NJ SCHOOL PERFORMANCE REPORT

FRANKLIN HIGH SCHOOL
(35-1610-050)
Grades Offered: 09-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	SOMERSET
District	FRANKLIN TWP
Principal Name	MR. CHMIEL
Address	500 ELIZABETH AVENUE SOMERSET, NJ 08873-3001
Phone Number	(732)302-4200
Email Address	FCHMIEL@FRANKLINBOE.ORG
Website	https://www.franklinboe.org
Twitter	https://twitter.com/FHS_FTPSchools

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
9	635	592	590
10	540	520	545
11	416	494	489
12	526	506	544
Total	2,117	2,113	2,168

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	49.1%	48.5%	48.6%
Male	50.9%	51.5%	51.4%
Economically Disadvantaged Students	44.8%	44.5%	43.0%
Students with Disabilities	12.9%	13.2%	14.4%
English Learners	4.8%	5.1%	5.8%
Homeless Students		0.3%	1.0%
Students in Foster Care		0.1%	0.3%
Military-Connected Students		0.0%	0.7%
Migrant Students		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	2015-16	2016-17	2017-18
White	14.2%	13.5%	12.1%
Hispanic	28.6%	31.2%	32.5%
Black or African American	42.1%	40.2%	39.5%
Asian	14.3%	14.1%	14.8%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.1%
American Indian or Alaska Native	0.2%	0.3%	0.3%
Two or More Races	0.5%	0.6%	0.6%

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	2015-16	2016-17	2017-18
Full Time Students	2,106	2,098	2,155
Shared Time Students	21	28	23
Full Time Equivalent	2,117	2,112	2,167

Enrollment by Home Language

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

Home Language	% of Students
English	70.9%
Spanish	20.6%
Gujarati	2.2%
Other Languages	6.4%

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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	1073	99.0	51.5	49.5	56.7	51.5	50.3	Met Target
White	134	98.5	71.6	68.9	65.6	71.6	68.5	Met Target
Hispanic	346	99.7	40.1	*	42.5	40.1	39.8	Met Target
Black or African American	413	98.6	43.1	40.2	37.3	43.1	43.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	165	99.4	79.4	*	82.3	79.4	75.1	Met Target
American Indian or Alaska Native	*	*	*	78.5	52.7	*	**	**
Two or More Races	*	*	*	57.1	63.4	*	**	**
Female	514	99.4	59.9	57.9	64.5	59.9		
Male	559	98.6	43.8	41.7	49.4	43.8		
Economically Disadvantaged Students	394	99.0	38.6	35.6	38.5	38.6	38.2	Met Target
Non-Economically Disadvantaged Students	679	99.0	59.0	59.4	67.5	59.0		
Students with Disabilities	176	97.3	12.5	12.8	21.6	12.5	15.1	Met Target†
Students without Disabilities	897	99.4	59.2	57.8	63.9	59.2		
English Learners	58	100.0	12.0	*	27.3	12.0	15.5	Met Target†
Non-English Learners	1015	99.0	53.8	*	59.4	53.8		
Homeless Students	*	*	*	18.0	27.7	*		
Students In Foster Care	*	*	*	15.0	26.3	*		
Military-Connected Students	*	*	*	44.0	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	569	750	750	752	12%	14%	22%	36%	16%	52%	55%
White	78	767	767	760	*	*	13%	45%	28%	73%	64%
Hispanic	182	736	736	735	21%	13%	26%	31%	8%	40%	38%
Black or African American	211	744	744	734	11%	19%	28%	33%	9%	42%	34%
Asian, Native Hawaiian, or Pacific Islander	87	780	780	782	*	*	*	43%	40%	83%	83%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	277	757	757	759	9%	11%	21%	37%	22%	59%	63%
Male	292	744	744	744	14%	16%	24%	35%	11%	46%	46%
Economically Disadvantaged Students	219	736	736	733	19%	18%	28%	30%	5%	36%	34%
Non-Economically Disadvantaged Students	350	759	759	761	7%	11%	19%	39%	23%	62%	65%
Students with Disabilities	99	713	713	716	*	*	*	*	*	*	15%
Students without Disabilities	470	758	758	758	*	*	*	*	*	*	62%
English Learners	30	702	702	691	*	*	*	*	*	*	*
Non-English Learners	539	753	753	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	719	*	*	*	*	*	*	20%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	517	749	749	749	12%	15%	23%	34%	16%	50%	51%
White	56	770	770	756	*	*	18%	43%	27%	70%	58%
Hispanic	169	737	737	733	14%	21%	26%	*	*	39%	38%
Black or African American	210	741	741	728	16%	17%	25%	33%	10%	43%	32%
Asian, Native Hawaiian, or Pacific Islander	78	784	784	782	*	*	14%	31%	47%	78%	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	50%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	249	759	759	759	6%	15%	20%	37%	22%	59%	60%
Male	268	741	741	739	17%	16%	25%	32%	10%	42%	42%
Economically Disadvantaged Students	184	736	736	730	16%	21%	23%	33%	8%	40%	34%
Non-Economically Disadvantaged Students	333	757	757	758	9%	13%	23%	35%	20%	56%	59%
Students with Disabilities	63	715	715	707	32%	27%	22%	*	*	19%	15%
Students without Disabilities	454	754	754	756	9%	14%	23%	*	*	54%	57%
English Learners	27	704	704	684	*	*	*	*	*	*	*
Non-English Learners	490	752	752	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Grade 11 students who take the AP/IB English exam are exempt from taking the PARCC ELA exam and their performance may not be reflected in the PARCC ELA Grade 11 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
Schoolwide	345	731	731	736	25%	14%	26%	31%	4%	35%	39%
White	36	731	731	737	31%	*	*	*	*	44%	41%
Hispanic	132	731	731	731	24%	13%	26%	*	*	37%	35%
Black or African American	144	727	727	729	26%	17%	28%	*	*	28%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	*	*	*	737	*	*	*	*	*	*	39%
Female	134	738	738	745	19%	11%	26%	*	*	43%	48%
Male	211	727	727	728	28%	16%	26%	*	*	30%	31%
Economically Disadvantaged Students	137	724	724	730	31%	15%	26%	*	*	28%	33%
Non-Economically Disadvantaged Students	208	735	735	739	21%	13%	26%	*	*	40%	42%
Students with Disabilities	62	702	702	708	50%	23%	18%	*	*	10%	13%
Students without Disabilities	283	737	737	742	19%	12%	28%	*	*	41%	44%
English Learners	30	703	703	702	*	*	*	*	*	*	*
Non-English Learners	315	734	734	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	19%
Military-Connected Students	*	*	*	729	*	*	*	*	*	*	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

