



State of New Jersey

2014-15

OVERVIEW

SOMERSET
FRANKLIN TWP

GRADE SPAN 08-12

35-1610-050
FRANKLIN HIGH SCHOOL
500 ELIZABETH AVENUE
SOMERSET, NJ 08873-3001

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

SOMERSET
FRANKLIN TWP

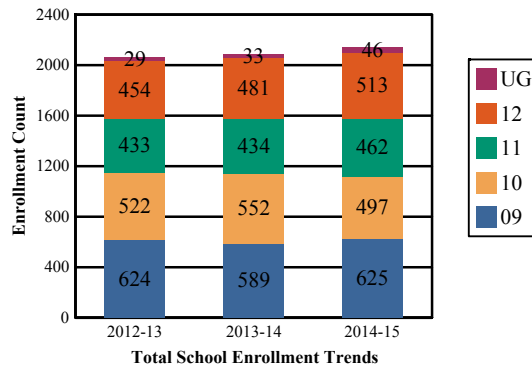
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Enrollment by Grade

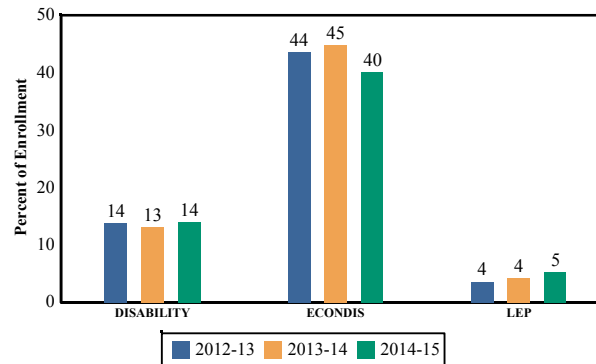
This graph presents the count of students who were 'on roll' by grade in October of each school year.



Total School Enrollment Trends

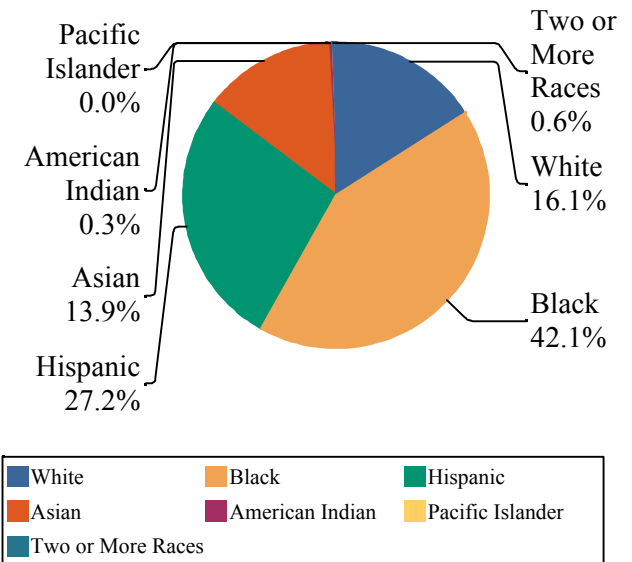
Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



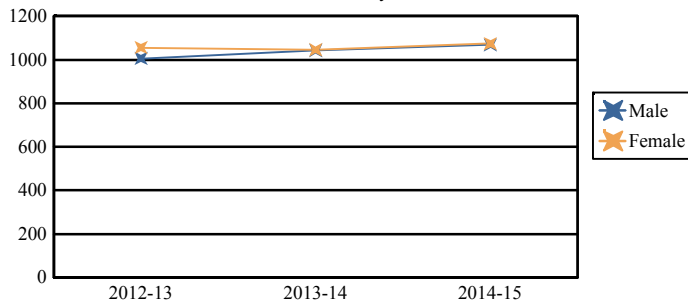
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade

Total School Enrollment

2012-13	2,061
2013-14	2,088
2014-15	2,143

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	1,006	1,056
2013-14	1,043	1,046
2014-15	1,069	1,074

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	300	14%
Economically Disadvantaged Students	859	40.1%
English Language Learners	113	5.3%

Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	72.9%
Spanish	17.5%
Gujarati	2.5%
Creoles and pidgins, Engli	1.0%
Tagalog	1.0%
Arabic	0.6%
Other	4.6%

ACADEMIC ACHIEVEMENT

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L), Mathematics and Biology as demonstrated in 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments and the End-of-Course Biology assessment. The below chart consist of three columns with measures. The first column - Schoolwide Performance - below includes the percentage of students who met or exceeded expectations in ELA/L or Math. The middle column - Peer School Percentile - indicates how the school's outcomes compare to its group of peer schools. The last column - Statewide Percentile - indicates how the school's outcomes compare to schools across the state in ELA/L.

Academic Achievement	Schoolwide Performance	Peer Percentile	State Percentile
HS English Language Arts/Literacy Met or Exceeded Expectation	37%	45	48
HS Math Met or Exceeded Expectation	19%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	899	36.7%	95%	90.1%	NO
White	142	60.5%	95%	87.3%	NO
African American	375	27.2%	95%	90.5%	YES*
Hispanic	259	24.4%	95%	91.8%	YES*
American Indian	-	-	--	--	--
Asian	116	65.5%	95%	89.5%	NO
Two or More Races	-	-	--	--	--
Students with Disability	138	10.1%	95%	86.8%	NO
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	353	21.5%	95%	90.5%	NO

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	984	22.2%	95%	91.1%	YES*
White	145	47.6%	95%	87.5%	NO
African American	410	11.7%	95%	90.3%	NO
Hispanic	309	11.3%	95%	93.2%	YES*
American Indian	-	-	--	--	--
Asian	110	59.1%	95%	93.1%	YES*
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	415	10.3%	95%	91.7%	YES*

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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Proficiency Outcomes - Biology

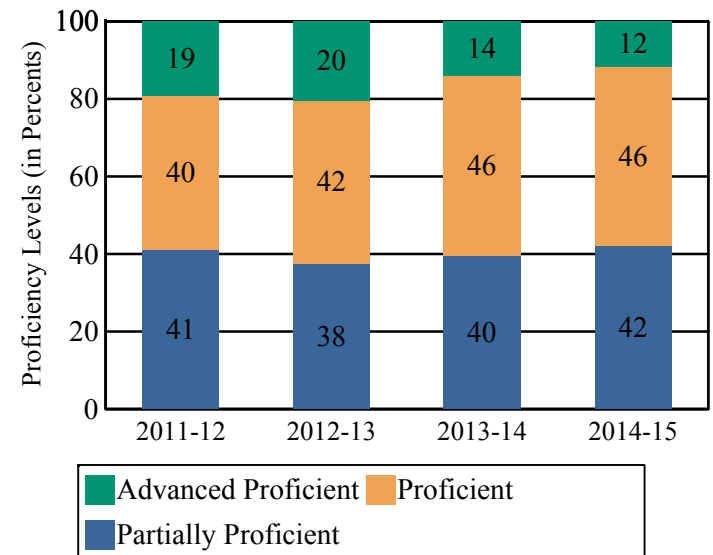
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	12%	46%	42%
White	21%	59%	20%
African American	3%	49%	48%
Hispanic	3%	36%	60%
American Indian	-	-	-
Asian	42%	42%	16%
Two or More Races	-	-	-
Students with Disability	1%	16%	82%
English Language Learners	-	-	-
Economically Disadvantaged Students	3%	38%	59%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

Proficiency Trends - Biology

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient, and Partially Proficient categories of the Biology Competency Test over the last four years.





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PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations (Min. 650)	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations (Max. 850)

PARCC ELA Performance Distribution - Grade - 09

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	481	733	739	21%	22%	22%	26%	8%	34%	41%
White	62	756	746	13%	6%	23%	39%	19%	58%	47%
African American	204	725	723	23%	28%	23%	22%	4%	25%	23%
Hispanic	151	722	725	28%	25%	23%	23%	1%	24%	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	60	765	765	5%	13%	18%	37%	27%	63%	68%
Two or More Races	-	-	731	-	-	-	-	-	-	36%
Students with Disability	84	707	706	48%	30%	11%	10%	2%	12%	9%
English Language Learners	-	-	693	-	-	-	-	-	-	5%
Economically Disadvantaged Students	213	722	724	27%	28%	23%	20%	2%	22%	24%

PARCC ELA Performance Distribution - Grade - 10

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	415	738	735	21%	19%	20%	29%	11%	40%	38%
White	79	760	741	11%	11%	14%	43%	20%	63%	43%
African American	169	727	717	26%	22%	22%	22%	7%	29%	22%
Hispanic	108	725	720	26%	22%	27%	23%	2%	25%	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	56	765	763	11%	11%	11%	39%	29%	68%	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	-	-	698	-	-	-	-	-	-	8%
English Language Learners	-	-	685	-	-	-	-	-	-	4%
Economically Disadvantaged Students	139	720	718	30%	24%	26%	17%	3%	20%	23%



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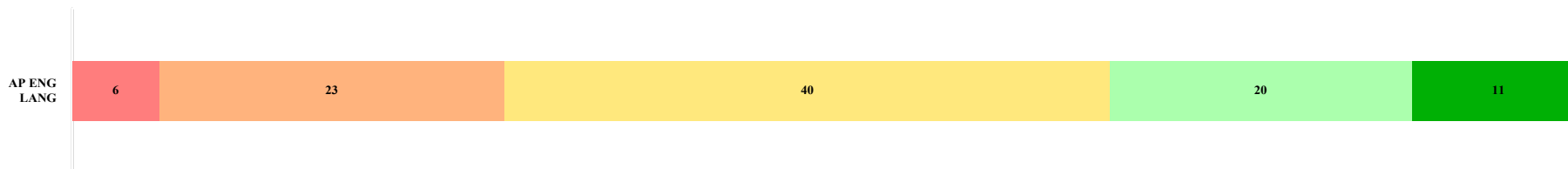
PARCC ELA Performance Distribution - Grade - 11

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	356	741	741	14%	19%	28%	32%	7%	40%	42%
White	56	759	745	7%	13%	18%	48%	14%	63%	46%
African American	178	738	727	15%	17%	29%	34%	5%	39%	27%
Hispanic	79	729	731	18%	27%	32%	23%	1%	24%	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	39	751	765	13%	18%	28%	21%	21%	41%	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	60	718	712	35%	25%	18%	18%	3%	22%	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	131	729	730	18%	27%	30%	24%	2%	25%	30%

Advanced Placement/International Baccalaureate English Performance Distribution

This graph presents the percentage of students in this school scoring in each performance level of the AP/IB English assessment. Students who score AP ≥ 3 or IB ≥ 4 may earn college credit. Shown below the graph is a table that presents the percentage of students who achieved a score that could potentially earn college credit and the average score earned in the school.



Subject	Valid Scores	% Eligible for College Credit	Average Score Earned in the School	Average Score Earned in the State
AP ENG LANG	70	71.4%	3.09	3.36
- Data is suppressed to protect the confidentiality of the students.				

PARCC ALGEBRA I - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	472	720	740	22%	33%	31%	14%	0%	14%	40%
White	41	730	746	10%	32%	37%	22%	0%	22%	47%
African American	217	718	722	25%	34%	29%	12%	0%	12%	20%
Hispanic	179	718	725	23%	36%	30%	12%	0%	12%	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	30	743	769	0%	27%	40%	30%	3%	33%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

PARCC GEOMETRY - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	405	729	728	11%	35%	34%	17%	3%	20%	21%
White	67	743	731	7%	15%	33%	40%	4%	45%	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	-	-	718	-	-	-	-	-	-	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	46	753	751	2%	20%	17%	48%	13%	61%	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	8%

PARCC ALGEBRA II - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	397	722	721	29%	27%	21%	21%	1%	22%	24%
White	72	747	725	13%	14%	21%	51%	1%	53%	27%
African American	-	-	701	-	-	-	-	-	-	8%
Hispanic	-	-	706	-	-	-	-	-	-	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	57	752	751	7%	25%	18%	47%	4%	51%	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	-	-	691	-	-	-	-	-	-	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	705	-	-	-	-	-	-	9%

ACADEMIC ACHIEVEMENT

SOMERSET

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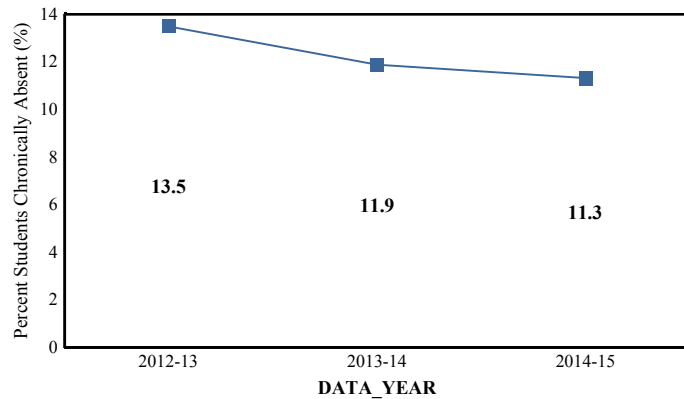
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Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

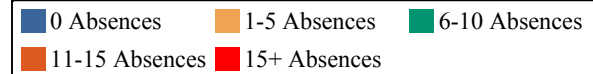
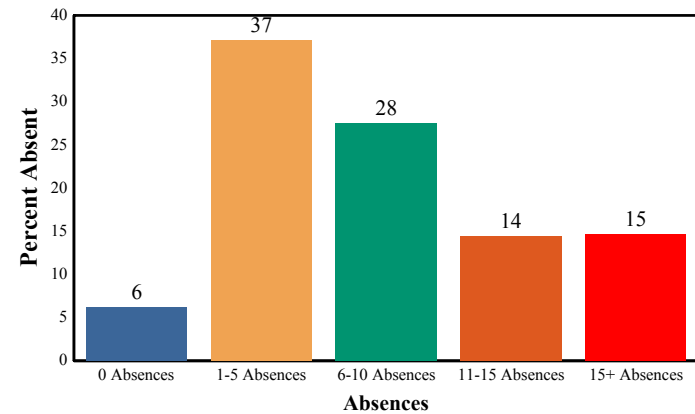


Chronic Absenteeism for 2014-15

11.33%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



COLLEGE AND CAREER READINESS

SOMERSET

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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550, the percentage of 11th and 12th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Percent of Students Participating in SAT or ACT	77%	48	38	80%	NO
Percent of Students Participating in PSAT or PLAN	91%	61	56	60%	YES
Percent of Students Scoring Above 1550 on SAT	31%	48	40	40%	NO
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	26%	84	62	35%	NO
Percent of AP Tests ≥ 3 or IB Test ≥ 4 in English, Math, Social Studies or Science	64%	47	49	75%	NO
Summary		58	49		20%

College Readiness Test Participation

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

2014-15 Percent of Students	School	Peer Avg.	State Avg
Participating in SAT	75.4%	73.6%	79.1%
Participating in ACT	19.1%		25.2%
Participating in PSAT or PLAN	91.3%	68.9%	79.6%
Participating in Dual Enrollment	1.7%		14.9%

AP/IB Participation - 'Unique' Students

The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e., each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

2014-15 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	38.9%	29.5%	36.3%
One or More Test	28.0%	24.8%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	25.9%	19.4%	25.3%

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

COLLEGE AND CAREER READINESS
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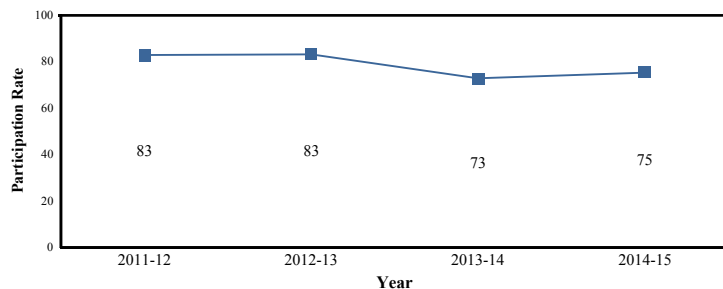
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Participation Trends - SAT Testing

Participation Trends - SAT Testing

This graph presents the participation rate in the SAT over the last four years.



Scholastic Assessment Test (SAT) Results

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

2014-15	School	Peer Avg.	State Avg.
Percent of Students Scoring Above 1550 on SAT	30.9%	31.1%	43.8%

Composite SAT Score

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

2014-15	School	Peer Avg.	State Avg.
Composite SAT Score	1,408	1,432	1,508
Critical Reading	465	469	496
Mathematics	486	494	518
Writing	457	469	494

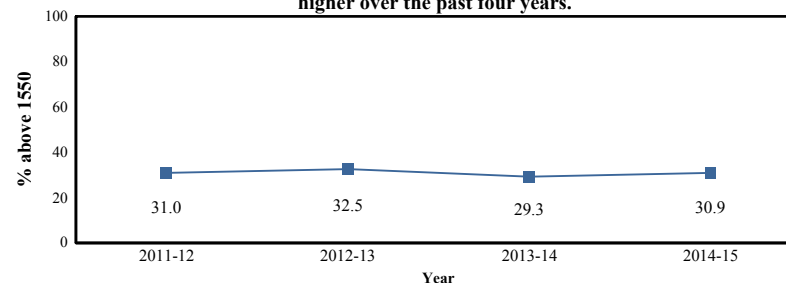
AP /IB Test Results

This table presents the percentage of all AP/IB tests taken by students enrolled in the school that were scored AP ≥ 3 and scored IB ≥ 4 .

2014-15	School	Peer Avg.	State Avg.
Percent of AP Tests ≥ 3 or IB Test ≥ 4	68.9%	60.3%	72.4%
Percent of Scores in AP ≥ 3 or IB ≥ 4 in English, Math, Social Studies or Science	63.6%	58.0%	69.7%

SAT Benchmark Trends

This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.



Composite SAT Score

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

2014-15	Critical Reading	Mathematics	Writing
75th Percentile	540	575	520
50th Percentile	460	470	440
25th Percentile	380	400	390

COLLEGE AND CAREER READINESS

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SOMERSET, NJ 08873-3001**

AP/IB Courses Offered

This table presents the count of students enrolled in each AP/IB course offered in this school in the first column. The second column presents the count of tests taken in each AP/IB course. The numbers may not match as some students do not take the test in the same year as they take the course and some students may take the course without taking the test or vice versa.

AP/IB Course Name	Students Enrolled	Students Tested
AP English Literature and Composition	88	62
AP English Language and Composition	84	77
AP Biology	81	62
AP Environmental Science	81	19
AP Statistics	80	44
AP U.S. History	63	56
AP Physics 1	58	49
AP World History	56	12
AP Macroeconomics	52	18
AP Microeconomics	48	24
AP Chemistry	38	35
AP Calculus AB	33	30
AP Physics C	26	
AP Spanish Language	19	14
AP Music Theory	14	9
AP Calculus BC	4	1
AP Physics C: Electricity and Magnetism		18
AP Physics C: Mechanics		16

AP/IB Course Name	Students Enrolled	Students Tested
AP Psychology		2
AP Art/History of Art		1
AP Human Geography		1
AP U.S. Government and Politics		1

Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	12.2%	2.1%
Drama/Theater	9.8%	3.8%
Music	23.7%	17.8%
Visual Arts	61.2%	31.7%
Total: All Visual and Performing Arts	87.1%	49.9%

N/R - Data Not Reported

Participation in Career Readiness

The chart below contains percentage of students who were participants in an approved Career and Technical Education Program in this school as well as across the State of New Jersey.

Percent of Students Enrolled	School	State
Participating in CTE	0.5%	18.3%
Structured Learning Experience	0.0%	7.0%

N/R - Data Not Reported

GRADUATION AND POSTSECONDARY

SOMERSET

FRANKLIN TWP

GRADE SPAN 08-12

**FRANKLIN HIGH SCHOOL
500 ELIZABETH AVENUE
SOMERSET, NJ 08873-3001**

This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the ESEA Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The dropout rate is the count of students who dropout in an academic year divided by the school's total enrollment.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state.. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's ESEA Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

Graduation & Post Secondary Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Targets	Met Target
Overall Graduation Rate	86%	23	21	78%	YES
Dropout Rate	1.2%	32	23	2%	YES
SUMMARY - Graduation & Post-Secondary		28	22		100%

Graduation Rate by Subgroup

This table presents for all NCLB-identified subgroups the "4-year Adjusted Graduation Rate." This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who 'transfer-in' and for students who are verified as 'transfers-out'.

	School	State Target
Schoolwide	86%	78%
White	89%	
African American	85%	
Hispanic	77%	
American Indian	-	
Asian	96%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	64%	
English Language Learners	71%	
Economically Disadvantaged Students	77%	

Dropout Rate by Subgroup

This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

	School	State Target
Schoolwide	1.2%	2%
White	.3%	
African American	1.4%	
Hispanic	1.9%	
American Indian	-	
Asian	0%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	1.7%	
English Language Learners	4.4%	
Economically Disadvantaged Students	.3%	

GRADUATION AND POSTSECONDARY

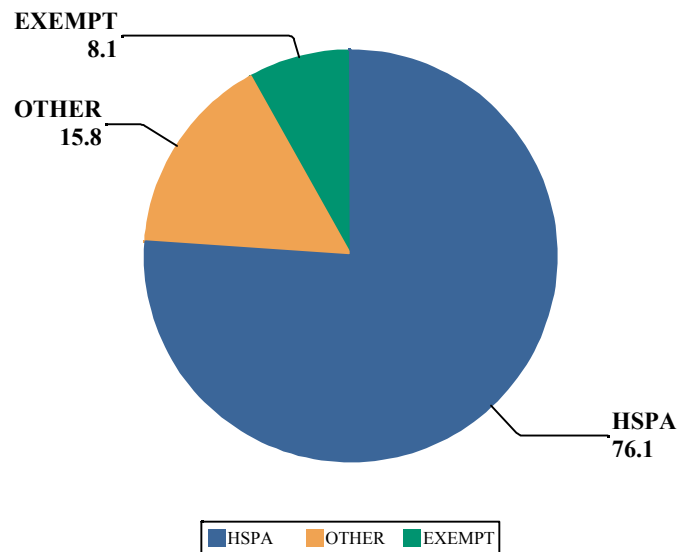
SOMERSET
FRANKLIN TWP

GRADE SPAN 08-12

35-1610-050
FRANKLIN HIGH SCHOOL
500 ELIZABETH AVENUE
SOMERSET, NJ 08873-3001

Graduation Pathway Rates

This chart presents the percentage of high school graduates who graduated by passing both sections of the HSPA, who were exempt from passing the HSPA, or who demonstrated proficiency through an alternative pathway such as through the Alternative High School Assessment, achievement of the 'Just Proficient Mean' or an appeal process.



