NJ SCHOOL PERFORMANCE REPORT

SAMPSON G. SMITH SCHOOL
(35-1610-150)
Grades Offered: 05-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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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	MS. RUTLEDGE
Address	1649 AMWELL ROAD SOMERSET, NJ 08873
Phone Number	(732)873-2800
Email Address	ERUTLEDGE@FRANKLINBOE.ORG
Website	https://www.franklinboe.org
Twitter	https://twitter.com/SGS_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
5	533	506	562
6	498	507	467
Total	1,031	1,013	1,029

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	46.7%	48.7%	48.0%
Male	53.3%	51.3%	52.0%
Economically Disadvantaged Students	47.2%	48.6%	48.4%
Students with Disabilities	16.3%	16.7%	18.9%
English Learners	3.8%	4.2%	7.0%
Homeless Students		0.6%	1.3%
Students in Foster Care		0.6%	0.3%
Military-Connected Students		0.2%	0.6%
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	14.8%	14.1%	10.9%
Hispanic	28.6%	31.4%	35.1%
Black or African American	42.0%	37.9%	36.7%
Asian	12.5%	14.4%	14.5%
Native Hawaiian or Pacific Islander	0.3%	0.2%	0.3%
American Indian or Alaska Native	0.4%	0.3%	0.5%
Two or More Races	1.4%	1.7%	2.0%

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	62.4%
Spanish	24.9%
Gujarati	1.9%
Urdu	1.3%
Creoles and pidgins, English based	1.2%
Other Languages	8.4%

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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	51	50	Met Standard
White	57	54.5	50	Met Standard	63	59	51	Exceeds Standard
Hispanic	49	46	49	Met Standard	51.5	49	48	Met Standard
Black or African American	45	46	44	Met Standard	48	45	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	71	64	61	Exceeds Standard	62.5	62	61	Exceeds Standard
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	55	53.5	49	Met Standard	63	57.5	51	Exceeds Standard
Economically Disadvantaged	45	46	48	Met Standard	51	47	47	Met Standard
Students with Disabilities	35	36	41	Not Met	50	48	43	Met Standard
English Learners	50.5	52	54	Met Standard	57.5	54.5	51	Met Standard

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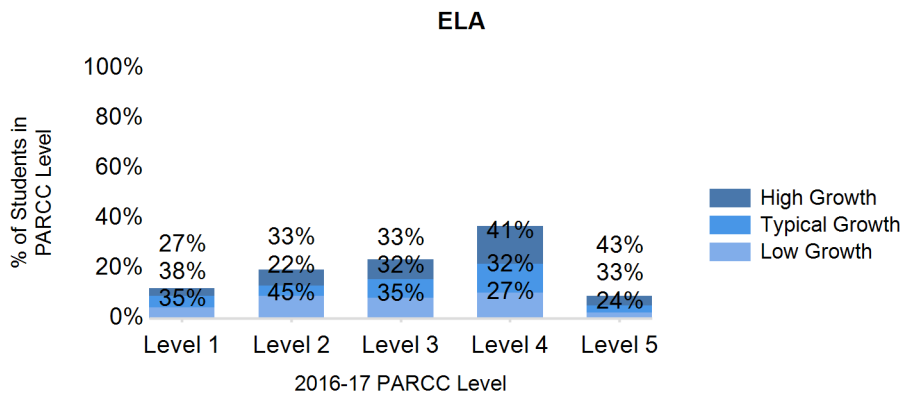
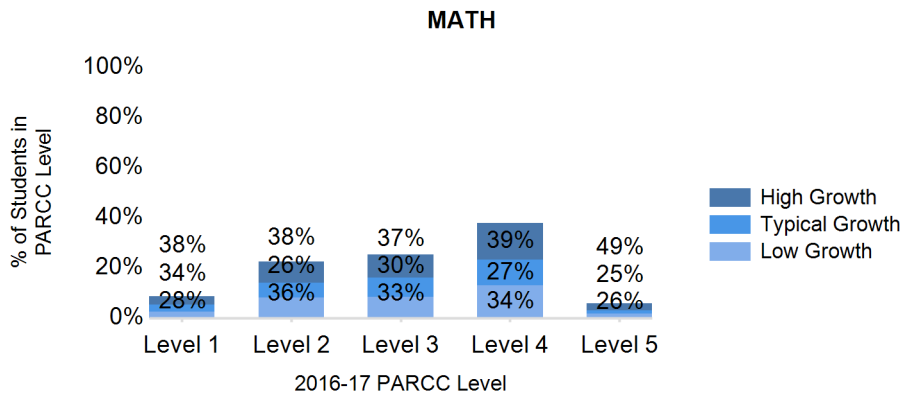
Student Growth by Performance Level