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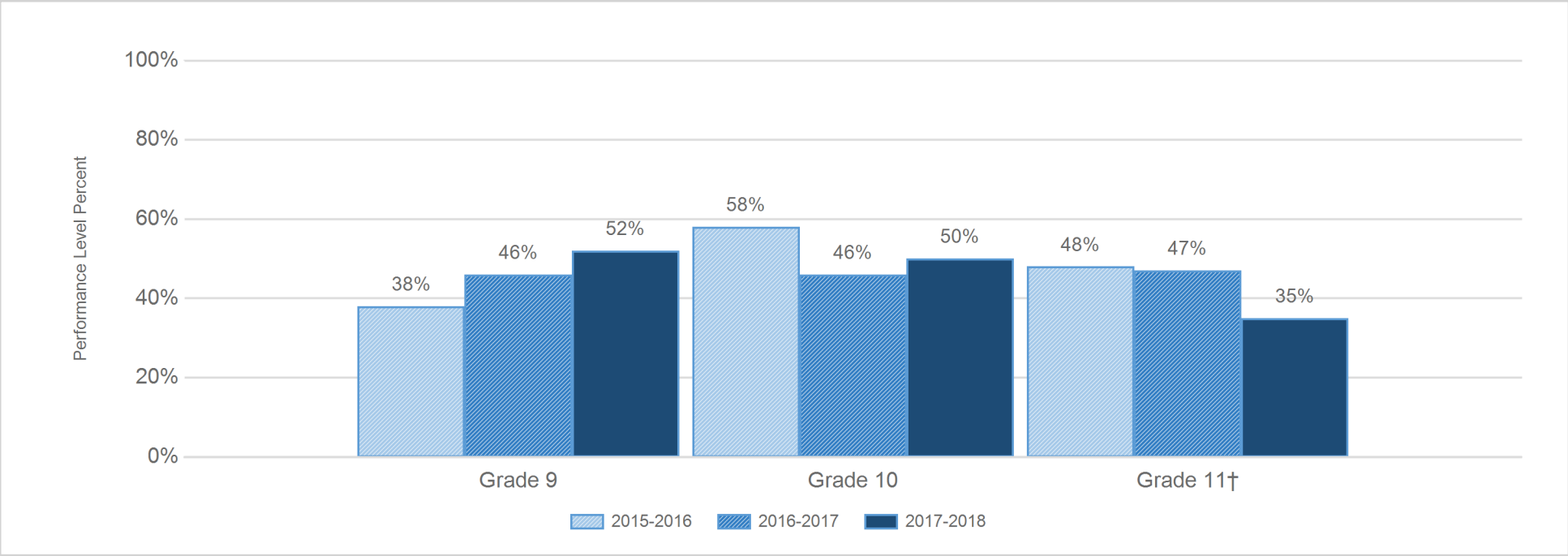
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	1069	98.9	28.2	38.8	45.0	28.2	36.3	Not Met
White	137	99.3	45.2	58.5	54.1	45.2	50.7	Met Target†
Hispanic	341	98.6	18.2	*	29.2	18.2	29.2	Not Met
Black or African American	424	98.9	18.1	28.4	23.4	18.1	28.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	152	100.0	62.5	*	77.0	62.5	68.9	Met Target†
American Indian or Alaska Native	*	*	*	64.3	42.5	*	**	**
Two or More Races	*	*	*	54.3	53.0	*	**	**
Female	514	99.2	30.6	40.5	46.0	30.6		
Male	555	98.6	26.0	37.3	43.9	26.0		
Economically Disadvantaged Students	386	98.3	19.4	26.3	26.6	19.4	30	Not Met
Non-Economically Disadvantaged Students	683	99.3	33.1	47.7	55.9	33.1		
Students with Disabilities	187	99.5	*	12.4	17.1	*	10.2	Not Met
Students without Disabilities	882	98.8	*	44.8	50.5	*		
English Learners	54	100.0	*	17.0	24.6	*	13.4	Not Met
Non-English Learners	1015	98.9	*	40.8	46.9	*		
Homeless Students	*	*	*	10.5	17.3	*		
Students In Foster Care	*	*	*	10.0	16.2	*		
Military-Connected Students	*	*	*	29.2	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	505	723	735	746	22%	30%	27%	21%	0%	21%	46%
White	57	740	752	755	*	*	32%	42%	0%	42%	57%
Hispanic	187	720	724	730	25%	34%	26%	16%	0%	16%	27%
Black or African American	214	718	727	727	25%	34%	26%	15%	0%	15%	23%
Asian, Native Hawaiian, or Pacific Islander	39	742	768	779	*	*	28%	41%	0%	41%	79%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	244	725	736	748	19%	29%	28%	24%	0%	24%	48%
Male	261	721	735	745	25%	32%	25%	18%	0%	18%	44%
Economically Disadvantaged Students	217	720	726	729	23%	35%	24%	18%	0%	18%	25%
Non-Economically Disadvantaged Students	288	726	741	756	21%	27%	28%	23%	0%	23%	57%
Students with Disabilities	101	702	*	716	*	*	*	*	*	*	13%
Students without Disabilities	404	729	*	752	*	*	*	*	*	*	52%
English Learners	33	714	714	710	*	*	*	*	*	*	*
Non-English Learners	472	724	737	749	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	488	727	730	735	13%	31%	36%	*	*	20%	30%
White	54	738	*	740	*	*	50%	30%	0%	30%	37%
Hispanic	162	722	*	723	15%	38%	33%	15%	0%	15%	14%
Black or African American	205	720	*	719	17%	38%	35%	10%	0%	10%	11%
Asian, Native Hawaiian, or Pacific Islander	60	749	757	760	*	*	33%	*	*	57%	65%
American Indian or Alaska Native	*	*	*	734	*	*	*	*	*	*	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	232	728	731	736	9%	33%	38%	*	*	19%	30%
Male	256	726	730	734	16%	29%	34%	*	*	20%	29%
Economically Disadvantaged Students	186	721	*	722	18%	38%	31%	*	*	14%	13%
Non-Economically Disadvantaged Students	302	730	*	741	10%	27%	40%	*	*	23%	38%
Students with Disabilities	76	708	708	713	*	*	*	*	*	*	*
Students without Disabilities	412	730	734	738	*	*	*	*	*	*	*
English Learners	31	716	716	711	*	*	*	*	*	*	*
Non-English Learners	457	727	731	736	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	731	*	*	*	*	*	*	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