Extended Year Graduation Rate

The chart below presents the 4-year and 5-year graduation rate for the prior school year's cohort in addition to the 4-year graduation rate for last year's cohort.

Class of	4-year Rate	5-year Rate
2012	85%	88%
2013	85%	87%
2014	84%	89%
2015	86%	

Postsecondary Enrollment Rates

This chart presents the enrollment rates of this school's high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95% of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

	Percent Enrolled	Percent in 2 Year	Percent in 4 Year
Statewide	78.5%	34.3%	64.7%
Schoolwide	77%	40.2%	59.8%
White	82.8%	40.2%	59.8%
African American	76.3%	37.9%	62.1%
Hispanic	67%	56.7%	43.3%
Asian	91.4%	26.4%	73.6%
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	56.3%	63.9%	36.1%
English Language Learners	-	-	-
Economically Disadvantaged Students	71.6%	50%	50%

WITHIN SCHOOL ACHIEVEMENT GAP

**SOMERSET
FRANKLIN TWP**

GRADE SPAN 08-12

**35-1610-050
FRANKLIN HIGH SCHOOL
500 ELIZABETH AVENUE
SOMERSET, NJ 08873-3001**

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap broader than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 09

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	831	850
75th	759	766
50th	731	739
25th	705	710
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	54	56

PARCC ALG-1 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	783	821
75th	740	762
50th	721	735
25th	701	711
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	51

WITHIN SCHOOL ACHIEVEMENT GAP

SOMERSET
FRANKLIN TWP

GRADE SPAN 08-12

35-1610-050
FRANKLIN HIGH SCHOOL
500 ELIZABETH AVENUE
SOMERSET, NJ 08873-3001

Grade Level - 10

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	847	850
75th	767	766
50th	736	733
25th	704	699
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	63	67

Grade Level - 11

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	821	850
75th	764	768
50th	741	740
25th	716	711
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	57

PARCC GEO 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	790	793
75th	744	747
50th	727	726
25th	710	710
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	37

PARCC ALG-2 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	807	813
75th	745	748
50th	720	718
25th	695	692
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	50	56

SCHOOL CLIMATE

SOMERSET
FRANKLIN TWP

GRADE SPAN 08-12

35-1610-050
FRANKLIN HIGH SCHOOL
500 ELIZABETH AVENUE
SOMERSET, NJ 08873-3001

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	7 Hrs. 1 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	19.3%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 54 Mins.
Shared Time	2 Hrs. 58 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	13
Administrators	306

SCHOOL PEER GROUP

SOMERSET

FRANKLIN TWP

GRADE SPAN 08-12

35-1610-050

FRANKLIN HIGH SCHOOL

500 ELIZABETH AVENUE

SOMERSET, NJ 08873-3001

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNER</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	HAMMONTON TOWN	HAMMONTON HIGH SCHOOL	01-1960-050	09-12	32.3%	1.7%	17.2%
BERGEN	BERGENFIELD BORO	BERGENFIELD HIGH SCHOOL	03-0300-020	09-12	33.8%	1.5%	11.8%
BERGEN	BOGOTA BORO	BOGOTA JR./SR. HIGH SCHOOL	03-0440-020	07-12	48.5%	4.2%	15.9%
BERGEN	CARLSTADT-EAST RUTHERFORD	HENRY P. BECTON REGIONAL HIGH SCHOOL	03-0745-050	09-12	33.5%	2.2%	10.7%
BERGEN	ENGLEWOOD CITY	DWIGHT MORROW HIGH SCHOOL/ACADEMIES@ENGLEWOOD	03-1370-040	09-12	36.4%	5.4%	9.1%
BERGEN	HACKENSACK CITY	HACKENSACK HIGH SCHOOL	03-1860-050	09-12	52%	6%	13.2%
BERGEN	PALISADES PARK	PALISADES PARK JR-SR HIGH SCHOOL	03-3910-050	08-12	35%	8.9%	9.4%
BERGEN	RIDGEFIELD PARK TWP	RIDGEFIELD PARK JR SR HIGH SCHOOL	03-4380-050	07-12	39.6%	3.3%	11.7%
BERGEN	WALLINGTON BORO	WALLINGTON JUNIOR SENIOR HIGH SCHOOL	03-5430-050	07-12	31.9%	3.9%	10.4%
CAMDEN	LINDENWOLD BORO	LINDENWOLD HIGH SCHOOL	07-2670-005	09-12	66.2%	7.9%	12.7%
ESSEX	BELLEVILLE TOWN	BELLEVILLE HIGH SCHOOL	13-0250-020	09-12	53.5%	5.7%	11.8%
ESSEX	WEST ORANGE TOWN	WEST ORANGE HIGH SCHOOL	13-5680-050	09-12	48%	4.6%	18.4%
HUDSON	KEARNY TOWN	KEARNY HIGH SCHOOL	17-2410-050	09-12	50.1%	5%	14%
HUDSON	SECAUCUS TOWN	SECAUCUS HIGH SCHOOL	17-4730-050	09-12	31.1%	2%	14.4%
HUDSON	WEEHAWKEN TWP	WEEHAWKEN HIGH SCHOOL	17-5580-050	07-12	59.4%	6.2%	12.9%
MERCER	EAST WINDSOR REGIONAL	HIGHTSTOWN HIGH SCHOOL	21-1245-050	09-12	35.2%	5.1%	12%
MERCER	HAMILTON TWP	HAMILTON WEST-WATSON	21-1950-060	09-12	41.8%	2.7%	14.4%
MERCER	TRENTON CITY	DAYLIGHT/TWILIGHT HIGH SCHOOL	21-5210-030	09-12	67.8%	17.7%	17.1%
MIDDLESEX	EDISON TWP	EDISON HIGH SCHOOL	23-1290-050	09-12	34.6%	1.8%	13%
MIDDLESEX	NORTH BRUNSWICK TWP	NORTH BRUNSWICK TOWNSHIP HIGH SCHOOL	23-3620-040	09-12	39.5%	2.6%	12%
MIDDLESEX	PISCATAWAY TWP	PISCATAWAY TOWNSHIP HIGH SCHOOL	23-4130-050	09-12	34.2%	3.4%	14.1%
MIDDLESEX	SOUTH RIVER BORO	SOUTH RIVER HIGH SCHOOL	23-4920-050	09-12	39.4%	3%	12.9%

SCHOOL PEER GROUP

SOMERSET

FRANKLIN TWP

GRADE SPAN 08-12

35-1610-050

FRANKLIN HIGH SCHOOL

500 ELIZABETH AVENUE

SOMERSET, NJ 08873-3001

MIDDLESEX	WOODBIDGE TWP	COLONIA HIGH SCHOOL	23-5850-020	09-12	32.2%	2.4%	10.2%
MIDDLESEX	WOODBIDGE TWP	JOHN F. KENNEDY HIGH SCHOOL	23-5850-040	09-12	40.3%	3%	9.4%
OCEAN	BRICK TWP	BRICK TOWNSHIP HIGH SCHOOL	29-0530-020	09-12	30.5%	1.8%	17.3%
SOMERSET	BOUND BROOK BORO	BOUND BROOK HIGH SCHOOL	35-0490-020	09-12	63.3%	7.1%	13.1%
SOMERSET	FRANKLIN TWP	FRANKLIN HIGH SCHOOL	35-1610-050	08-12	40.1%	5.3%	13.8%
SOMERSET	MANVILLE BORO	MANVILLE HIGH SCHOOL	35-3000-050	09-12	46%	3.7%	17.7%
SOMERSET	NORTH PLAINFIELD BORO	NORTH PLAINFIELD HIGH SCHOOL	35-3670-050	07-12	67%	9%	15.7%
UNION	ROSELLE PARK BORO	ROSELLE PARK HIGH SCHOOL	39-4550-050	09-12	42%	4%	11.5%
UNION	UNION TWP	UNION SENIOR HIGH	39-5290-050	09-12	39.7%	2.6%	13.4%



State of New Jersey

2014-15

OVERVIEW

SOMERSET

FRANKLIN TWP

GRADE SPAN PK-04

35-1610-055

CONERLY ROAD SCHOOL

35 CONERLY ROAD

SOMERSET, NJ 08873-2301

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

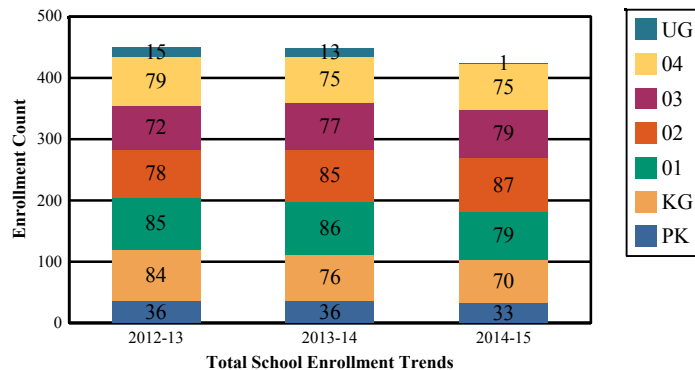
SOMERSET
FRANKLIN TWP

GRADE SPAN PK-04

35-1610-055
CONERLY ROAD SCHOOL
35 CONERLY ROAD
SOMERSET, NJ 08873-2301

Enrollment by Grade

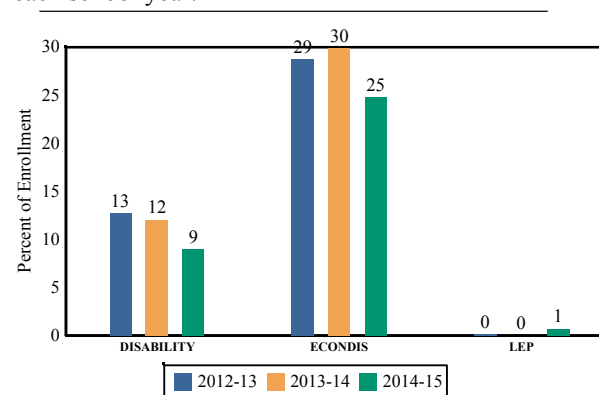
This graph presents the count of students who were 'on roll' by grade in October of each school year.



Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

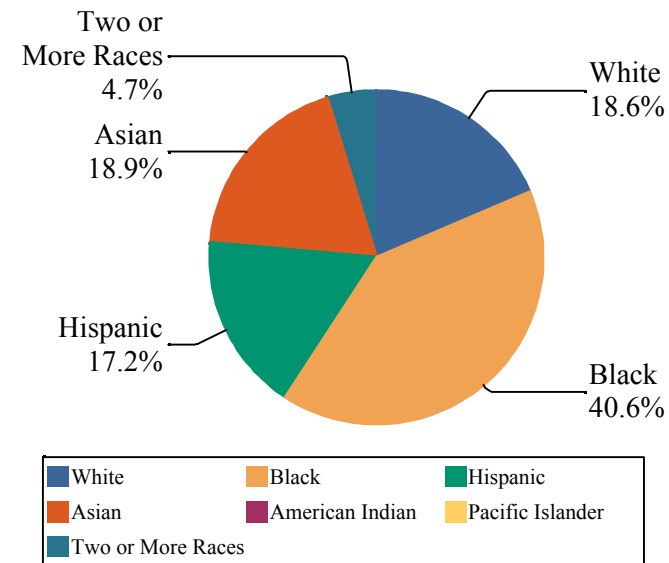
Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Enrollment by Ethnic/Racial Subgroup

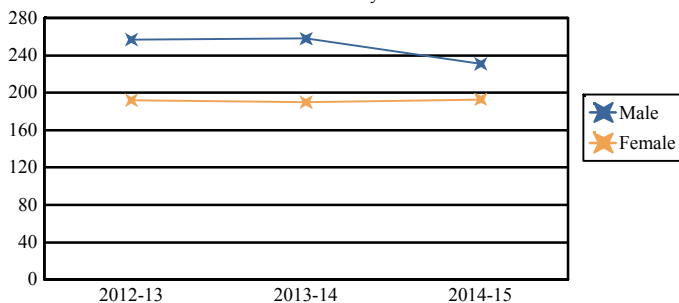
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	449
2013-14	448
2014-15	424

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	257	192
2013-14	258	190
2014-15	231	193

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	38	9%
Economically Disadvantaged Students	105	24.8%
English Language Learners	3	0.7%

Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	80.3%
Spanish	7.0%
Hindi	1.8%
Gujarati	1.4%
Urdu	1.1%
Arabic	0.9%
Other	7.6%

ACADEMIC ACHIEVEMENT

SOMERSET

FRANKLIN TWP

GRADE SPAN PK-04

35-1610-055

CONERLY ROAD SCHOOL

35 CONERLY ROAD

SOMERSET, NJ 08873-2301

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	41%	10	29
Math Met or Exceeded Expectation	50%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	153	41.2%	95%	97.6%	YES
White	35	42.8%	95%	97.3%	-
African American	70	32.9%	95%	97.4%	YES
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	40	22.5%	95%	95.3%	YES

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	153	50.3%	95%	97.6%	YES
White	35	65.7%	95%	97.3%	-
African American	70	38.6%	95%	97.4%	YES
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	40	20%	95%	95.3%	YES

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

PARCC ELA Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	79	741	744	15%	14%	33%	34%	4%	38%	44%
White	16	746	753	13%	19%	25%	44%	0%	44%	55%
African American	31	734	725	13%	19%	42%	26%	0%	26%	26%
Hispanic	14	719	727	36%	7%	43%	7%	7%	14%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	15	775	769	0%	7%	13%	67%	13%	80%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	22	724	724	27%	18%	36%	18%	0%	18%	24%

PARCC ELA Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	74	752	751	7%	9%	39%	31%	14%	45%	52%
White	19	761	758	0%	5%	53%	21%	21%	42%	63%
African American	39	744	733	10%	8%	44%	33%	5%	38%	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	18	737	734	17%	11%	44%	22%	6%	28%	31%

PARCC MATH - Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	79	748	746	4%	23%	23%	43%	8%	51%	46%
White	16	758	752	6%	19%	13%	50%	13%	63%	56%
African American	31	740	728	0%	32%	29%	39%	0%	39%	25%
Hispanic	14	733	733	7%	36%	29%	21%	7%	29%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	15	775	772	0%	0%	13%	67%	20%	87%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	22	733	730	5%	32%	36%	27%	0%	27%	26%

ACADEMIC ACHIEVEMENT

SOMERSET
FRANKLIN TWP

GRADE SPAN PK-04

35-1610-055
CONERLY ROAD SCHOOL
35 CONERLY ROAD
SOMERSET, NJ 08873-2301

PARCC MATH - Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	74	752	744	4%	14%	32%	42%	8%	50%	42%
White	19	766	749	0%	0%	32%	53%	16%	68%	50%
African American	39	742	727	5%	21%	36%	38%	0%	38%	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	18	731	730	11%	22%	56%	11%	0%	11%	23%

2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
 Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
 Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
 Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

ACADEMIC ACHIEVEMENT

**SOMERSET
FRANKLIN TWP**

GRADE SPAN PK-04

**35-1610-055
CONERLY ROAD SCHOOL
35 CONERLY ROAD
SOMERSET, NJ 08873-2301**

NJASK Results - Science Grade Level - 04

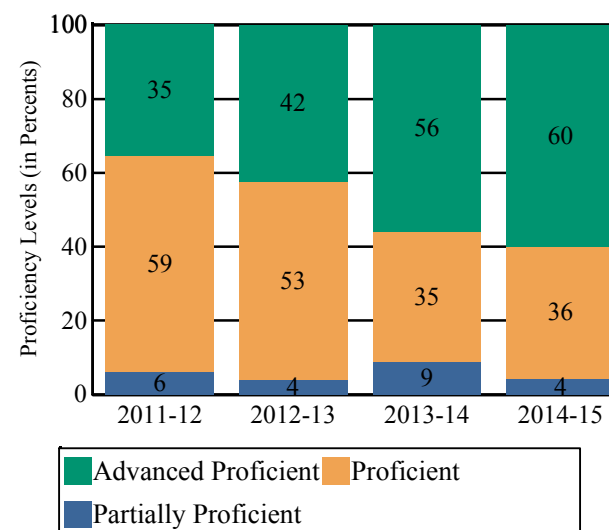
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	60%	36%	4%
White	68%	32%	0%
African American	54%	38%	8%
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	33%	53%	13%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



COLLEGE AND CAREER READINESS

**SOMERSET
FRANKLIN TWP**

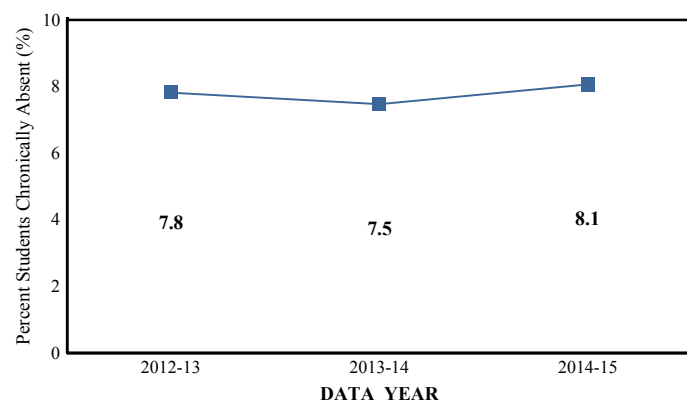
GRADE SPAN PK-04

**35-1610-055
CONERLY ROAD SCHOOL
35 CONERLY ROAD
SOMERSET, NJ 08873-2301**

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

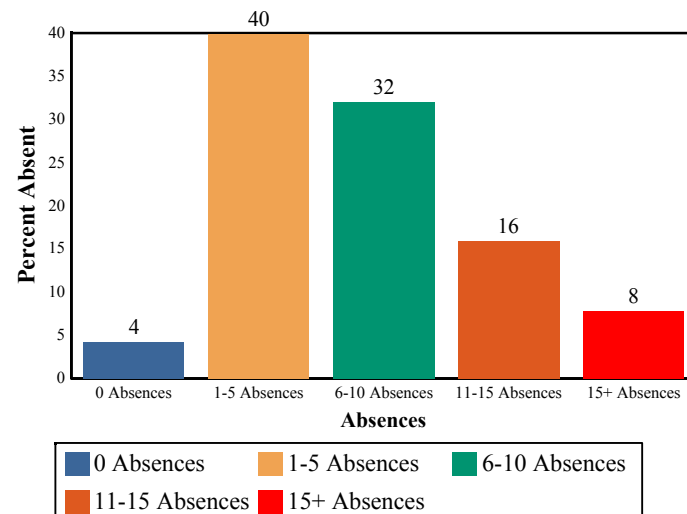


Chronic Absenteeism for 2014-15

8.07%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



STUDENT GROWTH

SOMERSET

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GRADE SPAN PK-04

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	58	83	70	35	YES
Student Growth on Math	59	83	69	35	YES
		83	70		100%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	3%	0%
Partially Met	1%	4%	3%
Approached	17%	13%	11%
Met	3%	11%	17%
Exceeded	0%	4%	10%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	0%	0%
Partially Met	6%	8%	0%
Approached	13%	10%	10%
Met	7%	10%	25%
Exceeded	0%	0%	8%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

SOMERSET

FRANKLIN TWP

GRADE SPAN PK-04

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 03

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	826	850
75th	761	770
50th	737	743
25th	721	715
0th	659	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	819	850
75th	772	767
50th	747	745
25th	726	722
0th	660	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	45

WITHIN SCHOOL ACHIEVEMENT GAP

SOMERSET

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Grade Level - 04

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	812	850
75th	775	773
50th	748	750
25th	736	728
0th	684	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	45

35-1610-055

CONERLY ROAD SCHOOL

35 CONERLY ROAD

SOMERSET, NJ 08873-2301

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	831	850
75th	772	764
50th	750	742
25th	735	721
0th	678	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	43

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 15 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	0.7%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 33 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	13
Administrators	424

