NJ SCHOOL PERFORMANCE REPORT

ELIZABETH AVENUE SCHOOL
(35-1610-070)
Grades Offered: PK-04
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. HANEY
Address	363 ELIZABETH AVENUE SOMERSET, NJ 08873-1105
Phone Number	(732)356-0113
Email Address	JHANEY@FRANKLINBOE.ORG
Website	https://www.franklinboe.org
Twitter	https://twitter.com/EAS_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
PK	53	46	53
KG	83	103	105
1	105	84	84
2	128	99	86
3	132	130	106
4	116	134	121
Total	617	596	555

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	56.4%	54.4%	53.2%
Male	43.6%	45.6%	46.8%
Economically Disadvantaged Students	65.6%	68.0%	66.7%
Students with Disabilities	13.6%	13.3%	12.1%
English Learners	17.0%	19.3%	26.5%
Homeless Students		0.8%	1.4%
Students in Foster Care		0.8%	1.1%
Military-Connected Students		0.8%	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	9.6%	10.4%	10.8%
Hispanic	41.7%	43.3%	45.2%
Black or African American	35.8%	35.9%	32.6%
Asian	9.2%	6.9%	7.4%
Native Hawaiian or Pacific Islander	0.6%	0.5%	0.5%
American Indian or Alaska Native	0.2%	0.2%	0.2%
Two or More Races	2.9%	2.9%	3.2%

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	2015-16	2016-17	2017-18
PK - Half Day	0	0	0
PK - Full Day	53	46	53
KG - Half Day	0	0	0
KG - Full Day	83	103	105

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	58.4%
Spanish	33.5%
Arabic	1.3%
Other Languages	6.8%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	52	50	50	Met Standard	53.5	51	50	Met Standard
White	35.5	54.5	50	**	73.5	59	51	**
Hispanic	48.5	46	49	Met Standard	56	49	48	Met Standard
Black or African American	49	46	44	Met Standard	35	45	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	64	61	**	*	62	61	**
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	*	53.5	49	**	*	57.5	51	**
Economically Disadvantaged	55	46	48	Met Standard	44	47	47	Met Standard
Students with Disabilities	55.5	36	41	**	68	48	43	**
English Learners	56	52	54	Met Standard	42	54.5	51	Met Standard

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

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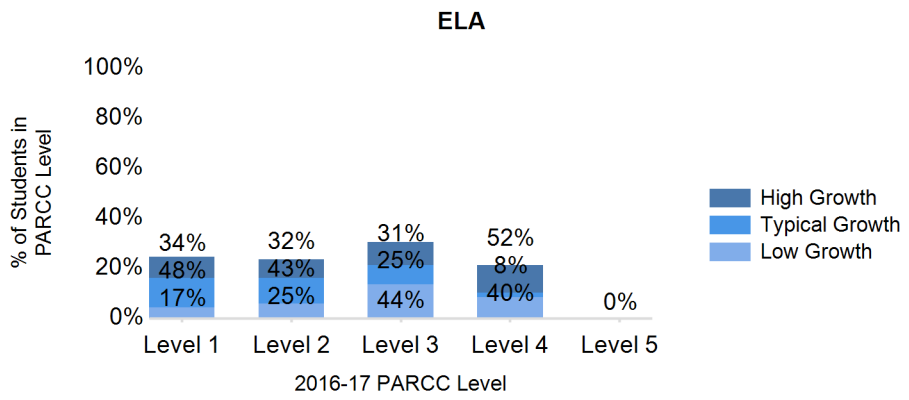
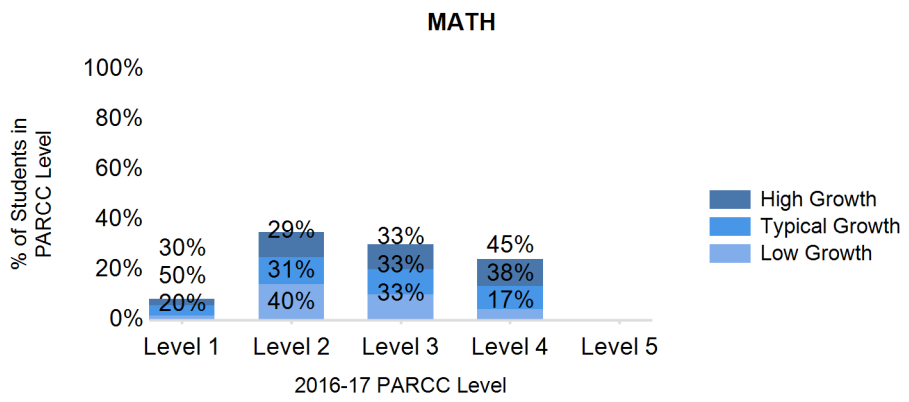
Student Growth by Performance Level