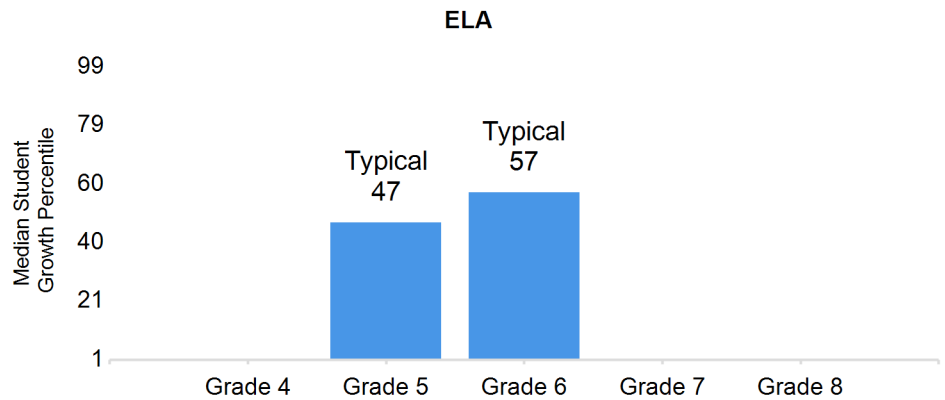
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

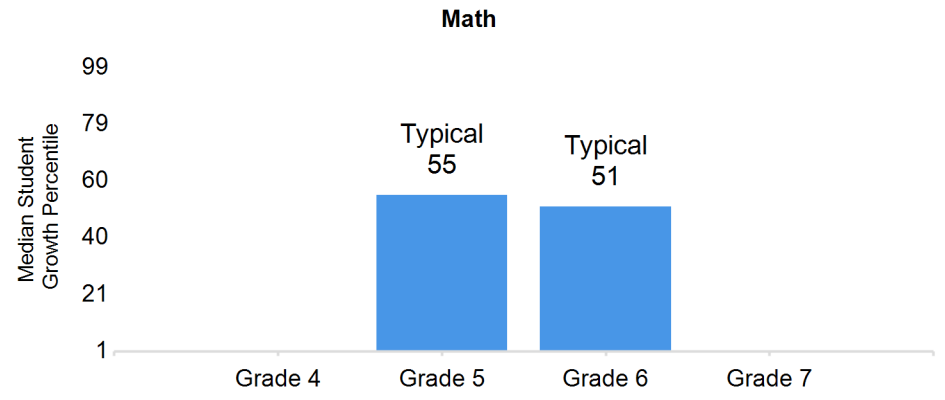




Student Growth by Grade

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	1000	98.7	47.0	49.5	56.7	47.0	49.8	Not Met
White	109	95.7	66.0	68.9	65.6	66.0	69.7	Met Target†
Hispanic	354	99.5	35.3	*	42.5	35.3	34.2	Met Target
Black or African American	363	98.7	36.7	40.2	37.3	36.7	42.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	149	98.7	83.8	*	82.3	83.8	80	Met Goal
American Indian or Alaska Native	*	*	*	78.5	52.7	*	**	**
Two or More Races	*	*	*	57.1	63.4	*	N	N
Female	483	99.6	57.2	57.9	64.5	57.2		
Male	517	97.8	37.5	41.7	49.4	37.5		
Economically Disadvantaged Students	451	99.1	32.4	35.6	38.5	32.4	35.8	Met Target†
Non-Economically Disadvantaged Students	549	98.3	59.0	59.4	67.5	59.0		
Students with Disabilities	209	99.5	10.5	12.8	21.6	10.5	17.7	Not Met
Students without Disabilities	791	98.4	56.6	57.8	63.9	56.6		
English Learners	101	99.0	15.9	*	27.3	15.9	13.5	Met Target
Non-English Learners	899	98.6	50.5	*	59.4	50.5		
Homeless Students	11	92.9	18.2	18.0	27.7	49.6		
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 5