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>SPAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
BERGEN	BERGENFIELD BORO	JEFFERSON ELEMENTARY SCHOOL	03-0300-060	KG-05	27.6%	5.1%	9.4%
CAMDEN	BARRINGTON BORO	AVON ELEMENTARY SCHOOL	07-0190-010	PK-04	27.5%	0%	12.4%
CAMDEN	GLOUCESTER TWP	CHEWS ELEMENTARY SCHOOL	07-1780-040	PK-05	29.2%	0.1%	14%
CAPE MAY	DENNIS TWP	DENNIS TOWNSHIP PRIMARY SCHOOL	09-1080-040	PK-03	27.1%	0%	15.1%
ESSEX	BLOOMFIELD TWP	DEMAREST ELEMENTARY	13-0410-100	PK-06	27.1%	3.3%	8.9%
ESSEX	WEST ORANGE TOWN	MOUNT PLEASANT ELEMENTARY SCHOOL	13-5680-140	KG-05	25.6%	4.1%	8.9%
HUDSON	SECAUCUS TOWN	CLARENDON NO 4	17-4730-065	PK-06	26.3%	1.4%	9.9%
HUNTERDON	SOUTH HUNTERDON REGIONAL SCHOOL DISTRICT	STOCKTON BOROUGH SCHOOL	19-1376-010	PK-06	28.1%	0%	14.3%
MERCER	HAMILTON TWP	LANGTREE ELEMENTARY SCHOOL	21-1950-185	PK-05	28.7%	3.2%	10.5%
MERCER	HAMILTON TWP	SUNNYBRAE ELEMENTARY SCHOOL	21-1950-245	PK-05	27.5%	0.6%	16.5%
MIDDLESEX	EDISON TWP	JAMES MONROE ELEMENTARY SCHOOL	23-1290-093	KG-05	21.4%	0.2%	6.3%
MIDDLESEX	EDISON TWP	MENLO PARK ELEMENTARY SCHOOL	23-1290-105	KG-05	17.9%	0%	5.4%
MIDDLESEX	MIDDLESEX BORO	WATCHUNG ELEMENTARY SCHOOL	23-3140-090	KG-03	28.6%	5.5%	6.5%
MIDDLESEX	NORTH BRUNSWICK TWP	JOHN ADAMS	23-3620-060	PK-05	27.8%	3.7%	7.6%
MIDDLESEX	NORTH BRUNSWICK TWP	LIVINGSTON PARK	23-3620-070	KG-05	29.3%	9.7%	6.4%
MIDDLESEX	PISCATAWAY TWP	MARTIN LUTHER KING ELEMENTARY SCHOOL	23-4130-105	04-05	28.1%	3.4%	11.5%
MIDDLESEX	SOUTH PLAINFIELD BORO	FRANKLIN ELEMENTARY SCHOOL	23-4910-060	KG-04	23.5%	0%	7.8%
MIDDLESEX	SOUTH PLAINFIELD BORO	GRANT ELEMENTARY SCHOOL	23-4910-070	05-06	28.4%	1.3%	14.5%
MIDDLESEX	SOUTH PLAINFIELD BORO	JOHN E RILEY ELEMENTARY SCHOOL	23-4910-058	KG-04	23.7%	0%	10.1%
MIDDLESEX	SOUTH PLAINFIELD BORO	ROOSEVELT ELEMENTARY SCHOOL	23-4910-080	PK-04	25.3%	1.6%	8.8%
MONMOUTH	MATAWAN-ABERDEEN REGIONAL	LLOYD ROAD ELEMENTARY SCHOOL	25-3040-065	04-05	29.7%	0.4%	16.9%

State of New Jersey
2014-15

SCHOOL PEER GROUP

SOMERSET

FRANKLIN TWP

GRADE SPAN PK-04

**35-1610-055
CONERLY ROAD SCHOOL
35 CONERLY ROAD
SOMERSET, NJ 08873-2301**

MONMOUTH	MATAWAN-ABERDEEN REGIONAL	RAVINE DRIVE ELEMENTARY SCHOOL	25-3040-075	KG-03	27%	3.7%	8.6%
MORRIS	MINE HILL TWP	CANFIELD AVENUE SCHOOL	27-3240-030	PK-06	24.7%	0.5%	12.5%
MORRIS	ROXBURY TWP	NIXON ELEMENTARY SCHOOL DISTRICT	27-4560-085	KG-04	27.9%	4.2%	8.1%
OCEAN	JACKSON TWP	LUCY N. HOLMAN ELEMENTARY SCHOOL	29-2360-046	KG-05	28.1%	0%	14.3%
OCEAN	JACKSON TWP	SWITLIK ELEMENTARY SCHOOL	29-2360-050	KG-05	24.7%	0%	10.2%
OCEAN	TOMS RIVER REGIONAL	SILVER BAY ELEMENTARY SCHOOL	29-5190-095	KG-05	27%	0%	14.3%
OCEAN	TOMS RIVER REGIONAL	WEST DOVER ELEMENTARY SCHOOL	29-5190-120	KG-05	28.2%	0.5%	12%
PASSAIC	CLIFTON CITY	SCHOOL #2	31-0900-090	KG-05	29.6%	0.2%	16.1%
SOMERSET	BRIDGEWATER-RARITAN REG	JOHN F KENNEDY ELEMENTARY SCHOOL	35-0555-067	KG-04	23.8%	0%	10.8%
SOMERSET	FRANKLIN TWP	CONERLY ROAD SCHOOL	35-1610-055	PK-04	24.8%	0.7%	9.7%



State of New Jersey

2014-15

35-1610-070

OVERVIEW

SOMERSET

FRANKLIN TWP

GRADE SPAN PK-04

ELIZABETH AVENUE SCHOOL

363 ELIZABETH AVENUE

SOMERSET, NJ 08873-1105

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

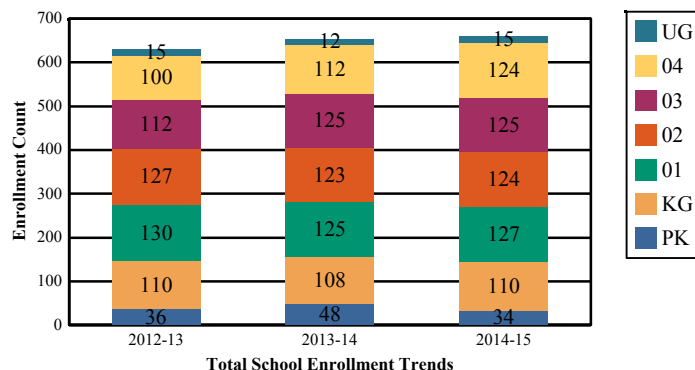
SOMERSET
FRANKLIN TWP

GRADE SPAN PK-04

35-1610-070
ELIZABETH AVENUE SCHOOL
363 ELIZABETH AVENUE
SOMERSET, NJ 08873-1105

Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.

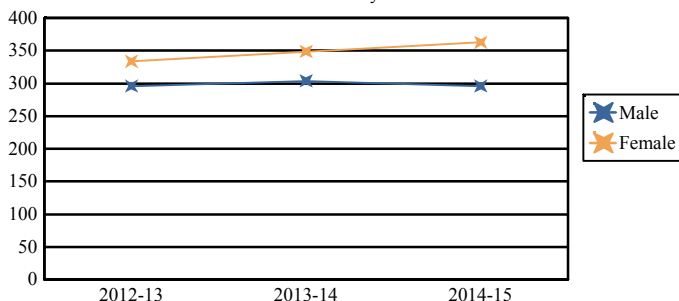


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	630
2013-14	653
2014-15	659

Enrollment by Gender

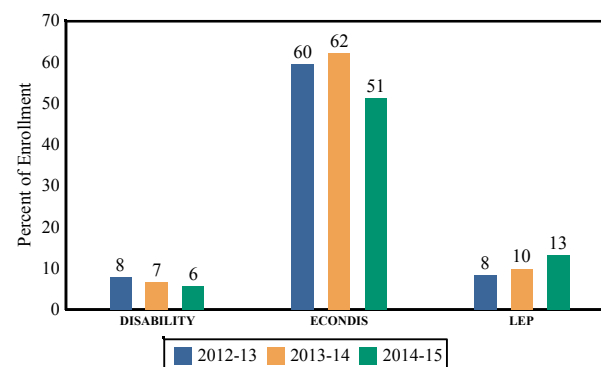
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	296	334
2013-14	304	349
2014-15	296	363

Enrollment Trends by Program Participation

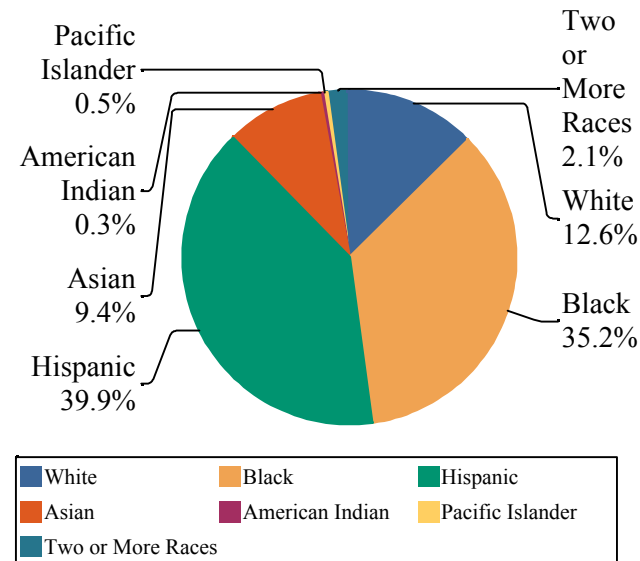
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	37	6%
Economically Disadvantaged Students	337	51.1%
English Language Learners	87	13.2%

Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Language Diversity	
This table presents the percentage of students who primarily speak each language in their home.	
2014-15	Percent
English	60.6%
Spanish	29.6%
Arabic	1.1%
Chinese	1.1%
Creoles and pidgins, English based	1.1%
Gujarati	0.9%
Other	5.7%

ACADEMIC ACHIEVEMENT

SOMERSET

FRANKLIN TWP

GRADE SPAN PK-04

ELIZABETH AVENUE SCHOOL

363 ELIZABETH AVENUE

SOMERSET, NJ 08873-1105

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	28%	7	12
Math Met or Exceeded Expectation	32%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	251	27.5%	95%	97.9%	YES
White	30	53.3%	95%	97.1%	-
African American	80	17.5%	95%	96%	YES
Hispanic	108	18.5%	95%	99.1%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	162	17.3%	95%	97.8%	YES

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ACADEMIC ACHIEVEMENT

SOMERSET

FRANKLIN TWP

GRADE SPAN PK-04

ELIZABETH AVENUE SCHOOL

363 ELIZABETH AVENUE

SOMERSET, NJ 08873-1105

ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	249	31.7%	95%	96.9%	YES
White	30	60%	95%	97.1%	-
African American	78	23.1%	95%	92.9%	YES*
Hispanic	108	20.4%	95%	99.1%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	159	23.3%	95%	96.2%	YES

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

PARCC ELA Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	113	727	744	28%	26%	19%	24%	4%	27%	44%
White	14	753	753	0%	29%	21%	43%	7%	50%	55%
African American	37	713	725	41%	27%	16%	14%	3%	16%	26%
Hispanic	46	717	727	35%	28%	20%	17%	0%	17%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	12	760	769	8%	8%	25%	50%	8%	58%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	72	717	724	36%	29%	15%	18%	1%	19%	24%

PARCC ELA Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	138	730	751	22%	27%	24%	25%	2%	28%	52%
White	16	751	758	13%	0%	31%	56%	0%	56%	63%
African American	43	722	733	28%	28%	26%	16%	2%	19%	30%
Hispanic	62	722	737	24%	37%	19%	19%	0%	19%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	14	762	773	7%	7%	36%	36%	14%	50%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	90	721	734	24%	36%	24%	16%	0%	16%	31%

PARCC MATH - Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	113	733	746	15%	27%	25%	28%	4%	33%	46%
White	14	751	752	7%	14%	14%	50%	14%	64%	56%
African American	37	721	728	27%	32%	16%	24%	0%	24%	25%
Hispanic	46	726	733	13%	33%	37%	17%	0%	17%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	12	766	772	0%	17%	17%	42%	25%	67%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	72	726	730	18%	33%	24%	25%	0%	25%	26%

ACADEMIC ACHIEVEMENT

**SOMERSET
FRANKLIN TWP**

GRADE SPAN PK-04

**35-1610-070
ELIZABETH AVENUE SCHOOL
363 ELIZABETH AVENUE
SOMERSET, NJ 08873-1105**

PARCC MATH - Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	136	733	744	15%	30%	24%	29%	1%	31%	42%
White	16	758	749	0%	13%	31%	50%	6%	56%	50%
African American	41	723	727	29%	27%	22%	22%	0%	22%	20%
Hispanic	62	728	732	13%	37%	27%	23%	0%	23%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	14	758	769	0%	29%	14%	50%	7%	57%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	87	726	730	17%	36%	25%	22%	0%	22%	23%

2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
 Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
 Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
 Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

ACADEMIC ACHIEVEMENT

SOMERSET
FRANKLIN TWP

GRADE SPAN PK-04

35-1610-070
ELIZABETH AVENUE SCHOOL
363 ELIZABETH AVENUE
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NJASK Results - Science Grade Level - 04

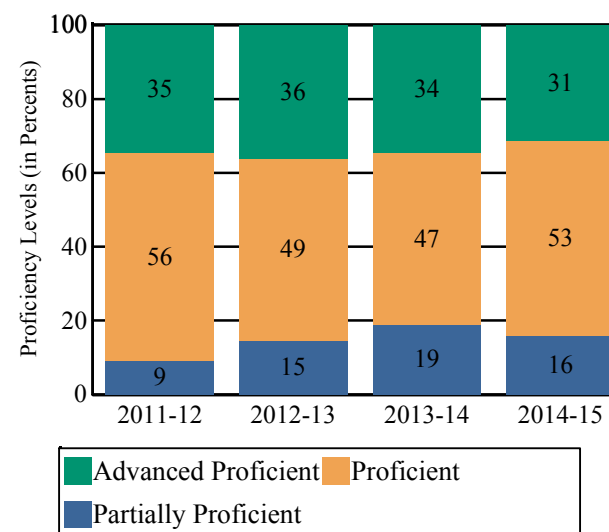
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	31%	53%	16%
White	71%	21%	7%
African American	18%	68%	15%
Hispanic	25%	54%	21%
American Indian	-	-	-
Asian	50%	42%	8%
Two or More Races	-	-	-
Students with Disability	14%	50%	36%
English Language Learners	-	-	-
Economically Disadvantaged Students	21%	60%	19%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



COLLEGE AND CAREER READINESS

SOMERSET
FRANKLIN TWP

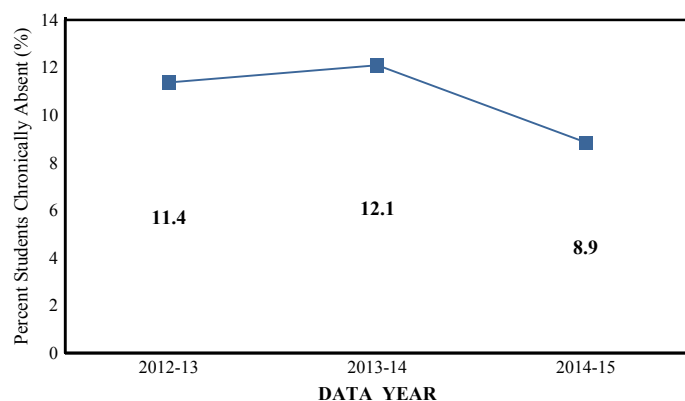
GRADE SPAN PK-04

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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

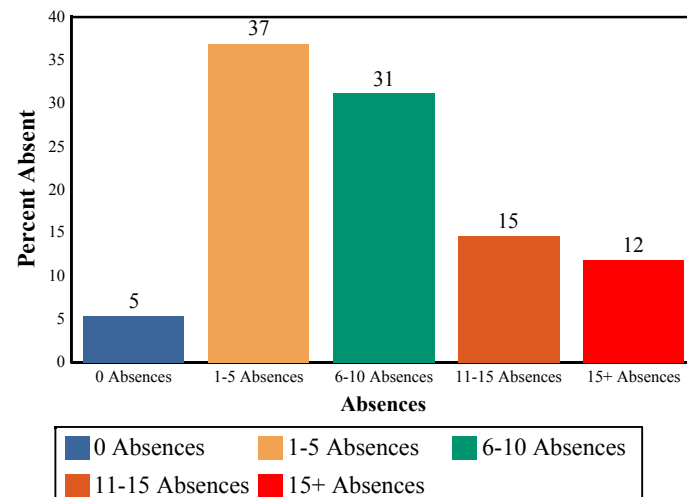


Chronic Absenteeism for 2014-15

8.85%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



STUDENT GROWTH

SOMERSET

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GRADE SPAN PK-04

ELIZABETH AVENUE SCHOOL

363 ELIZABETH AVENUE

SOMERSET, NJ 08873-1105

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	34	14	6	35	NO
Student Growth on Math	50	49	44	35	YES
		32	25		50%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	17%	4%	0%
Partially Met	14%	7%	5%
Approached	10%	13%	4%
Met	10%	8%	7%
Exceeded	0%	1%	1%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	12%	1%	0%
Partially Met	11%	14%	6%
Approached	5%	13%	7%
Met	4%	9%	16%
Exceeded	0%	0%	1%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

SOMERSET

FRANKLIN TWP

GRADE SPAN PK-04

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 03

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	823	850
75th	752	770
50th	721	743
25th	694	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	58	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	809	850
75th	758	767
50th	731	745
25th	708	722
0th	671	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	50	45

WITHIN SCHOOL ACHIEVEMENT GAP

SOMERSET

FRANKLIN TWP

GRADE SPAN PK-04

Grade Level - 04

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	797	850
75th	751	773
50th	726	750
25th	703	728
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	45

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	793	850
75th	757	764
50th	729	742
25th	711	721
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	43

SCHOOL CLIMATE
SOMERSET
FRANKLIN TWP

State of New Jersey
2014-15

GRADE SPAN PK-04

35-1610-070
ELIZABETH AVENUE SCHOOL
363 ELIZABETH AVENUE
SOMERSET, NJ 08873-1105

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 15 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	8.8%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 33 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	14
Administrators	330

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>SPAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
BERGEN	BOGOTA BORO	LILLIAN M. STEEN	03-0440-050	KG-06	50.3%	6.8%	14.2%
BERGEN	ELMWOOD PARK	GILBERT AVENUE SCHOOL	03-1345-080	PK-05	43%	5.6%	7.6%
BERGEN	ELMWOOD PARK	SIXTEENTH AVENUE SCHOOL	03-1345-090	PK-05	45.3%	4.3%	14.6%
BERGEN	ENGLEWOOD CITY	DR. JOHN GRIECO ELEMENTARY SCHOOL	03-1370-086	01-03	69%	20.9%	12.3%
BERGEN	HACKENSACK CITY	NELLIE K. PARKER	03-1860-090	PK-04	56.4%	11.3%	12.2%
BERGEN	PALISADES PARK	LINDBERGH ELEMENTARY SCHOOL	03-3910-070	02-07	49%	11.4%	8.2%
BURLINGTON	PALMYRA BORO	CHARLES STREET SCHOOL	05-3920-060	PK-06	43.2%	1.6%	16.9%
BURLINGTON	PEMBERTON TWP	ALEXANDER DENBO/ALETTA CRICHTON SCHOOL	05-4050-130	PK-05	49.6%	4.1%	16.3%
BURLINGTON	PEMBERTON TWP	SAMUEL T. BUSANSKY SCHOOL	05-4050-135	03-05	50%	1.3%	21.3%
CAMDEN	BELLMAWR BORO	ETHEL M BURKE ELEMENTARY SCHOOL	07-0260-030	PK-04	42.9%	6.4%	6.8%
CAMDEN	RUNNEMEDE BORO	GRADE DOWNING ELEMENTARY SCHOOL	07-4590-030	KG-03	38%	2.5%	10.1%
CHARTERS	THE ETHICAL COMMUNITY CHARTER SCHOO	THE ETHICAL COMMUNITY CHARTER SCHOO	80-6030-912	KG-06	37.5%	0%	11.7%
ESSEX	BLOOMFIELD TWP	FAIRVIEW ELEMENTARY	13-0410-110	PK-06	45.5%	4.9%	11.2%
GLOUCESTER	DEPTFORD TWP	LAKE TRACT ELEMENTARY SCHOOL	15-1100-105	02-06	40.4%	0%	13.3%
GLOUCESTER	ELK TWP	AURA ELEMENTARY SCHOOL	15-1330-010	PK-06	38.2%	0.8%	12.8%
GLOUCESTER	GLASSBORO	THOMAS E. BOWE SCHOOL	15-1730-090	04-06	44.2%	1.6%	18%
HUDSON	KEARNY TOWN	ROOSEVELT	17-2410-100	PK-06	37.5%	0%	13.7%
MERCER	EWING TWP	WL ANTHEIL ELEMENTARY SCHOOL	21-1430-140	PK-05	44.3%	4%	14.5%
MERCER	HAMILTON TWP	MCGALLIARD ELEMENTARY SCHOOL	21-1950-200	PK-05	38.2%	1.5%	11.1%
MIDDLESEX	EDISON TWP	BENJAMIN FRANKLIN ELEMENTARY SCHOOL	23-1290-065	KG-05	35.7%	0%	9%
MIDDLESEX	JAMESBURG BORO	JOHN F. KENNEDY ELEMENTARY SCHOOL	23-2370-080	PK-05	48.6%	9.6%	9.5%

State of New Jersey
2014-15

SCHOOL PEER GROUP

SOMERSET

FRANKLIN TWP

GRADE SPAN PK-04

35-1610-070
ELIZABETH AVENUE SCHOOL
363 ELIZABETH AVENUE
SOMERSET, NJ 08873-1105

MONMOUTH	MIDDLETOWN TWP	OCEAN AVENUE ELEMENTARY SCHOOL	25-3160-080	KG-05	39.1%	1.4%	10%
MONMOUTH	NEPTUNE TWP	SHARK RIVER HILLS ELEMENTARY SCHOOL	25-3510-090	PK-05	35.7%	0%	8.4%
OCEAN	LITTLE EGG HARBOR TWP	FROG POND ELEMENTARY SCHOOL	29-2690-030	KG-06	53.8%	1.4%	24.5%
OCEAN	TOMS RIVER REGIONAL	WALNUT STREET ELEMENTARY SCHOOL	29-5190-107	KG-05	50.1%	6.2%	14.5%
PASSAIC	CLIFTON CITY	SCHOOL #8	31-0900-140	KG-05	37.3%	2.3%	10%
SOMERSET	FRANKLIN TWP	ELIZABETH AVENUE SCHOOL	35-1610-070	PK-04	51.1%	13.2%	5.4%
UNION	PLAINFIELD CITY	FREDERIC W. COOK ELEMENTARY SCHOOL	39-4160-120	KG-05	61.6%	13.6%	14.6%
UNION	RAHWAY CITY	MADISON ELEMENTARY	39-4290-110	PK-06	49.4%	9.6%	9.2%
UNION	UNION TWP	HANNAH CALDWELL ELEM SCH	39-5290-083	PK-04	37.5%	4.1%	6.8%
UNION	UNION TWP	JEFFERSON ELEMENTARY	39-5290-085	05	42.7%	1.3%	13.6%



State of New Jersey

2014-15

35-1610-080

FRANKLIN PARK SCHOOL

30 EDEN STREET

FRANKLIN PARK, NJ 08823-1250

OVERVIEW

SOMERSET

FRANKLIN TWP

GRADE SPAN PK-04

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

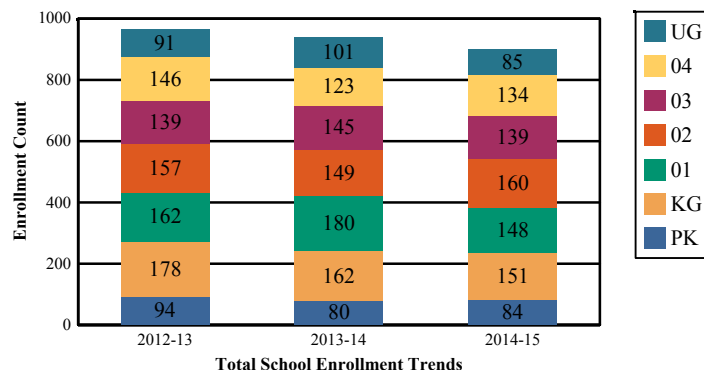
SOMERSET
FRANKLIN TWP

GRADE SPAN PK-04

35-1610-080
FRANKLIN PARK SCHOOL
30 EDEN STREET
FRANKLIN PARK, NJ 08823-1250

Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.

