NJ SCHOOL PERFORMANCE REPORT

BENJAMIN FRANKLIN MIDDLE SCHOOL
(03-5150-060)
Grades Offered: 05-08
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	BERGEN
District	TEANECK TWP
Principal Name	MS. PITT
Address	1315 TAFT ROAD TEANECK, NJ 07666
Phone Number	(201)833-5451
Email Address	NPITT@TEANECKSCHOOLS.ORG
Website	http://www.teaneckschools.org
Twitter	https://twitter.com/TeaneckBFMS

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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	132	122	143
6	123	139	122
7	125	126	143
8	124	131	134
Total	504	518	542

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	48.0%	49.4%	49.4%
Male	52.0%	50.6%	50.6%
Economically Disadvantaged Students	43.5%	46.1%	44.3%
Students with Disabilities	31.2%	28.0%	28.2%
English Learners	1.4%	2.3%	2.6%
Homeless Students		0.6%	1.1%
Students in Foster Care		0.2%	0.4%
Military-Connected Students		0.0%	0.0%
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	8.1%	12.0%	10.5%
Hispanic	36.3%	36.1%	37.3%
Black or African American	41.5%	39.4%	39.7%
Asian	10.5%	10.2%	9.8%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.2%
American Indian or Alaska Native	0.6%	0.2%	0.4%
Two or More Races	2.8%	2.1%	2.2%

Enrollment by Home Language

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

Home Language	% of Students
English	82.7%
Spanish	11.8%
Other Languages	5.5%

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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	50	48	50	Met Standard	50	47	50	Met Standard
White	61	47.5	50	Exceeds Standard	68	53.5	51	Exceeds Standard
Hispanic	55	49.5	49	Met Standard	46	46	48	Met Standard
Black or African American	46	45	44	Met Standard	48	44	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	52	56	61	Met Standard	69	59	61	Exceeds Standard
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	38	50	49	**	41	33	51	**
Economically Disadvantaged	48	48	48	Met Standard	54	48.5	47	Met Standard
Students with Disabilities	35.5	41	41	Not Met	42	38	43	Met Standard
English Learners	50.5	56	54	Met Standard	69.5	64.5	51	Exceeds Standard

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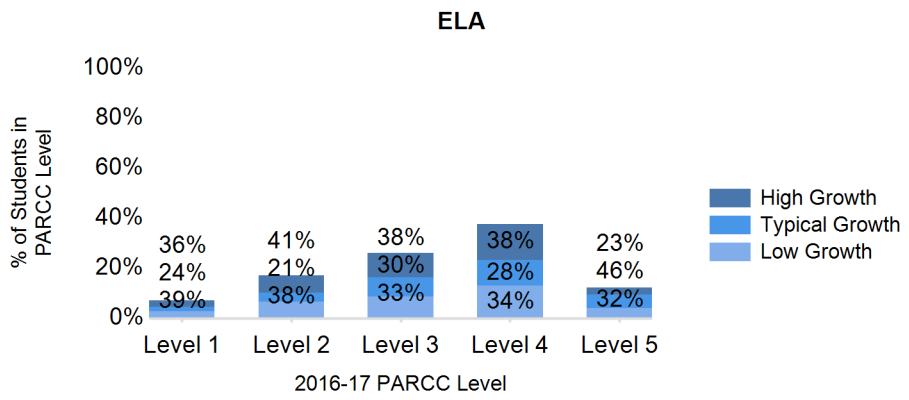
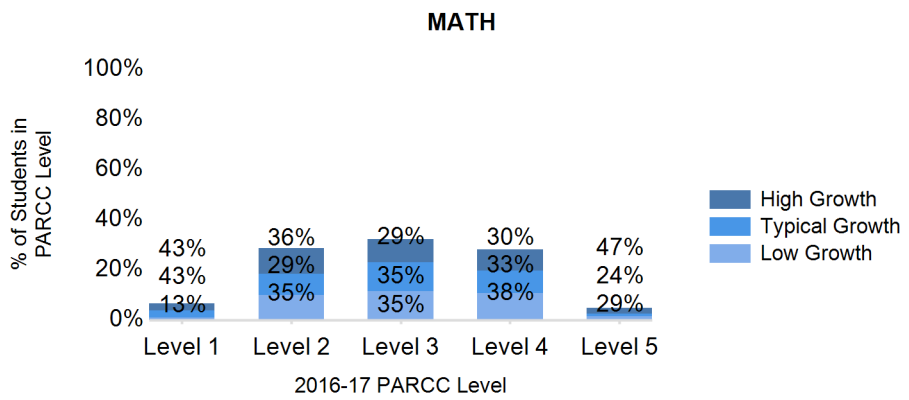
Student Growth by Performance Level