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	559	745	745	755	14%	18%	21%	38%	9%	47%	58%
White	53	764	764	763	*	*	*	*	*	68%	68%
Hispanic	203	732	732	743	19%	25%	23%	*	*	33%	43%
Black or African American	205	739	739	738	17%	20%	26%	32%	6%	38%	38%
Asian, Native Hawaiian, or Pacific Islander	83	777	777	780	*	*	*	60%	27%	87%	84%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	253	754	754	762	10%	15%	19%	44%	13%	57%	66%
Male	306	738	738	749	17%	21%	23%	33%	6%	39%	51%
Economically Disadvantaged Students	255	732	732	739	20%	22%	23%	*	*	35%	39%
Non-Economically Disadvantaged Students	304	756	756	766	9%	15%	19%	*	*	57%	71%
Students with Disabilities	106	709	709	724	*	*	*	*	*	*	22%
Students without Disabilities	453	754	754	762	*	*	*	*	*	*	65%
English Learners	47	703	703	712	*	*	*	*	*	*	11%
Non-English Learners	512	749	749	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	454	745	745	754	11%	19%	23%	38%	10%	47%	56%
White	53	764	764	761	*	*	*	40%	28%	68%	66%
Hispanic	162	739	739	742	10%	27%	24%	*	*	39%	42%
Black or African American	164	735	735	737	16%	21%	29%	*	*	35%	35%
Asian, Native Hawaiian, or Pacific Islander	63	770	770	779	*	*	*	65%	17%	83%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	238	755	755	761	6%	14%	22%	44%	14%	58%	64%
Male	216	735	735	748	15%	25%	24%	31%	5%	36%	48%
Economically Disadvantaged Students	206	733	733	739	16%	25%	29%	*	*	30%	37%
Non-Economically Disadvantaged Students	248	756	756	764	6%	15%	17%	*	*	62%	68%
Students with Disabilities	91	710	710	723	41%	33%	13%	*	*	13%	18%
Students without Disabilities	363	754	754	760	3%	16%	25%	*	*	56%	63%
English Learners	17	728	728	712	*	*	59%	*	*	12%	*
Non-English Learners	437	746	746	755	*	*	21%	*	*	49%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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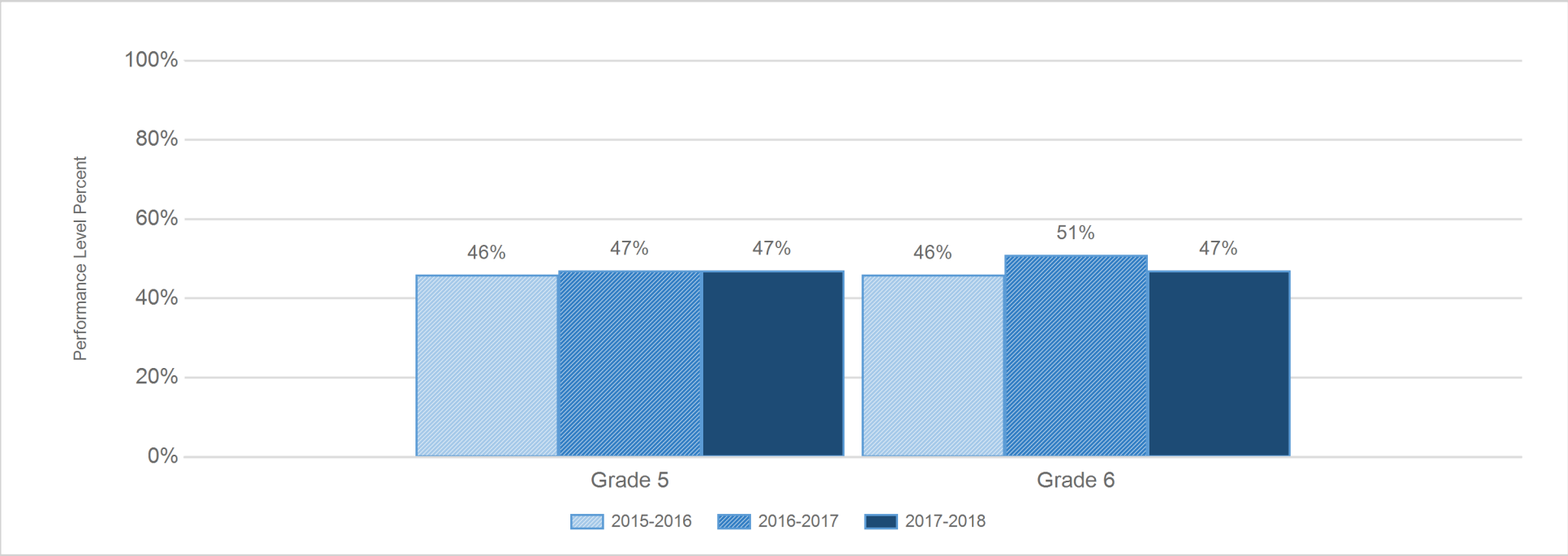
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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	1003	98.8	41.7	38.8	45.0	41.7	46.4	Not Met
White	110	96.6	64.6	58.5	54.1	64.6	62.3	Met Target
Hispanic	353	99.5	30.1	*	29.2	30.1	34.6	Not Met
Black or African American	365	98.7	31.5	28.4	23.4	31.5	38.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	150	98.7	73.3	*	77.0	73.3	80	Not Met
American Indian or Alaska Native	*	*	*	64.3	42.5	*	**	**
Two or More Races	*	*	*	54.3	53.0	*	N	N
Female	485	99.8	43.9	40.5	46.0	43.9		
Male	518	97.8	39.6	37.3	43.9	39.6		