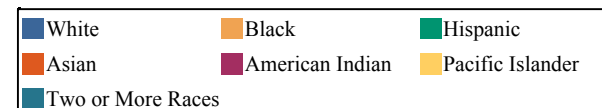
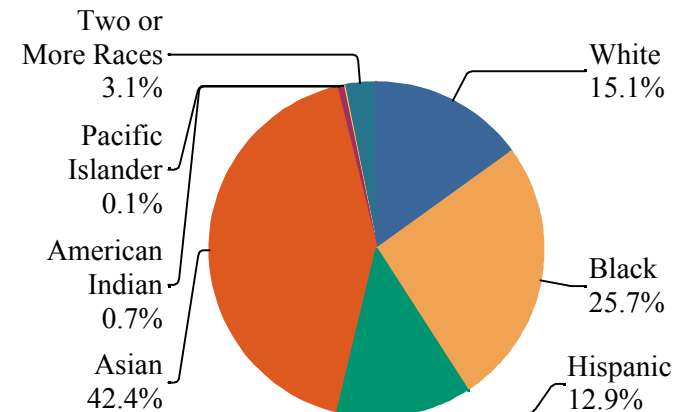
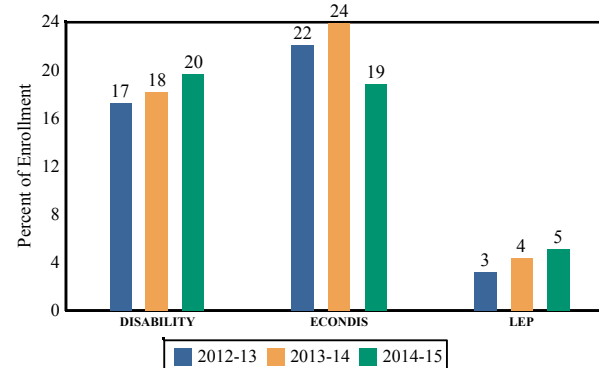


Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	177	20%
Economically Disadvantaged Students	170	18.9%
English Language Learners	46	5.1%

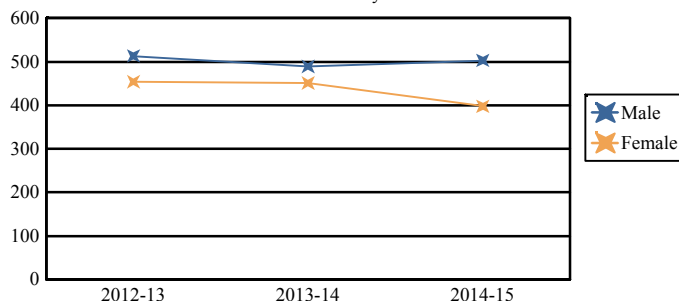
Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	60.9%
Gujarati	8.8%
Spanish	8.2%
Telugu	4.9%
Tamil	2.5%
Urdu	2.1%
Other	12.6%

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	513	454
2013-14	489	451
2014-15	503	398

ACADEMIC ACHIEVEMENT

SOMERSET

FRANKLIN TWP

GRADE SPAN PK-04

35-1610-080

FRANKLIN PARK SCHOOL

30 EDEN STREET

FRANKLIN PARK, NJ 08823-1250

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	54%	36	50
Math Met or Exceeded Expectation	62%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	248	53.6%	95%	98.5%	YES
White	44	61.4%	95%	93.7%	YES*
African American	70	31.5%	95%	100%	YES
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	100	72%	95%	99.1%	YES
Two or More Races	-	-	--	--	--
Students with Disability	41	24.4%	95%	97.7%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	55	30.9%	95%	96.7%	YES

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	248	61.7%	95%	98.5%	YES
White	44	70.5%	95%	93.9%	YES*
African American	70	35.8%	95%	100%	YES
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	100	82%	95%	99.1%	YES
Two or More Races	-	-	--	--	--
Students with Disability	41	22%	95%	97.7%	YES
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	55	40%	95%	98.4%	YES

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.



State of New Jersey
2014-15

ACADEMIC ACHIEVEMENT

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PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations (Min. 650)	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations (Max. 850)

PARCC ELA Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	130	740	744	15%	18%	28%	36%	3%	39%	44%
White	19	756	753	11%	11%	26%	42%	11%	53%	55%
African American	36	719	725	25%	31%	31%	14%	0%	14%	26%
Hispanic	14	718	727	36%	29%	14%	21%	0%	21%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	57	753	769	5%	12%	28%	51%	4%	54%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	23	709	718	43%	17%	22%	17%	0%	17%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	28	715	724	32%	29%	25%	14%	0%	14%	24%

PARCC ELA Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	118	763	751	4%	11%	15%	47%	22%	69%	52%
White	25	757	758	4%	16%	12%	60%	8%	68%	63%
African American	34	748	733	6%	24%	21%	44%	6%	50%	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	43	783	773	2%	0%	2%	49%	47%	95%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	18	731	725	17%	28%	22%	33%	0%	33%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	27	744	734	7%	19%	26%	41%	7%	48%	31%

PARCC MATH - Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	130	756	746	7%	9%	23%	47%	14%	61%	46%
White	19	767	752	0%	5%	11%	68%	16%	84%	56%
African American	36	736	728	11%	17%	42%	31%	0%	31%	25%
Hispanic	14	728	733	21%	36%	14%	21%	7%	29%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	57	770	772	4%	0%	19%	54%	23%	77%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	23	728	727	30%	22%	17%	22%	9%	30%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	28	736	730	14%	21%	25%	39%	0%	39%	26%

ACADEMIC ACHIEVEMENT

SOMERSET
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GRADE SPAN PK-04

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PARCC MATH - Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	118	761	744	3%	13%	21%	49%	14%	63%	42%
White	25	753	749	4%	8%	28%	52%	8%	60%	50%
African American	34	747	727	3%	26%	29%	35%	6%	41%	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	43	781	769	2%	0%	9%	63%	26%	88%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	18	724	724	11%	33%	44%	11%	0%	11%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	27	746	730	4%	30%	26%	33%	7%	41%	23%

2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
 Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
 Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
 Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

ACADEMIC ACHIEVEMENT

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NJASK Results - Science Grade Level - 04

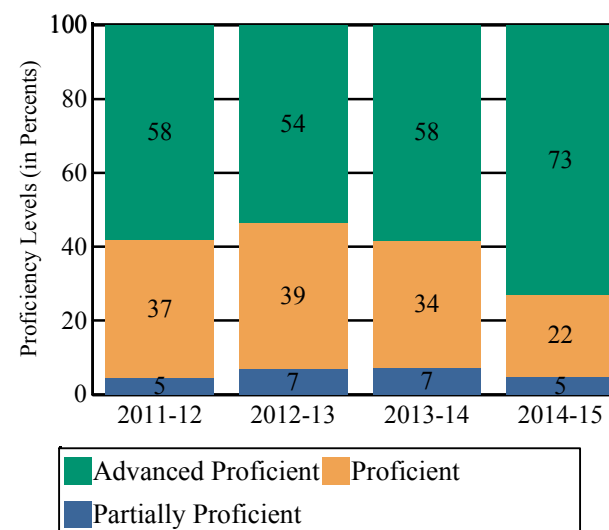
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	73%	22%	5%
White	68%	21%	11%
African American	51%	43%	6%
Hispanic	-	-	-
American Indian	-	-	-
Asian	94%	4%	2%
Two or More Races	-	-	-
Students with Disability	35%	35%	30%
English Language Learners	-	-	-
Economically Disadvantaged Students	52%	38%	10%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



COLLEGE AND CAREER READINESS

**SOMERSET
FRANKLIN TWP**

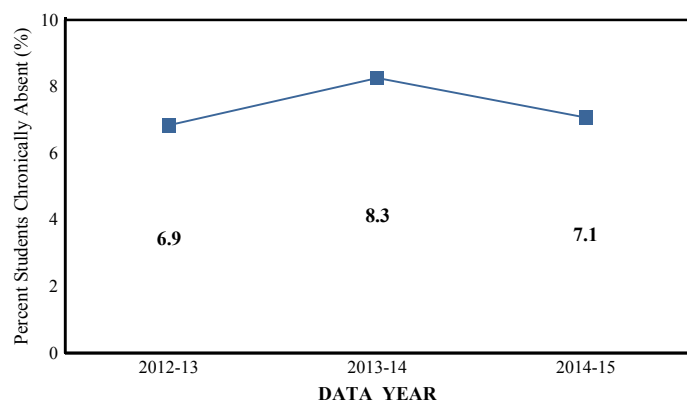
GRADE SPAN PK-04

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FRANKLIN PARK SCHOOL
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

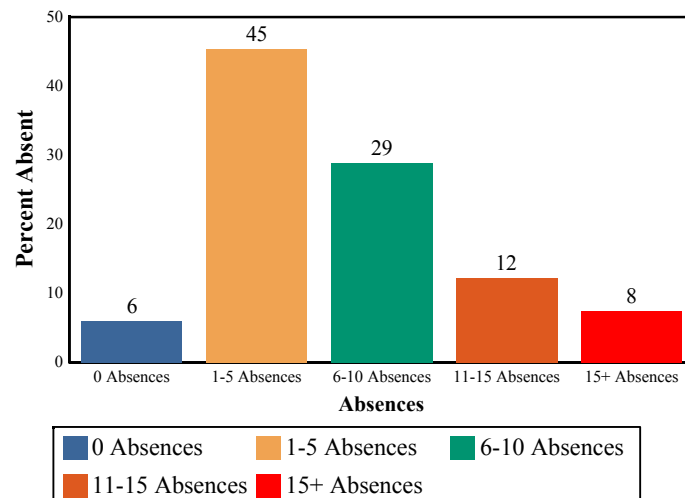


Chronic Absenteeism for 2014-15

7.08%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



STUDENT GROWTH

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GRADE SPAN PK-04

FRANKLIN PARK SCHOOL

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FRANKLIN PARK, NJ 08823-1250

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	60	70	77	35	YES
Student Growth on Math	59	84	72	35	YES
		77	75		100%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	3%	0%	0%
Partially Met	5%	3%	2%
Approached	8%	5%	3%
Met	11%	21%	18%
Exceeded	0%	3%	18%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	2%	0%
Partially Met	5%	4%	3%
Approached	9%	8%	5%
Met	11%	17%	21%
Exceeded	0%	0%	13%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

SOMERSET

GRADE SPAN PK-04

FRANKLIN TWP

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 03

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	813	850
75th	765	770
50th	740	743
25th	715	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	50	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	828	850
75th	779	767
50th	759	745
25th	735	722
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	45

WITHIN SCHOOL ACHIEVEMENT GAP

SOMERSET

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Grade Level - 04

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	826	850
75th	786	773
50th	766	750
25th	743	728
0th	666	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	45

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Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	833	850
75th	784	764
50th	759	742
25th	734	721
0th	670	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	50	43

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 15 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	1.3%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 33 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	11
Administrators	300

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>SPAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
BERGEN	FAIR LAWN BORO	LYNCREST ELEMENTARY SCHOOL	03-1450-100	KG-05	16.6%	3.1%	13.1%
BERGEN	HASBROUCK HEIGHTS BORO	EUCLID ELEMENTARY SCHOOL	03-2080-060	PK-05	15%	2.1%	12.1%
BERGEN	HASBROUCK HEIGHTS BORO	LINCOLN ELEMENTARY SCHOOL	03-2080-080	PK-05	16.8%	2.7%	15.3%
BERGEN	NEW MILFORD BORO	BERKLEY STREET ELEMENTARY SCHOOL	03-3550-060	KG-05	20.2%	7.3%	12.2%
CAMDEN	AUDUBON BORO	MANSION AVENUE SCHOOL	07-0150-050	03-06	25.7%	1.6%	26.5%
CAMDEN	HADDON TWP	STRAWBRIDGE ELEMENTARY SCHOOL	07-1890-090	KG-05	12.2%	0.5%	10.3%
ESSEX	SOUTH ORANGE-MAPLEWOOD	JEFFERSON ELEMENTARY SCHOOL	13-4900-090	03-05	13.9%	0%	13.3%
GLOUCESTER	MANTUA TWP	J. MASON TOMLIN ELEMENTARY SCHOOL	15-2990-040	04-06	18.7%	0.2%	20.1%
GLOUCESTER	WASHINGTON TWP	BELLS ELEMENTARY SCHOOL	15-5500-025	01-05	21.7%	1.2%	22.5%
HUNTERDON	HIGH BRIDGE BORO	HIGH BRIDGE ELEMENTARY SCHOOL	19-2140-060	PK-04	14.9%	0.4%	14.2%
MERCER	HAMILTON TWP	MORGAN ELEMENTARY SCHOOL	21-1950-220	PK-05	19.5%	0.9%	21.2%
MERCER	HAMILTON TWP	ROBINSON ELEMENTARY SCHOOL	21-1950-225	PK-05	19.2%	2.6%	18.7%
MIDDLESEX	EAST BRUNSWICK TWP	LAWRENCE BROOK ELEMENTARY SCHOOL	23-1170-100	KG-05	21.3%	8%	13.8%
MIDDLESEX	EDISON TWP	JAMES MADISON INTERMEDIATE SCHOOL	23-1290-090	03-05	11.8%	4%	5.6%
MIDDLESEX	OLD BRIDGE TWP	WILLIAM A. MILLER ELEMENTARY SCHOOL	23-3845-170	KG-05	20.7%	8.5%	10.6%
MIDDLESEX	WOODBRIIDGE TWP	INDIANA AVENUE ELEMENTARY SCHOOL	23-5850-160	KG-05	22.8%	12.5%	10%
MIDDLESEX	WOODBRIIDGE TWP	LYNN CREST ELEMENTARY SCHOOL	23-5850-210	PK-05	25.3%	0.8%	27.6%
MONMOUTH	FREEHOLD TWP	JOSEPH J CATENA SCHOOL	25-1660-020	KG-05	10.9%	0%	10.7%
MONMOUTH	HAZLET TWP	BEERS STREET SCHOOL	25-2105-060	05-06	17.3%	1.9%	16.5%
MONMOUTH	MANALAPAN-ENGLISHTOWN REG	TAYLOR MILLS SCHOOL	25-2920-090	KG-05	16.3%	0.7%	16.7%
MONMOUTH	MIDDLETOWN TWP	BAYVIEW ELEMENTARY SCHOOL	25-3160-060	KG-05	20.3%	0.5%	22%

State of New Jersey
2014-15

SCHOOL PEER GROUP

SOMERSET

FRANKLIN TWP

GRADE SPAN PK-04

35-1610-080
FRANKLIN PARK SCHOOL
30 EDEN STREET
FRANKLIN PARK, NJ 08823-1250

MONMOUTH	WEST LONG BRANCH BORO	BETTY MCELMON ELEMENTARY	25-5640-080	PK-03	14.1%	2.1%	11.1%
MORRIS	PARSIPPANY-TROY HILLS TWP	ROCKAWAY MEADOW ELEMENTARY SCHOOL	27-3950-107	KG-05	22%	6.8%	14.8%
MORRIS	ROXBURY TWP	FRANKLIN ELEMENTARY SCHOOL DISTRICT	27-4560-060	KG-04	18.8%	6.1%	11.5%
OCEAN	POINT PLEASANT BORO	NELLIE F. BENNETT ELEMENTARY SCHOOL	29-4210-055	PK-05	14.6%	2.2%	11.6%
OCEAN	POINT PLEASANT BORO	OCEAN ROAD ELEMENTARY SCHOOL	29-4210-060	PK-05	18.4%	5.3%	13.3%
PASSAIC	CLIFTON CITY	SCHOOL #16	31-0900-210	KG-05	27.4%	0.8%	31.1%
PASSAIC	LITTLE FALLS TWP	LITTLE FALLS TOWNSHIP PUBLIC SCHOOL # 3	31-2700-070	03-04	19.5%	1.7%	18.4%
SOMERSET	FRANKLIN TWP	FRANKLIN PARK SCHOOL	35-1610-080	PK-04	18.9%	5.1%	13.6%
UNION	LINDEN CITY	NUMBER 10	39-2660-170	PK-05	21.4%	11.8%	8.6%
WARREN	WASHINGTON TWP	BRASS CASTLE SCHOOL	41-5530-040	PK-06	17.7%	0%	18.2%



State of New Jersey

2014-15

OVERVIEW

SOMERSET

FRANKLIN TWP

GRADE SPAN PK-04

35-1610-100

HILLCREST SCHOOL

500 FRANKLIN BLVD

SOMERSET, NJ 08873-3030

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

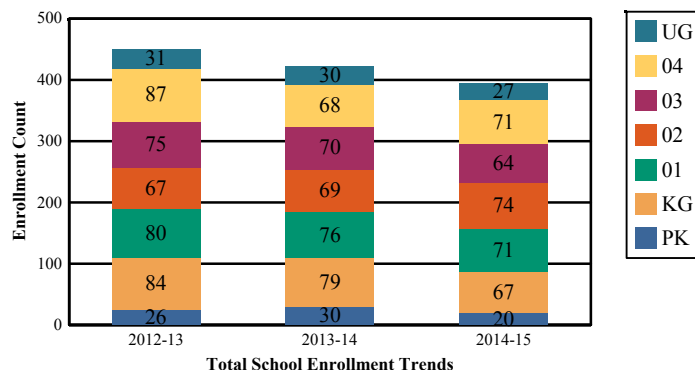
SOMERSET
FRANKLIN TWP

GRADE SPAN PK-04

35-1610-100
HILLCREST SCHOOL
500 FRANKLIN BLVD
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Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



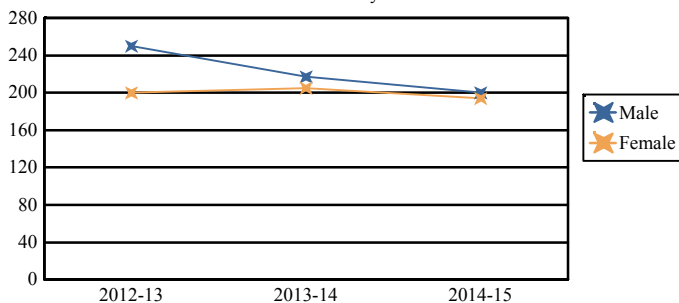
Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	450
2013-14	422
2014-15	394

Enrollment by Gender

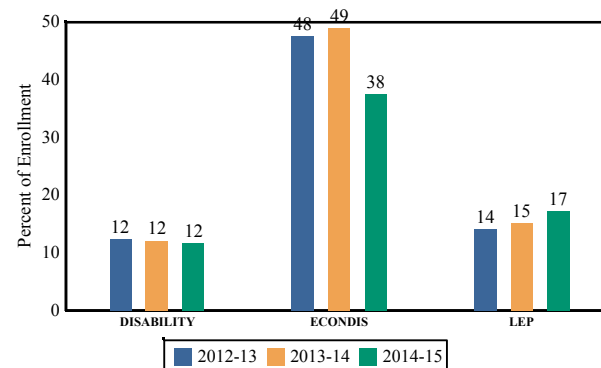
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	250	200
2013-14	217	205
2014-15	200	194