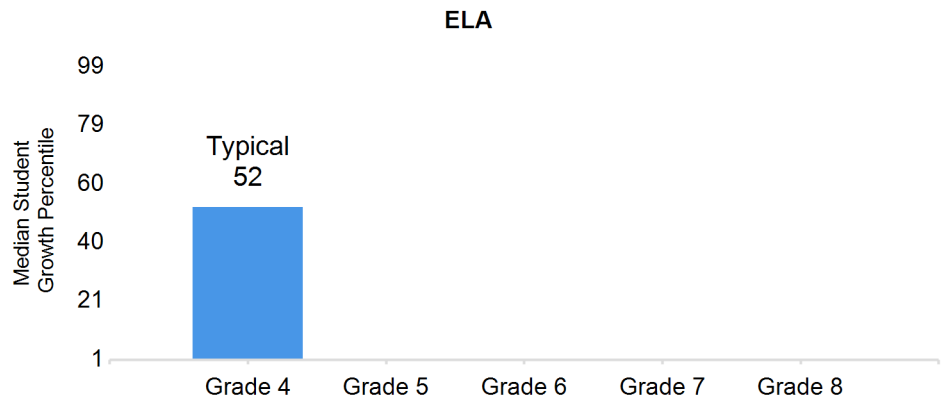
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