Economically Disadvantaged Students	454	99.2	28.0	26.3	26.6	28.0	31.9	Not Met
Non-Economically Disadvantaged Students	549	98.4	53.0	47.7	55.9	53.0		
Students with Disabilities	209	99.5	12.9	12.4	17.1	12.9	16.6	Met Target†
Students without Disabilities	794	98.6	49.2	44.8	50.5	49.2		
English Learners	104	100.0	15.4	17.0	24.6	15.4	27.1	Not Met
Non-English Learners	899	98.6	44.7	40.8	46.9	44.7		
Homeless Students	11	92.9	18.2	10.5	17.3	44.1		
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 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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	558	746	746	748	8%	18%	28%	35%	10%	45%	49%
White	53	764	764	756	*	*	23%	47%	23%	70%	60%
Hispanic	202	737	737	736	8%	27%	33%	*	*	32%	32%
Black or African American	205	738	738	730	13%	20%	31%	*	*	36%	26%
Asian, Native Hawaiian, or Pacific Islander	83	774	774	777	*	*	16%	46%	34%	80%	82%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	253	747	747	749	6%	19%	29%	37%	9%	46%	50%
Male	305	745	745	747	10%	18%	28%	33%	11%	44%	48%
Economically Disadvantaged Students	255	733	733	733	14%	27%	30%	*	*	30%	29%
Non-Economically Disadvantaged Students	303	757	757	758	4%	11%	27%	*	*	58%	62%
Students with Disabilities	106	726	726	726	12%	36%	37%	15%	0%	15%	20%
Students without Disabilities	452	751	751	752	8%	14%	26%	39%	13%	52%	55%
English Learners	47	724	724	718	*	36%	40%	*	*	11%	13%
Non-English Learners	511	748	748	750	*	17%	27%	*	*	48%	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	20%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	463	739	739	744	10%	24%	27%	31%	7%	38%	44%
White	55	758	758	751	*	*	18%	*	*	62%	54%
Hispanic	163	732	732	731	12%	26%	34%	*	*	28%	27%
Black or African American	167	729	729	726	13%	33%	27%	*	*	27%	21%
Asian, Native Hawaiian, or Pacific Islander	66	763	763	771	*	*	21%	52%	17%	68%	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	242	742	742	745	9%	20%	29%	33%	9%	42%	45%
Male	221	736	736	742	11%	29%	25%	29%	5%	34%	42%
Economically Disadvantaged Students	209	729	729	729	15%	29%	30%	*	*	26%	24%
Non-Economically Disadvantaged Students	254	748	748	753	6%	21%	25%	*	*	48%	56%
Students with Disabilities	91	711	711	717	31%	38%	19%	*	*	12%	13%
Students without Disabilities	372	746	746	748	5%	21%	30%	*	*	45%	49%
English Learners	25	720	720	713	*	*	*	*	*	20%	11%
Non-English Learners	438	740	740	745	*	*	*	*	*	39%	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	745	*	*	*	*	*	*	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