Enrollment Trends by Program Participation

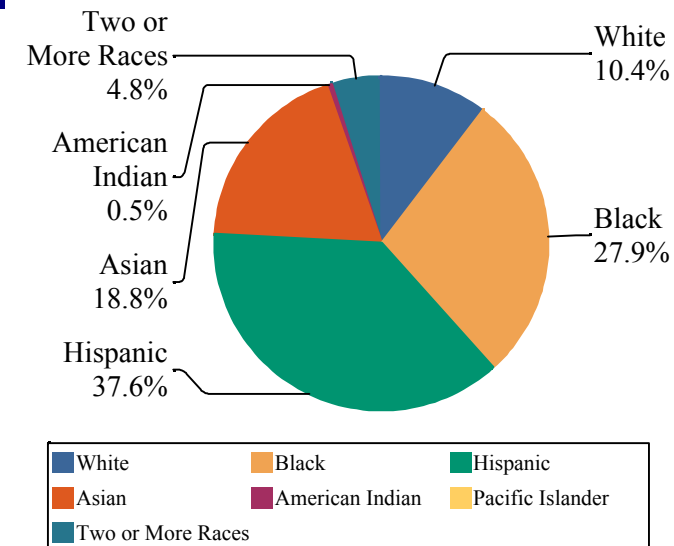
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	46	12%
Economically Disadvantaged Students	148	37.6%
English Language Learners	68	17.3%

Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	58.2%
Spanish	25.6%
Telugu	3.5%
Arabic	2.5%
Gujarati	2.3%
Urdu	1.0%
Other	6.8%

ACADEMIC ACHIEVEMENT

SOMERSET

FRANKLIN TWP

GRADE SPAN PK-04

35-1610-100
HILLCREST SCHOOL
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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	26%	4	10
Math Met or Exceeded Expectation	36%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	139	25.9%	95%	98.1%	YES
White	-	-	--	--	--
African American	42	26.2%	95%	95.8%	YES
Hispanic	57	10.5%	95%	98.4%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	66	12.1%	95%	95.8%	YES

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ACADEMIC ACHIEVEMENT

SOMERSET

FRANKLIN TWP

GRADE SPAN PK-04

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	139	36%	95%	98.1%	YES
White	-	-	--	--	--
African American	42	35.7%	95%	95.8%	YES
Hispanic	57	15.8%	95%	98.4%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	66	18.2%	95%	95.9%	YES

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

ACADEMIC ACHIEVEMENT

**SOMERSET
FRANKLIN TWP**

GRADE SPAN PK-04

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PARCC ELA Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	73	725	744	30%	21%	25%	23%	1%	25%	44%
White	-	-	753	-	-	-	-	-	-	55%
African American	20	719	725	25%	20%	35%	20%	0%	20%	26%
Hispanic	27	714	727	44%	19%	26%	11%	0%	11%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	13	759	769	23%	0%	8%	62%	8%	69%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	33	710	724	42%	24%	21%	12%	0%	12%	24%

PARCC ELA Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	66	731	751	20%	20%	33%	23%	5%	27%	52%
White	-	-	758	-	-	-	-	-	-	63%
African American	22	740	733	5%	23%	41%	27%	5%	32%	30%
Hispanic	30	714	737	37%	23%	30%	10%	0%	10%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	33	716	734	33%	24%	30%	12%	0%	12%	31%

ACADEMIC ACHIEVEMENT

**SOMERSET
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GRADE SPAN PK-04

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PARCC MATH - Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	73	739	746	12%	30%	16%	36%	5%	41%	46%
White	-	-	752	-	-	-	-	-	-	56%
African American	20	737	728	10%	35%	10%	45%	0%	45%	25%
Hispanic	27	725	733	22%	30%	26%	22%	0%	22%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	13	770	772	0%	8%	15%	54%	23%	77%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	33	726	730	21%	36%	15%	27%	0%	27%	26%

ACADEMIC ACHIEVEMENT

**SOMERSET
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PARCC MATH - Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	66	736	744	6%	36%	27%	27%	3%	30%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	22	739	727	9%	27%	36%	23%	5%	27%	20%
Hispanic	30	723	732	3%	57%	30%	10%	0%	10%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
 Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
 Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
 Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

ACADEMIC ACHIEVEMENT

**SOMERSET
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GRADE SPAN PK-04

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NJASK Results - Science Grade Level - 04

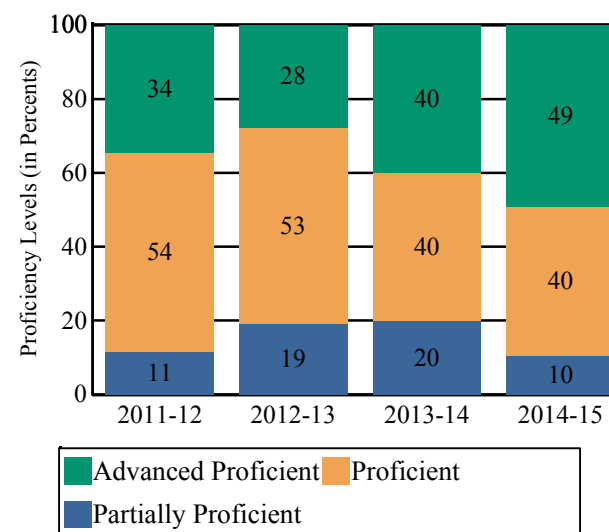
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	49%	40%	10%
White	-	-	-
African American	57%	26%	17%
Hispanic	31%	59%	9%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	20%	47%	33%
English Language Learners	-	-	-
Economically Disadvantaged Students	35%	50%	15%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



COLLEGE AND CAREER READINESS

**SOMERSET
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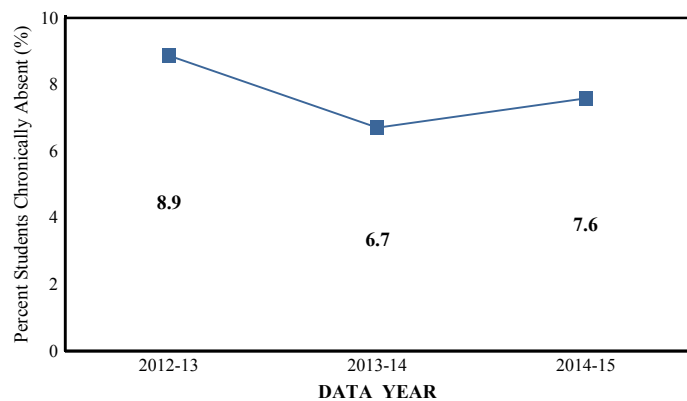
GRADE SPAN PK-04

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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

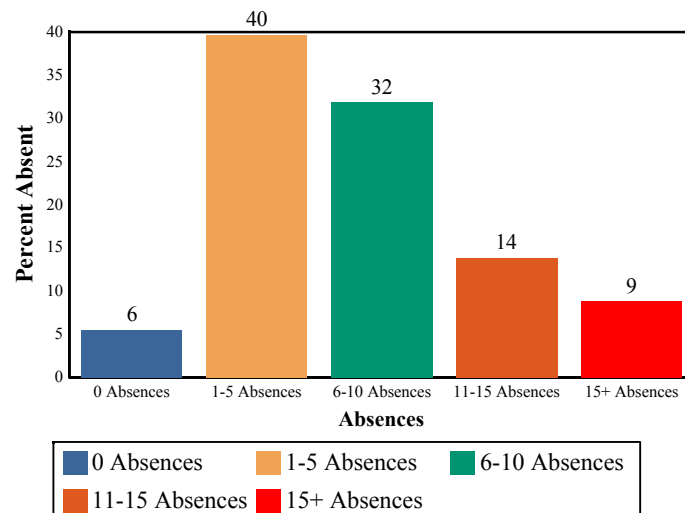


Chronic Absenteeism for 2014-15

7.59%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



STUDENT GROWTH

SOMERSET

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GRADE SPAN PK-04

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	42	11	21	35	YES
Student Growth on Math	51	38	45	35	YES
		25	33		100%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	16%	3%	0%
Partially Met	7%	10%	1%
Approached	15%	6%	15%
Met	7%	6%	9%
Exceeded	0%	0%	4%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	0%	0%
Partially Met	18%	10%	7%
Approached	6%	10%	15%
Met	6%	4%	16%
Exceeded	0%	0%	3%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

SOMERSET

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GRADE SPAN PK-04

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 03

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	817	850
75th	752	770
50th	730	743
25th	697	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	55	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	797	850
75th	770	767
50th	740	745
25th	716	722
0th	672	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	54	45

WITHIN SCHOOL ACHIEVEMENT GAP

SOMERSET

FRANKLIN TWP

Grade Level - 04

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	809	850
75th	753	773
50th	734	750
25th	711	728
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	42	45

35-1610-100

HILLCREST SCHOOL

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Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	800	850
75th	754	764
50th	733	742
25th	716	721
0th	667	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	43

SCHOOL CLIMATE
SOMERSET
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State of New Jersey
2014-15

GRADE SPAN PK-04

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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 15 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	0.3%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 33 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	10
Administrators	394

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
BERGEN	EAST RUTHERFORD BORO	MCKENZIE SCHOOL	03-1230-080	PK-04	31.1%	13.1%	12.8%
BERGEN	SADDLE BROOK TWP	FRANKLIN SCHOOL	03-4610-080	KG-06	32.3%	3.3%	19%
BERGEN	TEANECK TWP	JOHN GREENLEAF WHITTIER ELEMENTARY SCHOOL	03-5150-150	KG-04	36.7%	7%	17.2%
CAMDEN	CHERRY HILL TWP	JAMES JOHNSON ELEMENTARY SCHOOL	07-0800-085	KG-05	31.5%	12.4%	15.2%
CAMDEN	STRATFORD BORO	PARKVIEW ELEMENTARY SCHOOL	07-5080-045	PK-03	33.6%	8.3%	12.6%
CAPE MAY	WEST CAPE MAY BORO	WEST CAPE MAY ELEMENTARY SCHOOL	09-5610-050	PK-06	37.5%	6.2%	20%
HUDSON	JERSEY CITY	CORNELIA F. BRADFORD SCHOOL	17-2390-340	PK-05	33.9%	23.2%	3.4%
HUNTERDON	FLEMINGTON-RARITAN REG	FRANCIS A. DESMARES ELEMENTARY SCHOOL	19-1510-035	KG-04	33.1%	18.1%	7.2%
HUNTERDON	SOUTH HUNTERDON REGIONAL SCHOOL DISTRICT	LAMBERTVILLE PUBLIC SCHOOL	19-1376-020	PK-06	31.6%	7.4%	13.9%
MERCER	EAST WINDSOR REGIONAL	ETHEL MCKNIGHT ELEMENTARY SCHOOL	21-1245-055	KG-05	38.7%	17.4%	7.6%
MERCER	EAST WINDSOR REGIONAL	PERRY L. DREW ELEMENTARY SCHOOL	21-1245-075	KG-05	39.8%	13.6%	13.6%
MERCER	EAST WINDSOR REGIONAL	WALTER C. BLACK ELEMENTARY SCHOOL	21-1245-080	KG-05	31.4%	12.8%	6.4%
MERCER	LAWRENCE TWP	SLACKWOOD ELEMENTARY SCHOOL	21-2580-100	KG-03	37.2%	15.9%	11.4%
MIDDLESEX	OLD BRIDGE TWP	MADISON PARK ELEMENTARY SCHOOL	23-3845-120	KG-05	46.2%	12.8%	19%
MONMOUTH	EATONTOWN BORO	WOODMERE	25-1260-110	KG-06	36.6%	0%	29.4%
MONMOUTH	HOWELL TWP	ARDENA ELEMENTARY SCHOOL	25-2290-010	KG-05	36.7%	19.5%	13.2%
MONMOUTH	OCEAN TWP	WAYSIDE ELEMENTARY SCHOOL	25-3810-080	PK-04	36.6%	13.7%	17.9%
MONMOUTH	WALL TWP	WEST BELMAR ELEMENTARY SCHOOL	25-5420-080	KG-05	34.2%	15.1%	20.6%
MORRIS	MORRIS SCHOOL DISTRICT	NORMANDY PARK SCHOOL	27-3385-100	KG-05	37.2%	21.5%	9.8%
MORRIS	PARSIPPANY-TROY HILLS TWP	KNOLLWOOD ELEMENTARY SCHOOL	27-3950-065	KG-05	30.5%	21.4%	7.1%

State of New Jersey 2014-15

SCHOOL PEER GROUP

SOMERSET

FRANKLIN TWP

GRADE SPAN PK-04

35-1610-100
HILLCREST SCHOOL
500 FRANKLIN BLVD
SOMERSET, NJ 08873-3030

OCEAN	BRICK TWP	OSBORNVILLE ELEMENTARY SCHOOL	29-0530-070	KG-05	47.9%	16.2%	20.3%
OCEAN	EAGLESWOOD TWP	EAGLESWOOD ELEMENTARY SCHOOL	29-1150-020	PK-06	35.3%	2.9%	24.2%
OCEAN	LONG BEACH ISLAND	LONG BEACH ISLAND GRADE SCHOOL	29-2760-050	03-06	32%	4.1%	26.2%
PASSAIC	CLIFTON CITY	SCHOOL #14	31-0900-190	KG-05	37.1%	16.2%	10.6%
SOMERSET	FRANKLIN TWP	HILLCREST SCHOOL	35-1610-100	PK-04	37.6%	17.3%	7.8%
UNION	LINDEN CITY	NUMBER 6	39-2660-130	PK-05	59.1%	35.4%	9.7%
UNION	LINDEN CITY	NUMBER 9	39-2660-160	PK-05	33%	20.5%	7.3%
UNION	ROSELLE PARK BORO	ERNEST J. FINIZIO JR. - ALDENE SCHOOL	39-4550-060	PK-05	34.9%	11.6%	13.4%
UNION	ROSELLE PARK BORO	ROBERT GORDON ELEMENTARY SCHOOL	39-4550-080	KG-05	44.4%	14.9%	17.1%
UNION	SUMMIT CITY	JEFFERSON ELEMENTARY SCHOOL	39-5090-090	01-05	39%	11.5%	13.3%
WARREN	HACKETTSTOWN	HATCHERY HILL ELEMENTARY SCHOOL	41-1870-070	PK-04	32.5%	6.5%	14.8%



State of New Jersey

2014-15

OVERVIEW

SOMERSET

FRANKLIN TWP

GRADE SPAN PK-04

35-1610-115

MACAFEE ROAD SCHOOL

53 MACAFEE ROAD

SOMERSET, NJ 08873-2949

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

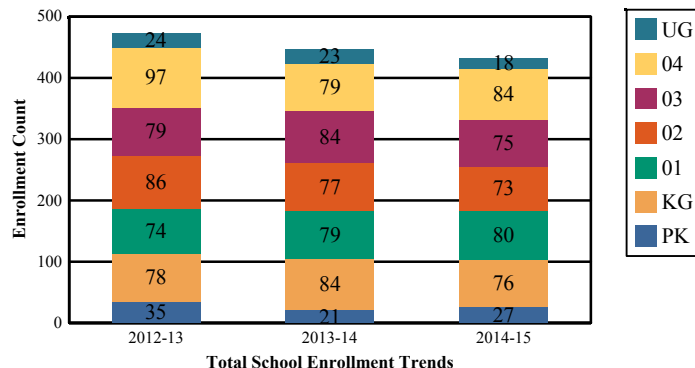
SOMERSET
FRANKLIN TWP

GRADE SPAN PK-04

35-1610-115
MACAFEE ROAD SCHOOL
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Enrollment by Grade

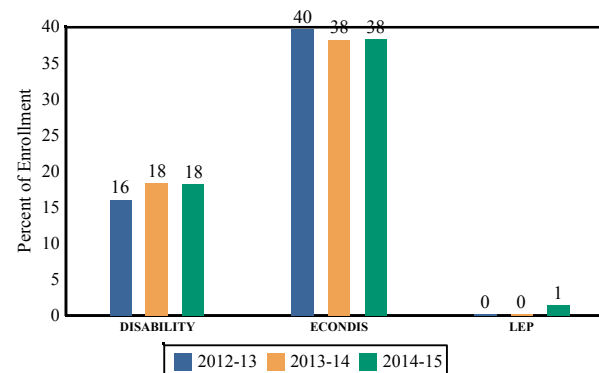
This graph presents the count of students who were 'on roll' by grade in October of each school year.



Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

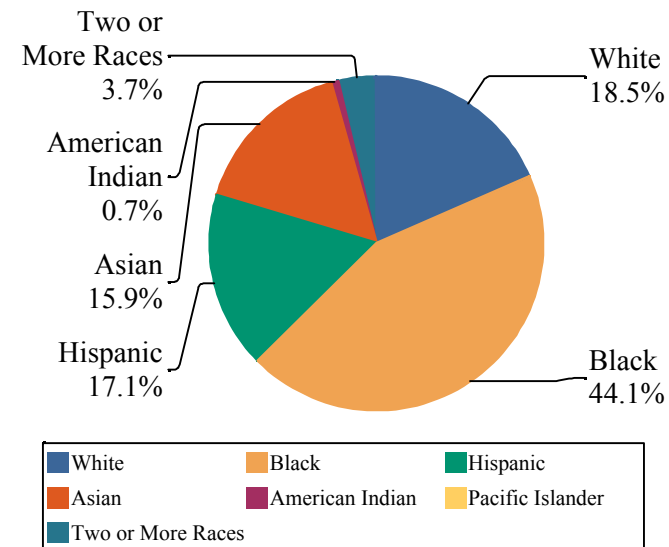
Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Enrollment by Ethnic/Racial Subgroup

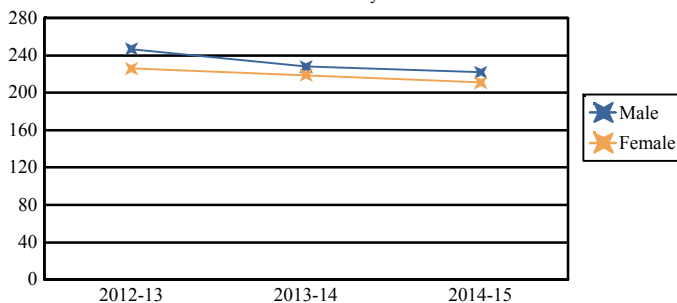
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	473
2013-14	447
2014-15	433

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	247	226
2013-14	228	219
2014-15	222	211

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	79	18%
Economically Disadvantaged Students	166	38.3%
English Language Learners	6	1.4%

Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	82.1%
Spanish	6.8%
Creoles and pidgins, English based	1.2%
Tagalog	1.2%
Gujarati	0.9%
Telugu	0.9%
Other	7.0%

ACADEMIC ACHIEVEMENT

SOMERSET

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GRADE SPAN PK-04

35-1610-115

MACAFEE ROAD SCHOOL

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SOMERSET, NJ 08873-2949

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	43%	59	32
Math Met or Exceeded Expectation	47%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	138	42.8%	95%	98%	YES
White	-	-	--	--	--
African American	65	40%	95%	98.6%	YES
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	30	16.7%	95%	100%	-
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	44	29.6%	95%	96.4%	YES

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ACADEMIC ACHIEVEMENT

SOMERSET

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GRADE SPAN PK-04

35-1610-115

MACAFEE ROAD SCHOOL

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	139	47.4%	95%	98%	YES
White	-	-	--	--	--
African American	65	41.5%	95%	98.6%	YES
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	31	22.6%	95%	100%	-
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	44	34.1%	95%	96.4%	YES

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

PARCC ELA Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	64	733	744	19%	25%	23%	30%	3%	33%	44%
White	12	746	753	8%	42%	17%	17%	17%	33%	55%
African American	27	725	725	22%	26%	26%	26%	0%	26%	26%
Hispanic	13	723	727	23%	23%	38%	15%	0%	15%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	18	703	718	44%	33%	6%	17%	0%	17%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	27	726	724	26%	22%	26%	22%	4%	26%	24%

PARCC ELA Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	74	752	751	7%	8%	34%	45%	7%	51%	52%
White	11	742	758	18%	18%	18%	45%	0%	45%	63%
African American	38	752	733	5%	8%	37%	39%	11%	50%	30%
Hispanic	12	753	737	0%	8%	42%	50%	0%	50%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	12	722	725	42%	8%	33%	17%	0%	17%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	17	740	734	12%	6%	47%	35%	0%	35%	31%

PARCC MATH - Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	64	742	746	9%	23%	28%	38%	2%	39%	46%
White	12	752	752	0%	17%	42%	42%	0%	42%	56%
African American	27	733	728	11%	41%	19%	30%	0%	30%	25%
Hispanic	13	742	733	8%	15%	46%	31%	0%	31%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	18	716	727	28%	44%	6%	22%	0%	22%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	27	734	730	11%	37%	19%	33%	0%	33%	26%

ACADEMIC ACHIEVEMENT

SOMERSET
FRANKLIN TWP

GRADE SPAN PK-04

35-1610-115
MACAFEE ROAD SCHOOL
53 MACAFEE ROAD
SOMERSET, NJ 08873-2949

PARCC MATH - Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	75	750	744	3%	12%	31%	53%	1%	55%	42%
White	11	743	749	9%	9%	45%	36%	0%	36%	50%
African American	38	746	727	0%	21%	29%	50%	0%	50%	20%
Hispanic	13	750	732	8%	0%	23%	69%	0%	69%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	13	726	724	15%	31%	31%	23%	0%	23%	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	17	739	730	0%	24%	41%	35%	0%	35%	23%

2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
 Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
 Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
 Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

ACADEMIC ACHIEVEMENT

SOMERSET
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GRADE SPAN PK-04

35-1610-115
MACAFEE ROAD SCHOOL
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NJASK Results - Science Grade Level - 04

