### 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	50%	47%	47%
Male	50%	53%	53%
Economically Disadvantaged Students	81%	82%	84%
Students with Disabilities	4%	12%	13%
English Learners	36%	38%	44%
Homeless Students			1%
Students in Foster Care			0%
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
Hispanic	63.3%
Black or African American	30.6%
Asian	4.3%
White	1.5%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.3%

### 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	0	0	0
PK - Full Day	27	25	30
KG - Half Day	0	0	0
KG - Full Day	72	73	67

### 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
Spanish	55.4%
English	36.2%
Creoles and pidgins, English based	1.3%
Creoles and pidgins	1.0%
Other	6.5%



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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	133	100.0	23.30	46.70	54.90	23.3	25.3	Met Target†
White	*	*	*	*	63.90	*	**	**
Hispanic	76	100.0	19.70	33.20	39.80	19.7	21.9	Met Target†
Black or African American	45	100.0	17.80	37.90	35.20	17.8	24.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	78.60	53.70	N	**	**
Two or More Races	N	N	N	63.00	54.90	N	**	**
Female	64	100.0	28.20	54.70	62.20	28.2		
Male	69	100.0	18.80	39.40	48.10	18.8		
Economically Disadvantaged Students	98	100.0	19.40	32.30	36.20	19.4	19.9	Met Target†
Non-Economically Disadvantaged Students	35	100.0	34.30	58.70	65.80	34.3		
Students with Disabilities	19	100.0	*	12.00	20.50	*	**	**
Students without Disabilities	114	100.0	*	54.10	61.90	*		
English Learners	58	100.0	13.80	21.70	25.20	13.8	14.1	Met Target†
Non-English Learners	75	100.0	30.60	50.40	57.40	30.6		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	*	24.80	N		
Military-Connected Students	N	N	N	25.00	53.50	N		
Migrant Students	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
<b>Schoolwide</b>	63	726	741	749	21%	24%	38%	*	*	18%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	42	724	728	734	*	24%	36%	*	0%	19%	35%
Black or African American	18	719	729	731	*	*	*	*	*	*	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	N	N	N	751	N	N	N	N	N	N	52%
Female	33	729	746	754	*	*	*	*	*	18%	55%
Male	30	721	736	745	*	*	*	*	*	17%	46%
Economically Disadvantaged Students	48	723	724	731	*	*	*	*	*	13%	31%
Non-Economically Disadvantaged Students	15	735	756	762	*	*	*	*	*	33%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	16	703	703	709	*	*	*	*	*	*	11%
Non-English Learners	47	733	745	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	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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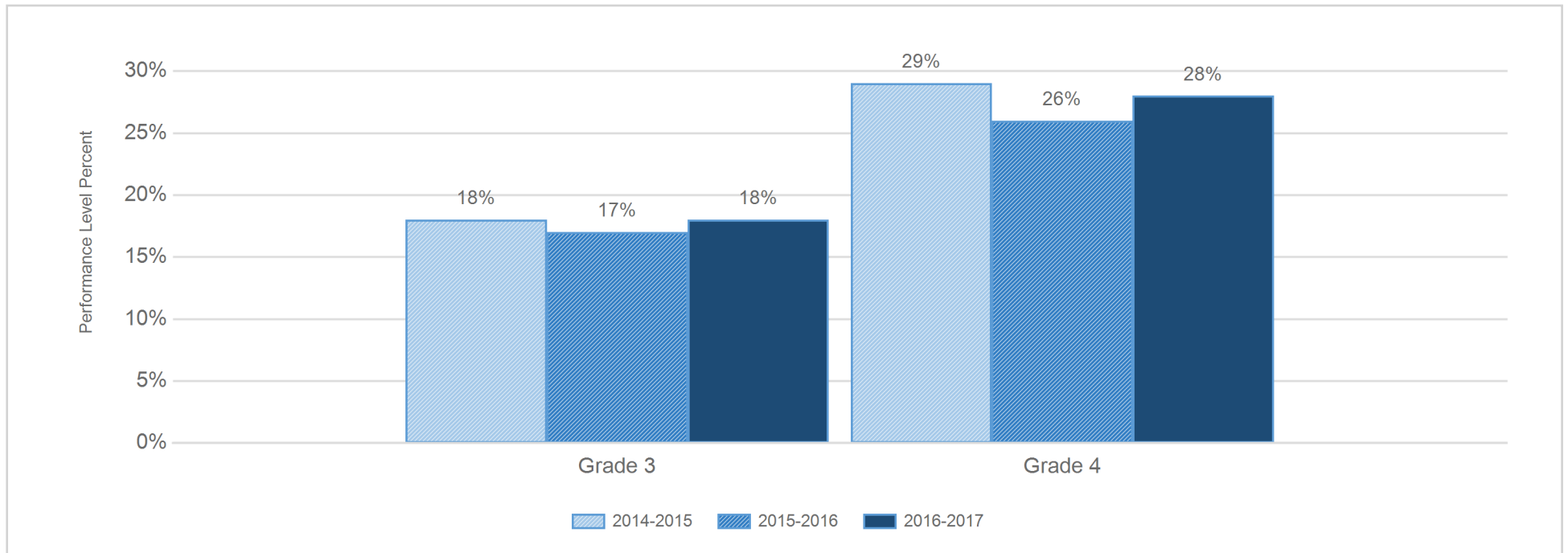
English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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	75	728	748	753	*	32%	*	27%	*	28%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	40	721	734	740	28%	33%	*	*	0%	20%	40%
Black or African American	27	728	741	737	*	41%	*	*	0%	26%	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	N	N	N	755	N	N	N	N	N	N	56%
Female	34	734	753	758	*	29%	*	*	*	35%	61%
Male	41	723	743	749	*	34%	*	*	*	22%	51%
Economically Disadvantaged Students	53	724	734	737	*	*	*	*	*	26%	36%
Non-Economically Disadvantaged Students	22	738	760	764	*	*	*	*	*	32%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	19	706	709	711	*	*	*	*	*	*	10%
Non-English Learners	56	735	750	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

## English Language Arts/Literacy Assessment - Performance Trends

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







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### Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	143	100.0	32.20	40.40	43.50	32.2	39.5	Not Met
White	*	*	*	*	52.40	*	**	**
Hispanic	85	100.0	27.10	28.40	27.60	27.1	34.5	Met Target†
Black or African American	46	100.0	28.30	29.00	21.70	28.3	35	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	71.40	42.50	N	**	**
Two or More Races	N	N	N	56.30	44.90	N	**	**
Female	67	100.0	34.30	43.00	44.10	34.3		
Male	76	100.0	30.20	38.10	42.90	30.2		
Economically Disadvantaged Students	107	100.0	30.80	27.50	25.10	30.8	35.4	Met Target†
Non-Economically Disadvantaged Students	36	100.0	36.20	51.40	54.30	36.2		
Students with Disabilities	19	100.0	15.80	12.00	16.50	15.8	N	N
Students without Disabilities	124	100.0	34.70	46.70	48.80	34.7		
English Learners	68	100.0	23.50	25.30	23.30	23.5	28.2	Met Target†
Non-English Learners	75	100.0	40.00	42.80	45.20	40		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	37.50	39.90	N		
Migrant Students	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
<b>Schoolwide</b>	69	739	747	751	*	20%	33%	33%	*	36%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	48	740	738	738	*	*	44%	33%	0%	33%	37%
Black or African American	18	729	735	733	*	*	*	*	0%	33%	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	N	N	N	751	N	N	N	N	N	N	53%
Female	35	738	748	751	*	*	34%	31%	*	34%	52%
Male	34	741	746	751	*	*	32%	35%	*	38%	53%
Economically Disadvantaged Students	53	740	734	736	*	*	*	*	*	38%	34%
Non-Economically Disadvantaged Students	16	738	759	761	*	*	*	*	*	31%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	22	730	719	724	*	*	*	*	*	*	21%
Non-English Learners	47	744	750	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	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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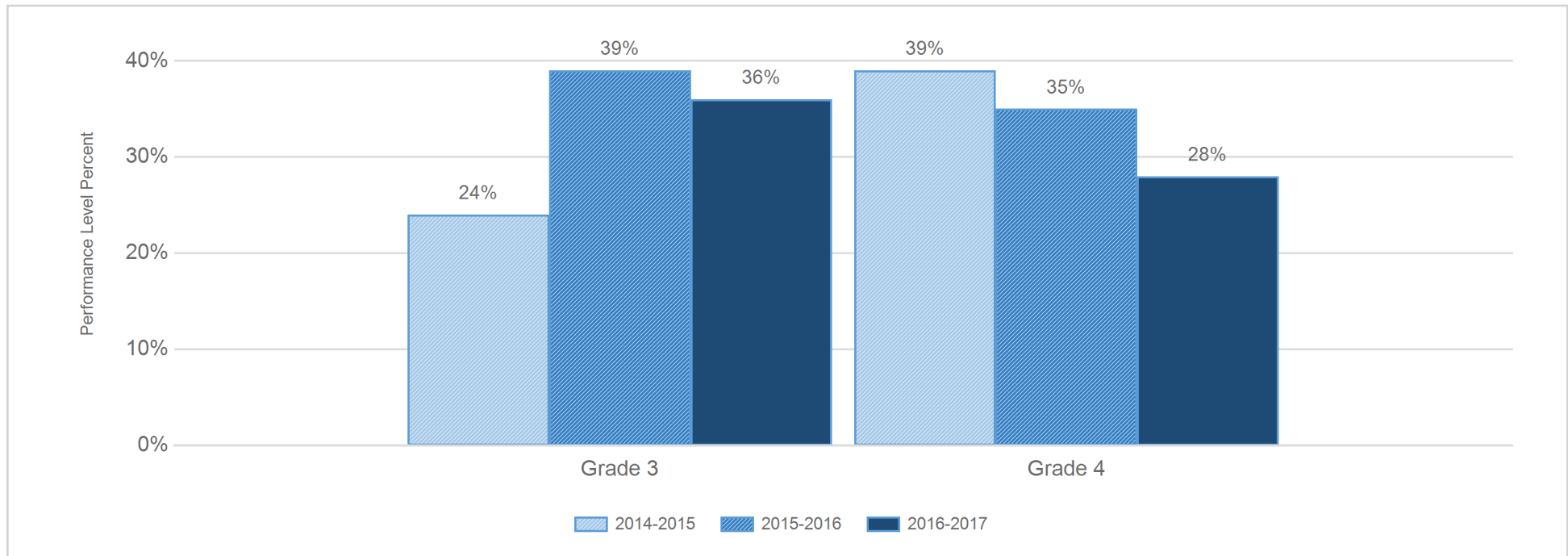
Mathematics Assessment - Performance by Grade: Grade 4