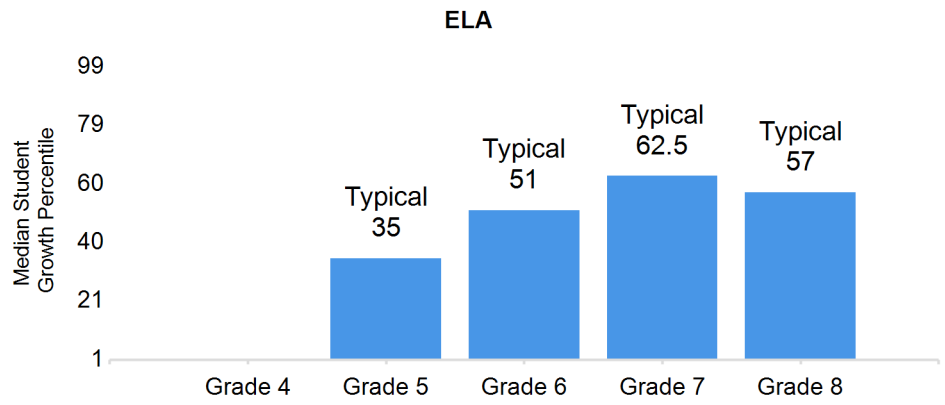
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