FRANKLIN HIGH SCHOOL
(35-1610-050)
Grades Offered: 09-12
2017-2018

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Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	395	723	723	727	42%	13%	14%	25%	5%	30%	30%
White	51	747	747	733	22%	*	*	*	*	49%	35%
Hispanic	121	703	703	710	55%	17%	16%	*	*	12%	14%
Black or African American	146	709	709	705	53%	12%	15%	*	*	20%	11%
Asian, Native Hawaiian, or Pacific Islander	75	765	765	766	13%	*	*	55%	15%	69%	66%
American Indian or Alaska Native	*	*	*	729	*	*	*	*	*	*	28%
Two or More Races	*	*	*	736	*	*	*	*	*	*	37%
Female	169	730	730	728	35%	12%	18%	*	*	36%	30%
Male	226	717	717	727	48%	14%	12%	*	*	27%	30%
Economically Disadvantaged Students	126	700	700	709	60%	13%	12%	*	*	14%	13%
Non-Economically Disadvantaged Students	269	734	734	736	34%	13%	16%	*	*	38%	37%
Students with Disabilities	59	684	684	693	*	*	*	*	*	*	*
Students without Disabilities	336	730	730	732	*	*	*	*	*	*	*
English Learners	18	680	680	691	*	*	*	*	*	*	*
Non-English Learners	377	725	725	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	703	*	*	*	*	*	*	10%
Students in Foster Care	*	*	*	693	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