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	83	733	745	747	12%	30%	30%	28%	0%	28%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	47	729	733	734	*	38%	34%	*	0%	17%	30%
Black or African American	28	732	736	729	*	*	*	*	0%	29%	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	N	N	N	747	N	N	N	N	N	N	48%
Female	38	735	745	747	*	34%	29%	29%	*	29%	47%
Male	45	732	745	747	*	27%	31%	27%	*	27%	48%
Economically Disadvantaged Students	61	730	732	732	*	*	25%	*	*	25%	27%
Non-Economically Disadvantaged Students	22	742	757	757	*	*	46%	*	*	36%	61%
Students with Disabilities	10	731	*	724	*	*	*	*	*	30%	22%
Students without Disabilities	73	734	*	751	*	*	*	*	*	27%	52%
English Learners	27	716	719	716	*	*	*	*	*	*	12%
Non-English Learners	56	741	747	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%

### 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	57	*	*
2	35	*	*
3	25	*	*
4	10	*	*
5+	13	*	*



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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.

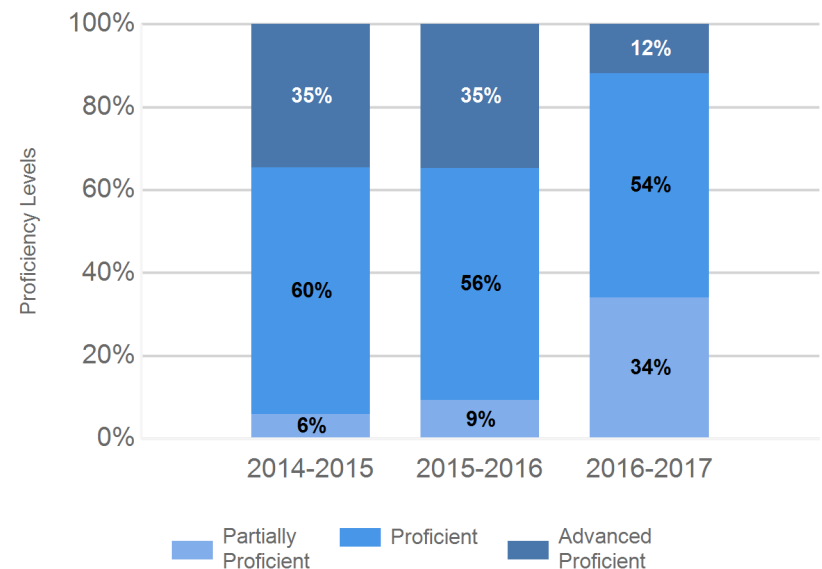
### NJASK Science Assessment Performance: Grade 4

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	12%	54%	34%
White	*	*	N
Hispanic	6%	57%	37%
Black or African American	14%	50%	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	8%	52%	40%
Students with Disabilities	14%	43%	43%
English Learners	7%	36%	57%

### 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	48	50	50	Met Target	53	57	50	Met Target
White	*	56	50	**	*	58	52	**
Hispanic	31	49	49	Not Met	51	55	47	Met Target
Black or African American	51	45	45	Met Target	48	54.5	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	65	60	**	*	69	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	51	48	47	Met Target	53	55	46	Met Target
Students with Disabilities	*	40	41	**	*	55	43	**
English Learners	48	52	53	Met Target	55	59	51	Met Target

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



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

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

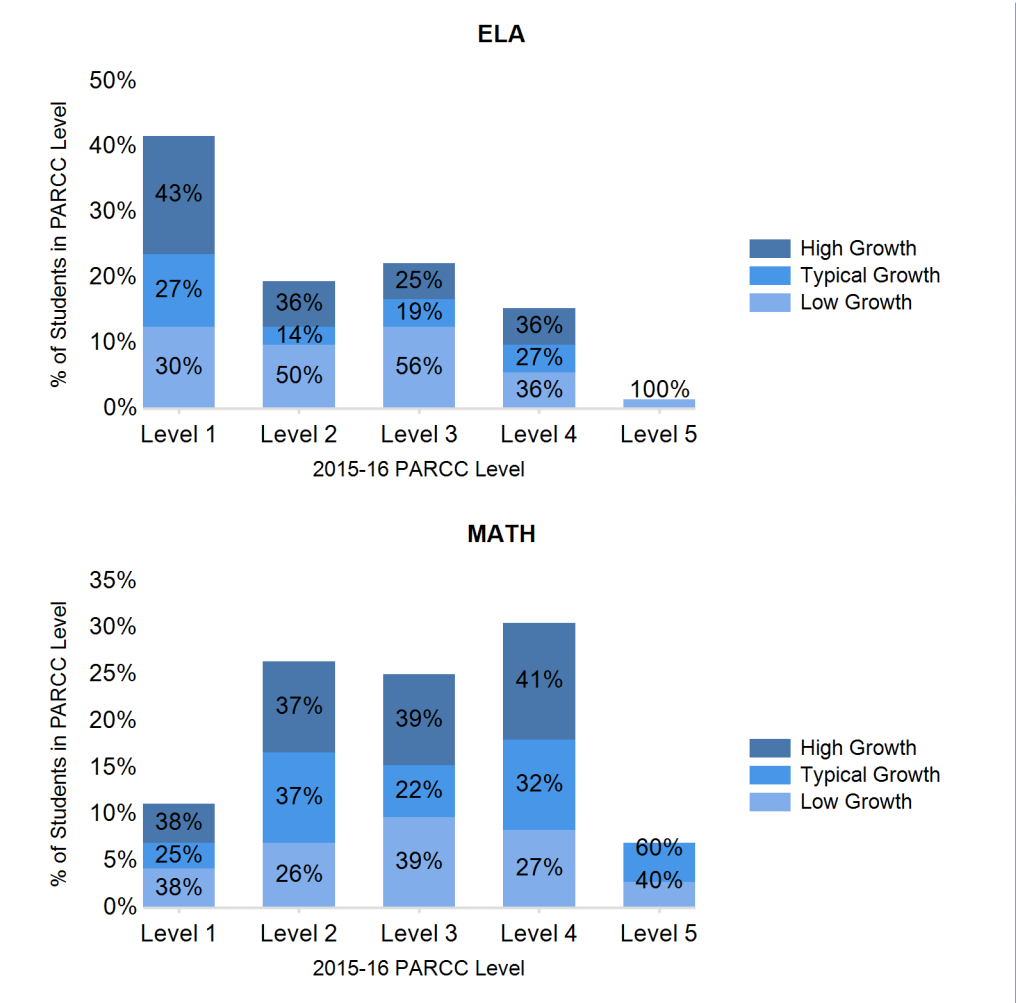
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