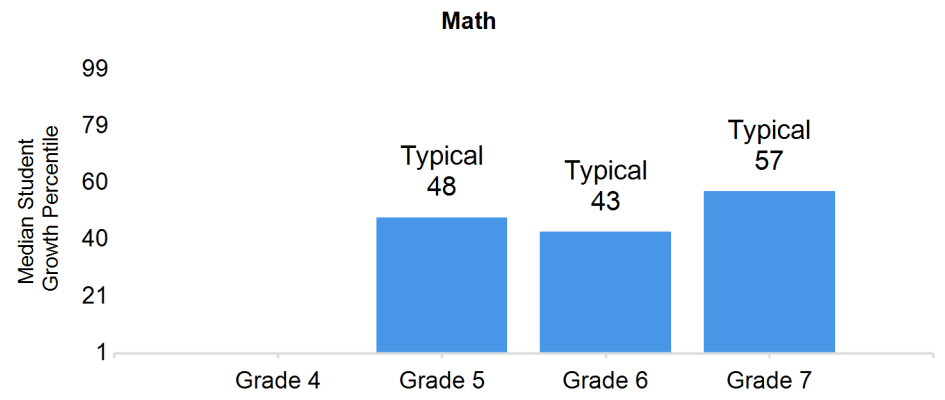




Student Growth by Grade

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	512	96.5	55.3	59.6	56.7	55.3	53.5	Met Target
White	56	96.6	69.6	*	65.6	69.6	76.4	Met Target†
Hispanic	188	96.9	54.3	58.3	42.5	54.3	49.8	Met Target
Black or African American	201	95.4	48.2	51.7	37.3	48.2	49	Met Target†
Asian, Native Hawaiian, or Pacific Islander	54	100.0	72.2	*	82.3	72.2	66.6	Met Target
American Indian or Alaska Native	*	*	*	50.0	52.7	*	**	**
Two or More Races	*	*	*	68.0	63.4	*	**	**
Female	253	97.0	68.3	69.3	64.5	68.3		
Male	259	96.0	42.5	49.9	49.4	42.5		
Economically Disadvantaged Students	215	94.8	48.9	50.6	38.5	48.6	45	Met Target
Non-Economically Disadvantaged Students	297	97.7	60.0	65.0	67.5	60.0		
Students with Disabilities	145	96.1	22.0	25.2	21.6	22.0	21.3	Met Target
Students without Disabilities	367	96.6	68.4	71.8	63.9	68.4		
English Learners	52	98.1	40.3	*	27.3	40.3	23	Met Target
Non-English Learners	460	96.3	56.9	*	59.4	56.9		
Homeless Students	*	*	*	44.5	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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	129	745	749	755	9%	15%	32%	*	*	44%	58%
White	12	758	754	763	0%	*	*	*	*	67%	68%
Hispanic	48	750	750	743	*	*	33%	*	*	52%	43%
Black or African American	55	736	742	738	*	22%	35%	*	*	31%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	67	751	753	762	*	*	25%	*	*	55%	66%
Male	62	739	746	749	*	*	39%	*	*	32%	51%
Economically Disadvantaged Students	52	737	744	739	*	*	25%	*	*	40%	39%
Non-Economically Disadvantaged Students	77	751	754	766	*	*	36%	*	*	47%	71%
Students with Disabilities	36	722	728	724	*	*	*	*	*	17%	22%
Students without Disabilities	93	755	756	762	*	*	*	*	*	55%	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	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	112	752	751	754	9%	16%	24%	33%	18%	51%	56%
White	16	768	766	761	0%	*	*	*	*	69%	66%
Hispanic	37	746	746	742	*	*	32%	*	*	43%	42%
Black or African American	48	747	743	737	*	*	25%	*	*	46%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	59	768	764	761	*	*	25%	*	*	68%	64%
Male	53	734	738	748	*	*	23%	*	*	32%	48%
Economically Disadvantaged Students	51	739	737	739	*	*	29%	*	*	35%	37%
Non-Economically Disadvantaged Students	61	763	762	764	*	*	20%	*	*	64%	68%
Students with Disabilities	19	716	719	723	*	*	*	*	*	11%	18%
Students without Disabilities	93	759	761	760	*	*	*	*	*	59%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	138	755	758	760	10%	10%	22%	35%	23%	58%	63%
White	*	*	*	768	*	*	*	*	*	*	72%
Hispanic	56	756	758	746	*	*	21%	38%	23%	61%	49%
Black or African American	54	744	750	740	*	*	28%	*	*	44%	42%
Asian, Native Hawaiian, or Pacific Islander	13	787	776	790	0%	*	0%	*	*	92%	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	69	769	769	769	*	*	16%	46%	29%	75%	72%
Male	69	742	748	752	*	*	28%	23%	17%	41%	54%
Economically Disadvantaged Students	61	754	754	742	*	*	25%	39%	20%	59%	44%
Non-Economically Disadvantaged Students	77	756	761	771	*	*	19%	31%	26%	57%	73%
Students with Disabilities	40	718	725	721	*	*	*	*	*	20%	22%
Students without Disabilities	98	770	769	768	*	*	*	*	*	73%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	124	761	764	759	*	*	17%	48%	19%	67%	60%
White	*	*	*	767	*	*	*	*	*	*	70%
Hispanic	46	756	757	744	*	*	24%	*	*	57%	45%
Black or African American	45	758	761	739	*	*	*	*	*	71%	39%
Asian, Native Hawaiian, or Pacific Islander	19	765	773	789	*	*	*	*	*	68%	86%
American Indian or Alaska Native	N	N	*	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	56	766	771	768	*	*	*	52%	21%	73%	69%
Male	68	757	756	751	*	*	*	44%	18%	62%	52%
Economically Disadvantaged Students	47	750	759	740	*	*	*	*	*	60%	42%
Non-Economically Disadvantaged Students	77	768	767	769	*	*	*	*	*	71%	71%
Students with Disabilities	35	724	730	719	*	*	29%	*	*	23%	19%
Students without Disabilities	89	776	776	766	*	*	12%	*	*	84%	68%
English Learners	10	770	*	703	*	*	*	*	*	60%	*
Non-English Learners	114	760	*	761	*	*	*	*	*	68%	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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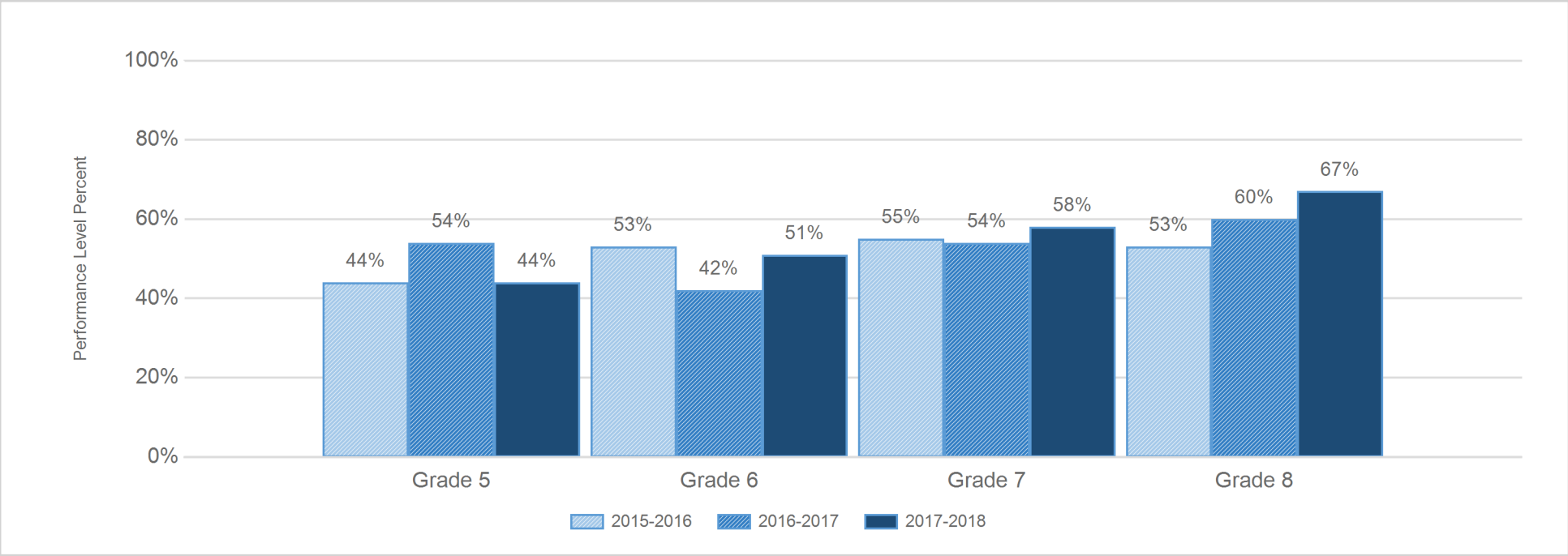
English Language Arts/Literacy Assessment - Performance Trends