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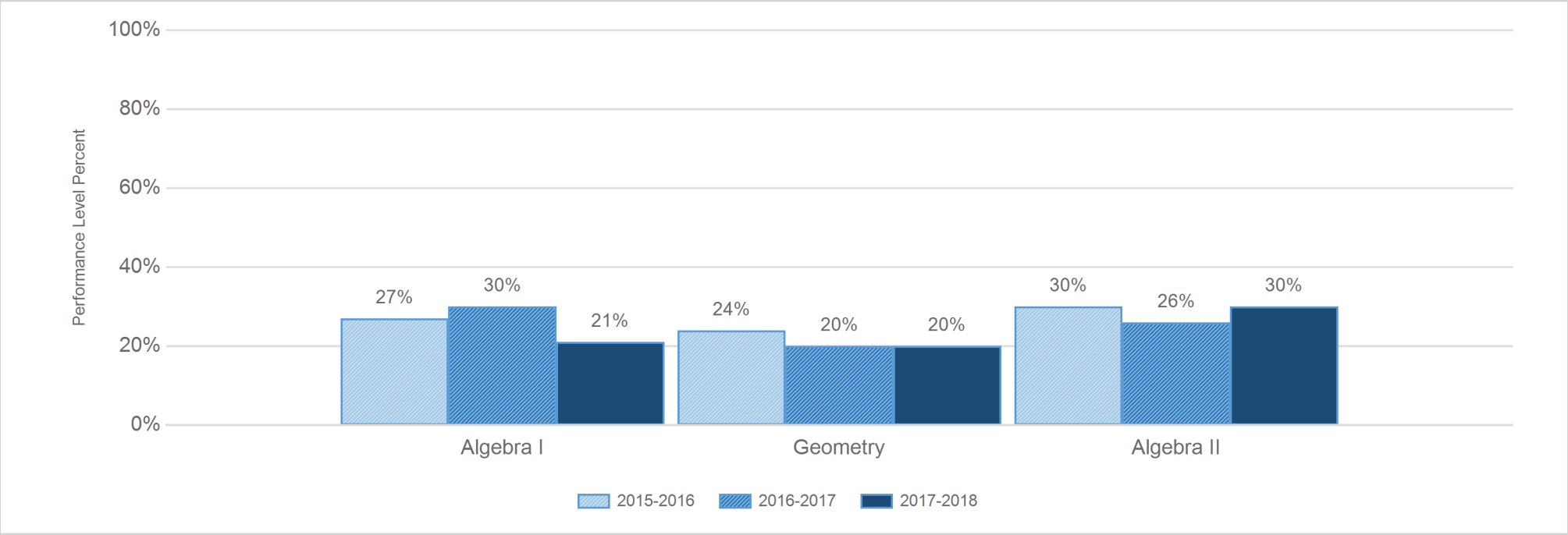
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	*	N
11	15	16

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	41.1%	46.8%	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	59	88.1%	11.9%
3-4	37	*	*
5 or more	17	*	*

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

NJASK Science Assessment Information

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

Biology Assessment Information

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

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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 2017-18. 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 2017-18	93.7%	85.0%
12th graders taking SAT in 2017-18 or prior years	74.3%	72.2%
12th graders taking ACT in 2017-18 or prior years	13.2%	24.6%

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	436	478	Grade 10: 430 Grade 11: 460	45%	62%
PSAT 10/NMSQT - Math	451	478	Grade 10: 480 Grade 11: 510	29%	42%
SAT - Reading and Writing	523	542	480	64%	72%
SAT - Math	534	543	530	47%	54%
ACT - Reading	23	24	22	56%	62%
ACT - English	23	24	18	69%	78%
ACT - Math	25	24	22	60%	62%
ACT - Science	23	23	23	56%	53%

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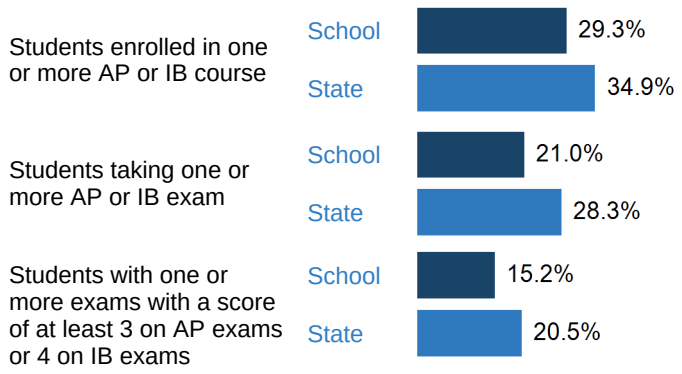
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

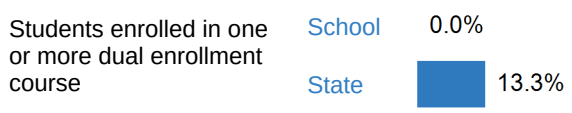
AP/IB Coursework – Participation and Performance

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 students 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 Biology	75	66
AP Calculus AB	36	30
AP Calculus BC	21	23
AP Chemistry	32	25
AP Computer Science A	3	1
AP Computer Science Principles	0	2
AP English Language and Composition	99	90
AP English Literature and Composition	97	46
AP Environmental Science	46	32
AP French Language and Culture	12	6
AP Human Geography	0	3
AP Latin (Virgil, Catullus and Horace)	2	0
AP Macroeconomics	0	36
AP Microeconomics	56	41
AP Music Theory	20	10
AP Physics 1	0	26