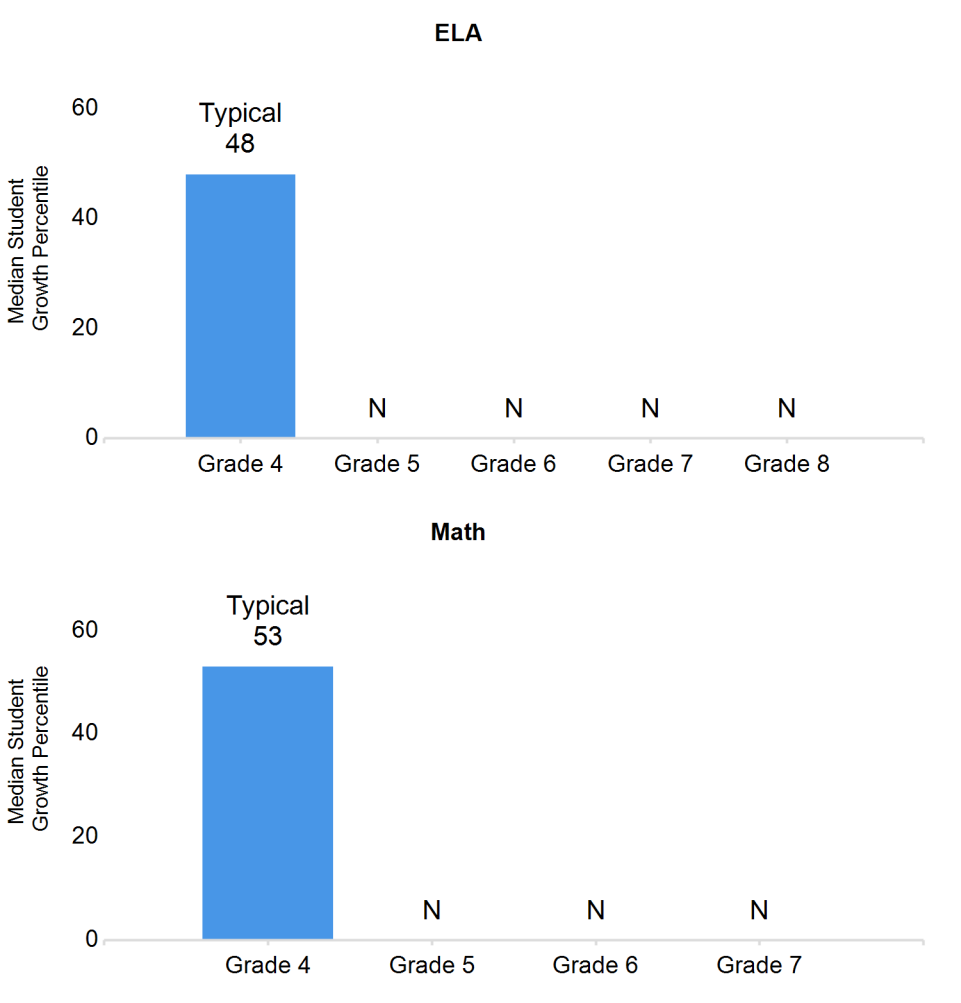
Student Growth by Performance Level

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



Student Growth by Grade

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







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

### Chronic Absenteeism

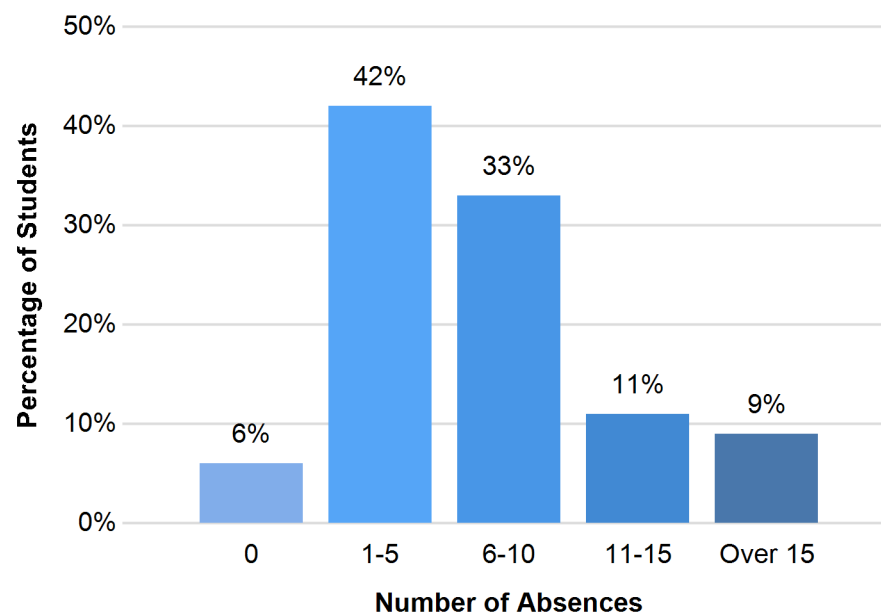
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.40	8.70	Met Target
White	N	**	**
Hispanic	4.60	8.70	Met Target
Black or African American	11.00	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	6.70	8.70	Met Target
Students with Disabilities	7.50	8.70	Met Target
English Learners	3.60	8.70	Met Target

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

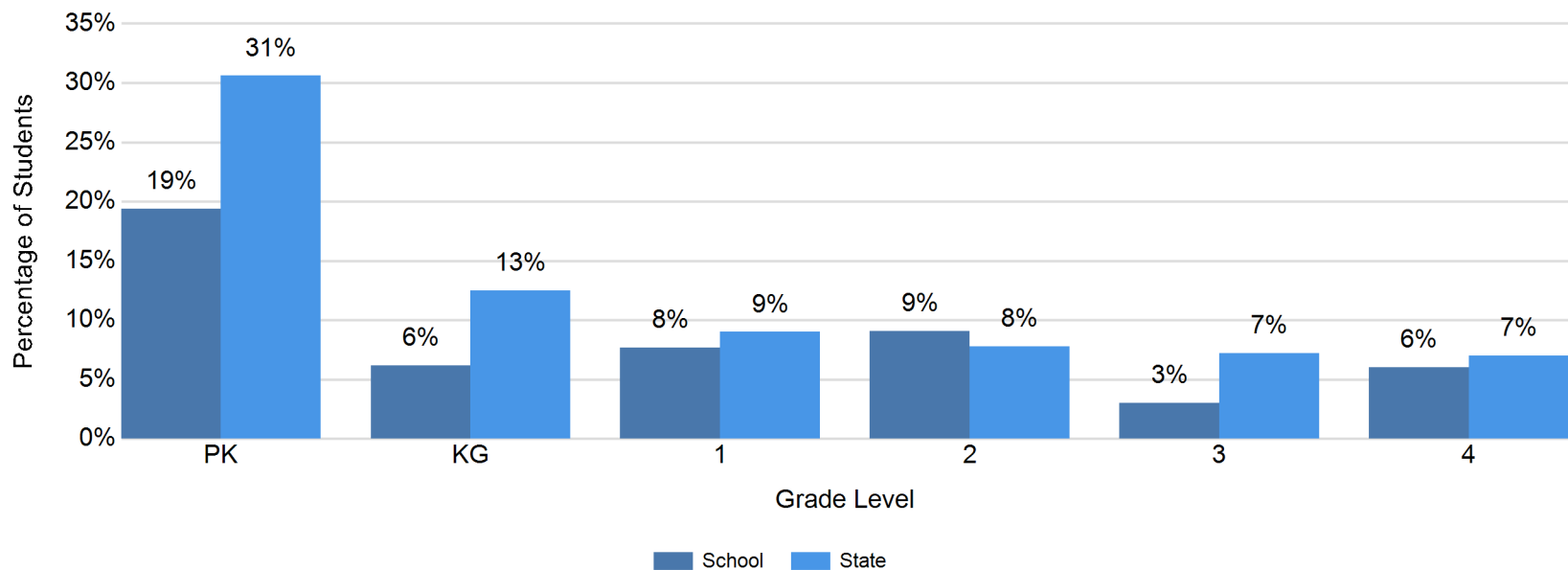
### Days Absent

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



## Chronic Absenteeism by Grade

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





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### School Day

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

Category	School
Typical Start Time	9:05AM
Typical End Time	3:20PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 33 Mins.
Shared Time - Instructional Time	*

### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	1.01

### Student Suspension Rate

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

Suspension Types	% of Students
In-School Suspensions	1.5%
Out-of-School Suspensions	3.5%
Any Suspension	5.1%

### 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	1.2:1	138.8 kbps	100 kbps	Yes	Fiber	Fiber	Yes

### Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$516	\$14,543	\$15,059



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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	11.8	11.8
Average years experience in district	9.0	10.5
Teachers in district for 4 or more years	64%	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	44	9,506
Average years experience in public schools	12.6	15.9
Average years experience in district	9.5	11.6
Administrators in district for 4 or more years	61%	74%