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	518	96.7	37.3	42.1	45.0	37.3	41.9	Not Met
White	56	96.6	55.4	*	54.1	55.4	68.6	Not Met
Hispanic	193	97.0	35.7	38.6	29.2	35.7	39.2	Met Target†
Black or African American	201	95.4	26.4	32.9	23.4	26.4	35.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	54	100.0	62.9	*	77.0	62.9	62.5	Met Target
American Indian or Alaska Native	*	*	*	27.3	42.5	*	**	**
Two or More Races	*	*	*	44.0	53.0	*	**	**
Female	256	97.0	38.3	43.2	46.0	38.3		
Male	262	96.4	36.3	40.9	43.9	36.3		
Economically Disadvantaged Students	219	94.9	32.4	34.1	26.6	32.4	34	Met Target†
Non-Economically Disadvantaged Students	299	98.1	40.8	47.0	55.9	40.8		
Students with Disabilities	146	96.7	13.0	*	17.1	13.0	16.9	Met Target†
Students without Disabilities	372	96.7	46.8	*	50.5	46.8		
English Learners	57	98.4	35.1	34.9	24.6	35.1	13.5	Met Target
Non-English Learners	461	96.5	37.5	42.6	46.9	37.5		
Homeless Students	*	*	*	29.4	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

BENJAMIN FRANKLIN MIDDLE SCHOOL
(03-5150-060)
Grades Offered: 05-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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N No Data is available to display
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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	132	743	749	748	*	27%	33%	*	*	37%	49%
White	12	755	761	756	*	*	*	*	*	75%	60%
Hispanic	50	747	748	736	0%	26%	32%	*	*	42%	32%
Black or African American	55	733	740	730	*	36%	42%	*	*	18%	26%
Asian, Native Hawaiian, or Pacific Islander	11	771	775	777	0%	0%	*	*	*	73%	82%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	69	742	747	749	*	25%	36%	*	*	38%	50%
Male	63	744	751	747	*	30%	29%	*	*	37%	48%
Economically Disadvantaged Students	54	737	744	733	*	37%	35%	*	*	24%	29%
Non-Economically Disadvantaged Students	78	747	752	758	*	21%	31%	*	*	46%	62%
Students with Disabilities	37	728	736	726	*	54%	27%	*	*	14%	20%
Students without Disabilities	95	749	753	752	*	17%	35%	*	*	46%	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	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	113	737	737	744	9%	23%	37%	*	*	31%	44%
White	16	751	747	751	0%	*	*	*	*	44%	54%
Hispanic	38	730	731	731	*	29%	34%	*	*	26%	27%
Black or African American	48	731	730	726	*	27%	33%	*	*	27%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	59	744	741	745	*	19%	39%	*	*	37%	45%
Male	54	729	732	742	*	28%	35%	*	*	24%	42%
Economically Disadvantaged Students	52	728	727	729	*	*	29%	*	*	23%	24%
Non-Economically Disadvantaged Students	61	744	744	753	*	*	44%	*	*	38%	56%
Students with Disabilities	19	716	716	717	*	53%	*	*	*	11%	13%
Students without Disabilities	94	741	743	748	*	17%	*	*	*	35%	49%
English Learners	*	*	734	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	737	745	*	*	*	*	*	*	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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	140	735	739	743	12%	26%	28%	*	*	34%	43%
White	*	*	*	750	*	*	*	*	*	*	54%
Hispanic	58	733	736	732	*	21%	34%	*	*	31%	27%
Black or African American	54	726	731	727	*	39%	28%	*	*	20%	21%
Asian, Native Hawaiian, or Pacific Islander	13	765	755	767	0%	0%	*	*	*	77%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	69	737	740	745	*	33%	32%	*	*	30%	45%
Male	71	733	738	741	*	20%	24%	*	*	37%	42%
Economically Disadvantaged Students	62	736	736	730	*	24%	31%	*	*	35%	24%
Non-Economically Disadvantaged Students	78	734	741	751	*	28%	26%	*	*	32%	55%
Students with Disabilities	40	712	715	717	*	43%	*	*	*	10%	12%
Students without Disabilities	100	744	747	748	*	20%	*	*	*	43%	50%
English Learners	*	*	718	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	740	744	*	*	*	*	*	*	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by 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	101	732	738	728	22%	19%	26%	*	*	34%	28%
White	*	*	*	736	*	*	*	*	*	*	36%
Hispanic	42	729	732	722	*	*	*	31%	0%	31%	22%
Black or African American	38	729	739	715	*	*	29%	32%	0%	32%	15%
Asian, Native Hawaiian, or Pacific Islander	12	748	754	747	*	*	*	*	*	42%	51%
American Indian or Alaska Native	N	N	*	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	48	732	742	731	*	*	*	*	*	38%	31%
Male	53	733	734	725	*	*	*	*	*	30%	26%
Economically Disadvantaged Students	46	732	736	719	26%	*	*	*	*	41%	20%
Non-Economically Disadvantaged Students	55	733	739	735	18%	*	*	*	*	27%	35%
Students with Disabilities	35	706	709	705	*	*	*	*	*	11%	*
Students without Disabilities	66	746	751	735	*	*	*	*	*	45%	*
English Learners	*	*	726	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	738	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	25	802	752	746	0%	0%	0%	52%	48%	100%	46%
White	*	*	778	755	*	*	*	*	*	*	57%
Hispanic	*	*	749	730	*	*	*	*	*	*	27%
Black or African American	*	*	740	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	10	802	756	748	0%	0%	0%	*	*	100%	48%
Male	15	802	748	745	0%	0%	0%	*	*	100%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	*	716	N	N	N	N	N	N	13%
Students without Disabilities	25	802	*	752	0%	0%	0%	52%	48%	100%	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	*	720	N	N	N	N	N	N	11%