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AP/IB Course	Students Enrolled	Students Tested
AP Physics B	28	0
AP Physics C	17	0
AP Physics C: Electricity and Magnetism	0	8
AP Physics C: Mechanics	0	12
AP Psychology	0	3
AP Spanish Language	24	17
AP Statistics	34	25
AP U.S. Government and Politics	32	17
AP U.S. History	72	65
AP World History	78	49
Total Exams taken		633
Exams with scores of at least 3 on AP exams or 4 on IB exams		390

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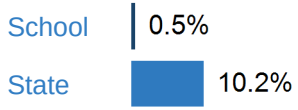
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career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

Career and Technical Education Participation

The graphs below show the percentage of students 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)

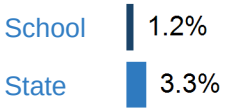
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students 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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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

School	*
State	0.9%

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
Agriculture, Food & Natural Resources	*		
Architecture & Construction	*	*	*
Arts, AV Technology & Communications	*		
Health Science	*		
Hospitality & Tourism	*		
Human Services	*		
Law, Public Safety, Corrections & Security	*		
Manufacturing	*		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	22	*	*

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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	505	96	39	0	0	0	63
10	84	374	117	14	0	11	14
11	7	68	342	93	15	8	113
12	4	38	128	73	82	90	265
Total	600	576	626	180	97	109	455
Enrolled in AP/IB Course					56	34	0
Enrolled in Dual Enrollment Course	0	0	0	0	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	14	26	0	0	593	1
10	39	504	0	0	54	7
11	437	74	0	16	38	26
12	213	37	0	30	28	226
Total	703	641	0	46	713	260
Enrolled in AP/IB Course	75	32		46	45	0
Enrolled in Dual Enrollment Course	0	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	18	619	0	0	1	0
10	21	552	2	1	9	7
11	425	105	24	27	34	21
12	96	51	30	86	86	80
Total	560	1327	56	114	130	108
Enrolled in AP/IB Course	78	72	56	0		32
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	420	95	0	60	0	0	30
10	334	111	0	55	0	0	4
11	264	61	0	49	0	0	4
12	97	19	0	25	0	0	17
Total	1115	286	0	189	0	0	55
Enrolled in AP/IB Course	24	12	0	2	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	367	113	0	51	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
Arabic	*
Latin	*
Spanish	29
Total	38

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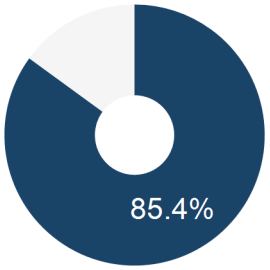
Visual and Performing Arts – Course Participation

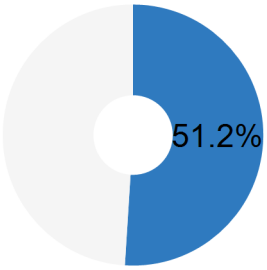
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

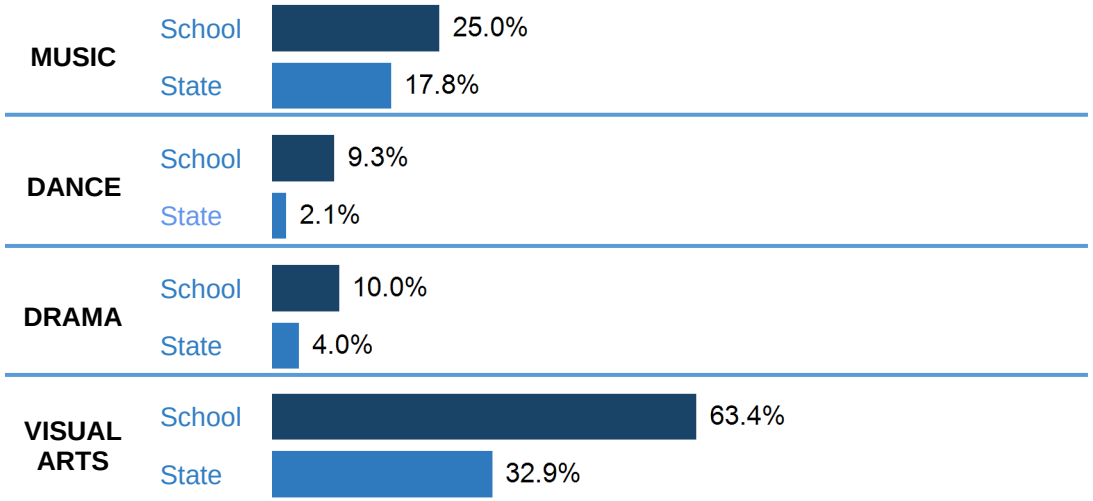


School



State

Students enrolled in one or more classes by discipline:



