

**Claremont Elementary School**

(35-1610-300)

Grades Offered: PK-05

2018-2019

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
- N** No Data is available to display
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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

**Notes from the New Jersey Department of Education:**

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## School Contact Information

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

Type	Contact Information
County	Somerset
District	Franklin Township Public Schools
Principal Name	Ms. Nicole Sury Bevere
Address	175 Claremont Road Franklin Park, NJ 08823
Phone Number	732-873-0100
Email Address	<a href="mailto:nscott@franklinboe.org">nscott@franklinboe.org</a>
Website	<a href="https://www.franklinboe.org">https://www.franklinboe.org</a>
Twitter	<a href="https://twitter.com/CES_FTPSchools">https://twitter.com/CES_FTPSchools</a>



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	0	0	88
KG	0	0	116
1	0	0	82
2	0	0	90
3	0	0	99
4	0	0	88
5	0	0	99
Total	0	0	662

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	N	N	44.1%
Male	N	N	55.9%
Economically Disadvantaged Students	N	N	44.1%
Students with Disabilities	N	N	25.1%
English Learners	N	N	15.9%
Homeless Students	N	N	0.8%
Students in Foster Care	N	N	0.6%
Military-Connected Students	N	N	0.3%
Migrant Students	N	N	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	N	N	8.5%
Hispanic	N	N	24.6%
Black or African American	N	N	36.3%
Asian	N	N	28.1%
Native Hawaiian or Pacific Islander	N	N	0.0%
American Indian or Alaska Native	N	N	0.2%
Two or More Races	N	N	2.4%

### Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	N	N	0
PK - Full Day	N	N	88
KG - Half Day	N	N	0
KG - Full Day	N	N	116

### Enrollment by Home Language

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

Home Language	% of Students
English	60.9%
Spanish	17.4%
Gujarati	6.3%
Telugu	2.3%
Hindi	2.0%
Other Languages	11.2%



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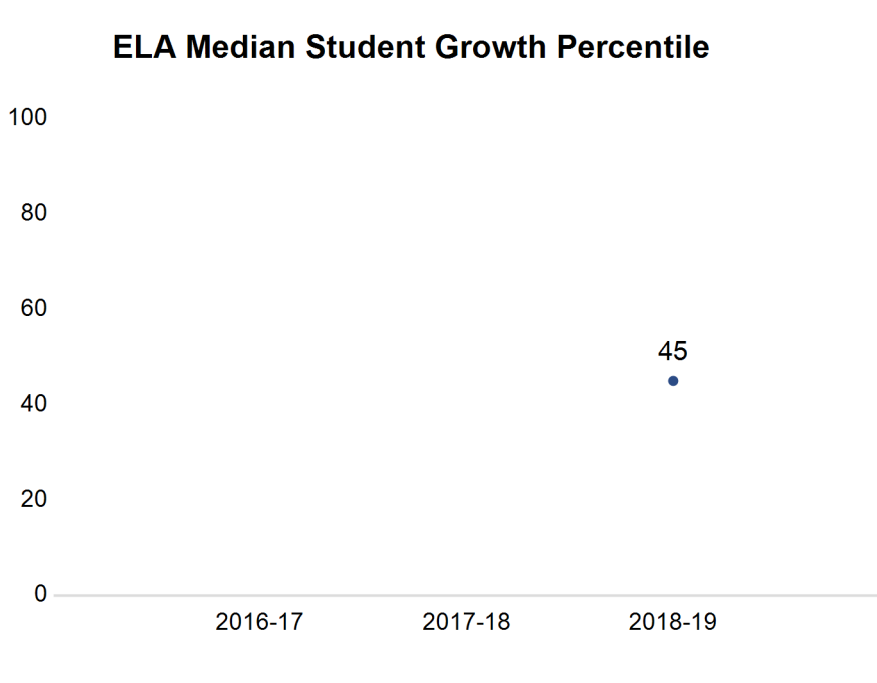
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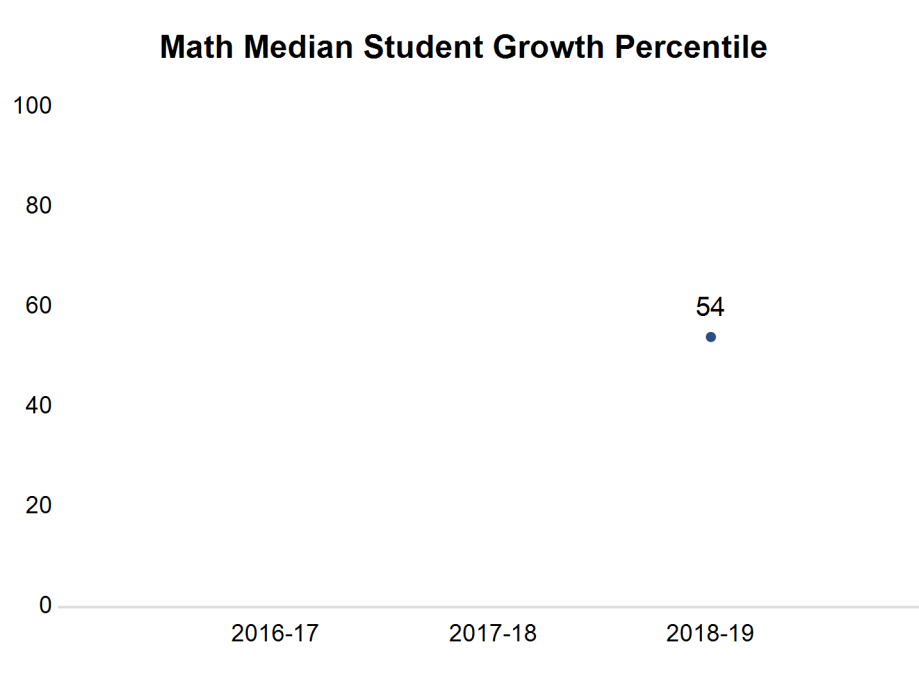
**Student Growth Trends and Progress**

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

**ELA Median Student Growth Percentile**



**Math Median Student Growth Percentile**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	N	N	45	N	N	54
Met Standard (40-59.5)?	N	N	Met Standard	N	N	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	45	49	50	Met Standard	54	47	50	Met Standard
White	23.5	54	50	**	41	48	52	**
Hispanic	46	48	49	Met Standard	42	47	47	Met Standard
Black or African American	40.5	46	45	Met Standard	52.5	42	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	52	59	59	Met Standard	71	57	60	Exceeds Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	44	49	**	*	43	52	**
Female	50	52	53	N	56.5	49	50	N
Male	40.5	46	47	N	53.5	45	51	N
Economically Disadvantaged Students	45	46	48	Met Standard	47.5	45	46	Met Standard
Students with Disabilities	43	37	43	Met Standard	42	43	45	Met Standard
English Learners	46.5	56.5	52	Met Standard	48.5	51	50	Met Standard
Homeless Students	*	21	43	N	*	41.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	36.5	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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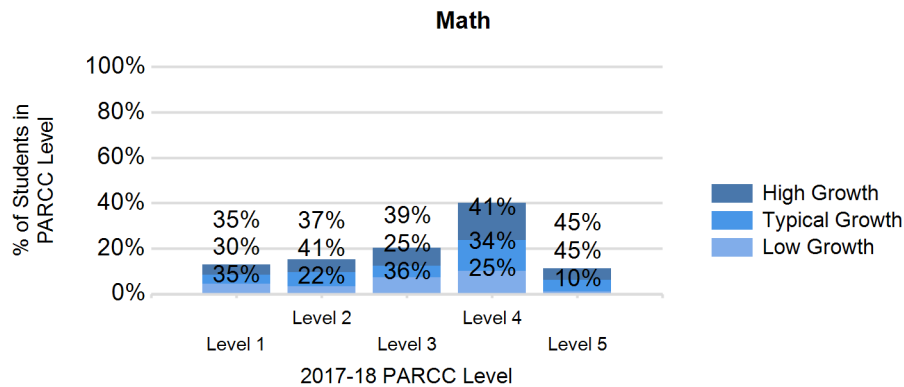
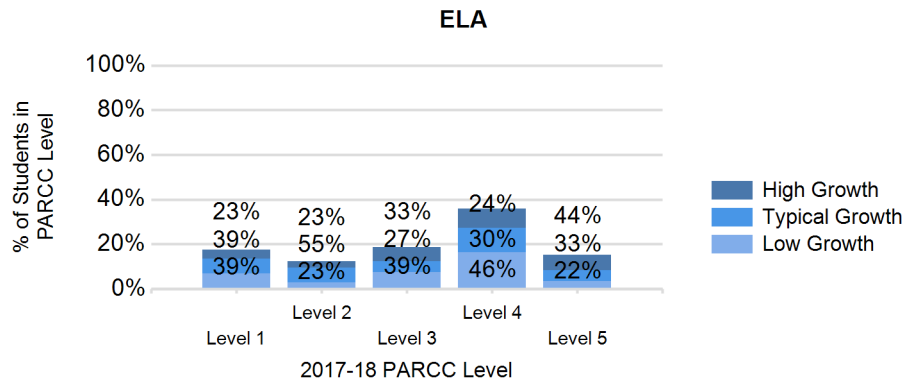
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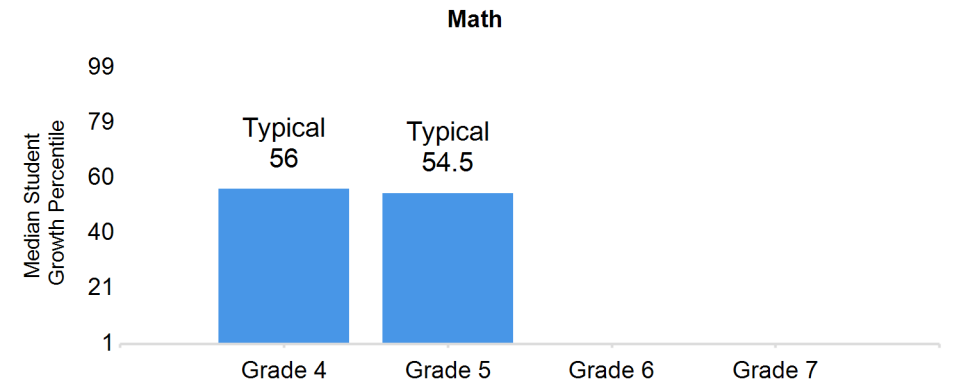
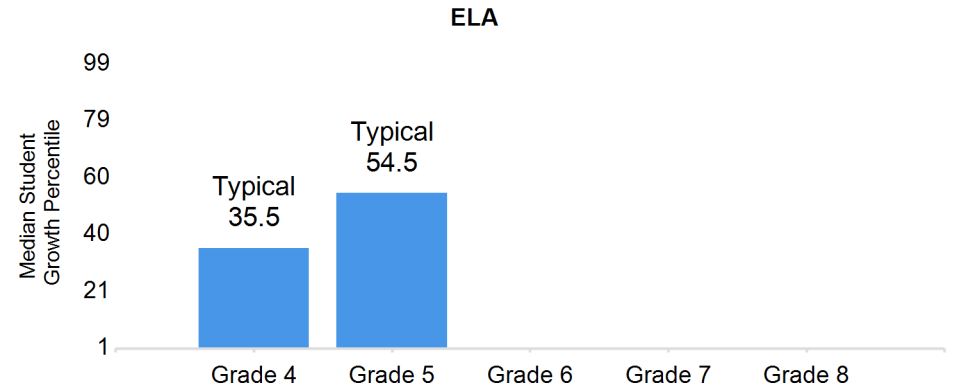
**Student Growth by Performance Level**

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



**Student Growth by Grade**

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





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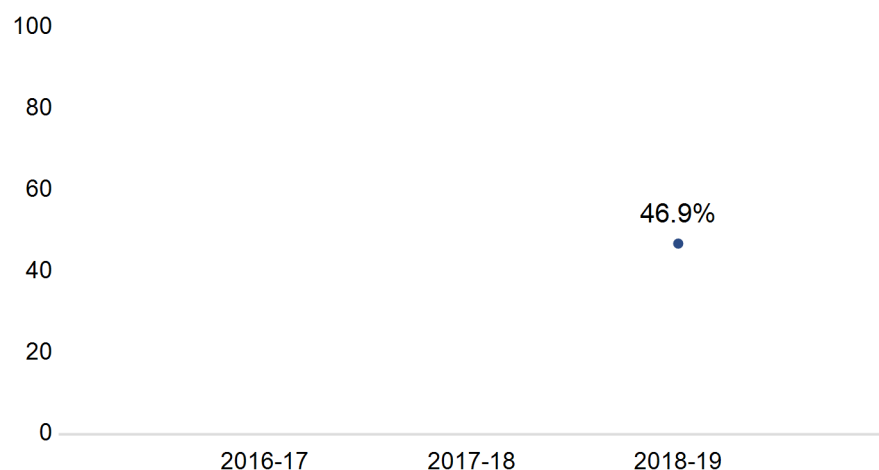
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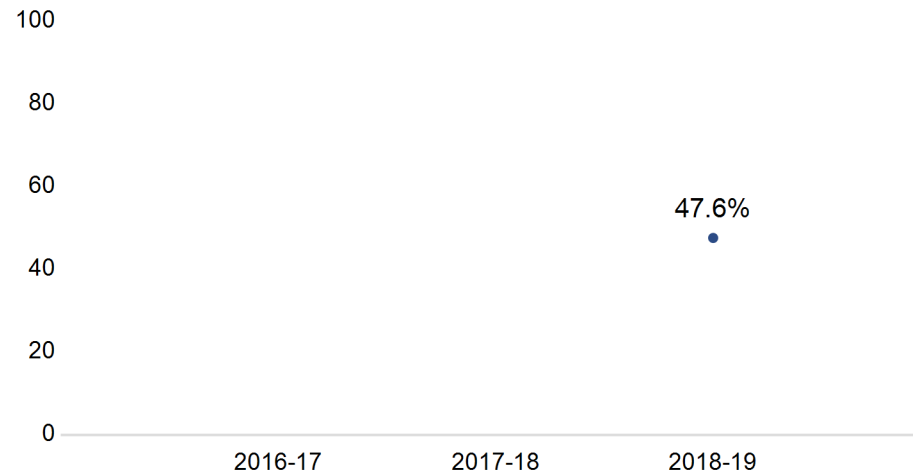
## English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

### ELA Proficiency Rate for Federal Accountability



### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	N	N	100.0%	N	N	100.0%
Proficiency Rate for Federal Accountability	N	N	46.9%	N	N	47.6%
Annual Target	N	N	N	N	N	N
Met Annual Target?			N			N
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	271	100.0	46.9	51.0	57.9	46.9	N	N
White	*	*	*	71.5	66.9	*	N	N
Hispanic	68	100.0	26.5	39.2	43.9	26.5	N	N
Black or African American	100	100.0	36.0	43.6	38.5	36.0	N	N
Asian, Native Hawaiian, or Pacific Islander	75	100.0	77.3	79.8	82.9	77.3	N	N
American Indian or Alaska Native	N	N	N	70.0	56.0	N	**	**
Two or More Races	*	*	*	54.7	64.4	*	**	**
Female	127	100.0	59.8	58.4	64.8	59.8		
Male	144	100.0	35.4	44.1	51.3	35.4		
Economically Disadvantaged Students	111	100.0	30.6	37.5	40.0	30.6	N	N
Non-Economically Disadvantaged Students	160	100.0	58.1	60.3	67.9	58.1		
Students with Disabilities	58	100.0	12.1	*	22.7	12.1	N	N
Students without Disabilities	213	100.0	56.3	*	65.1	56.3		
English Learners	39	100.0	30.8	28.7	29.3	30.8	N	N
Non-English Learners	232	100.0	49.6	54.3	60.6	49.6		
Homeless Students	*	*	*	16.2	29.1	*		
Students In Foster Care	*	*	*	21.4	27.6	*		
Military-Connected Students	*	*	*	38.9	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



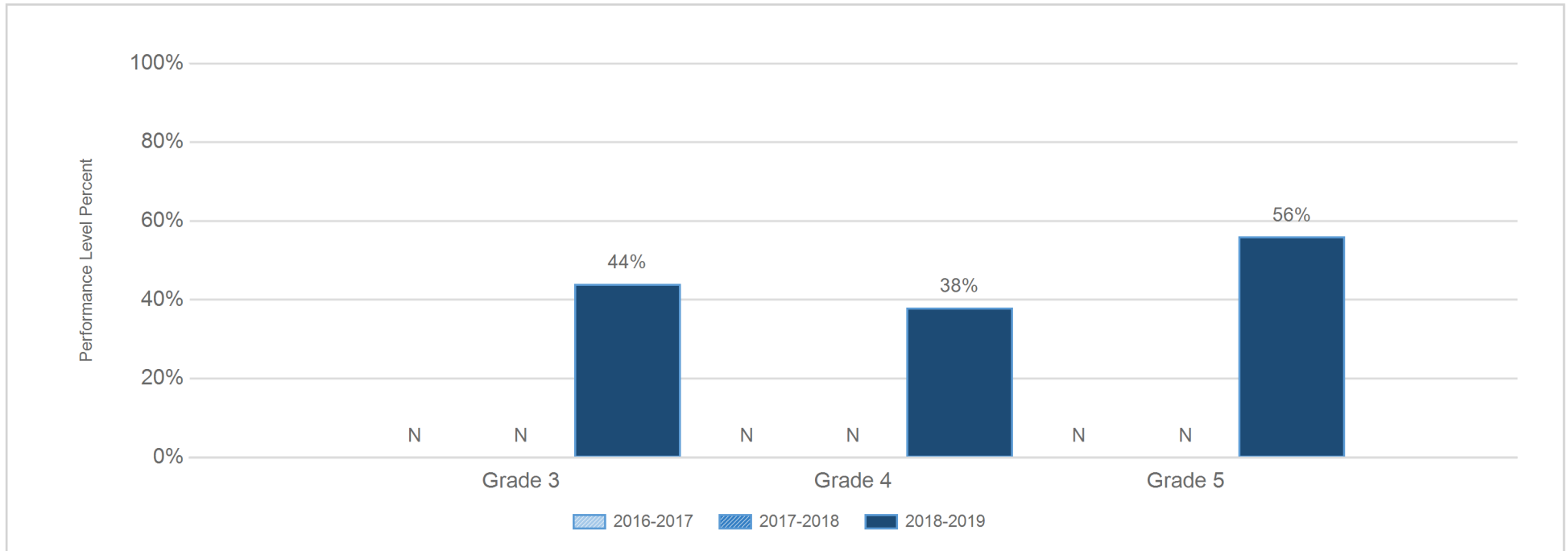
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### English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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### English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	95	741	733	748	22%	13%	21%	*	*	44%	50%
White	*	*	747	757	*	*	*	*	*	*	60%
Hispanic	23	723	722	734	*	*	*	*	*	26%	36%
Black or African American	36	729	727	731	31%	*	*	33%	0%	33%	33%
Asian, Native Hawaiian, or Pacific Islander	25	769	757	773	*	*	*	*	*	68%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	747	756	*	*	*	*	*	*	58%
Female	45	755	738	753	*	*	*	*	*	60%	55%
Male	50	728	729	743	*	*	*	*	*	30%	46%
Economically Disadvantaged Students	40	727	724	731	*	*	*	*	*	28%	33%
Non-Economically Disadvantaged Students	55	751	741	759	*	*	*	*	*	56%	61%
Students with Disabilities	21	705	703	719	48%	*	*	*	*	19%	24%
Students without Disabilities	74	751	741	754	15%	*	*	*	*	51%	56%
English Learners	*	*	701	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	738	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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### English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	85	741	748	755	18%	13%	32%	26%	12%	38%	57%
White	*	*	760	763	*	*	*	*	*	*	67%
Hispanic	24	721	735	743	*	*	*	*	*	17%	44%
Black or African American	33	740	*	739	*	*	36%	*	*	30%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	41	755	754	760	0%	*	37%	*	*	49%	62%
Male	44	729	742	750	34%	*	27%	*	*	27%	53%
Economically Disadvantaged Students	37	728	736	740	*	*	27%	*	*	24%	40%
Non-Economically Disadvantaged Students	48	752	758	765	*	*	35%	*	*	48%	69%
Students with Disabilities	15	693	714	725	*	*	*	*	*	*	25%
Students without Disabilities	70	752	756	761	*	*	*	*	*	*	64%
English Learners	*	*	723	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	752	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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### English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	99	754	748	756	12%	14%	18%	40%	15%	56%	58%
White	*	*	757	764	*	*	*	*	*	*	68%
Hispanic	26	739	739	743	*	*	*	*	*	31%	44%
Black or African American	33	736	740	739	*	*	*	42%	0%	42%	38%
Asian, Native Hawaiian, or Pacific Islander	29	788	776	781	*	*	*	48%	41%	90%	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	42	761	755	761	*	*	*	*	*	69%	64%
Male	57	749	742	750	*	*	*	*	*	46%	52%
Economically Disadvantaged Students	39	739	735	740	*	*	*	*	*	41%	39%
Non-Economically Disadvantaged Students	60	764	757	766	*	*	*	*	*	65%	69%
Students with Disabilities	22	711	716	724	*	*	*	*	*	*	23%
Students without Disabilities	77	767	757	762	*	*	*	*	*	*	65%
English Learners	*	*	716	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	751	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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### Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	273	100.0	47.6	39.0	44.5	47.6	N	N
White	*	*	*	58.2	54.1	*	N	N
Hispanic	70	100.0	30.0	28.6	28.8	30.0	N	N
Black or African American	100	100.0	35.0	29.1	23.0	35.0	N	N
Asian, Native Hawaiian, or Pacific Islander	75	100.0	82.7	73.6	76.5	82.7	N	N
American Indian or Alaska Native	N	N	N	60.0	42.7	N	**	**
Two or More Races	*	*	*	45.9	53.3	*	**	**
Female	128	100.0	53.9	39.4	44.9	53.9		
Male	145	100.0	42.1	38.6	44.2	42.1		
Economically Disadvantaged Students	113	100.0	27.4	27.6	26.3	27.4	N	N
Non-Economically Disadvantaged Students	160	100.0	61.9	47.0	54.9	61.9		
Students with Disabilities	58	100.0	15.5	12.5	17.4	15.5	N	N
Students without Disabilities	215	100.0	56.3	45.4	50.0	56.3		
English Learners	41	100.0	41.5	28.4	25.0	41.5	N	N
Non-English Learners	232	100.0	48.7	40.6	46.5	48.7		
Homeless Students	*	*	*	15.8	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	31.6	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



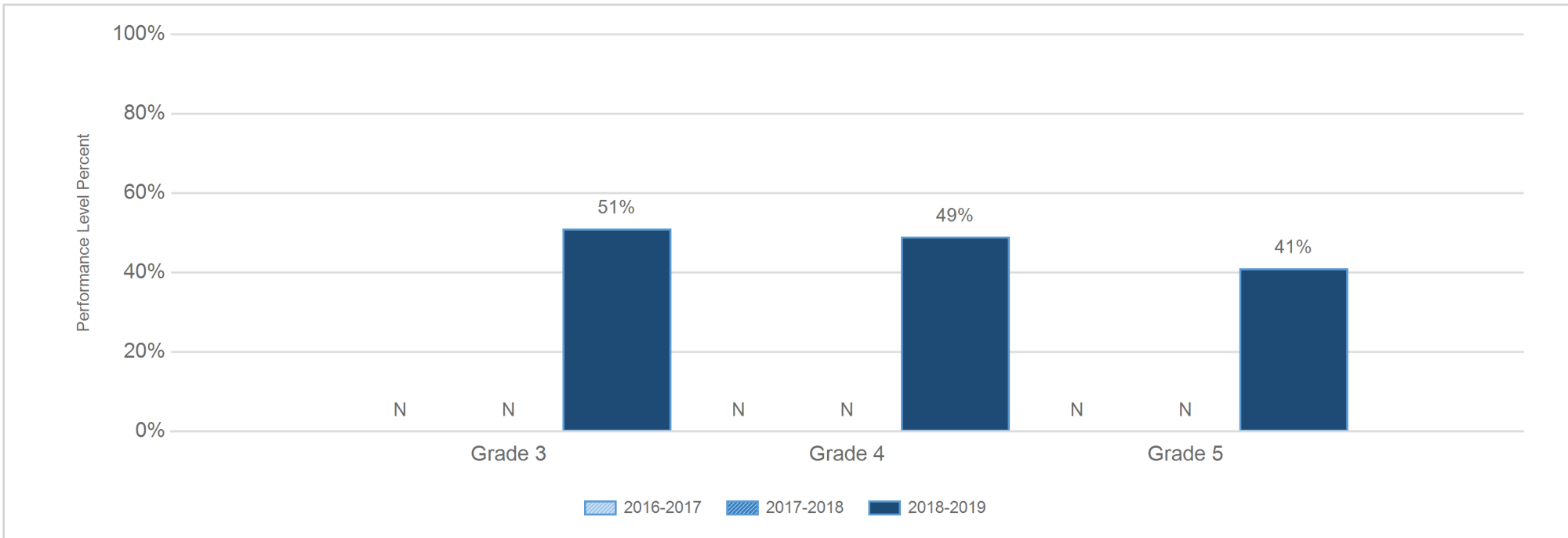
**Claremont Elementary School**  
(35-1610-300)  
Grades Offered: PK-05  
2018-2019

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### Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	95	750	745	752	13%	16%	21%	35%	16%	51%	55%
White	*	*	762	760	*	*	*	*	*	*	66%
Hispanic	23	733	734	739	*	*	*	*	*	30%	40%
Black or African American	36	733	737	735	*	*	28%	*	*	31%	35%
Asian, Native Hawaiian, or Pacific Islander	25	784	773	778	*	0%	*	*	*	92%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	758	758	*	*	*	*	*	*	62%
Female	45	762	746	751	*	*	*	*	*	64%	54%
Male	50	740	744	752	*	*	*	*	*	38%	56%
Economically Disadvantaged Students	40	734	734	737	*	*	*	*	*	28%	37%
Non-Economically Disadvantaged Students	55	762	754	761	*	*	*	*	*	67%	67%
Students with Disabilities	21	731	727	731	*	*	*	*	*	33%	31%
Students without Disabilities	74	756	749	756	*	*	*	*	*	55%	60%
English Learners	*	*	720	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	750	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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### Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	87	747	748	749	13%	17%	21%	*	*	49%	51%
White	*	*	762	757	*	*	*	*	*	*	62%
Hispanic	26	726	736	737	*	*	*	*	*	27%	36%
Black or African American	33	744	*	731	*	*	*	*	*	45%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	43	751	749	749	*	*	*	*	*	53%	50%
Male	44	743	747	749	*	*	*	*	*	45%	52%
Economically Disadvantaged Students	39	732	737	734	*	*	*	*	*	33%	32%
Non-Economically Disadvantaged Students	48	759	757	759	*	*	*	*	*	63%	63%
Students with Disabilities	15	712	725	726	*	*	*	*	*	13%	25%
Students without Disabilities	72	754	753	754	*	*	*	*	*	57%	56%
English Learners	*	*	731	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	751	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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### Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	100	748	744	747	*	28%	25%	*	*	41%	47%
White	*	*	750	755	*	*	*	*	*	*	58%
Hispanic	27	727	737	735	*	37%	*	*	*	26%	30%
Black or African American	33	731	732	729	*	39%	30%	*	*	24%	23%
Asian, Native Hawaiian, or Pacific Islander	29	789	776	775	0%	*	*	*	*	83%	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	42	747	743	747	*	26%	29%	*	*	40%	47%
Male	58	748	745	747	*	29%	22%	*	*	41%	47%
Economically Disadvantaged Students	40	730	732	732	*	*	*	*	*	20%	27%
Non-Economically Disadvantaged Students	60	759	752	757	*	*	*	*	*	55%	59%
Students with Disabilities	22	715	726	725	*	*	*	*	*	*	19%
Students without Disabilities	78	757	749	752	*	*	*	*	*	*	52%
English Learners	*	*	721	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	746	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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### DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	*	*
5	*	*

### English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	52.2%	56.6%	Met Target†

† Target was met within one standard deviation

### English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	30	90.0%	10.0%
3-4	23	73.9%	26.1%
5 or more	*	*	*



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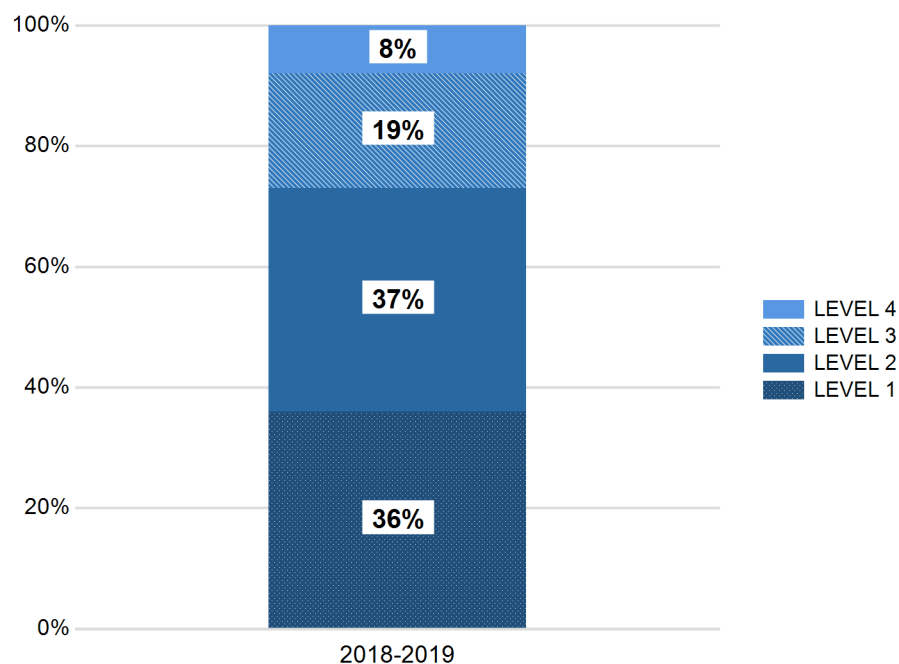
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

### NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



### NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	36	37	19	8
White	*	*	*	*
Hispanic	56	33	11	0
Black or African American	45	45	9	0
Asian, Native Hawaiian, or Pacific Islander	10	24	41	24
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	29	50	17	5
Male	41	28	21	10
Economically Disadvantaged Students	50	43	8	0
Non-Economically Disadvantaged Students	27	33	27	13
Students with Disabilities	86	9	5	0
Students without Disabilities	22	45	23	10
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

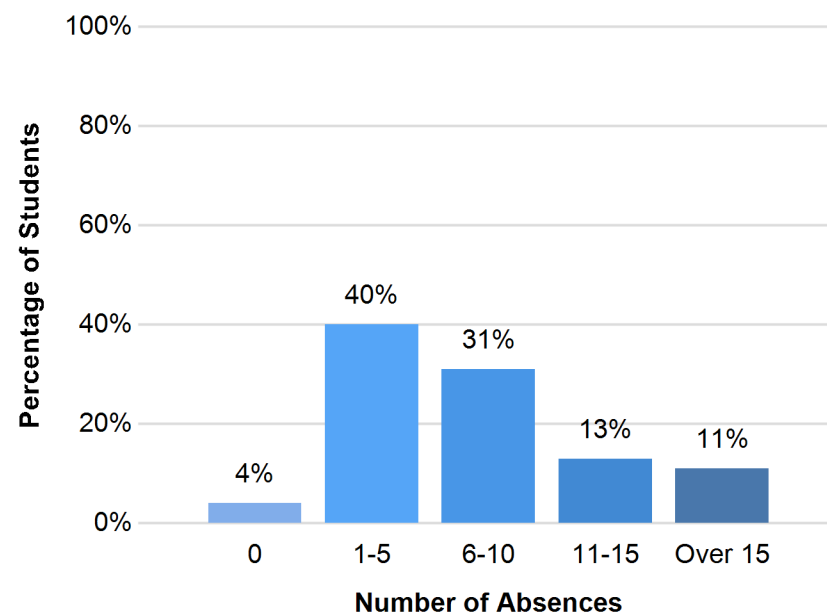
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	40	7.1	8.9	Met
White	6	12.8	8.9	Not Met
Hispanic	12	7.6	8.9	Met
Black or African American	15	7.6	8.9	Met
Asian, Native Hawaiian, or Pacific	7	4.6	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Female	20	7.6		
Male	20	6.6		
Economically Disadvantaged Students	23	9.1	8.9	Not Met
Students with Disabilities	17	15.7	8.9	Not Met
English Learners	6	8.2	8.9	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





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(35-1610-300)

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2018-2019

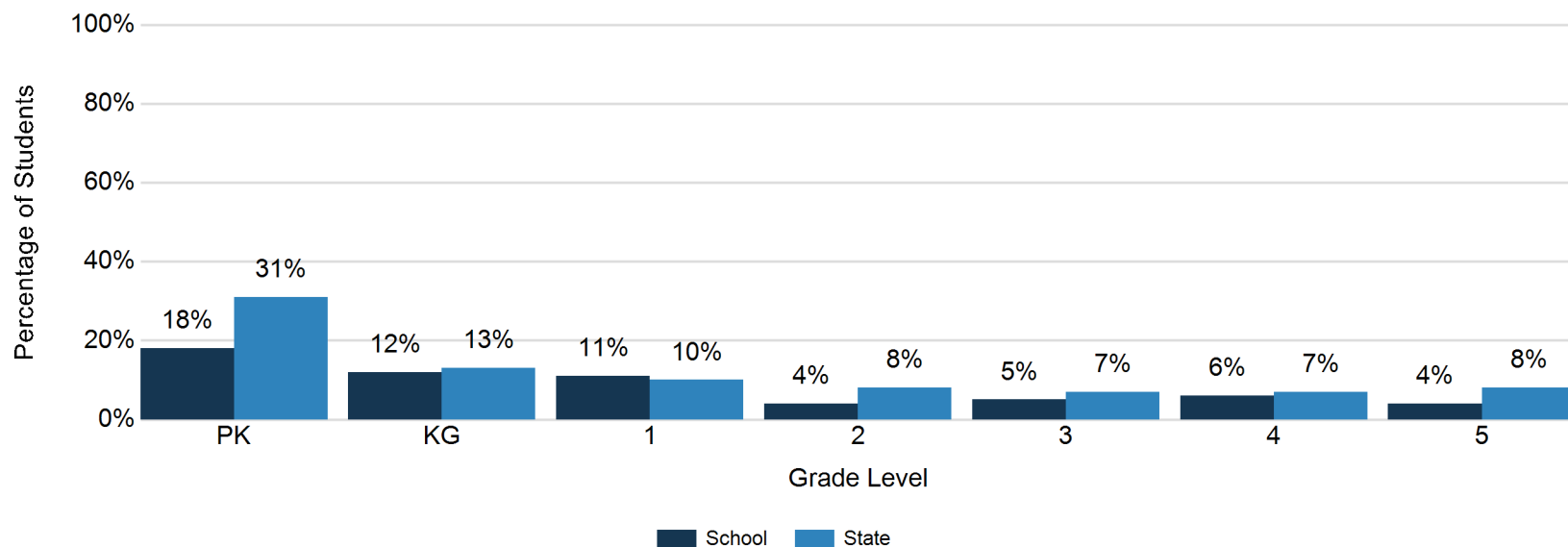
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### Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under *ESSA*, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.15

### Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

### Police Notifications

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

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

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	13	2.0%
Any Suspension	13	2.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
25



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2018-2019

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#### School Day

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

Category	School
Typical Start Time	9:30 AM
Typical End Time	3:50 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 Mins.

#### Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	N



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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	73	118,214
Average years experience in public schools	11.0	12.1
Average years experience in district	9.0	10.8
Percentage of Teachers with 4 or more years experience in the district	67.1%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	47	9,530
Average years experience in public schools	12.2	16.0
Average years experience in district	9.5	12.0
Percentage of Administrators with 4 or more years experience in the district	70.2%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	10:1
Students to Administrators	331:1	149:1
Teachers to Administrators	37:1	16:1
Students to Librarians/Media Specialists		877:1
Students to Nurses		779:1
Students to Counselors		281:1
Students to Child Study Team Members		213:1



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**Teachers:** All classroom teachers

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

### Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	44.1%	84.9%	100.0%	48.4%	77.1%	54.9%
Male	55.9%	15.1%	0.0%	51.6%	22.9%	45.1%
White	8.5%	72.6%	50.0%	42.4%	83.6%	77.4%
Hispanic	24.6%	8.2%	0.0%	29.9%	7.3%	7.2%
Black or African American	36.3%	11.0%	50.0%	15.0%	6.6%	13.9%
Asian	28.1%	6.8%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	1.4%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.4%	0.0%	0.0%	2.1%	0.2%	0.2%



**Claremont Elementary School**  
(35-1610-300)  
Grades Offered: PK-05  
2018-2019

**Report Key:**

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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

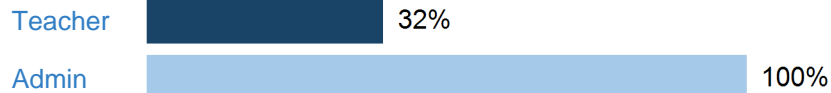
### Teachers and Administrators - Level of Education

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

#### 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 this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.4%	90.5%
2017-18 Administrators: Same district 2018-19	95.5%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	90.7%



### Claremont Elementary School

(35-1610-300)

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2018-2019

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## Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

### ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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### ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	N	N	46.9%
Math Proficiency	N	N	47.6%
ELA Growth	N	N	45
Math Growth	N	N	54
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	52.2%
Chronic Absenteeism	N	N	7.1%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

### Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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### Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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

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



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## School Narrative

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



### Highlights:

- Continued commitment to the development of social and emotional learning for students through responsive classroom practices including Morning Meeting for all Pre-K to Grade 5 classrooms
- Future Ready School, 2019, Bronze Tier
- Workshop model approach to Reading, Writing and Math. Curriculum and resources to support Next Gen Science Standards and a focus on student centered learning through "Student College" at grades 4 & 5.



### Mission, Vision, Theme:

Franklin Township Public Schools is a diverse and unique district, with more than 65 languages spoken by families that send students to the its ten schools. 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.



### Awards, Recognition, Accomplishments:

We are headed to "Infinity and Beyond," in our 2nd year at Claremont Elementary School. Through our commitment to the use of instructional technology tools across content areas, CES was awarded 2019 Bronze Future Ready Certification. Our staff continue to demonstrate a commitment to extending their professional knowledge through participation in both in and out of district sponsored workshops. Additionally, we have engaged in a book study and professional exploration of the text, "I Notice" by Claire Hallinan. Students have responded exceptionally to the our school-wide PBSIS program where we, along with our mascot's Clare and Monte, strive to be paw-si-tive across all areas of the campus. For 2019-2020, a major focus for all stakeholders, staff and students alike, is goal-setting!



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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/Bilingual and Fine, Visual, and Performing Arts; Career &amp; Technical Education programs in Television Production and Dance; hands-on STEM and coding opportunities, K-12; experiential science instruction in grades 3, 4, and 5 at Bunker Hill Environmental Education Center; and new SEL, G&amp;T, world languages and student choice curricula at the elementary level.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Students at Claremont enjoy a variety of engaging before school clubs and enrichment offerings including Choir, Dance, Math Madness, Young Photographers, Mindfulness, Yoga and Spanish which meet weekly to extend their knowledge. Choir, Band and Dance also present their learning through spring concerts and performances. Grade 4 and Grade 5 students are involved in AAA's Safety Patrol and are assigned to various areas of the campus to assist our younger population. Claremont is continuing plans for our school garden and our graduate's garden and our Technology Committee will now be working towards Silver Tier Future Ready certification. As well, multiple teachers have been awarded Donors Choose grants to support the work of their clubs and in-class activities including the two sensory paths for our students!</p>



### Claremont Elementary School

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 <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. In addition to C.A.R.E., a new Morning Clubs Program was started in all seven elementary schools in the Fall of 2018, in which students can pick up to two before-school activities, including Dance, STEM, Instrumental Music, and many other learning opportunities.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>Current district PD was identified through a shared process across district stakeholder groups and addresses achievement patterns illustrated in this 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>
 <p><b>Postsecondary Information:</b></p>	<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>



### Claremont Elementary School

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 <p><b>Student Supports and Services:</b></p>	<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>
 <p><b>Student Health and Wellness:</b></p>	<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>
 <p><b>Parent and Community Involvement:</b></p>	<p>The Claremont Elementary School's PTO has hit the ground running and has established a board and group of volunteers who are very active and supportive. All fundraising efforts of our PTO will be dedicated to off-setting costs associated with student field trips, including admission, transportation, and nursing. As well, the PTO supports our school with events such as a the Fall Festival, Scholastic Book Fairs and Math and Literacy Nights for our students and their families. There are several community members who have presented and volunteer in classrooms during our inaugural fall and winter. Additionally, contributions from and partnerships with local agencies allow Claremont to provide additional support to its families inclusive of an in-school Food Bank for students in need. A parent portal, Twitter, and weekly messages keep families informed.</p>



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: No This spring Claremont will administer its 1st climate and culture survey.</p>
 <p>Facilities:</p>	<p>Thanks to the support of families throughout the township, FTPS schools have recently been given a new look as a result of the One Less Move Referendum. This includes new additions and upgrades throughout the district. In addition, the district successfully opened Claremont Elementary School in September 2018. This state-of-the-art facility allows the district to restructure its present grade levels to eliminate a transition for students, affording all learners well-designed learning spaces.</p>
 <p>School Safety:</p>	<p>The Claremont Elementary School's PTO has continued its efforts on behalf of each and every Claremont student. The PTO board and group of volunteers are very active and supportive. All fundraising efforts of our PTO are dedicated to off-setting costs associated with student field trips, including admission, transportation, and nursing. As well, the PTO supports our school with events such as our Trunk or Treat, Scholastic Book Fairs, Holiday Shoppe and Family Fun Nights for our students and their families. Additionally, community members have will continue to present and volunteer in classrooms. Contributions from and partnerships with local agencies allow Claremont to provide additional support to its families inclusive of an in-school food pantry for students in need. A parent portal, Twitter, and weekly messages keep families informed.</p>



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### Technology and STEM:

CES is a Google School. Teachers utilized Google Classroom, and Google APPS for Education. Number of teachers have achieved Google Level 1 Certification. The school uses a host of technology resources, such as iReady, Think Central, Link-It, Code.org, Clever Portal, Follett Destiny, Go Math, etc. Awards: 2019 Certified Future Ready School. Established School Technology Committee; Technology Equipment: Staff: 13 inch MacBooks; Students: Chromebooks, Interactive Projectors in each classroom, STEM Makerspace kits for use in the Media Center; STEM Lab for grade 4. New for 2018 Library Science and Digital Citizenship Course for grades 3-5.



### Early Childhood Education:

The district offers a comprehensive program in eight sites throughout the district; three coaches and 33 teachers utilize the HighScope curriculum to develop children's skills on 58 indicators in eight content areas. Each coach has a dual certification, including P-3/special education, P-3/BCBA, P-3/ ESL. Coaches assess each classroom using the ECERS-3, The Preschool Quality Assessment, and the TPOT. They also have been trained in the Pyramid Model, PIRT, SCIP, and numerous NAYCE trainings. The HighScope curriculum aligns with The New Jersey Preschool Teaching and Learning Standards (2014).



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#### Other Information

In the Spring of 2018, the NJDOE identified Franklin Township Public Schools (FTPS) as a High Performing School District. FTPS embraces its diversity: Its families report 65 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. 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 recent 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": In September 2018 the district completed the major construction projects promised in its One Less Move Referendum campaign, including its seventh elementary school and a single middle school program offered 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.



**Conerly Road School**  
(35-1610-055)  
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2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

**Notes from the New Jersey Department of Education:**



**Conerly Road School**  
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### School Contact Information

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

Type	Contact Information
County	Somerset
District	Franklin Township Public Schools
Principal Name	Dr. Donna Silva-Burnett
Address	35 Conerly Road Somerset, NJ 08873-2301
Phone Number	732-249-9362
Email Address	<a href="mailto:dsilva-burnett@franklinboe.org">dsilva-burnett@franklinboe.org</a>
Website	<a href="https://www.franklinboe.org">https://www.franklinboe.org</a>
Twitter	<a href="https://twitter.com/CRS_FTPSchools">https://twitter.com/CRS_FTPSchools</a>



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	32	41	26
KG	76	53	61
1	81	71	48
2	71	82	57
3	71	69	73
4	91	72	67
Total	422	388	398

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	44.8%	46.1%	46.0%
Male	55.2%	53.9%	54.0%
Economically Disadvantaged Students	36.0%	31.4%	34.7%
Students with Disabilities	14.5%	14.7%	18.8%
English Learners	3.1%	2.1%	2.0%
Homeless Students	0.7%	0.8%	0.8%
Students in Foster Care	0.7%	1.3%	1.0%
Military-Connected Students	0.0%	0.5%	0.3%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	13.5%	14.2%	14.8%
Hispanic	21.6%	18.8%	20.4%
Black or African American	39.6%	43.3%	46.5%
Asian	18.7%	17.0%	11.3%
Native Hawaiian or Pacific Islander	0.2%	0.3%	0.3%
American Indian or Alaska Native	0.2%	0.3%	0.0%
Two or More Races	6.2%	6.2%	6.8%

### Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	32	41	26
KG - Half Day	0	0	0
KG - Full Day	76	53	61

### Enrollment by Home Language

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

Home Language	% of Students
English	87.7%
Spanish	6.5%
Hindi	1.0%
Other Languages	4.8%



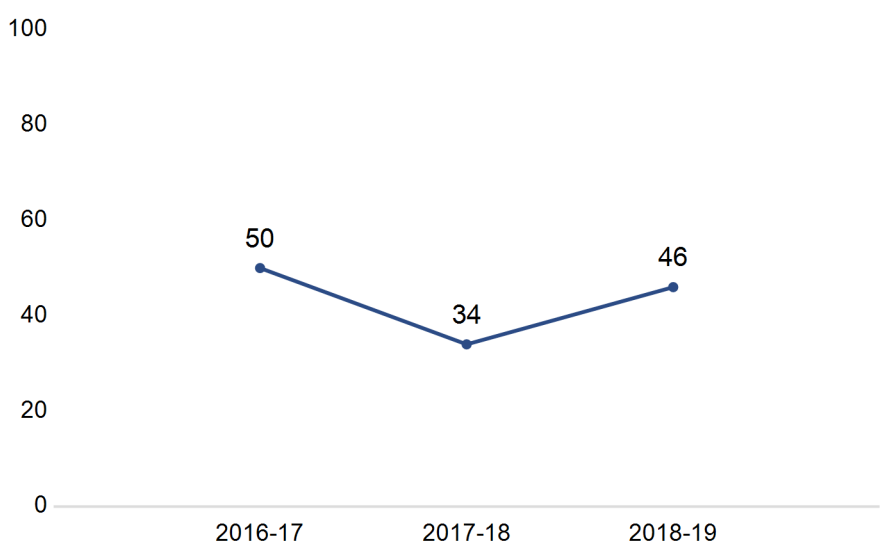
**Conerly Road School**  
 (35-1610-055)  
 Grades Offered: PK-05  
 2018-2019

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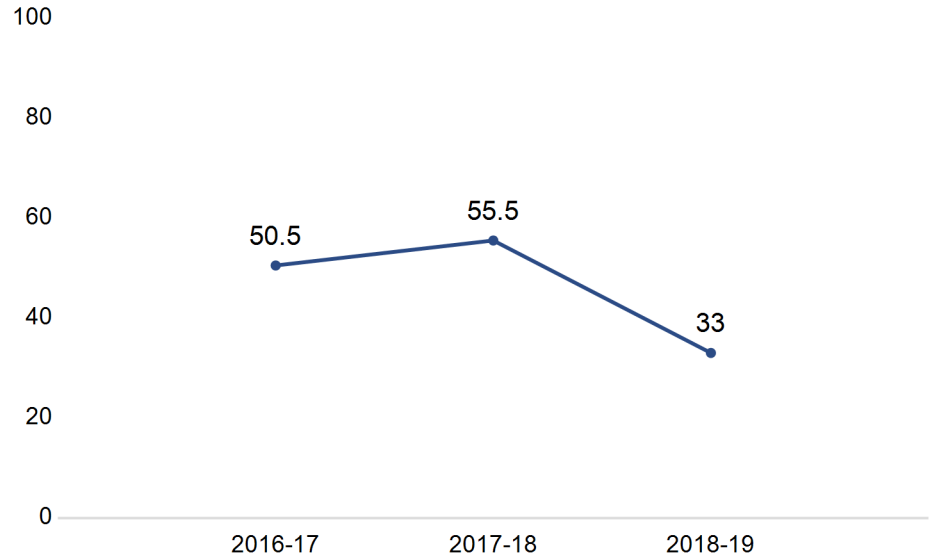
**Student Growth Trends and Progress**

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

**ELA Median Student Growth Percentile**



**Math Median Student Growth Percentile**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	50	34	46	50.5	55.5	33
Met Standard (40-59.5)?	Met Standard	Not Met	Met Standard	Met Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	46	49	50	Met Standard	33	47	50	Not Met
White	63	54	50	**	41	48	52	**
Hispanic	48.5	48	49	Met Standard	44.5	47	47	Met Standard
Black or African American	42.5	46	45	Met Standard	31.5	42	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	56.5	59	59	**	33.5	57	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	44	49	**	*	43	52	**
Female	59	52	53	N	32	49	50	N
Male	32	46	47	N	33.5	45	51	N
Economically Disadvantaged Students	42	46	48	Met Standard	31	45	46	Not Met
Students with Disabilities	37.5	37	43	Not Met	49.5	43	45	Met Standard
English Learners	*	56.5	52	**	*	51	50	**
Homeless Students	*	21	43	N	*	41.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	36.5	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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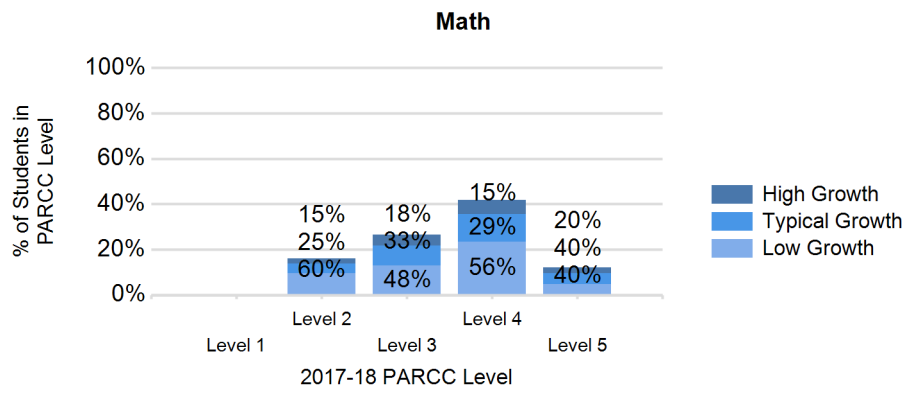
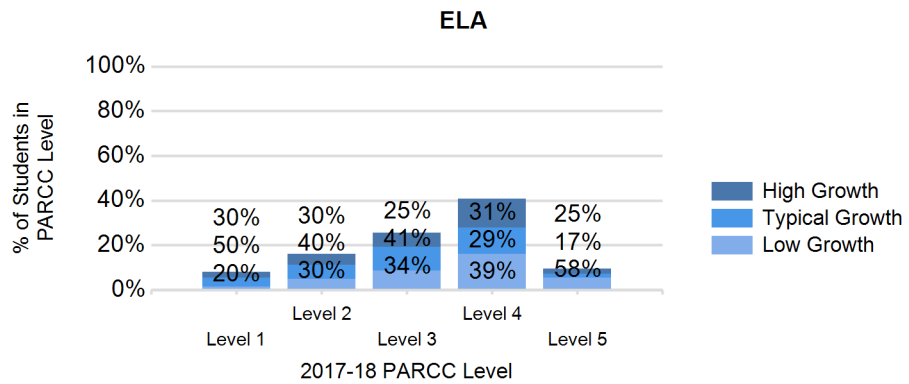
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

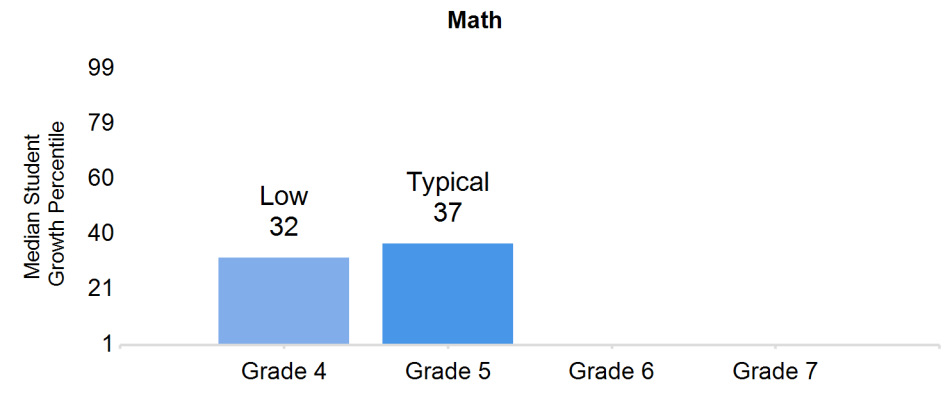
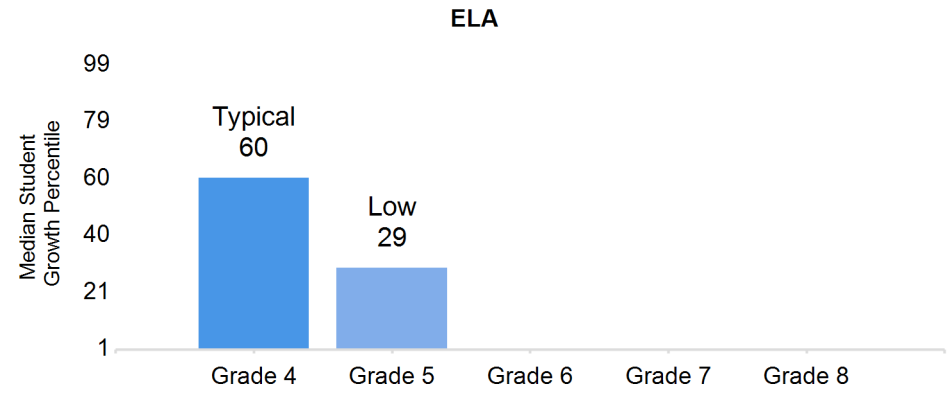
### Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