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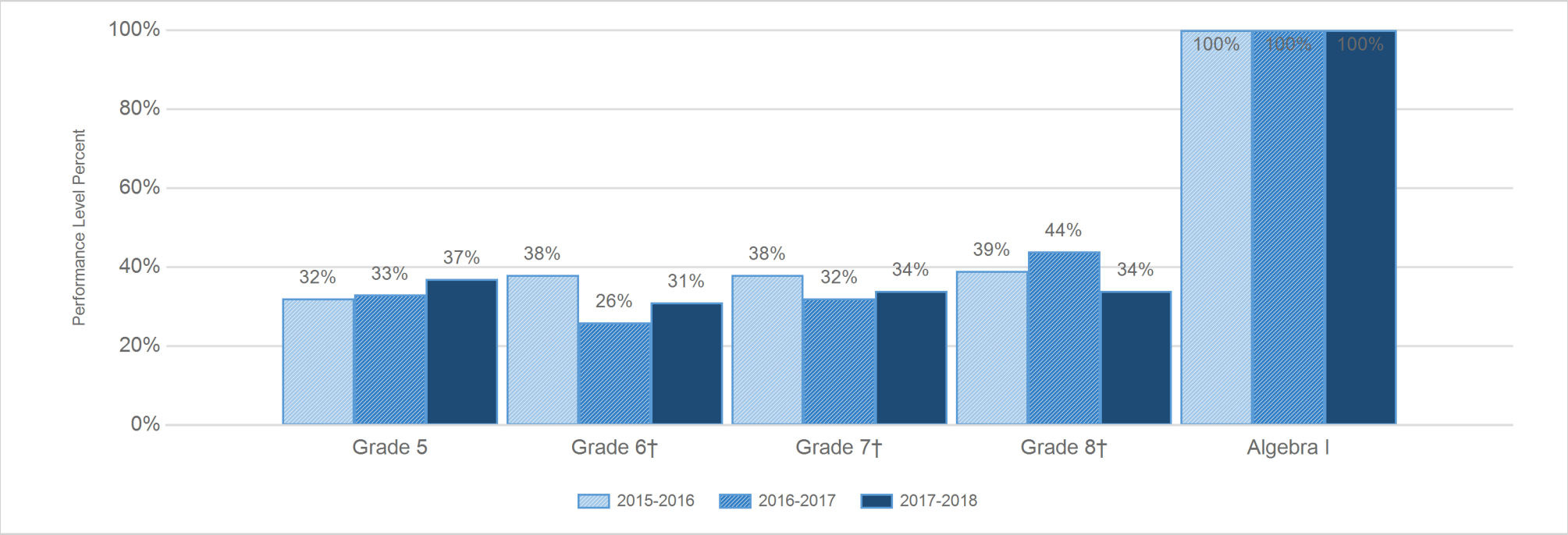
Mathematics Assessment – Performance Trends

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
5	*	*
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. 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	*	*	*

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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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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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	122
7	0	0	145
8	25	0	108
Total	25	0	375

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	108	0	0	0	0	0	0
7	94	53	0	0	0	0	0
8	65	71	0	0	0	0	0
Total	267	124	0	0	0	0	0

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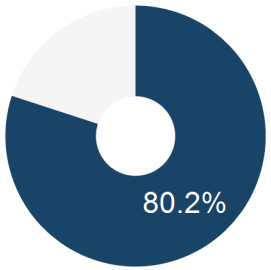
Visual and Performing Arts – Course Participation

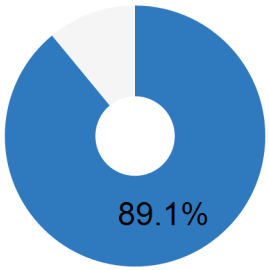
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