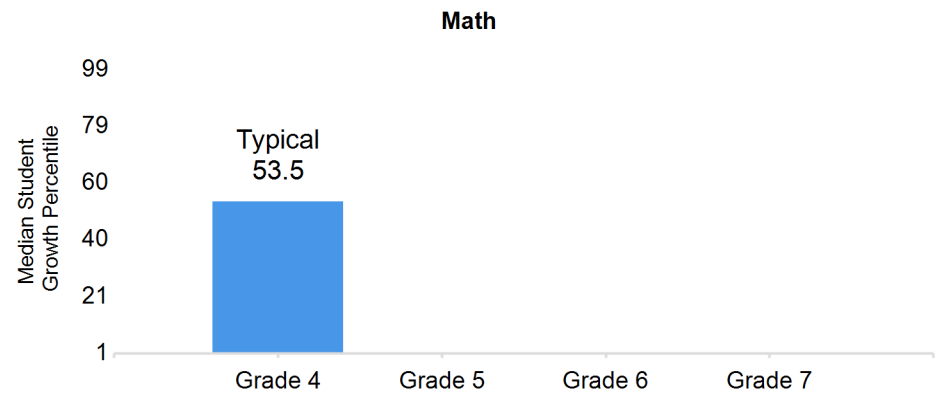




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	232	99.6	34.4	49.5	56.7	34.4	38	Met Target†
White	20	100.0	40.0	68.9	65.6	40.0	58.4	Not Met
Hispanic	121	100.0	32.3	*	42.5	32.3	32.2	Met Target
Black or African American	70	100.0	30.0	40.2	37.3	30.0	31	Met Target†
Asian, Native Hawaiian, or Pacific Islander	13	92.9	69.3	*	82.3	67.7	**	**
American Indian or Alaska Native	*	*	*	78.5	52.7	*	**	**
Two or More Races	*	*	*	57.1	63.4	*	**	**
Female	126	99.3	41.2	57.9	64.5	41.2		
Male	106	100.0	26.4	41.7	49.4	26.4		
Economically Disadvantaged Students	140	100.0	25.0	35.6	38.5	25.0	32.6	Not Met
Non-Economically Disadvantaged Students	92	98.9	48.9	59.4	67.5	48.9		
Students with Disabilities	44	97.9	11.4	12.8	21.6	11.4	16.4	Met Target†
Students without Disabilities	188	100.0	39.9	57.8	63.9	39.9		
English Learners	58	100.0	17.2	*	27.3	17.2	20.9	Met Target†
Non-English Learners	174	99.5	40.2	*	59.4	40.2		
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		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	114	727	739	750	29%	18%	20%	*	*	32%	52%
White	*	*	756	759	*	*	*	*	*	*	61%
Hispanic	64	722	*	736	28%	23%	22%	27%	0%	27%	38%
Black or African American	38	730	*	733	34%	*	*	*	*	37%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	*	743	N	N	N	N	N	N	46%
Two or More Races	N	N	*	758	N	N	N	N	N	N	58%
Female	66	731	744	756	21%	*	*	*	*	38%	57%
Male	48	721	733	744	40%	*	*	*	*	25%	46%
Economically Disadvantaged Students	69	721	726	733	*	*	17%	*	*	25%	34%
Non-Economically Disadvantaged Students	45	736	750	762	*	*	24%	*	*	44%	64%
Students with Disabilities	22	691	702	719	*	*	*	*	*	*	24%
Students without Disabilities	92	736	746	756	*	*	*	*	*	*	57%
English Learners	27	702	706	712	52%	*	*	*	*	11%	15%
Non-English Learners	87	735	744	753	22%	*	*	*	*	39%	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	126	741	751	756	8%	22%	33%	*	*	37%	58%
White	16	745	760	764	*	*	*	*	*	44%	68%
Hispanic	62	738	*	744	*	21%	31%	*	*	37%	44%
Black or African American	32	734	741	739	*	34%	41%	*	*	22%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	782	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	66	749	758	762	*	*	38%	*	*	45%	63%
Male	60	732	746	751	*	*	28%	*	*	27%	53%
Economically Disadvantaged Students	82	734	738	740	*	*	*	*	*	26%	40%
Non-Economically Disadvantaged Students	44	753	762	767	*	*	*	*	*	57%	70%
Students with Disabilities	20	727	*	726	*	50%	*	*	*	25%	25%
Students without Disabilities	106	744	*	762	*	17%	*	*	*	39%	64%
English Learners	30	728	724	720	*	33%	37%	*	*	17%	17%
Non-English Learners	96	745	755	759	*	19%	32%	*	*	43%	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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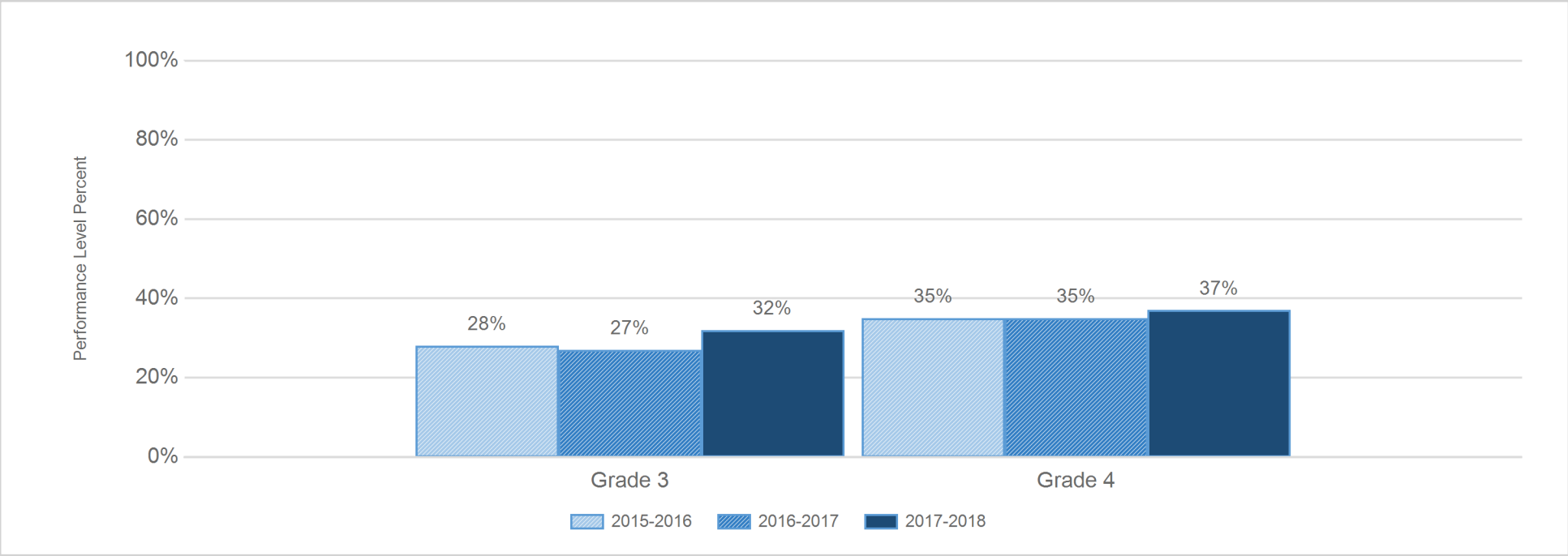