### Student to Staff Ratios

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

Staff Type	School Students: Staff	District Students: Staff
Teachers	9:1	10:1
Administrators	395:1	164:1
Librarian/Media Specialists		901:1
Nurses		721:1
Counselors		313:1
Child Study Team		212:1



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**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 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	86%	89%
2015-16 Administrators: Same district 2016-17	83%	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	96%



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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	6.4	17.5%
Mathematics Proficiency	31.6	17.5%
English Language Arts Growth	38.9	25.0%
Mathematics Growth	62.0	25.0%
Chronic Absenteeism	64.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights		41.6
<b>Summative Rating:</b> Percentile rank of Summative Score		36.5
<b>Requires Comprehensive Support:</b> 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	41.6	11.9	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No
White	**	**	No	**	**	**	**	**	No
Hispanic	36.2	11.9	No	Met Target†	Met Target†	Met Target	Not Met	Met Target	No
Black or African American	56.4	11.9	No	Met Target†	Met Target†	Not Met	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	**	**	**	**	**	No
Economically Disadvantaged Students	57.4	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No
Students with Disabilities	**	**	No	**	N	Met Target	**	**	No
English Learners	49.3	11.9	No	Met Target†	Met Target†	Met Target	Met Target	Met Target	No

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

† Target was met within a confidence interval.





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School General Info

<b>Principal:</b>	Mr. Rivera	<b>Email Address:</b>	<a href="mailto:miguelrivera@franklinboe.org">miguelrivera@franklinboe.org</a>
<b>Address:</b>	130 HIGHLAND AVENUE SOMERSET, NJ 08873-2063	<b>Website:</b>	<a href="https://www.franklinboe.org">https://www.franklinboe.org</a>
<b>Phone:</b>	(732)246-2424	<b>Twitter:</b>	<a href="https://twitter.com/PGM_FTPSchools">https://twitter.com/PGM_FTPSchools</a>

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.

<b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Recognized by the state as being a Model Bilingual Program</li> <li>• SIOP Trained Staff Members</li> <li>• PBS School</li> </ul>
<b>Mission, Vision, Theme:</b>	<p>Franklin Township Public Schools is a diverse and unique district, with more than 60 languages spoken by families that send students to the its nine schools, soon to be ten, as a new elementary school will be added in September, 2018, thanks to a successful construction referendum passed in 2014. The district's mission statement: Franklin Township Public Schools embraces its diversity, fosters excellent educational innovation and empowers all students to achieve their highest potential.</p>
<b>Awards, Recognition, Accomplishments:</b>	<p>1) Pine Grove Manor has been recognized by the state for its Model Bilingual Program. 2) Many of the ESL teachers present annually at the NJTESOL Conference. 3) Community/School Garden. 4) Google Applications in all classrooms.</p>







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 <b>Courses, Curriculum, Instruction:</b>	<p>Highlighted district curricula include 28 Advanced Placement and/or concurrent enrollment courses; a fully integrated enrichment/G&amp;T program; recent model program status in ESL and Fine, Visual, and Performing Arts; hands-on STEM and coding opportunities; experiential science instruction in grades 3 and 4 at Bunker Hill Environmental Education Center; and new curricula scheduled to roll out in 2018 in Career &amp; Technical Education and world languages at the elementary level.</p>
 <b>Sports and Athletics:</b>	<p>In addition to the high school Girls Basketball team's winning a Group 4 State Championship and the Tournament of Champions Championship, as well as the Boys Spring Track and Field team's winning a Group 4 State Championship, individually William Hill was named Fall Cross Country Athlete of the Year by the Courier News/Home News, and Mario Heslop was named Courier News/Home News Spring Athlete of the Year.</p>
 <b>Clubs and Activities:</b>	<p>1) Extended-Day Tutorial Program. 2) Extended Day Counseling Program. 3) Girls in Action: club for motivating and encouraging girls through running. 4) School Safety Patrol.</p>
 <b>Before and After School Programs:</b>	<p>C.A.R.E. is the Franklin Public School District's before and after school childcare program, serving students from Pre-Kindergarten to Sixth-Grade. At C.A.R.E, which stands for culture, arts, recreation and enrichment, students participate in a variety of activities, including snack time, reading and recreation. Although C.A.R.E. is a program for enrichment and social interaction, staff reinforces concepts learned in school and provide homework time.</p>








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 <b>Staff and Professional Learning:</b>	<p>Current district PD was identified through a shared process across district stakeholder groups and addresses achievement patterns illustrated in this 2016-2017 report. The following areas were identified: PD to help leaders continue to reinforce an integrated instructional vision; to improve accountability systems and equity; to explore avenues to address social/emotional learning; to embrace technology best practices via the Future Ready initiative; and to improve content area expertise.</p>
 <b>Postsecondary Information:</b>	<p>Over 80% of the district's graduates continue their education at 2 or 4-year schools. While most students attend NJ institutes, students also attend schools across the country. Students are supported in post-secondary planning via comprehensive and developmentally appropriate college and career planning throughout their education. This includes individual, small and large-group counseling, and school and community-sourced supports.</p>
 <b>Student Supports and Services:</b>	<p>District integrated Student Support Services include comprehensive Special Education and Related Services for Students aged 3 – 21, Tiered Intervention Services, and Model Bilingual and ESL/ELL programs. These programs are provided through supplemental interventions, therapeutic services, and comprehensive instructional classroom environments. Additional programs include health services, integrated preschool programs, transition programs, and wrap around therapeutic mental health programs.</p>
 <b>Student Health and Wellness:</b>	<p>The Franklin Township Health and Physical Education Program is dedicated to providing a curriculum in which students apply the skills and knowledge necessary to confidently lead a healthy and active lifestyle. Each school participates in a breakfast program in which all students have access. Students are encouraged to participate in recess, activity breaks and mindfulness as appropriate throughout the school day.</p>
 <b>Parent and Community Involvement:</b>	<p>1) Partnership with Point Community Church. 2) Partnership with Rutgers as Master Gardeners teach gardening lessons. 3) Community based PTO with large teacher involvement. 4) Parent Portal that parents can access. 5) Family Nights throughout the school year. 6) Informational nights for parents in content areas. 7) Police and Children Engaged in Reading (P.A.C.E.R.) bi-monthly.</p>



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Climate Surveys:

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

The School Climate Survey was administered to staff members. The overwhelming majority of respondents look forward to coming to work everyday. There is a large percentage of satisfaction with the school overall.



Facilities:

Pine Grove Manor School was built in 1931 and, as a result of the One Less Move Referendum, the school has added an elevator and improved its library, bathrooms, and doors. The district will also open Claremont Elementary School in September 2018, allowing all seven district elementary schools to offer a robust 21st Century learning experience to its students in spacious, well-designed settings.



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## School Narrative

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



### Other Information:

Franklin Township Public Schools (FTPS) embraces its diversity: Its student families report sixty-five different languages as their native language. FTPS fosters excellent educational innovation: Six of its schools were part of the inaugural group of schools certified by Future Ready Schools, a program created by NJIT, the NJDOE, and the NJSBA to support digital learning readiness in schools. This certification allows FTPS schools to serve as an example to others in the state. FTPS empowers all students to achieve their highest potential: From its high quality full-day preschool program to its 28 Advanced Placement and/or Concurrent Enrollment Program courses, FTPS offers its students outstanding academic rigor. Over \$1 million in scholarships is awarded to FTPS students each year, and FTPS students attend universities throughout the nation. FTPS students also excel in athletics and extracurricular activities: The Lady Warrior basketball team and the boys track team were state champions. One of the district's students was named the 2017 Paper Mill Rising Star Award for Outstanding Actress. The Model UN team enjoys continued success in national competitions, as does the school's Junior Classical League team and the Marching Band. District communication is achieved through the district website: <https://www.franklinboe.org>; district Twitter: @FTPSchools; as well as through the Focus on Franklin video newsmagazines. FTPS is truly "On the Move": During the 2017-2018 school year the district will complete the construction projects promised in its One Less Move Referendum campaign. By September of 2018 the district will open its seventh elementary school and offer one middle school program on two campuses. The reconfiguration of grades PK-5, 6-8, and 9-12 will provide greater continuity for the district's students and help continue its mission to celebrate its diversity, foster excellent educational innovation, and empower all students to reach their highest potential.