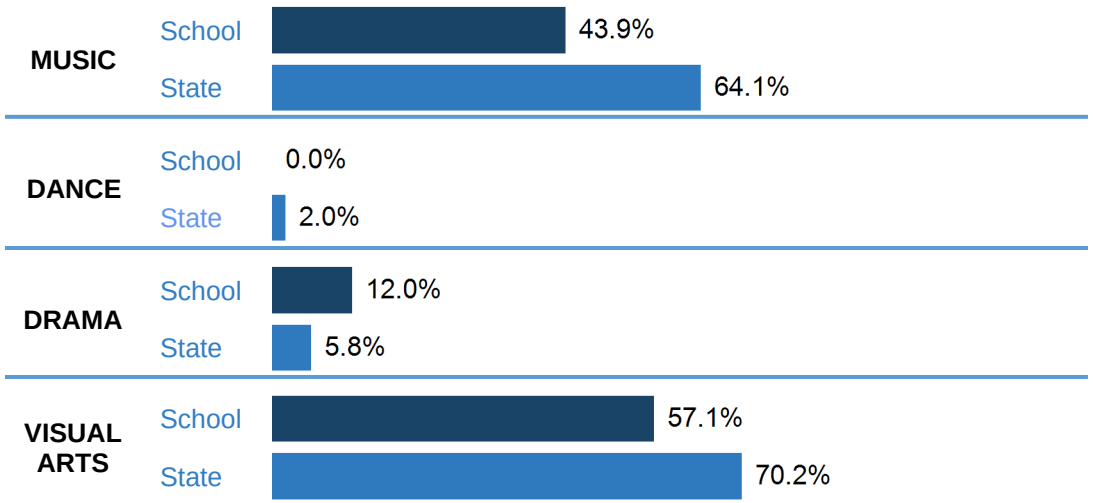


School



State

Students enrolled in one or more classes by discipline:



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

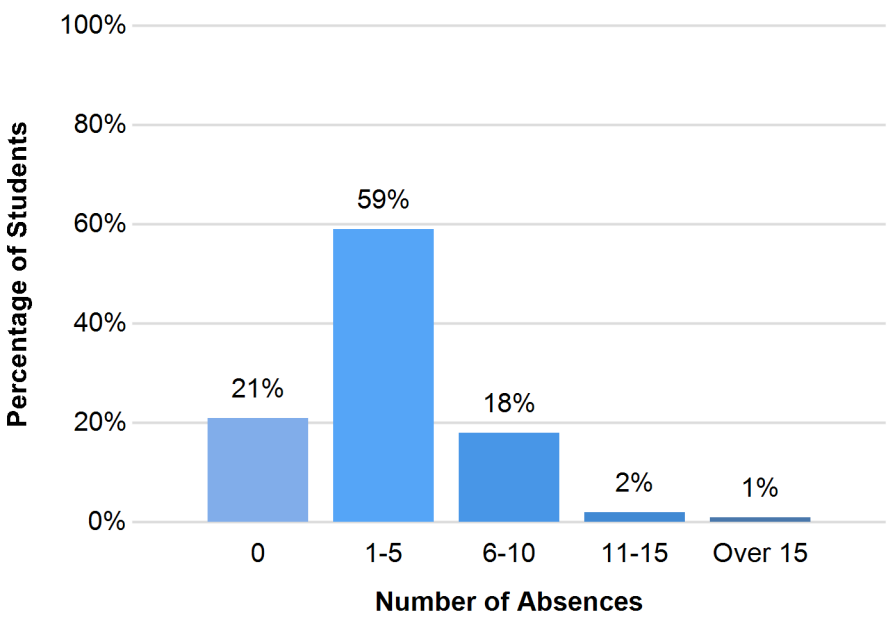
Chronic Absenteeism

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	4	0.7	9.1	Met
White	1	1.6	9.1	Met
Hispanic	1	0.5	9.1	Met
Black or African American	2	0.9	9.1	Met
Asian, Native Hawaiian, or Pacific Islander	0	0	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	2	0.8	9.1	Met
Students with Disabilities	1	0.6	9.1	Met
English Learners	0	0	**	**

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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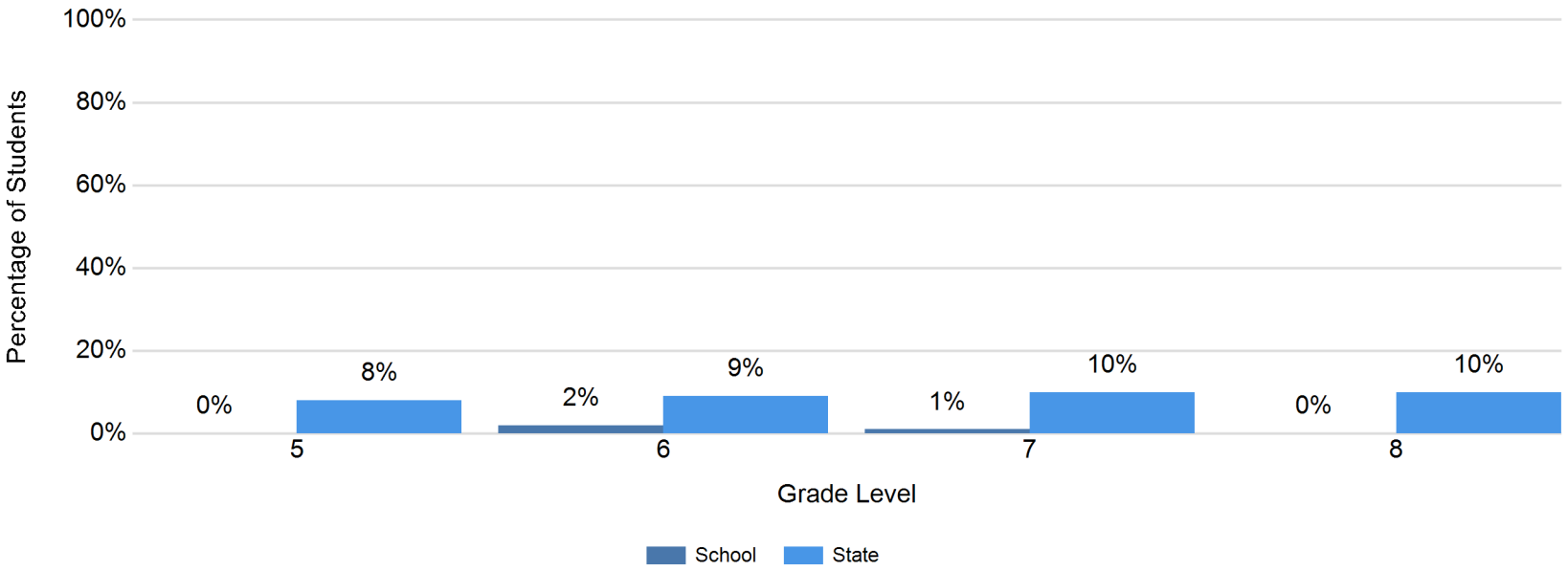
Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality 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 by Grade