SAMPSON G. SMITH SCHOOL
(35-1610-150)
Grades Offered: 05-06
2017-2018

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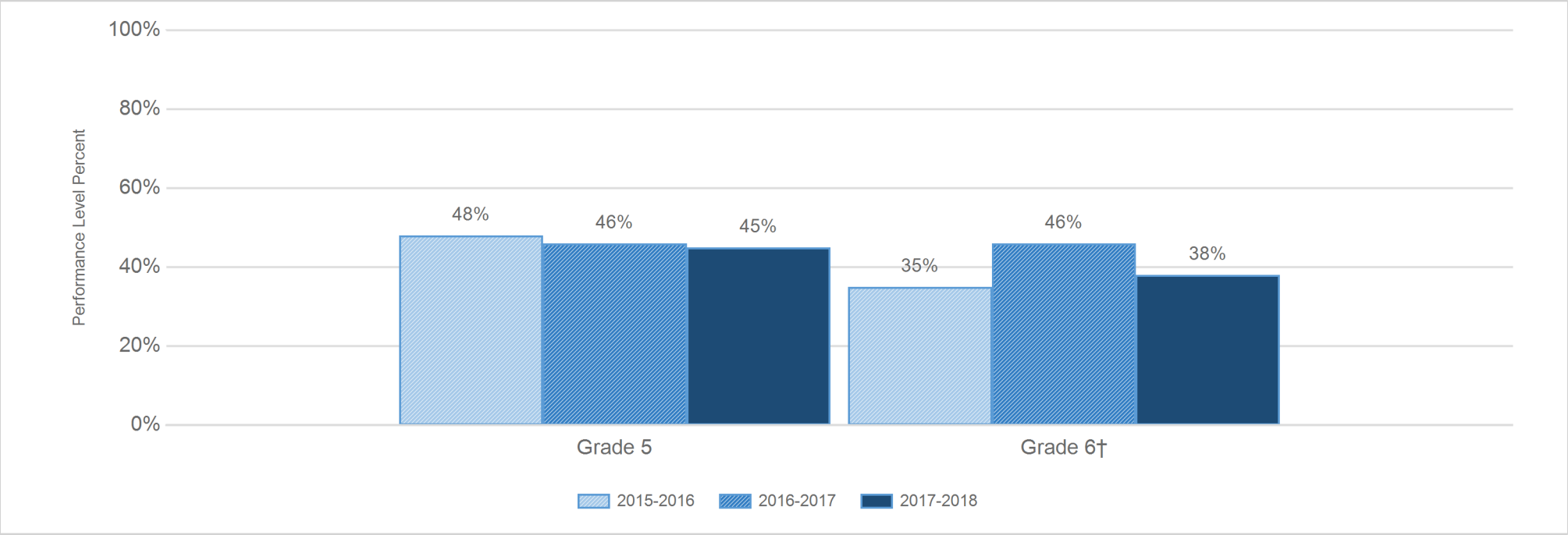
Mathematics Assessment – Performance Trends

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.

NJ SCHOOL PERFORMANCE REPORT

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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
5	*	*
6	10	10

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. 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	58.8%	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	33	78.8%	21.2%
3-4	14	64.3%	35.7%
5 or more	15	66.7%	33.3%

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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.