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

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 2017 4-year rate and the Class of 2016 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 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	88.2%	90.9%	87.7%	92.4%	85.3%	86.5%	Not Met	89.7%	89.5%	Met Target
White	91.7%	95.0%	94.4%	95.7%	94.4%	89.4%	Met Target	92.6%	93.2%	Not Met
Hispanic	84.9%	84.8%	82.1%	87.3%	76.8%	79.2%	Not Met	82.1%	83.8%	Not Met
Black or African American	86.1%	84.2%	86.4%	86.8%	83.9%	86.2%	Not Met	90.9%	89.0%	Met Target
Asian, Native Hawaiian or Pacific Islander	97.5%	97.0%	93.1%	97.7%	93.1%	95.0%	Not Met	96.3%	N	Met Goal
American Indian or Alaska Native	*	86.5%	*	94.1%	*	**	**	*	**	**
Two or More Races	*	92.0%	*	93.9%	*	**	**	*	**	**
Economically Disadvantaged Students	84.4%	84.6%	82.0%	87.0%	78.0%	78.9%	Not Met	85.4%	84.2%	Met Target
Students with Disabilities	75.8%	80.1%	76.2%	83.5%	71.1%	67.0%	Met Target	74.7%	76.1%	Not Met
English Learners	71.7%	75.8%	61.4%	81.8%	51.2%	73.8%	Not Met	80.0%	81.6%	Not Met
Homeless Students	*	72.6%	N	79.1%	N			N		
Students in Foster Care	*	62.6%	N	64.9%						

NJ SCHOOL PERFORMANCE REPORT

FRANKLIN HIGH SCHOOL
(35-1610-050)
Grades Offered: 09-12
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
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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 Pathways

This table shows the percentage of Class of 2018 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
PARCC Assessment	69.6%	64.0%
Substitute Competency Test	24.2%	29.8%
Portfolio Appeals Process	1.4%	1.4%
Alternate Requirements specified in IEP	3.5%	3.5%
Unknown	1.4%	1.4%

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2018	88.2%	-
2017	85.3%	87.7%
2016	87.8%	89.7%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2017-2018	2.1%	1.2%
2016-2017	1.7%	1.1%
2015-2016	1.7%	1.2%

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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 Rates: Fall

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. 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 in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	68.4%	30.4%	69.6%
White	73.3%	14.5%	85.5%
Hispanic	54%	54.3%	45.7%
Black or African American	70.4%	30.1%	69.9%
Asian, Native Hawaiian, or Pacific Islander	85.9%	16.4%	83.6%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	59.7%	41.5%	58.5%
Students with Disabilities	48.3%	57.1%	42.9%
English Learners	58.8%	90%	10%

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. 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 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	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	77.9%	33.5%	66.5%	79.4%	20.6%	74.8%	25.2%
White	84.2%	22.5%	77.5%	80%	20%	68.8%	31.3%
Hispanic	68.6%	58%	42%	82.7%	17.3%	90.1%	9.9%
Black or African American	77.5%	33.8%	66.2%	75%	25%	66.9%	33.1%
Asian, Native Hawaiian, or Pacific Islander	89.6%	11.7%	88.3%	83.3%	16.7%	80%	20%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	69.2%	49.2%	50.8%	78.6%	21.4%	84.1%	15.9%
Students with Disabilities	36.5%	68.4%	31.6%	78.9%	21.1%	84.2%	15.8%
English Learners	26.7%	75%	25%	100%	0%	100%	0%

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

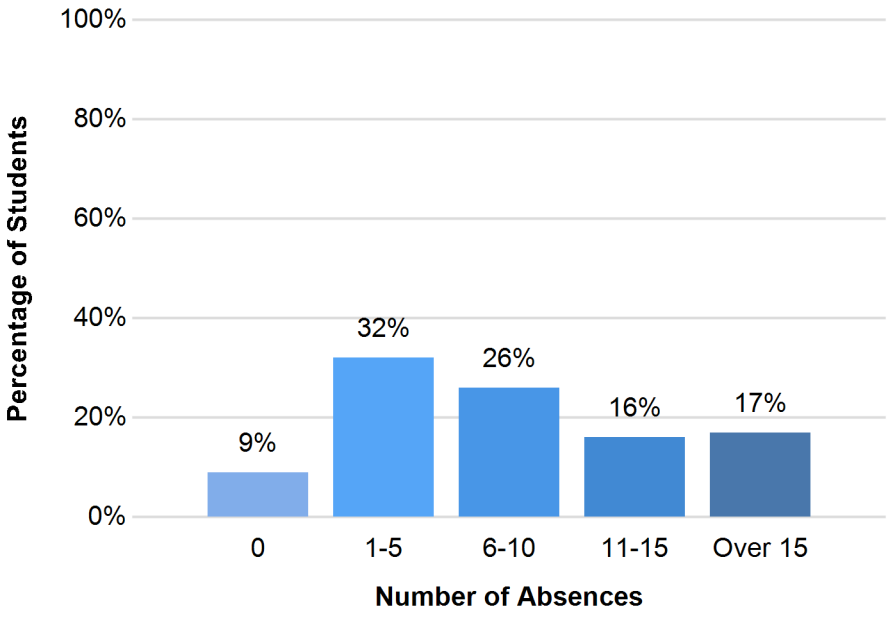
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	293	13.0	14.9	Met
White	39	13.4	14.9	Met
Hispanic	128	17.9	14.9	Not Met
Black or African American	90	10.1	14.9	Met
Asian, Native Hawaiian, or Pacific Islander	33	9.8	14.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	152	16.2	14.9	Not Met
Students with Disabilities	50	12.7	14.9	Met
English Learners	13	10.4	14.9	Met