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



NJ SCHOOL PERFORMANCE REPORT

BENJAMIN FRANKLIN MIDDLE SCHOOL
(03-5150-060)
Grades Offered: 05-08
2017-2018

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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	38
Weapons	3
Vandalism	5
Substances	5
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	56
Incidents Per 100 Students Enrolled	10.33

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	0	2	2
Religion	0	0	0
Ancestry	0	0	0
Gender	1	1	2
Sexual Orientation	0	0	0
Disability	0	0	0
Other	6	2	8
No Identified Nature	1		1

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	52	9.6%
Out-of-School Suspensions	56	10.3%
Any Suspension	85	15.7%
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
126

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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 50 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	3.1:1

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)	$570	$20,208	$20,778

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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	57	117,464
Average years experience in public schools	10.7	12.0
Average years experience in district	8.6	10.7
Teachers in district for 4 or more years	54.4%	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	27	9,374
Average years experience in public schools	16.7	16.0
Average years experience in district	10.6	12.0
Administrators in district for 4 or more years	70.4%	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	10:1	10:1
Students to Administrators	181:1	133:1
Teachers to Administrators	19:1	13:1
Students to Librarians/Media Specialists		1198:1
Students to Nurses		513:1
Students to Counselors		327:1
Students to Child Study Team		180:1

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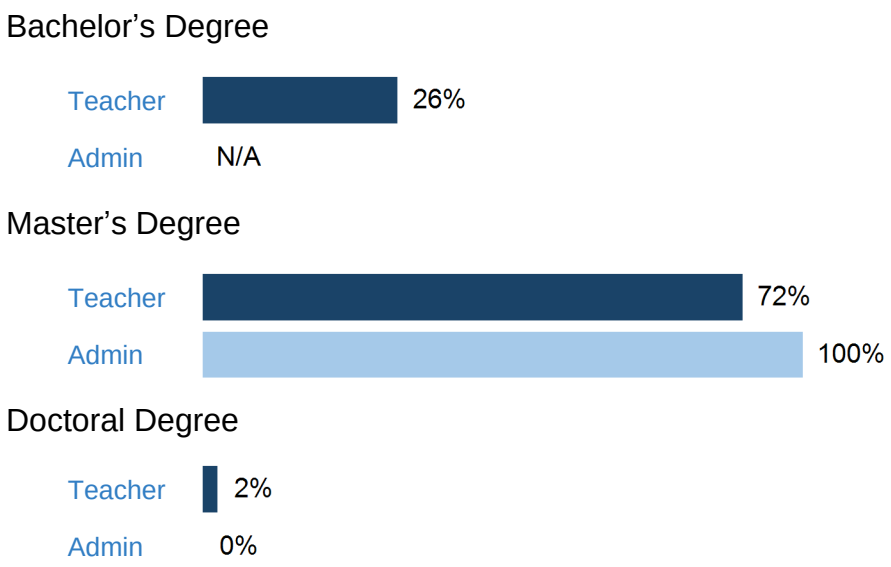
Teachers and Administrators - Level of Education

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	91.5%	90.2%
2016-17 Administrators: Same district 2017-18	85.2%	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	94.9%