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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](mailto: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	501	513	480
6	543	483	490
Ungraded	40	35	43
Total	1084	1031	1013

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	47%	47%	49%
Male	53%	53%	51%
Economically Disadvantaged Students	49%	47%	49%
Students with Disabilities	18%	16%	17%
English Learners	6%	4%	4%
Homeless Students			1%
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
Black or African American	37.9%
Hispanic	31.4%
Asian	14.4%
White	14.1%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	1.7%

Enrollment by Home Language

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

Home Language	% of Students
English	64.5%
Spanish	23.4%
Gujarati	2.6%
Creoles and pidgins, English based	1.2%
Arabic	1.1%
Other	7.4%





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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	957	98.7	49.60	46.70	54.90	49.6	48.2	Met Target
White	139	96.6	73.30	*	63.90	73.3	69.1	Met Target
Hispanic	289	99.7	32.20	33.20	39.80	32.2	31.6	Met Target
Black or African American	367	98.7	40.90	37.90	35.20	40.9	40.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	140	98.6	81.40	*	80.70	81.4	80	Met Goal
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	63.00	54.90	68.5	**	**
Female	477	99.6	56.80	54.70	62.20	56.8		
Male	480	97.9	42.50	39.40	48.10	42.5		
Economically Disadvantaged Students	430	98.9	33.10	32.30	36.20	33.1	33.4	Met Target†
Non-Economically Disadvantaged Students	527	98.5	63.20	58.70	65.80	63.2		
Students with Disabilities	165	99.4	15.10	12.00	20.50	15.1	14.3	Met Target
Students without Disabilities	792	98.6	56.90	54.10	61.90	56.9		
English Learners	127	99.2	26.80	21.70	25.20	26.8	9.8	Met Target
Non-English Learners	830	98.6	53.10	50.40	57.40	53.1		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	*	*	*	*	23.00	*		

\*\* 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 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
<b>Schoolwide</b>	497	745	745	756	13%	18%	23%	40%	6%	47%	59%
White	61	765	765	763	*	*	*	54%	18%	72%	69%
Hispanic	162	735	735	743	*	24%	30%	29%	*	32%	44%
Black or African American	177	735	735	740	*	20%	25%	34%	*	37%	39%
Asian, Native Hawaiian, or Pacific Islander	83	769	769	779	*	*	16%	60%	15%	75%	84%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	56%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	257	754	754	761	*	12%	23%	46%	*	56%	66%
Male	240	736	736	750	*	25%	23%	33%	*	36%	53%
Economically Disadvantaged Students	236	732	732	740	*	27%	26%	28%	*	30%	40%
Non-Economically Disadvantaged Students	261	757	757	765	*	10%	20%	51%	*	61%	71%
Students with Disabilities	88	712	712	725	43%	26%	17%	*	*	14%	22%
Students without Disabilities	409	752	752	762	6%	16%	24%	*	*	54%	66%
English Learners	18	714	714	710	*	*	*	*	*	*	12%
Non-English Learners	479	746	746	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	62%
Migrant Students	*	*	*	731	*	*	*	*	*	*	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	494	750	750	752	9%	16%	24%	39%	12%	51%	54%
White	74	767	767	758	*	*	14%	55%	22%	77%	63%
Hispanic	152	736	736	740	*	26%	34%	28%	*	30%	38%
Black or African American	201	742	742	736	13%	16%	27%	37%	7%	44%	32%
Asian, Native Hawaiian, or Pacific Islander	59	782	782	776	*	*	*	51%	41%	92%	81%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	231	754	754	758	7%	14%	22%	43%	14%	57%	61%
Male	263	745	745	746	11%	18%	26%	35%	11%	46%	46%
Economically Disadvantaged Students	214	736	736	737	*	22%	30%	30%	*	34%	34%
Non-Economically Disadvantaged Students	280	760	760	761	*	11%	19%	45%	*	64%	65%
Students with Disabilities	72	713	713	722	36%	33%	18%	*	*	13%	17%
Students without Disabilities	422	756	756	758	5%	13%	25%	*	*	58%	61%
English Learners	12	721	721	710	*	*	*	*	*	*	*
Non-English Learners	482	750	750	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%

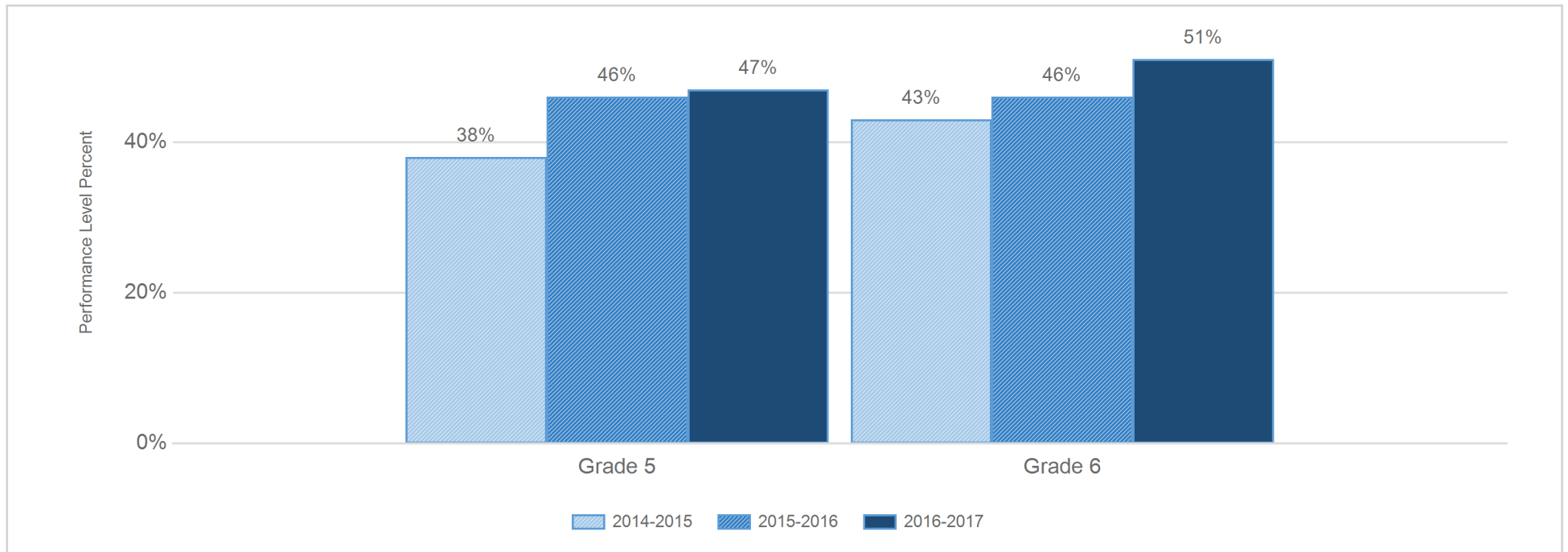


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**English Language Arts/Literacy Assessment - Performance Trends**

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





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**Mathematics Assessment - Participation and Performance**

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	961	98.3	47.00	40.40	43.50	47	44.6	Met Target
White	139	96.6	64.70	*	52.40	64.7	61.3	Met Target
Hispanic	294	99.1	34.70	28.40	27.60	34.7	32.1	Met Target
Black or African American	365	97.9	34.30	29.00	21.70	34.3	35.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	141	99.3	83.70	*	75.60	83.7	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	56.30	44.90	68.5	**	**
Female	475	99.2	46.70	43.00	44.10	46.7		
Male	486	97.5	47.10	38.10	42.90	47.1		
Economically Disadvantaged Students	435	98.9	32.50	27.50	25.10	32.5	29.3	Met Target
Non-Economically Disadvantaged Students	526	97.8	58.90	51.40	54.30	58.9		
Students with Disabilities	162	97.7	19.20	12.00	16.50	19.2	13.1	Met Target
Students without Disabilities	799	98.5	52.50	46.70	48.80	52.5		
English Learners	135	100.0	31.80	25.30	23.30	31.8	24.1	Met Target
Non-English Learners	826	98.1	49.40	42.80	45.20	49.4		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	*	*	*	*	18.20	*		