Days Absent

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



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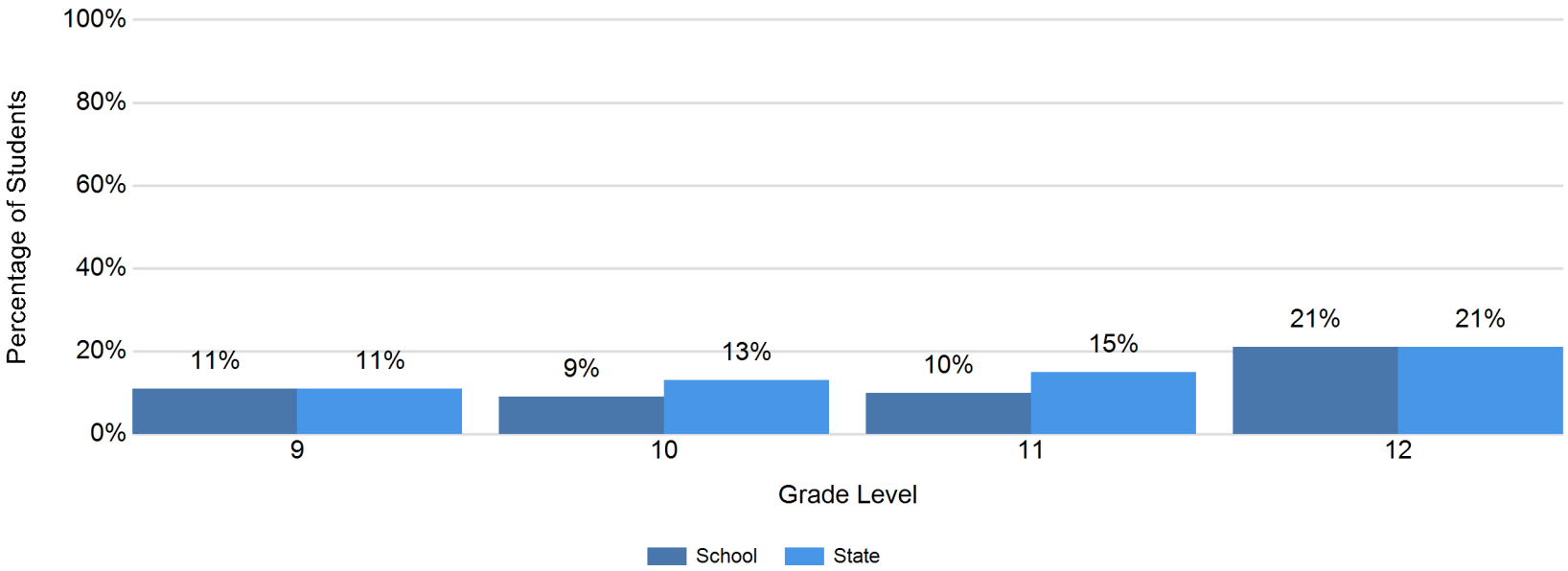
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	13
Weapons	3
Vandalism	5
Substances	27
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	50
Incidents Per 100 Students Enrolled	2.31

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	4
Weapons	3
Vandalism	2
Substances	18
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	4

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	1	0	1
Sexual Orientation	0	0	0
Disability	1	2	3
Other	4	1	5
No Identified Nature	9		9

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	53	2.4%
Out-of-School Suspensions	144	6.6%
Any Suspension	178	8.2%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
784

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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	2:20 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs 51 Mins
Shared Time - Instructional Time	2 Hrs. 57 Mins.

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$505	$15,100	$15,605

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	182	117,464
Average years experience in public schools	13.0	12.0
Average years experience in district	9.2	10.7
Teachers in district for 4 or more years	67.6%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	44	9,374
Average years experience in public schools	13.2	16.0
Average years experience in district	10.2	12.0
Administrators in district for 4 or more years	72.7%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	10:1
Students to Administrators	271:1	161:1
Teachers to Administrators	23:1	16:1
Students to Librarians/Media Specialists		1014:1
Students to Nurses		710:1
Students to Counselors		323:1
Students to Child Study Team		229:1