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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Schoolwide	232	99.2	27.5	38.8	45.0	27.5	39.1	Not Met
White	20	100.0	40.0	58.5	54.1	40.0	58.4	Not Met
Hispanic	121	100.0	24.8	*	29.2	24.8	32.2	Not Met
Black or African American	70	100.0	21.4	28.4	23.4	21.4	33.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	13	86.7	69.2	*	77.0	67.6	**	**
American Indian or Alaska Native	*	*	*	64.3	42.5	*	**	**
Two or More Races	*	*	*	54.3	53.0	*	**	**
Female	126	99.3	28.6	40.5	46.0	28.6		
Male	106	99.1	26.4	37.3	43.9	26.4		
Economically Disadvantaged Students	140	100.0	18.5	26.3	26.6	18.5	32	Not Met
Non-Economically Disadvantaged Students	92	97.9	41.3	47.7	55.9	41.3		
Students with Disabilities	44	97.9	18.2	12.4	17.1	18.2	22.7	Met Target†
Students without Disabilities	188	99.5	29.8	44.8	50.5	29.8		
English Learners	58	98.5	*	17.0	24.6	*	26	Not Met
Non-English Learners	174	99.5	*	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 Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	116	730	746	752	18%	25%	31%	*	*	26%	53%
White	*	*	760	760	*	*	*	*	*	*	64%
Hispanic	65	727	*	739	17%	28%	35%	*	*	20%	38%
Black or African American	39	731	*	734	*	26%	*	*	*	31%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	49%
Two or More Races	N	N	*	757	N	N	N	N	N	N	59%
Female	67	729	746	752	*	*	36%	*	*	22%	53%
Male	49	730	745	751	*	*	24%	*	*	31%	53%
Economically Disadvantaged Students	71	724	735	736	*	*	31%	*	*	17%	35%
Non-Economically Disadvantaged Students	45	739	757	762	*	*	31%	*	*	40%	66%
Students with Disabilities	22	710	721	730	*	*	*	*	*	14%	29%
Students without Disabilities	94	735	751	756	*	*	*	*	*	29%	57%
English Learners	29	716	724	726	*	*	*	*	*	*	23%
Non-English Learners	87	735	750	754	*	*	*	*	*	*	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	126	733	745	748	10%	36%	26%	*	*	29%	49%
White	16	743	748	755	*	*	*	*	*	38%	60%
Hispanic	62	733	*	737	*	34%	*	31%	0%	31%	34%
Black or African American	32	721	735	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	748	*	*	*	*	*	*	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	66	738	746	748	*	32%	30%	*	*	33%	50%
Male	60	729	745	748	*	40%	22%	*	*	23%	49%
Economically Disadvantaged Students	82	725	733	733	*	*	23%	*	*	20%	30%
Non-Economically Disadvantaged Students	44	749	755	758	*	*	32%	*	*	45%	62%
Students with Disabilities	20	733	*	725	*	50%	*	*	*	30%	22%
Students without Disabilities	106	733	*	753	*	33%	*	*	*	28%	55%
English Learners	30	717	719	722	*	*	*	*	*	*	16%
Non-English Learners	96	738	749	750	*	*	*	*	*	*	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	723	*	*	*	*	*	*	16%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