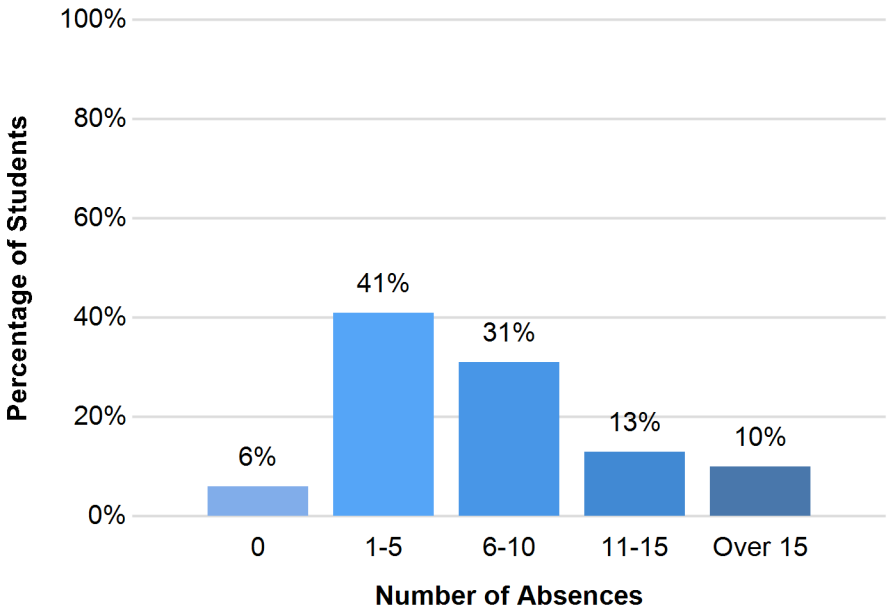
Chronic Absenteeism

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	76	7.3	8.2	Met
White	12	10.2	8.2	Not Met
Hispanic	19	5.2	8.2	Met
Black or African American	34	8.9	8.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	8	5.2	8.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	8.2	Not Met
Economically Disadvantaged Students	44	8.9	8.2	Not Met
Students with Disabilities	22	10.4	8.2	Not Met
English Learners	2	2.8	8.2	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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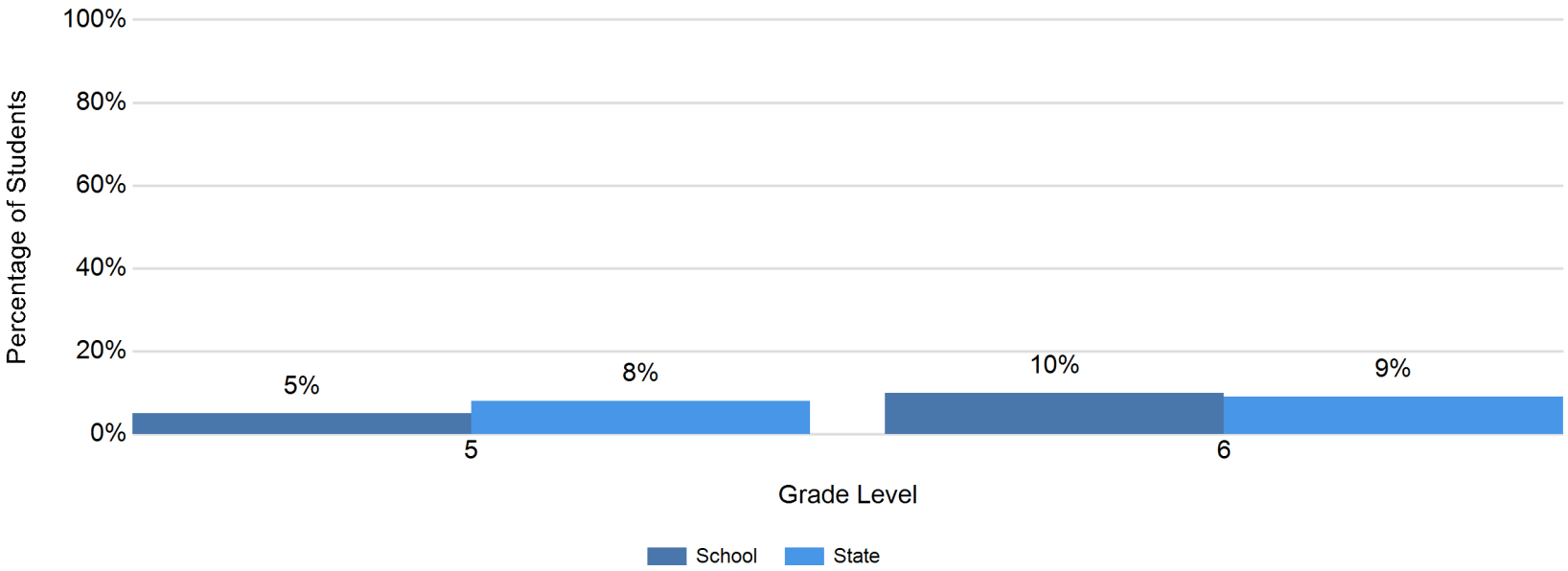
Chronic Absenteeism by Grade