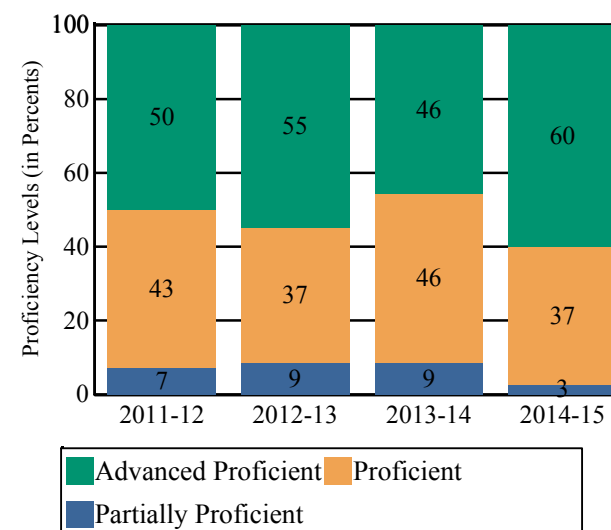
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	60%	37%	3%
White	46%	46%	8%
African American	53%	45%	3%
Hispanic	77%	23%	0%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	46%	46%	8%
English Language Learners	-	-	-
Economically Disadvantaged Students	63%	38%	0%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



COLLEGE AND CAREER READINESS

**SOMERSET
FRANKLIN TWP**

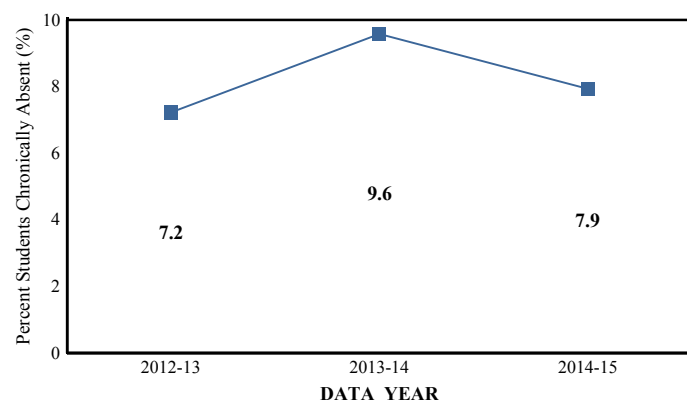
GRADE SPAN PK-04

**35-1610-115
MACAFEE ROAD SCHOOL
53 MACAFEE ROAD
SOMERSET, NJ 08873-2949**

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

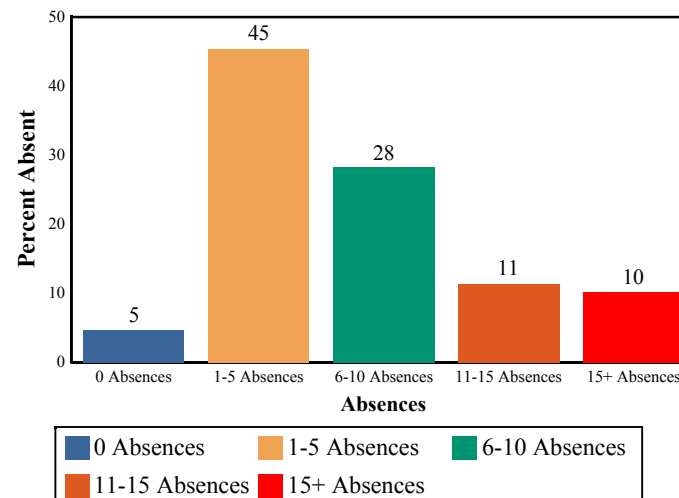


Chronic Absenteeism for 2014-15

7.93%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



STUDENT GROWTH

SOMERSET

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GRADE SPAN PK-04

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	52	70	53	35	YES
Student Growth on Math	42	31	24	35	YES
		51	39		100%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	7%	0%	0%
Partially Met	5%	1%	1%
Approached	15%	12%	9%
Met	5%	20%	17%
Exceeded	0%	0%	7%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	3%	0%	0%
Partially Met	7%	8%	0%
Approached	9%	8%	13%
Met	24%	14%	13%
Exceeded	0%	0%	1%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

SOMERSET

FRANKLIN TWP

GRADE SPAN PK-04

35-1610-115

MACAFEE ROAD SCHOOL

53 MACAFEE ROAD

SOMERSET, NJ 08873-2949

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 03

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	816	850
75th	757	770
50th	726	743
25th	705	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	52	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	790	850
75th	768	767
50th	743	745
25th	719	722
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	49	45

WITHIN SCHOOL ACHIEVEMENT GAP

SOMERSET

FRANKLIN TWP

Grade Level - 04

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	819	850
75th	773	773
50th	750	750
25th	735	728
0th	663	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	45

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MACAFEE ROAD SCHOOL

53 MACAFEE ROAD

SOMERSET, NJ 08873-2949

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	798	850
75th	767	764
50th	750	742
25th	733	721
0th	662	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	43

SCHOOL CLIMATE
SOMERSET
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State of New Jersey
2014-15

GRADE SPAN PK-04

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MACAFEE ROAD SCHOOL
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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 15 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	3.7%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 33 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	12
Administrators	433

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>SPAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
BERGEN	BERGENFIELD BORO	FRANKLIN ELEMENTARY SCHOOL	03-0300-040	KG-05	35%	4.6%	12.7%
BERGEN	TEANECK TWP	JAMES RUSSELL LOWELL ELEMENTARY SCHOOL	03-5150-130	KG-04	38.1%	3%	14.9%
BERGEN	WALLINGTON BORO	FRANK W. GAVLAK ELEMENTARY SCHOOL	03-5430-055	KG-06	34.9%	3.1%	14.3%
BURLINGTON	MAPLE SHADE TWP	RALPH J. STEINHAUER ELEMENTARY SCHOOL	05-3010-100	05-06	44.3%	2%	22.3%
CAMDEN	CHERRY HILL TWP	CLARA BARTON ELEMENTARY SCHOOL	07-0800-069	KG-05	34.6%	5.8%	9.2%
CAMDEN	COLLINGSWOOD BORO	MARK NEWBIE ELEMENTARY SCHOOL	07-0940-060	KG-05	37.3%	0%	18.2%
CAMDEN	LAUREL SPRINGS BORO	LAUREL SPRINGS SCHOOL	07-2540-050	PK-06	36.5%	1.4%	18.7%
CAMDEN	WATERFORD TWP	THOMAS RICHARDS ELEMENTARY	07-5560-060	PK-04	31.4%	0%	13.8%
CAMDEN	WATERFORD TWP	WATERFORD ELEMENTARY SCHOOL	07-5560-100	04-06	33.2%	0.3%	16.2%
CAPE MAY	MIDDLE TWP	MIDDLE TOWNSHIP ELEMENTARY #2	09-3130-085	03-05	44%	2.3%	21.7%
CUMBERLAND	UPPER DEERFIELD TWP	ELIZABETH F. MOORE SCHOOL	11-5300-060	04-05	54.9%	8.2%	27.2%
ESSEX	WEST ORANGE TOWN	PLEASANTDALE ELEMENTARY SCHOOL	13-5680-150	PK-05	43.4%	4.5%	18.9%
GLOUCESTER	GREENWICH TWP	BROAD STREET ELEMENTARY SCHOOL	15-1830-050	KG-04	35.6%	0%	17.8%
GLOUCESTER	MONROE TWP	WHITEHALL ELEMENTARY SCHOOL	15-3280-100	KG-04	33.7%	0%	15.5%
MERCER	EAST WINDSOR REGIONAL	GRACE N. ROGERS ELEMENTARY SCHOOL	21-1245-060	PK-05	47.4%	14.9%	7%
MIDDLESEX	CARTERET BORO	PRIVATE NICHOLAS MINUE ELEMENTARY SCHOOL	23-0750-057	PK-05	54.2%	20.6%	7.2%
MIDDLESEX	NORTH BRUNSWICK TWP	ARTHUR M. JUDD	23-3620-055	PK-05	32.3%	3.1%	10.5%
MIDDLESEX	OLD BRIDGE TWP	CHEESEQUAKE ELEMENTARY SCHOOL	23-3845-105	KG-05	34%	6.9%	8%
MIDDLESEX	PISCATAWAY TWP	DWIGHT D. EISENHOWER ELEMENTARY SCHOOL	23-4130-065	KG-03	40.2%	10.8%	7.3%
MIDDLESEX	SAYREVILLE BORO	DWIGHT D. EISENHOWER ELEMENTARY SCHOOL	23-4660-070	KG-03	33.5%	2.4%	11.4%

State of New Jersey
2014-15

SCHOOL PEER GROUP

SOMERSET

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MACAFEE ROAD SCHOOL
53 MACAFEE ROAD
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MIDDLESEX	SAYREVILLE BORO	EMMA ARLETH ELEMENTARY SCHOOL	23-4660-060	KG-03	36.1%	2.2%	17.5%
OCEAN	BRICK TWP	EMMA HAVENS YOUNG ELEMENTARY SCHOOL	29-0530-035	KG-05	41.1%	5.8%	13.3%
OCEAN	LACEY TWP	LANOKA HARBOR ELEMENTARY SCHOOL	29-2480-060	KG-04	34.9%	1.1%	17.3%
OCEAN	OCEAN TWP	FREDERIC A. PRIFF ELEMENTARY SCHOOL	29-3820-030	04-06	38.3%	0%	20%
OCEAN	OCEAN TWP	WARETOWN ELEMENTARY SCHOOL	29-3820-050	PK-03	31.9%	0%	16.7%
OCEAN	TOMS RIVER REGIONAL	JOSEPH A. CITTA ELEMENTARY SCHOOL	29-5190-067	KG-05	31.8%	4.7%	9.1%
OCEAN	TUCKERTON BORO	TUCKERTON ELEMENTARY SCHOOL	29-5220-050	PK-06	38.4%	1.2%	17.5%
SALEM	PENNSVILLE	CENTRAL PARK ELEMENTARY SCHOOL	33-4075-060	02-03	36.4%	0.8%	16.2%
SOMERSET	FRANKLIN TWP	MACAFEE ROAD SCHOOL	35-1610-115	PK-04	38.3%	1.4%	19%
UNION	LINDEN CITY	NUMBER 8	39-2660-150	PK-05	56.6%	21.9%	5.5%
UNION	UNION TWP	CONNECTICUT FARMS	39-5290-090	PK-04	36.2%	7.2%	9.8%



State of New Jersey

2014-15

35-1610-140

PINE GROVE MANOR SCHOOL
130 HIGHLAND AVENUE
SOMERSET, NJ 08873-2063

OVERVIEW

SOMERSET

FRANKLIN TWP

GRADE SPAN PK-04

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

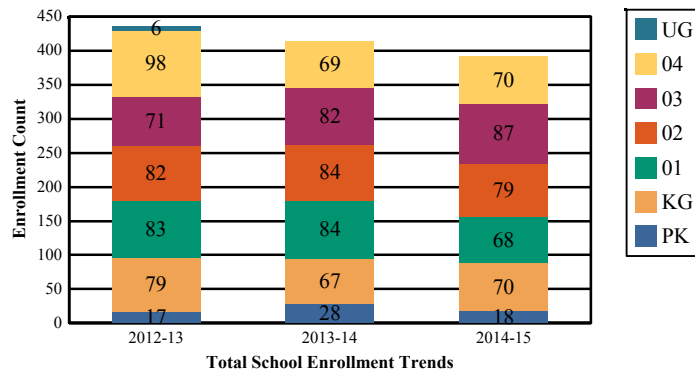
SOMERSET
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GRADE SPAN PK-04

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PINE GROVE MANOR SCHOOL
130 HIGHLAND AVENUE
SOMERSET, NJ 08873-2063

Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.

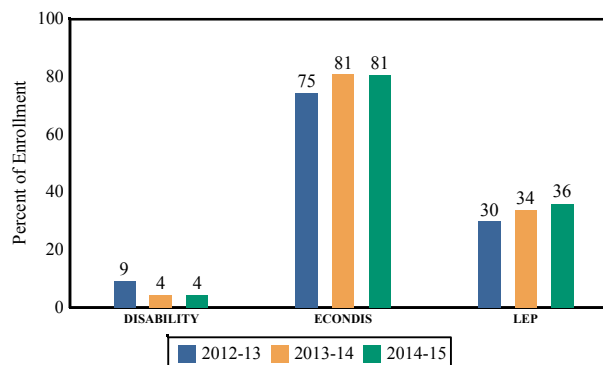


Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

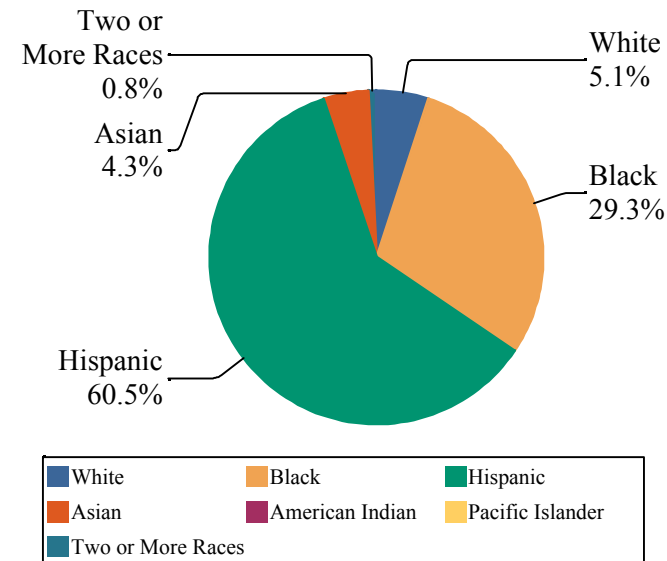
Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Enrollment by Ethnic/Racial Subgroup

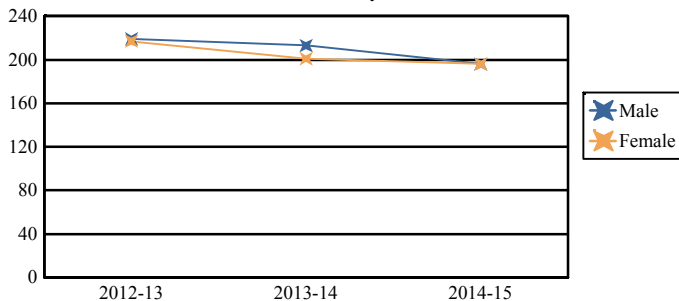
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	436
2013-14	414
2014-15	392

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	219	217
2013-14	213	201
2014-15	196	196

Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	17	4%
Economically Disadvantaged Students	316	80.6%
English Language Learners	141	36.0%

Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
Spanish	53.2%
English	36.5%
Creoles and pidgins, English based	1.7%
Vietnamese	0.7%
Chinese	0.7%
Urdu	0.7%
Other	6.4%

ACADEMIC ACHIEVEMENT

SOMERSET

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PINE GROVE MANOR SCHOOL

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	23%	52	7
Math Met or Exceeded Expectation	31%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	133	22.6%	95%	99.3%	YES
White	-	-	--	--	--
African American	46	19.6%	95%	100%	YES
Hispanic	64	15.6%	95%	100%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	94	17%	95%	99%	YES

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ACADEMIC ACHIEVEMENT

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GRADE SPAN PK-04

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	133	30.8%	95%	99.3%	YES
White	-	-	--	--	--
African American	46	26.1%	95%	100%	YES
Hispanic	64	21.9%	95%	100%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	94	24.5%	95%	99%	YES

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

PARCC ELA Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	74	717	744	30%	39%	14%	16%	1%	18%	44%
White	-	-	753	-	-	-	-	-	-	55%
African American	23	723	725	30%	35%	9%	22%	4%	26%	26%
Hispanic	42	712	727	33%	40%	14%	12%	0%	12%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	56	713	724	34%	39%	14%	13%	0%	13%	24%

PARCC ELA Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	59	736	751	7%	27%	37%	22%	7%	29%	52%
White	-	-	758	-	-	-	-	-	-	63%
African American	23	726	733	13%	26%	48%	13%	0%	13%	30%
Hispanic	22	728	737	5%	41%	32%	23%	0%	23%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	38	729	734	11%	29%	37%	24%	0%	24%	31%

PARCC MATH - Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	74	734	746	9%	23%	43%	23%	1%	24%	46%
White	-	-	752	-	-	-	-	-	-	56%
African American	23	730	728	17%	30%	26%	22%	4%	26%	25%
Hispanic	42	732	733	7%	21%	55%	17%	0%	17%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	16	724	724	19%	25%	44%	13%	0%	13%	17%
Economically Disadvantaged Students	56	731	730	11%	21%	50%	18%	0%	18%	26%

PARCC MATH - Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	59	743	744	0%	31%	31%	37%	2%	39%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	23	734	727	0%	43%	30%	26%	0%	26%	20%
Hispanic	22	739	732	0%	32%	36%	32%	0%	32%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	38	738	730	0%	34%	32%	34%	0%	34%	23%

2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
 Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
 Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
 Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

ACADEMIC ACHIEVEMENT

SOMERSET

FRANKLIN TWP

GRADE SPAN PK-04

35-1610-140

PINE GROVE MANOR SCHOOL

130 HIGHLAND AVENUE

SOMERSET, NJ 08873-2063

NJASK Results - Science Grade Level - 04

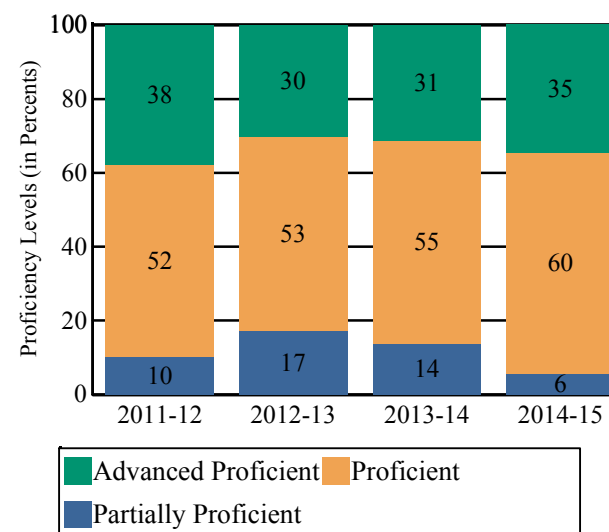
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	35%	60%	6%
White	-	-	-
African American	43%	48%	10%
Hispanic	11%	84%	5%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	26%	69%	6%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



COLLEGE AND CAREER READINESS

**SOMERSET
FRANKLIN TWP**

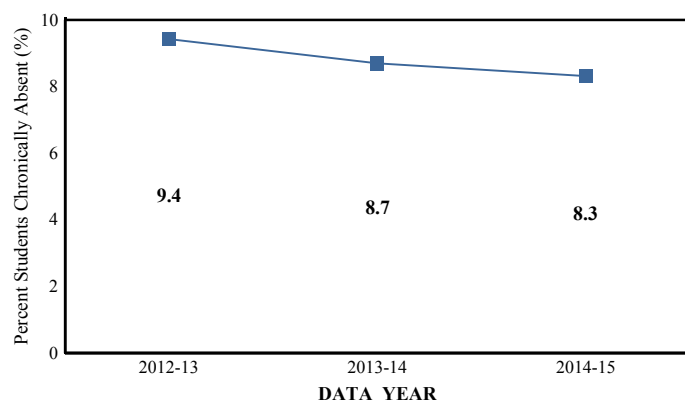
GRADE SPAN PK-04

**35-1610-140
PINE GROVE MANOR SCHOOL
130 HIGHLAND AVENUE
SOMERSET, NJ 08873-2063**

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

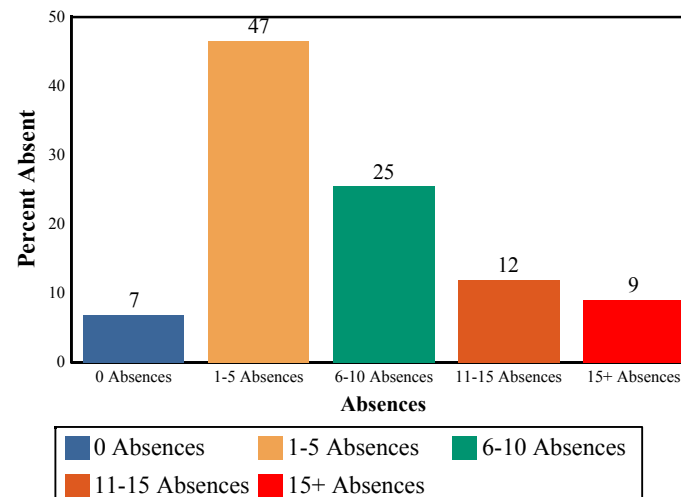


Chronic Absenteeism for 2014-15

8.33%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



STUDENT GROWTH

SOMERSET

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GRADE SPAN PK-04

PINE GROVE MANOR SCHOOL

130 HIGHLAND AVENUE

SOMERSET, NJ 08873-2063

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	43	26	23	35	YES
Student Growth on Math	66	91	87	35	YES
		59	55		100%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	10%	0%	0%
Partially Met	12%	8%	5%
Approached	13%	17%	7%
Met	8%	3%	10%
Exceeded	0%	0%	7%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	2%	0%	0%
Partially Met	10%	12%	8%
Approached	7%	10%	13%
Met	0%	10%	27%
Exceeded	0%	0%	2%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

SOMERSET

FRANKLIN TWP

GRADE SPAN PK-04

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 03

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	799	850
75th	730	770
50th	715	743
25th	695	715
0th	658	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	788	850
75th	749	767
50th	732	745
25th	720	722
0th	676	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	29	45

WITHIN SCHOOL ACHIEVEMENT GAP

SOMERSET

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Grade Level - 04

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	810	850
75th	753	773
50th	732	750
25th	712	728
0th	657	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	45

35-1610-140

PINE GROVE MANOR SCHOOL

130 HIGHLAND AVENUE

SOMERSET, NJ 08873-2063

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	796	850
75th	765	764
50th	742	742
25th	721	721
0th	676	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	43