### Student Growth by Grade

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





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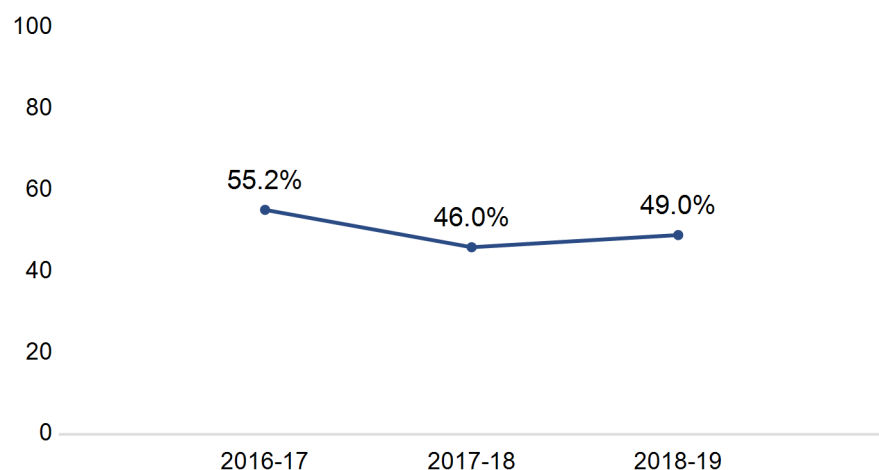
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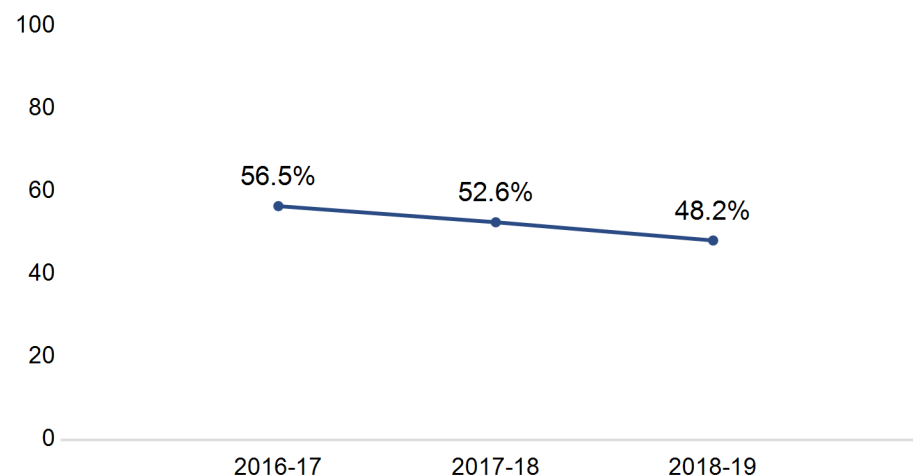
## English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

### ELA Proficiency Rate for Federal Accountability



### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.4%	99.3%	98.6%	99.4%	99.3%	97.6%
Proficiency Rate for Federal Accountability	55.2%	46.0%	49.0%	56.5%	52.6%	48.2%
Annual Target	51.5%	53.0%	54.5%	60.0%	61.0%	62.1%
Met Annual Target?	Met Target	Met Target†	Met Target†	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	196	98.6	49.0	51.0	57.9	49.0	54.5	Met Target†
White	28	100.0	64.3	71.5	66.9	64.3	70	Met Target†
Hispanic	43	100.0	37.2	39.2	43.9	37.2	54.5	Not Met
Black or African American	91	97.0	42.9	43.6	38.5	42.9	41.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	22	100.0	77.3	79.8	82.9	77.3	75.7	Met Target
American Indian or Alaska Native	N	N	N	70.0	56.0	N	**	**
Two or More Races	12	100.0	50.0	54.7	64.4	50.0	**	**
Female	80	98.8	58.8	58.4	64.8	58.8		
Male	116	98.4	42.2	44.1	51.3	42.2		
Economically Disadvantaged Students	65	95.8	36.9	37.5	40.0	36.9	49.2	Not Met
Non-Economically Disadvantaged Students	131	100.0	55.0	60.3	67.9	55.0		
Students with Disabilities	46	100.0	28.3	*	22.7	28.3	24.2	Met Target
Students without Disabilities	150	98.1	55.3	*	65.1	55.3		
English Learners	*	*	*	28.7	29.3	*	**	**
Non-English Learners	*	*	*	54.3	60.6	*		
Homeless Students	*	*	*	16.2	29.1	*		
Students In Foster Care	N	N	N	21.4	27.6	N		
Military-Connected Students	N	N	N	38.9	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



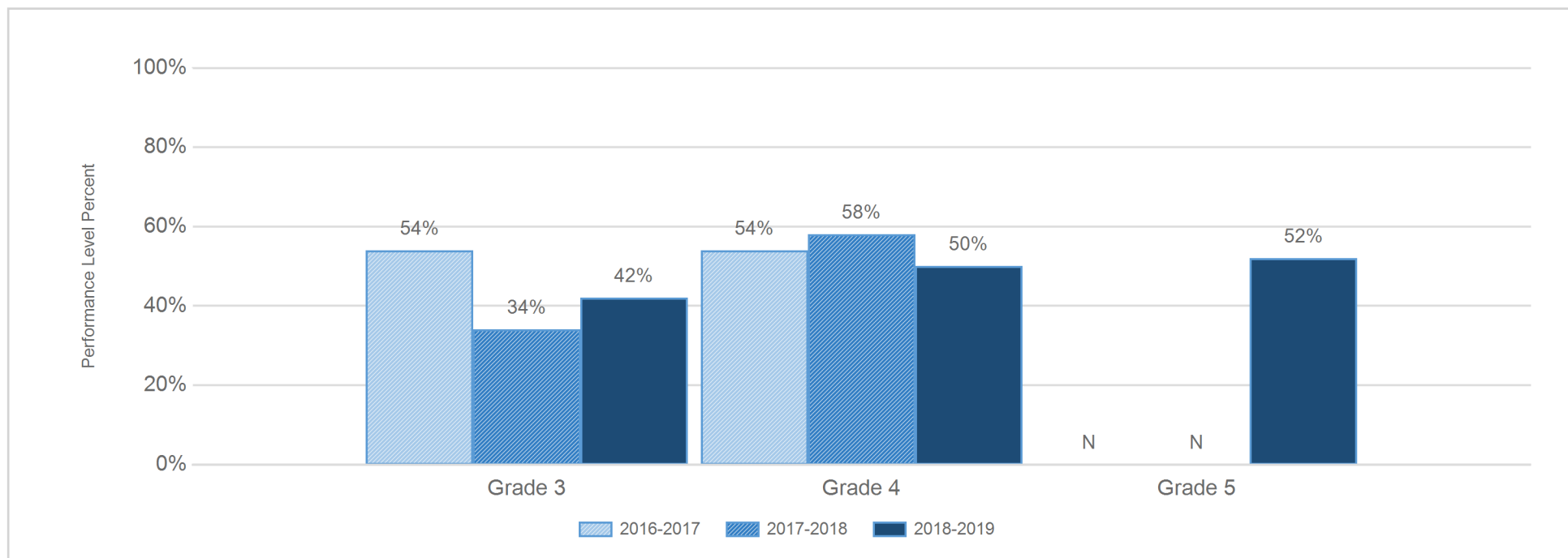
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### English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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### English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	737	733	748	18%	15%	25%	*	*	42%	50%
White	12	765	747	757	0%	*	*	*	*	75%	60%
Hispanic	16	718	722	734	*	*	*	*	*	25%	36%
Black or African American	33	731	727	731	*	*	30%	*	*	30%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	747	756	*	*	*	*	*	*	58%
Female	23	742	738	753	*	*	*	*	*	48%	55%
Male	49	735	729	743	*	*	*	*	*	39%	46%
Economically Disadvantaged Students	27	720	724	731	*	*	*	*	*	26%	33%
Non-Economically Disadvantaged Students	45	747	741	759	*	*	*	*	*	51%	61%
Students with Disabilities	19	718	703	719	*	*	*	*	*	21%	24%
Students without Disabilities	53	744	741	754	*	*	*	*	*	49%	56%
English Learners	*	*	701	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	738	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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### English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	62	755	748	755	*	*	31%	32%	18%	50%	57%
White	*	*	760	763	*	*	*	*	*	*	67%
Hispanic	15	747	735	743	0%	*	*	*	*	27%	44%
Black or African American	28	748	*	739	*	*	*	*	*	50%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	32	767	754	760	*	*	*	*	*	63%	62%
Male	30	743	742	750	*	*	*	*	*	37%	53%
Economically Disadvantaged Students	21	739	736	740	*	*	*	*	*	38%	40%
Non-Economically Disadvantaged Students	41	763	758	765	*	*	*	*	*	56%	69%
Students with Disabilities	*	*	714	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	756	761	*	*	*	*	*	*	64%
English Learners	*	*	723	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	752	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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### English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	71	749	748	756	*	*	27%	*	*	52%	58%
White	*	*	757	764	*	*	*	*	*	*	68%
Hispanic	14	747	739	743	*	*	*	*	*	57%	44%
Black or African American	35	744	740	739	*	*	*	46%	0%	46%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	30	759	755	761	*	*	*	*	*	57%	64%
Male	41	742	742	750	*	*	*	*	*	49%	52%
Economically Disadvantaged Students	21	738	735	740	*	*	*	*	*	43%	39%
Non-Economically Disadvantaged Students	50	754	757	766	*	*	*	*	*	56%	69%
Students with Disabilities	22	725	716	724	*	*	*	*	*	36%	23%
Students without Disabilities	49	760	757	762	*	*	*	*	*	59%	65%
English Learners	N	N	716	713	N	N	N	N	N	N	11%
Non-English Learners	71	749	751	758	*	*	27%	*	*	52%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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### Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	195	97.6	48.2	39.0	44.5	48.2	62.1	Not Met
White	27	96.7	74.1	58.2	54.1	74.1	74.2	Met Target†
Hispanic	43	100.0	39.5	28.6	28.8	39.5	51.3	Met Target†
Black or African American	91	96.0	34.1	29.1	23.0	34.1	50.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	22	100.0	81.8	73.6	76.5	81.8	80	Met Goal
American Indian or Alaska Native	N	N	N	60.0	42.7	N	**	**
Two or More Races	12	100.0	66.7	45.9	53.3	66.7	**	**
Female	79	97.7	46.8	39.4	44.9	46.8		
Male	116	97.5	49.1	38.6	44.2	49.1		
Economically Disadvantaged Students	65	94.4	33.8	27.6	26.3	33.8	50.9	Not Met
Non-Economically Disadvantaged Students	130	99.3	55.4	47.0	54.9	55.4		
Students with Disabilities	46	98.0	32.6	12.5	17.4	32.6	37.5	Met Target†
Students without Disabilities	149	97.5	53.0	45.4	50.0	53.0		
English Learners	*	*	*	28.4	25.0	*	**	**
Non-English Learners	*	*	*	40.6	46.5	*		
Homeless Students	*	*	*	15.8	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	31.6	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



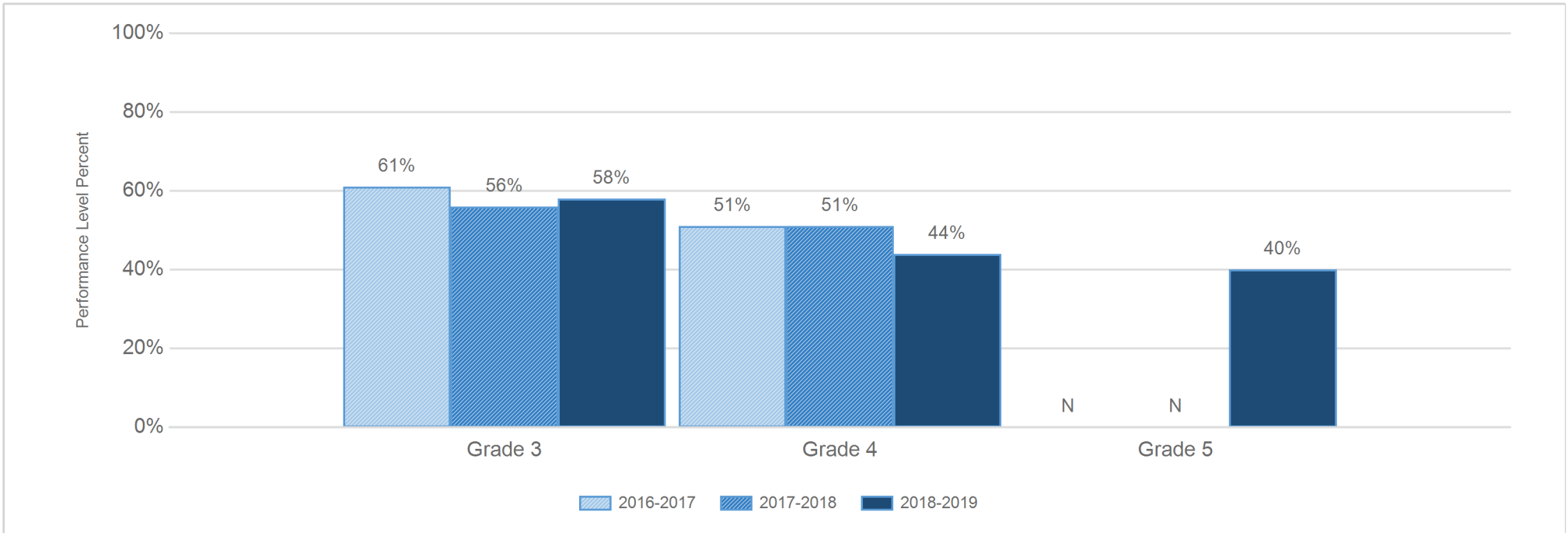
**Conerly Road School**  
(35-1610-055)  
Grades Offered: PK-05  
2018-2019

**Report Key:**

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### Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	71	752	745	752	*	*	24%	*	*	58%	55%
White	12	778	762	760	0%	0%	*	*	*	92%	66%
Hispanic	16	729	734	739	*	*	*	*	*	38%	40%
Black or African American	32	747	737	735	*	*	31%	*	*	47%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	758	758	*	*	*	*	*	*	62%
Female	23	754	746	751	*	*	*	*	*	61%	54%
Male	48	751	744	752	*	*	*	*	*	56%	56%
Economically Disadvantaged Students	26	735	734	737	*	*	*	*	*	38%	37%
Non-Economically Disadvantaged Students	45	761	754	761	*	*	*	*	*	69%	67%
Students with Disabilities	18	736	727	731	*	*	*	*	*	39%	31%
Students without Disabilities	53	757	749	756	*	*	*	*	*	64%	60%
English Learners	*	*	720	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	750	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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### Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	62	746	748	749	*	16%	32%	*	*	44%	51%
White	*	*	762	757	*	*	*	*	*	*	62%
Hispanic	15	740	736	737	*	*	*	*	*	40%	36%
Black or African American	28	735	*	731	*	*	43%	*	*	29%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	32	754	749	749	*	*	*	*	*	56%	50%
Male	30	738	747	749	*	*	*	*	*	30%	52%
Economically Disadvantaged Students	21	731	737	734	*	*	*	*	*	33%	32%
Non-Economically Disadvantaged Students	41	754	757	759	*	*	*	*	*	49%	63%
Students with Disabilities	*	*	725	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	753	754	*	*	*	*	*	*	56%
English Learners	*	*	731	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	751	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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### Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	70	745	744	747	*	26%	31%	*	*	40%	47%
White	*	*	750	755	*	*	*	*	*	*	58%
Hispanic	14	748	737	735	0%	*	*	*	*	43%	30%
Black or African American	35	737	732	729	0%	34%	40%	*	*	26%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	29	735	743	747	*	*	*	*	*	21%	47%
Male	41	752	745	747	*	*	*	*	*	54%	47%
Economically Disadvantaged Students	21	731	732	732	*	*	*	*	*	24%	27%
Non-Economically Disadvantaged Students	49	751	752	757	*	*	*	*	*	47%	59%
Students with Disabilities	22	735	726	725	*	*	*	*	*	32%	19%
Students without Disabilities	48	749	749	752	*	*	*	*	*	44%	52%
English Learners	N	N	721	718	N	N	N	N	N	N	12%
Non-English Learners	70	745	746	749	*	26%	31%	*	*	40%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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## DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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
5	N	N

## English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

## English Language Proficiency Test - Participation and Performance

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

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



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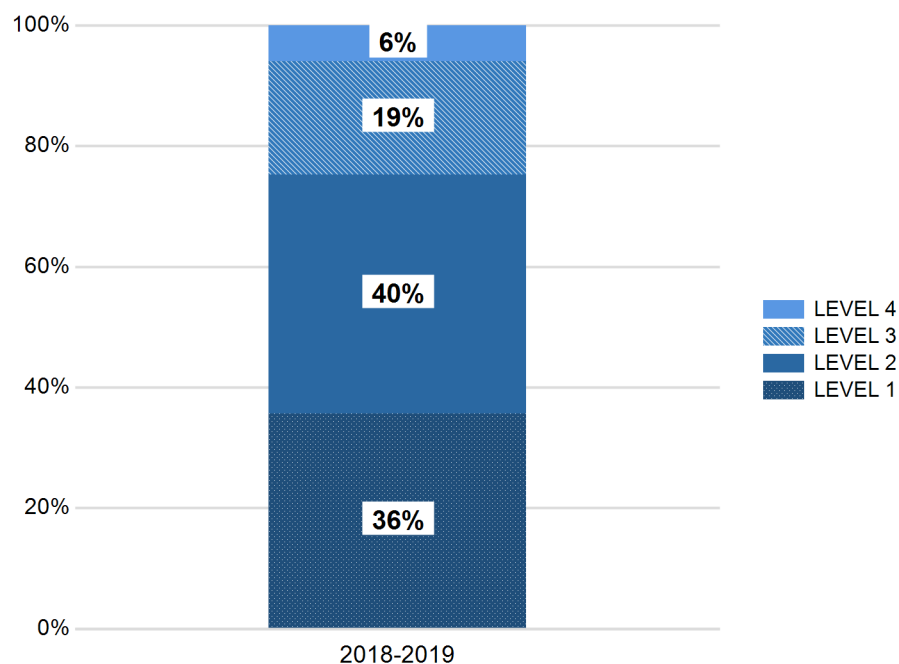
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

### NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



### NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	36	40	19	6
White	*	*	*	*
Hispanic	7	71	21	0
Black or African American	57	29	14	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	45	34	21	0
Male	29	44	17	10
Economically Disadvantaged Students	48	38	10	5
Non-Economically Disadvantaged Students	31	41	22	6
Students with Disabilities	59	32	5	5
Students without Disabilities	25	44	25	6
English Learners	N	N	N	N
Non-English Learners	36	40	19	6
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

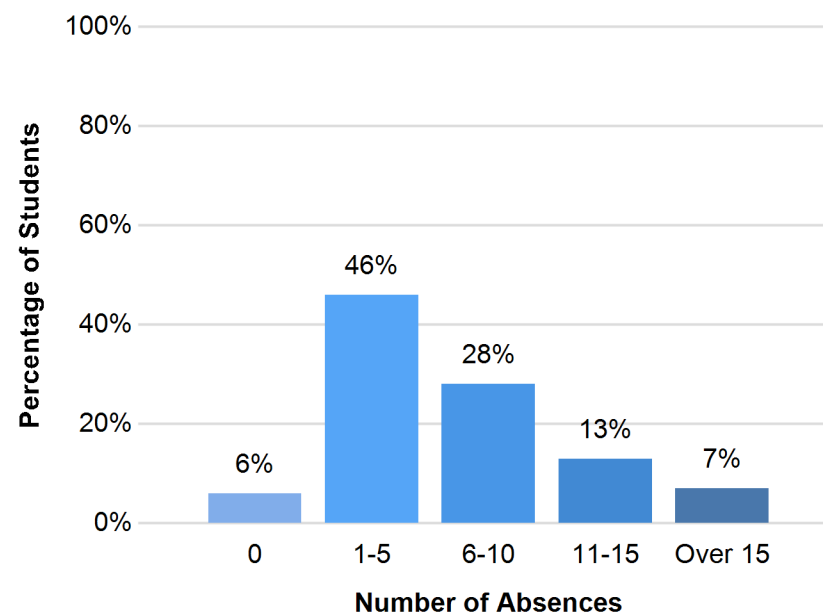
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	21	5.5	8.9	Met
White	3	5.4	8.9	Met
Hispanic	6	7.3	8.9	Met
Black or African American	9	5.2	8.9	Met
Asian, Native Hawaiian, or Pacific	2	4.3	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	4.3	8.9	Met
Female	8	4.6		
Male	13	6.3		
Economically Disadvantaged Students	10	7.5	8.9	Met
Students with Disabilities	2	2.6	8.9	Met
English Learners	1	9.1	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





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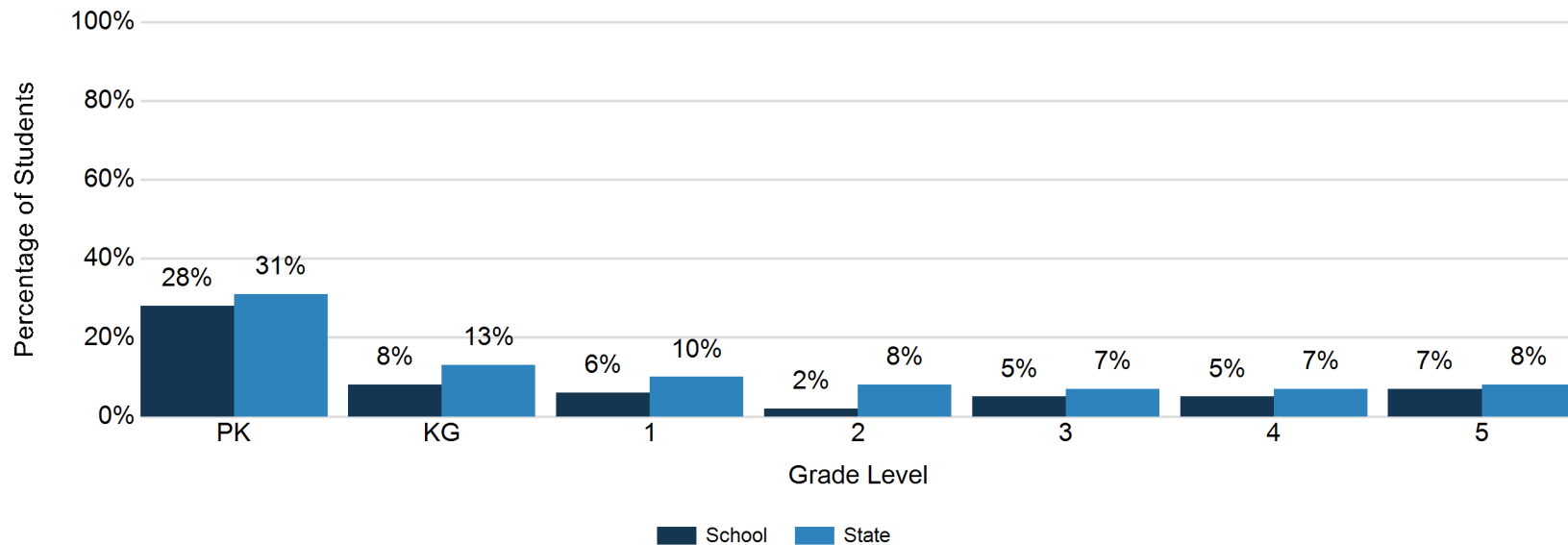
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### Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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

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

Incident Type	Number of Incidents
Violence	1
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	2.51

### Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	5	5
Religion	0	0	0
Ancestry	0	1	1
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	1	1
Other	3	4	7
No Identified Nature	4		4

### Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	18	4.5%
Any Suspension	18	4.5%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
28



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### School Day

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

Category	School
Typical Start Time	8:50 AM
Typical End Time	3:10 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 Mins.

### Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	49	118,214
Average years experience in public schools	14.1	12.1
Average years experience in district	12.0	10.8
Percentage of Teachers with 4 or more years experience in the district	83.7%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	47	9,530
Average years experience in public schools	12.2	16.0
Average years experience in district	9.5	12.0
Percentage of Administrators with 4 or more years experience in the district	70.2%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	8:1	10:1
Students to Administrators	398:1	149:1
Teachers to Administrators	49:1	16:1
Students to Librarians/Media Specialists		877:1
Students to Nurses		779:1
Students to Counselors		281:1
Students to Child Study Team Members		213:1



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### Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.0%	91.8%	100.0%	48.4%	77.1%	54.9%
Male	54.0%	8.2%	0.0%	51.6%	22.9%	45.1%
White	14.8%	69.4%	0.0%	42.4%	83.6%	77.4%
Hispanic	20.4%	6.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	46.5%	18.4%	100.0%	15.0%	6.6%	13.9%
Asian	11.3%	6.1%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	6.8%	0.0%	0.0%	2.1%	0.2%	0.2%



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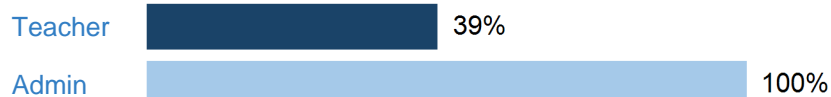
### Teachers and Administrators - Level of Education

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

#### 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 this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.4%	90.5%
2017-18 Administrators: Same district 2018-19	95.5%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	90.2%



**Conerly Road School**  
(35-1610-055)  
Grades Offered: PK-05  
2018-2019

**Report Key:**

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### Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



**Conerly Road School**  
(35-1610-055)  
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2018-2019

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

### ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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2018-2019

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### ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	55.2%	46.0%	49.0%
Math Proficiency	56.5%	52.6%	48.2%
ELA Growth	50	34	46
Math Growth	50	56	33
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	6.9%	6.3%	5.5%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Annually, NJDOE will identify schools in the following federal category:

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

### Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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### Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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

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



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## School Narrative

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



### Highlights:

- Awarded Future Ready Schools Designation from the State of New Jersey
- Curricula include Next Generation Science Standards, Link-It and iReady Assessments
- Participation in Junior Achievement for Grades 1-4.



### Mission, Vision, Theme:

Franklin Township Public Schools is a diverse and unique district, with more than 65 languages spoken by families that send students to the its ten schools. 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.



### Awards, Recognition, Accomplishments:

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. CRS increases opportunities for teachers to exercise leadership and to elevate their voice in school decision making matters; In partnership with Rutgers Graduate School of Education, staff serve as hosts for teachers in global teacher exchange program.





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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/Bilingual and Fine, Visual, and Performing Arts; Career &amp; Technical Education programs in Television Production and Dance; hands-on STEM and coding opportunities, K-12; experiential science instruction in grades 3, 4, and 5 at Bunker Hill Environmental Education Center; and new SEL, G&amp;T, world languages and student choice curricula at the elementary level.</p>
 <p><b>Clubs and Activities:</b></p>	<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. In addition to C.A.R.E., a new Morning Clubs Program was started in all seven elementary schools in the Fall of 2018, in which students can pick up to two before-school activities, including Dance, STEM, Instrumental Music, and many other learning opportunities.</p>






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 <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. In addition to C.A.R.E., a new Morning Clubs Program was started in all seven elementary schools in the Fall of 2018, in which students can pick up to two before-school activities, including Dance, STEM, Instrumental Music, and many other learning opportunities.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>Current district PD was identified through a shared process across district stakeholder groups and addresses achievement patterns illustrated in this 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>
 <p><b>Postsecondary Information:</b></p>	<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>






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 <p><b>Student Supports and Services:</b></p>	<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>
 <p><b>Student Health and Wellness:</b></p>	<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>
 <p><b>Parent and Community Involvement:</b></p>	<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. SCIP, School Safety and CRS School Beautification are significant highlights to support parent involvement. The CRS school website promotes all activities and school events as well as Twitter, Linkit, and CRS PTO highlights.</p>






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 <p>Climate Surveys:</p>	<p>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.</p>
 <p>Facilities:</p>	<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 5. All seven district elementary schools to offer a robust 21st Century learning experience to its students in spacious, well-designed settings.</p>
 <p>School Safety:</p>	<p>This year a Class 3 police officer was added for school safety in addition to the security measures that were already in place.</p>





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 <p><b>Technology and STEM:</b></p>	<p>CRS is a Google School. Teachers utilized Google Classroom, and Google APPS for Education. Number of teachers have achieved Google Level 1 Certification. The school uses a host of technology resources, such as iReady, Think Central, Link-It, Code.org, Clever Portal, Follett Destiny, Go Math, etc. Awards: 2017 Certified Future Ready School; Established School Technology Committee; Technology Equipment: Staff: 13 inch MacBooks; Students: MacBooks and Chromebooks, Interactive Projectors in each classroom, STEM Makerspace kits for use in the Media Center; STEM Lab for grade 4. New for 2018 Library Science and Digital Citizenship Course for grades 3-5.</p>
 <p><b>Early Childhood Education:</b></p>	<p>The district offers a comprehensive program in eight sites throughout the district; three coaches and 33 teachers utilize the HighScope curriculum to develop children's skills on 58 indicators in eight content areas. Each coach has a dual certification, including P-3/special education, P-3/BCBA, P-3/ ESL. Coaches assess each classroom using the ECERS-3, The Preschool Quality Assessment, and the TPOT. They also have been trained in the Pyramid Model, PIRT, SCIP, and numerous NAYCE trainings. The HighScope curriculum aligns with The New Jersey Preschool Teaching and Learning Standards (2014).</p>



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### Other Information

In the Spring of 2018, the NJDOE identified Franklin Township Public Schools (FTPS) as a High Performing School District. FTPS embraces its diversity: Its families report 65 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. 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 recent 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": In September 2018 the district completed the major construction projects promised in its One Less Move Referendum campaign, including its seventh elementary school and a single middle school program offered 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.



**Elizabeth Avenue School**  
(35-1610-070)  
Grades Offered: PK-05  
2018-2019

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### How to use this report:

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

### Navigating through the reports:

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

### Other Resources:

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

### Notes from the New Jersey Department of Education:



**Elizabeth Avenue School**  
(35-1610-070)  
Grades Offered: PK-05  
2018-2019

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### School Contact Information

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

Type	Contact Information
County	Somerset
District	Franklin Township Public Schools
Principal Name	Mr. John Haney
Address	363 Elizabeth Avenue Somerset, NJ 08873-1105
Phone Number	732-356-0113
Email Address	<a href="mailto:jhaney@franklinboe.org">jhaney@franklinboe.org</a>
Website	<a href="https://www.franklinboe.org">https://www.franklinboe.org</a>
Twitter	<a href="https://twitter.com/EAS_FTPSchools">https://twitter.com/EAS_FTPSchools</a>



**Elizabeth Avenue School**  
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	46	53	56
KG	103	105	70
1	84	84	71
2	99	86	65
3	130	106	67
4	134	121	68
Total	596	555	489

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	54.4%	53.2%	50.7%
Male	45.6%	46.8%	49.3%
Economically Disadvantaged Students	68.0%	66.7%	56.0%
Students with Disabilities	13.3%	12.1%	16.6%
English Learners	19.3%	26.5%	25.8%
Homeless Students	0.8%	1.4%	0.2%
Students in Foster Care	0.8%	1.1%	0.0%
Military-Connected Students	0.8%	0.7%	0.4%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	10.4%	10.8%	13.5%
Hispanic	43.3%	45.2%	48.1%
Black or African American	35.9%	32.6%	19.8%
Asian	6.9%	7.4%	12.3%
Native Hawaiian or Pacific Islander	0.5%	0.5%	1.0%
American Indian or Alaska Native	0.2%	0.2%	0.8%
Two or More Races	2.9%	3.2%	4.5%

### Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	46	53	56
KG - Half Day	0	0	0
KG - Full Day	103	105	70

### Enrollment by Home Language

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

Home Language	% of Students
English	53.2%
Spanish	36.2%
Gujarati	2.2%
Telugu	1.2%
Arabic	1.0%
Other Languages	6.1%



**Elizabeth Avenue School**  
(35-1610-070)  
Grades Offered: PK-05  
2018-2019

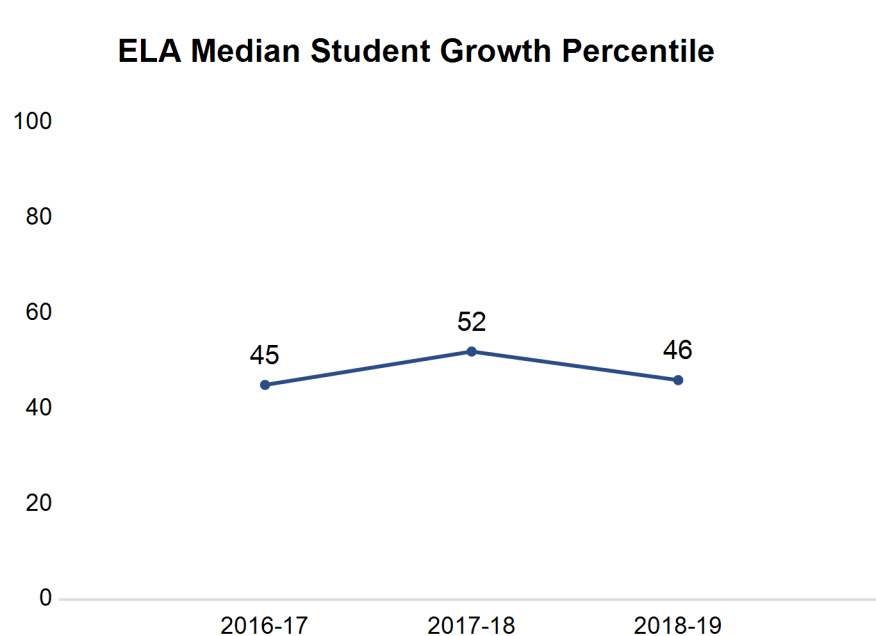
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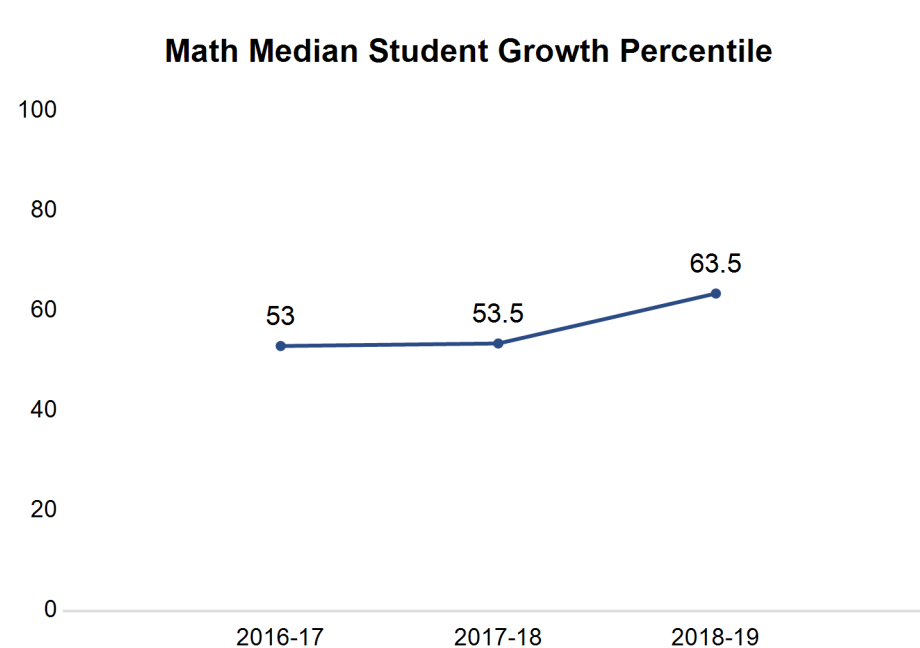
### Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

#### ELA Median Student Growth Percentile



#### Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	45	52	46	53	53.5	63.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



**Elizabeth Avenue School**  
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Grades Offered: PK-05  
2018-2019

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

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	46	49	50	Met Standard	63.5	47	50	Exceeds Standard
White	41	54	50	Met Standard	70	48	52	Exceeds Standard
Hispanic	49	48	49	Met Standard	60	47	47	Exceeds Standard
Black or African American	51	46	45	Met Standard	62	42	43	Exceeds Standard
Asian, Native Hawaiian, or Pacific Islander	42	59	59	**	72	57	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	44	49	**	*	43	52	**
Female	52	52	53	N	63.5	49	50	N
Male	39	46	47	N	64.5	45	51	N
Economically Disadvantaged Students	47.5	46	48	Met Standard	59.5	45	46	Met Standard
Students with Disabilities	32	37	43	Not Met	58	43	45	Met Standard
English Learners	60	56.5	52	Exceeds Standard	73	51	50	Exceeds Standard
Homeless Students	N	21	43	N	N	41.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	36.5	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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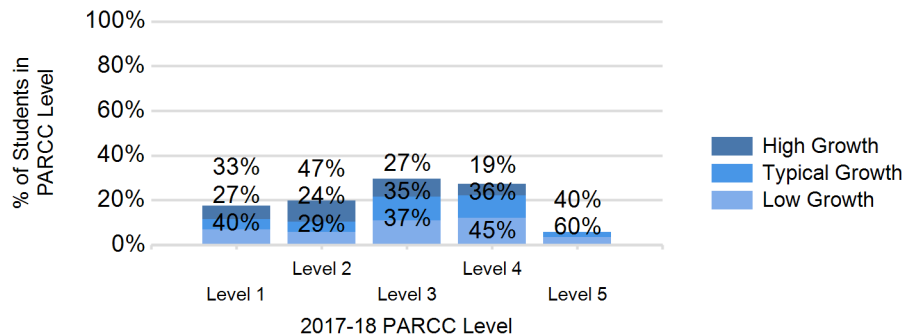
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

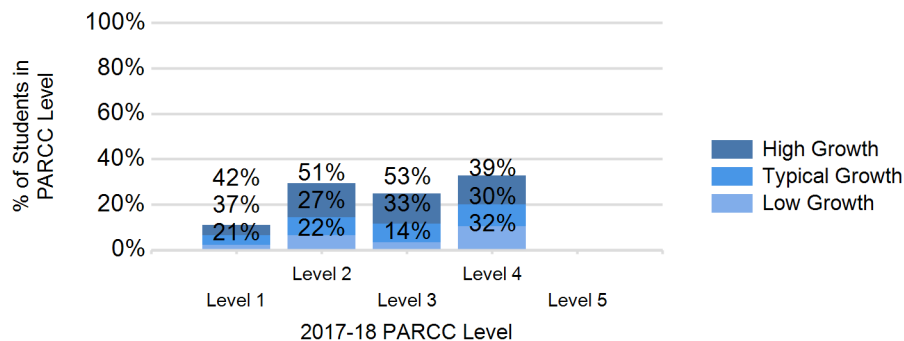
**Student Growth by Performance Level**

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

**ELA**



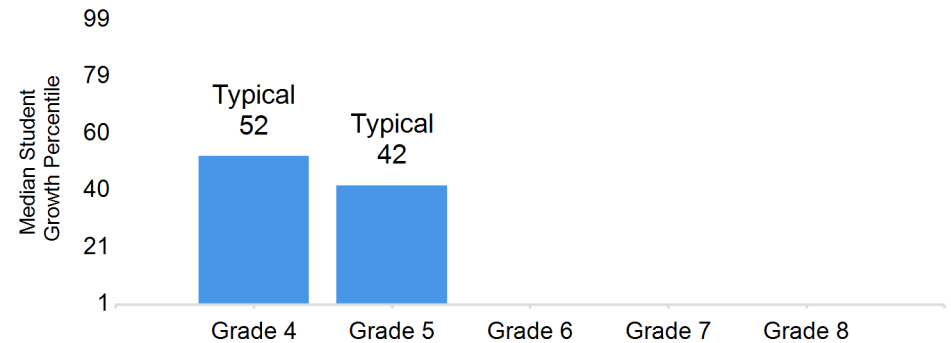
**Math**



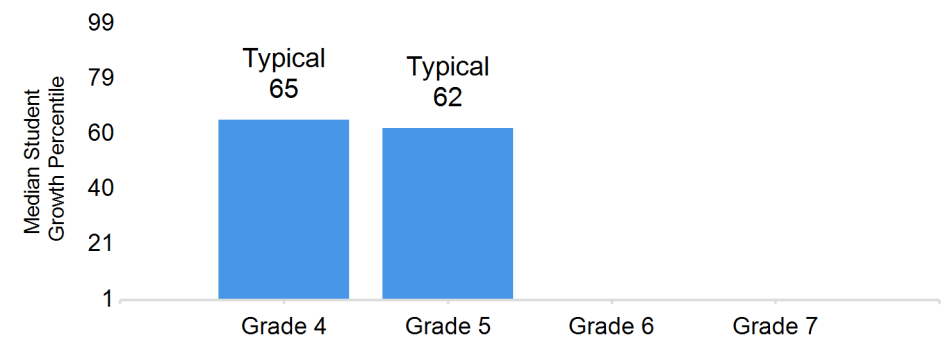
**Student Growth by Grade**

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

**ELA**



**Math**





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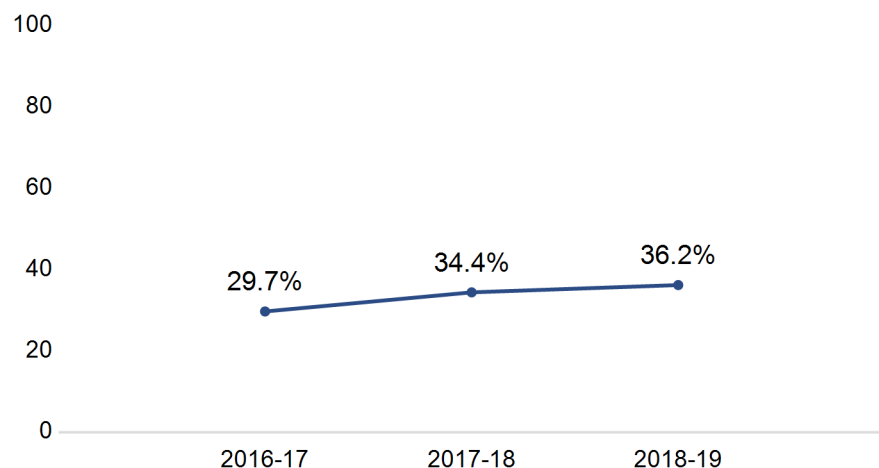
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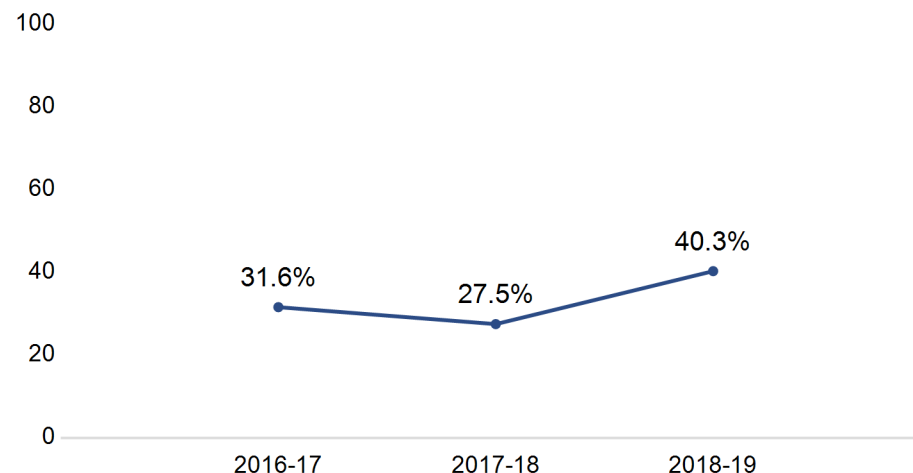
## English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

### ELA Proficiency Rate for Federal Accountability



### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.3%	99.6%	99.6%	99.3%	99.2%	99.6%
Proficiency Rate for Federal Accountability	29.7%	34.4%	36.2%	31.6%	27.5%	40.3%
Annual Target	35.6%	38.0%	40.3%	36.9%	39.1%	41.4%
Met Annual Target?	Not Met	Met Target†	Met Target†	Not Met	Not Met	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	254	99.6	36.2	51.0	57.9	36.2	40.3	Met Target†
White	32	100.0	43.8	71.5	66.9	43.8	59.6	Not Met
Hispanic	138	99.3	30.4	39.2	43.9	30.4	34.9	Met Target†
Black or African American	50	100.0	34.0	43.6	38.5	34.0	33.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	25	100.0	56.0	79.8	82.9	56.0	62.4	Met Target†
American Indian or Alaska Native	*	*	*	70.0	56.0	*	**	**
Two or More Races	*	*	*	54.7	64.4	*	**	**
Female	129	100.0	41.1	58.4	64.8	41.1		
Male	125	99.2	31.2	44.1	51.3	31.2		
Economically Disadvantaged Students	135	99.3	26.7	37.5	40.0	26.7	35.2	Not Met
Non-Economically Disadvantaged Students	119	100.0	47.1	60.3	67.9	47.1		
Students with Disabilities	60	98.4	13.3	*	22.7	13.3	19.9	Met Target†
Students without Disabilities	194	100.0	43.3	*	65.1	43.3		
English Learners	89	98.9	24.7	28.7	29.3	24.7	24.2	Met Target
Non-English Learners	165	100.0	42.4	54.3	60.6	42.4		
Homeless Students	N	N	N	16.2	29.1	N		
Students In Foster Care	N	N	N	21.4	27.6	N		
Military-Connected Students	*	*	*	38.9	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



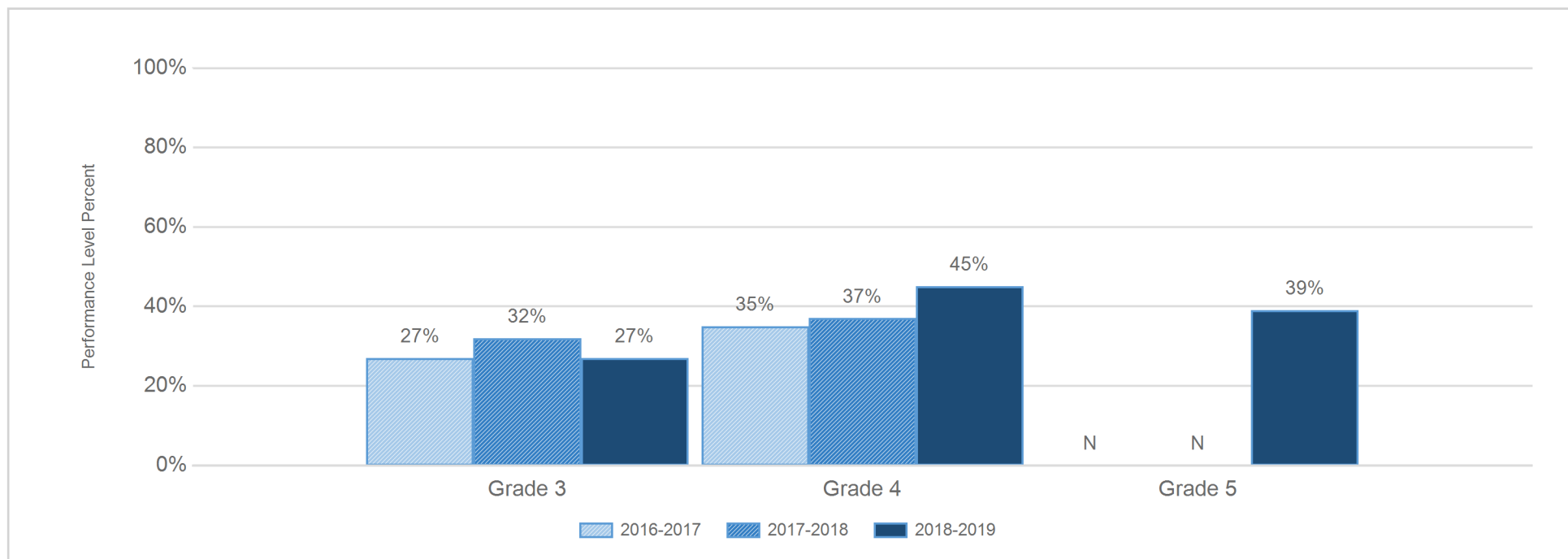
**Elizabeth Avenue School**  
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2018-2019

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### English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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### English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	78	724	733	748	31%	14%	28%	27%	0%	27%	50%
White	12	718	747	757	*	*	*	*	*	25%	60%
Hispanic	40	721	722	734	33%	*	30%	*	*	23%	36%
Black or African American	14	717	727	731	*	*	*	*	*	21%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	747	756	*	*	*	*	*	*	58%
Female	44	726	738	753	*	*	*	*	*	30%	55%
Male	34	721	729	743	*	*	*	*	*	24%	46%
Economically Disadvantaged Students	39	708	724	731	*	*	26%	*	*	13%	33%
Non-Economically Disadvantaged Students	39	740	741	759	*	*	31%	*	*	41%	61%
Students with Disabilities	13	692	703	719	*	*	0%	*	*	15%	24%
Students without Disabilities	65	730	741	754	*	*	34%	*	*	29%	56%
English Learners	23	702	701	713	*	*	*	*	*	*	17%
Non-English Learners	55	733	738	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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### English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	73	740	748	755	*	18%	25%	*	*	45%	57%
White	*	*	760	763	*	*	*	*	*	*	67%
Hispanic	48	740	735	743	*	*	31%	*	*	44%	44%
Black or African American	14	730	*	739	*	*	0%	*	*	43%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	42	740	754	760	*	*	*	*	*	36%	62%
Male	31	740	742	750	*	*	*	*	*	58%	53%
Economically Disadvantaged Students	41	733	736	740	*	*	*	*	*	41%	40%
Non-Economically Disadvantaged Students	32	749	758	765	*	*	*	*	*	50%	69%
Students with Disabilities	13	719	714	725	*	*	*	*	*	23%	25%
Students without Disabilities	60	744	756	761	*	*	*	*	*	50%	64%
English Learners	22	732	723	720	*	*	*	*	*	27%	17%
Non-English Learners	51	744	752	758	*	*	*	*	*	53%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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### English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	106	738	748	756	13%	19%	29%	*	*	39%	58%
White	17	757	757	764	*	*	*	*	*	59%	68%
Hispanic	51	728	739	743	*	29%	27%	*	*	25%	44%
Black or African American	21	734	740	739	*	*	*	*	*	38%	38%
Asian, Native Hawaiian, or Pacific Islander	11	759	776	781	0%	0%	*	*	*	64%	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	48	749	755	761	*	*	29%	*	*	56%	64%
Male	58	728	742	750	*	*	29%	*	*	24%	52%
Economically Disadvantaged Students	57	726	735	740	*	*	30%	*	*	25%	39%
Non-Economically Disadvantaged Students	49	751	757	766	*	*	29%	*	*	55%	69%
Students with Disabilities	28	715	716	724	*	*	39%	*	*	11%	23%
Students without Disabilities	78	746	757	762	*	*	26%	*	*	49%	65%
English Learners	20	711	716	713	*	*	*	*	*	10%	11%
Non-English Learners	86	744	751	758	*	*	*	*	*	45%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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### Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	258	99.6	40.3	39.0	44.5	40.3	41.4	Met Target†
White	33	100.0	54.5	58.2	54.1	54.5	59.6	Met Target†
Hispanic	140	99.3	31.4	28.6	28.8	31.4	34.9	Met Target†
Black or African American	50	100.0	32.0	29.1	23.0	32.0	36	Met Target†
Asian, Native Hawaiian, or Pacific Islander	26	100.0	80.8	73.6	76.5	80.8	65.5	Met Goal
American Indian or Alaska Native	*	*	*	60.0	42.7	*	**	**
Two or More Races	*	*	*	45.9	53.3	*	**	**
Female	132	100.0	43.2	39.4	44.9	43.2		
Male	126	99.2	37.3	38.6	44.2	37.3		
Economically Disadvantaged Students	138	99.3	29.0	27.6	26.3	29.0	34.7	Met Target†
Non-Economically Disadvantaged Students	120	100.0	53.3	47.0	54.9	53.3		
Students with Disabilities	60	98.4	20.0	12.5	17.4	20.0	25.9	Met Target†
Students without Disabilities	198	100.0	46.5	45.4	50.0	46.5		
English Learners	92	99.0	23.9	28.4	25.0	23.9	29	Met Target†
Non-English Learners	166	100.0	49.4	40.6	46.5	49.4		
Homeless Students	N	N	N	15.8	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	31.6	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



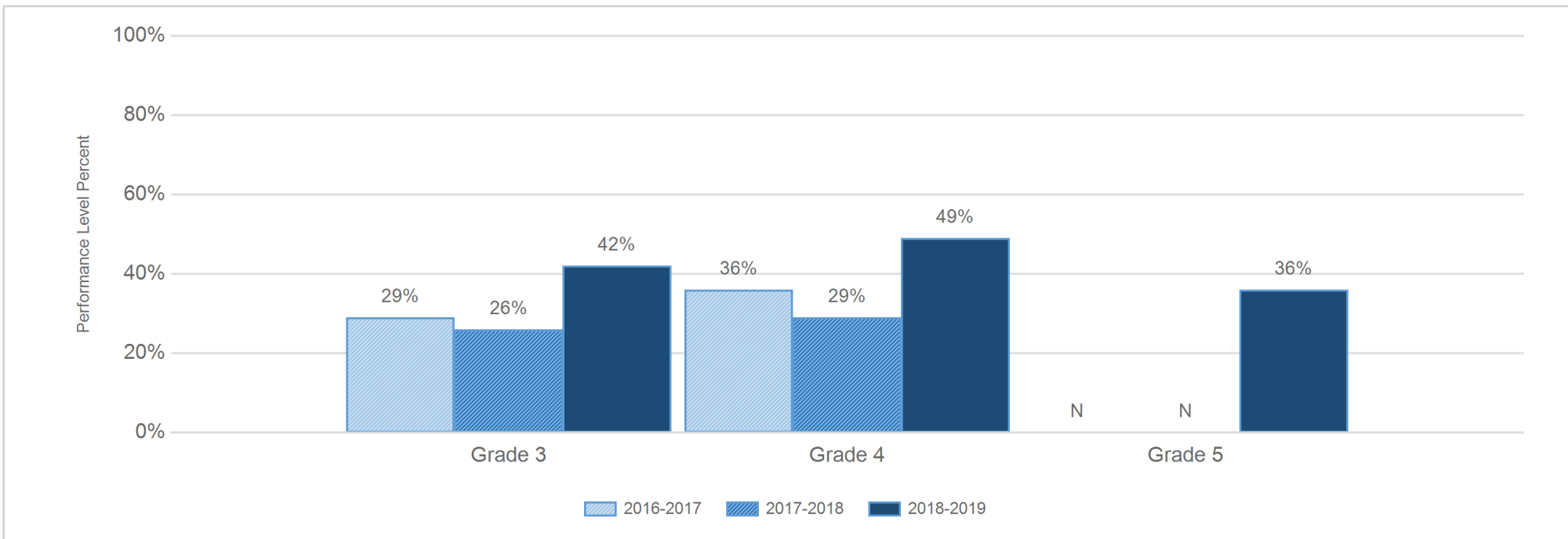
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**Mathematics Assessment – Performance Trends**

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	78	744	745	752	*	15%	32%	*	*	42%	55%
White	12	746	762	760	*	0%	*	*	*	50%	66%
Hispanic	40	738	734	739	*	25%	38%	*	*	30%	40%
Black or African American	14	727	737	735	*	*	*	*	*	36%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	758	758	*	*	*	*	*	*	62%
Female	44	741	746	751	*	*	32%	*	*	41%	54%
Male	34	747	744	752	*	*	32%	*	*	44%	56%
Economically Disadvantaged Students	39	731	734	737	*	*	*	*	*	28%	37%
Non-Economically Disadvantaged Students	39	757	754	761	*	*	*	*	*	56%	67%
Students with Disabilities	13	721	727	731	*	*	*	*	*	15%	31%
Students without Disabilities	65	748	749	756	*	*	*	*	*	48%	60%
English Learners	23	725	720	728	*	*	*	*	*	*	26%
Non-English Learners	55	751	750	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