\*\* 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 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
<b>Schoolwide</b>	496	746	746	747	8%	19%	27%	39%	8%	46%	46%
White	61	762	762	754	*	*	16%	48%	21%	69%	57%
Hispanic	161	737	737	735	*	23%	35%	33%	*	34%	30%
Black or African American	177	735	735	729	*	27%	32%	29%	*	31%	22%
Asian, Native Hawaiian, or Pacific Islander	83	771	771	774	*	*	15%	59%	22%	81%	79%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	51%
Two or More Races	*	*	*	747	*	*	*	*	*	*	47%
Female	256	748	748	747	8%	15%	26%	41%	10%	50%	47%
Male	240	743	743	746	7%	23%	29%	36%	5%	41%	46%
Economically Disadvantaged Students	237	733	733	732	*	28%	29%	31%	*	32%	27%
Non-Economically Disadvantaged Students	259	757	757	756	*	11%	26%	45%	*	59%	59%
Students with Disabilities	86	725	725	725	*	44%	21%	21%	*	22%	19%
Students without Disabilities	410	750	750	751	*	14%	29%	42%	*	51%	52%
English Learners	21	729	729	717	*	*	*	*	0%	19%	12%
Non-English Learners	475	746	746	748	*	*	*	*	8%	47%	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	*	*	*	716	*	*	*	*	*	*	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
<b>Schoolwide</b>	501	746	746	743	8%	20%	26%	35%	11%	46%	44%
White	74	760	760	751	*	*	23%	45%	19%	64%	54%
Hispanic	157	735	735	731	*	27%	30%	31%	*	33%	27%
Black or African American	200	739	739	724	11%	23%	30%	29%	8%	37%	20%
Asian, Native Hawaiian, or Pacific Islander	62	779	779	771	*	*	*	53%	36%	89%	77%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	231	747	747	745	8%	18%	32%	32%	10%	42%	45%
Male	270	746	746	742	9%	21%	21%	38%	12%	50%	43%
Economically Disadvantaged Students	221	735	735	728	13%	26%	29%	27%	5%	32%	24%
Non-Economically Disadvantaged Students	280	756	756	752	5%	15%	23%	41%	16%	58%	56%
Students with Disabilities	71	716	716	717	24%	47%	18%	*	*	11%	13%
Students without Disabilities	430	751	751	748	6%	15%	27%	*	*	52%	50%
English Learners	20	728	728	710	*	*	*	*	*	25%	*
Non-English Learners	481	747	747	745	*	*	*	*	*	47%	*
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	*	*	*	708	*	*	*	*	*	*	13%

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



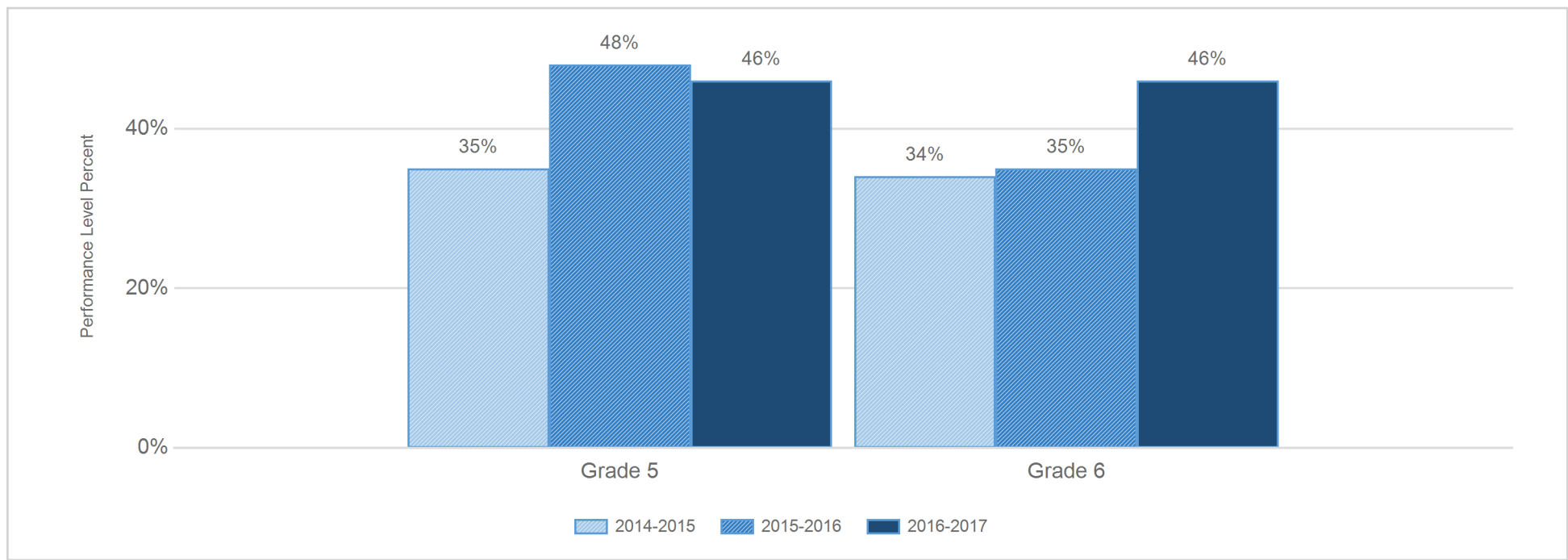


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Mathematics Assessment – Performance Trends

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	*	*
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	15	80%	20%
2	11	72.7%	27.3%
3	*	*	*
4	*	*	*
5+	*	*	*



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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	58	50	50	Met Target	61	57	50	Exceeds Target
White	67	56	50	Exceeds Target	61.5	58	52	Exceeds Target
Hispanic	54	49	49	Met Target	59	55	47	Met Target
Black or African American	49	45	45	Met Target	57	54.5	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	70.5	65	60	Exceeds Target	73	69	59	Exceeds Target
American Indian or Alaska Native	*	77.5	51	**	*	*	51	**
Two or More Races	*	60	51	**	*	*	52	**
Economically Disadvantaged	53	48	47	Met Target	58	55	46	Met Target
Students with Disabilities	36	40	41	Not Met	56	55	43	Met Target
English Learners	62	52	53	Exceeds Target	63.5	59	51	Exceeds Target

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



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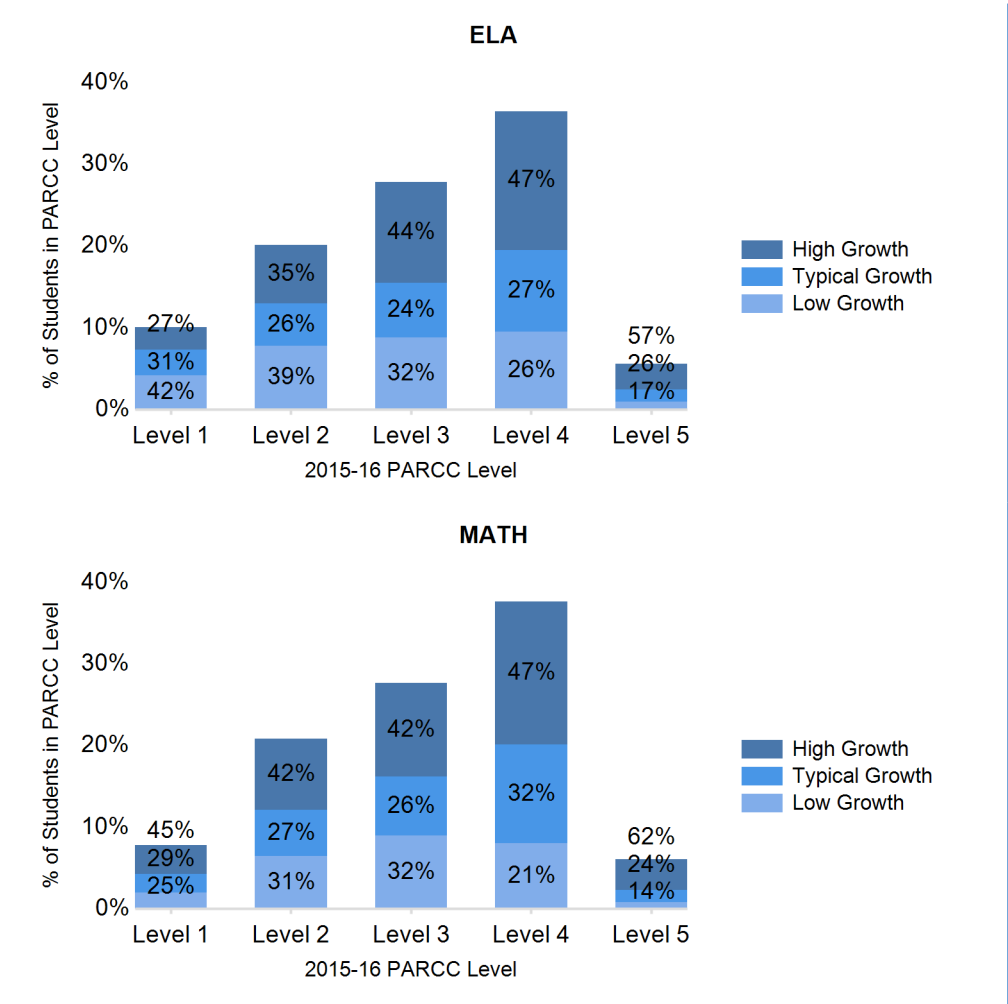
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