SCHOOL CLIMATE
SOMERSET
FRANKLIN TWP

State of New Jersey
2014-15

GRADE SPAN PK-04

35-1610-140
PINE GROVE MANOR SCHOOL
130 HIGHLAND AVENUE
SOMERSET, NJ 08873-2063

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 15 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	0.0%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 33 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	10
Administrators	392

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>SPAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
ATLANTIC	PLEASANTVILLE CITY	LEEDS AVENUE ELEMENTARY SCHOOL	01-4180-080	PK-05	91.5%	10%	11.7%
ATLANTIC	PLEASANTVILLE CITY	NORTH MAIN ST ELEMENTARY SCHOOL	01-4180-085	PK-05	89.6%	15.9%	11.2%
CAMDEN	CAMDEN CITY	ALFRED CRAMER COLLEGE PREPARATORY LAB SCHOOL	07-0680-170	PK-06	92.1%	21.7%	10.2%
CHARTERS	COMMUNITY CHARTER SCHOOL OF PATERSON	COMMUNITY CHARTER SCHOOL OF PATERSON	80-6021-905	KG-07	100%	1.1%	11.2%
CHARTERS	JCAMDEN COMMUNITY CHARTER SCHOOL	CAMDEN COMMUNITY CHARTER SCHOOL	80-6063-945	KG-06	95.2%	8.3%	9.6%
CHARTERS	KNOWLEDGE A TO Z CHARTER SCHOOL	KNOWLEDGE A TO Z CHARTER SCHOOL	80-6083-968	KG-04	90%	0%	5.3%
CHARTERS	NEW HORIZONS COMM. CS	NEW HORIZONS COMMUNITY CHARTER SCHOOL	80-7290-957	KG-05	92.9%	0%	6%
CHARTERS	ROSEVILLE COMMUNITY CS	ROSEVILLE COMMUNITY CHARTER SCHOOL	80-6058-939	KG-04	95.3%	2.5%	5.6%
ESSEX	CITY OF ORANGE TWP	ROSA PARKS/CENTRAL COMMUNITY SCHOOL	13-3880-105	PK-07	91.6%	18.3%	9.3%
ESSEX	EAST ORANGE	EDWARD T. BOWSER SR. SCHOOL OF EXCELLENCE	13-1210-050	PK-05	86.2%	16%	7.5%
ESSEX	NEWARK CITY	ELLIOTT STREET ELEMENTARY SCHOOL	13-3570-390	PK-04	84.7%	21%	7.2%
ESSEX	NEWARK CITY	ROBERTO CLEMENTE ELEMENTARY SCHOOL	13-3570-615	PK-04	90.3%	29%	12.1%
HUDSON	HOBOKEN CITY	THOMAS G. CONNORS	17-2210-065	PK-06	96.4%	0%	10.4%
HUDSON	JERSEY CITY	CHARLES E. TREFURT SCHOOL	17-2390-120	PK-05	87.1%	36.7%	14%
HUDSON	WEST NEW YORK TOWN	PUBLIC SCHOOL NUMBER FIVE	17-5670-090	PK-06	87.8%	22.8%	8%
MERCER	TRENTON CITY	COLUMBUS ELEMENTARY SCHOOL	21-5210-170	KG-05	94.6%	11.4%	17.1%
MERCER	TRENTON CITY	FRANKLIN ELEMENTARY SCHOOL	21-5210-190	KG-05	90.3%	10.5%	11.6%
MERCER	TRENTON CITY	JEFFERSON ELEMENTARY SCHOOL	21-5210-230	KG-05	90.5%	0%	6.9%
MERCER	TRENTON CITY	MOTT ELEMENTARY SCHOOL	21-5210-260	KG-05	89.9%	17.5%	12.5%
MIDDLESEX	NEW BRUNSWICK CITY	LINCOLN ELEMENTARY SCHOOL	23-3530-080	PK-05	90.3%	19.8%	10.8%

SCHOOL PEER GROUP

SOMERSET

FRANKLIN TWP

GRADE SPAN PK-04

**35-1610-140
PINE GROVE MANOR SCHOOL
130 HIGHLAND AVENUE
SOMERSET, NJ 08873-2063**

MIDDLESEX	NEW BRUNSWICK CITY	LIVINGSTON ELEMENTARY SCHOOL	23-3530-090	KG-05	88.5%	22%	7.9%
MIDDLESEX	NEW BRUNSWICK CITY	LORD STLRING ELEMENTARY SCHOOL	23-3530-100	PK-05	92.8%	17.9%	9.6%
MIDDLESEX	NEW BRUNSWICK CITY	PAUL ROBESON COMMUNITY SCHOOL	23-3530-123	PK-05	89.2%	10.6%	8.4%
MIDDLESEX	PERTH AMBOY CITY	ANTHONY V. CERES ELEMENTARY SCHOOL	23-4090-070	KG-04	84.5%	25.6%	4.3%
MIDDLESEX	PERTH AMBOY CITY	HERBERT N. RICHARDSON 21ST CENTURY SCHOOL	23-4090-130	KG-04	80.6%	37%	6.6%
MONMOUTH	LONG BRANCH CITY	GEORGE L CATRAMBONE	25-2770-300	PK-05	89.3%	20.8%	8.6%
PASSAIC	PATERSON CITY	SCHOOL 19	31-4010-230	PK-04	92.7%	6.9%	5%
SOMERSET	FRANKLIN TWP	PINE GROVE MANOR SCHOOL	35-1610-140	PK-04	80.6%	36%	4.6%
UNION	PLAINFIELD CITY	CLINTON ELEMENTARY SCHOOL	39-4160-110	PK-05	82.4%	39.1%	7.9%
UNION	PLAINFIELD CITY	WOODLAND ELEMENTARY SCHOOL	39-4160-190	KG-05	85.1%	29.8%	4.7%
UNION	ROSELLE BORO	HARRISON ELEMENTARY SCHOOL	39-4540-020	01-04	81.5%	43.3%	8.9%



State of New Jersey

2014-15

35-1610-150

SAMPSON G. SMITH SCHOOL

1649 AMWELL ROAD

SOMERSET, NJ 08873

OVERVIEW

SOMERSET

FRANKLIN TWP

GRADE SPAN 05-06

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

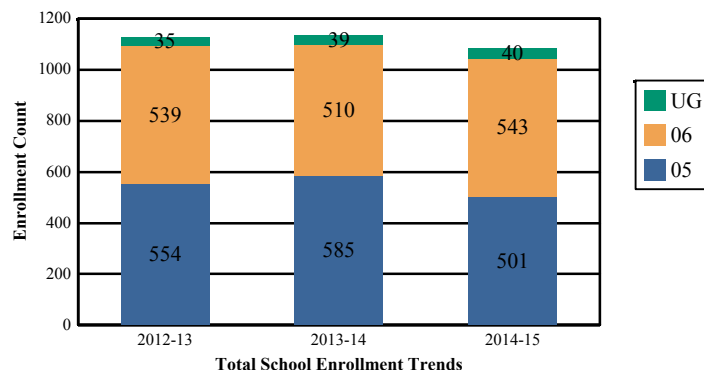
SOMERSET
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GRADE SPAN 05-06

35-1610-150
SAMPSON G. SMITH SCHOOL
1649 AMWELL ROAD
SOMERSET, NJ 08873

Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.

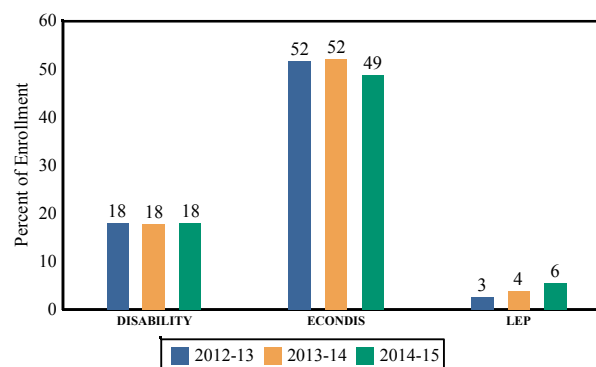


Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.

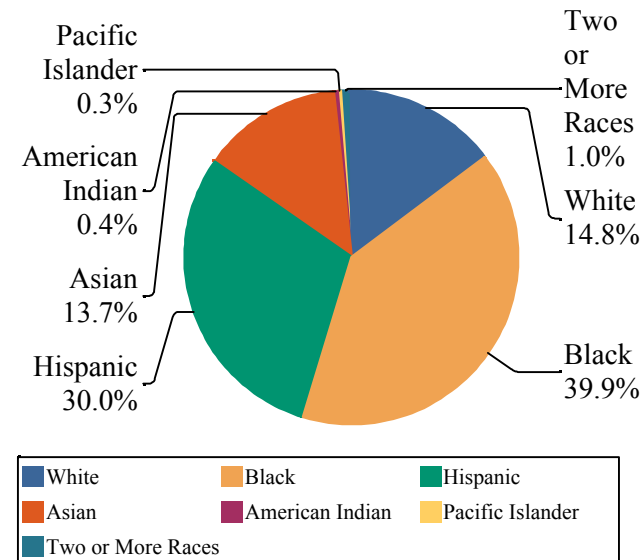


Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	195	18%
Economically Disadvantaged Students	529	48.8%
English Language Learners	60	5.5%

Enrollment by Ethnic/Racial Subgroup

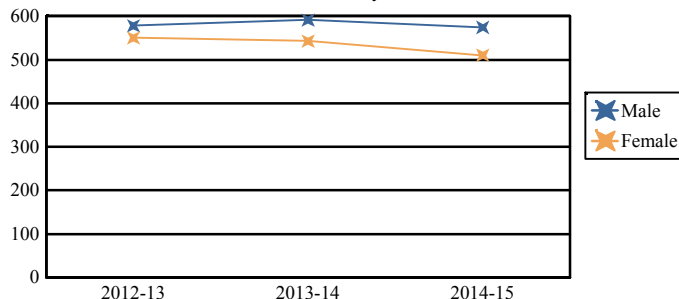
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Total School Enrollment	
2012-13	1,128
2013-14	1,134
2014-15	1,084

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	578	550
2013-14	591	543
2014-15	574	510

Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	70.2%
Spanish	20.0%
Gujarati	1.5%
Creoles and pidgins, English based	1.0%
Chinese	0.9%
Urdu	0.8%
Other	5.6%

ACADEMIC ACHIEVEMENT

SOMERSET

FRANKLIN TWP

GRADE SPAN 05-06

35-1610-150

SAMPSON G. SMITH SCHOOL

1649 AMWELL ROAD

SOMERSET, NJ 08873

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	41%	26	28
Math Met or Exceeded Expectation	35%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	1018	40.6%	95%	98.2%	YES
White	151	60.3%	95%	96.3%	YES
African American	406	31.5%	95%	98.4%	YES
Hispanic	303	26.1%	95%	98.8%	YES
American Indian	-	-	--	--	--
Asian	144	75.7%	95%	99.3%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	468	26.7%	95%	97.6%	YES

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	1021	34.6%	95%	98.3%	YES
White	151	53%	95%	96.3%	YES
African American	407	24.6%	95%	98.6%	YES
Hispanic	305	21%	95%	99.1%	YES
American Indian	-	-	--	--	--
Asian	144	70.9%	95%	98.7%	YES
Two or More Races	-	-	--	--	--
Students with Disability	196	11.3%	95%	97.6%	YES
English Learner Students	66	10.6%	95%	98.7%	YES
Economically Disadvantaged Students	471	22%	95%	98%	YES

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

PARCC ELA Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	486	742	751	10%	19%	33%	34%	4%	38%	53%
White	73	757	757	4%	7%	34%	45%	10%	55%	62%
African American	201	736	734	10%	24%	37%	27%	1%	28%	31%
Hispanic	141	730	737	16%	23%	38%	22%	1%	23%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	66	768	771	5%	8%	8%	67%	14%	80%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	94	713	723	31%	40%	19%	10%	0%	10%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	228	732	734	15%	21%	39%	24%	2%	25%	31%

PARCC ELA Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	532	741	749	13%	18%	26%	37%	6%	43%	50%
White	78	756	755	8%	8%	19%	54%	12%	65%	59%
African American	205	735	732	15%	23%	27%	33%	2%	35%	29%
Hispanic	162	730	736	19%	20%	33%	27%	2%	28%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	78	764	770	1%	9%	18%	51%	21%	72%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	-	-	718	-	-	-	-	-	-	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	240	730	733	19%	23%	30%	27%	1%	28%	30%

PARCC MATH - Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	488	740	744	3%	28%	33%	32%	4%	35%	42%
White	73	751	749	3%	11%	33%	48%	5%	53%	49%
African American	202	734	728	4%	37%	34%	24%	1%	26%	21%
Hispanic	142	731	733	4%	36%	37%	23%	0%	23%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	66	767	768	0%	8%	21%	53%	18%	71%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	95	726	724	3%	52%	32%	11%	3%	14%	19%
English Language Learners	30	721	724	7%	47%	37%	10%	0%	10%	17%
Economically Disadvantaged Students	230	731	731	6%	35%	34%	24%	0%	25%	23%

ACADEMIC ACHIEVEMENT

SOMERSET
FRANKLIN TWP

GRADE SPAN 05-06

35-1610-150
SAMPSON G. SMITH SCHOOL
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PARCC MATH - Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	533	736	743	9%	28%	29%	30%	4%	34%	42%
White	78	748	749	4%	12%	32%	45%	8%	53%	50%
African American	205	730	726	10%	36%	31%	22%	1%	23%	19%
Hispanic	163	728	731	13%	36%	32%	19%	1%	20%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	78	759	768	1%	10%	18%	56%	14%	71%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	-	-	718	-	-	-	-	-	-	15%
English Language Learners	36	714	718	36%	36%	17%	11%	0%	11%	14%
Economically Disadvantaged Students	241	727	729	12%	37%	31%	19%	1%	20%	23%

2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
 Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
 Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
 Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

COLLEGE AND CAREER READINESS

**SOMERSET
FRANKLIN TWP**

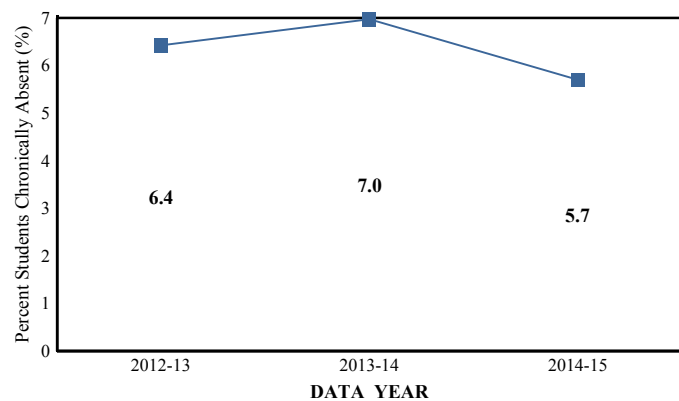
GRADE SPAN 05-06

**35-1610-150
SAMPSON G. SMITH SCHOOL
1649 AMWELL ROAD
SOMERSET, NJ 08873**

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

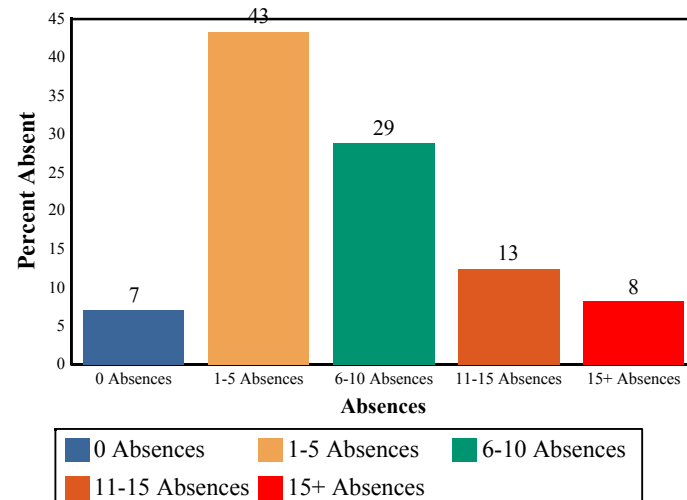


Chronic Absenteeism for 2014-15

5.71%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



STUDENT GROWTH

SOMERSET

FRANKLIN TWP

GRADE SPAN 05-06

SAMPSON G. SMITH SCHOOL

1649 AMWELL ROAD

SOMERSET, NJ 08873

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	52	50	53	35	YES
Student Growth on Math	56	67	63	35	YES
		59	58		100%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	9%	2%	0%
Partially Met	9%	7%	3%
Approached	8%	11%	10%
Met	6%	12%	18%
Exceeded	0%	1%	4%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	4%	1%	0%
Partially Met	11%	11%	5%
Approached	7%	11%	14%
Met	5%	9%	17%
Exceeded	0%	1%	3%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

SOMERSET

FRANKLIN TWP

GRADE SPAN 05-06

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 05

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	819	850
75th	763	773
50th	742	751
25th	720	728
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	45

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	806	850
75th	758	763
50th	738	743
25th	720	723
0th	673	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	40

WITHIN SCHOOL ACHIEVEMENT GAP

SOMERSET

FRANKLIN TWP

Grade Level - 06

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	816	850
75th	763	770
50th	741	749
25th	717	726
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	44

35-1610-150

SAMPSON G. SMITH SCHOOL

1649 AMWELL ROAD

SOMERSET, NJ 08873

Grade Level - 06

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	799	850
75th	756	763
50th	736	742
25th	715	721
0th	665	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	42

SCHOOL CLIMATE
SOMERSET
FRANKLIN TWP

State of New Jersey
2014-15

GRADE SPAN 05-06

35-1610-150
SAMPSON G. SMITH SCHOOL
1649 AMWELL ROAD
SOMERSET, NJ 08873

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 15 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	12.7%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	10
Administrators	361

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>SPAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
ATLANTIC	ABSECON CITY	H ASHTON MARSH	01-0010-060	KG-04	46.8%	8.9%	9.8%
ATLANTIC	HAMILTON TWP	GEORGE L. HESS EDUCATIONAL COMPLEX	01-1940-055	PK-05	38.2%	2.5%	13.8%
BERGEN	BERGENFIELD BORO	WASHINGTON ELEMENTARY SCHOOL	03-0300-080	KG-05	38.9%	6.2%	8.8%
BERGEN	ELMWOOD PARK	GANTNER AVENUE SCHOOL	03-1345-070	KG-05	41.5%	0%	20.2%
BERGEN	PALISADES PARK	LINDBERGH ELEMENTARY SCHOOL	03-3910-070	02-07	49%	11.4%	8.2%
BERGEN	RIDGEFIELD PARK TWP	LINCOLN ELEMENTARY SCHOOL	03-4380-070	PK-06	44.7%	7.9%	11%
BURLINGTON	DELANCO TWP	M. JOAN PEARSON ELEMENTARY SCHOOL	05-1030-030	KG-05	39.9%	1.9%	13.8%
BURLINGTON	EDGEWATER PARK TWP	MAGOWAN ELEMENTARY SCHOOL	05-1280-050	PK-04	46.9%	8%	13.3%
BURLINGTON	MAPLE SHADE TWP	MAUDE M. WILKINS ELEMENTARY SCHOOL	05-3010-080	PK-04	46.8%	1.2%	21.9%
CHARTERS	KINGDOM CS OF LEADERSHIP	THE KINGDOM CHARTER SCHOOL OF LEADERSHIP	80-6067-949	KG-06	31.3%	3%	4%
ESSEX	WEST ORANGE TOWN	EDISON MIDDLE SCHOOL	13-5680-070	06	42.6%	1.8%	18.5%
GLOUCESTER	FRANKLIN TWP	CAROLINE L. REUTTER SCHOOL	15-1590-070	05-06	38.2%	0.5%	16.5%
GLOUCESTER	FRANKLIN TWP	MAIN ROAD SCHOOL	15-1590-095	03-04	37.3%	1.2%	14.4%
HUDSON	KEARNY TOWN	ROOSEVELT	17-2410-100	PK-06	37.5%	0%	13.7%
MERCER	EWING TWP	WL ANTHEIL ELEMENTARY SCHOOL	21-1430-140	PK-05	44.3%	4%	14.5%
MIDDLESEX	HIGHLAND PARK BORO	BARTLE ELEMENTARY SCHOOL	23-2150-085	02-05	41.9%	5.7%	12%
MIDDLESEX	OLD BRIDGE TWP	LEROY GORDON COOPER ELEMENTARY SCHOOL	23-3845-113	KG-05	40.6%	3.4%	13.4%
MIDDLESEX	PISCATAWAY TWP	ARBOR ELEMENTARY SCHOOL	23-4130-060	04-05	40.7%	4.8%	12.2%
MIDDLESEX	SAYREVILLE BORO	HARRY S. TRUMAN ELEMENTARY SCHOOL	23-4660-075	KG-03	33.7%	0.9%	11.6%
MIDDLESEX	SOUTH AMBOY CITY	SOUTH AMBOY ELEMENTARY	23-4830-060	PK-05	46.5%	1.6%	21.5%
MIDDLESEX	WOODBRIIDGE TWP	LAFAYETTE ESTATES ELEMENTARY SCHOOL	23-5850-200	KG-05	38.9%	8.3%	3.8%
MIDDLESEX	WOODBRIIDGE TWP	PORT READING SCHOOL	23-5850-275	PK-05	35.9%	0%	12.7%

State of New Jersey
2014-15

SCHOOL PEER GROUP

SOMERSET

FRANKLIN TWP

GRADE SPAN 05-06

35-1610-150
SAMPSON G. SMITH SCHOOL
1649 AMWELL ROAD
SOMERSET, NJ 08873

OCEAN	BRICK TWP	VETERANS MEMORIAL ELEMENTARY SCHOOL	29-0530-080	KG-05	41.5%	0%	19.1%
OCEAN	MANCHESTER TWP	MANCHESTER TOWNSHIP ELEMENTARY SCHOOL	29-2940-043	KG-05	33%	0.2%	12.3%
OCEAN	TOMS RIVER REGIONAL	EAST DOVER ELEMENTARY SCHOOL	29-5190-070	KG-05	36.6%	0.2%	14.4%
OCEAN	TOMS RIVER REGIONAL	WASHINGTON STREET ELEMENTARY SCHOOL	29-5190-110	KG-05	36.2%	0%	12.9%
PASSAIC	CLIFTON CITY	SCHOOL #8	31-0900-140	KG-05	37.3%	2.3%	10%
PASSAIC	HAWTHORNE BORO	WASHINGTON ELEMENTARY SCHOOL	31-2100-100	KG-05	44.8%	5%	14.6%
SOMERSET	FRANKLIN TWP	SAMPSON G. SMITH SCHOOL	35-1610-150	05-06	48.8%	5.5%	18%
SOMERSET	MANVILLE BORO	ROOSEVELT SCHOOL	35-3000-080	PK-05	48.2%	1.3%	23.2%
UNION	RAHWAY CITY	ROOSEVELT ELEMENTARY SCHOOL	39-4290-120	PK-06	53.3%	8%	17.8%



State of New Jersey 2014-15

OVERVIEW
SOMERSET
FRANKLIN TWP

GRADE SPAN 07-08

35-1610-160
FRANKLIN MIDDLE SCHOOL
415 FRANCIS STREET
SOMERSET, NJ 08873-2827

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

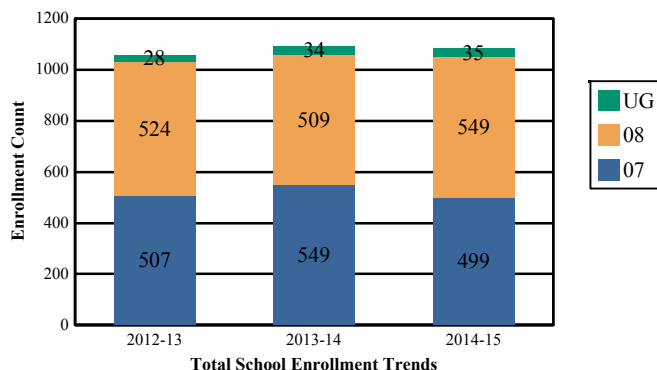
SOMERSET
FRANKLIN TWP

GRADE SPAN 07-08

35-1610-160
FRANKLIN MIDDLE SCHOOL
415 FRANCIS STREET
SOMERSET, NJ 08873-2827

Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.