**Elizabeth Avenue School**  
(35-1610-070)  
Grades Offered: PK-05  
2018-2019

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### Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	74	743	748	749	*	19%	24%	*	*	49%	51%
White	*	*	762	757	*	*	*	*	*	*	62%
Hispanic	49	740	736	737	*	20%	33%	*	*	41%	36%
Black or African American	14	734	*	731	*	*	0%	*	*	50%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	43	741	749	749	*	*	*	*	*	44%	50%
Male	31	747	747	749	*	*	*	*	*	55%	52%
Economically Disadvantaged Students	42	738	737	734	*	*	*	*	*	40%	32%
Non-Economically Disadvantaged Students	32	751	757	759	*	*	*	*	*	59%	63%
Students with Disabilities	13	729	725	726	*	*	*	*	*	31%	25%
Students without Disabilities	61	746	753	754	*	*	*	*	*	52%	56%
English Learners	23	732	731	722	*	*	*	*	*	26%	18%
Non-English Learners	51	749	751	751	*	*	*	*	*	59%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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### Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	109	739	744	747	*	25%	33%	*	*	36%	47%
White	17	761	750	755	0%	*	*	*	*	59%	58%
Hispanic	52	731	737	735	*	27%	37%	*	*	25%	30%
Black or African American	21	729	732	729	0%	*	*	*	*	19%	23%
Asian, Native Hawaiian, or Pacific Islander	13	757	776	775	*	0%	*	*	*	77%	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	49	744	743	747	*	27%	27%	*	*	45%	47%
Male	60	736	745	747	*	23%	38%	*	*	28%	47%
Economically Disadvantaged Students	58	729	732	732	*	*	38%	*	*	21%	27%
Non-Economically Disadvantaged Students	51	751	752	757	*	*	27%	*	*	53%	59%
Students with Disabilities	28	731	726	725	*	43%	*	*	*	21%	19%
Students without Disabilities	81	742	749	752	*	19%	*	*	*	41%	52%
English Learners	23	717	721	718	*	*	*	*	*	13%	12%
Non-English Learners	86	745	746	749	*	*	*	*	*	42%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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## DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	*	*
5	*	*

## English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	56.0%	56.6%	Met Target†

† Target was met within one standard deviation

## English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	42	83.3%	16.7%
3-4	32	75.0%	25.0%
5 or more	29	58.6%	41.4%



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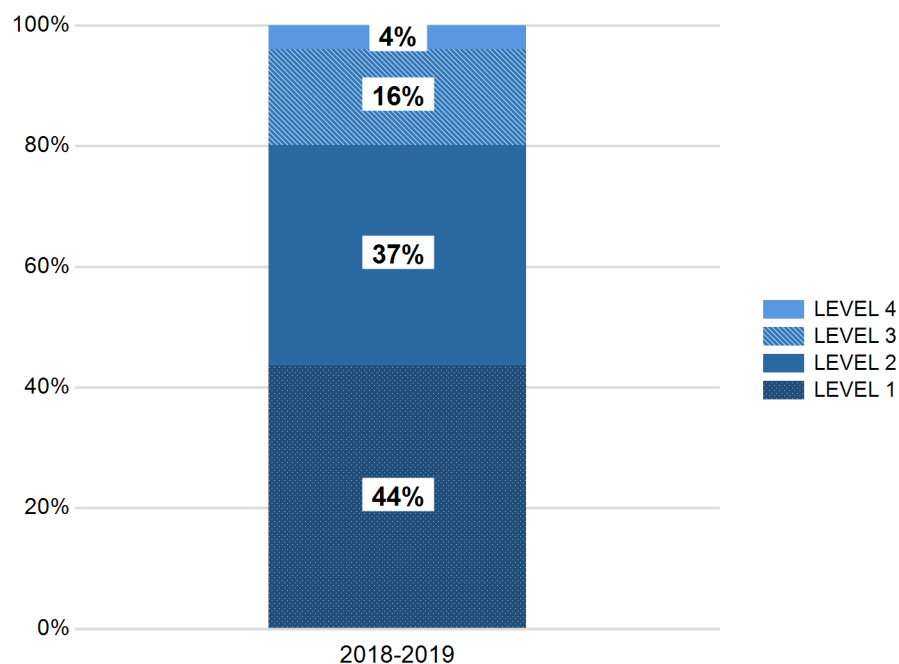
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

### NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



### NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	44	37	16	4
White	6	35	41	18
Hispanic	50	42	8	0
Black or African American	67	29	5	0
Asian, Native Hawaiian, or Pacific Islander	17	33	42	8
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	39	37	20	4
Male	47	37	12	3
Economically Disadvantaged Students	55	40	5	0
Non-Economically Disadvantaged Students	30	34	28	8
Students with Disabilities	69	21	7	3
Students without Disabilities	34	43	19	4
English Learners	77	23	0	0
Non-English Learners	35	41	20	5
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

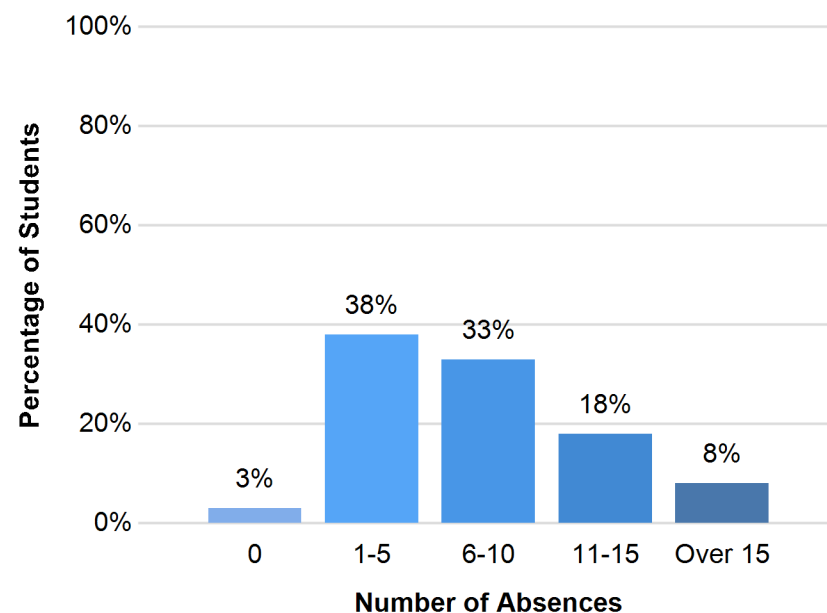
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	31	6.3	8.9	Met
White	5	7.4	8.9	Met
Hispanic	19	7.2	8.9	Met
Black or African American	5	5.6	8.9	Met
Asian, Native Hawaiian, or Pacific	1	1.9	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	17	6.9		
Male	14	5.6		
Economically Disadvantaged Students	21	7.0	8.9	Met
Students with Disabilities	8	7.2	8.9	Met
English Learners	6	4.1	8.9	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





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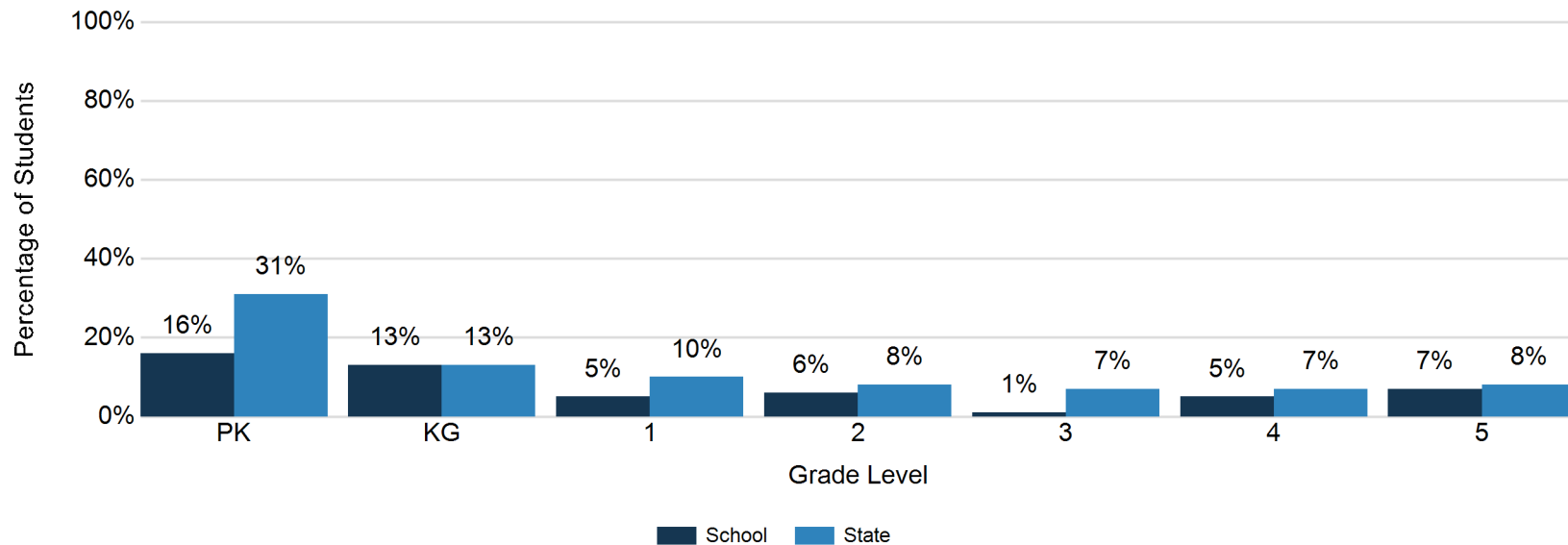
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### Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.20

### Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

### Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1

### Student Disciplinary Removals

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

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

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

17



### Elizabeth Avenue School

(35-1610-070)

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2018-2019

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#### School Day

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

Category	School
Typical Start Time	9:30 AM
Typical End Time	3:50 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 Mins.

#### Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	56	118,214
Average years experience in public schools	12.1	12.1
Average years experience in district	9.9	10.8
Percentage of Teachers with 4 or more years experience in the district	69.6%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	47	9,530
Average years experience in public schools	12.2	16.0
Average years experience in district	9.5	12.0
Percentage of Administrators with 4 or more years experience in the district	70.2%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	10:1
Students to Administrators	489:1	149:1
Teachers to Administrators	56:1	16:1
Students to Librarians/Media Specialists		877:1
Students to Nurses		779:1
Students to Counselors		281:1
Students to Child Study Team Members		213:1



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### Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.7%	87.5%	0.0%	48.4%	77.1%	54.9%
Male	49.3%	12.5%	100.0%	51.6%	22.9%	45.1%
White	13.5%	69.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	48.1%	12.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	19.8%	8.9%	0.0%	15.0%	6.6%	13.9%
Asian	12.3%	8.9%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.8%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	1.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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### Teachers and Administrators - Level of Education

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

#### 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 this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.4%	90.5%
2017-18 Administrators: Same district 2018-19	95.5%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	91.0%



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### Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

### ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



**Elizabeth Avenue School**  
(35-1610-070)  
Grades Offered: PK-05  
2018-2019

**Report Key:**

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

### ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	29.7%	34.4%	36.2%
Math Proficiency	31.6%	27.5%	40.3%
ELA Growth	45	52	46
Math Growth	53	54	64
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		53.8%	56.0%
Chronic Absenteeism	8.7%	11.6%	6.3%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

### Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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### Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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

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



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## School Narrative

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



### Highlights:

- Parents participate in math and literacy nights, learning about the curriculum. In addition, parents are also invited to attend data action meetings with teaching staff.
- Parents volunteer for field day, picture day, writing celebrations and PTO-sponsored events. School sponsors parent/student parent game nights and Parenting Partners workshops.
- Recognized as a Future Ready School.



### Mission, Vision, Theme:

Franklin Township Public Schools is a diverse and unique district, with more than 65 languages spoken by families that send students to the its ten schools. 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.



### Awards, Recognition, Accomplishments:

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. Many staff are SIOP trained. EAS is also recognized by Special Olympics NJ as Unified Champion school.





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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/Bilingual and Fine, Visual, and Performing Arts; Career &amp; Technical Education programs in Television Production and Dance; hands-on STEM and coding opportunities, K-12; experiential science instruction in grades 3, 4, and 5 at Bunker Hill Environmental Education Center; and new SEL, G&amp;T, world languages and student choice curricula at the elementary level.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Students participate in the following before school learning clubs offered by the school: Dance Troupe, , Chorus Club, LEGO STEM Club, We Do STEM Club, Digital Photography Club, Cooperative Games Club, and before and after school tutorials. Students in grades 4 and 5 also select student college courses during the school day in areas such as fashion, music, writing, Greek mythology, technology and coding, research, fitness and health. This year students may also participate in instrumental music.</p>






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 <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. In addition to C.A.R.E., a new Morning Clubs Program was started in all seven elementary schools in the Fall of 2018, in which students can pick up to two before-school activities, including Dance, STEM, Instrumental Music, and many other learning opportunities.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>Current district PD was identified through a shared process across district stakeholder groups and addresses achievement patterns illustrated in this 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>
 <p><b>Postsecondary Information:</b></p>	<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>






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 <p><b>Student Supports and Services:</b></p>	<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>
 <p><b>Student Health and Wellness:</b></p>	<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>
 <p><b>Parent and Community Involvement:</b></p>	<p>The EAS PTO is very active and supportive of the school. The EAS PTO provides support for student field trips, assemblies, and parent presentations on topics such as HIB and internet safety. Parents are invited to be a part of the Parenting Partners program, to attend data nights, literacy nights, math nights, and a multi-cultural night. Parents also volunteer throughout the school year in classrooms and special events such as class celebrations and Read Across America Week. Parents participate in school safety meetings as well.</p>






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 <p>Climate Surveys:</p>	<p>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.</p>
 <p>Facilities:</p>	<p>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 has a brand new gym, renovated media center, renovated cafeteria and kitchen, administrative offices and classrooms. All seven district elementary schools offer a robust 21st Century learning experience to its students in spacious, well-designed buildings.</p>
 <p>School Safety:</p>	<p>Student school safety patrols assist during dismissal and EAS participates in district and school based safety committees, which meets monthly. The school safety committee has parent, staff, and administrative input. A Class 3 police officer has been added for school safety.</p>





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 <p><b>Technology and STEM:</b></p>	<p>EAS is a Google School. Teachers utilized Google Classroom, and Google APPS for Education. Number of teachers have achieved Google Level 1 Certification. The school uses a host of technology resources, such as iReady, Think Central, Link-It, Code.org, Clever Portal, Follett Destiny, Go Math, etc. Awards: 2017 Certified Future Ready School; Established School Technology Committee; Technology Equipment: Staff: 13 inch MacBooks; Students: MacBooks, Interactive Projectors in each classroom, STEM Makerspace kits for use in the Media Center; STEM Lab for grade 4. New for 2018 Library Science and Digital Citizenship Course for grades 3-5.</p>
 <p><b>Early Childhood Education:</b></p>	<p>The district offers a comprehensive program in eight sites throughout the district; three coaches and 33 teachers utilize the HighScope curriculum to develop children's skills on 58 indicators in eight content areas. Each coach has a dual certification, including P-3/special education, P-3/BCBA, P-3/ ESL. Coaches assess each classroom using the ECERS-3, The Preschool Quality Assessment, and the TPOT. They also have been trained in the Pyramid Model, PIRT, SCIP, and numerous NAYCE trainings. The HighScope curriculum aligns with The New Jersey Preschool Teaching and Learning Standards (2014).</p>



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#### Other Information

In the Spring of 2018, the NJDOE identified Franklin Township Public Schools (FTPS) as a High Performing School District. FTPS embraces its diversity: Its families report 65 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. 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 recent 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": In September 2018 the district completed the major construction projects promised in its One Less Move Referendum campaign, including its seventh elementary school and a single middle school program offered 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.



**Franklin High School**  
(35-1610-050)  
Grades Offered: 09-12  
2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

**Notes from the New Jersey Department of Education:**



**Franklin High School**  
(35-1610-050)  
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2018-2019

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### School Contact Information

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

Type	Contact Information
County	Somerset
District	Franklin Township Public Schools
Principal Name	Mr. Frank Chmiel
Address	500 Elizabeth Avenue Somerset, NJ 08873-3001
Phone Number	732-302-4200
Email Address	<a href="mailto:fchmiel@franklinboe.org">fchmiel@franklinboe.org</a>
Website	<a href="https://www.franklinboe.org">https://www.franklinboe.org</a>
Twitter	<a href="https://twitter.com/FHS_FTPSchools">https://twitter.com/FHS_FTPSchools</a>



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	592	590	551
10	520	545	536
11	494	489	490
12	506	544	552
Total	2,113	2,168	2,129

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	48.5%	48.6%	48.0%
Male	51.5%	51.4%	52.0%
Economically Disadvantaged Students	44.5%	43.0%	42.7%
Students with Disabilities	13.2%	14.4%	15.2%
English Learners	5.1%	5.8%	6.2%
Homeless Students	0.3%	1.0%	1.1%
Students in Foster Care	0.1%	0.3%	0.3%
Military-Connected Students	0.0%	0.7%	0.5%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	13.5%	12.1%	11.8%
Hispanic	31.2%	32.5%	32.5%
Black or African American	40.2%	39.5%	39.9%
Asian	14.1%	14.8%	14.4%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.2%
American Indian or Alaska Native	0.3%	0.3%	0.3%
Two or More Races	0.6%	0.6%	0.9%

### Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	2,098	2,155	2,116
Shared Time Students	28	23	23
Full Time Equivalent	2,112	2,167	2,128

### Enrollment by Home Language

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

Home Language	% of Students
English	69.5%
Spanish	21.0%
Gujarati	2.2%
Other Languages	7.3%



**Franklin High School**  
(35-1610-050)  
Grades Offered: 09-12  
2018-2019

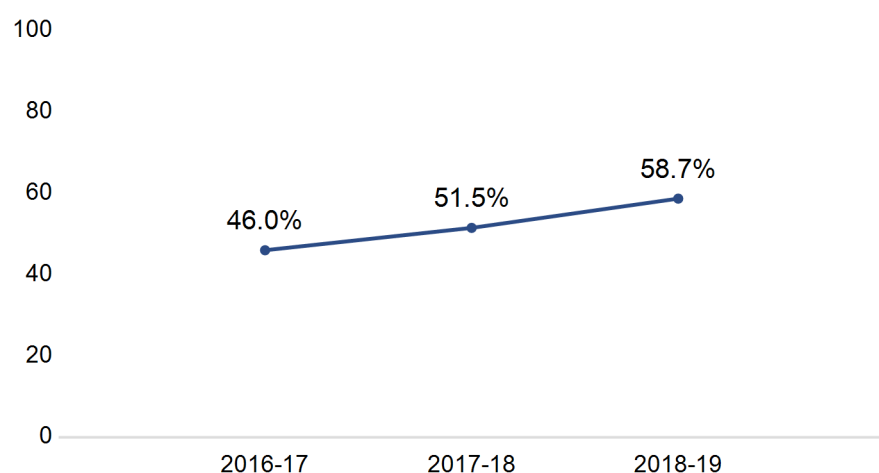
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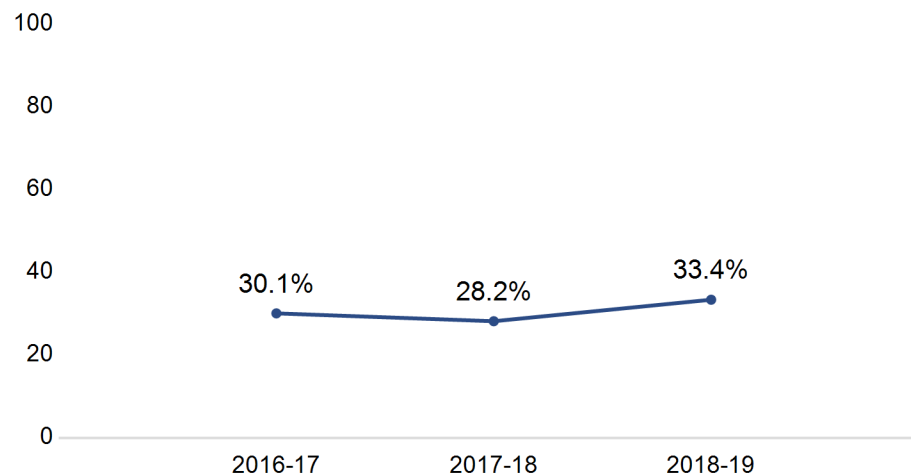
## English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

### ELA Proficiency Rate for Federal Accountability



### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.6%	99.0%	99.3%	97.8%	98.9%	99.0%
Proficiency Rate for Federal Accountability	46.0%	51.5%	58.7%	30.1%	28.2%	33.4%
Annual Target	48.6%	50.3%	52.0%	33.9%	36.3%	38.8%
Met Annual Target?	Not Met	Met Target	Met Target	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1005	99.3	58.7	51.0	57.9	58.7	52	Met Target
White	138	100.0	79.0	71.5	66.9	79.0	69.1	Met Target
Hispanic	311	99.7	47.6	39.2	43.9	47.6	42	Met Target
Black or African American	393	98.5	49.9	43.6	38.5	49.9	45.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	146	100.0	84.9	79.8	82.9	84.9	75.4	Met Goal
American Indian or Alaska Native	*	*	*	70.0	56.0	*	**	**
Two or More Races	*	*	*	54.7	64.4	*	**	**
Female	489	99.2	63.6	58.4	64.8	63.6		
Male	516	99.4	54.1	44.1	51.3	54.1		
Economically Disadvantaged Students	363	99.7	46.6	37.5	40.0	46.6	40.5	Met Target
Non-Economically Disadvantaged Students	642	99.1	65.6	60.3	67.9	65.6		
Students with Disabilities	161	97.1	18.6	*	22.7	18.6	18.7	Met Target†
Students without Disabilities	844	99.8	66.4	*	65.1	66.4		
English Learners	62	100.0	22.6	28.7	29.3	22.6	19.1	Met Target
Non-English Learners	943	99.3	61.1	54.3	60.6	61.1		
Homeless Students	14	100.0	35.7	16.2	29.1	35.7		
Students In Foster Care	*	*	*	21.4	27.6	*		
Military-Connected Students	*	*	*	38.9	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



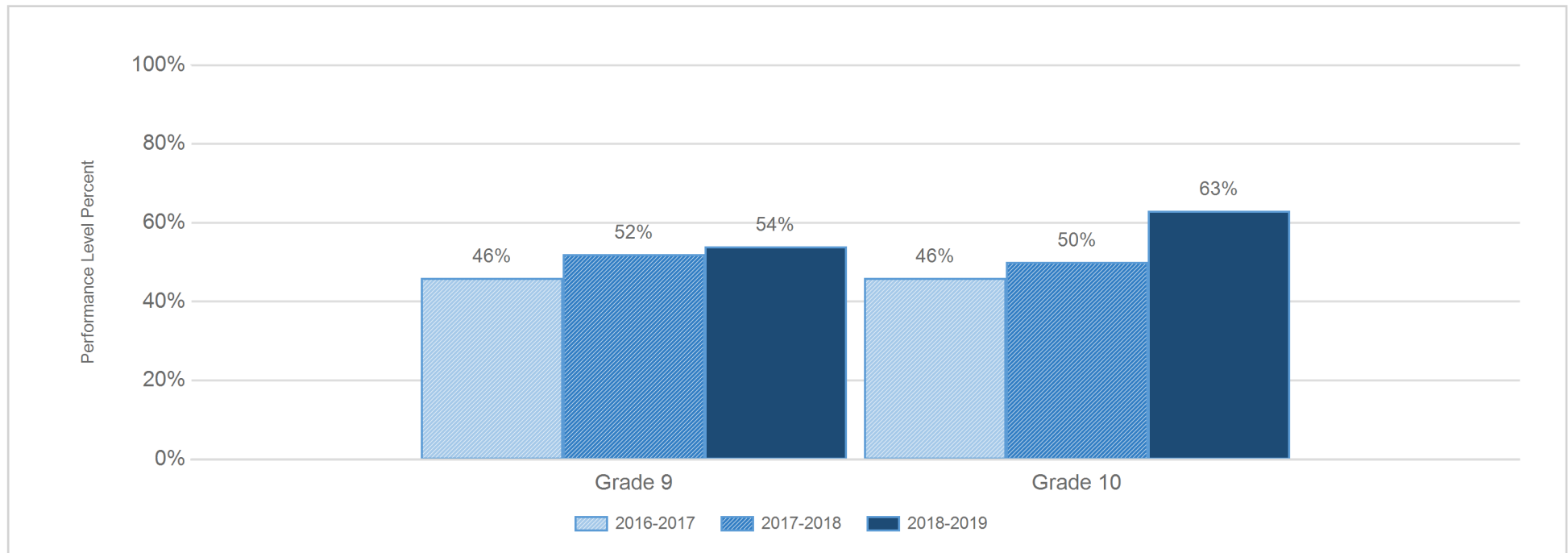
**Franklin High School**  
(35-1610-050)  
Grades Offered: 09-12  
2018-2019

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## English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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### English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	512	752	752	753	13%	11%	23%	36%	18%	54%	56%
White	67	771	771	762	*	*	*	42%	36%	78%	65%
Hispanic	170	740	740	737	19%	14%	22%	37%	8%	45%	40%
Black or African American	206	744	744	732	12%	13%	31%	34%	10%	45%	33%
Asian, Native Hawaiian, or Pacific Islander	60	787	787	783	*	*	*	27%	55%	82%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	244	758	758	760	8%	10%	24%	39%	20%	59%	63%
Male	268	746	746	746	17%	12%	22%	33%	17%	50%	49%
Economically Disadvantaged Students	196	740	740	734	17%	11%	30%	33%	9%	41%	36%
Non-Economically Disadvantaged Students	316	759	759	762	9%	10%	18%	38%	24%	62%	65%
Students with Disabilities	81	715	715	717	42%	21%	15%	*	*	22%	17%
Students without Disabilities	431	759	759	760	7%	9%	24%	*	*	60%	63%
English Learners	16	690	690	693	*	*	*	*	*	*	*
Non-English Learners	496	754	754	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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### English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	511	762	762	757	11%	8%	18%	36%	27%	63%	58%
White	69	785	785	767	*	*	*	38%	45%	83%	67%
Hispanic	151	749	749	738	13%	11%	26%	36%	14%	50%	43%
Black or African American	195	750	750	733	16%	10%	21%	36%	17%	54%	38%
Asian, Native Hawaiian, or Pacific Islander	85	795	795	792	*	*	*	31%	59%	89%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	251	768	768	766	9%	7%	16%	37%	31%	69%	66%
Male	260	756	756	749	13%	10%	20%	35%	23%	57%	51%
Economically Disadvantaged Students	182	748	748	735	13%	11%	25%	39%	12%	51%	40%
Non-Economically Disadvantaged Students	329	770	770	767	10%	7%	14%	34%	36%	70%	67%
Students with Disabilities	79	705	705	711	46%	19%	20%	15%	0%	15%	19%
Students without Disabilities	432	773	773	765	5%	6%	17%	40%	32%	72%	65%
English Learners	21	708	708	687	*	*	*	*	*	19%	*
Non-English Learners	490	765	765	760	*	*	*	*	*	65%	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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### Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	953	99.0	33.4	39.0	44.5	33.4	38.8	Not Met
White	130	100.0	48.5	58.2	54.1	48.5	52.3	Met Target†
Hispanic	302	97.8	25.5	28.6	28.8	25.5	32	Not Met
Black or African American	388	99.3	25.3	29.1	23.0	25.3	31.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	118	100.0	61.9	73.6	76.5	61.9	69.5	Not Met
American Indian or Alaska Native	*	*	*	60.0	42.7	*	**	**
Two or More Races	*	*	*	45.9	53.3	*	**	**
Female	461	99.2	33.4	39.4	44.9	33.4		
Male	492	98.8	33.3	38.6	44.2	33.3		
Economically Disadvantaged Students	354	99.2	26.3	27.6	26.3	26.3	32.7	Not Met
Non-Economically Disadvantaged Students	599	98.9	37.6	47.0	54.9	37.6		
Students with Disabilities	173	96.8	*	12.5	17.4	*	14	Not Met
Students without Disabilities	780	99.5	*	45.4	50.0	*		
English Learners	55	98.4	23.6	28.4	25.0	23.6	17.1	Met Target
Non-English Learners	898	99.0	34.0	40.6	46.5	34.0		
Homeless Students	13	92.9	15.4	15.8	17.1	15.0		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	31.6	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



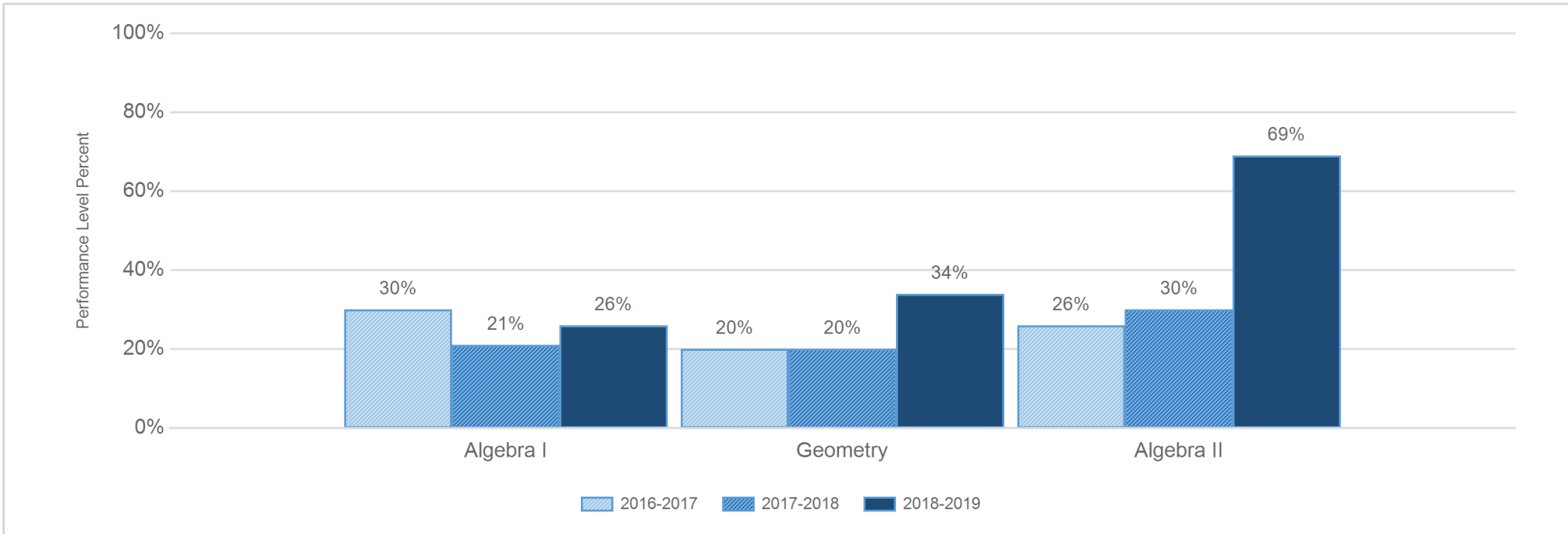
**Franklin High School**  
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### Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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>	637	728	736	744	14%	34%	27%	26%	0%	26%	42%
White	66	741	753	752	*	*	32%	45%	0%	45%	53%
Hispanic	228	725	*	728	18%	35%	24%	23%	0%	23%	24%
Black or African American	289	726	730	725	13%	38%	27%	22%	0%	22%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	756	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	302	730	737	745	14%	29%	29%	27%	0%	27%	44%
Male	335	727	735	743	13%	38%	25%	24%	0%	24%	41%
Economically Disadvantaged Students	267	725	729	727	16%	34%	28%	21%	0%	21%	23%
Non-Economically Disadvantaged Students	370	731	740	752	12%	33%	26%	29%	0%	29%	52%
Students with Disabilities	120	710	712	717	*	*	*	*	*	*	12%
Students without Disabilities	517	732	740	748	*	*	*	*	*	*	47%
English Learners	27	715	715	710	*	*	*	*	*	*	*
Non-English Learners	610	729	737	745	*	*	*	*	*	*	*
Homeless Students	10	716	*	718	*	*	*	*	*	10%	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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### Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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>	222	733	743	737	13%	22%	32%	*	*	34%	35%
White	38	740	*	743	*	*	42%	42%	0%	42%	43%
Hispanic	64	725	728	724	20%	28%	30%	*	*	22%	17%
Black or African American	84	726	*	720	17%	27%	32%	24%	0%	24%	14%
Asian, Native Hawaiian, or Pacific Islander	29	756	*	762	0%	*	*	76%	0%	76%	70%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	107	734	*	738	*	21%	40%	*	*	30%	36%
Male	115	732	*	736	*	22%	23%	*	*	37%	34%
Economically Disadvantaged Students	78	729	733	722	14%	27%	33%	*	*	26%	16%
Non-Economically Disadvantaged Students	144	734	747	743	13%	19%	31%	*	*	38%	43%
Students with Disabilities	48	703	703	712	*	*	*	*	*	*	*
Students without Disabilities	174	741	751	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
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	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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>	121	761	761	755	9%	*	15%	*	*	69%	58%
White	25	771	771	758	0%	*	*	*	*	68%	62%
Hispanic	19	751	751	731	*	*	*	*	*	63%	34%
Black or African American	29	744	744	725	*	*	*	*	*	55%	27%
Asian, Native Hawaiian, or Pacific Islander	45	773	773	777	0%	*	*	*	*	80%	80%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	64	758	758	752	*	*	*	*	*	64%	55%
Male	57	765	765	758	*	*	*	*	*	74%	62%
Economically Disadvantaged Students	24	751	751	729	*	*	*	*	*	71%	32%
Non-Economically Disadvantaged Students	97	764	764	761	*	*	*	*	*	68%	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	*	*	*	696	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	59%
Homeless Students	*	*	*	717	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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### DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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 Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	38.9%	40.9%	Met Target†

† Target was met within one standard deviation

### English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	58	86.2%	13.8%
3-4	38	76.3%	23.7%
5 or more	20	90.0%	10.0%



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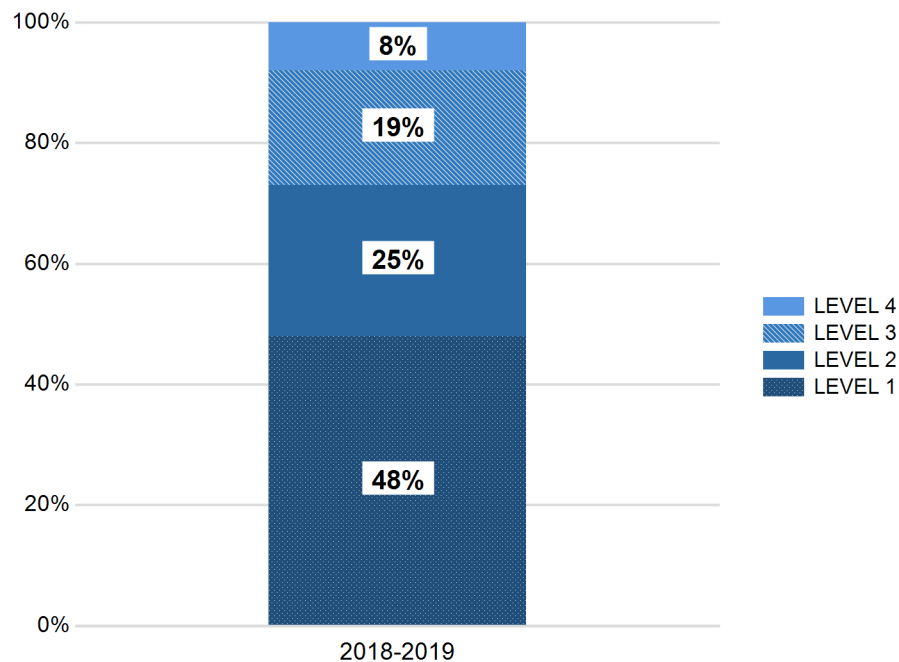
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

### NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



### NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	48	25	19	8
White	25	25	32	18
Hispanic	58	27	13	3
Black or African American	58	27	13	3
Asian, Native Hawaiian, or Pacific Islander	19	19	40	22
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	49	27	19	6
Male	46	24	20	10
Economically Disadvantaged Students	58	25	13	3
Non-Economically Disadvantaged Students	43	25	22	10
Students with Disabilities	77	16	5	2
Students without Disabilities	44	26	21	9
English Learners	82	15	3	0
Non-English Learners	45	26	21	8
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

### PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	94.5%	84.5%
12th graders taking SAT in 2018-19 or prior years	67.9%	72.1%
12th graders taking ACT in 2018-19 or prior years	12.5%	19.6%

### PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	434	476	Grade 10: 430 Grade 11: 460	43%	61%
PSAT 10/NMSQT - Math	443	477	Grade 10: 480 Grade 11: 510	29%	43%
SAT - Reading and Writing	514	539	480	63%	70%
SAT - Math	521	541	530	43%	53%
ACT - Reading	22	25	22	49%	66%
ACT - English	22	24	18	72%	81%
ACT - Math	23	24	22	49%	65%
ACT - Science	22	24	23	48%	57%



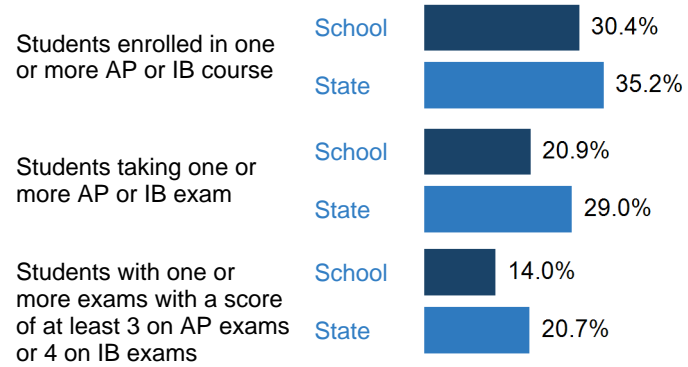
**Franklin High School**  
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International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

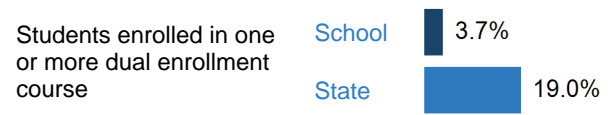
**AP/IB Coursework – Participation and Performance**

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



**Dual Enrollment Coursework - Participation**

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. 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 list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. 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 AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	20	3
AP Biology	0	54
AP Calculus AB	22	18
AP Calculus BC	19	15
AP Chemistry	34	23
AP Comparative Government and Politics	0	1
AP Computer Science A	20	15
AP English Language and Composition	102	97
AP English Literature and Composition	115	39
AP Environmental Science	90	53
AP French Language and Culture	11	8
AP Human Geography	0	1
AP Macroeconomics	0	27
AP Microeconomics	42	29
AP Music Theory	10	0
AP Physics 1	0	48



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AP/IB Course	Students Enrolled	Students Tested
AP Physics 2	0	1
AP Physics B	52	0
AP Physics C	17	0
AP Physics C: Electricity and Magnetism	0	4
AP Physics C: Mechanics	0	14
AP Psychology	0	10
AP Spanish Language	30	14
AP Spanish Literature	0	1
AP Statistics	32	24
AP U.S. Government and Politics	29	16
AP U.S. History	70	58
AP World History	80	32
Total Exams taken		605
Exams with scores of at least 3 on AP exams or 4 on IB exams		370



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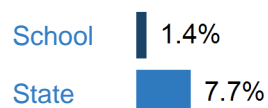
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

### Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

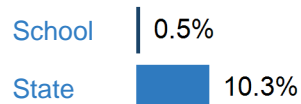
#### CTE Participants

(completed only one course in an approved CTE program)



#### CTE Concentrators

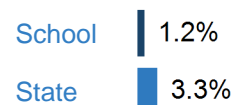
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



### Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

#### Structured Learning Experiences





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### Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	1.4%	0.5%	7.7%	10.3%
White	*	*	6.1%	9.6%
Hispanic	*	*	10.3%	11.3%
Black or African American	2.5%	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	0.0%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	0.0%	0.0%	6.8%	12.1%
Female	*	*	7.3%	10.6%
Male	*	*	8.0%	10.1%
Economically Disadvantaged Students	1.2%	*	10.4%	11.8%
Students with Disabilities	0.0%	*	6.6%	9.2%
English Learners	0.0%	0.0%	8.7%	3.2%
Homeless Students	0.0%	0.0%	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	0.0%	0.0%	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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### Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

#### Students Earning Industry-Valued Credentials



### Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	*		
Arts, AV Technology & Communications	33		
Health Science	*		
Hospitality & Tourism	*		
Human Services	*	*	*
Manufacturing	*		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	51	*	*



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

### Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	408	81	24	2	1	34	102
10	56	334	60	44	1	48	186
11	9	87	220	104	14	20	77
12	2	18	107	79	66	134	230
Total	475	520	411	229	82	236	595
Enrolled in AP/IB Course					40	32	0
Enrolled in Dual Enrollment Course	0	0	0	7	0	0	0

### Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	7	37	0	0	475	3
10	32	494	0	0	55	19
11	431	77	0	28	24	30
12	113	28	0	62	31	249
Total	583	636	0	90	585	301
Enrolled in AP/IB Course	0	34		90	69	0
Enrolled in Dual Enrollment Course	11	0	0	0	0	0



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### Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	13	577	0	0	5	4
10	20	539	1	3	9	5
11	434	66	20	33	31	25
12	85	47	21	54	53	80
Total	552	1229	42	90	98	114
Enrolled in AP/IB Course	80	70	42	0		29
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

### World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	375	93	0	23	0	0	37
10	310	83	0	32	0	0	4
11	217	67	0	40	0	0	11
12	88	16	0	28	0	0	12
Total	990	259	0	123	0	0	64
Enrolled in AP/IB Course	30	11	0	0	0	0	0
Enrolled in Dual Enrollment Course	19	0	0	0	0	0	0
Enrolled in Level 3 or Higher	323	91	0	61	0	0	0



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### Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	0	20	0	0	0	0
10	1	11	0	0	0	0
11	2	21	0	0	0	0
12	17	35	0	0	0	0
Total	20	87	0	0	0	0
Enrolled in AP/IB Course	20		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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### Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

Language	Students Earning a Seal of Biliteracy
French	*
Latin	*
Spanish	37
Total	40



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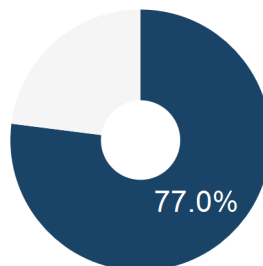
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### Visual and Performing Arts – Course Participation

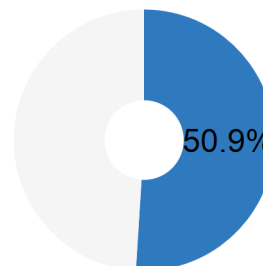
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

#### Grades 9-12:

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

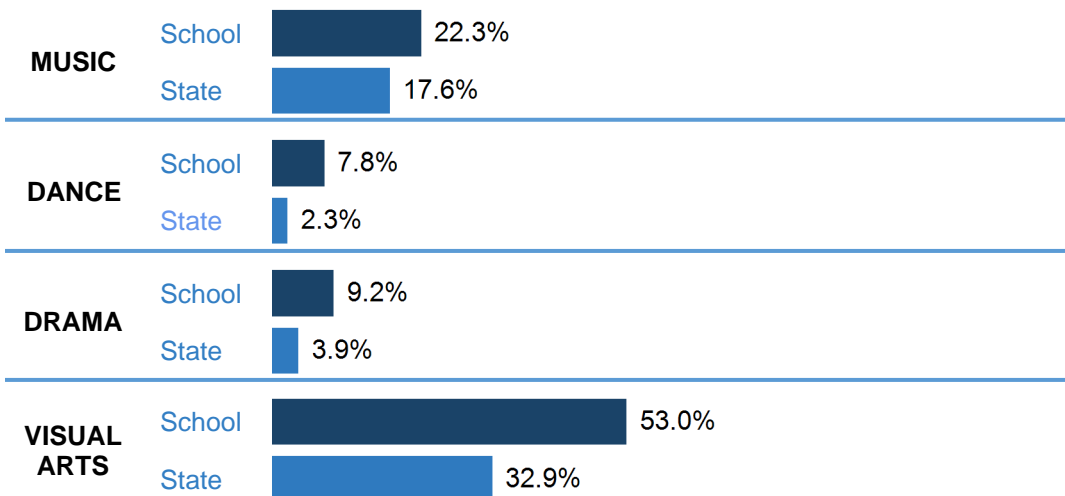


School



State

Students enrolled in one or more classes by discipline:





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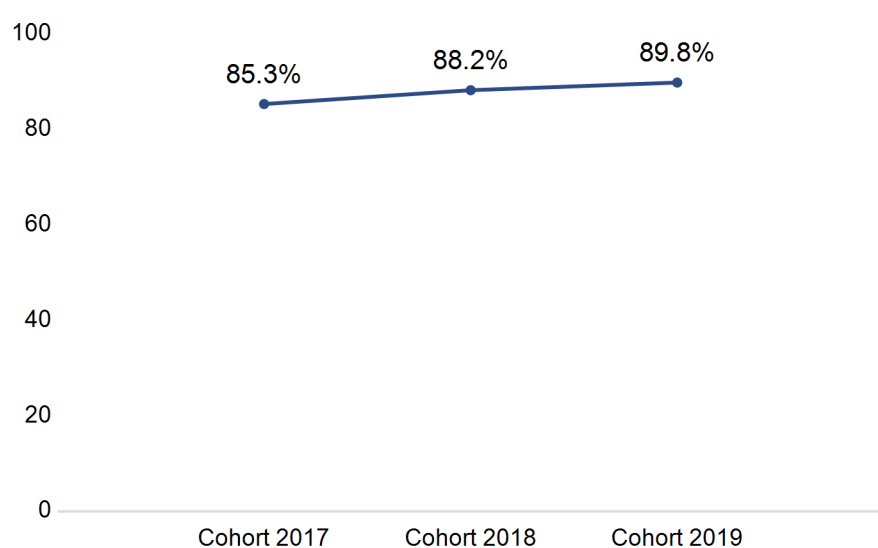
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

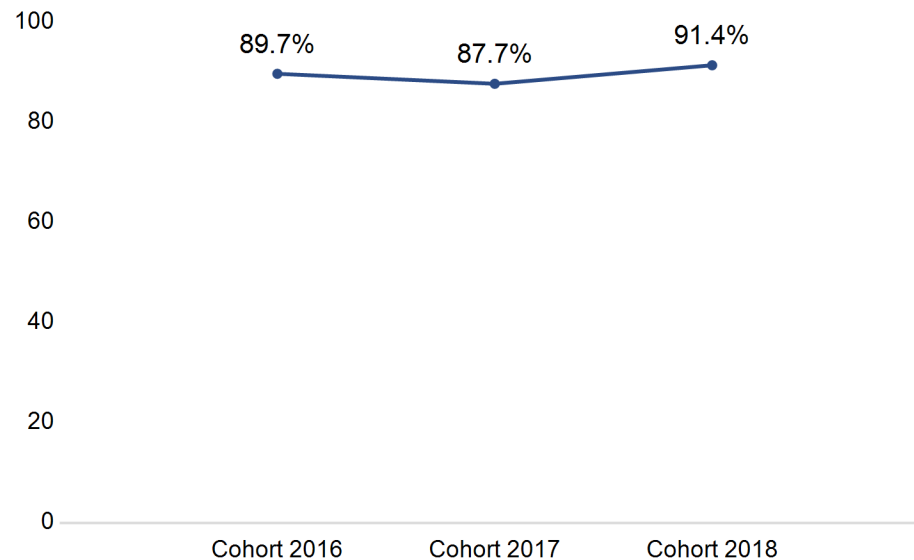
### Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.

#### 4-Year Graduation Rate Trends



#### 5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	85.3%	88.2%	89.8%	89.7%	87.7%	91.4%
Annual Target	86.5%	87.0%		89.5%	89.9%	
Met Annual Target?	Not Met	Met Target		Met Target	Not Met	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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### Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	89.8%	90.6%	91.4%	92.5%	88.2%	87.0%	Met Target	87.7%	89.9%	Not Met
White	*	94.9%	92.9%	95.9%	91.7%	89.7%	Met Target	94.4%	93.4%	Met Target
Hispanic	89.9%	84.5%	89.3%	87.3%	84.9%	80.1%	Met Target	82.1%	84.4%	Not Met
Black or African American	89.5%	83.3%	90.5%	87.1%	86.1%	86.7%	Not Met	86.4%	89.4%	Not Met
Asian, Native Hawaiian or Pacific Islander	92.6%	96.9%	96.3%	97.8%	97.5%	N	Met Goal	93.1%	96.0%	Not Met
American Indian or Alaska Native	N	92.2%	*	88.9%	*	**	**	*	**	**
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	93.0%	92.8%	93.1%	94.4%	90.5%			92.5%		
Male	87.0%	88.5%	89.5%	90.8%	85.7%			83.6%		
Economically Disadvantaged Students	90.3%	84.0%	89.3%	87.3%	84.4%	79.8%	Met Target	82.0%	84.9%	Not Met
Students with Disabilities	76.5%	79.2%	83.9%	83.8%	75.8%	68.6%	Met Target	76.2%	77.2%	Not Met
English Learners	83.3%	75.4%	82.2%	80.1%	71.7%	74.9%	Not Met	61.4%	82.4%	Not Met
Homeless Students	*	74.6%	*	78.3%	*			N		
Students in Foster Care	*	57.6%	*	82.5%	*			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



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### Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	69.7%	55.7%
Substitute Competency Test	19.8%	23.4%
Portfolio Appeals Process	4.5%	12.5%
Alternate Requirements specified in IEP	6.0%	8.4%
Unknown	0.0%	0.0%

### Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	1.3%	1.2%
2017-2018	2.1%	1.2%
2016-2017	1.7%	1.1%



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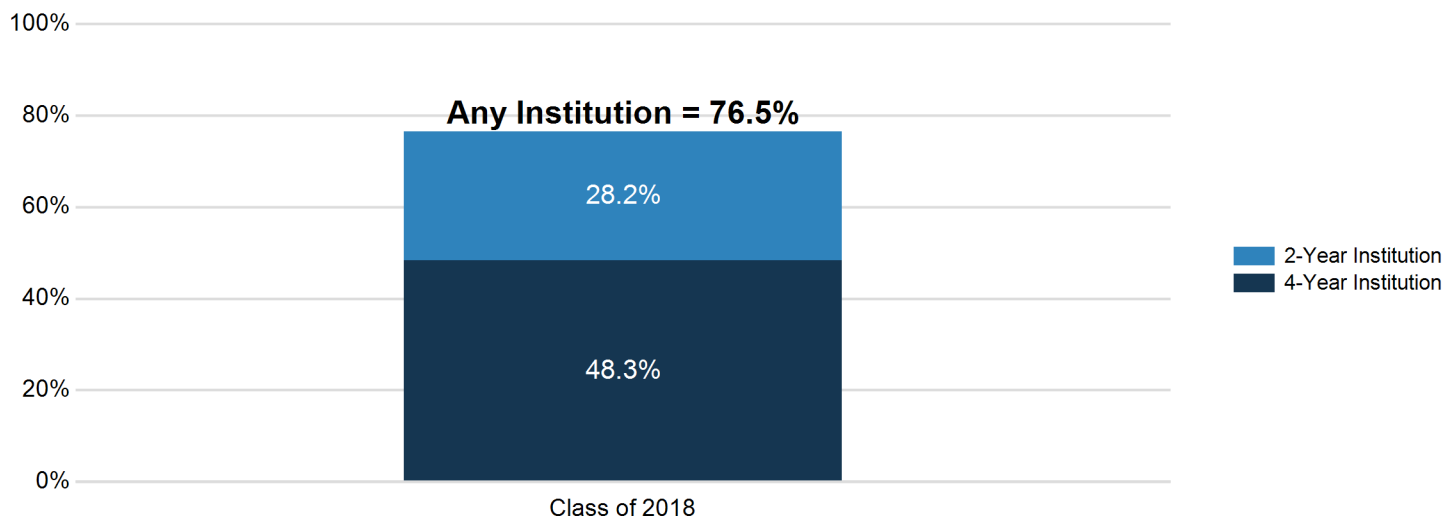
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

### Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

#### Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	28.2%
% Enrolled in 4-Year Institution	48.3%
% Enrolled in Any Postsecondary Institution	76.5%



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### Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	64.4%	34.3%	65.7%
White	*	*	*
Hispanic	45.1%	53%	47%
Black or African American	70.7%	32.7%	67.3%
Asian, Native Hawaiian, or Pacific Islander	90.5%	19.4%	80.6%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	53.5%	43.1%	56.9%
Students with Disabilities	37%	50%	50%
English Learners	26.7%	75%	25%

### Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

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	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	76.5%	36.8%	63.2%	83.2%	16.8%	78%	22%
White	80.5%	16.1%	83.9%	80.6%	19.4%	72.6%	27.4%
Hispanic	61.2%	62.4%	37.6%	82.2%	17.8%	93.1%	6.9%
Black or African American	79.6%	36.9%	63.1%	86.3%	13.7%	75.6%	24.4%
Asian, Native Hawaiian, or Pacific Islander	94.9%	21.3%	78.7%	81.3%	18.7%	68%	32%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	70.1%	48.6%	51.4%	86.5%	13.5%	84.5%	15.5%
Students with Disabilities	56.7%	68.4%	31.6%	89.5%	10.5%	94.7%	5.3%
English Learners	54.2%	92.3%	7.7%	100%	0%	92.3%	7.7%



**Franklin High School**  
(35-1610-050)  
Grades Offered: 09-12  
2018-2019

**Report Key:**

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

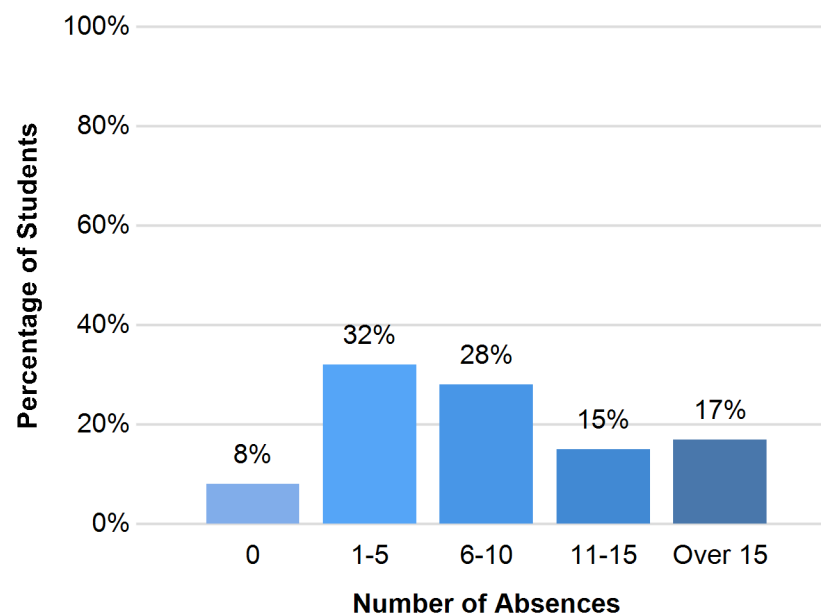
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	315	14.2	14.2	Met
White	31	11.3	14.2	Met
Hispanic	142	20.3	14.2	Not Met
Black or African American	106	12.0	14.2	Met
Asian, Native Hawaiian, or Pacific	29	9.0	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	14.2	Not Met
Female	176	16.9		
Male	139	11.9		
Economically Disadvantaged Students	172	18.8	14.2	Not Met
Students with Disabilities	57	14.4	14.2	Not Met
English Learners	16	12.1	14.2	Met
Homeless Students	7	29.2		
Students in Foster Care	*	*		
Military-Connected Students	3	30.0		
Migrant Students	N	N		

### Days Absent

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





### Franklin High School

(35-1610-050)

Grades Offered: 09-12

2018-2019

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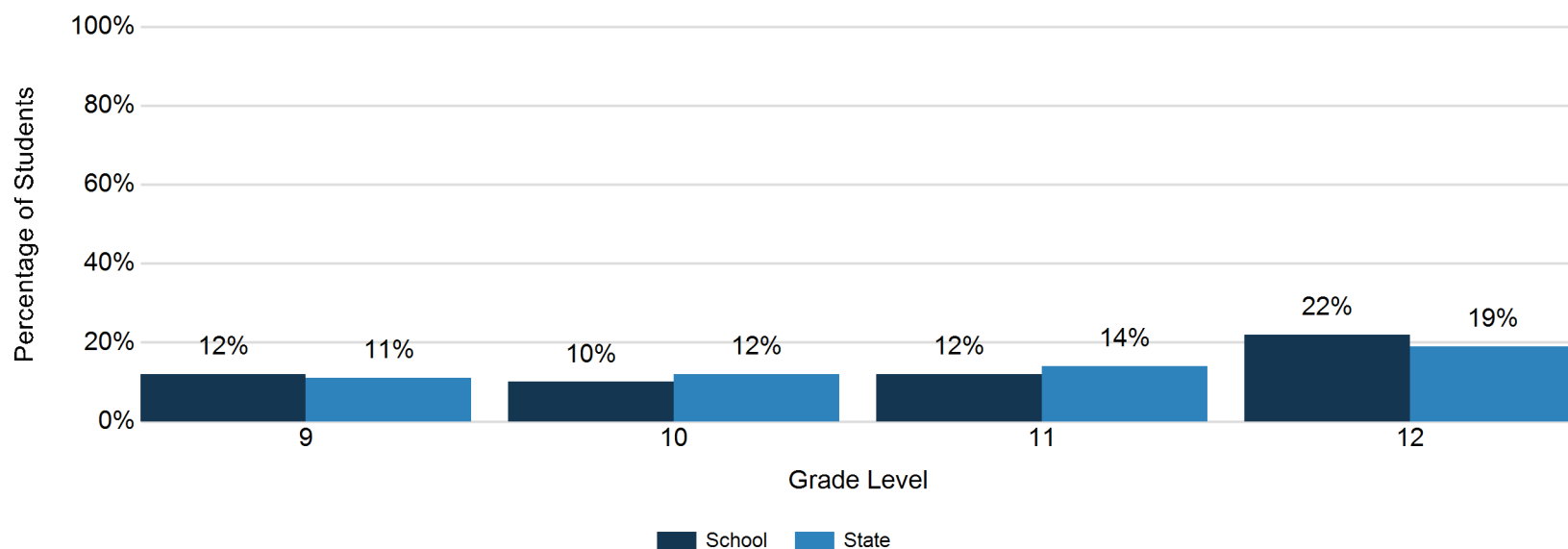
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### Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

**Violence, Vandalism, HIB, and Substance Offenses**

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

Incident Type	Number of Incidents
Violence	13
Weapons	1
Vandalism	11
Substances	35
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	61
Incidents Per 100 Students Enrolled	2.87

**Police Notifications**

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

Incident Type	Incidents Reported to Police
Violence	5
Weapons	1
Vandalism	6
Substances	25
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1

**Harassment, Intimidation, and Bullying (HIB) Investigations**

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

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

**Student Disciplinary Removals**

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	38	1.8%
Out-of-School Suspensions	153	7.2%
Any Suspension	179	8.4%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	11	0.5%

School Days Missed due to Out-of-School Suspensions
783



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### School Day

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

Category	School
Typical Start Time	7:20 AM
Typical End Time	2:21 PM
Length of School Day	7 Hrs 1 Mins
Full Time - Instructional Time	6 Hrs 51 Mins
Shared Time - Instructional Time	6 Hrs. 51 Mins.

### Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	184	118,214
Average years experience in public schools	12.0	12.1
Average years experience in district	9.1	10.8
Percentage of Teachers with 4 or more years experience in the district	66.3%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	47	9,530
Average years experience in public schools	12.2	16.0
Average years experience in district	9.5	12.0
Percentage of Administrators with 4 or more years experience in the district	70.2%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	10:1
Students to Administrators	236:1	149:1
Teachers to Administrators	20:1	16:1
Students to Librarians/Media Specialists		877:1
Students to Nurses		779:1
Students to Counselors		281:1
Students to Child Study Team Members		213:1



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### Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.0%	60.3%	33.3%	48.4%	77.1%	54.9%
Male	52.0%	39.7%	66.7%	51.6%	22.9%	45.1%
White	11.8%	64.1%	44.4%	42.4%	83.6%	77.4%
Hispanic	32.5%	10.9%	11.1%	29.9%	7.3%	7.2%
Black or African American	39.9%	14.1%	44.4%	15.0%	6.6%	13.9%
Asian	14.4%	10.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.5%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.9%	0.0%	0.0%	2.1%	0.2%	0.2%



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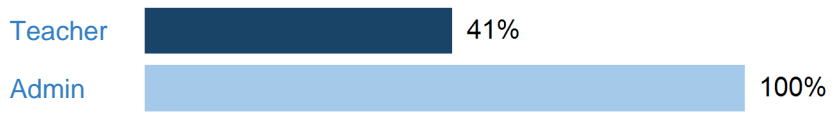
**Teachers and Administrators - Level of Education**

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

**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 this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.4%	90.5%
2017-18 Administrators: Same district 2018-19	95.5%	87.9%

**Faculty Attendance**

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

School Year	% Days Present
2018-19	92.3%



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## Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

### ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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### ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	46.0%	51.5%	58.7%
Math Proficiency	30.1%	28.2%	33.4%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	85.3%	88.2%	89.8%
5-Year Graduation Rate†	89.7%	87.7%	91.4%
Progress toward English Language Proficiency		41.1%	38.9%
Chronic Absenteeism	11.1%	13.0%	14.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

### Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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### Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Met Target	Not Met	Met Target†	Met	No
White	Met Target	Met Target†	Met Target	Met Target	n/a	Met	No
Hispanic	Met Target	Not Met	Met Target	Not Met	n/a	Not Met	No
Black or African American	Met Target	Not Met	Not Met	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Not Met	Met Goal	Not Met	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Not Met	No
Economically Disadvantaged Students	Met Target	Not Met	Met Target	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	Met Target	Not Met	n/a	Not Met	No
English Learners	Met Target	Met Target	Not Met	Not Met	**	Met	No

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






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School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>Franklin High School (FHS) administered 639 total Advanced Placement (AP) exams to 300 students in 22 different subjects.</li> <li>FHS increased its number of AP Scholars from 80 in 2017 to 86 in 2018.</li> <li>FHS offers 28 AP/CEP courses; high quality STEM, business, and performing arts electives; model ESL/ELL and FVPA programs.</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>Franklin Township Public Schools is a diverse and unique district, with more than 65 languages spoken by families that send students to the its ten schools. 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>
 <p>Awards, Recognition, Accomplishments:</p>	<p>CollegeBoard placed Franklin High School on the AP Honor Roll. The NJ Department of Education recognized FHS for model programs in Fine, Visual, &amp; Performing Arts (FVPA) and ESL/Bilingual instruction. FHS's Aspects of Video Production has provided avenues for students to produce and manage a YouTube channel called WANT TV. Alumni of Aspects have landed positions and won awards in the television, music, and film industries. The girls basketball team won state championships and the Tournament of Champions Final in 2017 and 2019. FHS's boys track team won state championships in 2017 and 2019. FHS students were named to the State Executive Board for the Student Council and nominated for Paper Mill's Rising Star Award. The marching band has placed first in the Yamaha Cup recent years, and the Model UN team continued to place in national competitions. FHS's Army Junior Reserve Officer Training Corps (JROTC) has garnered numerous awards and earned a 98% score from the United States Army.</p>






**Franklin High School**  
(35-1610-050)  
Grades Offered: 09-12  
2018-2019

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## School Narrative

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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/Bilingual and Fine, Visual, and Performing Arts; Career &amp; Technical Education programs in Television Production and Dance; hands-on STEM and coding opportunities, K-12; experiential science instruction in grades 3, 4, and 5 at Bunker Hill Environmental Education Center; and new SEL, G&amp;T, world languages and student choice curricula at the elementary level.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Boys &amp; Girls), Cheerleading (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>
 <p><b>Clubs and Activities:</b></p>	<p>Franklin High School offers extracurricular activities that extend the intellectual, social, and emotional learning of its diverse student body. Its more than 60 clubs and programs include the visual and performing arts, world languages, cultural awareness, and STEM/robotics. Students from FHS travelled to Cambridge, MA, in 2018 as finalists in MIT's LaunchX competition. The Future Business Leaders of America (FBLA) Club has two of its members serving as New Jersey State and regional leaders. FHS's Model United Nations is ranked among the top 25 Model UN programs in the United States. Two members of the high school's Junior Classical League are the President and Vice President of the New Jersey State Classical League Board. FHS's Marching Band was the recipient of numerous awards at state band competitions. Franklin High School has one of the largest and most successful Junior Reserve Officer Training Corps (JROTC) programs in the State.</p>






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 <p><b>Before and After School Programs:</b></p>	<p>Teachers' Office Hours are provided three days per week. During this time, students receive additional instruction and homework assistance. The after school hours are also the time during which students avail themselves of Franklin High School's plethora of extracurricular activities from clubs to varsity and intramural sports to the fine, visual, and performing arts.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>Current district PD was identified through a shared process across district stakeholder groups and addresses achievement patterns illustrated in this 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>
 <p><b>Postsecondary Information:</b></p>	<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>






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 <p><b>Student Supports and Services:</b></p>	<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. One example of this is Franklin High School's partnership with Effective School Solutions (ESS).</p>
 <p><b>Student Health and Wellness:</b></p>	<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>
 <p><b>Parent and Community Involvement:</b></p>	<p>The Genesis Parent Portal is available to help parents know more about student progress. FHS's PTO and Project Graduation Committee meet and work with members of the FHS faculty, staff, and administration monthly. FHS regards its parents and community as invaluable partners and works side-by-side with them on a variety of school activities from its Governors' Educators of the Year Selection Committee to its Winter and Spring Teacher Recognition Celebrations. Most recently work among Franklin School District staff, parents, and community resulted in a highly attended event by the Three Doctors Foundation, which gathered a plethora of clothing and toy donations to children. Members of the Franklin High School Administrative Team meet with a variety of community organizations from the Somerset Human Relations Commission to the Warrior for Life Foundation, a nonprofit community organization that awards over \$10,000 a year in scholarship money to Franklin-Somerset students.</p>






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 <p><b>Climate Surveys:</b></p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers As a means of supporting the district's initiative to incorporate 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. The 2018-2019 school year also marks Franklin High School's second year of Strength of the Warrior, the high school's implementation of New Jersey Positive Behavior Supports in Schools (NJPBSIS).</p>
 <p><b>Facilities:</b></p>	<p>Franklin High School campus has existed at its current campus on Elizabeth Avenue for 13 years. It is an air-conditioned facility, featuring modern science labs, well-appointed classrooms, a performing arts center capable of accommodating 1000+ spectators, a stadium complex that was featured in a major television commercial and hosted the New Jersey State Track and Field Group 1 and 4 Championships.</p>
 <p><b>School Safety:</b></p>	<p>Franklin High School has a highly-trained and devoted team of safety officers, who engage in trainings several times per year in de-escalation strategies. The school's Safety Team, which contains members from a cross-section of FHS's faculty, staff, and administration, meets monthly to review, discuss, plan, and implement school safety strategies. Through the school district's partnership, Franklin High School has its own school resource officer (SRO), who extends community policing to the school, forms positive relationships with students, and contributes to maintenance of a safe learning environment. To further bolster school safety, Franklin Township Public Schools in partnership with local police maintains a Class III Officer at Franklin High School, and FHS has upgraded its main front and rear entrance security vestibules with state of the art construction and technology.</p>



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#### Technology and STEM:

FHS is a Google School. Teachers utilized Google Classroom, and Google APPS for Education. Number of teachers have achieved Google Level 1 Certification. The school uses a host of technology resources, such as iReady, Think Central, Link-It, Code.org, Clever Portal, Follett Destiny, Go Math, etc Offered Computer Science 1 and Computer Science 2 - Programming using Java; Established School Technology Committee; FBLA club hosted FHS TED Talk program. Technology Equipment: Staff 13 inch MacBooks; Students: Chromebooks, MacBooks, PC Desktops, iMacs Desktops, Interactive Projectors in each classroom, 3D Printers in Technology Labs. New for 2018: Computer Science 1 - Tech, and Computer Science 2 - Introduction to APP Development Using Swift Language.



#### Early Childhood Education:

The district offers a comprehensive program in eight sites throughout the district; three coaches and 33 teachers utilize the HighScope curriculum to develop children's skills on 58 indicators in eight content areas. Each coach has a dual certification, including P-3/special education, P-3/BCBA, P-3/ ESL. Coaches assess each classroom using the ECERS-3, The Preschool Quality Assessment, and the TPOT. They also have been trained in the Pyramid Model, PIRT, SCIP, and numerous NAYCE trainings. The HighScope curriculum aligns with The New Jersey Preschool Teaching and Learning Standards (2014). The preschool children at FHS interact with high school students who are thinking about becoming educators. High school students are with the preschool every day for 40 minutes, when they engage in math, art, music, literacy and science activities with the preschool students.



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### Other Information

In the Spring of 2018, the NJDOE identified Franklin Township Public Schools (FTPS) as a High Performing School District. FTPS embraces its diversity: Its families report 65 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. 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 recent 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": In September 2018 the district completed the major construction projects promised in its One Less Move Referendum campaign, including its seventh elementary school and a single middle school program offered 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.



**Franklin Middle School at Hamilton Street Campus**  
(35-1610-160)  
Grades Offered: 06-08  
2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

**Notes from the New Jersey Department of Education:**



### Franklin Middle School at Hamilton Street Campus

(35-1610-160)

Grades Offered: 06-08

2018-2019

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### School Contact Information

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

Type	Contact Information
County	Somerset
District	Franklin Township Public Schools
Principal Name	Mr. Nicholas Solomon
Address	415 Francis Street Somerset, NJ 08873-2827
Phone Number	732-249-6410
Email Address	<a href="mailto:nsolomon@franklinboe.org">nsolomon@franklinboe.org</a>
Website	<a href="https://www.franklinboe.org">https://www.franklinboe.org</a>
Twitter	<a href="https://twitter.com/FMS_FTPSchools">https://twitter.com/FMS_FTPSchools</a>



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

**Enrollment Trends by Grade**

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
7	483	503	226
8	548	473	248
Total	1,031	976	716

**Enrollment Trends by Student Group**

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.5%	48.0%	47.3%
Male	52.5%	52.0%	52.7%
Economically Disadvantaged Students	48.3%	44.8%	53.9%
Students with Disabilities	16.9%	14.8%	22.3%
English Learners	4.3%	3.9%	0.4%
Homeless Students	0.4%	0.8%	1.0%
Students in Foster Care	0.4%	0.8%	0.6%
Military-Connected Students	0.2%	0.8%	0.4%
Migrant Students	0.0%	0.0%	0.0%

**Enrollment by Racial and Ethnic Group**

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	13.0%	13.1%	8.7%
Hispanic	31.9%	31.6%	43.3%
Black or African American	41.0%	41.7%	39.4%
Asian	12.5%	11.6%	6.8%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.1%
American Indian or Alaska Native	0.5%	0.4%	0.3%
Two or More Races	0.8%	1.3%	1.4%

**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, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	60.5%
Spanish	32.5%
Other Languages	7.0%



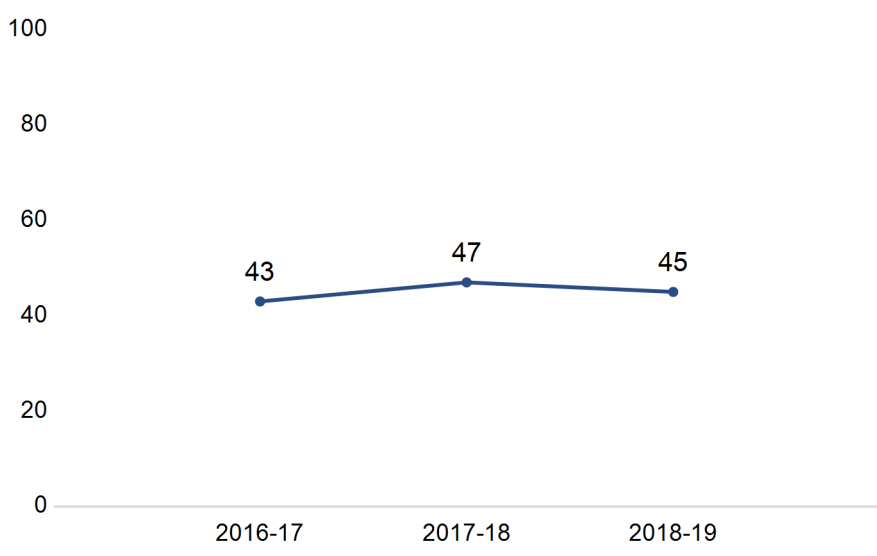
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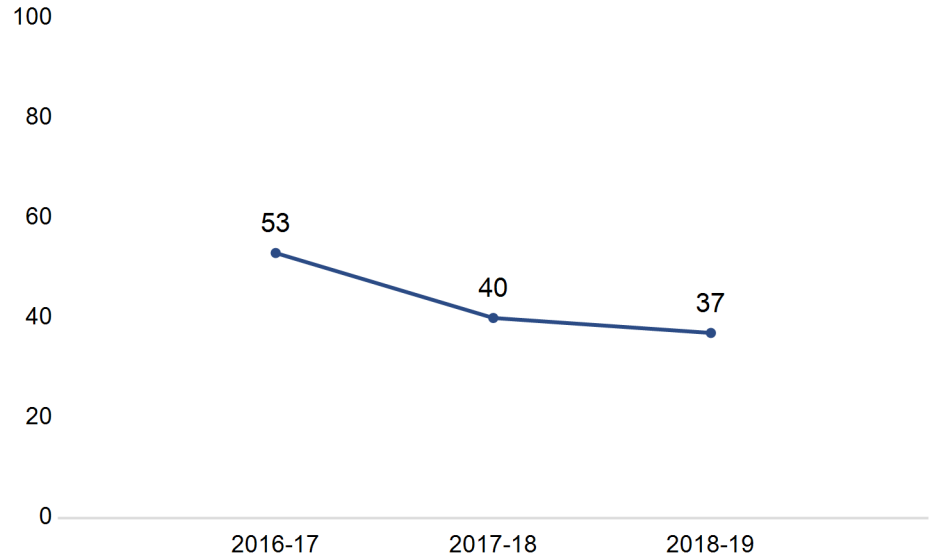
**Student Growth Trends and Progress**

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

**ELA Median Student Growth Percentile**



**Math Median Student Growth Percentile**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	43	47	45	53	40	37
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



## Franklin Middle School at Hamilton Street Campus

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

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

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

## Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	45	49	50	Met Standard	37	47	50	Not Met
White	50.5	54	50	Met Standard	30	48	52	Not Met
Hispanic	45	48	49	Met Standard	40	47	47	Met Standard
Black or African American	46	46	45	Met Standard	36	42	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	41	59	59	Met Standard	41	57	60	Met Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	44	49	**	*	43	52	**
Female	49	52	53	N	42	49	50	N
Male	42	46	47	N	36	45	51	N
Economically Disadvantaged Students	46	46	48	Met Standard	41	45	46	Met Standard
Students with Disabilities	42	37	43	Met Standard	25	43	45	Not Met
English Learners	43	56.5	52	Met Standard	33	51	50	Not Met
Homeless Students	*	21	43	N	*	41.5	44	N
Students in Foster Care	*	*	42	N	N	*	44	N
Military-Connected Students	*	36.5	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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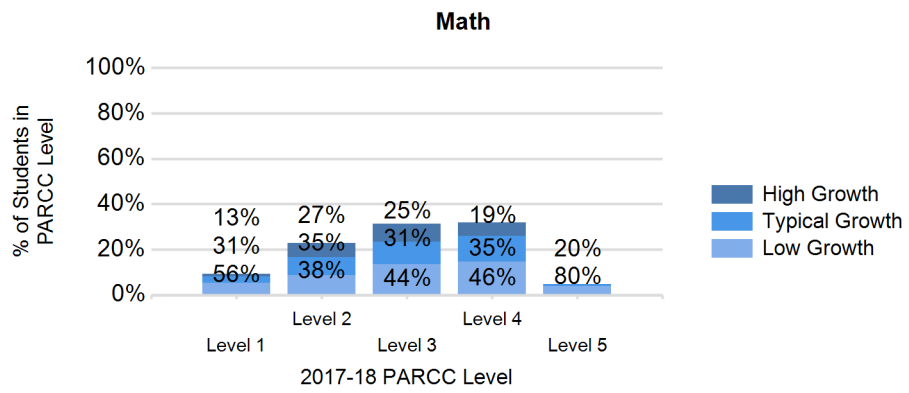
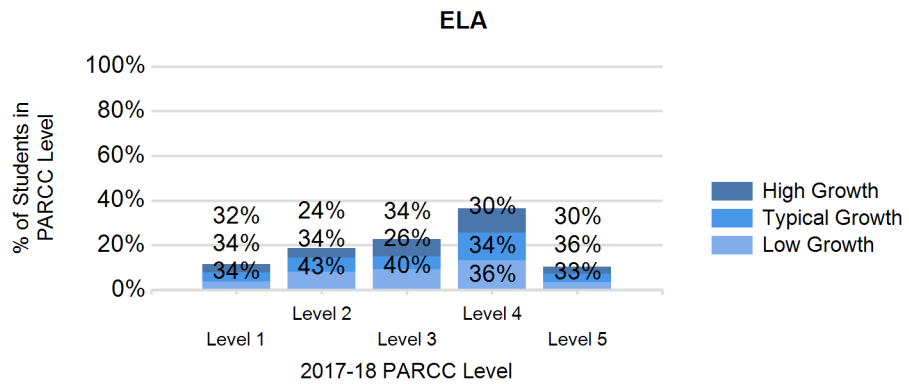
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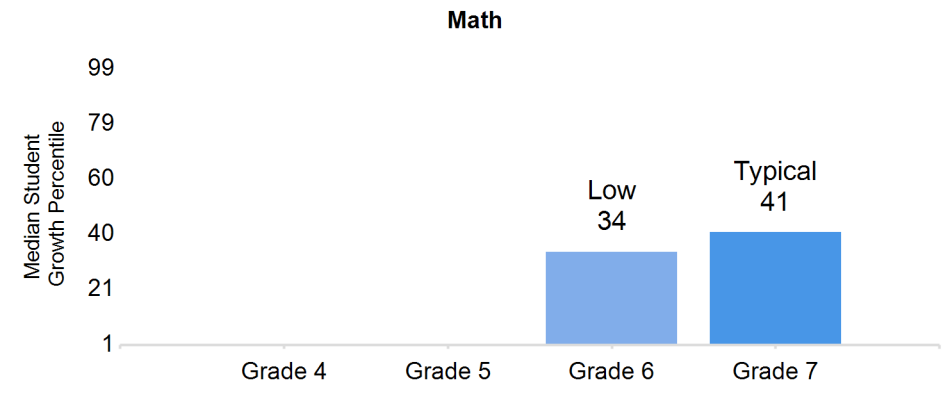
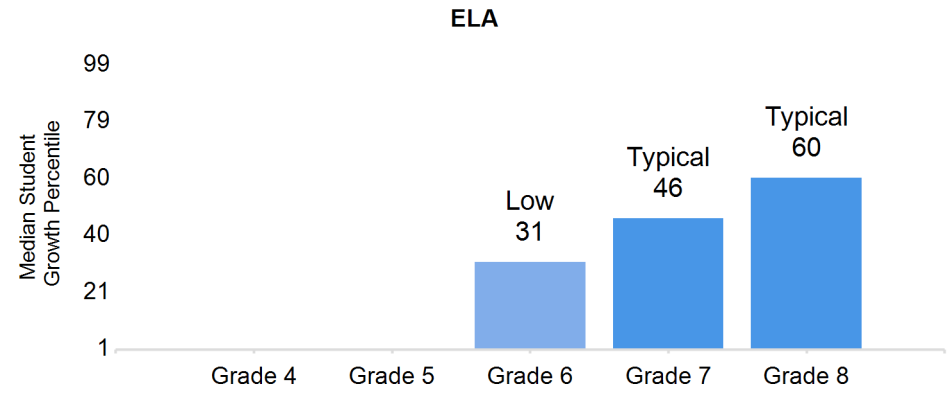
**Student Growth by Performance Level**

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



**Student Growth by Grade**

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





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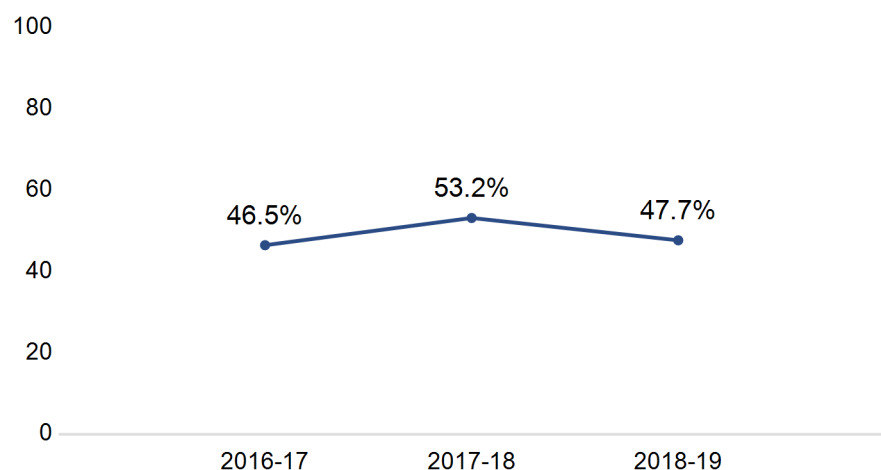
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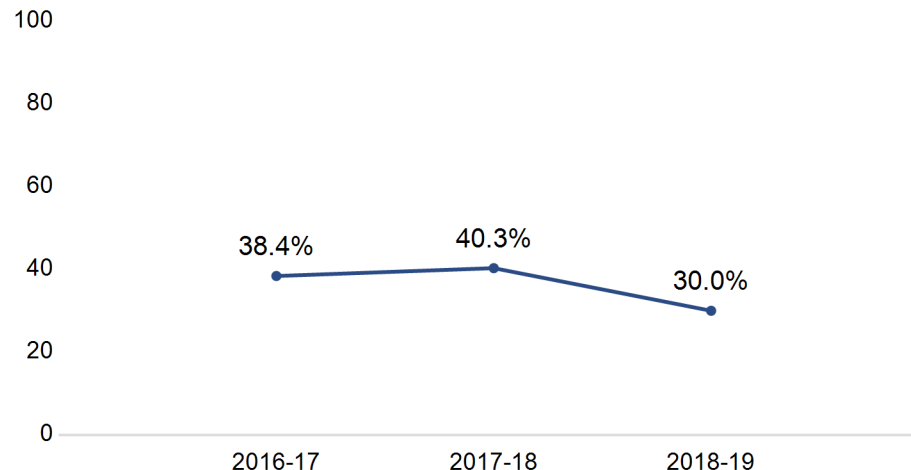
## English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

### ELA Proficiency Rate for Federal Accountability



### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.4%	99.3%	98.7%	98.8%	99.1%	98.3%
Proficiency Rate for Federal Accountability	46.5%	53.2%	47.7%	38.4%	40.3%	30.0%
Annual Target	45.1%	47.0%	48.8%	39.5%	41.7%	43.8%
Met Annual Target?	Met Target	Met Target	Met Target†	Met Target†	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	656	98.7	47.7	51.0	57.9	47.7	48.8	Met Target†
White	52	96.6	75.0	71.5	66.9	75.0	64.9	Met Target
Hispanic	291	99.7	40.9	39.2	43.9	40.9	36.5	Met Target
Black or African American	265	98.5	44.2	43.6	38.5	44.2	42.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	39	97.7	87.2	79.8	82.9	87.2	79.2	Met Goal
American Indian or Alaska Native	*	*	*	70.0	56.0	*	**	**
Two or More Races	*	*	*	54.7	64.4	*	**	**
Female	319	99.1	57.4	58.4	64.8	57.4		
Male	337	98.3	38.6	44.1	51.3	38.6		
Economically Disadvantaged Students	313	99.1	42.5	37.5	40.0	42.5	37.6	Met Target
Non-Economically Disadvantaged Students	343	98.4	52.5	60.3	67.9	52.5		
Students with Disabilities	134	97.9	10.4	*	22.7	10.4	18.1	Not Met
Students without Disabilities	522	98.9	57.3	*	65.1	57.3		
English Learners	63	98.5	25.4	28.7	29.3	25.4	22.6	Met Target
Non-English Learners	593	98.7	50.1	54.3	60.6	50.1		
Homeless Students	*	*	*	16.2	29.1	*		
Students In Foster Care	*	*	*	21.4	27.6	*		
Military-Connected Students	*	*	*	38.9	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

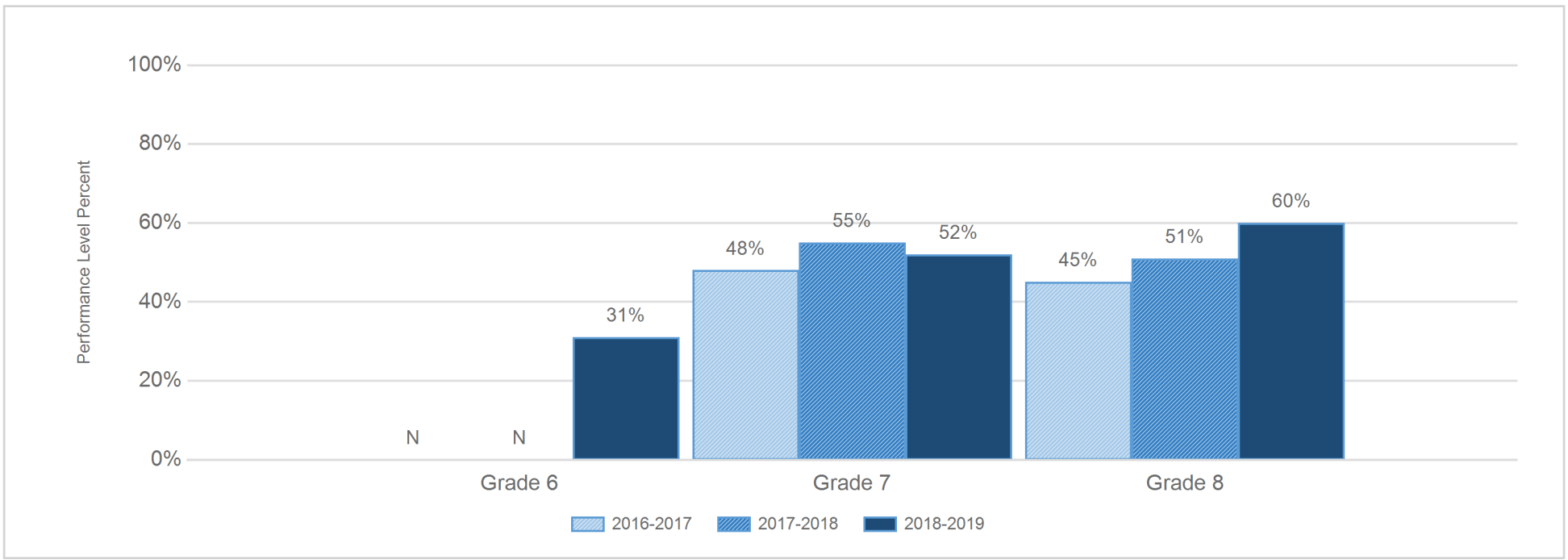


**Franklin Middle School at Hamilton Street Campus**  
 (35-1610-160)  
 Grades Offered: 06-08  
 2018-2019

**Report Key:**  
 \* Data is not displayed in order to protect student privacy  
 \*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
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**English Language Arts Assessment - Performance Trends**

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





**Franklin Middle School at Hamilton Street Campus**  
(35-1610-160)  
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### English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	232	731	741	754	18%	25%	26%	*	*	31%	56%
White	*	*	*	762	*	*	*	*	*	*	65%
Hispanic	110	730	730	743	17%	27%	28%	*	*	27%	43%
Black or African American	91	727	734	738	22%	25%	29%	*	*	24%	36%
Asian, Native Hawaiian, or Pacific Islander	16	756	774	780	*	*	*	81%	0%	81%	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	100	741	750	762	*	22%	29%	*	*	40%	64%
Male	132	723	733	748	*	27%	23%	*	*	24%	48%
Economically Disadvantaged Students	119	729	729	740	18%	29%	23%	*	*	30%	39%
Non-Economically Disadvantaged Students	113	733	751	763	18%	21%	29%	*	*	32%	67%
Students with Disabilities	47	698	702	722	*	*	*	*	*	*	19%
Students without Disabilities	185	740	750	761	*	*	*	*	*	*	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



**Franklin Middle School at Hamilton Street Campus**  
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2018-2019

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### English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	207	747	751	761	15%	16%	16%	32%	20%	52%	63%
White	17	765	773	769	*	*	*	*	*	71%	72%
Hispanic	101	740	743	747	18%	20%	17%	33%	13%	46%	50%
Black or African American	71	744	741	741	17%	18%	18%	25%	21%	46%	43%
Asian, Native Hawaiian, or Pacific Islander	16	780	781	790	0%	0%	*	*	*	94%	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	109	760	762	769	*	*	15%	38%	28%	66%	71%
Male	98	733	738	753	*	*	18%	26%	11%	37%	55%
Economically Disadvantaged Students	104	738	736	743	18%	23%	15%	29%	14%	43%	45%
Non-Economically Disadvantaged Students	103	756	763	771	12%	10%	17%	35%	26%	61%	73%
Students with Disabilities	45	697	704	720	*	*	*	*	*	*	22%
Students without Disabilities	162	761	761	769	*	*	*	*	*	*	71%
English Learners	N	N	721	706	N	N	N	N	N	N	12%
Non-English Learners	207	747	752	763	15%	16%	16%	32%	20%	52%	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



**Franklin Middle School at Hamilton Street Campus**  
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### English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	229	758	760	762	8%	14%	17%	41%	20%	60%	63%
White	27	789	*	770	0%	0%	*	*	*	89%	72%
Hispanic	89	748	745	747	*	13%	27%	*	*	49%	49%
Black or African American	99	758	751	741	*	19%	*	39%	21%	61%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	115	764	769	771	*	*	19%	41%	23%	64%	71%
Male	114	753	752	753	*	*	16%	40%	16%	56%	55%
Economically Disadvantaged Students	94	751	745	743	*	*	18%	44%	12%	55%	45%
Non-Economically Disadvantaged Students	135	763	769	772	*	*	17%	39%	25%	64%	72%
Students with Disabilities	35	722	713	721	*	*	31%	*	*	17%	22%
Students without Disabilities	194	765	768	770	*	*	15%	*	*	68%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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2018-2019

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### Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	654	98.3	30.0	39.0	44.5	30.0	43.8	Not Met
White	52	96.5	53.8	58.2	54.1	53.8	60	Met Target†
Hispanic	292	99.7	24.7	28.6	28.8	24.7	32.6	Not Met
Black or African American	263	97.8	25.1	29.1	23.0	25.1	36.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	38	95.3	68.4	73.6	76.5	68.4	75.4	Met Target†
American Indian or Alaska Native	*	*	*	60.0	42.7	*	**	**
Two or More Races	*	*	*	45.9	53.3	*	**	**
Female	317	98.2	31.2	39.4	44.9	31.2		
Male	337	98.3	28.8	38.6	44.2	28.8		
Economically Disadvantaged Students	314	99.1	24.8	27.6	26.3	24.8	32.4	Not Met
Non-Economically Disadvantaged Students	340	97.5	34.7	47.0	54.9	34.7		
Students with Disabilities	133	97.2	*	12.5	17.4	*	17.6	Not Met
Students without Disabilities	521	98.5	*	45.4	50.0	*		
English Learners	64	98.6	12.5	28.4	25.0	12.5	23.9	Not Met
Non-English Learners	590	98.2	31.9	40.6	46.5	31.9		
Homeless Students	*	*	*	15.8	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	31.6	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



## Franklin Middle School at Hamilton Street Campus

(35-1610-160)

Grades Offered: 06-08

2018-2019

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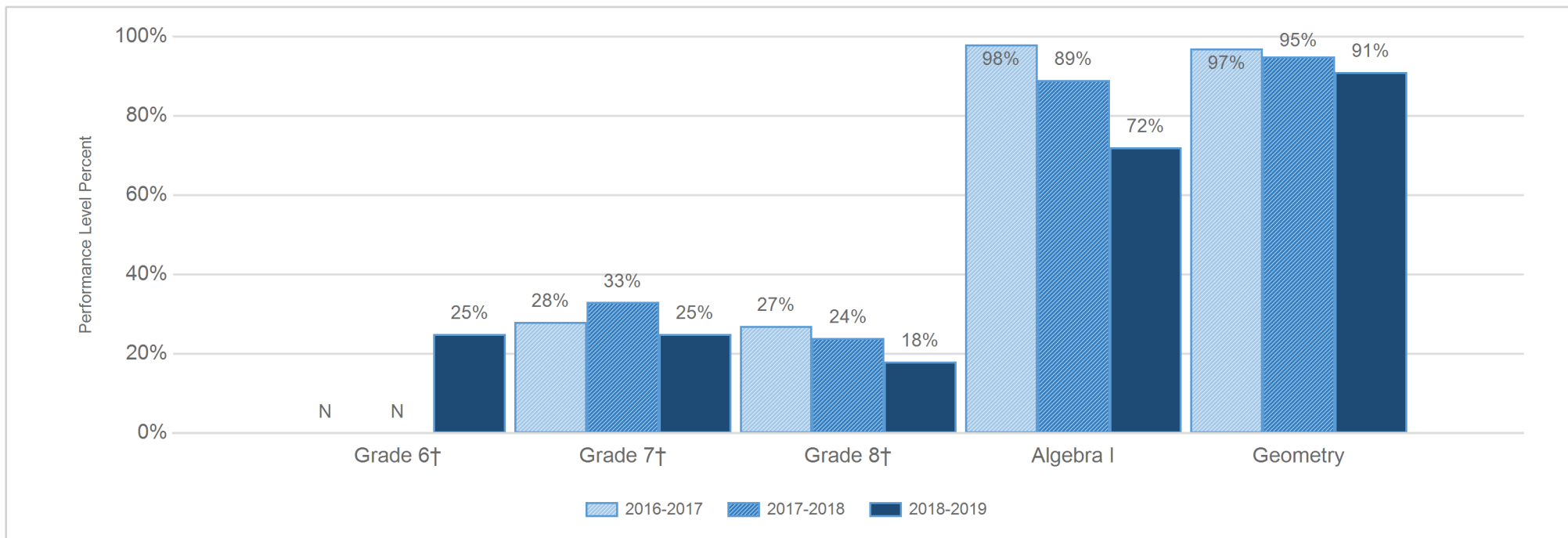
\*\* Accountability calculations require 20 or more students

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## Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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(35-1610-160)  
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2018-2019

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### Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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>	231	727	735	741	17%	31%	27%	*	*	25%	41%
White	*	*	*	749	*	*	*	*	*	*	51%
Hispanic	111	726	726	729	18%	30%	29%	*	*	23%	24%
Black or African American	91	723	728	722	19%	38%	24%	19%	0%	19%	19%
Asian, Native Hawaiian, or Pacific Islander	15	751	764	769	*	*	*	*	*	60%	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	100	730	737	742	16%	30%	24%	*	*	30%	42%
Male	131	725	732	740	18%	31%	29%	*	*	21%	40%
Economically Disadvantaged Students	120	724	723	726	21%	33%	25%	*	*	22%	21%
Non-Economically Disadvantaged Students	111	731	744	750	14%	29%	29%	*	*	29%	53%
Students with Disabilities	47	705	709	716	*	*	*	*	*	*	12%
Students without Disabilities	184	733	741	746	*	*	*	*	*	*	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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### Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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>	185	730	731	744	15%	26%	34%	*	*	25%	42%
White	*	*	*	751	*	*	*	*	*	*	53%
Hispanic	99	730	730	733	13%	29%	37%	20%	0%	20%	26%
Black or African American	62	726	727	727	21%	26%	26%	*	*	27%	21%
Asian, Native Hawaiian, or Pacific Islander	12	751	749	768	0%	*	*	*	*	50%	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	94	735	735	744	*	26%	35%	*	*	30%	42%
Male	91	726	727	743	*	26%	33%	*	*	20%	42%
Economically Disadvantaged Students	102	729	726	731	18%	23%	39%	*	*	21%	24%
Non-Economically Disadvantaged Students	83	733	737	751	12%	30%	28%	*	*	30%	53%
Students with Disabilities	45	705	709	718	*	*	*	*	*	*	13%
Students without Disabilities	140	739	737	749	*	*	*	*	*	*	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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### Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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>	164	719	720	728	31%	26%	25%	18%	0%	18%	29%
White	10	729	737	737	*	*	*	*	*	30%	38%
Hispanic	77	720	718	722	30%	27%	23%	19%	0%	19%	22%
Black or African American	72	718	719	714	31%	28%	28%	14%	0%	14%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	84	720	721	731	26%	30%	30%	14%	0%	14%	31%
Male	80	718	719	726	36%	23%	20%	21%	0%	21%	27%
Economically Disadvantaged Students	77	722	720	719	30%	26%	22%	22%	0%	22%	20%
Non-Economically Disadvantaged Students	87	717	720	735	32%	26%	28%	14%	0%	14%	36%
Students with Disabilities	32	700	702	707	*	*	*	*	*	*	10%
Students without Disabilities	132	724	724	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	15%
Military-Connected Students	*	*	*	735	*	*	*	*	*	*	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	761	736	744	0%	*	17%	*	*	72%	42%
White	20	767	753	752	0%	*	*	*	*	80%	53%
Hispanic	13	759	*	728	0%	*	*	*	*	69%	24%
Black or African American	24	753	730	725	0%	*	*	58%	0%	58%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	756	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	36	757	737	745	0%	*	*	*	*	64%	44%
Male	29	766	735	743	0%	*	*	*	*	83%	41%
Economically Disadvantaged Students	15	758	729	727	0%	*	*	*	*	67%	23%
Non-Economically Disadvantaged Students	50	761	740	752	0%	*	*	*	*	74%	52%
Students with Disabilities	*	*	712	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	740	748	*	*	*	*	*	*	47%
English Learners	N	N	715	710	N	N	N	N	N	N	*
Non-English Learners	65	761	737	745	0%	*	17%	*	*	72%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



**Franklin Middle School at Hamilton Street Campus**  
(35-1610-160)  
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2018-2019

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### Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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>	22	772	743	737	0%	0%	*	*	*	91%	35%
White	*	*	*	743	*	*	*	*	*	*	43%
Hispanic	*	*	728	724	*	*	*	*	*	*	17%
Black or African American	10	765	*	720	0%	0%	*	*	*	80%	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	*	736	N	N	N	N	N	N	37%
Two or More Races	N	N	*	745	N	N	N	N	N	N	46%
Female	*	*	*	738	*	*	*	*	*	*	36%
Male	*	*	*	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	*	*	733	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	747	743	*	*	*	*	*	*	43%
Students with Disabilities	N	N	703	712	N	N	N	N	N	N	*
Students without Disabilities	22	772	751	741	0%	0%	*	*	*	91%	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	22	772	*	738	0%	0%	*	*	*	91%	*
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	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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### DLM Alternate Assessment - Participation

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

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

### English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† Target was met within one standard deviation

### English Language Proficiency Test - Participation and Performance

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

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



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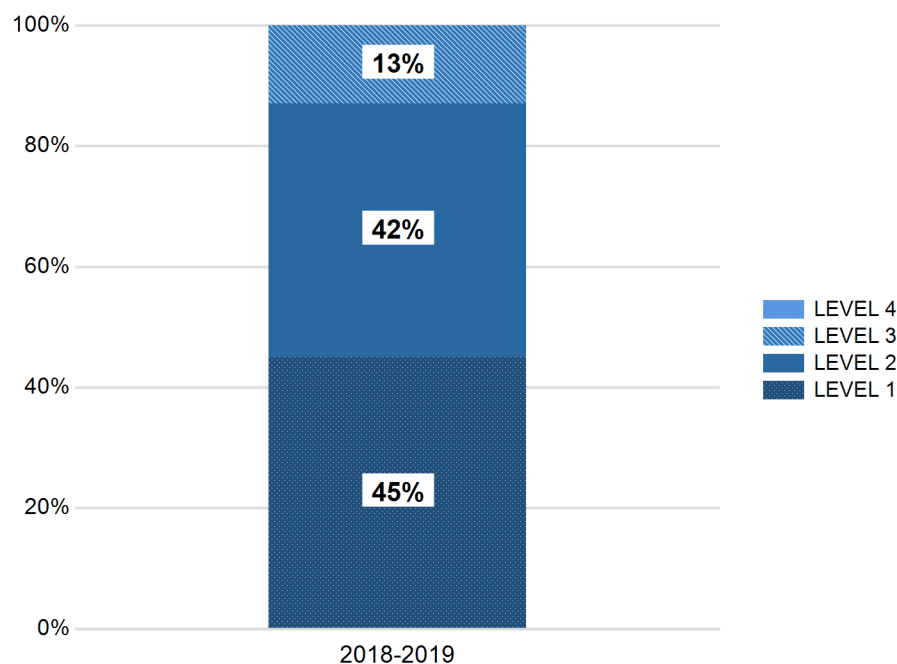
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

### NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



### NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	45	42	13	0
White	15	56	26	4
Hispanic	52	39	9	0
Black or African American	51	41	8	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	46	44	11	0
Male	45	39	15	1
Economically Disadvantaged Students	49	41	10	0
Non-Economically Disadvantaged Students	42	42	15	1
Students with Disabilities	76	24	0	0
Students without Disabilities	40	45	15	1
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

### Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	251
7	25	0	213
8	46	23	194
Total	71	23	658

### World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	131	115	0	0	0	0	0
7	142	92	0	0	0	0	0
8	203	48	0	0	0	0	0
Total	476	255	0	0	0	0	0



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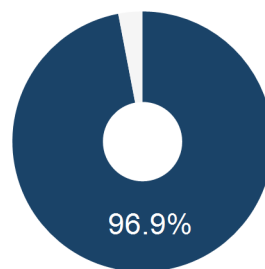
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## Visual and Performing Arts – Course Participation

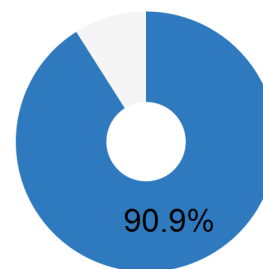
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

### Grades 6-8:

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

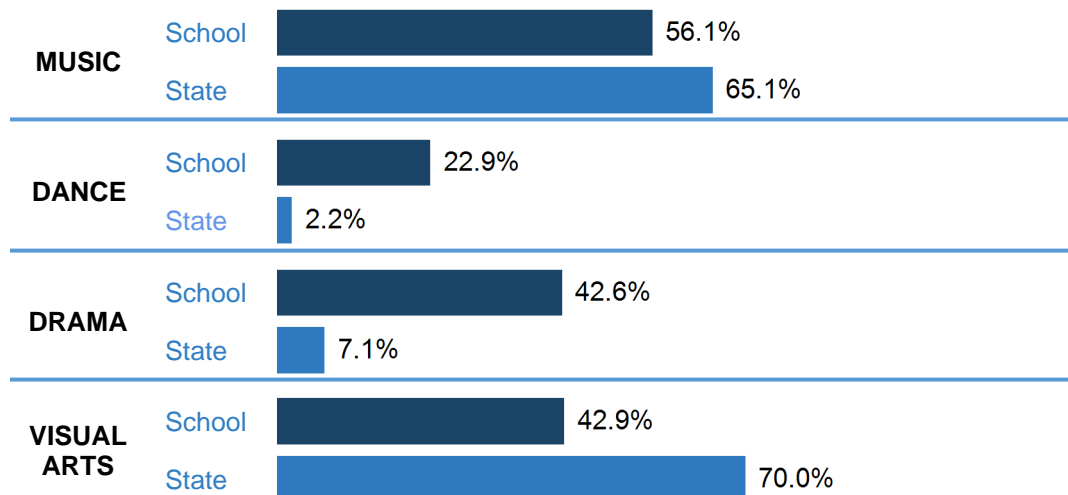


School



State

Students enrolled in one or more classes by discipline:





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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

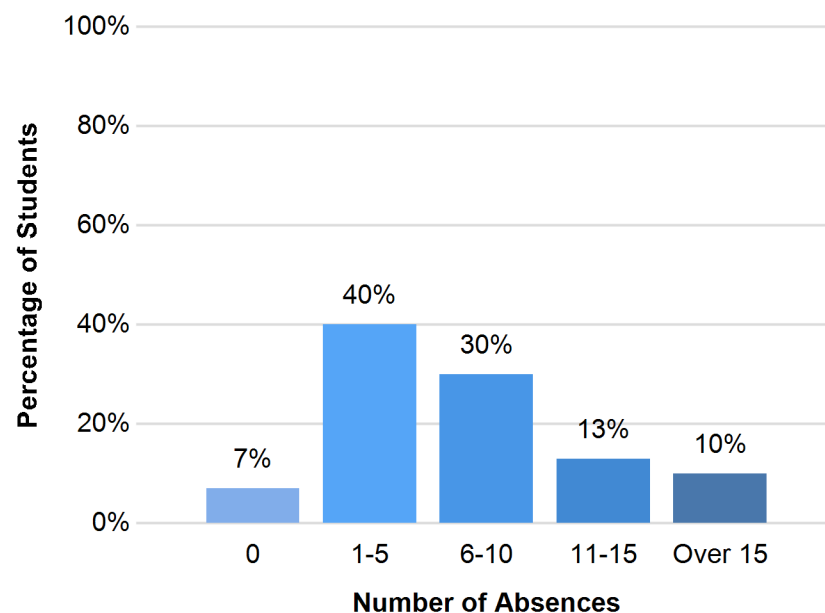
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	63	9.0	9.1	Met
White	6	10.3	9.1	Not Met
Hispanic	21	6.7	9.1	Met
Black or African American	29	10.6	9.1	Not Met
Asian, Native Hawaiian, or Pacific	2	4.7	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	30	9.0		
Male	33	9.0		
Economically Disadvantaged Students	40	10.8	9.1	Not Met
Students with Disabilities	18	12.6	9.1	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





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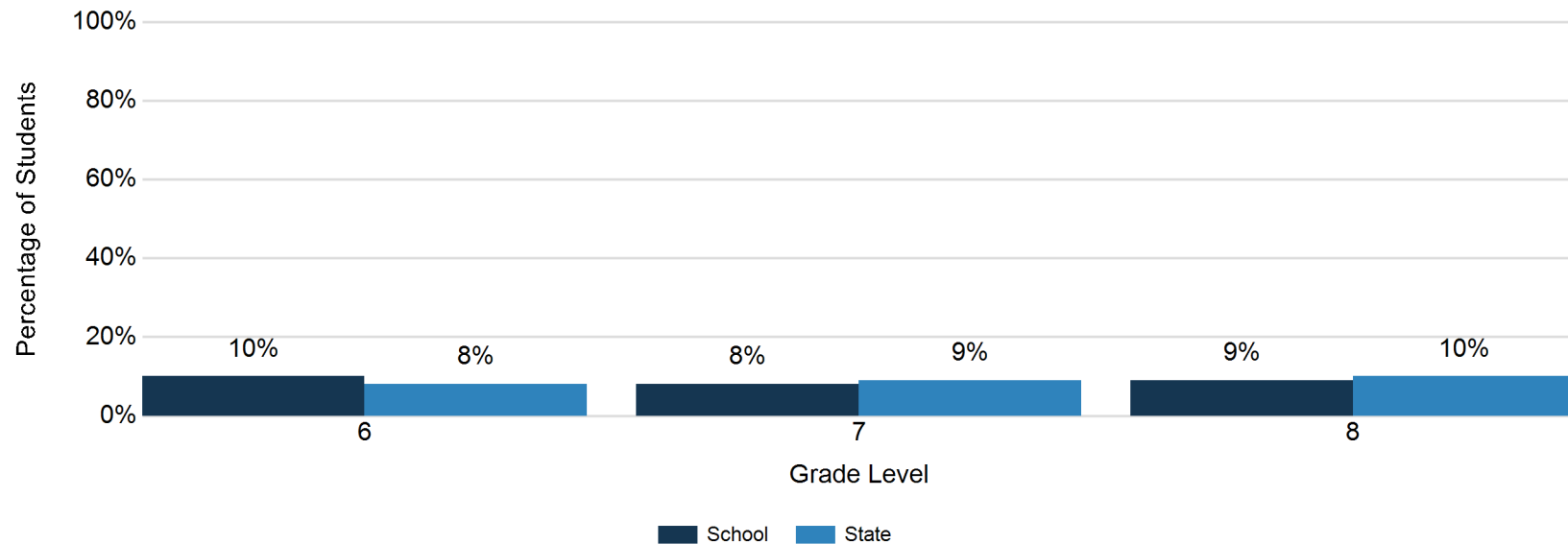
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### Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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

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

Incident Type	Number of Incidents
Violence	8
Weapons	1
Vandalism	2
Substances	4
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	17
Incidents Per 100 Students Enrolled	2.37

### Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	1
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

### Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	2	1	3
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	2	0	2
Disability	0	1	1
Other	7	1	8
No Identified Nature	2		2

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	67	9.4%
Out-of-School Suspensions	58	8.1%
Any Suspension	101	14.1%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
191



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#### School Day

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

Category	School
Typical Start Time	7:20 AM
Typical End Time	2:26 PM
Length of School Day	7 Hrs 6 Mins
Full Time - Instructional Time	6 Hrs 45 Mins
Shared Time - Instructional Time	6 Hrs. 45 Mins.

#### Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	97	118,214
Average years experience in public schools	8.2	12.1
Average years experience in district	6.7	10.8
Percentage of Teachers with 4 or more years experience in the district	45.4%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	47	9,530
Average years experience in public schools	12.2	16.0
Average years experience in district	9.5	12.0
Percentage of Administrators with 4 or more years experience in the district	70.2%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	7:1	10:1
Students to Administrators	179:1	149:1
Teachers to Administrators	24:1	16:1
Students to Librarians/Media Specialists		877:1
Students to Nurses		779:1
Students to Counselors		281:1
Students to Child Study Team Members		213:1



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### Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.3%	74.2%	25.0%	48.4%	77.1%	54.9%
Male	52.7%	25.8%	75.0%	51.6%	22.9%	45.1%
White	8.7%	63.9%	25.0%	42.4%	83.6%	77.4%
Hispanic	43.3%	11.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	39.4%	18.6%	75.0%	15.0%	6.6%	13.9%
Asian	6.8%	3.1%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	2.1%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.4%	1.0%	0.0%	2.1%	0.2%	0.2%



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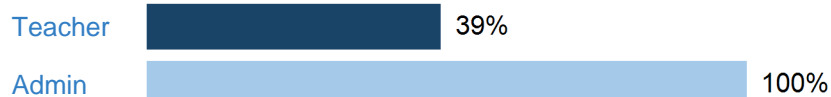
### Teachers and Administrators - Level of Education

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

#### 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 this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.4%	90.5%
2017-18 Administrators: Same district 2018-19	95.5%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	92.2%



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### Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

## ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



## Franklin Middle School at Hamilton Street Campus

(35-1610-160)

Grades Offered: 06-08

2018-2019

### Report Key:

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

## ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	46.5%	53.2%	47.7%
Math Proficiency	38.4%	40.3%	30.0%
ELA Growth	43	47	45
Math Growth	53	40	37
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		40.0%	N
Chronic Absenteeism	7.2%	5.7%	9.0%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



## Franklin Middle School at Hamilton Street Campus

(35-1610-160)

Grades Offered: 06-08

2018-2019

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Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

## Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



**Franklin Middle School at Hamilton Street Campus**  
(35-1610-160)  
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### Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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

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



### Franklin Middle School at Hamilton Street Campus

(35-1610-160)

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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 the school or district directly.



### Highlights:

- 2017 Certified Future Ready School, 1:1 Chromebook Implementation for all students
- NJ Model School for PBSIS, Innovative College and Career Readiness Programming
- NJ Model School for Fine Visual Performing Arts



### Mission, Vision, Theme:

Franklin Township Public Schools is a diverse and unique district, with more than 65 languages spoken by families that send students to the its ten schools. 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.



### Awards, Recognition, Accomplishments:

Franklin Middle School was recently removed from Focus Status; 2017 Future Ready School; NJ Model School for FVPA and NJ Model School for PBSIS. 1:1 Chromebook Implementation for all students; Innovative College and Career Readiness Programming.



### Franklin Middle School at Hamilton Street Campus

(35-1610-160)

Grades Offered: 06-08




2018-2019

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Highlighted curricula includes Geometry and Algebra Math courses/honors classes in English and Science; multiple placements for special education which includes Autism and LLD Severe. We offer a model program in Fine, Visual, and Performing Arts; hands-on STEM and coding opportunities. Newly added is social, emotional learning (SEL) and world languages, Latin, French, and Spanish.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cheerleading (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>HSC offers a variety of competitive sports programs, which include; football, cross country, field hockey, boys and girls soccer. During the winter months HSC offers; girls and boys basketball, cheerleading, and wrestling. During the Spring season, HSC offers baseball, softball, and girls and boys track and field. Our middle school track and field team won the 2018-2019 championship.</p>
 <p><b>Clubs and Activities:</b></p>	<p>National Junior Honor Society, Student Council, Diversity Club, Robotics Club, Art Club, Yearbook, Newspaper, 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>



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(35-1610-160)

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 <p><b>Before and After School Programs:</b></p>	<p>The FMS after-school office hours are conducted three times a week to provide support for students in all subject areas. Additionally, there are a several extra - curricular activities that are offered daily. There are several Saturday programs offered as well at FMS@HSC. We currently offer STEM, Creative Writing, Aspire High (mentor program) and Assessment Prep programs.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>Current district PD was identified through a shared process across district stakeholder groups and addresses achievement patterns illustrated in this 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>
 <p><b>Postsecondary Information:</b></p>	<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>



### Franklin Middle School at Hamilton Street Campus

(35-1610-160)

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### Student Supports and Services:

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.



### Student Health and Wellness:

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.



### Parent and Community Involvement:

PTSO, Annual School Planning, Safety Team Committee , Parent University (workshops), Parenting Partners



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers 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>
 <p>Facilities:</p>	<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>
 <p>School Safety:</p>	<p>Four School Safety officers are located throughout the building daily. Additionally, we have one School Resource Officer stationed in the building along with one Police Officer that serves as the G.R.E.A.T officer daily. Furthermore, there are over 40 cameras throughout the school building to monitor the school.</p>



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 <p><b>Technology and STEM:</b></p>	<p>FMS-HSC is a Google School. Teachers utilized Google Classroom, and Google APPS for Education. Number of teachers have achieved Google Level 1 and/or Level 2 Certification. The school uses a host of technology resources, such as iReady, Think Central, Link-It, Code.org, Clever Portal, Follett Destiny, Go Math, etc. Awards: 2017 Certified Future Ready School; School Technology Committee; Saturday STEM Academy; Participated First Robotic League - Non competitive division; Established 7-8 STEM course and developed new STEM Lab. Technology Equipment: Staff: 13 inch MacBooks; Students: MacBooks, Chromebooks, iMac Desktops for Technology Labs, Interactive Projectors in each classroom, and 3D Printers in STEM Lab. New for 2018: Revised Computer Applications courses for grade 6-8 and new Computer Programming course for grade 8.</p>
 <p><b>Early Childhood Education:</b></p>	<p>The district offers a comprehensive program in eight sites throughout the district; three coaches and 33 teachers utilize the HighScope curriculum to develop children's skills on 58 indicators in eight content areas. Each coach has a dual certification, including P-3/special education, P-3/BCBA, P-3/ ESL. Coaches assess each classroom using the ECERS-3, The Preschool Quality Assessment, and the TPOT. They also have been trained in the Pyramid Model, PIRT, SCIP, and numerous NAYCE trainings. The HighScope curriculum aligns with The New Jersey Preschool Teaching and Learning Standards (2014).</p>



## Franklin Middle School at Hamilton Street Campus

(35-1610-160)

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### Other Information

In the Spring of 2018, the NJDOE identified Franklin Township Public Schools (FTPS) as a High Performing School District. FTPS embraces its diversity: Its families report 65 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. 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 recent 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": In September 2018 the district completed the major construction projects promised in its One Less Move Referendum campaign, including its seventh elementary school and a single middle school program offered 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.



**Franklin Middle School at Sampson G. Smith Campus**  
(35-1610-150)  
Grades Offered: 06-08  
2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

**Notes from the New Jersey Department of Education:**



### Franklin Middle School at Sampson G. Smith Campus

(35-1610-150)

Grades Offered: 06-08

2018-2019

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### School Contact Information

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

Type	Contact Information
County	Somerset
District	Franklin Township Public Schools
Principal Name	Mrs. Evelyn Rutledge
Address	1649 Amwell Road Somerset, NJ 08873
Phone Number	732-873-2800
Email Address	<a href="mailto:erutledge@franklinboe.org">erutledge@franklinboe.org</a>
Website	<a href="https://www.franklinboe.org">https://www.franklinboe.org</a>
Twitter	<a href="https://twitter.com/SGS_FTPSchools">https://twitter.com/SGS_FTPSchools</a>



**Franklin Middle School at Sampson G. Smith Campus**  
(35-1610-150)  
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
5	506	562	0
6	507	467	272
Total	1,013	1,029	798

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	48.7%	48.0%	48.9%
Male	51.3%	52.0%	51.1%
Economically Disadvantaged Students	48.6%	48.4%	43.2%
Students with Disabilities	16.7%	18.9%	12.5%
English Learners	4.2%	7.0%	9.9%
Homeless Students	0.6%	1.3%	0.8%
Students in Foster Care	0.6%	0.3%	0.0%
Military-Connected Students	0.2%	0.6%	0.9%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	14.1%	10.9%	13.3%
Hispanic	31.4%	35.1%	28.3%
Black or African American	37.9%	36.7%	37.8%
Asian	14.4%	14.5%	17.4%
Native Hawaiian or Pacific Islander	0.2%	0.3%	0.4%
American Indian or Alaska Native	0.3%	0.5%	0.4%
Two or More Races	1.7%	2.0%	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, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	64.4%
Spanish	20.6%
Gujarati	3.3%
Creoles and pidgins, English	1.6%
Urdu	1.3%
Other Languages	8.9%

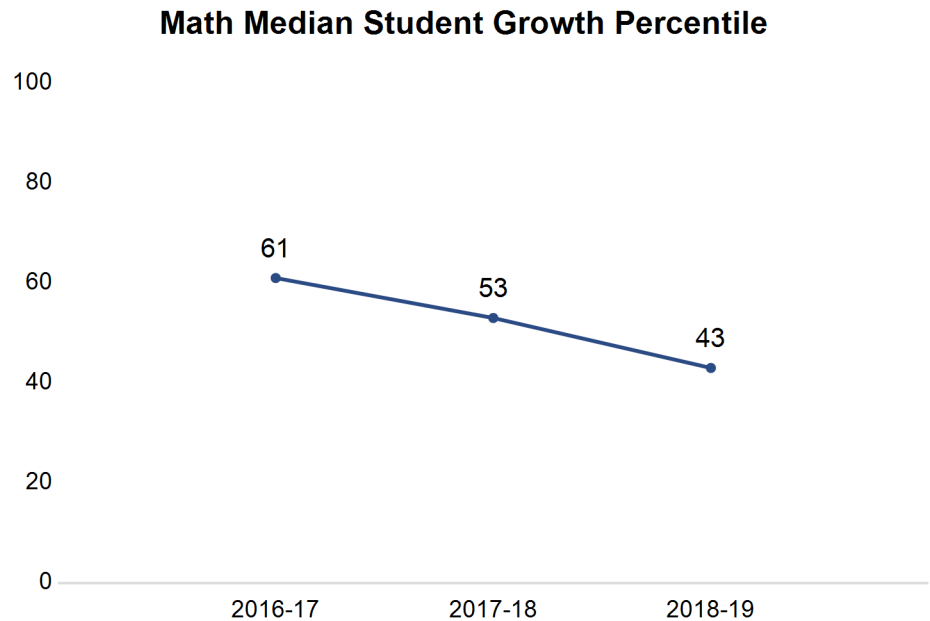
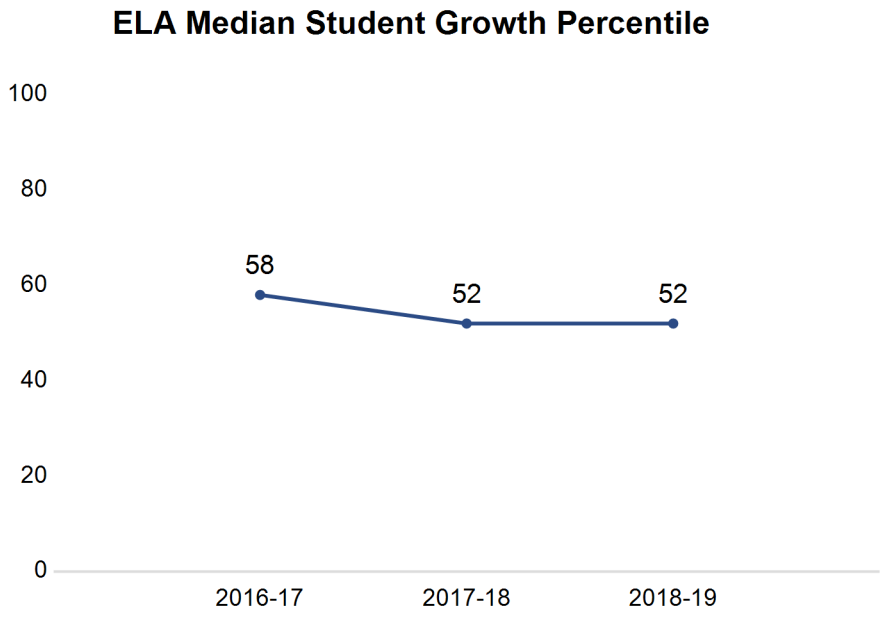


**Franklin Middle School at Sampson G. Smith Campus**  
 (35-1610-150)  
 Grades Offered: 06-08  
 2018-2019

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**Student Growth Trends and Progress**

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	58	52	52	61	53	43
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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(35-1610-150)

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

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

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

## Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	52	49	50	Met Standard	43	47	50	Met Standard
White	58	54	50	Met Standard	46	48	52	Met Standard
Hispanic	50.5	48	49	Met Standard	42	47	47	Met Standard
Black or African American	49	46	45	Met Standard	45	42	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	63	59	59	Exceeds Standard	41	57	60	Met Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	58.5	44	49	**	15.5	43	52	**
Female	54	52	53	N	45	49	50	N
Male	50	46	47	N	42	45	51	N
Economically Disadvantaged Students	48	46	48	Met Standard	42	45	46	Met Standard
Students with Disabilities	36	37	43	Not Met	43	43	45	Met Standard
English Learners	64	56.5	52	Exceeds Standard	43	51	50	Met Standard
Homeless Students	*	21	43	N	*	41.5	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	36.5	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



**Franklin Middle School at Sampson G. Smith Campus**  
 (35-1610-150)  
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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

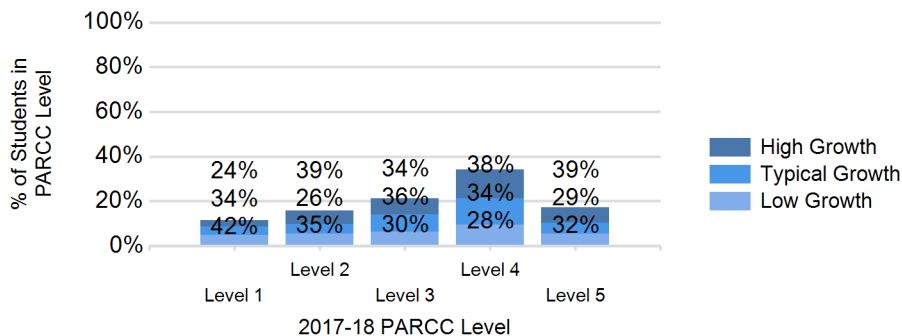
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

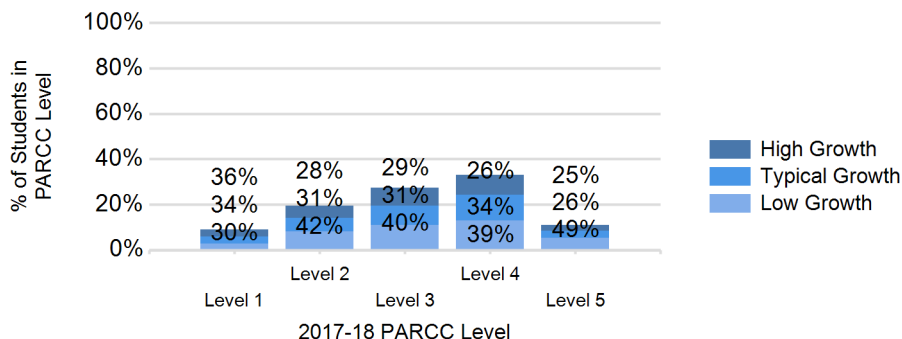
**Student Growth by Performance Level**

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

**ELA**



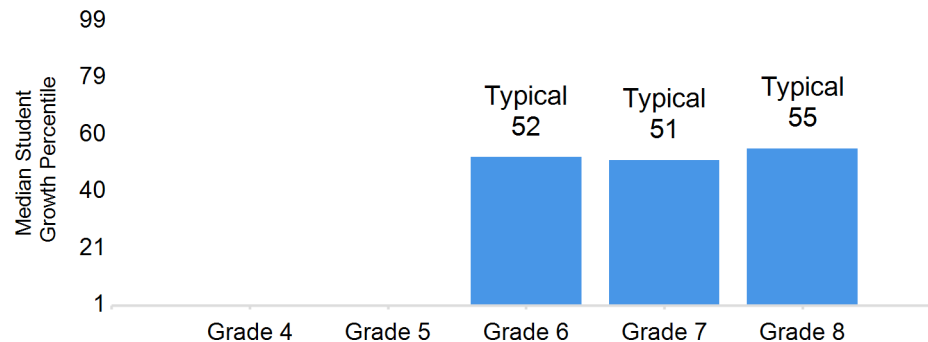
**Math**



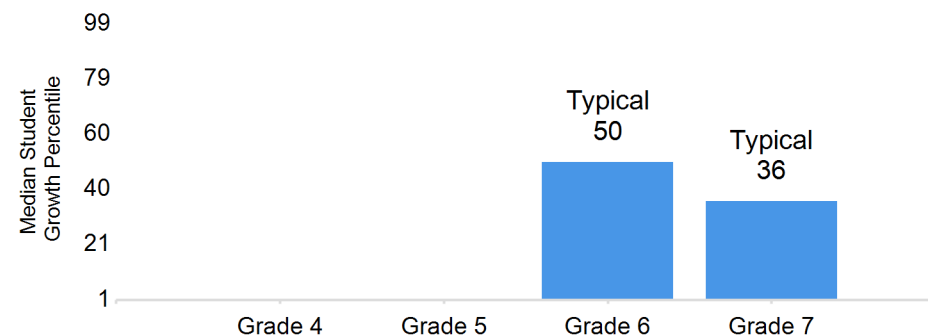
**Student Growth by Grade**

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

**ELA**



**Math**





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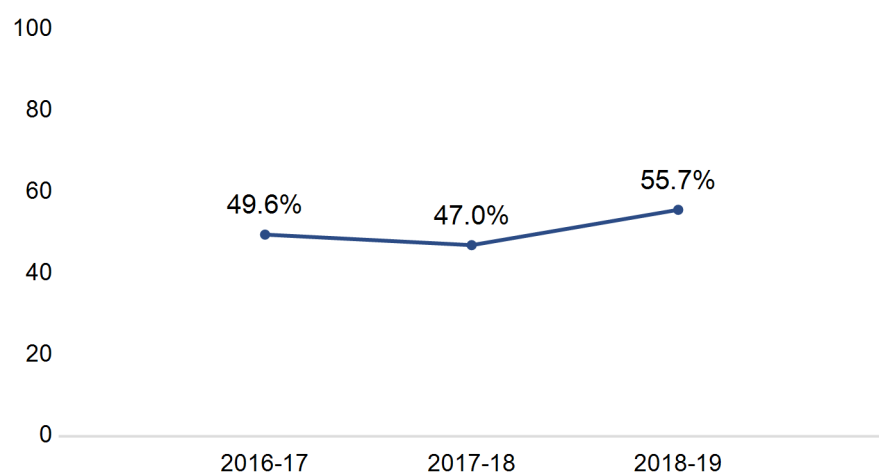
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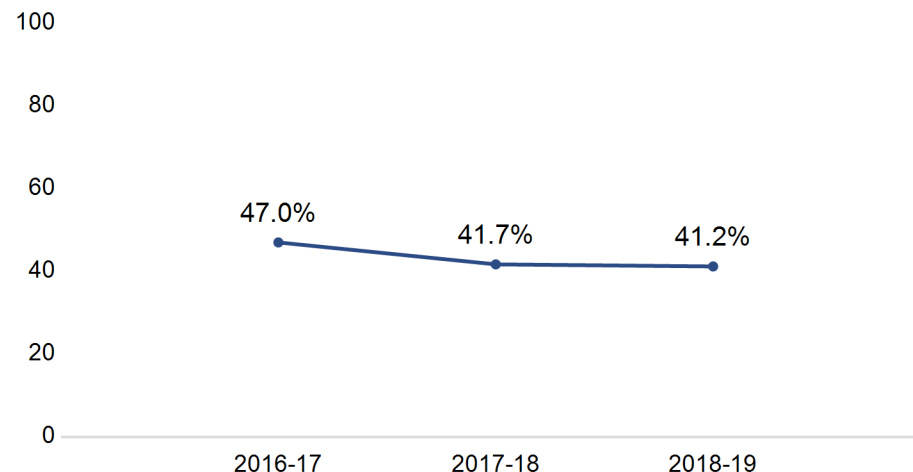
## English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

### ELA Proficiency Rate for Federal Accountability



### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.7%	98.7%	99.1%	98.3%	98.8%	98.8%
Proficiency Rate for Federal Accountability	49.6%	47.0%	55.7%	47.0%	41.7%	41.2%
Annual Target	48.2%	49.8%	N	44.6%	46.4%	N
Met Annual Target?	Met Target	Not Met	N	Met Target	Not Met	N
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	796	99.1	55.7	51.0	57.9	55.7	N	N
White	113	97.5	77.9	71.5	66.9	77.9	N	N
Hispanic	221	100.0	40.7	39.2	43.9	40.7	N	N
Black or African American	297	98.8	44.1	43.6	38.5	44.1	N	N
Asian, Native Hawaiian, or Pacific Islander	144	100.0	83.3	79.8	82.9	83.3	N	N
American Indian or Alaska Native	*	*	*	70.0	56.0	*	**	**
Two or More Races	*	*	*	54.7	64.4	*	N	N
Female	386	99.8	66.6	58.4	64.8	66.6		
Male	410	98.4	45.4	44.1	51.3	45.4		
Economically Disadvantaged Students	293	99.7	33.8	37.5	40.0	33.8	N	N
Non-Economically Disadvantaged Students	503	98.7	68.4	60.3	67.9	68.4		
Students with Disabilities	139	99.3	12.2	*	22.7	12.2	N	N
Students without Disabilities	657	99.0	64.8	*	65.1	64.8		
English Learners	100	100.0	25.0	28.7	29.3	25.0	N	N
Non-English Learners	696	98.9	60.1	54.3	60.6	60.1		
Homeless Students	*	*	*	16.2	29.1	*		
Students In Foster Care	*	*	*	21.4	27.6	*		
Military-Connected Students	*	*	*	38.9	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

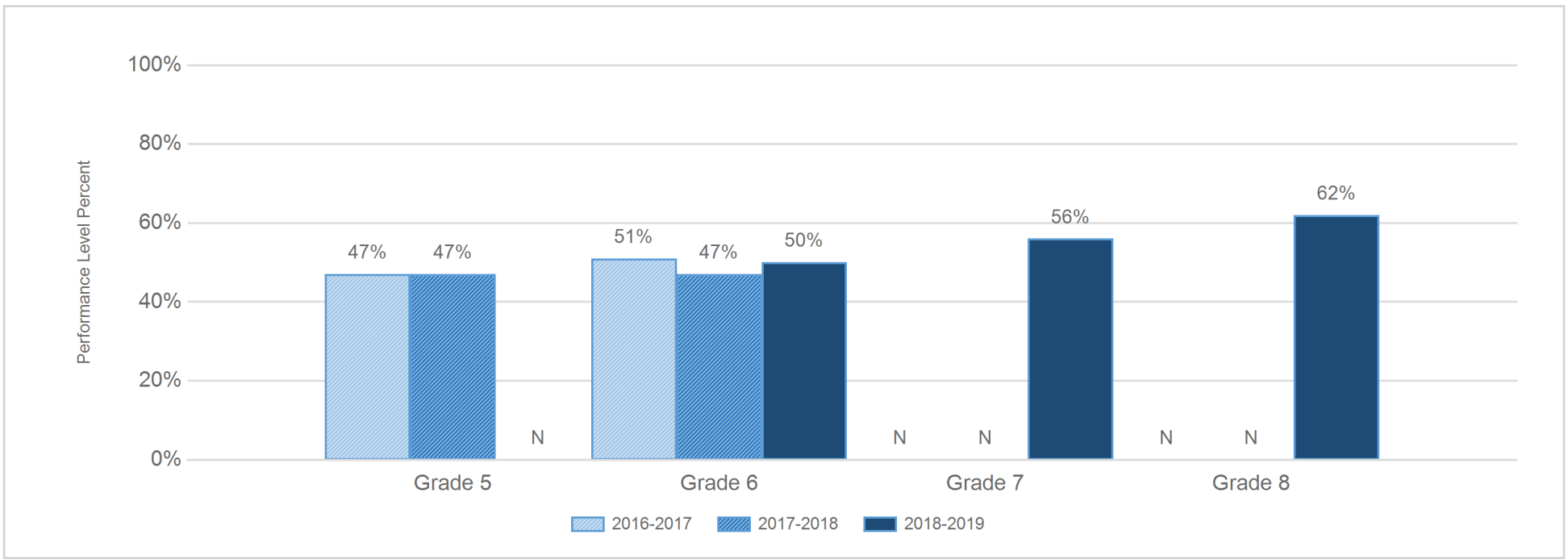


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**English Language Arts Assessment - Performance Trends**

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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### English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	274	749	741	754	13%	15%	22%	32%	18%	50%	56%
White	37	770	*	762	*	*	*	38%	35%	73%	65%
Hispanic	86	730	730	743	21%	24%	27%	*	*	28%	43%
Black or African American	93	741	734	738	16%	18%	23%	*	*	43%	36%
Asian, Native Hawaiian, or Pacific Islander	50	780	774	780	*	*	*	42%	42%	84%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	136	757	750	762	9%	12%	19%	37%	24%	60%	64%
Male	138	741	733	748	17%	19%	24%	28%	12%	40%	48%
Economically Disadvantaged Students	107	728	729	740	21%	26%	26%	*	*	26%	39%
Non-Economically Disadvantaged Students	167	763	751	763	8%	8%	19%	*	*	65%	67%
Students with Disabilities	53	706	702	722	*	*	*	*	*	*	19%
Students without Disabilities	221	759	750	761	*	*	*	*	*	*	64%
English Learners	21	709	*	710	*	*	*	*	*	*	*
Non-English Learners	253	752	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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### English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	266	754	751	761	12%	12%	20%	30%	26%	56%	63%
White	34	777	773	769	*	*	*	*	*	74%	72%
Hispanic	68	747	743	747	*	*	24%	34%	18%	51%	50%
Black or African American	111	739	741	741	16%	18%	25%	31%	10%	41%	43%
Asian, Native Hawaiian, or Pacific Islander	45	781	781	790	*	*	*	31%	53%	84%	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	145	763	762	769	8%	7%	19%	37%	29%	66%	71%
Male	121	743	738	753	17%	17%	21%	22%	21%	44%	55%
Economically Disadvantaged Students	111	735	736	743	19%	17%	31%	24%	9%	33%	45%
Non-Economically Disadvantaged Students	155	768	763	771	7%	8%	13%	35%	37%	72%	73%
Students with Disabilities	39	711	704	720	49%	*	*	*	*	18%	22%
Students without Disabilities	227	762	761	769	6%	*	*	*	*	63%	71%
English Learners	18	721	721	706	*	*	*	*	*	11%	12%
Non-English Learners	248	757	752	763	*	*	*	*	*	59%	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	275	761	760	762	12%	11%	15%	35%	27%	62%	63%
White	*	*	*	770	*	*	*	*	*	*	72%
Hispanic	74	741	745	747	16%	16%	23%	*	*	45%	49%
Black or African American	109	745	751	741	16%	16%	20%	38%	11%	49%	43%
Asian, Native Hawaiian, or Pacific Islander	48	801	*	794	*	*	*	23%	69%	92%	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	120	774	769	771	*	*	13%	39%	34%	73%	71%
Male	155	751	752	753	*	*	16%	32%	21%	53%	55%
Economically Disadvantaged Students	90	738	745	743	18%	22%	17%	*	*	43%	45%
Non-Economically Disadvantaged Students	185	772	769	772	9%	6%	14%	*	*	71%	72%
Students with Disabilities	36	704	713	721	50%	*	*	*	*	17%	22%
Students without Disabilities	239	770	768	770	6%	*	*	*	*	69%	71%
English Learners	15	719	*	708	*	*	*	*	*	27%	12%
Non-English Learners	260	764	*	764	*	*	*	*	*	64%	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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### Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	803	98.8	41.2	39.0	44.5	41.2	N	N
White	112	96.6	65.2	58.2	54.1	65.2	N	N
Hispanic	226	100.0	23.9	28.6	28.8	23.9	N	N
Black or African American	297	98.5	27.6	29.1	23.0	27.6	N	N
Asian, Native Hawaiian, or Pacific Islander	146	100.0	76.0	73.6	76.5	76.0	N	N
American Indian or Alaska Native	*	*	*	60.0	42.7	*	**	**
Two or More Races	*	*	*	45.9	53.3	*	N	N
Female	389	99.5	42.7	39.4	44.9	42.7		
Male	414	98.2	39.9	38.6	44.2	39.9		
Economically Disadvantaged Students	300	99.4	21.7	27.6	26.3	21.7	N	N
Non-Economically Disadvantaged Students	503	98.5	52.9	47.0	54.9	52.9		
Students with Disabilities	139	98.7	*	12.5	17.4	*	N	N
Students without Disabilities	664	98.9	*	45.4	50.0	*		
English Learners	108	100.0	20.4	28.4	25.0	20.4	N	N
Non-English Learners	695	98.6	44.5	40.6	46.5	44.5		
Homeless Students	*	*	*	15.8	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	31.6	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



### Franklin Middle School at Sampson G. Smith Campus

(35-1610-150)

Grades Offered: 06-08

2018-2019

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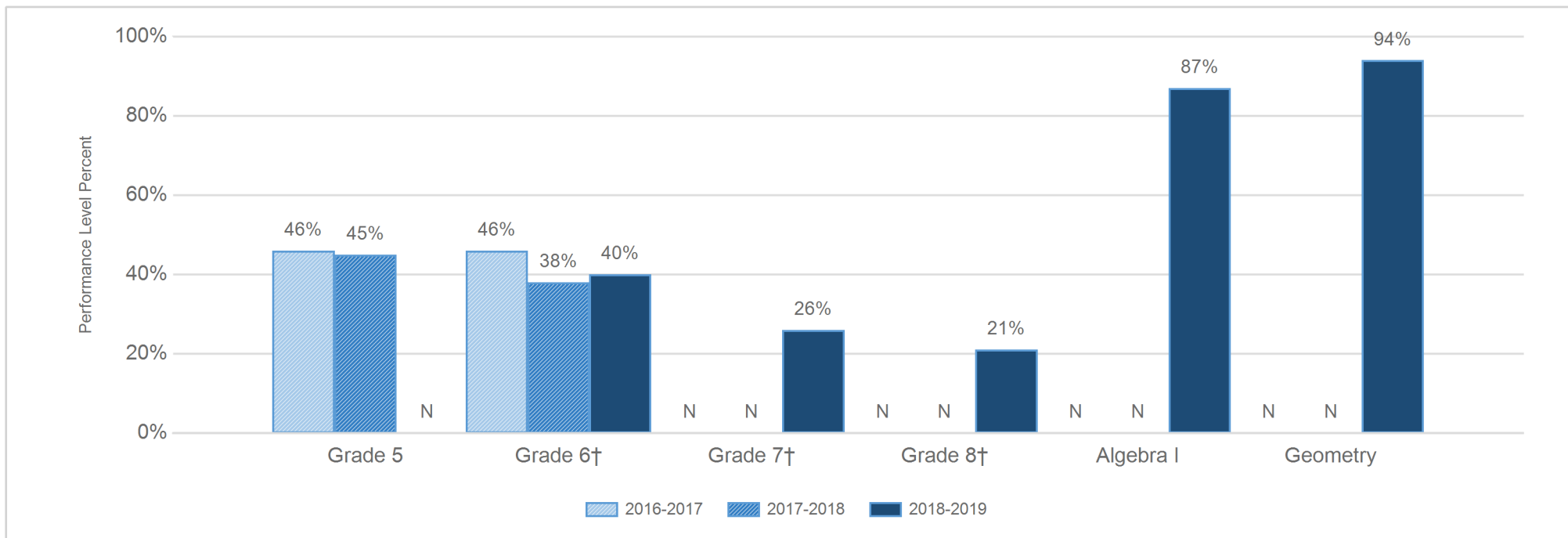
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## Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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### Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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>	276	741	735	741	9%	25%	26%	29%	11%	40%	41%
White	37	756	*	749	*	*	*	*	*	62%	51%
Hispanic	87	725	726	729	18%	33%	26%	*	*	22%	24%
Black or African American	92	732	728	722	*	36%	28%	*	*	28%	19%
Asian, Native Hawaiian, or Pacific Islander	51	768	764	769	*	*	20%	45%	31%	76%	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	135	742	737	742	*	27%	24%	*	*	42%	42%
Male	141	739	732	740	*	23%	28%	*	*	38%	40%
Economically Disadvantaged Students	108	723	723	726	*	*	27%	*	*	18%	21%
Non-Economically Disadvantaged Students	168	752	744	750	*	*	26%	*	*	54%	53%
Students with Disabilities	52	713	709	716	*	*	*	*	*	*	12%
Students without Disabilities	224	747	741	746	*	*	*	*	*	*	46%
English Learners	24	712	*	709	*	*	*	*	*	*	*
Non-English Learners	252	743	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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### Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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>	220	732	731	744	9%	33%	32%	*	*	26%	42%
White	18	737	*	751	*	*	*	*	*	39%	53%
Hispanic	65	730	730	733	*	32%	34%	*	*	22%	26%
Black or African American	107	728	727	727	*	40%	33%	*	*	20%	21%
Asian, Native Hawaiian, or Pacific Islander	24	749	749	768	*	*	*	*	*	50%	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	120	735	735	744	*	28%	38%	*	*	28%	42%
Male	100	728	727	743	*	38%	25%	*	*	24%	42%
Economically Disadvantaged Students	105	723	726	731	*	45%	30%	*	*	12%	24%
Non-Economically Disadvantaged Students	115	740	737	751	*	22%	35%	*	*	38%	53%
Students with Disabilities	38	713	709	718	*	39%	*	*	*	13%	13%
Students without Disabilities	182	736	737	749	*	31%	*	*	*	29%	48%
English Learners	19	717	*	716	*	*	*	*	*	*	10%
Non-English Learners	201	733	*	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



**Franklin Middle School at Sampson G. Smith Campus**  
(35-1610-150)  
Grades Offered: 06-08  
2018-2019

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### Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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>	184	721	720	728	24%	34%	20%	*	*	21%	29%
White	15	743	737	737	*	*	*	*	*	53%	38%
Hispanic	72	716	718	722	31%	33%	21%	15%	0%	15%	22%
Black or African American	86	720	719	714	22%	42%	20%	*	*	16%	15%
Asian, Native Hawaiian, or Pacific Islander	11	735	*	747	*	*	*	*	*	55%	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	*	730	N	N	N	N	N	N	31%
Female	75	723	721	731	23%	32%	24%	*	*	21%	31%
Male	109	720	719	726	26%	36%	17%	*	*	21%	27%
Economically Disadvantaged Students	81	718	720	719	32%	28%	21%	*	*	19%	20%
Non-Economically Disadvantaged Students	103	724	720	735	18%	39%	19%	*	*	23%	36%
Students with Disabilities	35	704	702	707	*	*	*	*	*	*	10%
Students without Disabilities	149	725	724	734	*	*	*	*	*	*	35%
English Learners	25	715	*	706	40%	*	*	*	*	28%	10%
Non-English Learners	159	722	*	730	22%	*	*	*	*	20%	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	15%
Military-Connected Students	*	*	*	735	*	*	*	*	*	*	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



**Franklin Middle School at Sampson G. Smith Campus**  
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2018-2019

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

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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>	99	769	736	744	0%	*	12%	*	*	87%	42%
White	30	770	753	752	0%	0%	*	*	*	87%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	20	764	730	725	0%	0%	*	*	*	75%	20%
Asian, Native Hawaiian, or Pacific Islander	35	772	756	775	0%	0%	*	*	*	97%	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	54	768	737	745	0%	*	*	*	*	81%	44%
Male	45	771	735	743	0%	*	*	*	*	93%	41%
Economically Disadvantaged Students	19	768	729	727	0%	*	*	*	*	89%	23%
Non-Economically Disadvantaged Students	80	770	740	752	0%	*	*	*	*	86%	52%
Students with Disabilities	*	*	712	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	740	748	*	*	*	*	*	*	47%
English Learners	N	N	715	710	N	N	N	N	N	N	*
Non-English Learners	99	769	737	745	0%	*	12%	*	*	87%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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### Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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>	48	778	743	737	0%	0%	*	*	*	94%	35%
White	10	777	*	743	0%	0%	0%	*	*	100%	43%
Hispanic	*	*	728	724	*	*	*	*	*	*	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	25	780	*	762	0%	0%	*	*	*	92%	70%
American Indian or Alaska Native	N	N	*	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	21	776	*	738	0%	0%	*	*	*	95%	36%
Male	27	779	*	736	0%	0%	*	*	*	93%	34%
Economically Disadvantaged Students	*	*	733	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	747	743	*	*	*	*	*	*	43%
Students with Disabilities	N	N	703	712	N	N	N	N	N	N	*
Students without Disabilities	48	778	751	741	0%	0%	*	*	*	94%	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	48	778	*	738	0%	0%	*	*	*	94%	*
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	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



## Franklin Middle School at Sampson G. Smith Campus

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### DLM Alternate Assessment - Participation

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

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

### English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	31.9%	40.9%	Met Target†

† Target was met within one standard deviation

### English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	35	*	*
3-4	24	70.8%	29.2%
5 or more	*	*	*



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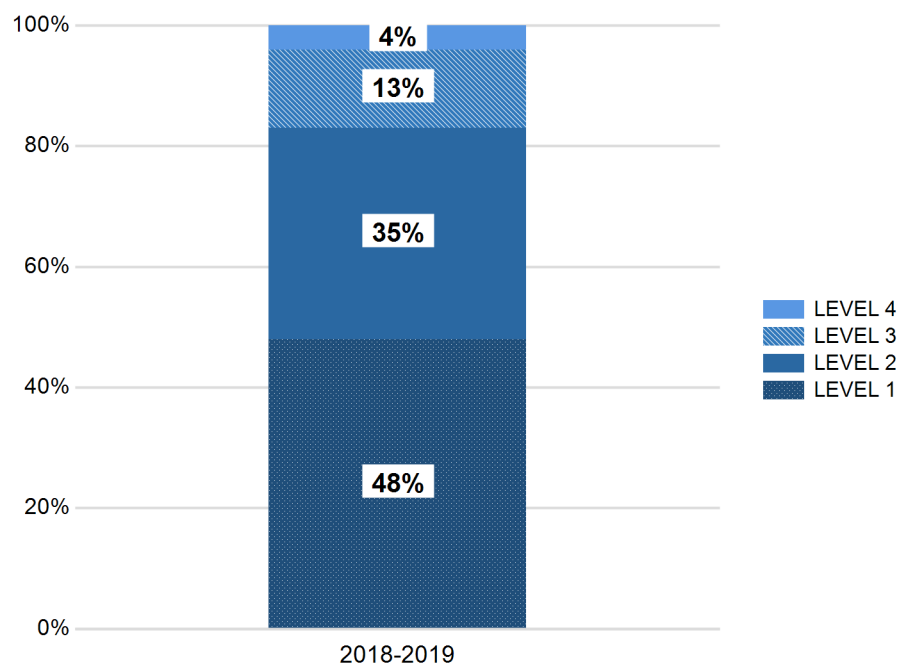
**N** No Data is available to display

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

### NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



### NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	48	35	13	4
White	*	*	*	*
Hispanic	68	29	1	1
Black or African American	64	28	7	2
Asian, Native Hawaiian, or Pacific Islander	8	42	42	8
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	44	38	14	3
Male	51	32	13	5
Economically Disadvantaged Students	66	27	6	1
Non-Economically Disadvantaged Students	39	39	17	6
Students with Disabilities	83	17	0	0
Students without Disabilities	43	37	15	5
English Learners	64	36	0	0
Non-English Learners	46	34	15	5
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

### Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	287
7	48	0	231
8	52	49	179
Total	100	49	697

### World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	155	105	0	0	0	0	0
7	154	97	0	0	0	0	0
8	253	0	0	0	0	0	0
Total	562	202	0	0	0	0	0



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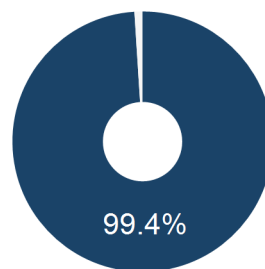
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### Visual and Performing Arts – Course Participation

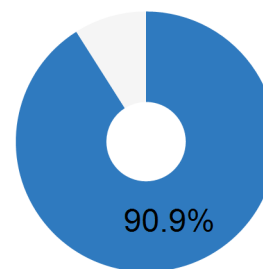
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

**Grades 6-8:**

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

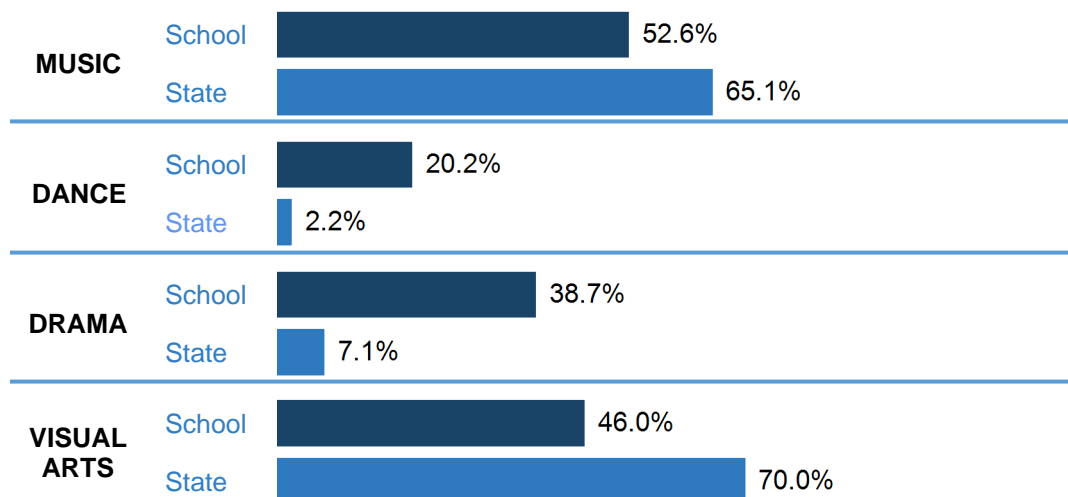


School



State

Students enrolled in one or more classes by discipline:





## Franklin Middle School at Sampson G. Smith Campus

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2018-2019

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

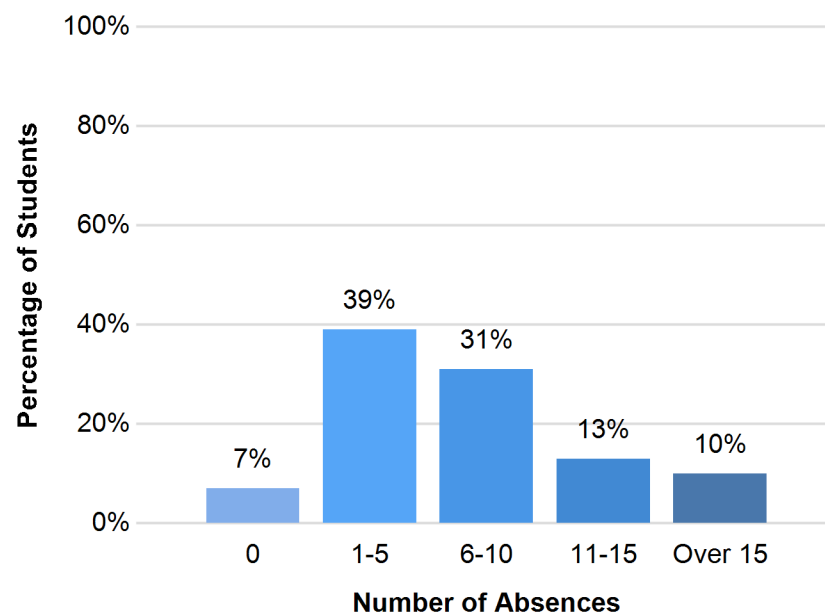
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	69	8.3	9.1	Met
White	15	12.7	9.1	Not Met
Hispanic	18	7.9	9.1	Met
Black or African American	29	9.2	9.1	Not Met
Asian, Native Hawaiian, or Pacific	6	4.0	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	30	7.5		
Male	39	9.0		
Economically Disadvantaged Students	34	9.4	9.1	Not Met
Students with Disabilities	21	14.5	9.1	Not Met
English Learners	4	5.6	9.1	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





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 2018-2019

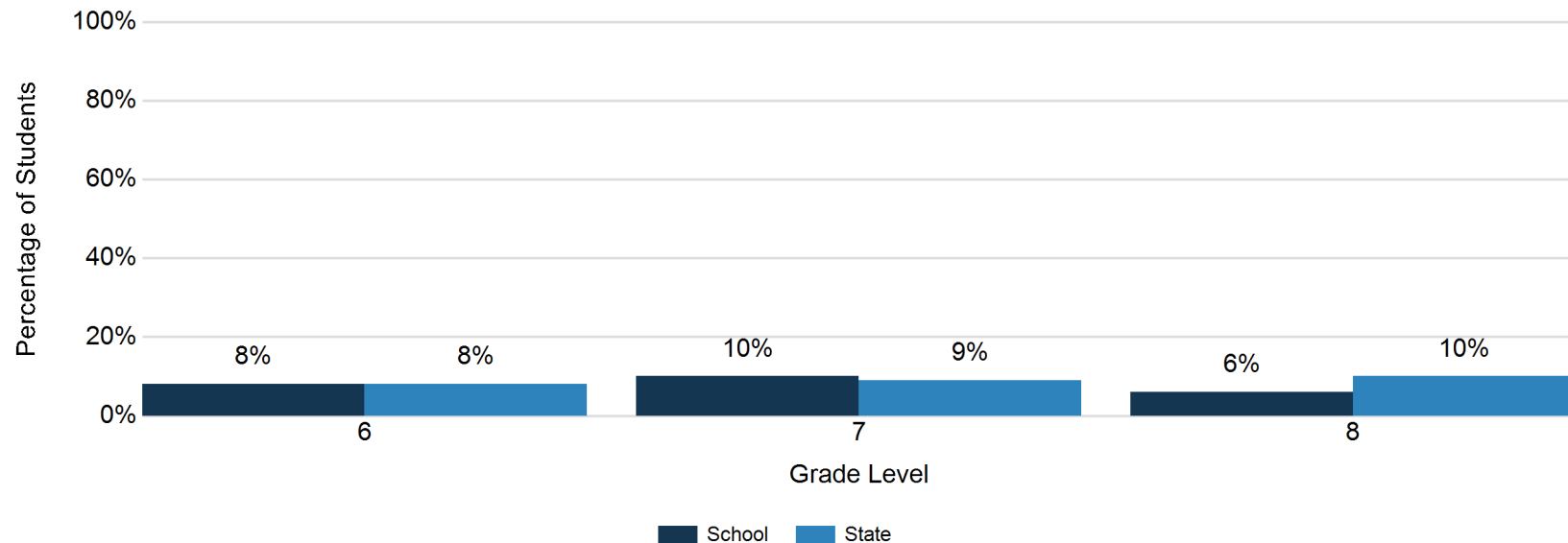
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### Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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

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

Incident Type	Number of Incidents
Violence	12
Weapons	0
Vandalism	2
Substances	2
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	25
Incidents Per 100 Students Enrolled	3.13

### Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	1
Weapons	0
Vandalism	1
Substances	2
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

### Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	3	4
Religion	0	1	1
Ancestry	1	0	1
Gender	1	0	1
Sexual Orientation	2	1	3
Disability	2	2	4
Other	3	4	7
No Identified Nature	10		10

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	27	3.4%
Out-of-School Suspensions	82	10.3%
Any Suspension	94	11.8%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
281



### Franklin Middle School at Sampson G. Smith Campus

(35-1610-150)

Grades Offered: 06-08

2018-2019

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#### School Day

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

Category	School
Typical Start Time	7:20 AM
Typical End Time	2:26 PM
Length of School Day	7 Hrs 6 Mins
Full Time - Instructional Time	6 Hrs 45 Mins
Shared Time - Instructional Time	6 Hrs. 45 Mins.

#### Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	87	118,214
Average years experience in public schools	10.0	12.1
Average years experience in district	7.7	10.8
Percentage of Teachers with 4 or more years experience in the district	60.9%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	47	9,530
Average years experience in public schools	12.2	16.0
Average years experience in district	9.5	12.0
Percentage of Administrators with 4 or more years experience in the district	70.2%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	10:1
Students to Administrators	200:1	149:1
Teachers to Administrators	22:1	16:1
Students to Librarians/Media Specialists		877:1
Students to Nurses		779:1
Students to Counselors		281:1
Students to Child Study Team Members		213:1



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2018-2019

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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.9%	81.6%	100.0%	48.4%	77.1%	54.9%
Male	51.1%	18.4%	0.0%	51.6%	22.9%	45.1%
White	13.3%	66.7%	50.0%	42.4%	83.6%	77.4%
Hispanic	28.3%	11.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	37.8%	12.6%	25.0%	15.0%	6.6%	13.9%
Asian	17.4%	8.0%	25.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.4%	1.1%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.4%	0.0%	0.0%	2.1%	0.2%	0.2%



## Franklin Middle School at Sampson G. Smith Campus

(35-1610-150)

Grades Offered: 06-08

2018-2019

### Report Key:

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**Teachers:** All classroom teachers

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

### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree

Teacher 54%

Admin N/A

#### Master's Degree

Teacher 45%

Admin 75%

#### Doctoral Degree

Teacher 1%

Admin 25%

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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.4%	90.5%
2017-18 Administrators: Same district 2018-19	95.5%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	92.1%



**Franklin Middle School at Sampson G. Smith Campus**  
 (35-1610-150)  
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### Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



**Franklin Middle School at Sampson G. Smith Campus**  
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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

### ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



## Franklin Middle School at Sampson G. Smith Campus

(35-1610-150)

Grades Offered: 06-08

2018-2019

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

## ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	49.6%	47.0%	55.7%
Math Proficiency	47.0%	41.7%	41.2%
ELA Growth	58	52	52
Math Growth	61	53	43
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		58.8%	31.9%
Chronic Absenteeism	6.5%	7.3%	8.3%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



## Franklin Middle School at Sampson G. Smith Campus

(35-1610-150)

Grades Offered: 06-08

2018-2019

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Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

## Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



**Franklin Middle School at Sampson G. Smith Campus**  
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### Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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

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



### Franklin Middle School at Sampson G. Smith Campus

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2018-2019

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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 the school or district directly.



### Highlights:

- Content-Rich Curricula, including Honors ELA, Science and Advanced Math. 2017 Certified Future Ready School, 2019 Bronze Tiered Future Ready School
- Technology utilizing 1:1 Chromebooks, NJ Model School PBSIS
- FVPA Programs including Annual Musical and Concerts



### Mission, Vision, Theme:

Franklin Township Public Schools is a diverse and unique district, with more than 65 languages spoken by families that send students to the its ten schools. 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.



### Awards, Recognition, Accomplishments:

Proudly, SGS students have been recipients of 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. Each marking period students are recognized for their academic achievements. Students must meet specific criteria such as; Principal Honor roll recipients 96% and above, Honor roll recipients 90% and above and Honor roll recipients 80% and above are brought together with families in celebrations.



### Franklin Middle School at Sampson G. Smith Campus

(35-1610-150)

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2018-2019

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Highlighted curricula includes Advanced Placement Math/honors classes English and; both fully integrated programs; recent model program status in ESL/Bilingual and Fine, Visual, and Performing Arts; Career &amp; Technical Education programs and Dance; hands-on STEM and coding opportunities, experiential science instruction in addition to Honors Science classes are amongst our offerings. Newly added is social, emotional learning (SEL) and world languages French, Latin and Spanish.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cheerleading (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>FMS/SGS offers a variety of competitive sports, including; football, cross country, field hockey, girls and boys soccer. For the 2019, The Middle school boys football team were undefeated and won the league championship. Several of our students participate in our sports program and compete in multiple sports. During the winter months FMS/SGS offers girls and boys basketball, cheerleading and wrestling. During the Spring season, SGS offers baseball, softball, and girls and boys track and field. In 2018-2019 our middle school track and field won the 2018-2019 championship.</p>
 <p><b>Clubs and Activities:</b></p>	<p>In addition to a variety of opportunities for students in grades 6-8, Franklin Middle School @SGS offers a wide range of extracurricular activities, including clubs and programs including fine, visual and performing arts, National Junior Honor Society, Student Council, Diversity Club, Robotics Club, Art Club, Yearbook, Newspaper, Mentoring programs, Connections, FVPA - Band Orchestra, Chorus, Dance; Sports: Intramurals, Football, Cross Country, Soccer, Field Hockey, Basketball, Wrestling, Cheerleading, Track, Baseball and Softball.</p>



### Franklin Middle School at Sampson G. Smith Campus

(35-1610-150)

Grades Offered: 06-08




2018-2019

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 <p><b>Before and After School Programs:</b></p>	<p>Our schoolwide Title I program provides students with many supplemental learning opportunities. Additionally, many opportunities run from October to early June for selected students offering, STEM, Creative Writing, PARCC prep for ELA/Math, Aspire High (mentoring program), Arts integration, and parenting partner programs. Our FVPA Program motivates music students for in-depth exploration in vocal, dance, instrumental and drama productions.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>Current district PD was identified through a shared process across district stakeholder groups and addresses achievement patterns illustrated in this 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>
 <p><b>Postsecondary Information:</b></p>	<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>



### Franklin Middle School at Sampson G. Smith Campus

(35-1610-150)

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 <p><b>Student Supports and Services:</b></p>	<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>
 <p><b>Student Health and Wellness:</b></p>	<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>
 <p><b>Parent and Community Involvement:</b></p>	<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>



### Franklin Middle School at Sampson G. Smith Campus

(35-1610-150)

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2018-2019

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers As a means of supporting the district's initiative and support for our students to build more social/emotional learning opportunities for students, FMS @ SGS teachers use the NJDOE culture and climate surveys to support Professional Learning Communities designed to address culture and climate in each school. At SGS we support SEL through the NJ competencies/sub competencies to build upon students social emotional learning through greater SEL opportunities.</p>
 <p>Facilities:</p>	<p>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.</p>
 <p>School Safety:</p>	<p>Four School Safety officers are located throughout the building daily. Additionally, we have one School Resource Officer stationed in the building along with one Police Officer that serves as the G.R.E.A.T officer daily. Furthermore, there are cameras throughout the school building and the exterior of the building to monitor the school.</p>



### Franklin Middle School at Sampson G. Smith Campus

(35-1610-150)

Grades Offered: 06-08

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### Technology and STEM:

FMS-SGS is a Google School. Teachers utilize Google Classroom and APPS for Education. Many teachers achieved Google Level 1 / 2 Certification. The school uses technology resources like iReady, Think Central, Link-It, Code.org, Clever Portal, Go Math, etc. SGS implemented a Chromebook 1:1 Program, to empower students to be fully active participants in the learning process. Through this program, students acquire technological and critical thinking skills and develop a sense of personal and social responsibility. Awards: 2017 Certified Future Ready School; 2019 Certified Future Ready Bronze tiered school. School Technology Committee; Saturday STEM Academy; Participated First Robotic League - Noncompetitive division; Developed new STEM lab. Technology Equipment: Staff: 13 inch MacBooks; Students: Chromebooks, Interactive Projectors in each classroom, and 3D Printers in STEM Lab. In 2018: Revised Computer Applications courses for grade 6-8 and new Computer Programming course for grade 8.