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	11
Weapons	1
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	13
Total Unique Incidents	27
Incidents Per 100 Students Enrolled	2.62

Police Notifications

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

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

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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	4	4
Religion	0	0	0
Ancestry	0	5	5
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	3	3
Other	2	9	11
No Identified Nature	28		28

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	98	9.5%
Out-of-School Suspensions	74	7.2%
Any Suspension	137	13.3%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
201

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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	7:15 AM
Typical End Time	2:25 PM
Length of School Day	7 Hrs 10 Mins
Full Time - Instructional Time	6 Hrs 45 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	121	117,464
Average years experience in public schools	11.4	12.0
Average years experience in district	8.8	10.7
Teachers in district for 4 or more years	68.6%	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	9:1	10:1
Students to Administrators	343:1	161:1
Teachers to Administrators	40:1	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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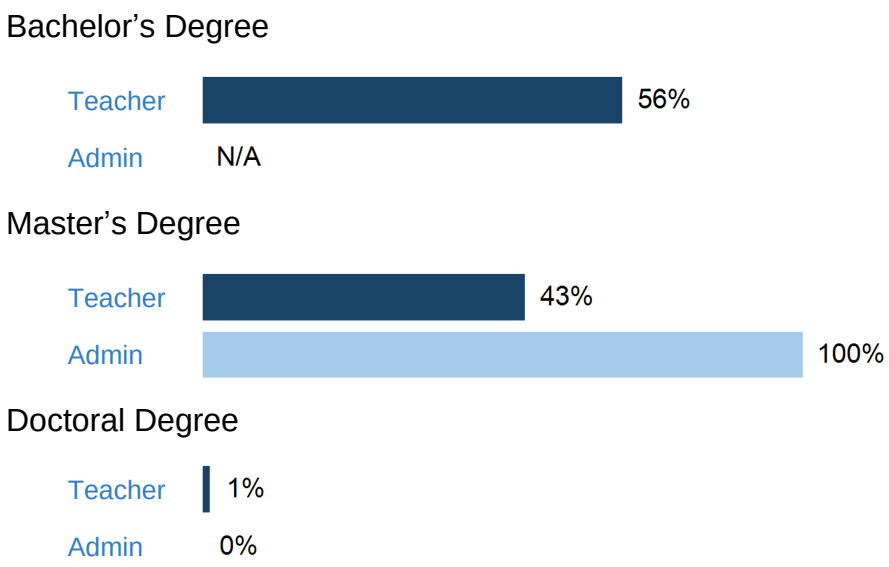
Teachers and Administrators - Level of Education

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	87.6%	33.3%
Male	12.4%	66.7%
White	68.6%	33.3%
Hispanic	7.4%	66.7%
Black or African American	15.7%	0.0%
Asian	7.4%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.8%	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	27.90	15.0%
Mathematics Proficiency	38.39	15.0%
English Language Arts Growth	53.67	20.0%
Mathematics Growth	64.15	20.0%
Progress Towards English Language Proficiency	62.13	20.0%
Chronic Absenteeism	51.38	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	51.07	n/a
Summative Rating: Percentile Rank of Summative Score	51.07	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	Not Met	Not Met	Met Standard	Met Standard	Met Target	Met	No
White	62.05	14.08	No	Met Target†	Met Target	Met Standard	Exceeds Standard	n/a	Not Met	No
Hispanic	51.59	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Black or African American	60.75	14.08	No	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	51.99	14.08	No	Met Goal	Not Met	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	60.31	14.08	No	N	N	Met Standard	Exceeds Standard	n/a	Not Met	No
Economically Disadvantaged Students	50.40	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	44.61	14.08	No	Not Met	Met Target†	Not Met	Met Standard	n/a	Not Met	No
English Learners	52.44	14.08	No	Met Target	Not Met	Met Standard	Met Standard	Met Standard	Met	No