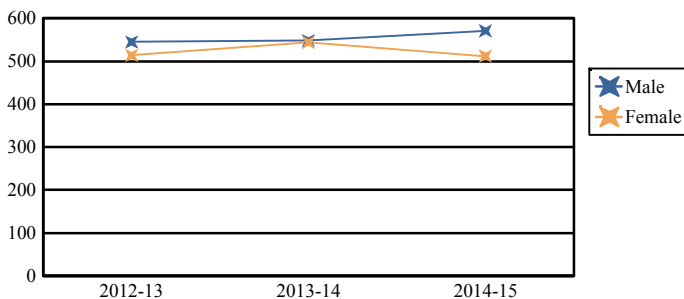


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	1,059
2013-14	1,092
2014-15	1,083

Enrollment by Gender

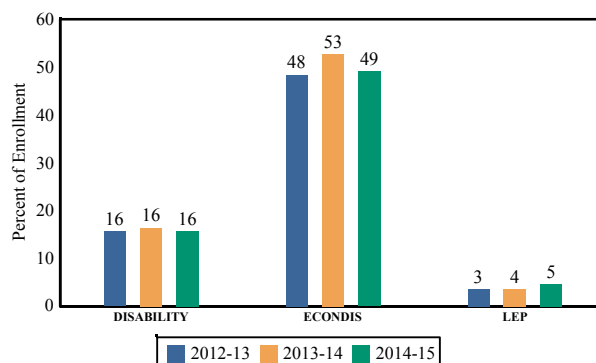
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	545	514
2013-14	548	544
2014-15	571	512

Enrollment Trends by Program Participation

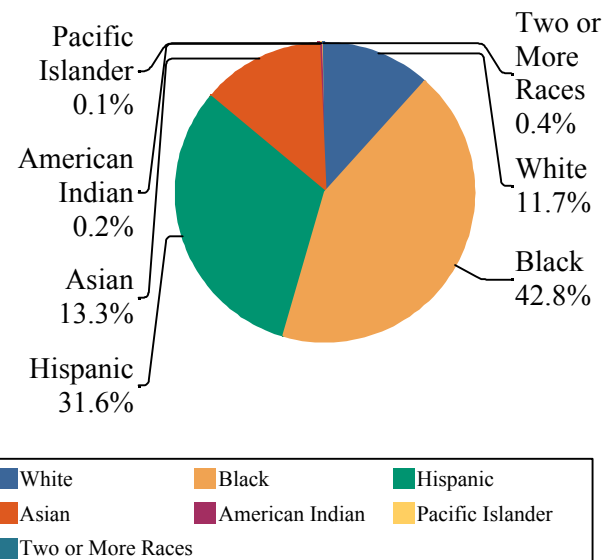
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	170	16%
Economically Disadvantaged Students	532	49.1%
English Language Learners	50	4.6%

Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Language Diversity	
This table presents the percentage of students who primarily speak each language in their home.	
2014-15	Percent
English	73.2%
Spanish	19.1%
Gujarati	1.7%
Arabic	0.9%
Creoles and pidgins, English based	0.7%
Urdu	0.5%
Other	4.1%

ACADEMIC ACHIEVEMENT

**SOMERSET
FRANKLIN TWP**

GRADE SPAN 07-08

**35-1610-160
FRANKLIN MIDDLE SCHOOL
415 FRANCIS STREET
SOMERSET, NJ 08873-2827**

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	35%	17	28
Math Met or Exceeded Expectation	37%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	990	34.8%	95%	97.3%	YES
White	114	50%	95%	93.6%	YES*
African American	430	28.6%	95%	97%	YES
Hispanic	311	20.5%	95%	98.2%	YES
American Indian	-	-	--	--	--
Asian	131	74.1%	95%	99.3%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	442	23.3%	95%	97.7%	YES

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ACADEMIC ACHIEVEMENT

SOMERSET
FRANKLIN TWP

GRADE SPAN 07-08

35-1610-160
FRANKLIN MIDDLE SCHOOL
415 FRANCIS STREET
SOMERSET, NJ 08873-2827

ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	984	36.5%	95%	96.6%	YES
White	112	56.3%	95%	92%	YES*
African American	427	28.8%	95%	96.4%	YES
Hispanic	309	22%	95%	97.4%	YES
American Indian	-	-	--	--	--
Asian	132	78%	95%	99.3%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	437	25.4%	95%	96.7%	YES

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

PARCC ELA Performance Distribution - Grade - 07

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	470	733	750	19%	22%	26%	26%	8%	34%	53%
White	58	750	757	10%	14%	19%	36%	21%	57%	61%
African American	202	726	730	24%	21%	29%	23%	2%	26%	31%
Hispanic	145	723	736	21%	31%	30%	17%	2%	19%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	61	766	777	3%	10%	13%	46%	28%	74%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	-	-	713	-	-	-	-	-	-	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	205	720	733	27%	28%	25%	17%	2%	19%	33%

PARCC ELA Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	520	733	750	20%	22%	23%	29%	6%	35%	53%
White	56	742	757	18%	14%	25%	34%	9%	43%	61%
African American	228	727	730	22%	24%	22%	29%	2%	31%	31%
Hispanic	166	724	735	24%	27%	27%	20%	2%	22%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	70	768	778	4%	7%	14%	47%	27%	74%	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	-	-	713	-	-	-	-	-	-	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	237	724	732	26%	23%	24%	25%	2%	27%	34%

PARCC MATH - Performance Distribution - Grade - 07

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	466	736	740	9%	23%	34%	30%	4%	34%	38%
White	58	752	745	3%	10%	24%	57%	5%	62%	46%
African American	200	730	725	11%	29%	35%	24%	2%	26%	17%
Hispanic	142	727	730	12%	27%	44%	15%	1%	16%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	62	762	760	3%	6%	18%	58%	15%	73%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	-	-	715	-	-	-	-	-	-	11%
English Language Learners	24	719	717	25%	38%	25%	13%	0%	13%	11%
Economically Disadvantaged Students	201	725	728	15%	31%	36%	17%	0%	18%	21%

PARCC MATH - Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	411	728	726	18%	27%	29%	24%	1%	25%	24%
White	34	734	732	3%	41%	32%	24%	0%	24%	29%
African American	196	724	715	24%	24%	29%	22%	0%	22%	14%
Hispanic	153	728	721	16%	31%	31%	20%	1%	22%	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	28	753	744	7%	14%	18%	57%	4%	61%	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	213	726	719	22%	25%	29%	23%	1%	24%	17%

PARCC ALGEBRA I - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	107	780	740	0%	2%	5%	83%	10%	93%	40%
White	20	781	746	0%	0%	5%	90%	5%	95%	47%
African American	31	773	722	0%	3%	6%	87%	3%	90%	20%
Hispanic	14	766	725	0%	7%	7%	86%	0%	86%	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	42	788	769	0%	0%	2%	76%	21%	98%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	23	779	725	0%	0%	0%	100%	0%	100%	21%

2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
 Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
 Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
 Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

ACADEMIC ACHIEVEMENT

**SOMERSET
FRANKLIN TWP**

GRADE SPAN 07-08

**35-1610-160
FRANKLIN MIDDLE SCHOOL
415 FRANCIS STREET
SOMERSET, NJ 08873-2827**

NJASK Results - Science Grade Level - 08

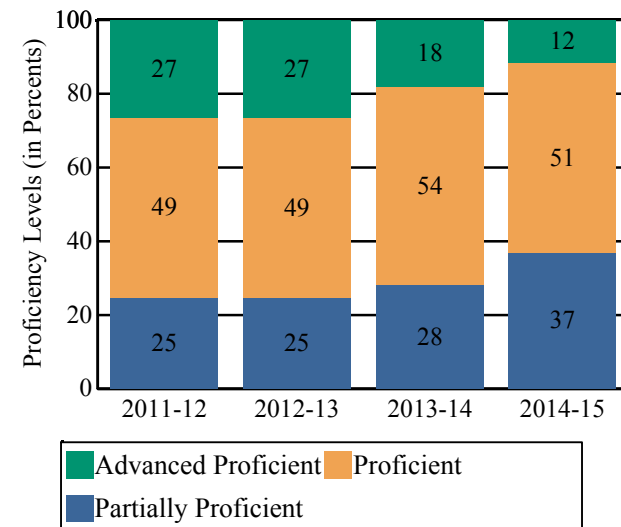
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	12%	51%	37%
White	22%	57%	21%
African American	7%	51%	42%
Hispanic	6%	47%	47%
American Indian	-	-	-
Asian	33%	61%	6%
Two or More Races	-	-	-
Students with Disability	1%	24%	74%
English Language Learners	-	-	-
Economically Disadvantaged Students	6%	47%	47%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary and middle schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days. Also presented is the percentage of students participating in Visual and Performing Arts coursework and Algebra I course outcomes.

Algebra I Course Enrollment

This table presents the count of students in this school who were reported in the Algebra I course code in NJSMART and the count of students who took the Algebra I test of PARCC.

Algebra I Enrollment Count	Algebra I PARCC Test Count
115	111

Algebra I Test Taking

This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
98.3%	93.7%

- Data Suppressed to protect the confidentiality of students

COLLEGE AND CAREER READINESS

SOMERSET

FRANKLIN TWP

State of New Jersey

2014-15

GRADE SPAN 07-08

35-1610-160

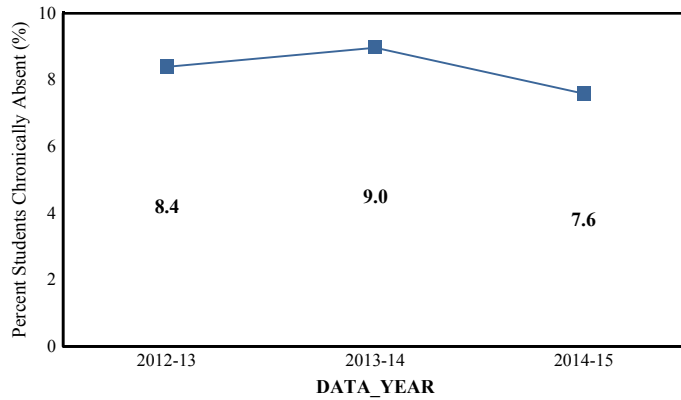
FRANKLIN MIDDLE SCHOOL

415 FRANCIS STREET

SOMERSET, NJ 08873-2827

Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

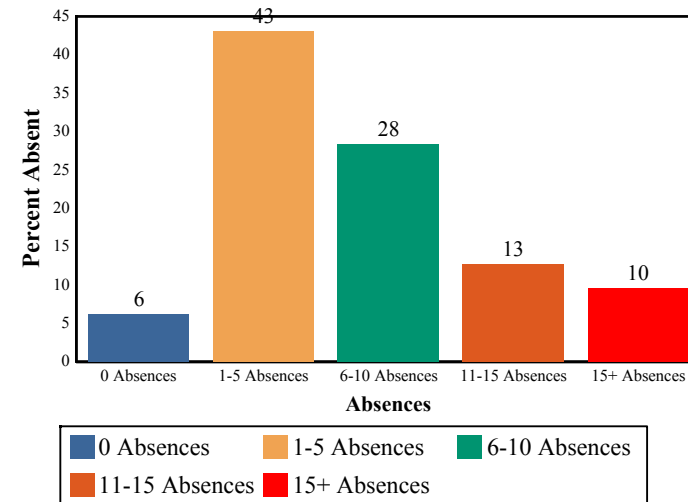


Chronic Absenteeism for 2014-15

7.59%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1 - 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	16.7%	1.6%
Drama/Theater	41.1%	3.9%
Music	45.3%	66.0%
Visual Arts	48.9%	71.1%
Total: All Visual and Performing Arts	92.1%	89.8%

N/R - Data Not Reported

STUDENT GROWTH

SOMERSET

FRANKLIN TWP

GRADE SPAN 07-08

35-1610-160
FRANKLIN MIDDLE SCHOOL
415 FRANCIS STREET
SOMERSET, NJ 08873-2827

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	35	17	13	35	YES
Student Growth on Math	56	78	75	35	YES
		48	44		100%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	15%	3%	0%
Partially Met	14%	5%	2%
Approached	11%	8%	5%
Met	9%	9%	10%
Exceeded	1%	1%	5%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	10%	3%	0%
Partially Met	8%	9%	7%
Approached	5%	12%	15%
Met	3%	7%	18%
Exceeded	0%	0%	2%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

**SOMERSET
FRANKLIN TWP**

GRADE SPAN 07-08

**35-1610-160
FRANKLIN MIDDLE SCHOOL
415 FRANCIS STREET
SOMERSET, NJ 08873-2827**

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 07

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	812	850
75th	757	776
50th	733	751
25th	708	724
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	49	52

Grade Level - 07

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	793	850
75th	756	759
50th	735	740
25th	717	720
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	39

WITHIN SCHOOL ACHIEVEMENT GAP

SOMERSET
FRANKLIN TWP

GRADE SPAN 07-08

35-1610-160
FRANKLIN MIDDLE SCHOOL
415 FRANCIS STREET
SOMERSET, NJ 08873-2827

Grade Level - 08

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	814	850
75th	760	777
50th	734	751
25th	706	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	54	54

Grade Level - 08

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	792	850
75th	750	748
50th	731	726
25th	709	704
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	44

SCHOOL CLIMATE

SOMERSET

FRANKLIN TWP

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	7 Hrs. 0 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	20.7%

State of New Jersey 2014-15

GRADE SPAN 07-08

35-1610-160
FRANKLIN MIDDLE SCHOOL
415 FRANCIS STREET
SOMERSET, NJ 08873-2827

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 57 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	9
Administrators	361

SCHOOL PEER GROUP
SOMERSET
FRANKLIN TWP

GRADE SPAN 07-08

35-1610-160
FRANKLIN MIDDLE SCHOOL
415 FRANCIS STREET
SOMERSET, NJ 08873-2827

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	ABSECON CITY	EMMA C ATTALES	01-0010-050	05-08	46.3%	1.4%	10%
ATLANTIC	EGG HARBOR TWP	FERNWOOD AVENUE MIDDLE SCHOOL	01-1310-039	06-08	50%	1.4%	9.3%
ATLANTIC	HAMMONTON TOWN	HAMMONTON MIDDLE SCHOOL	01-1960-060	06-08	37%	1.2%	14.2%
BERGEN	BERGENFIELD BORO	ROY W. BROWN MIDDLE SCHOOL	03-0300-075	06-08	41.5%	2.4%	14.9%
BERGEN	CLIFFSIDE PARK BORO	SCHOOL #6	03-0890-080	KG-08	57.8%	6.8%	17.2%
BERGEN	EAST RUTHERFORD BORO	ALFRED S. FAUST	03-1230-040	05-08	43.1%	2.3%	13.4%
BERGEN	LODI BOROUGH	THOMAS JEFFERSON MIDDLE SCHOOL	03-2740-067	06-08	65.9%	4.7%	11.3%
BERGEN	LYNDHURST TWP	LINCOLN SCHOOL	03-2860-090	04-08	30.3%	3.3%	18%
BURLINGTON	EDGEWATER PARK TWP	SAMUEL M RIDGWAY MIDDLE SCHOOL	05-1280-070	05-08	39.3%	2.6%	15.2%
BURLINGTON	FLORENCE TWP	FLORENCE RIVERFRONT SCHOOL	05-1520-055	04-08	31.8%	0.7%	12.1%
CAMDEN	GLOUCESTER TWP	ANN A. MULLEN MIDDLE SCHOOL	07-1780-100	06-08	35%	0.1%	13.1%
CAMDEN	OAKLYN BORO	OAKLYN PUBLIC SCHOOL	07-3770-050	KG-09	38%	2.1%	16.2%
CAPE MAY	WILDWOOD CREST BORO	CREST MEMORIAL SCHOOL	09-5800-030	PK-08	36.6%	2%	17.3%
CHARTERS	BENJAMIN BANNEKER PREP CS	BENJAMIN BANNEKER PREPARATORY CHARTER SCHOOL	80-6076-961	06-08	41.5%	0%	4.8%
CHARTERS	DR LENA EDWARDS ACADEMIC CS	DR LENA EDWARDS ACADEMIC CHARTER SCHOOL	80-6064-946	KG-08	40.6%	0%	3.8%
CHARTERS	LEARNING COMMUNITY CS	LEARNING COMMUNITY CHARTER SCHOOL	80-7115-960	PK-08	32%	0%	9.7%
CUMBERLANI	DEERFIELD TWP	DEERFIELD TOWNSHIP SCHOOL DISTRICT	11-1020-040	PK-08	49.4%	4.7%	14.6%
CUMBERLANI	HOPEWELL TWP	HOPEWELL CREST	11-2270-060	KG-08	34.9%	1.8%	11.7%
CUMBERLANI	STOW CREEK TWP	STOW CREEK TOWNSHIP	11-5070-050	KG-08	40.5%	0%	9%
HUDSON	BAYONNE CITY	NICHOLAS ORESKO #14	17-0220-140	PK-08	44.6%	0%	3.3%
MIDDLESEX	DUNELLEN BORO	LINCOLN MIDDLE SCHOOL	23-1140-060	06-08	40.9%	2%	10.9%
MIDDLESEX	EDISON TWP	HERBERT HOOVER MIDDLE SCHOOL	23-1290-057	06-08	31.5%	0.2%	14.7%

SCHOOL PEER GROUP

SOMERSET

FRANKLIN TWP

GRADE SPAN 07-08

35-1610-160

FRANKLIN MIDDLE SCHOOL

415 FRANCIS STREET

SOMERSET, NJ 08873-2827

MIDDLESEX	EDISON TWP	THOMAS JEFFERSON MIDDLE SCHOOL	23-1290-060	06-08	39.7%	3.4%	15.3%
MIDDLESEX	HIGHLAND PARK BORO	HIGHLAND PARK MIDDLE SCHOOL	23-2150-060	06-08	39.8%	3.2%	16.2%
MIDDLESEX	JAMESBURG BORO	GRACE M. BRECKWEDEL MIDDLE SCHOOL	23-2370-075	06-08	48%	1.7%	11%
MIDDLESEX	PISCATAWAY TWP	THEODORE SCHOR MIDDLE SCHOOL	23-4130-057	06-08	39.5%	1.8%	10.9%
MIDDLESEX	SOUTH PLAINFIELD BORO	SOUTH PLAINFIELD MIDDLE SCHOOL	23-4910-053	07-08	30.6%	1%	15.3%
MONMOUTH	MATAWAN-ABERDEEN REGIONAL	MATAWAN-ABERDEEN MIDDLE SCHOOL	25-3040-053	06-08	30.3%	1%	13%
MORRIS	NETCONG BORO	NETCONG ELEMENTARY SCHOOL	27-3520-060	PK-08	37.5%	4.4%	18.2%
SOMERSET	FRANKLIN TWP	FRANKLIN MIDDLE SCHOOL	35-1610-160	07-08	49.1%	4.6%	15.7%
SOMERSET	SOMERVILLE BORO	SOMERVILLE MIDDLE SCHOOL	35-4820-055	06-08	44.4%	3.2%	15.8%