### Early Childhood Education:

The district offers a comprehensive program in eight sites throughout the district; three coaches and 33 teachers utilize the HighScope curriculum to develop children's skills on 58 indicators in eight content areas. Each coach has a dual certification, including P-3/special education, P-3/BCBA, P-3/ ESL. Coaches assess each classroom using the ECERS-3, The Preschool Quality Assessment, and the TPOT. They also have been trained in the Pyramid Model, PIRT, SCIP, and numerous NAYCE trainings. The HighScope curriculum aligns with The New Jersey Preschool Teaching and Learning Standards (2014).



**Franklin Middle School at Sampson G. Smith Campus**  
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### Other Information

In the Spring of 2018, the NJDOE identified Franklin Township Public Schools (FTPS) as a High Performing School District. FTPS embraces its diversity: Its families report 65 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. 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 recent 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": In September 2018 the district completed the major construction projects promised in its One Less Move Referendum campaign, including its seventh elementary school and a single middle school program offered 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.



**Franklin Park School**  
(35-1610-080)  
Grades Offered: PK-05  
2018-2019

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### How to use this report:

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

### Navigating through the reports:

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

### Other Resources:

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

### Notes from the New Jersey Department of Education:



**Franklin Park School**  
(35-1610-080)  
Grades Offered: PK-05  
2018-2019

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### School Contact Information

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

Type	Contact Information
County	Somerset
District	Franklin Township Public Schools
Principal Name	Ms. Purvi Shah
Address	30 Eden Street Franklin Park, NJ 08823-1250
Phone Number	732-297-5666
Email Address	<a href="mailto:pshah@franklinboe.org">pshah@franklinboe.org</a>
Website	<a href="https://www.franklinboe.org">https://www.franklinboe.org</a>
Twitter	<a href="https://twitter.com/FPS_FTPSchools">https://twitter.com/FPS_FTPSchools</a>



**Franklin Park School**  
(35-1610-080)  
Grades Offered: PK-05  
2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	151	171	145
KG	137	148	82
1	133	130	99
2	123	121	81
3	136	121	82
4	140	130	88
Total	820	821	669

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	40.9%	41.2%	46.3%
Male	59.1%	58.8%	53.7%
Economically Disadvantaged Students	28.0%	30.2%	39.9%
Students with Disabilities	26.8%	28.9%	25.7%
English Learners	12.7%	20.0%	17.3%
Homeless Students	1.1%	0.7%	0.1%
Students in Foster Care	1.0%	1.1%	0.6%
Military-Connected Students	0.0%	0.0%	0.3%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	13.3%	10.5%	9.7%
Hispanic	16.6%	19.5%	21.2%
Black or African American	28.5%	32.4%	41.0%
Asian	38.7%	34.1%	23.6%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.1%
American Indian or Alaska Native	0.4%	0.0%	0.1%
Two or More Races	2.4%	3.5%	4.2%

### Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	151	171	145
KG - Half Day	0	0	0
KG - Full Day	137	148	82

### Enrollment by Home Language

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

Home Language	% of Students
English	64.7%
Spanish	12.7%
Gujarati	4.9%
Telugu	2.8%
Hindi	1.8%
Other Languages	13.0%



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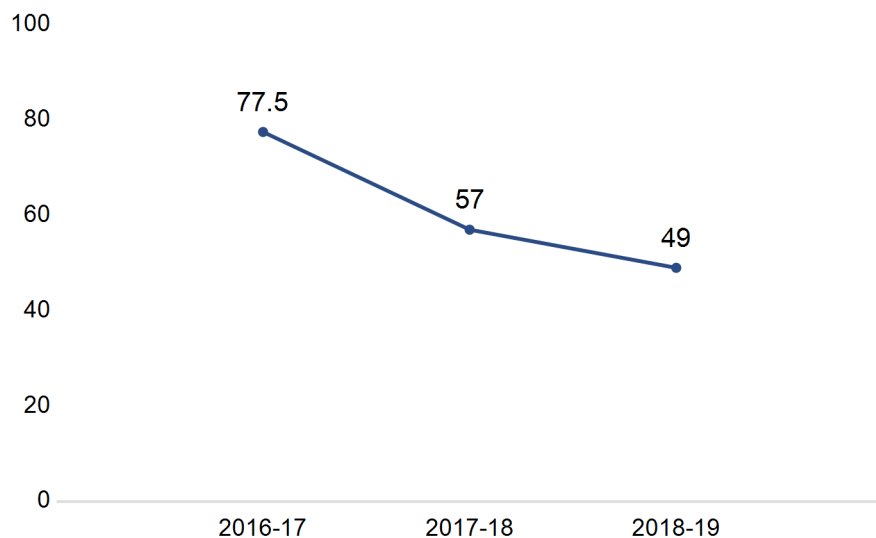
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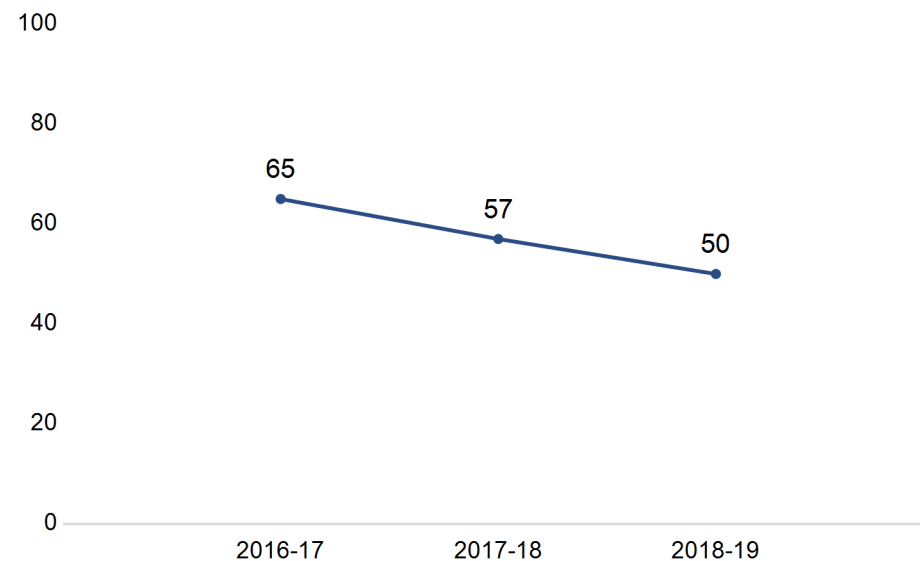
### Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

#### ELA Median Student Growth Percentile



#### Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	77.5	57	49	65	57	50
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	49	49	50	Met Standard	50	47	50	Met Standard
White	56.5	54	50	**	67.5	48	52	**
Hispanic	34	48	49	Not Met	49	47	47	Met Standard
Black or African American	51.5	46	45	Met Standard	39	42	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	44.5	59	59	Met Standard	59	57	60	Met Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	44	49	**	*	43	52	**
Female	45	52	53	N	49	49	50	N
Male	50	46	47	N	51.5	45	51	N
Economically Disadvantaged Students	50	46	48	Met Standard	42.5	45	46	Met Standard
Students with Disabilities	29	37	43	Not Met	43	43	45	Met Standard
English Learners	54.5	56.5	52	**	62.5	51	50	**
Homeless Students	N	21	43	N	N	41.5	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	36.5	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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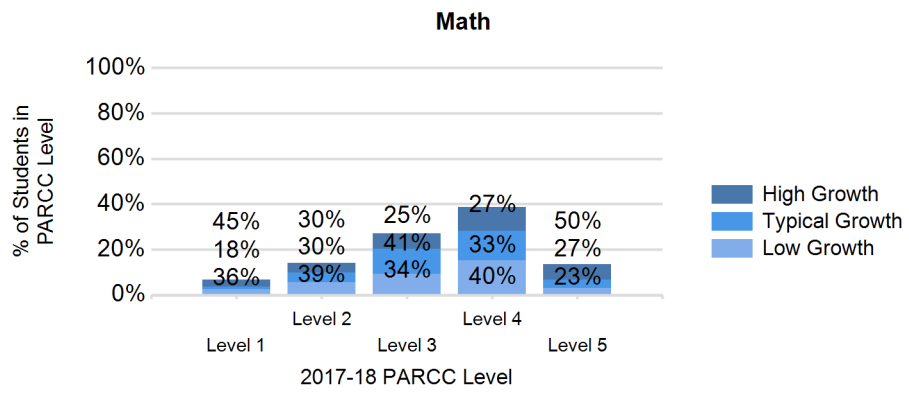
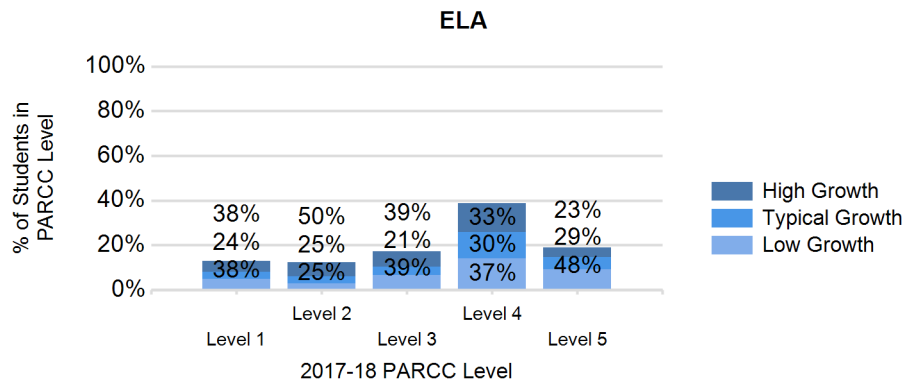
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

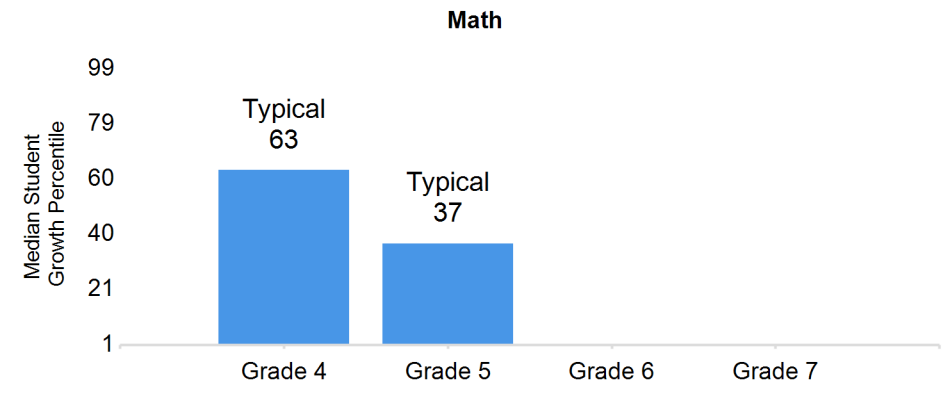
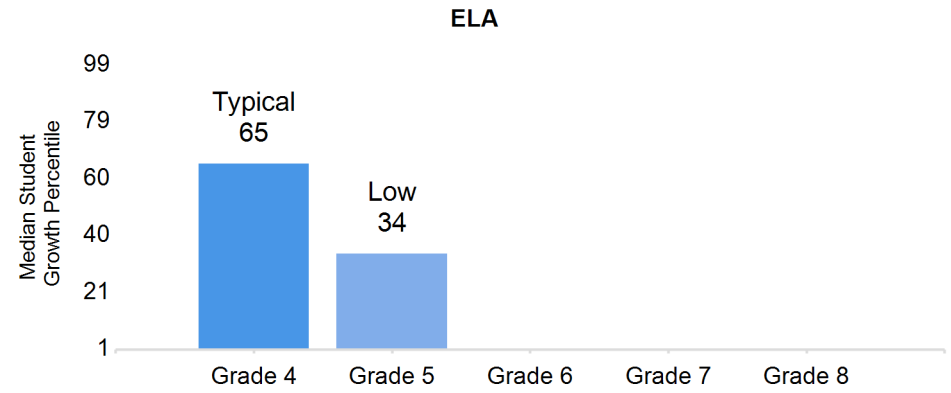
### Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



### Student Growth by Grade

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





**Franklin Park School**  
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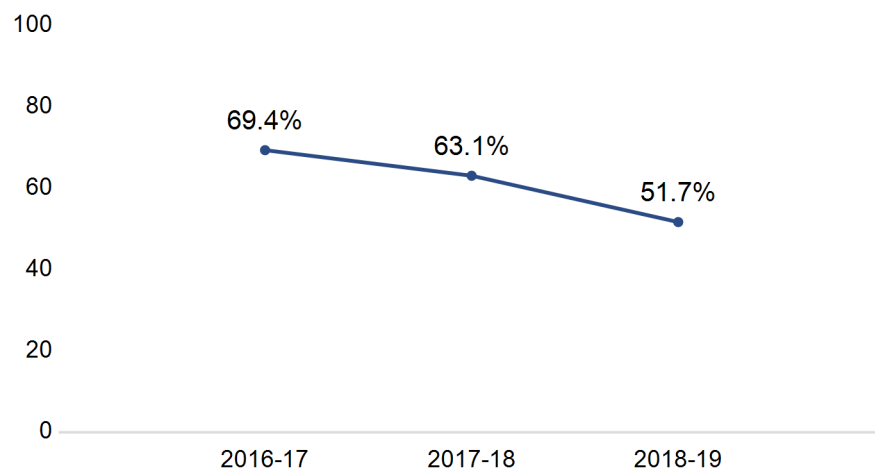
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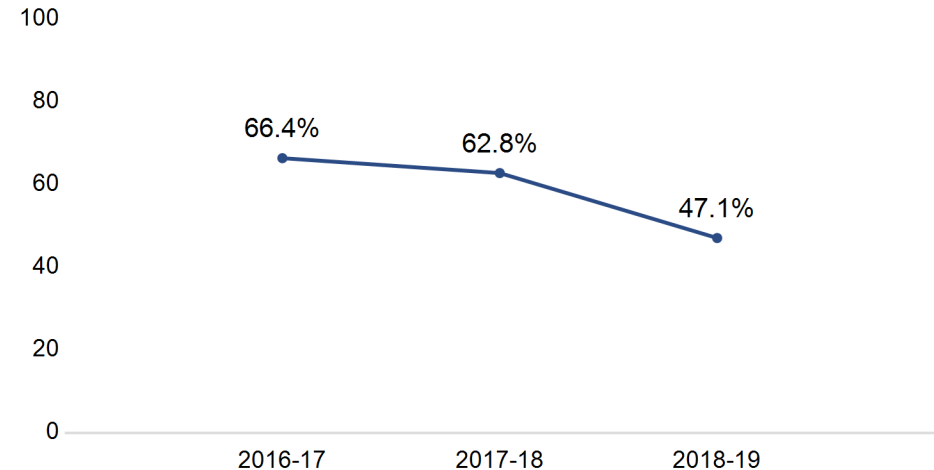
## English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

### ELA Proficiency Rate for Federal Accountability



### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.2%	98.0%	99.2%	97.8%	97.6%	99.2%
Proficiency Rate for Federal Accountability	69.4%	63.1%	51.7%	66.4%	62.8%	47.1%
Annual Target	62.0%	62.9%	63.9%	66.1%	66.9%	67.6%
Met Annual Target?	Met Target	Met Target	Not Met	Met Target	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	238	99.2	51.7	51.0	57.9	51.7	63.9	Not Met
White	26	100.0	46.2	71.5	66.9	46.2	66.7	Not Met
Hispanic	42	100.0	38.1	39.2	43.9	38.1	52.9	Not Met
Black or African American	113	98.3	46.9	43.6	38.5	46.9	52.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	47	100.0	78.7	79.8	82.9	78.7	71.9	Met Target
American Indian or Alaska Native	N	N	N	70.0	56.0	N	**	**
Two or More Races	10	100.0	50.0	54.7	64.4	50.0	**	**
Female	105	100.0	59.0	58.4	64.8	59.0		
Male	133	98.6	45.9	44.1	51.3	45.9		
Economically Disadvantaged Students	94	99.0	36.2	37.5	40.0	36.2	48.5	Not Met
Non-Economically Disadvantaged Students	144	99.4	61.8	60.3	67.9	61.8		
Students with Disabilities	43	97.7	11.6	*	22.7	11.6	21.4	Not Met
Students without Disabilities	195	99.5	60.5	*	65.1	60.5		
English Learners	35	100.0	51.4	28.7	29.3	51.4	69.2	Not Met
Non-English Learners	203	99.1	51.7	54.3	60.6	51.7		
Homeless Students	*	*	*	16.2	29.1	*		
Students In Foster Care	*	*	*	21.4	27.6	*		
Military-Connected Students	*	*	*	38.9	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



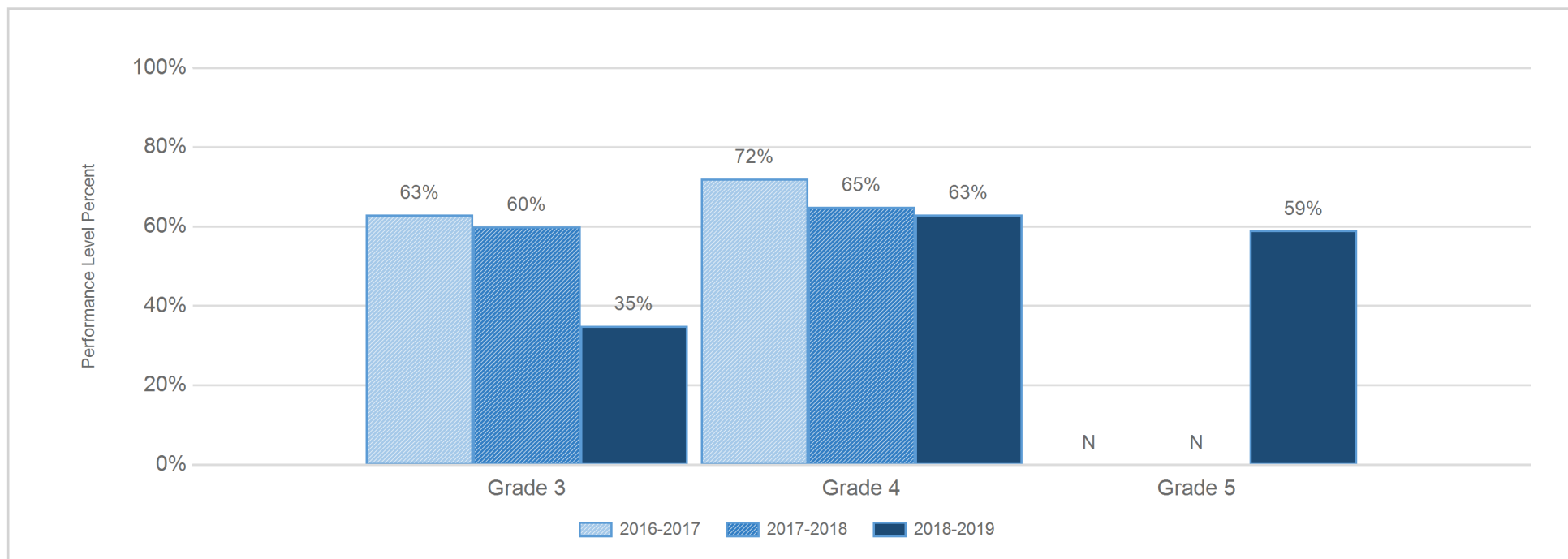
**Franklin Park School**  
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### English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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### English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	79	739	733	748	15%	24%	25%	*	*	35%	50%
White	*	*	747	757	*	*	*	*	*	*	60%
Hispanic	15	721	722	734	*	*	*	*	*	20%	36%
Black or African American	38	744	727	731	*	*	34%	*	*	37%	33%
Asian, Native Hawaiian, or Pacific Islander	14	755	757	773	*	*	*	*	*	57%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	747	756	*	*	*	*	*	*	58%
Female	33	749	738	753	*	*	*	*	*	39%	55%
Male	46	732	729	743	*	*	*	*	*	33%	46%
Economically Disadvantaged Students	32	737	724	731	*	*	*	*	*	34%	33%
Non-Economically Disadvantaged Students	47	740	741	759	*	*	*	*	*	36%	61%
Students with Disabilities	14	716	703	719	*	*	*	*	*	*	24%
Students without Disabilities	65	744	741	754	*	*	*	*	*	*	56%
English Learners	*	*	701	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	738	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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### English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	84	763	748	755	*	*	20%	40%	23%	63%	57%
White	*	*	760	763	*	*	*	*	*	*	67%
Hispanic	15	749	735	743	*	0%	*	*	*	47%	44%
Black or African American	39	760	*	739	*	*	*	*	*	62%	39%
Asian, Native Hawaiian, or Pacific Islander	20	771	773	779	0%	*	*	*	*	75%	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	35	768	754	760	*	*	*	*	*	66%	62%
Male	49	760	742	750	*	*	*	*	*	61%	53%
Economically Disadvantaged Students	32	749	736	740	*	*	*	*	*	41%	40%
Non-Economically Disadvantaged Students	52	772	758	765	*	*	*	*	*	77%	69%
Students with Disabilities	13	726	714	725	*	*	*	*	*	31%	25%
Students without Disabilities	71	770	756	761	*	*	*	*	*	69%	64%
English Learners	*	*	723	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	752	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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### English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	756	*	14%	19%	*	*	59%	58%
White	*	*	757	764	*	*	*	*	*	*	68%
Hispanic	18	752	739	743	*	*	*	*	*	56%	44%
Black or African American	37	745	740	739	*	*	30%	*	*	46%	38%
Asian, Native Hawaiian, or Pacific Islander	20	780	776	781	*	0%	0%	*	*	95%	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	47	762	755	761	*	*	*	*	*	74%	64%
Male	43	745	742	750	*	*	*	*	*	42%	52%
Economically Disadvantaged Students	32	739	735	740	*	*	*	*	*	38%	39%
Non-Economically Disadvantaged Students	58	761	757	766	*	*	*	*	*	71%	69%
Students with Disabilities	14	708	716	724	*	*	*	*	*	*	23%
Students without Disabilities	76	762	757	762	*	*	*	*	*	*	65%
English Learners	*	*	716	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	751	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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## Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	242	99.2	47.1	39.0	44.5	47.1	67.6	Not Met
White	26	100.0	57.7	58.2	54.1	57.7	72.7	Met Target†
Hispanic	43	100.0	30.2	28.6	28.8	30.2	43.5	Not Met
Black or African American	113	98.3	39.8	29.1	23.0	39.8	44.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	50	100.0	76.0	73.6	76.5	76.0	80	Met Target†
American Indian or Alaska Native	N	N	N	60.0	42.7	N	**	**
Two or More Races	10	100.0	30.0	45.9	53.3	30.0	**	**
Female	108	100.0	45.4	39.4	44.9	45.4		
Male	134	98.6	48.5	38.6	44.2	48.5		
Economically Disadvantaged Students	96	99.0	31.3	27.6	26.3	31.3	35.2	Met Target†
Non-Economically Disadvantaged Students	146	99.4	57.5	47.0	54.9	57.5		
Students with Disabilities	43	97.7	25.6	12.5	17.4	25.6	27.1	Met Target†
Students without Disabilities	199	99.5	51.8	45.4	50.0	51.8		
English Learners	39	100.0	46.2	28.4	25.0	46.2	67.9	Not Met
Non-English Learners	203	99.1	47.3	40.6	46.5	47.3		
Homeless Students	*	*	*	15.8	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	31.6	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



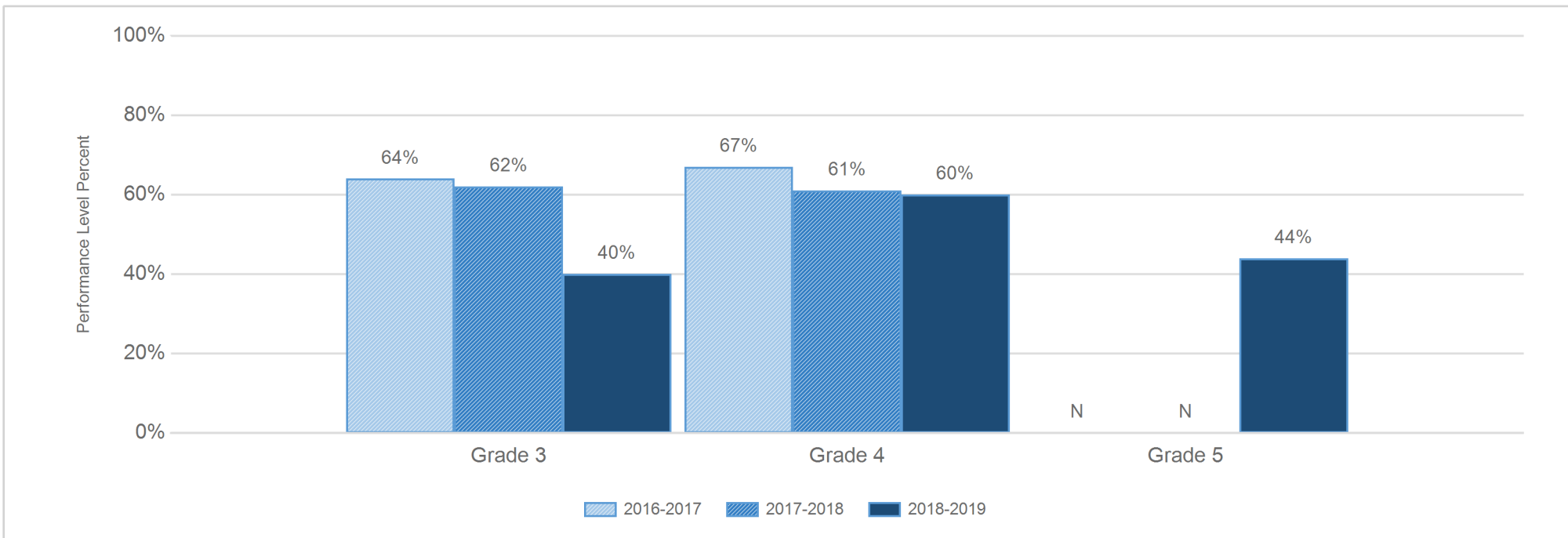
**Franklin Park School**  
(35-1610-080)  
Grades Offered: PK-05  
2018-2019

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### Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	83	741	745	752	*	19%	30%	*	*	40%	55%
White	*	*	762	760	*	*	*	*	*	*	66%
Hispanic	16	718	734	739	*	*	*	*	*	19%	40%
Black or African American	38	741	737	735	*	*	29%	*	*	42%	35%
Asian, Native Hawaiian, or Pacific Islander	17	761	773	778	0%	*	*	*	*	59%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	758	758	*	*	*	*	*	*	62%
Female	36	743	746	751	*	*	28%	*	*	42%	54%
Male	47	739	744	752	*	*	32%	*	*	38%	56%
Economically Disadvantaged Students	34	736	734	737	*	*	*	*	*	41%	37%
Non-Economically Disadvantaged Students	49	744	754	761	*	*	*	*	*	39%	67%
Students with Disabilities	14	725	727	731	*	*	*	*	*	21%	31%
Students without Disabilities	69	744	749	756	*	*	*	*	*	43%	60%
English Learners	*	*	720	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	750	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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### Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	84	756	748	749	*	14%	23%	*	*	60%	51%
White	*	*	762	757	*	*	*	*	*	*	62%
Hispanic	15	740	736	737	*	*	*	*	*	33%	36%
Black or African American	39	748	*	731	*	*	28%	*	*	51%	29%
Asian, Native Hawaiian, or Pacific Islander	20	776	778	776	0%	*	*	*	*	80%	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	35	757	749	749	*	*	*	*	*	54%	50%
Male	49	756	747	749	*	*	*	*	*	63%	52%
Economically Disadvantaged Students	32	743	737	734	*	*	*	*	*	34%	32%
Non-Economically Disadvantaged Students	52	764	757	759	*	*	*	*	*	75%	63%
Students with Disabilities	13	738	725	726	*	*	0%	*	*	54%	25%
Students without Disabilities	71	760	753	754	*	*	27%	*	*	61%	56%
English Learners	*	*	731	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	751	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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### Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	745	744	747	*	20%	29%	*	*	44%	47%
White	*	*	750	755	*	*	*	*	*	*	58%
Hispanic	18	744	737	735	*	*	*	*	*	39%	30%
Black or African American	37	732	732	729	*	*	35%	30%	0%	30%	23%
Asian, Native Hawaiian, or Pacific Islander	20	780	776	775	0%	0%	*	*	*	85%	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	47	745	743	747	*	*	32%	*	*	47%	47%
Male	43	745	745	747	*	*	26%	*	*	42%	47%
Economically Disadvantaged Students	32	732	732	732	*	*	41%	*	*	22%	27%
Non-Economically Disadvantaged Students	58	752	752	757	*	*	22%	*	*	57%	59%
Students with Disabilities	14	715	726	725	*	*	*	*	*	*	19%
Students without Disabilities	76	751	749	752	*	*	*	*	*	*	52%
English Learners	*	*	721	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	746	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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## DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	*	*
5	N	N

## English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	66.7%	56.6%	Met Target

† Target was met within one standard deviation

## English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	30	56.7%	43.3%
3-4	10	80.0%	20.0%
5 or more	*	*	*



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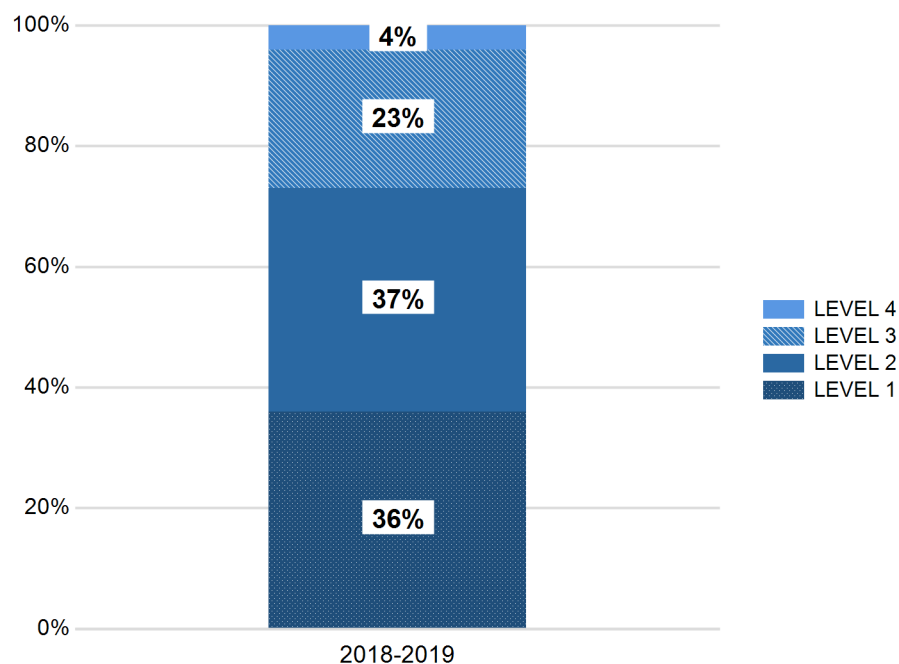
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

### NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



### NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	36	37	23	4
White	*	*	*	*
Hispanic	33	33	33	0
Black or African American	53	39	8	0
Asian, Native Hawaiian, or Pacific Islander	10	30	40	20
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	30	49	19	2
Male	42	24	27	7
Economically Disadvantaged Students	38	50	9	3
Non-Economically Disadvantaged Students	35	30	30	5
Students with Disabilities	87	7	7	0
Students without Disabilities	26	43	26	5
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

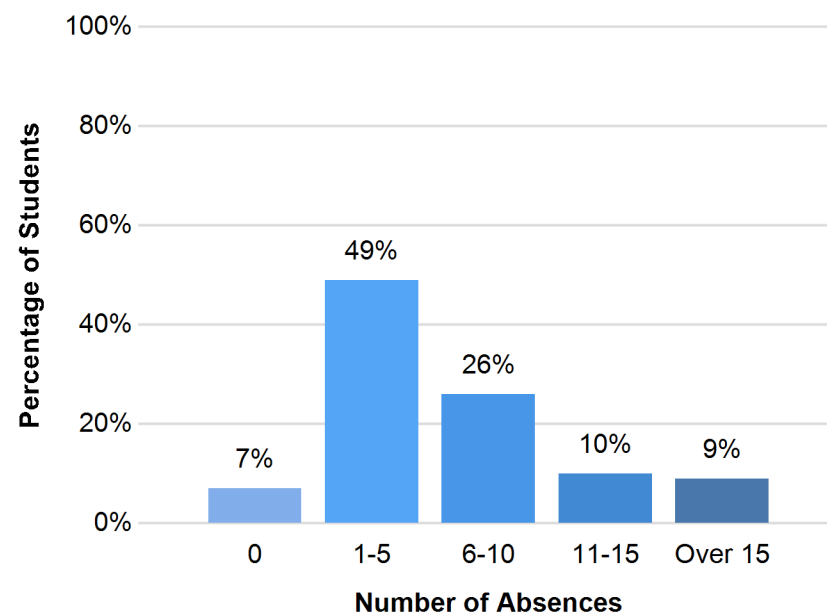
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	31	6.0	8.9	Met
White	6	12.0	8.9	Not Met
Hispanic	4	4.5	8.9	Met
Black or African American	11	4.6	8.9	Met
Asian, Native Hawaiian, or Pacific	9	7.3	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	5.3	**	**
Female	20	8.3		
Male	11	4.0		
Economically Disadvantaged Students	16	7.5	8.9	Met
Students with Disabilities	10	10.5	8.9	Not Met
English Learners	5	11.4	8.9	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





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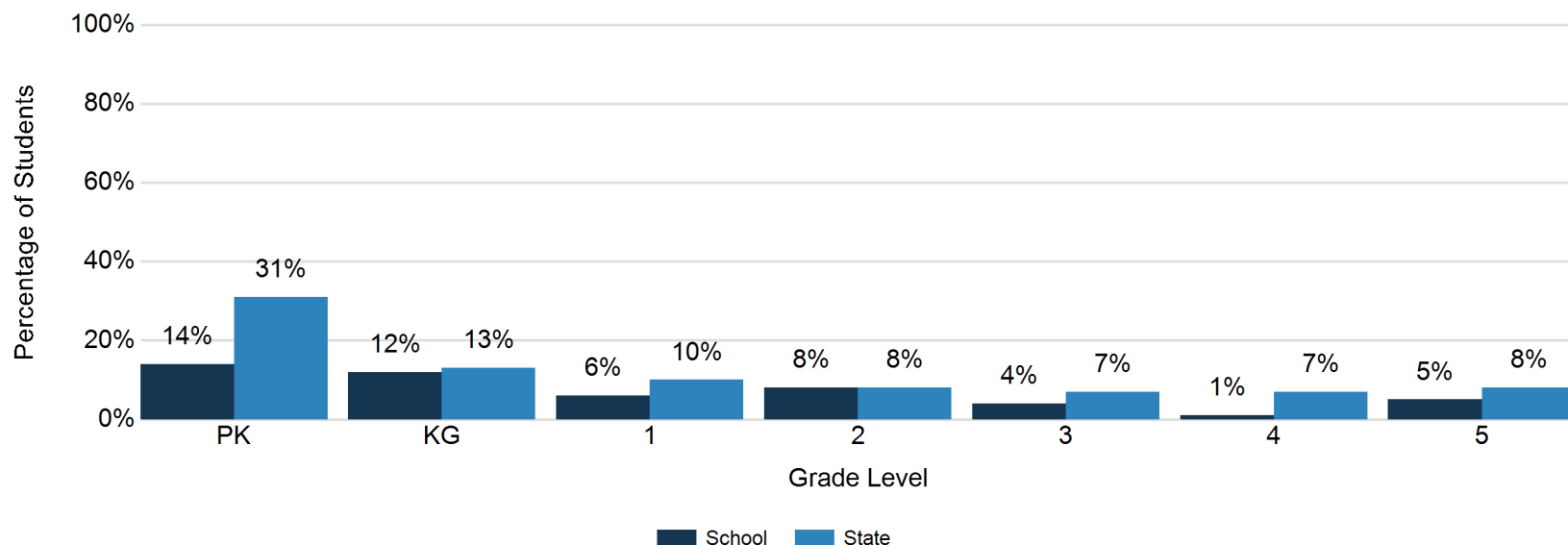
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### Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.30

### Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	5		5

### Police Notifications

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

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

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	23	3.4%
Any Suspension	23	3.4%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
44



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### School Day

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

Category	School
Typical Start Time	8:50 AM
Typical End Time	3:10 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 Mins.

### Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	71	118,214
Average years experience in public schools	13.0	12.1
Average years experience in district	10.8	10.8
Percentage of Teachers with 4 or more years experience in the district	77.5%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	47	9,530
Average years experience in public schools	12.2	16.0
Average years experience in district	9.5	12.0
Percentage of Administrators with 4 or more years experience in the district	70.2%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	10:1
Students to Administrators	134:1	149:1
Teachers to Administrators	14:1	16:1
Students to Librarians/Media Specialists		877:1
Students to Nurses		779:1
Students to Counselors		281:1
Students to Child Study Team Members		213:1



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### Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.3%	93.0%	80.0%	48.4%	77.1%	54.9%
Male	53.7%	7.0%	20.0%	51.6%	22.9%	45.1%
White	9.7%	77.5%	40.0%	42.4%	83.6%	77.4%
Hispanic	21.2%	7.0%	20.0%	29.9%	7.3%	7.2%
Black or African American	41.0%	5.6%	20.0%	15.0%	6.6%	13.9%
Asian	23.6%	9.9%	20.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.2%	0.0%	0.0%	2.1%	0.2%	0.2%



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**Teachers:** All classroom teachers

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

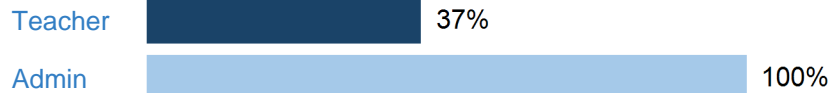
### Teachers and Administrators - Level of Education

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

#### 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 this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.4%	90.5%
2017-18 Administrators: Same district 2018-19	95.5%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	90.5%



**Franklin Park School**  
(35-1610-080)  
Grades Offered: PK-05  
2018-2019

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## Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



**Franklin Park School**  
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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

### ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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2018-2019

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### ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	69.4%	63.1%	51.7%
Math Proficiency	66.4%	62.8%	47.1%
ELA Growth	78	57	49
Math Growth	65	57	50
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		59.5%	66.7%
Chronic Absenteeism	3.4%	4.8%	6.0%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

### Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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### Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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

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



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## School Narrative

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



### Highlights:

- Workshop model approach to Reading, Writing and Math. Revised curriculum for Next Generation Science Standards. A focus on student-centered learning through "Student College" for grades 4 and 5.
- Implementation of Morning Meeting in all Pre-K to Grade 5 classrooms to support the development of social and emotional learning competencies of all students.
- Certified Future Ready School and Technology Team that supports the use of instructional technology tools across content areas.



### Mission, Vision, Theme:

Franklin Township Public Schools is a diverse and unique district, with more than 65 languages spoken by families that send students to the its ten schools. 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.



### Awards, Recognition, Accomplishments:

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 Patriots Most Improved Student Program has recognized at least ten students.





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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/Bilingual and Fine, Visual, and Performing Arts; Career &amp; Technical Education programs in Television Production and Dance; hands-on STEM and coding opportunities, K-12; experiential science instruction in grades 3, 4, and 5 at Bunker Hill Environmental Education Center; and new SEL, G&amp;T, world languages and student choice curricula at the elementary level.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Students at Franklin Park School enjoy a variety of engaging before school clubs and enrichment offerings aligned within the areas of Fine &amp; Visual Performing Arts, STEM, Language Arts/Literacy, and Personal Development &amp; Leadership. The FPS Choir, Band, Orchestra and Dance Company also present their learning through spring concerts and performances. Grade 5 students are involved in AAA's Safety Patrol and are assigned to various areas of the campus to assist our younger population.</p>






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 <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. In addition to C.A.R.E., a new Morning Clubs Program was started in all seven elementary schools in the Fall of 2018, in which students can pick up to two before-school activities, including Dance, STEM, Instrumental Music, and many other learning opportunities.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>Current district PD was identified through a shared process across district stakeholder groups and addresses achievement patterns illustrated in this 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>
 <p><b>Postsecondary Information:</b></p>	<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>





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 <p><b>Student Supports and Services:</b></p>	<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>
 <p><b>Student Health and Wellness:</b></p>	<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>
 <p><b>Parent and Community Involvement:</b></p>	<p>The FPS 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. The Genesis Parent Portal, Twitter, the FPS website and weekly messages keep families informed.</p>






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 <p><b>Climate Surveys:</b></p>	<p>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.</p>
 <p><b>Facilities:</b></p>	<p>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. All seven district elementary schools to offer a robust 21st Century learning experience to all students in spacious, well-designed settings.</p>
 <p><b>School Safety:</b></p>	<p>Franklin Park School is staffed with a team of four safety officers who engage in yearly trainings inclusive of Handle with Care and de-escalation strategies. To further bolster school safety, Franklin Township Public Schools in partnership with local police maintains a Class III Officer at Franklin Park School. The FPS Safety Team, which includes a cross-section of members from the FPS school community, meets monthly to review, discuss, plan, and implement school safety strategies.</p>





**Franklin Park School**  
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 <p><b>Technology and STEM:</b></p>	<p>FPS is a Google School. Teachers utilize Google Classroom, and Google Apps for Education. A number of teachers have achieved Google Level 1 Certification. The school uses a host of technology resources, such as iReady, Think Central, Link-It, Code.org, Clever Portal, Follett Destiny, Go Math, etc. Awards: 2017 Certified Future Ready School; Established School Technology Committee; Technology Equipment: 13 inch MacBooks for staff; Chromebooks for students, Interactive Projectors in each classroom, STEM Makerspace kits for use in the Media Center; STEM Lab for grade 4. New for 2018: Library Science and Digital Citizenship Course for grades 3-5.</p>
 <p><b>Early Childhood Education:</b></p>	<p>The district offers a comprehensive program in eight sites throughout the district; three coaches and 33 teachers utilize the HighScope curriculum to develop children's skills on 58 indicators in eight content areas. Each coach has a dual certification, including P-3/special education, P-3/BCBA, P-3/ ESL. Coaches assess each classroom using the ECERS-3, The Preschool Quality Assessment, and the TPOT. They also have been trained in the Pyramid Model, PIRT, SCIP, and numerous NAYCE trainings. The HighScope curriculum aligns with The New Jersey Preschool Teaching and Learning Standards (2014).</p>



**Franklin Park School**  
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### Other Information

In the Spring of 2018, the NJDOE identified Franklin Township Public Schools (FTPS) as a High Performing School District. FTPS embraces its diversity: Its families report 65 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. 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 recent 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": In September 2018 the district completed the major construction projects promised in its One Less Move Referendum campaign, including its seventh elementary school and a single middle school program offered 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.



**Hillcrest School**  
(35-1610-100)  
Grades Offered: PK-05  
2018-2019

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### How to use this report:

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

### Navigating through the reports:

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

### Other Resources:

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

### Notes from the New Jersey Department of Education:



**Hillcrest School**  
(35-1610-100)  
Grades Offered: PK-05  
2018-2019

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### School Contact Information

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

Type	Contact Information
County	Somerset
District	Franklin Township Public Schools
Principal Name	Mr. Albert Fico
Address	500 Franklin Blvd Somerset, NJ 08873-3030
Phone Number	732-246-0170
Email Address	<a href="mailto:afico@franklinboe.org">afico@franklinboe.org</a>
Website	<a href="https://www.franklinboe.org">https://www.franklinboe.org</a>
Twitter	<a href="https://twitter.com/HIL_FTPSchools">https://twitter.com/HIL_FTPSchools</a>



**Hillcrest School**  
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	51	43	27
KG	88	89	71
1	67	76	84
2	69	69	61
3	66	67	61
4	85	73	60
Total	426	417	428

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	44.4%	46.0%	50.2%
Male	55.6%	54.0%	49.8%
Economically Disadvantaged Students	54.2%	52.5%	52.1%
Students with Disabilities	20.2%	19.2%	15.0%
English Learners	20.2%	29.0%	25.7%
Homeless Students	0.0%	0.2%	0.0%
Students in Foster Care	0.7%	0.5%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	12.7%	12.9%	10.5%
Hispanic	39.9%	40.5%	42.5%
Black or African American	30.0%	25.7%	26.6%
Asian	15.7%	18.2%	17.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.5%
American Indian or Alaska Native	0.2%	0.5%	0.0%
Two or More Races	1.4%	1.9%	2.8%

### Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	51	43	27
KG - Half Day	0	0	0
KG - Full Day	88	89	71

### Enrollment by Home Language

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

Home Language	% of Students
English	52.1%
Spanish	32.9%
Telugu	2.8%
Arabic	1.2%
Tamil	1.2%
Other Languages	9.8%



**Hillcrest School**  
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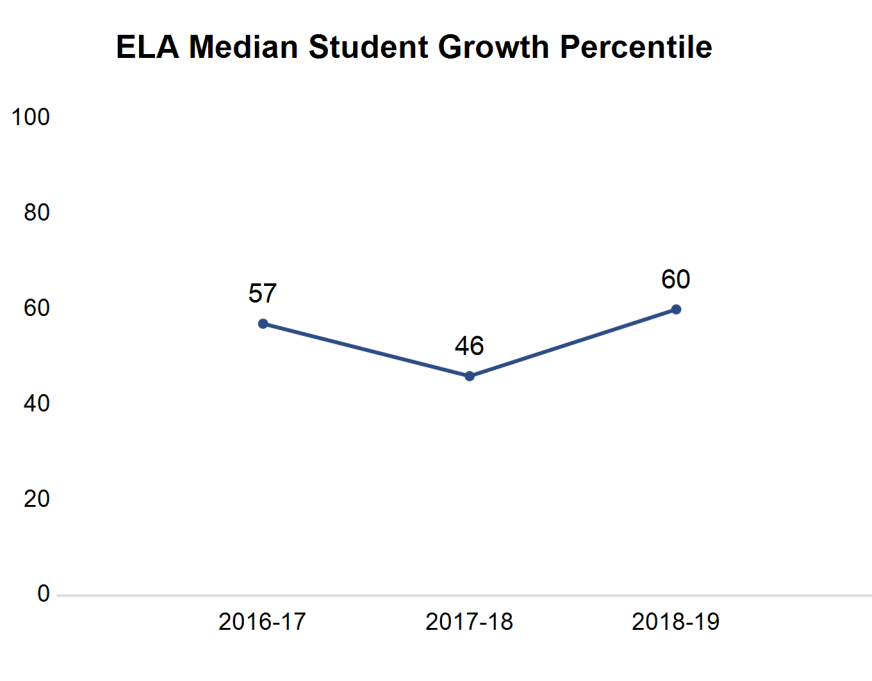
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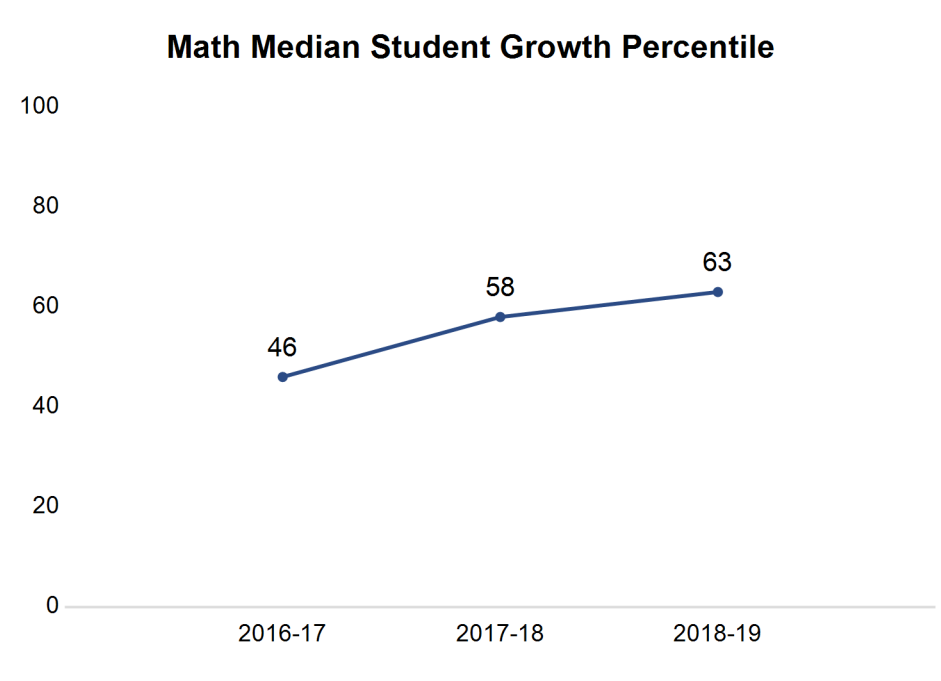
### Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

#### ELA Median Student Growth Percentile



#### Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	57	46	60	46	58	63
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	60	49	50	Exceeds Standard	63	47	50	Exceeds Standard
White	*	54	50	**	*	48	52	**
Hispanic	57.5	48	49	Met Standard	60	47	47	Exceeds Standard
Black or African American	49	46	45	Met Standard	68	42	43	Exceeds Standard
Asian, Native Hawaiian, or Pacific Islander	73.5	59	59	Exceeds Standard	84	57	60	Exceeds Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	44	49	**	*	43	52	**
Female	60	52	53	N	64	49	50	N
Male	59	46	47	N	63	45	51	N
Economically Disadvantaged Students	50	46	48	Met Standard	57	45	46	Met Standard
Students with Disabilities	51.5	37	43	**	61.5	43	45	**
English Learners	58	56.5	52	Met Standard	63	51	50	Exceeds Standard
Homeless Students	N	21	43	N	N	41.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	36.5	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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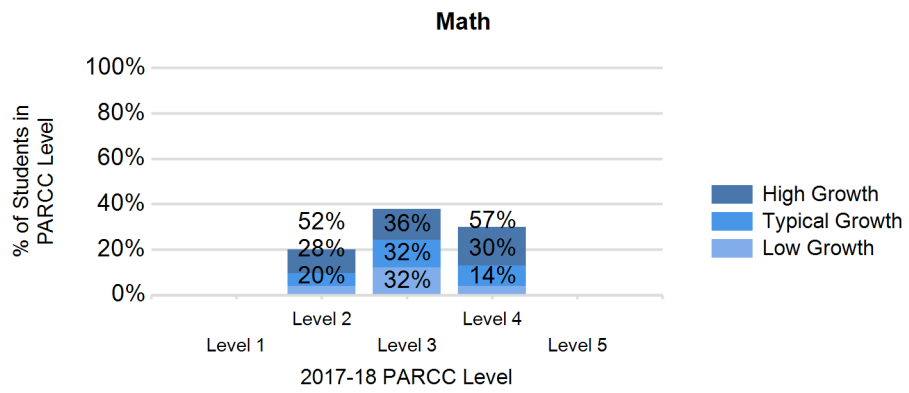
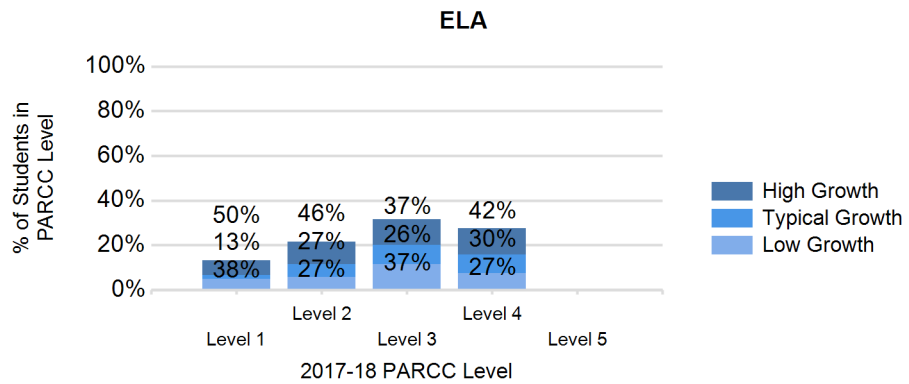
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A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

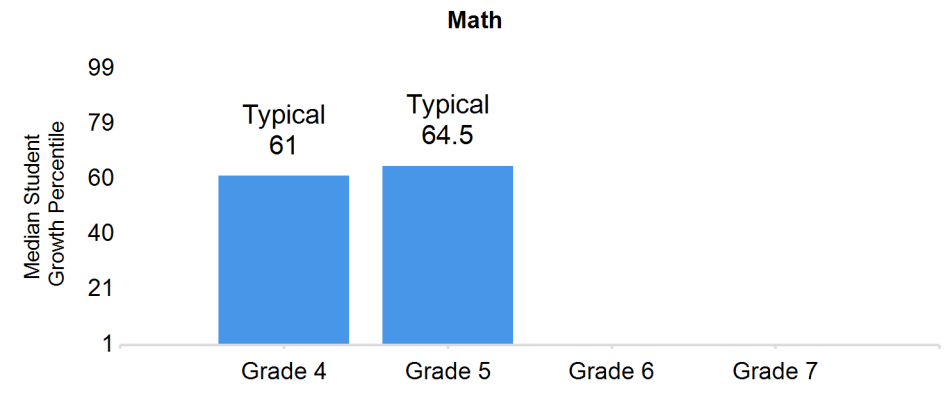
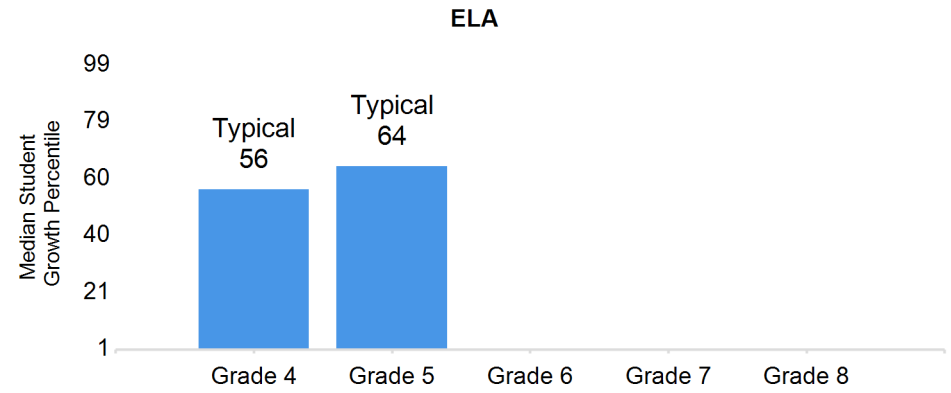
### Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