ELIZABETH AVENUE SCHOOL
(35-1610-070)
Grades Offered: PK-04
2017-2018

Report Key:
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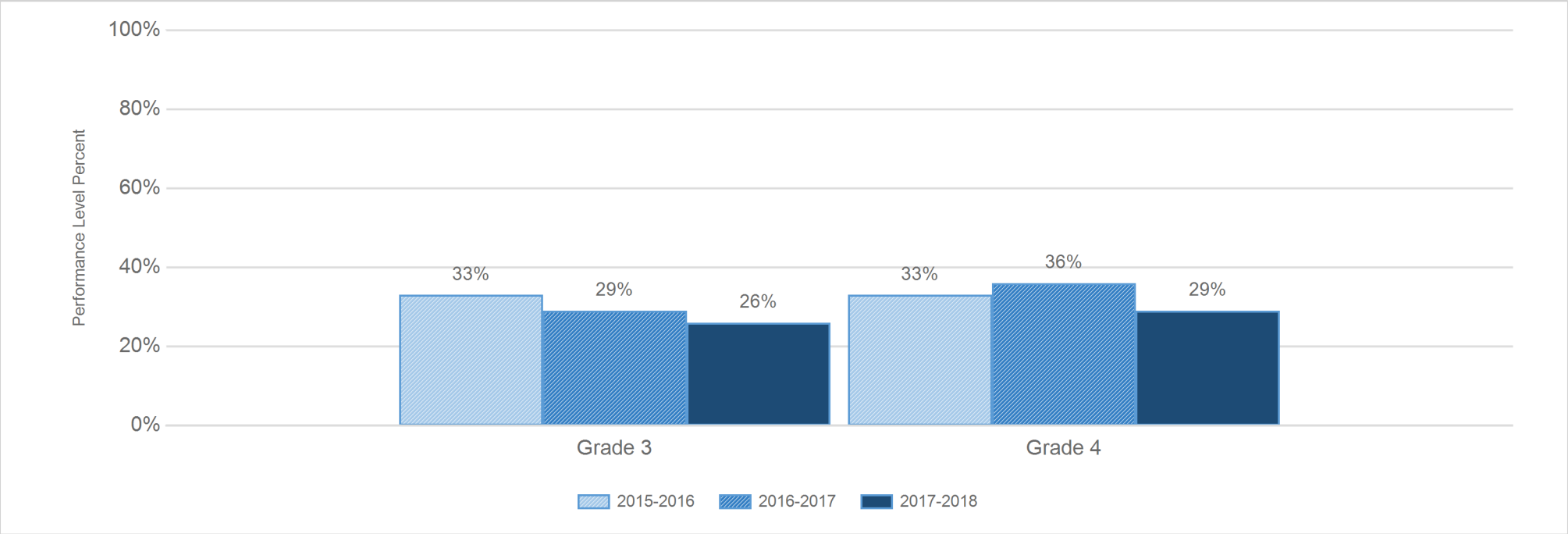
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

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	53.8%	60.7%	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	87.5%	12.5%
3-4	37	*	*
5 or more	24	62.5%	37.5%

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

NJASK Science Assessment Information

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

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

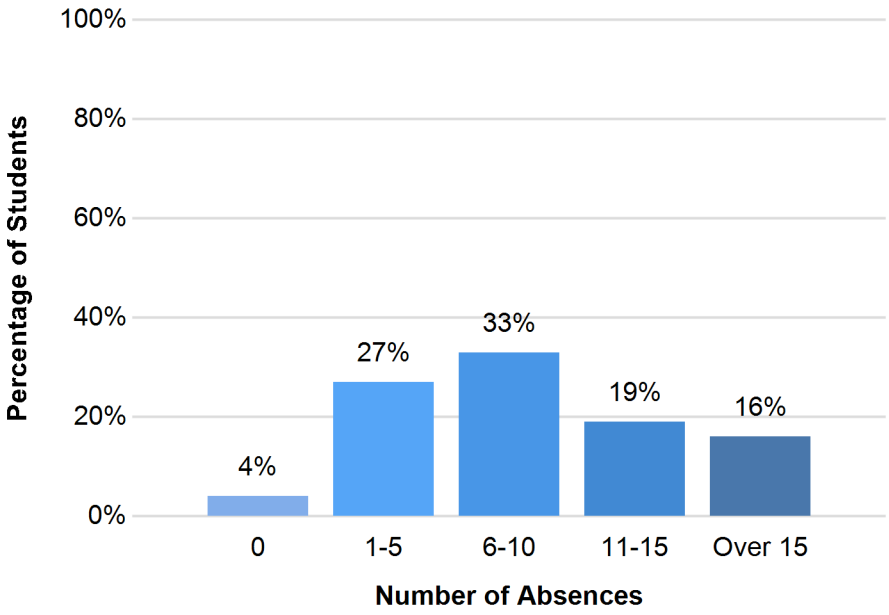
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	58	11.6	9.1	Not Met
White	13	23.6	9.1	Not Met
Hispanic	18	8.0	9.1	Met
Black or African American	17	10.2	9.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	9	24.3	9.1	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	44	13.2	9.1	Not Met
Students with Disabilities	4	6.3	9.1	Met
English Learners	11	9.2	9.1	Not Met