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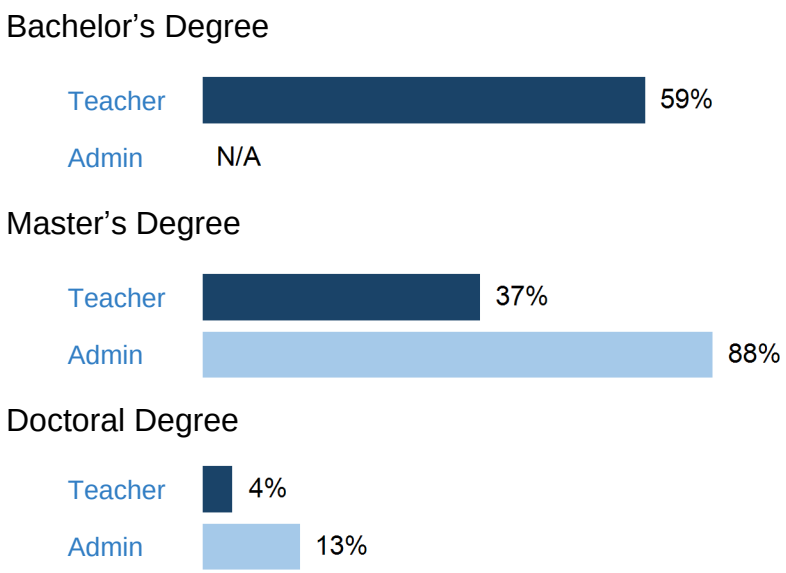
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	90.3%	90.2%
2016-17 Administrators: Same district 2017-18	88.6%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	99.4%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	61.0%	62.5%
Male	39.0%	37.5%
White	64.8%	37.5%
Hispanic	9.9%	0.0%
Black or African American	15.9%	62.5%
Asian	8.8%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.5%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	53.30	15.0%
Mathematics Proficiency	46.13	15.0%
Graduation Rate - 4-Year	14.33	20.0%
Graduation Rate - 5-Year	22.41	20.0%
Progress Towards English Language Proficiency	50.00	20.0%
Chronic Absenteeism	49.71	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	37.23	n/a
Summative Rating: Percentile Rank of Summative Score	28.94	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	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	n/a	n/a	No	Met Target	Not Met	Not Met	Met Target	Met Target†	Met	No
White	45.31	8.94	No	Met Target	Met Target†	Met Target	Not Met	n/a	Met	No
Hispanic	29.97	8.94	No	Met Target	Not Met	Not Met	Not Met	n/a	Not Met	No
Black or African American	59.48	8.94	No	Met Target†	Not Met	Not Met	Met Target	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	27.27	8.94	No	Met Target	Met Target†	Not Met	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	41.68	8.94	No	Met Target	Not Met	Not Met	Met Target	n/a	Not Met	No
Students with Disabilities	36.52	8.94	No	Met Target†	Not Met	Met Target	Not Met	n/a	Met	No
English Learners	53.25	8.94	No	Met Target†	Not Met	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 your school directly.

Highlights:	• Franklin High School (FHS) administered 639 total Advanced Placement (AP) exams to 300 students in 22 different subjects. • FHS increased its number of AP Scholars from 80 in 2017 to 86 in 2018. • FHS offers 28 AP/CEP courses; high quality STEM, business, and performing arts electives; model ESL/ELL and FVPA programs.
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 districtÕs 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:	In recent years, FHS was placed on the AP Honor Roll, its Fine, Visual, Performing Arts programs have won numerous awards, and its ESL/Bilingual Department was recognized as a model program in the State of New Jersey, one of only two high school programs in NJ with this distinction. In 2017 and 2018, Franklin High School's varsity girls basketball team won the state championship, and in both years played in the Tournament of Champions final, winning the first contest. Its boys track team won the state championship in 2017, while two FHS students were named to the State Executive Board for the Student Council and Paper MillÕs Rising Star Award, respectively. The marching band placed first in the Yamaha Cup and Somerville High School Band Competitions, while the school's Model UN team continued to dominate in national competitions.

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Courses, Curriculum, Instruction:	Highlighted curricula include 28 Advanced Placement and/or concurrent enrollment courses; a fully integrated enrichment/G&T program; recent model program status in ESL/Bilingual and Fine, Visual, and Performing Arts; Career & 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&T, world languages and student choice curricula at the elementary level.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys & Girls) 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.
Clubs and Activities:	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. FHSÕs 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. FHSÕs 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.

NJ SCHOOL PERFORMANCE REPORT

FRANKLIN HIGH SCHOOL
(35-1610-050)
Grades Offered: 09-12
2017-2018

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Before and After School Programs:	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.
Staff and Professional Learning:	Current district PD was identified through a shared process across district stakeholder groups and addresses achievement patterns illustrated in this 2017-2018 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.
Postsecondary Information:	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.

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Student Supports and Services:	District integrated Student Support Services include comprehensive Special Education and Related Services for Students aged 3 Ð 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).
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:	The Genesis Parent Portal is available to help parents know more about student progress. FHSÕs 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.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers As a means of supporting the district's initiative to 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).
Facilities:	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 accomodating 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.
School Safety:	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.

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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 23 teachers utilize the High Scope curriculum to develop children's skills on 58 indicators in eight content areas identified by the National Education Goals Panel. 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 and The Preschool Quality Assessment, and they also have been trained in the Pyramid Model, PIRT, SCIP, and numerous NAYCE trainings. 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.