### Student Growth by Grade

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





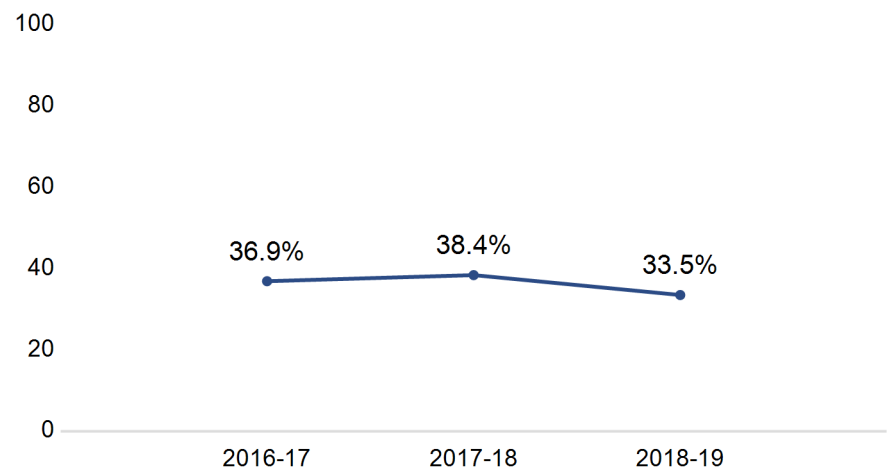
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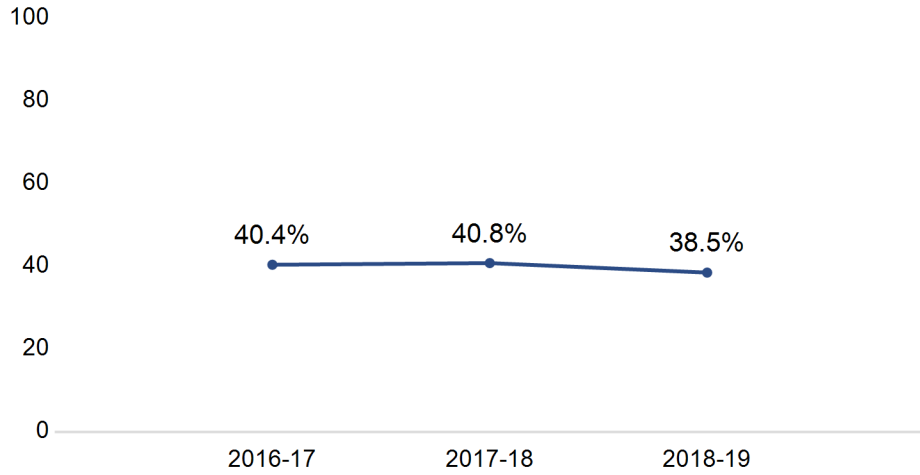
**English Language Arts and Mathematics Performance Trends**

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

**ELA Proficiency Rate for Federal Accountability**



**Math Proficiency Rate for Federal Accountability**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	99.2%	99.5%	100.0%	99.3%	99.5%
Proficiency Rate for Federal Accountability	36.9%	38.4%	33.5%	40.4%	40.8%	38.5%
Annual Target	32.6%	35.1%	37.6%	42.0%	44.0%	46.0%
Met Annual Target?	Met Target	Met Target	Met Target†	Met Target†	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	194	99.5	33.5	51.0	57.9	33.5	37.6	Met Target†
White	*	*	*	71.5	66.9	*	**	**
Hispanic	93	100.0	18.3	39.2	43.9	18.3	27	Not Met
Black or African American	54	100.0	27.8	43.6	38.5	27.8	28	Met Target†
Asian, Native Hawaiian, or Pacific Islander	28	100.0	71.4	79.8	82.9	71.4	54.9	Met Target
American Indian or Alaska Native	N	N	N	70.0	56.0	N	**	**
Two or More Races	*	*	*	54.7	64.4	*	**	**
Female	101	100.0	36.6	58.4	64.8	36.6		
Male	93	99.0	30.1	44.1	51.3	30.1		
Economically Disadvantaged Students	101	99.0	24.8	37.5	40.0	24.8	24.3	Met Target
Non-Economically Disadvantaged Students	93	100.0	43.0	60.3	67.9	43.0		
Students with Disabilities	36	97.4	13.9	*	22.7	13.9	26.2	Not Met
Students without Disabilities	158	100.0	38.0	*	65.1	38.0		
English Learners	68	100.0	23.5	28.7	29.3	23.5	25.1	Met Target†
Non-English Learners	126	99.2	38.9	54.3	60.6	38.9		
Homeless Students	N	N	N	16.2	29.1	N		
Students In Foster Care	N	N	N	21.4	27.6	N		
Military-Connected Students	*	*	*	38.9	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



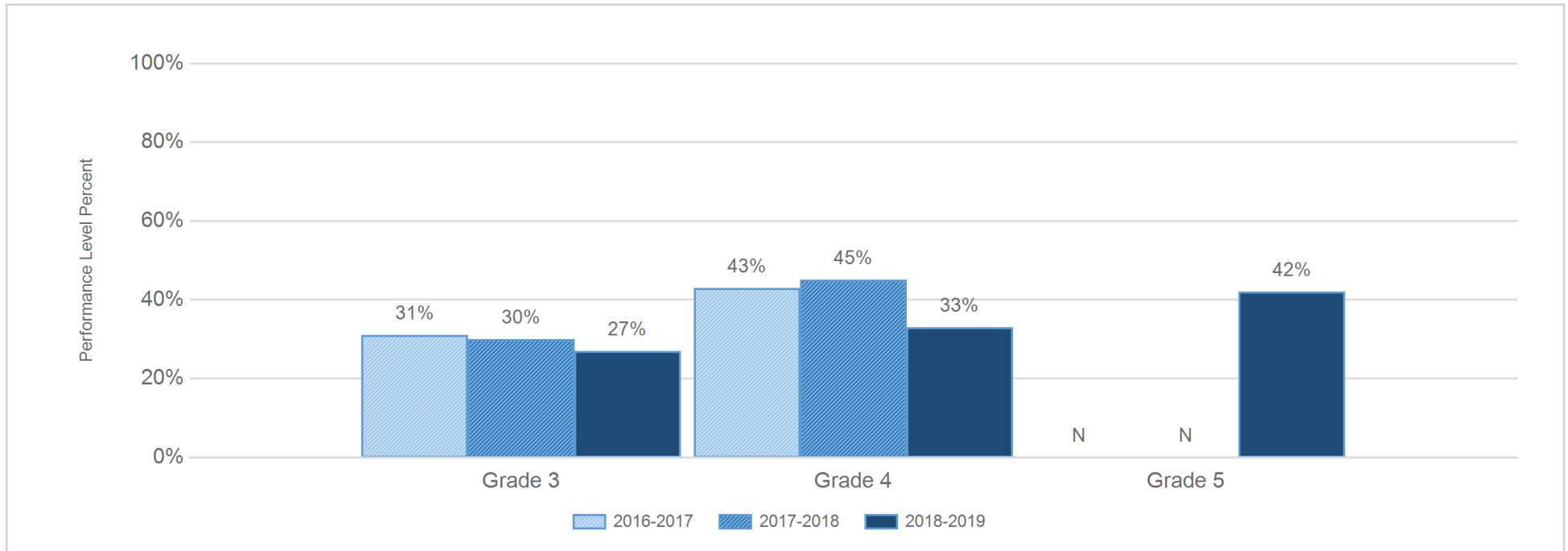
**Hillcrest School**  
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2018-2019

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### English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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### English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	66	717	733	748	38%	*	21%	*	*	27%	50%
White	*	*	747	757	*	*	*	*	*	*	60%
Hispanic	32	704	722	734	47%	*	*	*	*	13%	36%
Black or African American	18	710	727	731	*	*	*	*	*	22%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	747	756	*	*	*	*	*	*	58%
Female	29	713	738	753	45%	*	*	*	*	17%	55%
Male	37	720	729	743	32%	*	*	*	*	35%	46%
Economically Disadvantaged Students	34	717	724	731	35%	*	*	*	*	24%	33%
Non-Economically Disadvantaged Students	32	717	741	759	41%	*	*	*	*	31%	61%
Students with Disabilities	14	673	703	719	*	*	*	*	*	*	24%
Students without Disabilities	52	729	741	754	*	*	*	*	*	*	56%
English Learners	22	700	701	713	64%	*	*	*	*	18%	17%
Non-English Learners	44	726	738	751	25%	*	*	*	*	32%	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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### English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	66	742	748	755	20%	*	33%	*	*	33%	57%
White	*	*	760	763	*	*	*	*	*	*	67%
Hispanic	31	724	735	743	*	*	42%	*	*	10%	44%
Black or African American	18	737	*	739	*	*	*	*	*	33%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	46	752	754	760	*	*	*	*	*	43%	62%
Male	20	717	742	750	*	*	*	*	*	10%	53%
Economically Disadvantaged Students	34	731	736	740	*	*	*	*	*	21%	40%
Non-Economically Disadvantaged Students	32	753	758	765	*	*	*	*	*	47%	69%
Students with Disabilities	11	703	714	725	*	*	*	*	*	*	25%
Students without Disabilities	55	749	756	761	*	*	*	*	*	*	64%
English Learners	15	713	723	720	*	*	*	*	*	*	17%
Non-English Learners	51	750	752	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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### English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	745	748	756	*	19%	31%	*	*	42%	58%
White	*	*	757	764	*	*	*	*	*	*	68%
Hispanic	30	738	739	743	*	*	43%	33%	0%	33%	44%
Black or African American	16	737	740	739	*	*	*	*	*	31%	38%
Asian, Native Hawaiian, or Pacific Islander	11	773	776	781	0%	*	*	*	*	73%	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	28	749	755	761	*	*	*	*	*	46%	64%
Male	36	742	742	750	*	*	*	*	*	39%	52%
Economically Disadvantaged Students	31	734	735	740	*	*	*	*	*	32%	39%
Non-Economically Disadvantaged Students	33	756	757	766	*	*	*	*	*	52%	69%
Students with Disabilities	*	*	716	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	757	762	*	*	*	*	*	*	65%
English Learners	11	730	716	713	*	*	*	*	*	27%	11%
Non-English Learners	53	748	751	758	*	*	*	*	*	45%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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### Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	195	99.5	38.5	39.0	44.5	38.5	46	Not Met
White	*	*	*	58.2	54.1	*	**	**
Hispanic	94	100.0	25.5	28.6	28.8	25.5	32	Met Target†
Black or African American	54	100.0	24.1	29.1	23.0	24.1	39.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	28	100.0	82.1	73.6	76.5	82.1	66.7	Met Goal
American Indian or Alaska Native	N	N	N	60.0	42.7	N	**	**
Two or More Races	*	*	*	45.9	53.3	*	**	**
Female	102	100.0	34.3	39.4	44.9	34.3		
Male	93	99.0	43.0	38.6	44.2	43.0		
Economically Disadvantaged Students	102	99.0	28.4	27.6	26.3	28.4	34.2	Met Target†
Non-Economically Disadvantaged Students	93	100.0	49.5	47.0	54.9	49.5		
Students with Disabilities	36	97.4	13.9	12.5	17.4	13.9	26.2	Not Met
Students without Disabilities	159	100.0	44.0	45.4	50.0	44.0		
English Learners	69	100.0	29.0	28.4	25.0	29.0	28.3	Met Target
Non-English Learners	126	99.2	43.7	40.6	46.5	43.7		
Homeless Students	N	N	N	15.8	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	31.6	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



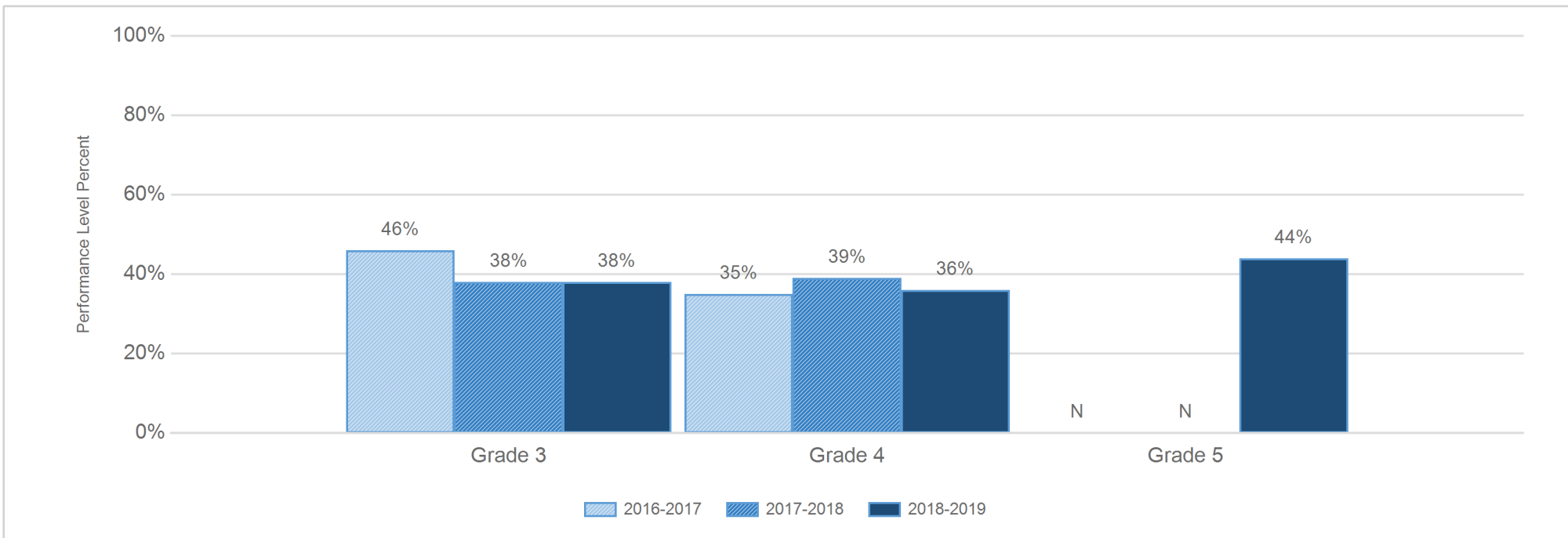
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### Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	68	731	745	752	24%	24%	15%	*	*	38%	55%
White	*	*	762	760	*	*	*	*	*	*	66%
Hispanic	34	722	734	739	29%	32%	*	*	*	24%	40%
Black or African American	18	722	737	735	*	*	*	*	*	28%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	758	758	*	*	*	*	*	*	62%
Female	31	723	746	751	*	*	*	*	*	29%	54%
Male	37	737	744	752	*	*	*	*	*	46%	56%
Economically Disadvantaged Students	36	725	734	737	*	*	*	*	*	28%	37%
Non-Economically Disadvantaged Students	32	737	754	761	*	*	*	*	*	50%	67%
Students with Disabilities	14	706	727	731	*	*	*	*	*	*	31%
Students without Disabilities	54	737	749	756	*	*	*	*	*	*	60%
English Learners	24	711	720	728	*	*	*	*	*	17%	26%
Non-English Learners	44	741	750	754	*	*	*	*	*	50%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



**Hillcrest School**  
(35-1610-100)  
Grades Offered: PK-05  
2018-2019

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### Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	66	742	748	749	*	18%	36%	*	*	36%	51%
White	*	*	762	757	*	*	*	*	*	*	62%
Hispanic	31	729	736	737	*	*	42%	*	*	19%	36%
Black or African American	18	738	*	731	*	*	*	*	*	22%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	46	745	749	749	*	*	*	*	*	37%	50%
Male	20	736	747	749	*	*	*	*	*	35%	52%
Economically Disadvantaged Students	34	734	737	734	*	*	*	*	*	24%	32%
Non-Economically Disadvantaged Students	32	752	757	759	*	*	*	*	*	50%	63%
Students with Disabilities	11	716	725	726	*	*	*	*	*	18%	25%
Students without Disabilities	55	748	753	754	*	*	*	*	*	40%	56%
English Learners	15	732	731	722	*	*	*	*	*	20%	18%
Non-English Learners	51	746	751	751	*	*	*	*	*	41%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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### Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	746	744	747	*	28%	25%	*	*	44%	47%
White	*	*	750	755	*	*	*	*	*	*	58%
Hispanic	30	738	737	735	*	*	33%	*	*	33%	30%
Black or African American	16	739	732	729	0%	*	*	*	*	25%	23%
Asian, Native Hawaiian, or Pacific Islander	11	780	776	775	0%	*	*	*	*	82%	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	28	744	743	747	*	*	*	*	*	36%	47%
Male	36	748	745	747	*	*	*	*	*	50%	47%
Economically Disadvantaged Students	31	737	732	732	*	*	*	*	*	35%	27%
Non-Economically Disadvantaged Students	33	755	752	757	*	*	*	*	*	52%	59%
Students with Disabilities	*	*	726	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	749	752	*	*	*	*	*	*	52%
English Learners	11	733	721	718	*	*	*	*	*	36%	12%
Non-English Learners	53	749	746	749	*	*	*	*	*	45%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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## DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	*	*
5	*	*

## English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	46.8%	56.6%	Met Target†

† Target was met within one standard deviation

## English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	56	82.1%	17.9%
3-4	36	83.3%	16.7%
5 or more	10	70.0%	30.0%



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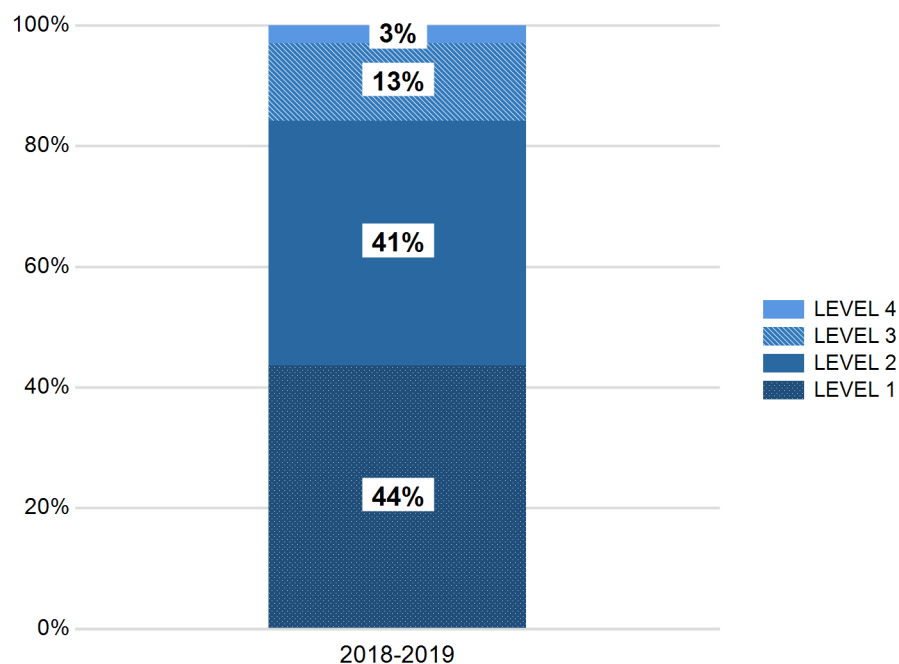
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

### NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



### NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	44	41	13	3
White	*	*	*	*
Hispanic	43	47	10	0
Black or African American	69	25	6	0
Asian, Native Hawaiian, or Pacific Islander	27	18	36	18
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	46	43	11	0
Male	42	39	14	6
Economically Disadvantaged Students	48	45	6	0
Non-Economically Disadvantaged Students	39	36	18	6
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	55	36	9	0
Non-English Learners	42	42	13	4
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

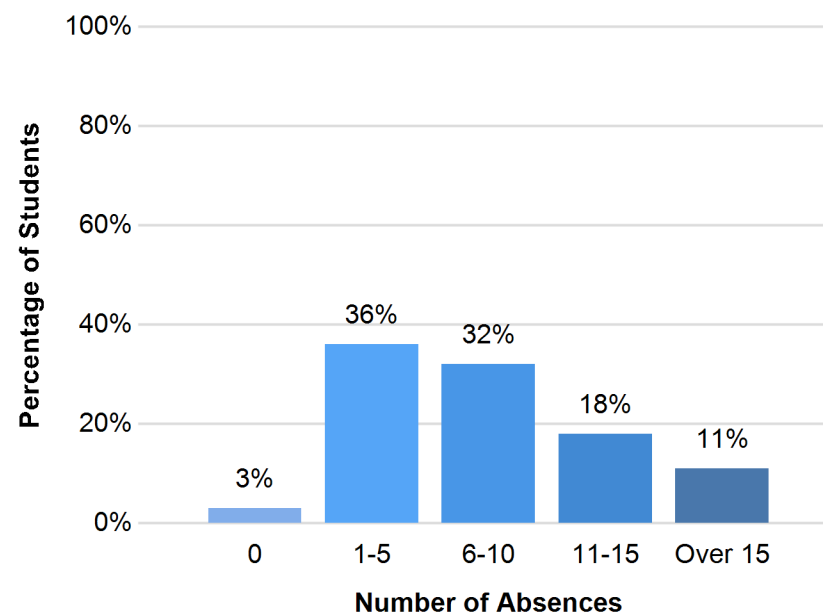
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	31	7.2	8.9	Met
White	5	12.8	8.9	Not Met
Hispanic	13	6.3	8.9	Met
Black or African American	7	6.5	8.9	Met
Asian, Native Hawaiian, or Pacific	4	6.2	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	18.2	**	**
Female	15	6.9		
Male	16	7.6		
Economically Disadvantaged Students	20	8.4	8.9	Met
Students with Disabilities	10	14.7	8.9	Not Met
English Learners	10	7.8	8.9	Met
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





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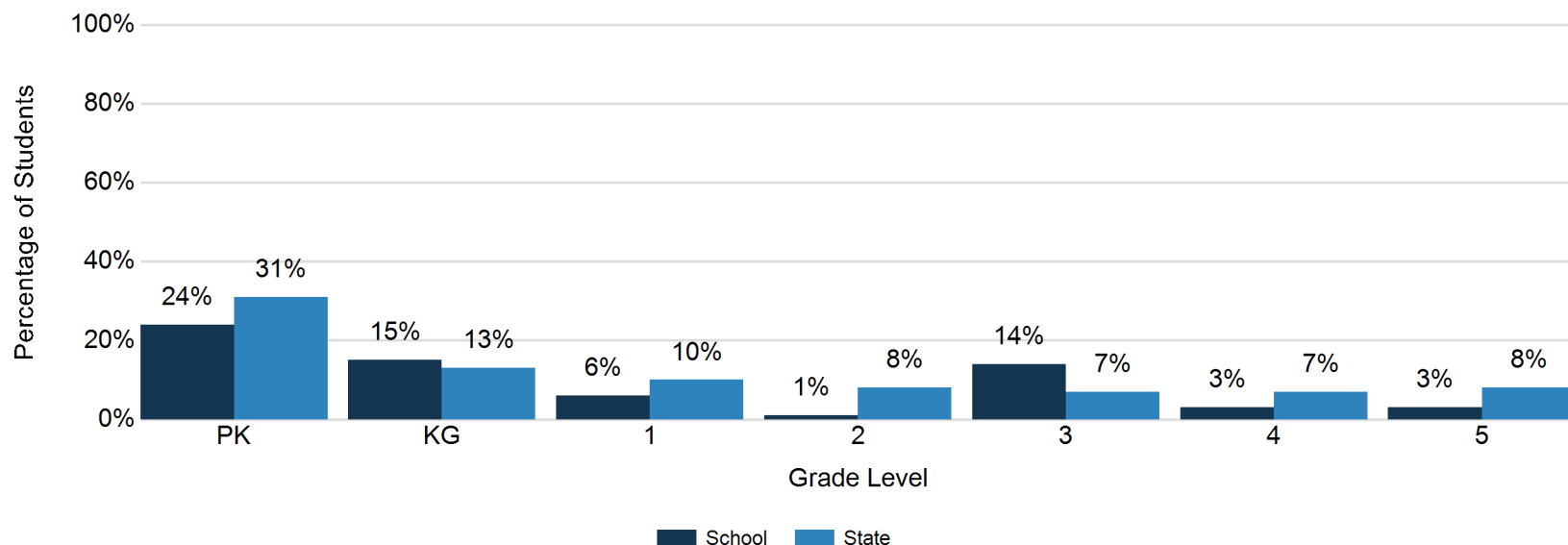
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### Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.70

### Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

### Police Notifications

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

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

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	17	4.0%
Any Suspension	17	4.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
44

**Hillcrest School**

(35-1610-100)

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2018-2019

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## School Day

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

Category	School
Typical Start Time	8:50 AM
Typical End Time	3:10 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 Mins.

## Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	48	118,214
Average years experience in public schools	10.3	12.1
Average years experience in district	8.8	10.8
Percentage of Teachers with 4 or more years experience in the district	66.7%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	47	9,530
Average years experience in public schools	12.2	16.0
Average years experience in district	9.5	12.0
Percentage of Administrators with 4 or more years experience in the district	70.2%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	10:1
Students to Administrators	428:1	149:1
Teachers to Administrators	48:1	16:1
Students to Librarians/Media Specialists		877:1
Students to Nurses		779:1
Students to Counselors		281:1
Students to Child Study Team Members		213:1



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### Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.2%	89.6%	0.0%	48.4%	77.1%	54.9%
Male	49.8%	10.4%	100.0%	51.6%	22.9%	45.1%
White	10.5%	85.4%	100.0%	42.4%	83.6%	77.4%
Hispanic	42.5%	8.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	26.6%	2.1%	0.0%	15.0%	6.6%	13.9%
Asian	17.1%	4.2%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.5%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.8%	0.0%	0.0%	2.1%	0.2%	0.2%



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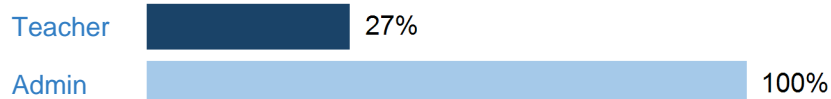
### Teachers and Administrators - Level of Education

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

#### 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 this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.4%	90.5%
2017-18 Administrators: Same district 2018-19	95.5%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	91.0%



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## Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



**Hillcrest School**  
(35-1610-100)  
Grades Offered: PK-05  
2018-2019

**Report Key:**

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

### ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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### ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	36.9%	38.4%	33.5%
Math Proficiency	40.4%	40.8%	38.5%
ELA Growth	57	46	60
Math Growth	46	58	63
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		49.0%	46.8%
Chronic Absenteeism	6.4%	10.2%	7.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

### Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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### Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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

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



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## School Narrative

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



### Highlights:

- Achieved Future Ready School Status. Curriculum includes Next Generation Science Standards, Linkit and iReady Assessments
- Participation in Junior Achievement for Grades K-5
- 2018 NJ PBSIS (Positive Behavior Support in Schools) Showcase School



### Mission, Vision, Theme:

Franklin Township Public Schools is a diverse and unique district, with more than 65 languages spoken by families that send students to the its ten schools. 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.



### Awards, Recognition, Accomplishments:

2018 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 and FLEXible Seating tin the Classroom; Rising New York Road Runners Marathon Medals for Grades 4 and 5 team.





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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/Bilingual and Fine, Visual, and Performing Arts; Career &amp; Technical Education programs in Television Production and Dance; hands-on STEM and coding opportunities, K-12; experiential science instruction in grades 3, 4, and 5 at Bunker Hill Environmental Education Center; and new SEL, G&amp;T, world languages and student choice curricula at the elementary level.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Students participate in music, art, health, and physical education programs. Third, fourth, and fifth 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. In addition to C.A.R.E., a new Morning Clubs Program was started in all seven elementary schools in the Fall of 2018, in which students can pick up to two before-school activities, including Dance, STEM, Instrumental Music, Student Leadership Counsel and many other learning opportunities.</p>






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 <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. In addition to C.A.R.E., a new Morning Clubs Program was started in all seven elementary schools in the Fall of 2018, in which students can pick up to two before-school activities, including Dance, STEM, Instrumental Music, and many other learning opportunities.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>Current district PD was identified through a shared process across district stakeholder groups and addresses achievement patterns illustrated in this 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>
 <p><b>Postsecondary Information:</b></p>	<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>



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#### Student Supports and Services:

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.



#### Student Health and Wellness:

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.



#### Parent and Community Involvement:

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&RS), Title I and School Safety, School Beautification, to name a few.






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 <p>Climate Surveys:</p>	<p>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.</p>
 <p>Facilities:</p>	<p>Hillcrest School was built in 1957. As a result of the One Less Move Referendum, the school added a new wing of classrooms. All seven district elementary schools to offer a robust 21st Century learning experience to its students in spacious, well-designed settings.</p>
 <p>School Safety:</p>	<p>Safety Patrol for our 5th graders, School Safety Committee, and Class 3 Police Officer.</p>



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#### Technology and STEM:

HIL is a Google School. Teachers utilized Google Classroom, and Google APPS for Education. Number of teachers have achieved Google Level 1 Certification. The school uses a host of technology resources, such as iReady, Think Central, Link-It, Code.org, Clever Portal, Follett Destiny, Go Math, etc. Awards: 2018 Certified Future Ready School; Established School Technology Committee; Technology Equipment: Staff: 13 inch MacBooks; Students: MacBooks and Chromebooks, Interactive Projectors in each classroom, STEM Makerspace kits for use in the Media Center; STEM Lab for grades 4 and 5. New for 2018 Library Science and Digital Citizenship Course for grades 3-5.



#### Early Childhood Education:

The district offers a comprehensive program in eight sites throughout the district; three coaches and 33 teachers utilize the HighScope curriculum to develop children's skills on 58 indicators in eight content areas. Each coach has a dual certification, including P-3/special education, P-3/BCBA, P-3/ ESL. Coaches assess each classroom using the ECERS-3, The Preschool Quality Assessment, and the TPOT. They also have been trained in the Pyramid Model, PIRT, SCIP, and numerous NAYCE trainings. The HighScope curriculum aligns with The New Jersey Preschool Teaching and Learning Standards (2014).



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### Other Information

In the Spring of 2018, the NJDOE identified Franklin Township Public Schools (FTPS) as a High Performing School District. FTPS embraces its diversity: Its families report 65 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. 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 recent 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": In September 2018 the district completed the major construction projects promised in its One Less Move Referendum campaign, including its seventh elementary school and a single middle school program offered 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.



MacAfee Road School  
(35-1610-115)  
Grades Offered: PK-05  
2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

Notes from the New Jersey Department of Education:



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(35-1610-115)  
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2018-2019

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### School Contact Information

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

Type	Contact Information
County	Somerset
District	Franklin Township Public Schools
Principal Name	Ms. Karen Adams
Address	53 Macafee Road Somerset, NJ 08873-2949
Phone Number	732-249-9097
Email Address	<a href="mailto:kadams@franklinboe.org">kadams@franklinboe.org</a>
Website	<a href="https://www.franklinboe.org">https://www.franklinboe.org</a>
Twitter	<a href="https://twitter.com/MAC_FTPSchools">https://twitter.com/MAC_FTPSchools</a>



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	28	38	38
KG	78	60	50
1	67	73	50
2	71	65	54
3	82	66	56
4	66	91	59
Total	392	393	391

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	45.9%	46.3%	47.6%
Male	54.1%	53.7%	52.4%
Economically Disadvantaged Students	41.3%	36.4%	31.2%
Students with Disabilities	23.2%	25.2%	25.8%
English Learners	2.6%	4.3%	4.1%
Homeless Students	0.5%	1.0%	0.8%
Students in Foster Care	0.3%	0.3%	1.0%
Military-Connected Students	1.0%	0.5%	0.3%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	17.3%	16.5%	22.5%
Hispanic	21.7%	20.6%	23.5%
Black or African American	44.4%	43.3%	37.1%
Asian	13.5%	16.3%	11.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.3%
American Indian or Alaska Native	0.3%	0.3%	0.0%
Two or More Races	2.8%	3.1%	4.9%

### Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	28	38	38
KG - Half Day	0	0	0
KG - Full Day	78	60	50

### Enrollment by Home Language

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

Home Language	% of Students
English	79.3%
Spanish	11.0%
Gujarati	1.3%
Tagalog	1.0%
Arabic	1.0%
Other Languages	6.4%



**MacAfee Road School**  
 (35-1610-115)  
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 2018-2019

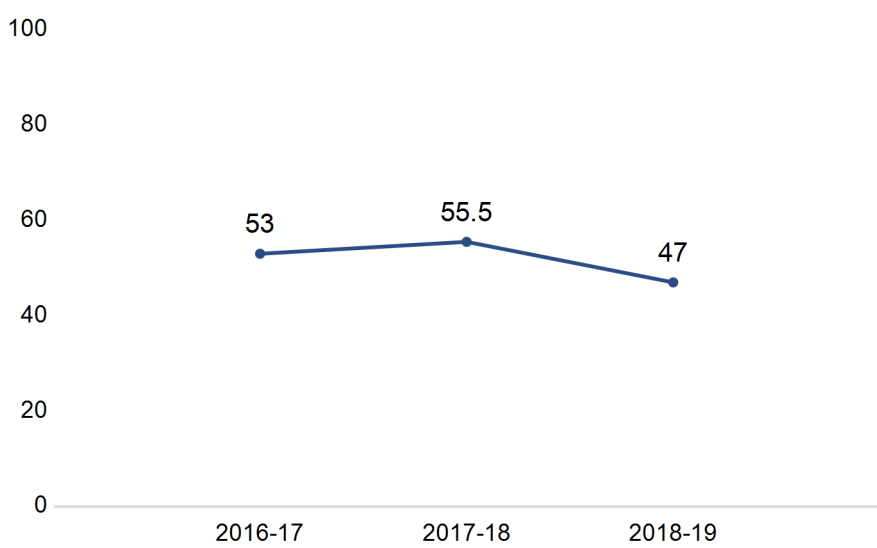
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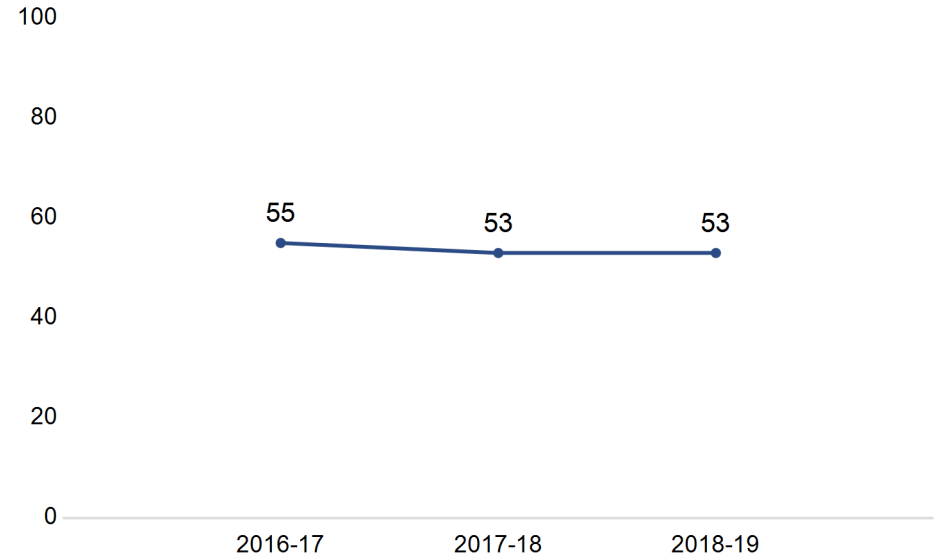
**Student Growth Trends and Progress**

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

**ELA Median Student Growth Percentile**



**Math Median Student Growth Percentile**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	53	55.5	47	55	53	53
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	47	49	50	Met Standard	53	47	50	Met Standard
White	52.5	54	50	Met Standard	52	48	52	Met Standard
Hispanic	46	48	49	**	59	47	47	**
Black or African American	38	46	45	Not Met	50	42	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	62	59	59	**	66.5	57	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	44	49	**	*	43	52	**
Female	47	52	53	N	51.5	49	50	N
Male	46	46	47	N	60	45	51	N
Economically Disadvantaged Students	38.5	46	48	Not Met	55.5	45	46	Met Standard
Students with Disabilities	35	37	43	Not Met	55.5	43	45	Met Standard
English Learners	*	56.5	52	**	*	51	50	**
Homeless Students	*	21	43	N	*	41.5	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	36.5	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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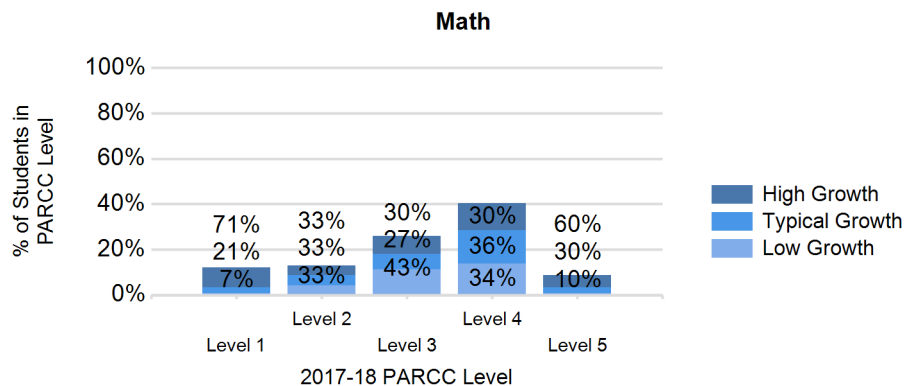
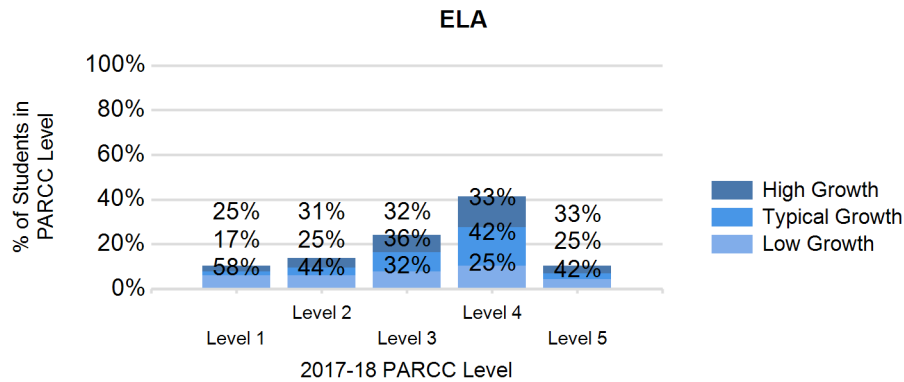
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

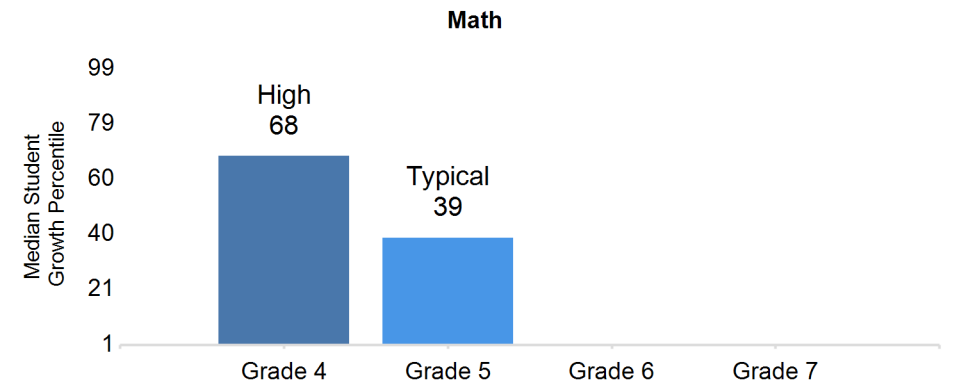
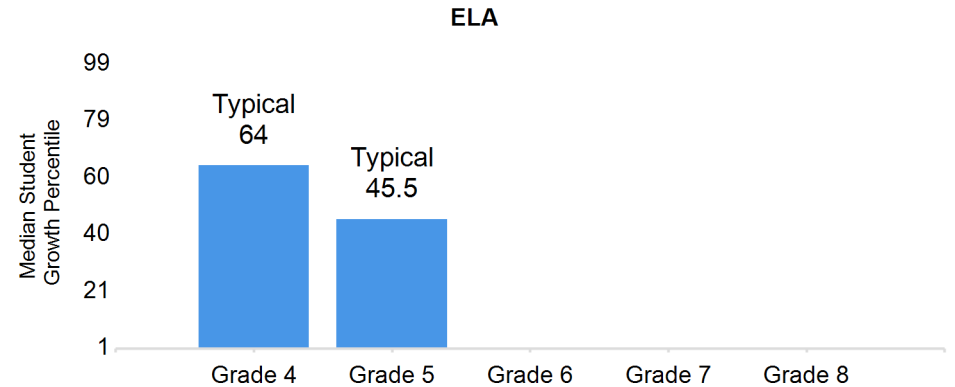
**Student Growth by Performance Level**

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



**Student Growth by Grade**

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





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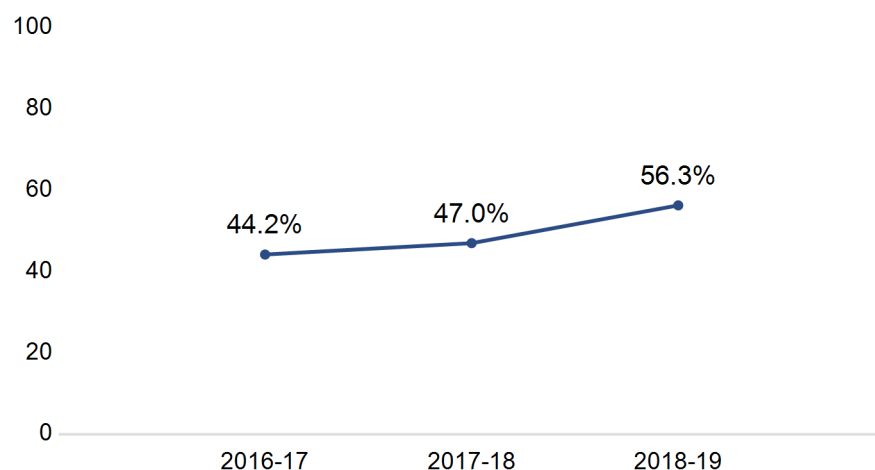
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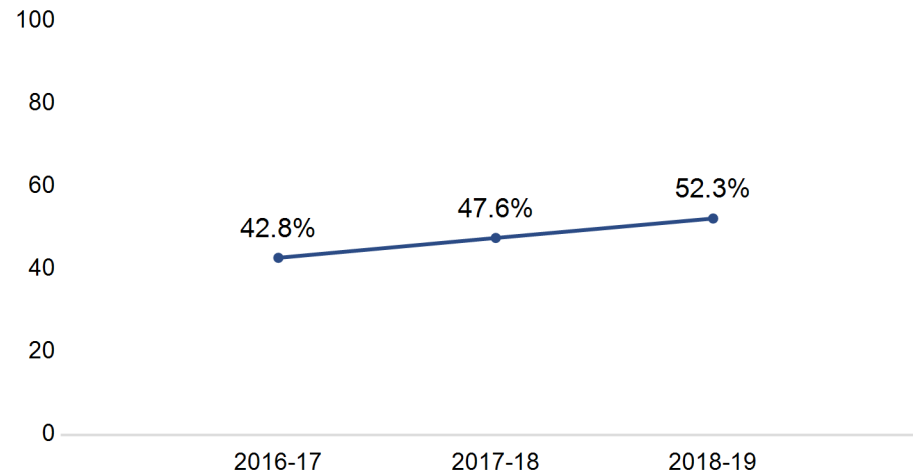
## English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

### ELA Proficiency Rate for Federal Accountability



### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.0%	98.7%	100.0%	96.0%	98.7%	100.0%
Proficiency Rate for Federal Accountability	44.2%	47.0%	56.3%	42.8%	47.6%	52.3%
Annual Target	42.0%	44.0%	46.0%	45.5%	47.3%	49.1%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	174	100.0	56.3	51.0	57.9	56.3	46	Met Target
White	44	100.0	75.0	71.5	66.9	75.0	53	Met Target
Hispanic	31	100.0	54.8	39.2	43.9	54.8	35.8	Met Target
Black or African American	72	100.0	47.2	43.6	38.5	47.2	40.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	79.8	82.9	*	N	N
American Indian or Alaska Native	N	N	N	70.0	56.0	N	**	**
Two or More Races	*	*	*	54.7	64.4	*	**	**
Female	81	100.0	60.5	58.4	64.8	60.5		
Male	93	100.0	52.7	44.1	51.3	52.7		
Economically Disadvantaged Students	45	100.0	40.0	37.5	40.0	40.0	36.3	Met Target
Non-Economically Disadvantaged Students	129	100.0	62.0	60.3	67.9	62.0		
Students with Disabilities	42	100.0	19.0	*	22.7	19.0	29.1	Not Met
Students without Disabilities	132	100.0	68.2	*	65.1	68.2		
English Learners	*	*	*	28.7	29.3	*	**	**
Non-English Learners	*	*	*	54.3	60.6	*		
Homeless Students	*	*	*	16.2	29.1	*		
Students In Foster Care	*	*	*	21.4	27.6	*		
Military-Connected Students	N	N	N	38.9	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

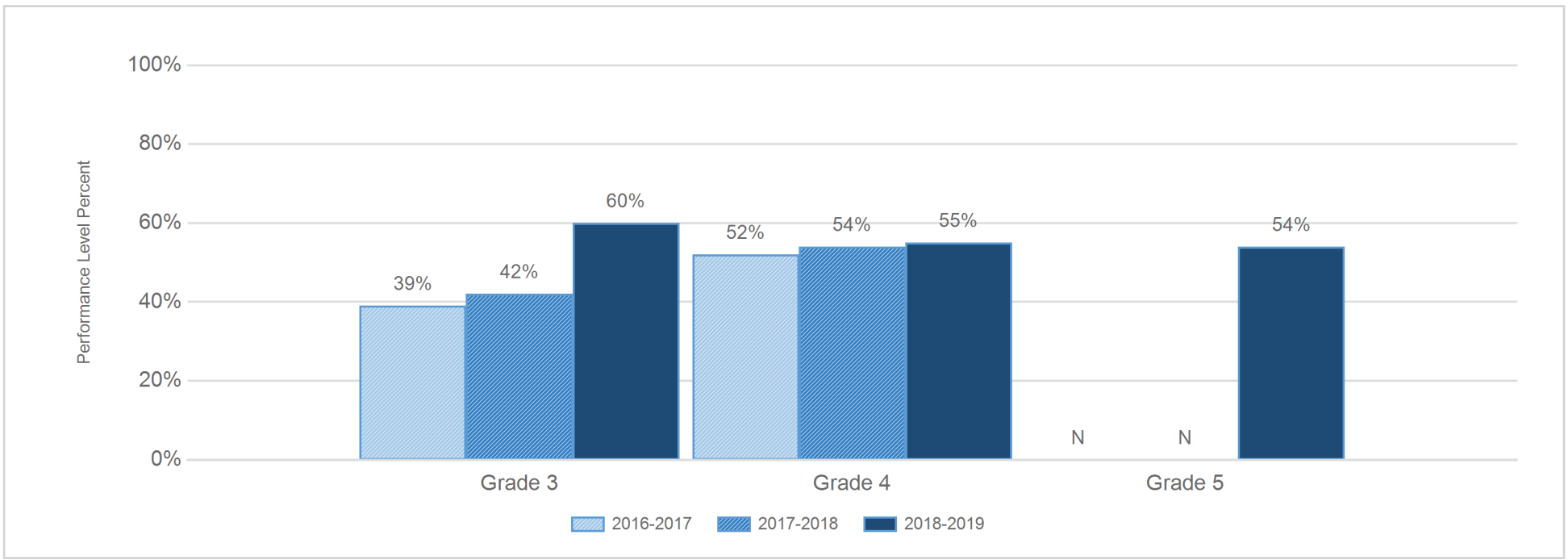


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**English Language Arts Assessment - Performance Trends**

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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### English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	52	750	733	748	*	*	*	*	*	60%	50%
White	12	764	747	757	0%	0%	*	*	*	75%	60%
Hispanic	11	759	722	734	*	0%	*	*	*	82%	36%
Black or African American	24	733	727	731	*	*	*	42%	0%	42%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	747	756	*	*	*	*	*	*	58%
Female	29	750	738	753	*	*	*	*	*	59%	55%
Male	23	749	729	743	*	*	*	*	*	61%	46%
Economically Disadvantaged Students	13	745	724	731	*	*	*	*	*	54%	33%
Non-Economically Disadvantaged Students	39	751	741	759	*	*	*	*	*	62%	61%
Students with Disabilities	*	*	703	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	741	754	*	*	*	*	*	*	56%
English Learners	N	N	701	713	N	N	N	N	N	N	17%
Non-English Learners	52	750	738	751	*	*	*	*	*	60%	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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### English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	58	755	748	755	*	*	19%	36%	19%	55%	57%
White	14	771	760	763	*	0%	*	*	*	79%	67%
Hispanic	10	746	735	743	*	*	*	*	*	40%	44%
Black or African American	27	753	*	739	*	*	*	*	*	48%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	24	755	754	760	*	*	*	*	*	50%	62%
Male	34	754	742	750	*	*	*	*	*	59%	53%
Economically Disadvantaged Students	18	748	736	740	*	*	*	*	*	39%	40%
Non-Economically Disadvantaged Students	40	758	758	765	*	*	*	*	*	63%	69%
Students with Disabilities	17	730	714	725	*	*	*	*	*	24%	25%
Students without Disabilities	41	765	756	761	*	*	*	*	*	68%	64%
English Learners	N	N	723	720	N	N	N	N	N	N	17%
Non-English Learners	58	755	752	758	*	*	19%	36%	19%	55%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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### English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	71	751	748	756	*	*	27%	*	*	54%	58%
White	19	766	757	764	0%	*	*	*	*	68%	68%
Hispanic	12	742	739	743	*	*	*	*	*	42%	44%
Black or African American	26	742	740	739	*	*	*	46%	0%	46%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	34	760	755	761	*	*	*	*	*	65%	64%
Male	37	743	742	750	*	*	*	*	*	43%	52%
Economically Disadvantaged Students	16	734	735	740	*	*	*	*	*	38%	39%
Non-Economically Disadvantaged Students	55	756	757	766	*	*	*	*	*	58%	69%
Students with Disabilities	17	712	716	724	*	*	*	*	*	*	23%
Students without Disabilities	54	763	757	762	*	*	*	*	*	*	65%
English Learners	N	N	716	713	N	N	N	N	N	N	11%
Non-English Learners	71	751	751	758	*	*	27%	*	*	54%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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### Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	174	100.0	52.3	39.0	44.5	52.3	49.1	Met Target
White	44	100.0	63.6	58.2	54.1	63.6	56.7	Met Target
Hispanic	31	100.0	51.6	28.6	28.8	51.6	42.6	Met Target
Black or African American	72	100.0	45.8	29.1	23.0	45.8	39.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	73.6	76.5	*	N	N
American Indian or Alaska Native	N	N	N	60.0	42.7	N	**	**
Two or More Races	*	*	*	45.9	53.3	*	**	**
Female	81	100.0	51.9	39.4	44.9	51.9		
Male	93	100.0	52.7	38.6	44.2	52.7		
Economically Disadvantaged Students	45	100.0	40.0	27.6	26.3	40.0	31	Met Target
Non-Economically Disadvantaged Students	129	100.0	56.6	47.0	54.9	56.6		
Students with Disabilities	42	100.0	19.0	12.5	17.4	19.0	24.8	Met Target†
Students without Disabilities	132	100.0	62.9	45.4	50.0	62.9		
English Learners	*	*	*	28.4	25.0	*	**	**
Non-English Learners	*	*	*	40.6	46.5	*		
Homeless Students	*	*	*	15.8	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	31.6	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



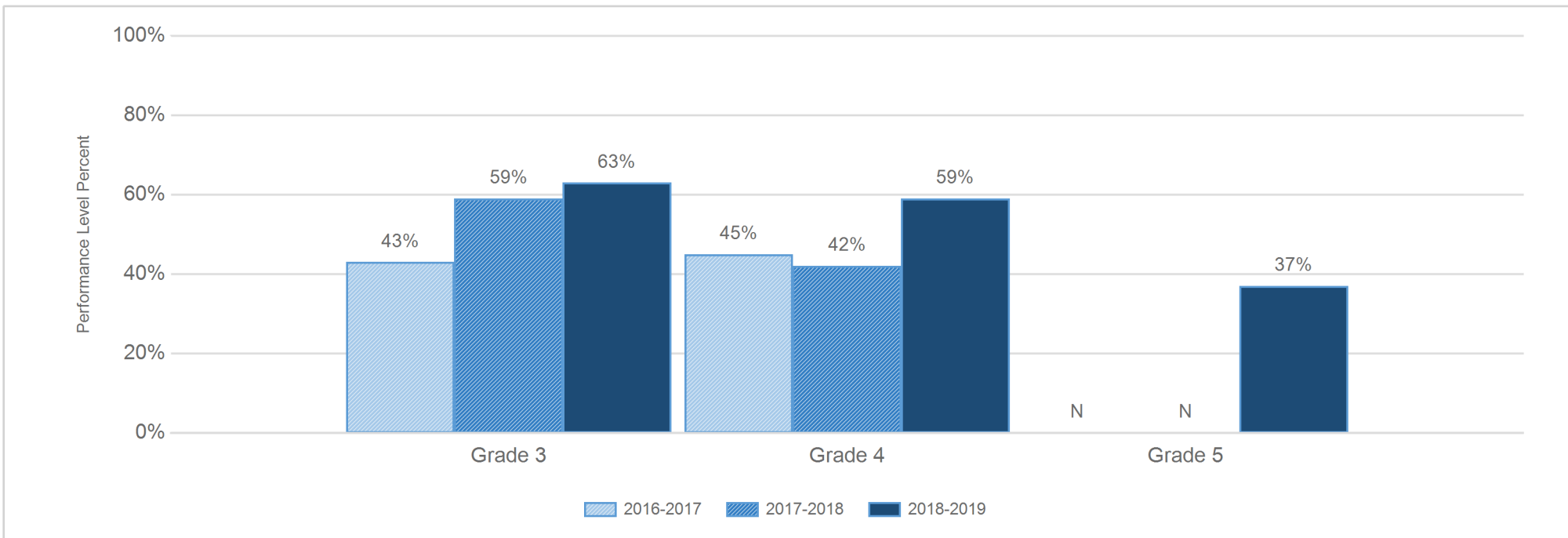
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### Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	52	762	745	752	*	*	23%	38%	25%	63%	55%
White	12	769	762	760	0%	*	*	*	*	75%	66%
Hispanic	11	780	734	739	0%	0%	*	*	*	82%	40%
Black or African American	24	748	737	735	*	*	*	*	*	50%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	758	758	*	*	*	*	*	*	62%
Female	29	757	746	751	*	*	*	*	*	59%	54%
Male	23	768	744	752	*	*	*	*	*	70%	56%
Economically Disadvantaged Students	13	752	734	737	*	*	*	*	*	46%	37%
Non-Economically Disadvantaged Students	39	765	754	761	*	*	*	*	*	69%	67%
Students with Disabilities	*	*	727	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	749	756	*	*	*	*	*	*	60%
English Learners	N	N	720	728	N	N	N	N	N	N	26%
Non-English Learners	52	762	750	754	*	*	23%	38%	25%	63%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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### Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	58	753	748	749	*	19%	17%	*	*	59%	51%
White	14	770	762	757	0%	0%	*	*	*	79%	62%
Hispanic	10	735	736	737	0%	*	*	*	*	40%	36%
Black or African American	27	749	*	731	*	*	*	*	*	56%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	24	747	749	749	*	*	*	*	*	54%	50%
Male	34	757	747	749	*	*	*	*	*	62%	52%
Economically Disadvantaged Students	18	738	737	734	*	*	*	*	*	44%	32%
Non-Economically Disadvantaged Students	40	759	757	759	*	*	*	*	*	65%	63%
Students with Disabilities	17	725	725	726	*	*	*	*	*	18%	25%
Students without Disabilities	41	764	753	754	*	*	*	*	*	76%	56%
English Learners	N	N	731	722	N	N	N	N	N	N	18%
Non-English Learners	58	753	751	751	*	19%	17%	*	*	59%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