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

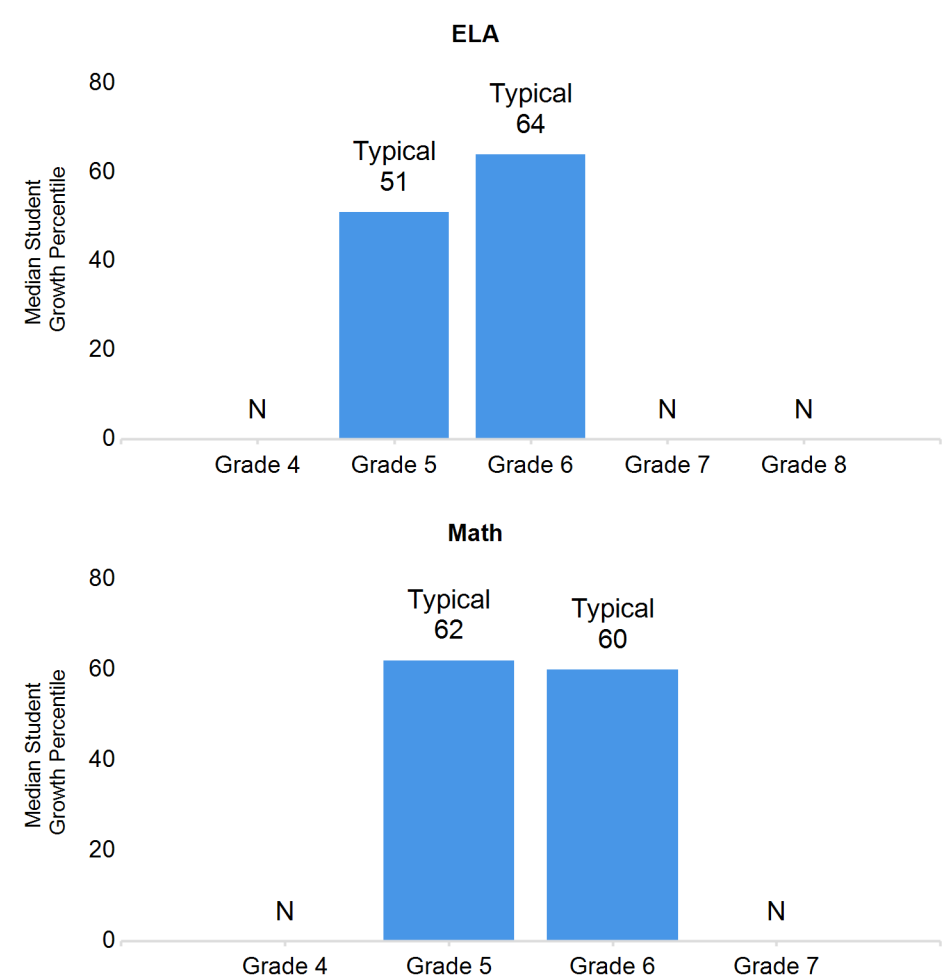
Student Growth by Performance Level

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



Student Growth by Grade

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





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

### Chronic Absenteeism

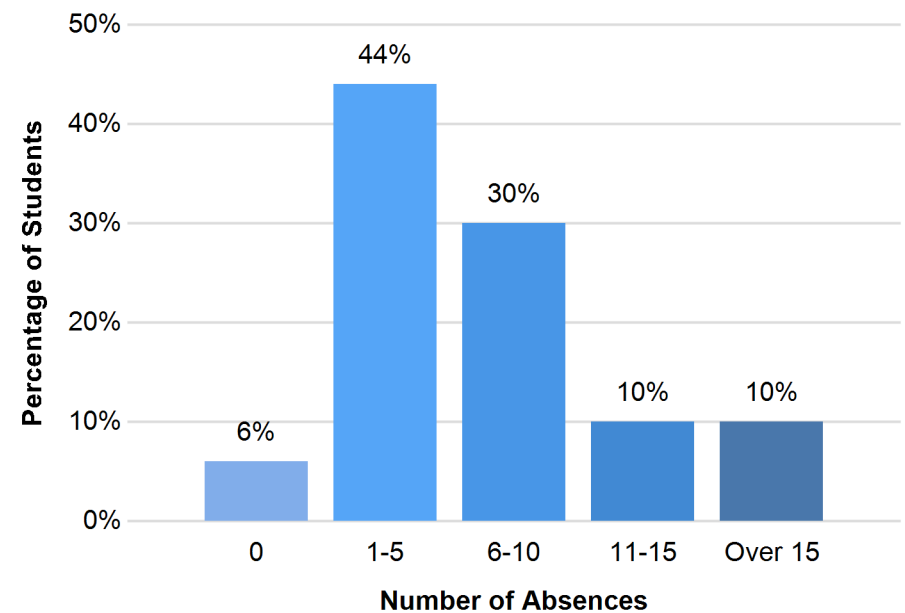
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.50	7.50	Met Target
White	11.40	7.50	Not Met
Hispanic	4.70	7.50	Met Target
Black or African American	7.50	7.50	Met Target
Asian, Native Hawaiian, or Pacific Islander	2.00	7.50	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	7.50	7.50	Met Target
Students with Disabilities	14.10	7.50	Not Met
English Learners	2.40	7.50	Met Target

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

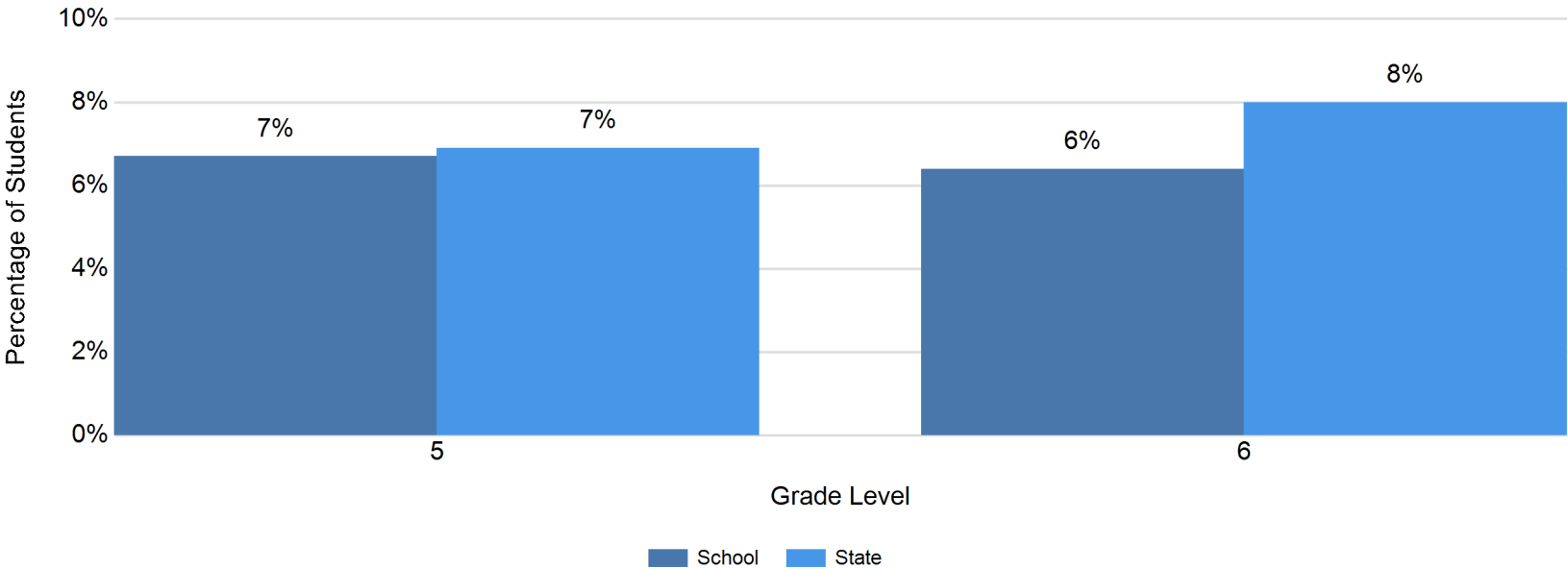
### Days Absent

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



### Chronic Absenteeism by Grade

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





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### School Day

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

Category	School
Typical Start Time	7:50AM
Typical End Time	2:05PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs. 4 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	1
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	19
Total Unique Incidents	23
Incidents Per 100 Students Enrolled	2.27

### 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	14.4%
Out-of-School Suspensions	7.0%
Any Suspension	21.4%

### 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	138.8 kbps	100 kbps	Yes	Fiber	Fiber	Yes

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$516	\$14,543	\$15,059





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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	120	120,724
Average years experience in public schools	12.1	11.8
Average years experience in district	9.0	10.5
Teachers in district for 4 or more years	71%	74%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	44	9,506
Average years experience in public schools	12.6	15.9
Average years experience in district	9.5	11.6
Administrators in district for 4 or more years	61%	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	8:1	10:1
Administrators	203:1	164:1
Librarian/Media Specialists		901:1
Nurses		721:1
Counselors		313:1
Child Study Team		212:1



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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 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.