Days Absent

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



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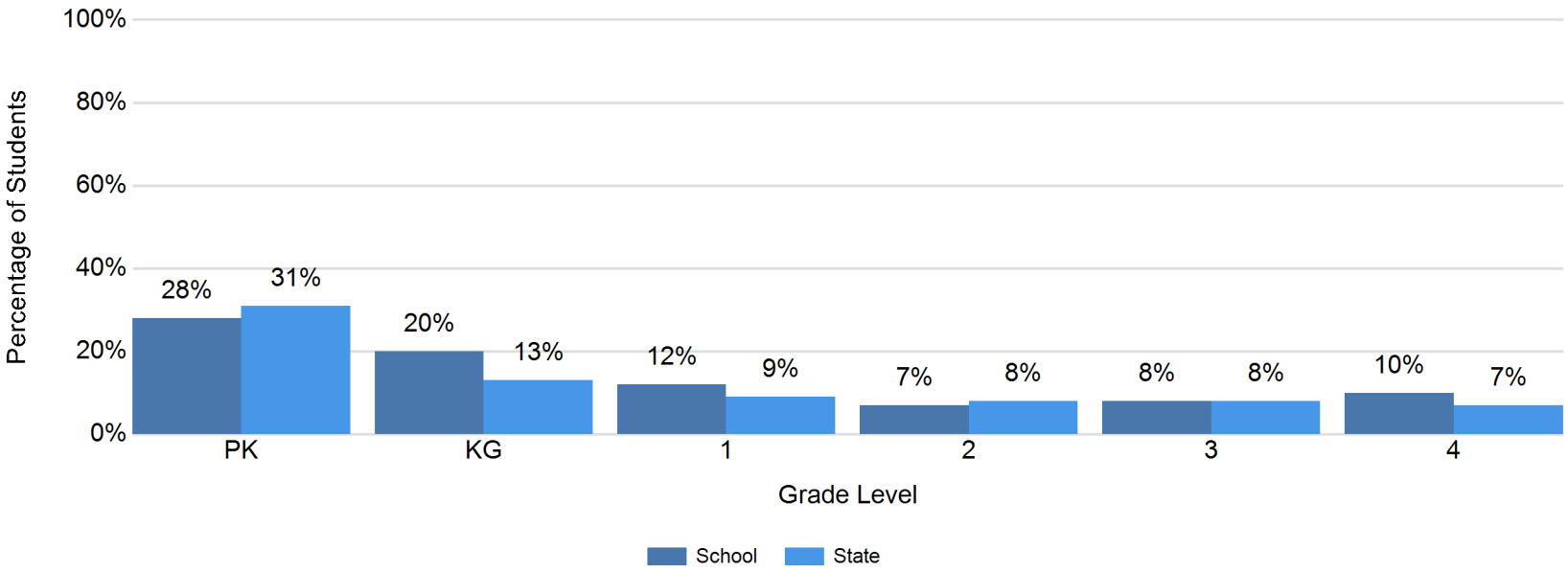
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.36

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

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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	1	0	1
Religion	0	0	0
Ancestry	1	0	1
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	0	0
Other	1	1	2
No Identified Nature	15		15

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
12

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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	9:25 AM
Typical End Time	3:45 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	N