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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	80.7%	66.7%
Male	19.3%	33.3%
White	63.2%	66.7%
Hispanic	12.3%	0.0%
Black or African American	17.5%	33.3%
Asian	7.0%	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	47.93	17.5%
Mathematics Proficiency	33.00	17.5%
English Language Arts Growth	48.22	25.0%
Mathematics Growth	59.94	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	99.04	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	56.06	n/a
Summative Rating: Percentile Rank of Summative Score	59.00	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	No
White	76.26	14.08	No	Met Target†	Not Met	Exceeds Standard	Exceeds Standard	n/a	Met	No
Hispanic	64.82	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Black or African American	69.40	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	44.37	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	70.84	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	49.40	14.08	No	Met Target	Met Target†	Not Met	Met Standard	n/a	Met	No
English Learners	70.57	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	Exceeds Standard	**	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:	• BFMS hosted Unity Day which offered an opportunity for community members to explore the topic of leadership with BFMS students. • The BFMS chorus performed at the Prudential Center for the American Voices Concert. • BFMS celebrated culture with Night at the Museum, Black History Dance/Spoken Word Showcase, Chinese New Year Performance, French Day, and a Multicultural Dinner.
Mission, Vision, Theme:	At BFMS, educators are committed to our students learning in a socially nurturing and intellectually challenging environment which fosters the development of 21st century learners and workers. We believe in a growth mindset. Our credo is as follows: We are Building. We are Focused. We are Motivated. We are Strong. We are BFMS...And Here We Grow.
Awards, Recognition, Accomplishments:	Eighteen grade 8 students were inducted into the National Junior Honor Society. The following number of students earned honor roll and Principal's honor roll as follows: marking period 1- 183, marking period 2- 180, marking period 3- 161, marking period 4- 161. There were 100 students recognized at Student of the Month recipients. Our school counselor was awarded as the Counselor of the year for the Bergen County School Counselors Association.

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Courses, Curriculum, Instruction:	Our language arts curriculum seeks to foster the growth of critical readers, articulate speakers, and thoughtful writers. BFMS students read a true balance of informational and literary text. Our math curriculum is rigorous and evokes intellectual curiosity about the study of mathematics. Go Math and Connected Math are the primary resources. BFMS is implementing the NGSS in science classes.
Sports and Athletics:	Sports Offered: Cross Country (Coed) Our intramural program provides activities such as indoor soccer, volleyball, basketball, kickball, wiffleball, and other games to grades 5-8 once a week for 45 minutes after school. The program is fairly small since it is limited to students who have had a sports physical.
Clubs and Activities:	BFMS has the following clubs: the Anime Club, BF Achievers, 5th and 6th Grade Band, Character Education club (C.L.U.B) Chorus, Computer Club, Drama Club, DREAMS, Environmental Science Club, the Flight Team, Jazz Band, Makerspace Club, National Junior Honor Society, the NBA book club Newspaper Club, Orchestra, Physical Education Intramurals, Student Council, and Yearbook.

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Before and After School Programs:	We have a daily before school breakfast club, open to all students, whether or not they buy breakfast. Breakfast club is supervised by staff members. We also have a School Aged Child Care (SACC) program that runs everyday after school that is run by our Community Education Department. We also have a Title One after school program which focuses on providing additional support in language arts and math.
Staff and Professional Learning:	BFMS staff members generally meet at least once a week for professional learning. Staff members participated in professional development related to but not limited to the following topics: growth mindset, differentiation of instruction, strategies for active student engagement, staff engagement, assessment, social emotional learning, cross-curricular incorporation of literacy strategies, integration of math strategies, data analysis/ disaggregation, and content specific training. PLCs met at least twice per month.

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Student Supports and Services:	ELLs received daily ESL instruction one or two periods a day. The ESL program lessons were aligned to the WIDA standards in the four domains as well as CCCS. The Child Study Team is responsible for receiving referrals for evaluations to determine eligibility for Special Education and Related Services, providing case management as well as serving as liaisons between teachers, administrators and parents. The TAG program provides support for students identified as academically gifted.
Student Health and Wellness:	Students participate in a physical education and health curriculum that helps students gain the knowledge, skills, and behaviors necessary to foster a healthy and active lifestyle. Students participate in a variety of individual and team sport activities as well as fitness assessments, cooperative and team building games. The health curriculum includes such topics as: mental/social health, nutrition, drug/alcohol education, anti-bullying, sexuality and family life.
Parent and Community Involvement:	The active PTO organizes fundraisers to support field trips, provide additional technology to the school, and fund classroom/school projects. The PTO also offers educational opportunities for students and families by providing informational parent sessions. BFMS has several parent events including: BF Envisions, Men's Day, Multicultural night, and a Parent Appreciation ceremony. BFMS partnered with the Coalition of 100 Black Women for our annual Women's day event. Parents and students can access grades online. Weekly correspondence is emailed to families.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers BFMS staff were provided with a climate survey. The survey inquired about job satisfaction, effectiveness of professional development, effectiveness of instructional feedback by administrators, staff input, and school safety.
School Safety:	BFMS has a school safety committee which regularly meets to analyze safety procedures and make updated recommendation, as necessary.

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Technology and STEM:	Teachers have access to chromebooks, laptops, a computer lab, and media center. Teachers also have multimedia projectors and document cameras for their instructional use.

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Other Information:	The BFMS staff is committed to forging positive relationships with families and offering support to students in need. BF Cares was a holiday drive which provided gifts for over 50 students from our teachers and community members. We partnered with the Center for Food Action to provide weekend snack packs for some of students. In celebration of parent involvement, we launched Parent University. This initiaive offers "college degrees" to parents who attend school events. Parents receive certificates and awards at an appreciation ceremony at the end of the school year.