**MacAfee Road School**  
(35-1610-115)  
Grades Offered: PK-05  
2018-2019

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### Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	71	741	744	747	*	21%	35%	*	*	37%	47%
White	19	751	750	755	0%	*	*	*	*	42%	58%
Hispanic	12	742	737	735	*	*	*	*	*	33%	30%
Black or African American	26	730	732	729	*	*	*	*	*	23%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	34	744	743	747	*	*	38%	*	*	38%	47%
Male	37	739	745	747	*	*	32%	*	*	35%	47%
Economically Disadvantaged Students	16	729	732	732	*	*	*	*	*	38%	27%
Non-Economically Disadvantaged Students	55	745	752	757	*	*	*	*	*	36%	59%
Students with Disabilities	17	720	726	725	*	*	*	*	*	12%	19%
Students without Disabilities	54	748	749	752	*	*	*	*	*	44%	52%
English Learners	N	N	721	718	N	N	N	N	N	N	12%
Non-English Learners	71	741	746	749	*	21%	35%	*	*	37%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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### DLM Alternate Assessment - Participation

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

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

### English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

### English Language Proficiency Test - Participation and Performance

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

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



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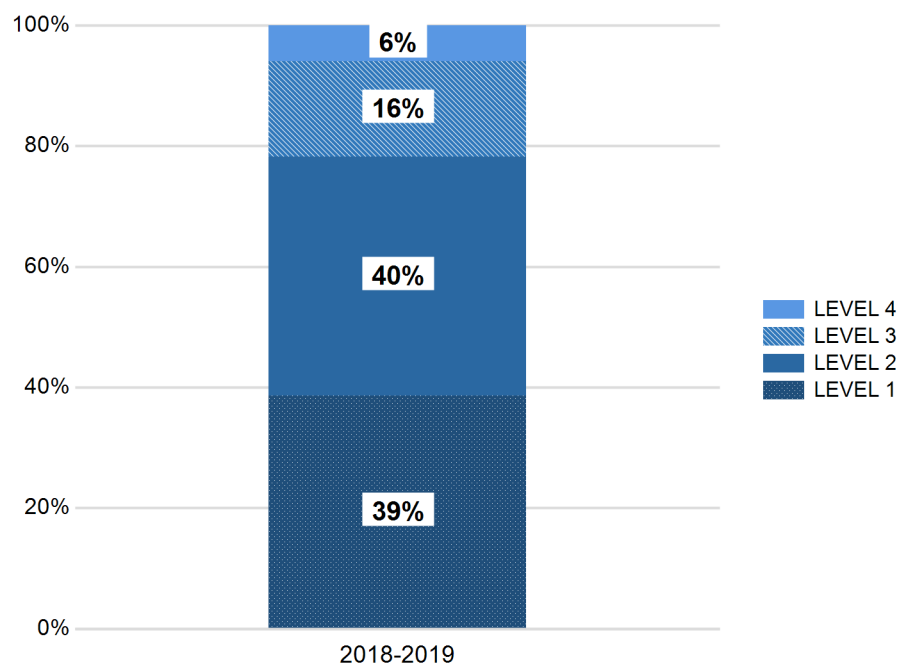
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

### NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



### NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	39	40	16	6
White	21	42	21	16
Hispanic	42	42	17	0
Black or African American	52	40	8	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	32	50	12	6
Male	44	31	19	6
Economically Disadvantaged Students	53	27	20	0
Non-Economically Disadvantaged Students	35	44	15	7
Students with Disabilities	75	13	13	0
Students without Disabilities	28	48	17	7
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

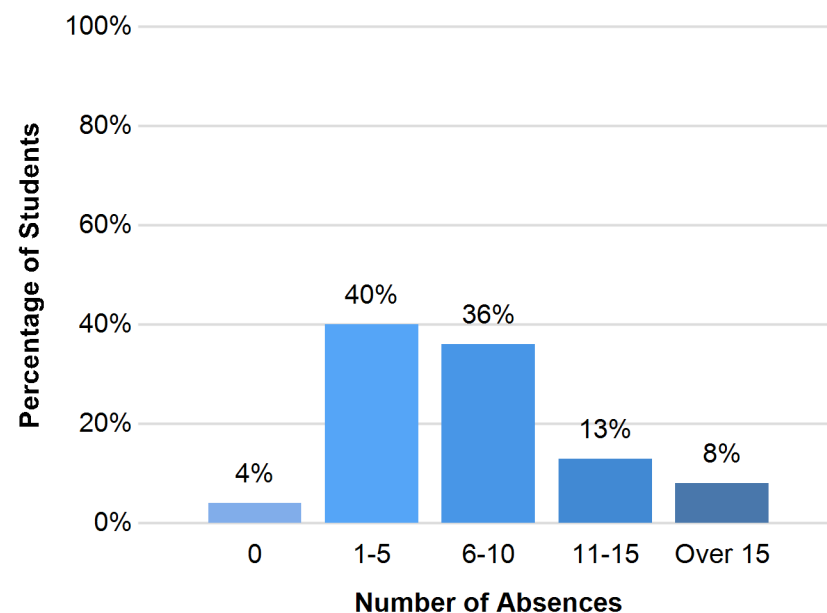
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	19	5.8	8.9	Met
White	5	6.3	8.9	Met
Hispanic	4	6.1	8.9	Met
Black or African American	8	6.3	8.9	Met
Asian, Native Hawaiian, or Pacific	1	2.5	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	5.9	**	**
Female	7	4.4		
Male	12	7.1		
Economically Disadvantaged Students	8	8.0	8.9	Met
Students with Disabilities	8	10.3	8.9	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

### Days Absent

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





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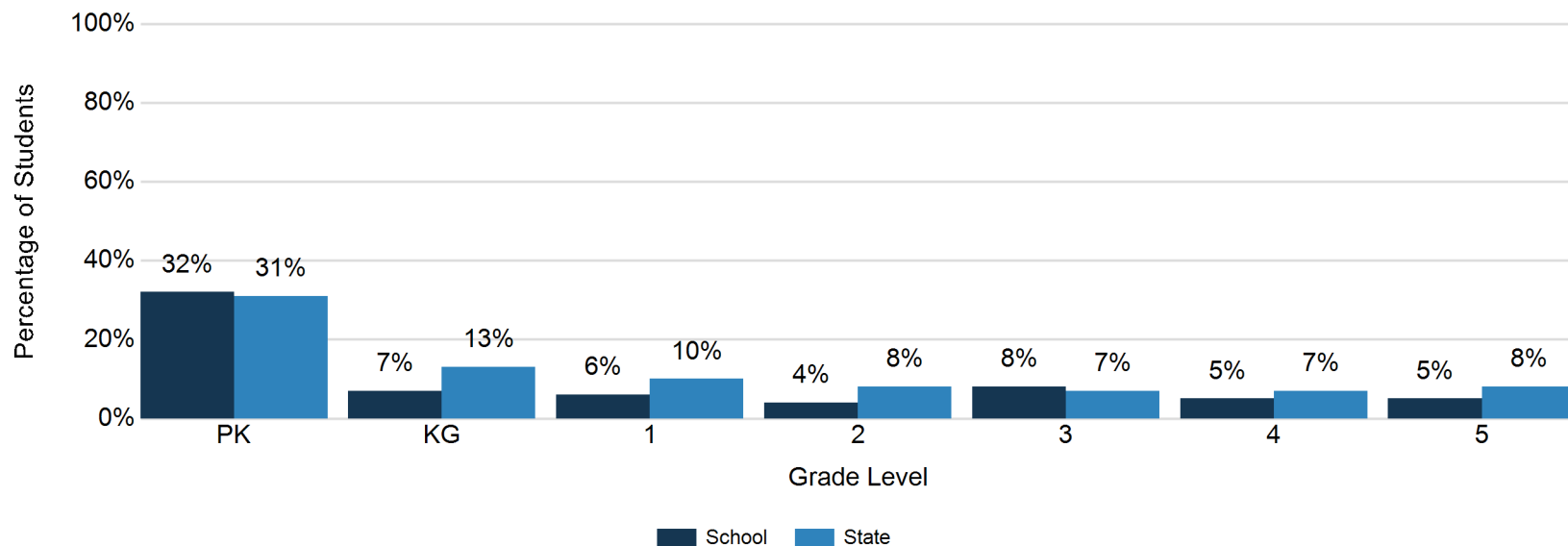
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### Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under *ESSA*, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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

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

Incident Type	Number of Incidents
Violence	3
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	1.28

### Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

### Police Notifications

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

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

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	13	3.3%
Any Suspension	13	3.3%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
43



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### School Day

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

Category	School
Typical Start Time	9:30 AM
Typical End Time	3:50 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 Mins.

### Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	44	118,214
Average years experience in public schools	13.5	12.1
Average years experience in district	10.3	10.8
Percentage of Teachers with 4 or more years experience in the district	75.0%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	47	9,530
Average years experience in public schools	12.2	16.0
Average years experience in district	9.5	12.0
Percentage of Administrators with 4 or more years experience in the district	70.2%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	10:1
Students to Administrators	391:1	149:1
Teachers to Administrators	44:1	16:1
Students to Librarians/Media Specialists		877:1
Students to Nurses		779:1
Students to Counselors		281:1
Students to Child Study Team Members		213:1



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### Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.6%	88.6%	0.0%	48.4%	77.1%	54.9%
Male	52.4%	11.4%	100.0%	51.6%	22.9%	45.1%
White	22.5%	81.8%	100.0%	42.4%	83.6%	77.4%
Hispanic	23.5%	6.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	37.1%	9.1%	0.0%	15.0%	6.6%	13.9%
Asian	11.8%	2.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.9%	0.0%	0.0%	2.1%	0.2%	0.2%



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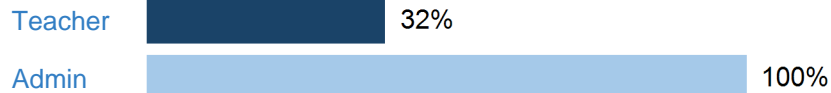
### Teachers and Administrators - Level of Education

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

#### 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 this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.4%	90.5%
2017-18 Administrators: Same district 2018-19	95.5%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	89.9%



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## Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

### ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

### ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	44.2%	47.0%	56.3%
Math Proficiency	42.8%	47.6%	52.3%
ELA Growth	53	56	47
Math Growth	55	53	53
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	6.8%	6.5%	5.8%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



**MacAfee Road School**  
(35-1610-115)  
Grades Offered: PK-05  
2018-2019

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

### Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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### Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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

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



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2018-2019

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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 the school or district directly.



### Highlights:

- Achieved Future Ready School Status
- Actively pursuing the Sustainable Jersey certification and is a pilot school for the district. Our school community is committed to aligning practices and attitudes to help protect our environment.
- Morning Clubs offer extracurricular activities to students in grades three through five. Students enjoy that develop their skills, interests, and knowledge.



### Mission, Vision, Theme:

Franklin Township Public Schools is a diverse and unique district, with more than 65 languages spoken by families that send students to the its ten schools. 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.



### Awards, Recognition, Accomplishments:

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.





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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/Bilingual and Fine, Visual, and Performing Arts; Career &amp; Technical Education programs in Television Production and Dance; hands-on STEM and coding opportunities, K-12; experiential science instruction in grades 3, 4, and 5 at Bunker Hill Environmental Education Center; and new SEL, G&amp;T, world languages and student choice curricula at the elementary level.</p>
 <p><b>Clubs and Activities:</b></p>	<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. Morning clubs have been added for the 2019-20 school year including: Chorus, STEM (2 clubs), Math Madness, Chamber Ensemble, Orchestra, Dance Troupe (2 clubs), Architectural Club, Creative Color Club.</p>






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 <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. In addition to C.A.R.E., a new Morning Clubs Program was started in all seven elementary schools in the Fall of 2018, in which students can pick up to two before-school activities, including Dance, STEM, Instrumental Music, and many other learning opportunities.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>Current district PD was identified through a shared process across district stakeholder groups and addresses achievement patterns illustrated in this 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>
 <p><b>Postsecondary Information:</b></p>	<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>






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 <p><b>Student Supports and Services:</b></p>	<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>
 <p><b>Student Health and Wellness:</b></p>	<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>
 <p><b>Parent and Community Involvement:</b></p>	<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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 <p>Climate Surveys:</p>	<p>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.</p>
 <p>Facilities:</p>	<p>MacAfee Road School was constructed in 1966 and built an addition in 2005. All seven district elementary schools to offer a robust 21st Century learning experience to its students in spacious, well-designed settings.</p>
 <p>School Safety:</p>	<p>The Safety Patrol at MacAfee is a student organization dedicated to school leadership, student mentoring and student safety. Members of this group assist during dismissal by making sure that students are walking safely and quickly to their buses or the cafeteria if they are in our after school care program. Safety Patrollers monitor the hallways, front lobby and walkways outside of the school. A Staff Safety Committee convenes monthly with a Class 3 Police Officer to insure execution of most up-to-date safety practices and to support climate and culture.</p>





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 <p><b>Technology and STEM:</b></p>	<p>MAC is a Google School. Teachers utilized Google Classroom, and Google APPS for Education. Number of teachers have achieved Google Level 1 Certification. The school uses a host of technology resources, such as iReady, Think Central, Link-It, Code.org, Clever Portal, Follett Destiny, Go Math, etc. Awards: 2017 Certified Future Ready School; Established School Technology Committee; Technology Equipment: Staff: 13 inch MacBooks; Students: MacBooks and Chromebooks, Interactive Projectors in each classroom, STEM Makerspace kits for use in the Media Center; STEM Lab for grade 4. New for 2018 Library Science and Digital Citizenship Course for grades 3-5</p>
 <p><b>Early Childhood Education:</b></p>	<p>The district offers a comprehensive program in eight sites throughout the district; three coaches and 33 teachers utilize the HighScope curriculum to develop children's skills on 58 indicators in eight content areas. Each coach has a dual certification, including P-3/special education, P-3/BCBA, P-3/ ESL. Coaches assess each classroom using the ECERS-3, The Preschool Quality Assessment, and the TPOT. They also have been trained in the Pyramid Model, PIRT, SCIP, and numerous NAYCE trainings. The HighScope curriculum aligns with The New Jersey Preschool Teaching and Learning Standards (2014).</p>



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### Other Information

In the Spring of 2018, the NJDOE identified Franklin Township Public Schools (FTPS) as a High Performing School District. FTPS embraces its diversity: Its families report 65 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. 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 recent 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": In September 2018 the district completed the major construction projects promised in its One Less Move Referendum campaign, including its seventh elementary school and a single middle school program offered 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.



**Pine Grove Manor School**  
 (35-1610-140)  
 Grades Offered: PK-05  
 2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

**Notes from the New Jersey Department of Education:**



**Pine Grove Manor School**  
(35-1610-140)  
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2018-2019

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### School Contact Information

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

Type	Contact Information
County	Somerset
District	Franklin Township Public Schools
Principal Name	Mr. Miguel Rivera
Address	130 Highland Avenue Somerset, NJ 08873-2063
Phone Number	732-246-2424
Email Address	<a href="mailto:miguelrivera@franklinboe.org">miguelrivera@franklinboe.org</a>
Website	<a href="https://www.franklinboe.org">https://www.franklinboe.org</a>
Twitter	<a href="https://twitter.com/PGM_FTPSchools">https://twitter.com/PGM_FTPSchools</a>



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	30	22	27
KG	67	65	49
1	76	59	52
2	68	79	47
3	69	64	56
4	85	64	52
Total	395	353	336

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	46.6%	47.0%	51.5%
Male	53.4%	53.0%	48.5%
Economically Disadvantaged Students	84.1%	82.2%	75.3%
Students with Disabilities	12.7%	11.0%	10.4%
English Learners	44.1%	48.4%	49.4%
Homeless Students	1.0%	1.7%	1.8%
Students in Foster Care	0.0%	0.3%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	1.5%	2.0%	2.7%
Hispanic	63.3%	63.2%	64.9%
Black or African American	30.6%	29.7%	27.7%
Asian	4.3%	4.5%	3.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.6%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.3%	0.6%	0.6%

### Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	30	22	27
KG - Half Day	0	0	0
KG - Full Day	67	65	49

### Enrollment by Home Language

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

Home Language	% of Students
Spanish	60.4%
English	33.9%
Igbo	1.2%
Other Languages	4.5%



**Pine Grove Manor School**  
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2018-2019

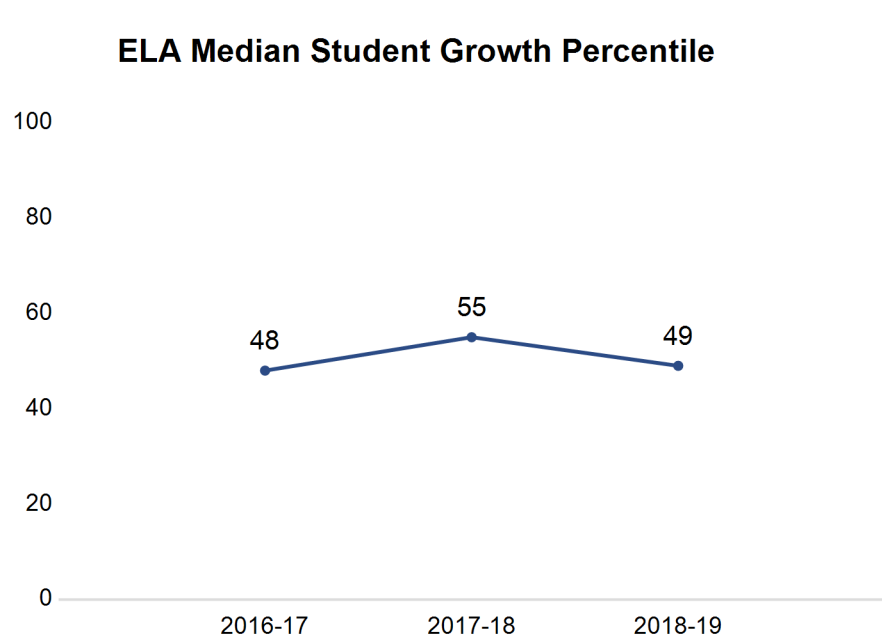
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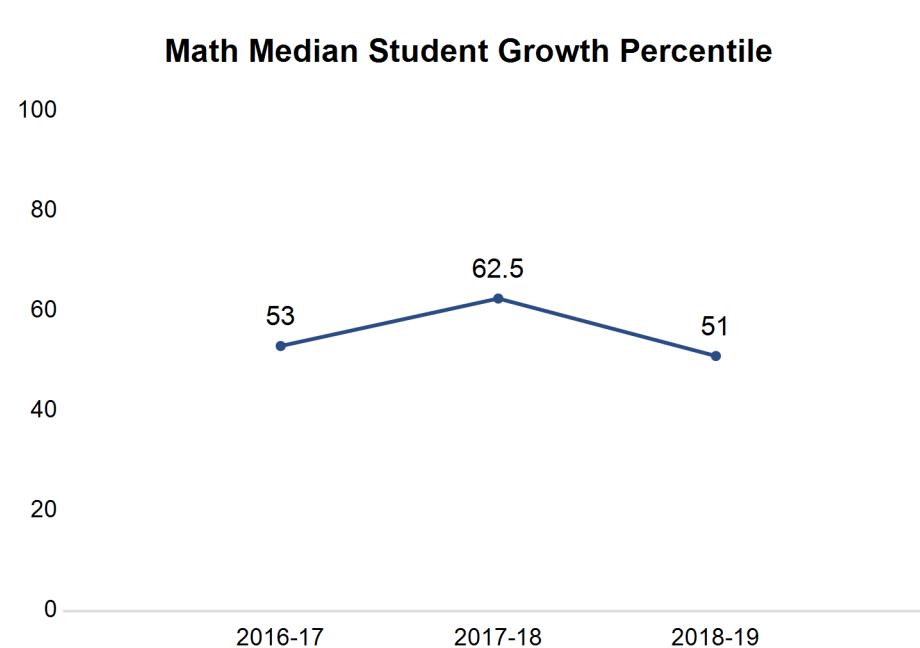
### Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

#### ELA Median Student Growth Percentile



#### Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	48	55	49	53	62.5	51
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	49	49	50	Met Standard	51	47	50	Met Standard
White	*	54	50	**	*	48	52	**
Hispanic	49.5	48	49	Met Standard	51	47	47	Met Standard
Black or African American	37	46	45	Not Met	52	42	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	59	59	**	*	57	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	44	49	**	N	43	52	**
Female	40	52	53	N	51	49	50	N
Male	52	46	47	N	47	45	51	N
Economically Disadvantaged Students	40	46	48	Met Standard	47	45	46	Met Standard
Students with Disabilities	27	37	43	**	62	43	45	**
English Learners	50	56.5	52	Met Standard	41	51	50	Met Standard
Homeless Students	*	21	43	N	*	41.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	36.5	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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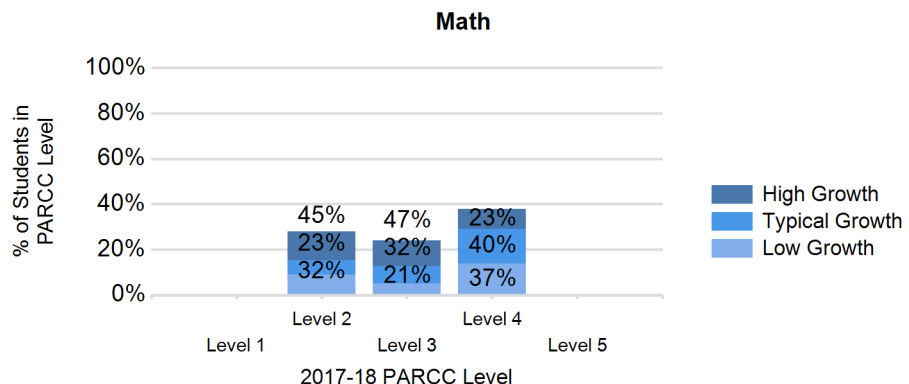
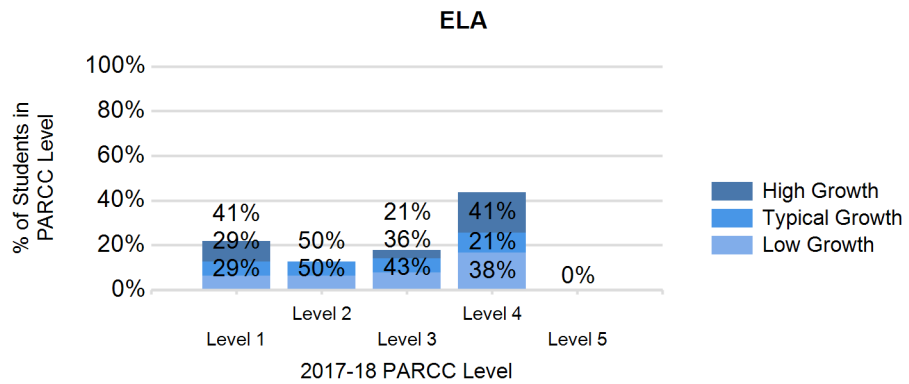
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

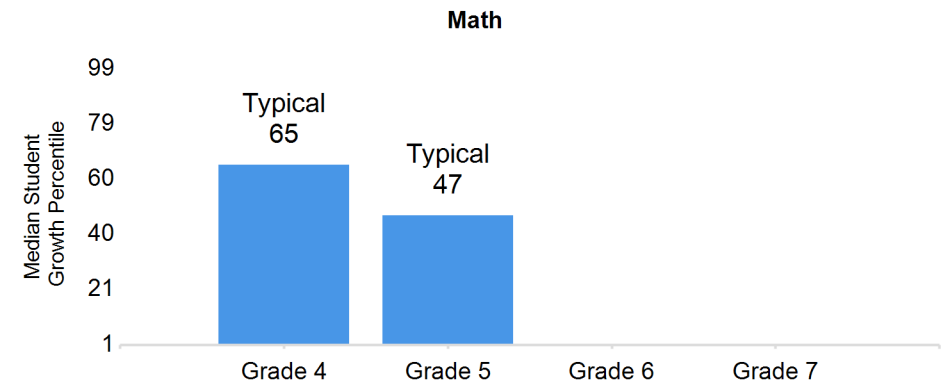
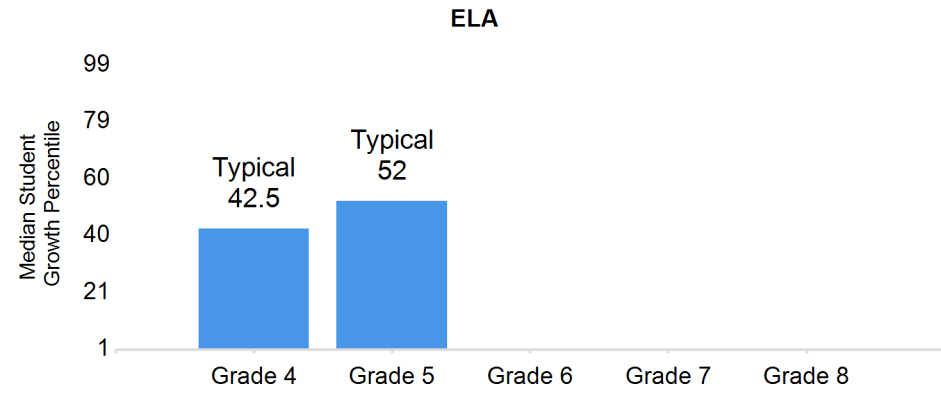
**Student Growth by Performance Level**

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



**Student Growth by Grade**

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





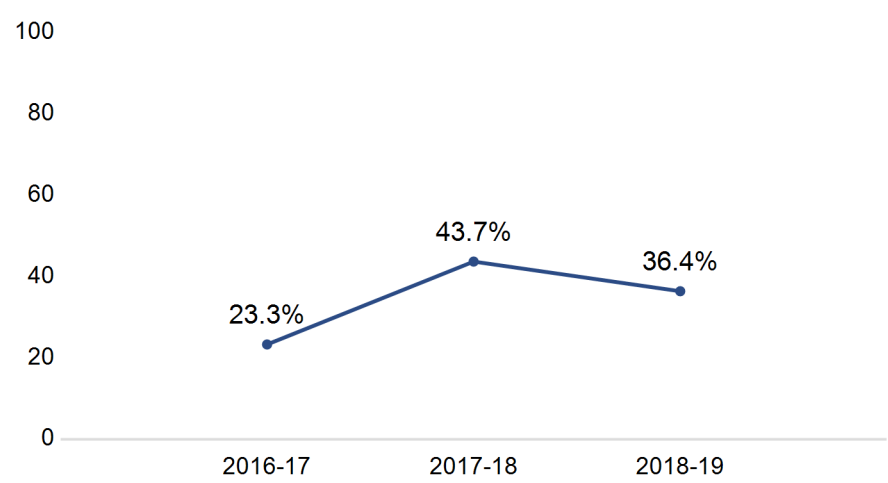
**Pine Grove Manor School**  
 (35-1610-140)  
 Grades Offered: PK-05  
 2018-2019

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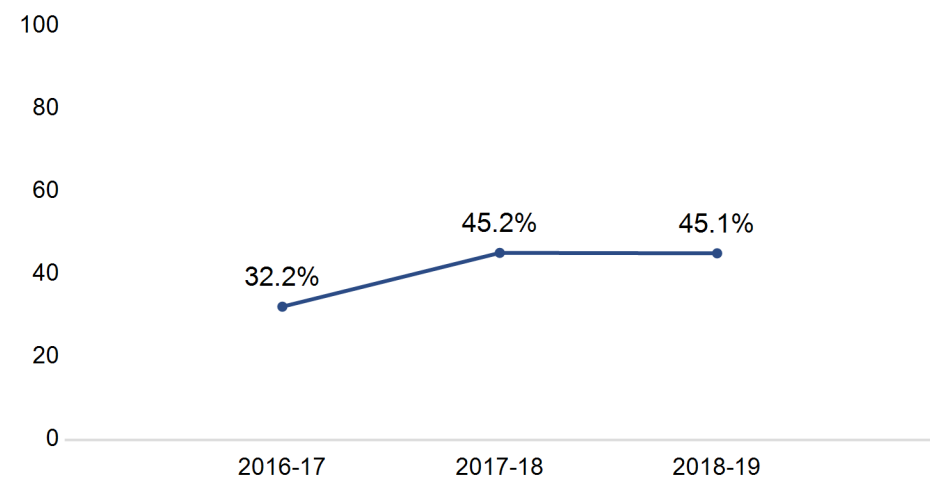
**English Language Arts and Mathematics Performance Trends**

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

**ELA Proficiency Rate for Federal Accountability**



**Math Proficiency Rate for Federal Accountability**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Proficiency Rate for Federal Accountability	23.3%	43.7%	36.4%	32.2%	45.2%	45.1%
Annual Target	25.3%	28.2%	31.0%	39.5%	41.7%	43.8%
Met Annual Target?	Met Target†	Met Target	Met Target	Not Met	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	121	100.0	36.4	51.0	57.9	36.4	31	Met Target
White	*	*	*	71.5	66.9	*	**	**
Hispanic	59	100.0	44.1	39.2	43.9	44.1	28	Met Target
Black or African American	50	100.0	20.0	43.6	38.5	20.0	30.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	79.8	82.9	*	**	**
American Indian or Alaska Native	N	N	N	70.0	56.0	N	**	**
Two or More Races	*	*	*	54.7	64.4	*	**	**
Female	62	100.0	37.1	58.4	64.8	37.1		
Male	59	100.0	35.6	44.1	51.3	35.6		
Economically Disadvantaged Students	78	100.0	35.9	37.5	40.0	35.9	26.2	Met Target
Non-Economically Disadvantaged Students	43	100.0	37.2	60.3	67.9	37.2		
Students with Disabilities	23	100.0	*	*	22.7	*	21.1	Not Met
Students without Disabilities	98	100.0	*	*	65.1	*		
English Learners	39	100.0	38.5	28.7	29.3	38.5	21	Met Target
Non-English Learners	82	100.0	35.4	54.3	60.6	35.4		
Homeless Students	*	*	*	16.2	29.1	*		
Students In Foster Care	N	N	N	21.4	27.6	N		
Military-Connected Students	N	N	N	38.9	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



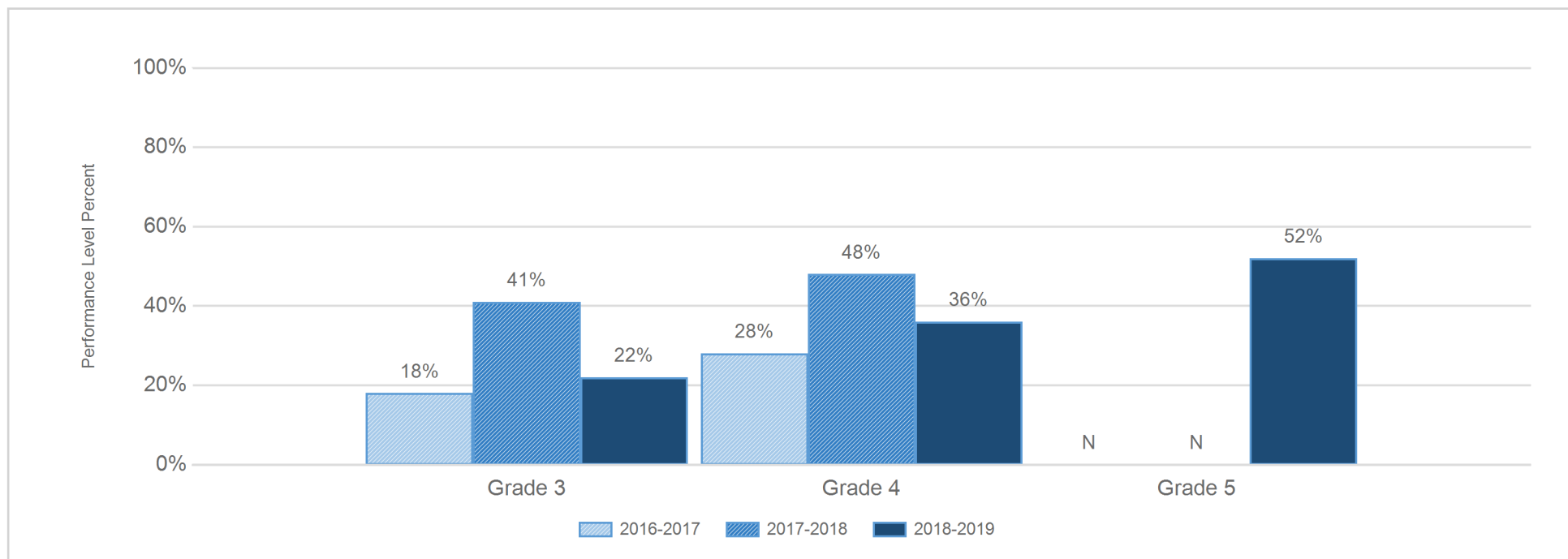
**Pine Grove Manor School**  
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2018-2019

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### English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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### English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	41	721	733	748	34%	*	24%	*	*	22%	50%
White	N	N	747	757	N	N	N	N	N	N	60%
Hispanic	18	738	722	734	*	*	*	*	*	33%	36%
Black or African American	16	693	727	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	747	756	*	*	*	*	*	*	58%
Female	20	724	738	753	*	*	*	*	*	25%	55%
Male	21	717	729	743	*	*	*	*	*	19%	46%
Economically Disadvantaged Students	29	726	724	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	12	707	741	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	703	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	741	754	*	*	*	*	*	*	56%
English Learners	*	*	701	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	738	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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### English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	39	736	748	755	*	*	33%	*	*	36%	57%
White	N	N	760	763	N	N	N	N	N	N	67%
Hispanic	22	732	735	743	*	*	*	*	*	36%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	19	735	754	760	*	*	*	*	*	37%	62%
Male	20	737	742	750	*	*	*	*	*	35%	53%
Economically Disadvantaged Students	29	735	736	740	*	*	*	*	*	34%	40%
Non-Economically Disadvantaged Students	10	738	758	765	*	*	*	*	*	40%	69%
Students with Disabilities	*	*	714	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	756	761	*	*	*	*	*	*	64%
English Learners	10	717	723	720	*	*	*	*	*	10%	17%
Non-English Learners	29	742	752	758	*	*	*	*	*	45%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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### English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	42	748	748	756	*	24%	*	*	*	52%	58%
White	*	*	757	764	*	*	*	*	*	*	68%
Hispanic	23	748	739	743	*	*	*	57%	0%	57%	44%
Black or African American	15	737	740	739	*	*	*	*	*	33%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	27	744	755	761	*	*	*	*	*	44%	64%
Male	15	755	742	750	*	*	*	*	*	67%	52%
Economically Disadvantaged Students	21	743	735	740	*	*	*	*	*	52%	39%
Non-Economically Disadvantaged Students	21	753	757	766	*	*	*	*	*	52%	69%
Students with Disabilities	*	*	716	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	757	762	*	*	*	*	*	*	65%
English Learners	*	*	716	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	751	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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### Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	122	100.0	45.1	39.0	44.5	45.1	43.8	Met Target
White	*	*	*	58.2	54.1	*	**	**
Hispanic	60	100.0	56.7	28.6	28.8	56.7	39.3	Met Target
Black or African American	50	100.0	22.0	29.1	23.0	22.0	39.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	73.6	76.5	*	**	**
American Indian or Alaska Native	N	N	N	60.0	42.7	N	**	**
Two or More Races	*	*	*	45.9	53.3	*	**	**
Female	62	100.0	40.3	39.4	44.9	40.3		
Male	60	100.0	50.0	38.6	44.2	50.0		
Economically Disadvantaged Students	79	100.0	48.1	27.6	26.3	48.1	40.1	Met Target
Non-Economically Disadvantaged Students	43	100.0	39.5	47.0	54.9	39.5		
Students with Disabilities	23	100.0	17.4	12.5	17.4	17.4	30.2	Met Target†
Students without Disabilities	99	100.0	51.5	45.4	50.0	51.5		
English Learners	40	100.0	45.0	28.4	25.0	45.0	33.7	Met Target
Non-English Learners	82	100.0	45.1	40.6	46.5	45.1		
Homeless Students	*	*	*	15.8	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	31.6	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



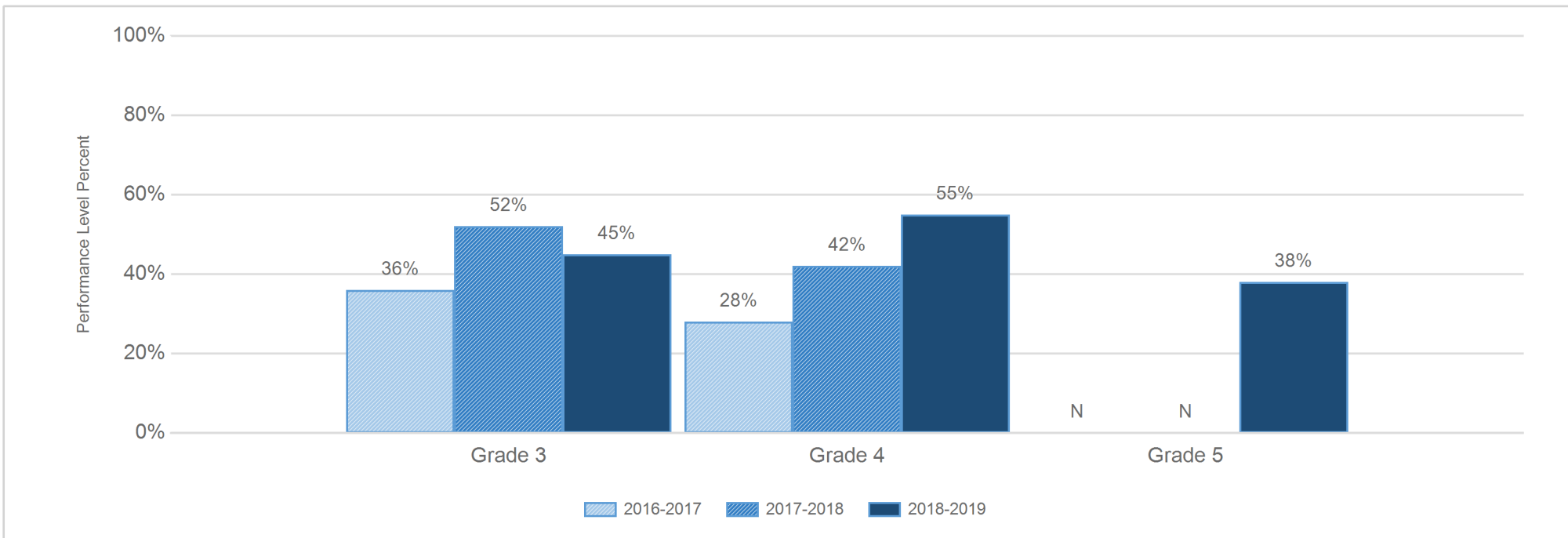
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### Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	44	737	745	752	*	25%	*	*	*	45%	55%
White	N	N	762	760	N	N	N	N	N	N	66%
Hispanic	21	740	734	739	*	*	*	62%	0%	62%	40%
Black or African American	16	723	737	735	*	*	*	*	*	13%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	758	758	*	*	*	*	*	*	62%
Female	22	738	746	751	*	*	*	*	*	45%	54%
Male	22	737	744	752	*	*	*	*	*	45%	56%
Economically Disadvantaged Students	32	738	734	737	*	*	*	*	*	50%	37%
Non-Economically Disadvantaged Students	12	736	754	761	*	*	*	*	*	33%	67%
Students with Disabilities	*	*	727	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	749	756	*	*	*	*	*	*	60%
English Learners	*	*	720	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	750	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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### Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	40	748	748	749	*	*	*	*	*	55%	51%
White	N	N	762	757	N	N	N	N	N	N	62%
Hispanic	23	743	736	737	*	*	*	57%	0%	57%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	19	746	749	749	*	*	*	*	*	53%	50%
Male	21	749	747	749	*	*	*	*	*	57%	52%
Economically Disadvantaged Students	30	746	737	734	*	*	*	*	*	57%	32%
Non-Economically Disadvantaged Students	10	753	757	759	*	*	*	*	*	50%	63%
Students with Disabilities	*	*	725	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	753	754	*	*	*	*	*	*	56%
English Learners	11	734	731	722	*	*	*	*	*	27%	18%
Non-English Learners	29	753	751	751	*	*	*	*	*	66%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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### Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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>	42	741	744	747	*	29%	31%	*	*	38%	47%
White	*	*	750	755	*	*	*	*	*	*	58%
Hispanic	23	745	737	735	0%	*	*	43%	0%	43%	30%
Black or African American	15	725	732	729	*	*	*	*	*	13%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	776	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	27	735	743	747	*	*	*	*	*	26%	47%
Male	15	753	745	747	*	*	*	*	*	60%	47%
Economically Disadvantaged Students	21	738	732	732	*	*	*	*	*	38%	27%
Non-Economically Disadvantaged Students	21	745	752	757	*	*	*	*	*	38%	59%
Students with Disabilities	*	*	726	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	749	752	*	*	*	*	*	*	52%
English Learners	*	*	721	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	746	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



**Pine Grove Manor School**  
(35-1610-140)  
Grades Offered: PK-05  
2018-2019

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## DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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	*	*
5	*	*

## English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	74.5%	56.6%	<u>Exceeds</u>

† Target was met within one standard deviation

## English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	82	*	*
3-4	52	71.2%	28.8%
5 or more	11	63.6%	36.4%



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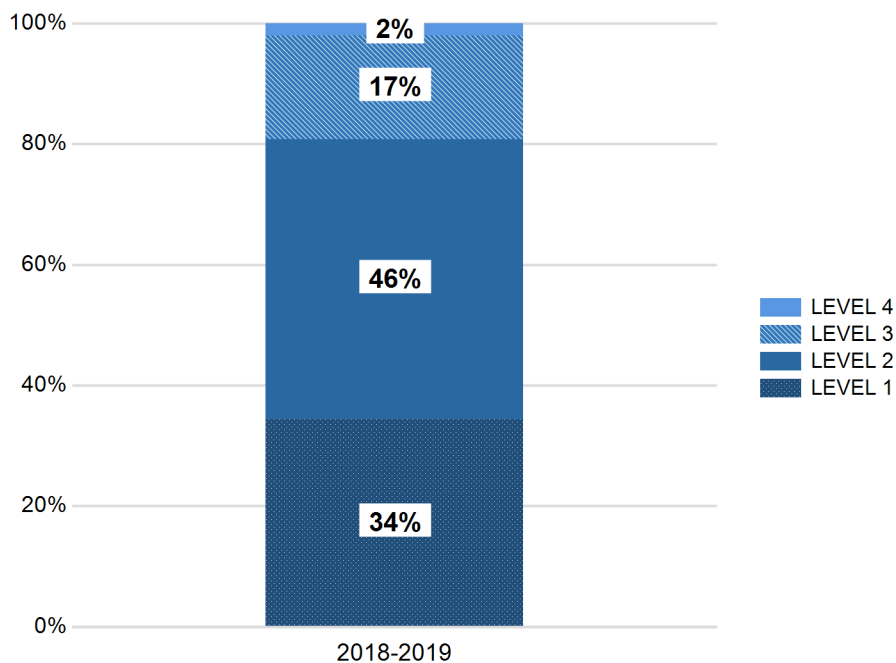
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

### NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



### NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	34	46	17	2
White	*	*	*	*
Hispanic	30	52	17	0
Black or African American	50	43	7	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	46	46	8	0
Male	13	47	33	7
Economically Disadvantaged Students	30	55	15	0
Non-Economically Disadvantaged Students	38	38	19	5
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

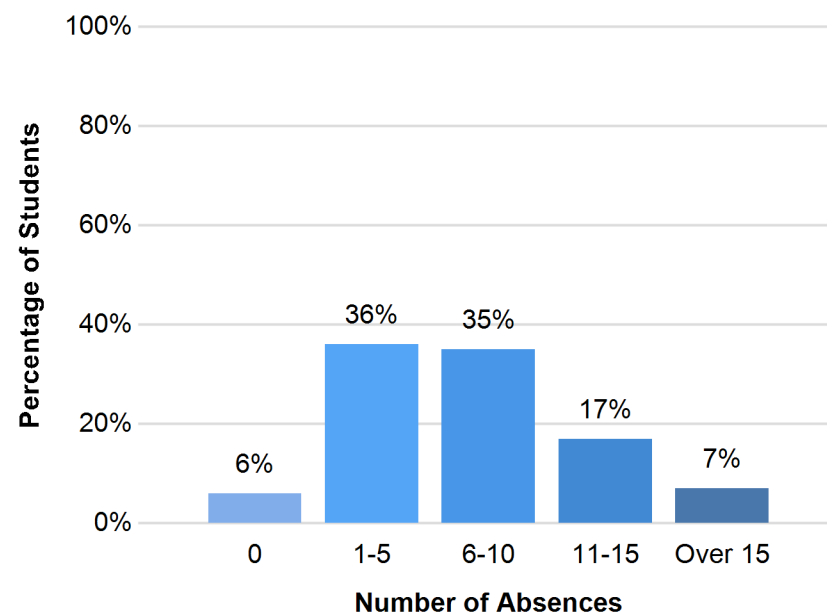
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	17	6.9	8.9	Met
White	*	*	**	**
Hispanic	11	8.3	8.9	Met
Black or African American	6	6.6	8.9	Met
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	9	7.4		
Male	8	6.5		
Economically Disadvantaged Students	12	6.5	8.9	Met
Students with Disabilities	3	6.3	8.9	Met
English Learners	6	8.6	8.9	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

### Days Absent

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





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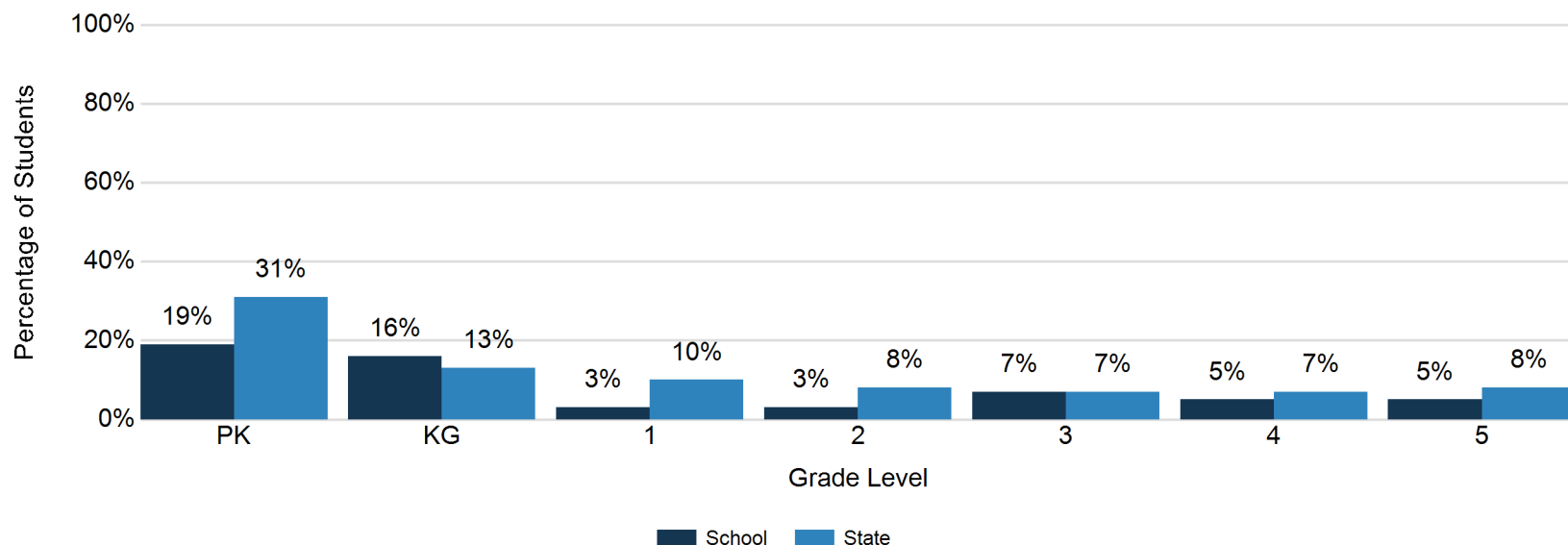
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### Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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

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

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

### Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

### Police Notifications

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

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

### Student Disciplinary Removals

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

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

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

\*



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### School Day

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

Category	School
Typical Start Time	9:30 AM
Typical End Time	3:50 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 Mins.

### Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	42	118,214
Average years experience in public schools	10.5	12.1
Average years experience in district	8.4	10.8
Percentage of Teachers with 4 or more years experience in the district	73.8%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	47	9,530
Average years experience in public schools	12.2	16.0
Average years experience in district	9.5	12.0
Percentage of Administrators with 4 or more years experience in the district	70.2%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	8:1	10:1
Students to Administrators	336:1	149:1
Teachers to Administrators	42:1	16:1
Students to Librarians/Media Specialists		877:1
Students to Nurses		779:1
Students to Counselors		281:1
Students to Child Study Team Members		213:1



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### Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.5%	85.7%	0.0%	48.4%	77.1%	54.9%
Male	48.5%	14.3%	100.0%	51.6%	22.9%	45.1%
White	2.7%	50.0%	0.0%	42.4%	83.6%	77.4%
Hispanic	64.9%	28.6%	100.0%	29.9%	7.3%	7.2%
Black or African American	27.7%	14.3%	0.0%	15.0%	6.6%	13.9%
Asian	3.6%	7.1%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.6%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.6%	0.0%	0.0%	2.1%	0.2%	0.2%



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### Teachers and Administrators - Level of Education

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

#### 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 this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	89.4%	90.5%
2017-18 Administrators: Same district 2018-19	95.5%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	90.6%



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### Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

### ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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### ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	23.3%	43.7%	36.4%
Math Proficiency	32.2%	45.2%	45.1%
ELA Growth	48	55	49
Math Growth	53	62	51
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		71.0%	74.5%
Chronic Absenteeism	6.4%	3.9%	6.9%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Annually, NJDOE will identify schools in the following federal category:

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

### Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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### Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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

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



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2018-2019

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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 the school or district directly.



### Highlights:

- Recognized by the state as being a Model Bilingual Program
- Achieved Future Ready Status
- PBS School



### Mission, Vision, Theme:

Franklin Township Public Schools is a diverse and unique district, with more than 65 languages spoken by families that send students to the its ten schools. 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.



### Awards, Recognition, Accomplishments:

1) Pine Grove Manor has been recognized by the state for its Model Bilingual Program. 2) The Principal and many of the ESL teachers present annually at the NJTESOL Conference. 3) The Principal serves on the Bilingual Advisory Committee for the state. 4) Google Applications in all classrooms. 5) Community/School garden.





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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/Bilingual and Fine, Visual, and Performing Arts; Career &amp; Technical Education programs in Television Production and Dance; hands-on STEM and coding opportunities, K-12; experiential science instruction in grades 3, 4, and 5 at Bunker Hill Environmental Education Center; and new SEL, G&amp;T, world languages and student choice curricula at the elementary level.</p>
 <p><b>Clubs and Activities:</b></p>	<p>1) Extended-Day Tutorial Program. 2) Extended Day Counseling Program. 3) Morning clubs: Dance Troupe, Book Club, and Fun and Fit 4) School Safety Patrol. 5) Police and Children Engaged in Reading (P.A.C.E.R.) Program. 6) Brotherhood Program. In addition to C.A.R.E., a new Morning Clubs Program was started in all seven elementary schools in the Fall of 2018, in which students can pick up to two before-school activities, including Dance, STEM, Instrumental Music, and many other learning opportunities.</p>






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 <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. In addition to C.A.R.E., a new Morning Clubs Program was started in all seven elementary schools in the Fall of 2018, in which students can pick up to two before-school activities, including Dance, STEM, Instrumental Music, and many other learning opportunities.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>Current district PD was identified through a shared process across district stakeholder groups and addresses achievement patterns illustrated in this 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>
 <p><b>Postsecondary Information:</b></p>	<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>






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 <p><b>Student Supports and Services:</b></p>	<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>
 <p><b>Student Health and Wellness:</b></p>	<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>
 <p><b>Parent and Community Involvement:</b></p>	<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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 <p>Climate Surveys:</p>	<p>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.</p>
 <p>Facilities:</p>	<p>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. All seven district elementary schools to offer a robust 21st Century learning experience to its students in spacious, well-designed settings.</p>
 <p>School Safety:</p>	<p>Student safety patrol members assist during dismissal. Our safety team meets once a month. We have 1.5 security guards in the building. We continue to have a Class 3 police officer for school safety.</p>





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 <p><b>Technology and STEM:</b></p>	<p>PGM is a Google School. Teachers utilized Google Classroom, and Google APPS for Education. Number of teachers have achieved Google Level 1 Certification. The school uses a host of technology resources, such as iReady, Think Central, Link-It, Code.org, Clever Portal, Follett Destiny, Go Math, etc. Established School Technology Committee; Technology Equipment: Staff: 13 inch MacBooks; Students: MacBooks and Chromebooks, Interactive Projectors in each classroom, STEM Makerspace kits for use in the Media Center; STEM Lab for grade 4. New for 2018 Library Science and Digital Citizenship Course for grades 3-5.</p>
 <p><b>Early Childhood Education:</b></p>	<p>The district offers a comprehensive program in eight sites throughout the district; three coaches and 33 teachers utilize the HighScope curriculum to develop children's skills on 58 indicators in eight content areas. Each coach has a dual certification, including P-3/special education, P-3/BCBA, P-3/ ESL. Coaches assess each classroom using the ECERS-3, The Preschool Quality Assessment, and the TPOT. They also have been trained in the Pyramid Model, PIRT, SCIP, and numerous NAYCE trainings. The HighScope curriculum aligns with The New Jersey Preschool Teaching and Learning Standards (2014).</p>



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#### Other Information

In the Spring of 2018, the NJDOE identified Franklin Township Public Schools (FTPS) as a High Performing School District. FTPS embraces its diversity: Its families report 65 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. 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 recent 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": In September 2018 the district completed the major construction projects promised in its One Less Move Referendum campaign, including its seventh elementary school and a single middle school program offered 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.