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$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	51	117,464
Average years experience in public schools	12.3	12.0
Average years experience in district	10.1	10.7
Teachers in district for 4 or more years	72.5%	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	11:1	10:1
Students to Administrators	278:1	161:1
Teachers to Administrators	26:1	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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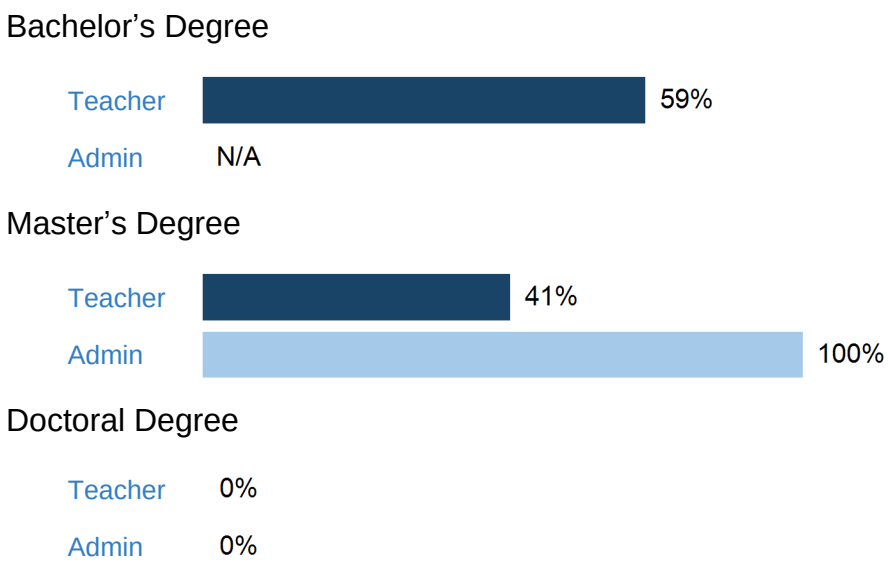
Teachers and Administrators - Level of Education

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	99.5%

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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	90.2%	50.0%
Male	9.8%	50.0%
White	80.4%	100.0%
Hispanic	5.9%	0.0%
Black or African American	7.8%	0.0%
Asian	5.9%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	12.14	15.0%
Mathematics Proficiency	15.28	15.0%
English Language Arts Growth	58.29	20.0%
Mathematics Growth	47.30	20.0%
Progress Towards English Language Proficiency	48.94	20.0%
Chronic Absenteeism	14.99	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	36.52	n/a
Summative Rating: Percentile Rank of Summative Score	28.26	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target†	Not Met	Met Standard	Met Standard	Met Target†	Not Met	No
White	**	**	No	Not Met	Not Met	**	**	n/a	Not Met	No
Hispanic	48.80	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Black or African American	43.67	14.08	No	Met Target†	Not Met	Met Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	Not Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	41.47	14.08	No	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	**	**	No	Met Target†	Met Target†	**	**	n/a	Met	No
English Learners	36.90	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	Met Standard	Not Met	No

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

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School Narrative

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

Highlights:	• 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. • 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 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:	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.

NJ SCHOOL PERFORMANCE REPORT

ELIZABETH AVENUE SCHOOL
(35-1610-070)
Grades Offered: PK-04
2017-2018

Report Key:
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School Narrative

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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:	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:	Students participate in the following before school learning clubs offered by the school: Dance Troupe, Techsperts, Chorus Club, LEGO STEM Club, and two tutorial clubs. 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.

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Before and After School Programs:	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.
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 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.

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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/ESL 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:	The Elizabeth Avenue School has a very active and supportive PTO. The PTO funds all costs associated with student field trips, including admission, transportation, and nursing. The PTO also supports the school with events such as a Halloween Ball, an ice cream social, and a holiday event. There are several community members who volunteer in classrooms throughout the school year. During Read Across America week community members read to children.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers As a means of supporting the district's initiative to build more social/emotional learning opportunities for its students, all district schools have used the NJDOE culture and climate surveys to support Professional Learning Communities designed to address culture and climate in each school. This fall the schools issued the survey as a baseline and will follow through each year with an annual spring survey as well.
Facilities:	Elizabeth Avenue School was built in 1966, and an addition was added in 1998. As a result of the One Less Move Referendum, the school will soon have a brand new gym, library, cafeteria, kitchen, administrative offices and classrooms. The district will also open Claremont Elementary School in September 2018, allowing all seven district elementary schools to offer a robust 21st Century learning experience to all students in spacious, well-designed settings.
School Safety:	School safety patrols and district and school based safety committees. This year a Class 3 police officer was added for school safety.

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Technology and STEM:	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
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.

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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.