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

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School Narrative

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

Highlights:	• Content-Rich Curricula, including Honors ELA, Science and Advanced Math • Technology utilizing 1:1 Personal Chromebooks • FVPA Programs including Annual Musical and Concerts
Mission, Vision, Theme:	Franklin Township Public Schools is a diverse and unique district, with more than 65 languages spoken by families that send students to the its ten schools. The 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:	Proudly, SGS studentshave been recipients of Educational Excellence and Accomplishments.Each month we honor Students of the Month for their demonstration of the character traits of the month. The Physical Education Department honors Athletes of the Month and the Positive Behavior Support Program honors students with perfect attendance and positive behavior.Each marking period students are recognized for their academic achievements. Students must meet specific criteria such as;Principal Honor roll recipients 96% and above, Honor roll recipients 90% andabove and Honor roll recipients 80% and above are brought together with families in celebrations.

NJ SCHOOL PERFORMANCE REPORT

SAMPSON G. SMITH SCHOOL
(35-1610-150)
Grades Offered: 05-06
2017-2018

Report Key:
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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), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (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:	In addition to a variety of opportunities for students in grades 6-8, Franklin Middle School @SGS offers a wide range of extracurricular activities, including clubs and programs including fine, visual and performing arts, National Junior Honor Society, Student Council, Diversity Club, Robotics Club, Art Club, Yearbook, Newspaper, Yoga Club, Connections, FVPA - Band, Orchestra, Chorus, Dance; Sports: Intramurals, Football, Cross Country, Soccer, Field Hockey, Basketball, Wrestling, Cheerleading, Track, Baseball and Softball.

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Before and After School Programs:	Our schoolwide Title I program provides students with many supplemental learning opportunities. Our extended learning opportunities run from October to early June for selected students using a STEM-oriented approach creative writing, PARCC prep for ELA/Math and parenting partner programs. Our FVPA Program motivates music students for in-depth exploration in vocal, dance, instrumental and drama productions.
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 mission of the PTO is to empower students to develop the attitudes, skills and knowledge they will need to become lifelong learners and independent, productive members of society. We believe this can be achieved throught a school-family partnership of care and dedication in order to develop new opportunities to improve the school environment and to raise funds to support educational events throughout the year.

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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 and support for our students to build more social/emotional learning opportunities for students,FMS @ SGS teachers use the NJDOE culture and climate surveys to support Professional Learning Communities designed to address culture and climate in each school. This fall the schools issued the survey as a baseline and will follow through each year with an annual spring survey as well.
Facilities:	The school was built in 1960 with an expansion in 1988. The district's One Less Move Campaign enabled the referendum project to complete a new roof; a sensor with LED lighting; New Boilers; Air Conditioning in auditorium; new bleachers; renovation of three science rooms for STEM Labs; new heating unit vents; a state-of-the-art health office; guidance suite; main office entrance and suites; auxiliary gym and fitness center. A newly renovated kitchen/cafeteria area was also constructed.
School Safety:	Six School Safety officers are located throughout the building daily. Additionally, we have one School Resource Officer stationed in the building along with one Police Officer that serves as the G.R.E.A.T officer daily. Futhermore, there are over 40 cameras throughout the school building to monitor the school.

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Technology and STEM:	FMS-SGS is a Google School. Teachers utilize Google Classroom and Google APPS for Education. Many teachers have achieved Google Level 1 or 2 Certification. The school uses technology resources, such as iReady, Think Central, Link-It, Code.org, Clever Portal, Go Math, etc. SGS has implemented a full Chromebook 1:1 Program, which is to empower students to become fully active participants in the learning process. Through this program, students acquire technological and critical thinking skills and develop a sense of personal and social responsibility. Awards: 2017 Certified Future Ready School; School Technology Committee; Saturday STEM Academy; Participated First Robotic League - Noncompetitive division; Developed new STEM lab. Technology Equipment: Staff: 13 inch MacBooks; Students: Chromebooks, Interactive Projectors in each classroom, and 3D Printers in STEM Lab. New for 2018: Revised Computer Applications courses for grade 6-8 and new Computer Programming course for grade 8.
Early Childhood Education:	The district offers a comprehensive program in eight sites throughout the district; three coaches and 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.