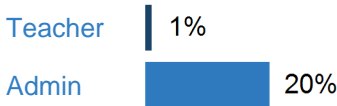
Bachelor's Degree



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	86%	89%
2015-16 Administrators: Same district 2016-17	83%	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	96%



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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	37.6	17.5%
Mathematics Proficiency	52.8	17.5%
English Language Arts Growth	75.6	25.0%
Mathematics Growth	84.0	25.0%
Chronic Absenteeism	55.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		64.1
Summative Rating: Percentile rank of Summative Score		72.2
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	64.1	11.9	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
White	69.2	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Exceeds Target	No
Hispanic	64.9	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Black or African American	74.1	11.9	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	71.1	11.9	No	Met Goal	Met Goal	Met Target	Exceeds Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	67.2	11.9	No	Met Target†	Met Target	Met Target	Met Target	Met Target	No
Students with Disabilities	50.7	11.9	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
English Learners	75.6	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	Exceeds Target	No

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

† Target was met within a confidence interval.



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School General Info

<b>Principal:</b>	Ms. Rutledge	<b>Email Address:</b>	<a href="mailto:erutledge@franklinboe.org">erutledge@franklinboe.org</a>
<b>Address:</b>	1649 AMWELL ROAD SOMERSET, NJ 08873	<b>Website:</b>	<a href="https://www.franklinboe.org">https://www.franklinboe.org</a>
<b>Phone:</b>	(732)873-2800	<b>Twitter:</b>	<a href="https://twitter.com/SGS_FTPSchools">https://twitter.com/SGS_FTPSchools</a>

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.

<b>Highlights:</b>	<ul style="list-style-type: none"> <li>• Content-Rich Curricula, including Honors and Gift and Talented Programs</li> <li>• Technology utilizing 1:1 Personal Chromebooks</li> <li>• FVPA Programs including Annual Musical and Concerts</li> </ul>
<b>Mission, Vision, Theme:</b>	<p>Sampson G. Smith School educates a diverse community of approximately 1030 students in grades five and six. This community of students represents a variety of diverse cultures and linguistic backgrounds. Teachers are committed group of professionals that strive to dedicate their teaching to the whole child to meet their highest potential. By providing a curriculum that focuses on student-centered activities based on the standards, SGS is a school where students truly can "Reach for the Stars"</p>
<b>Awards, Recognition, Accomplishments:</b>	<p>Proudly, SGS students have been recipients of the President's Award for Educational Excellence and Accomplishments. Each month we honor Students of the Month for their demonstration of the character traits of the month. The Physical Education Department honors Athletes of the Month and the Positive Behavior Support Program honors students with perfect attendance and positive behavior.</p>







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 <b>Courses, Curriculum, Instruction:</b>	<p>At SGS we provide content-rich curricula that actively engages the student in hands-on, student-centered ways, ensuring involvement through cooperative learning. Special area subjects, such as art, physical education and music incorporate the objectives of academic disciplines into their programs. A daily block of time in English, Math, Social Studies, and Science are aligned with the New Jersey Student Learning Standards and utilize state-of-the-art materials for optimal learning.</p>
 <b>Sports and Athletics:</b>	<p>In addition to the high school Girls Basketball team's winning a Group 4 State Championship and the Tournament of Champions Championship, as well as the Boys Spring Track and Field team's winning a Group 4 State Championship, individually William Hill was named Fall Cross Country Athlete of the Year by the Courier News/Home News, and Mario Heslop was named Courier News/Home News Spring Athlete of the Year.</p>
 <b>Clubs and Activities:</b>	<p>In addition to a variety of opportunities for students in grades 5-8, Franklin High School offers a wide range of extracurricular activities, including 59 clubs and programs in fine and performing arts, humanities, world languages, cultural awareness, and STEM/robotics. Students compete regionally and nationally in some programs, including Model U.N., marching band, and the spring musical. In 2017 Khailah Johnson received Paper Mill's Rising Star Award for Outstanding Actress in a Leading Role.</p>
 <b>Before and After School Programs:</b>	<p>Our schoolwide Title I program provides students with many supplemental learning opportunities. During the school day every student has an additional class of English and Math daily. Our extended learning opportunities in Math and English run from October to early June for selected students using a STEM-oriented approach. Our FVPA Program motivates music students for in-depth exploration in vocal, dance, instrumental and drama productions.</p>








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 <b>Staff and Professional Learning:</b>	<p>Teachers work together in common planning to master their craft in demonstrating and implementing a variety of strategies to enhance a variety of teaching and learning skills. They form study groups to explore lessons created through the protocols of GRAPPLE while being members of Professional Learning Communities to review student work and learn teaching methodologies, which are then applied within their classes to improve all students' academic growth and achievement.</p>
 <b>Postsecondary Information:</b>	<p>Over 80% of the district's graduates continue their education at 2 or 4-year schools. While most students attend NJ institutes, students also attend schools across the country. Students are supported in post-secondary planning via comprehensive and developmentally appropriate college and career planning throughout their education. This includes individual, small and large-group counseling, and school and community-sourced supports.</p>
 <b>Student Supports and Services:</b>	<p>District integrated Student Support Services include comprehensive Special Education and Related Services for Students aged 3 – 21, Tiered Intervention Services, and Model Bilingual and ESL/ELL programs. These programs are provided through supplemental interventions, therapeutic services, and comprehensive instructional classroom environments. Additional programs include health services, integrated preschool programs, transition programs, and wrap around therapeutic mental health programs.</p>
 <b>Student Health and Wellness:</b>	<p>The Franklin Township Health and Physical Education Program is dedicated to providing a curriculum in which students apply the skills and knowledge necessary to confidently lead a healthy and active lifestyle. Each school participates in a breakfast program in which all students have access. Students are encouraged to participate in recess, activity breaks and mindfulness as appropriate throughout the school day.</p>
 <b>Parent and Community Involvement:</b>	<p>The mission of the PTO is to empower students to develop the attitudes, skills and knowledge they will need to become lifelong learners and independent, productive members of society. We believe this can be achieved through a school-family partnership of care and dedication in order to develop new opportunities to improve the school environment and to raise funds to support educational events throughout the year.</p>

School Narrative

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 <div>Climate Surveys:</div>	<div>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</div> <div>As a means of supporting the district's initiative to build more social/emotional learning opportunities for its students, all district schools have used the NJDOE culture and climate surveys to support Professional Learning Communities designed to address culture and climate in each school. This fall the schools issued the survey as a baseline and will follow through each year with an annual spring survey as well.</div>
 <div>Facilities:</div>	<div>The school was built in 1960 with an expansion in 1988. The district's One Less Move Campaign enabled the referendum project to complete a new roof; a sensor with LED lighting; New Boilers; Air Conditioning in auditorium; new bleachers; renovation of three science rooms for STEM Labs; new heating unit vents; a state-of-the-art health office; guidance suite; main office entrance and suites; auxiliary gym and fitness center. A newly renovated kitchen/cafeteria area was also constructed.</div>





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Other Information:

Franklin Township Public Schools (FTPS) embraces its diversity: Its student families report sixty-five different languages as their native language. FTPS fosters excellent educational innovation: Six of its schools were part of the inaugural group of schools certified by Future Ready Schools, a program created by NJIT, the NJDOE, and the NJSBA to support digital learning readiness in schools. This certification allows FTPS schools to serve as an example to others in the state. FTPS empowers all students to achieve their highest potential: From its high quality full-day preschool program to its 28 Advanced Placement and/or Concurrent Enrollment Program courses, FTPS offers its students outstanding academic rigor. Over \$1 million in scholarships is awarded to FTPS students each year, and FTPS students attend universities throughout the nation. FTPS students also excel in athletics and extracurricular activities: The Lady Warrior basketball team and the boys track team were state champions. One of the district's students was named the 2017 Paper Mill Rising Star Award for Outstanding Actress. The Model UN team enjoys continued success in national competitions, as does the school's Junior Classical League team and the Marching Band. District communication is achieved through the district website: <https://www.franklinboe.org>; district Twitter: @FTPSchools; as well as through the Focus on Franklin video newsmagazines. FTPS is truly "On the Move": During the 2017-2018 school year the district will complete the construction projects promised in its One Less Move Referendum campaign. By September of 2018 the district will open its seventh elementary school and offer one middle school program on two campuses. The reconfiguration of grades PK-5, 6-8, and 9-12 will provide greater continuity for the district's students and help continue its mission to celebrate its diversity, foster excellent educational innovation, and empower all students to reach their highest potential.