NJ SCHOOL PERFORMANCE REPORT

FRANKLIN ELEMENTARY SCHOOL
(13-0410-130)
Grades Offered: KG-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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† This indicates a table specific note,see note below table

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	ESSEX
District	BLOOMFIELD TWP
Principal Name	MS. ABBASSO
Address	85 CURTIS STREET BLOOMFIELD, NJ 07003-3875
Phone Number	(973)680-8560
Email Address	MABBASSO@BLOOMFIELD.K12.NJ.US
Website	https://franklin.bloomfield.k12.nj.us/
Twitter	https://twitter.com/@franklin07003

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
KG	48	53	51
1	47	47	57
2	49	49	46
3	42	52	51
4	52	43	55
5	47	47	47
6	50	48	46
Total	335	339	353

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	48.4%	49.6%	48.7%
Male	51.6%	50.4%	51.3%
Economically Disadvantaged Students	42.7%	38.6%	39.9%
Students with Disabilities	14.6%	12.4%	10.5%
English Learners	6.0%	5.6%	8.2%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.3%	0.3%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	42.1%	36.6%	33.1%
Hispanic	38.8%	41.3%	43.6%
Black or African American	16.1%	16.8%	18.1%
Asian	2.1%	2.1%	2.3%
Native Hawaiian or Pacific Islander	0.9%	2.7%	2.5%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.6%	0.3%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2015-16	2016-17	2017-18
KG - Half Day	0	0	0
KG - Full Day	48	53	51

Enrollment by Home Language

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

Home Language	% of Students
English	91.2%
Spanish	5.7%
Arabic	1.7%
Other Languages	1.4%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	48	43	50	Met Standard	38	49	50	Not Met
White	42	44.5	50	Met Standard	30.5	53	51	Not Met
Hispanic	57	45	49	Met Standard	43	46	48	Met Standard
Black or African American	48	38	44	Met Standard	38	47	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	46	61	**	*	60	61	**
American Indian or Alaska Native	N	49.5	52	**	N	49	53	**
Two or More Races	N	*	49	**	N	*	51	**
Economically Disadvantaged	42	42	48	Met Standard	42.5	46.5	47	Met Standard
Students with Disabilities	36.5	38	41	**	29.5	49	43	**
English Learners	61	49	54	**	39.5	47	51	**

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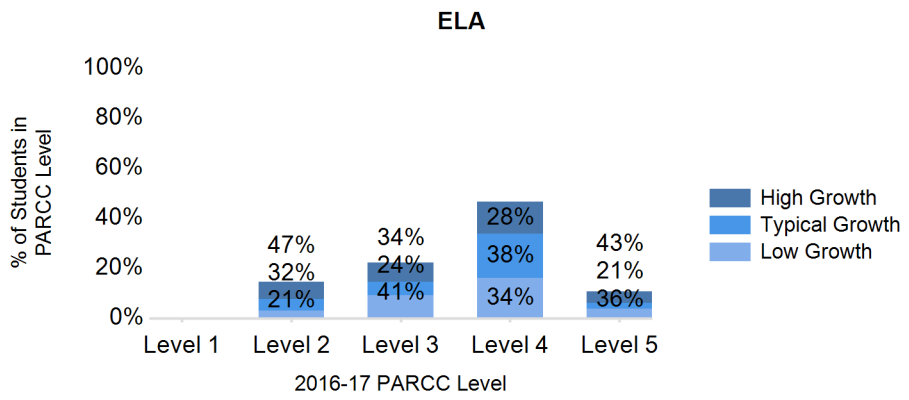
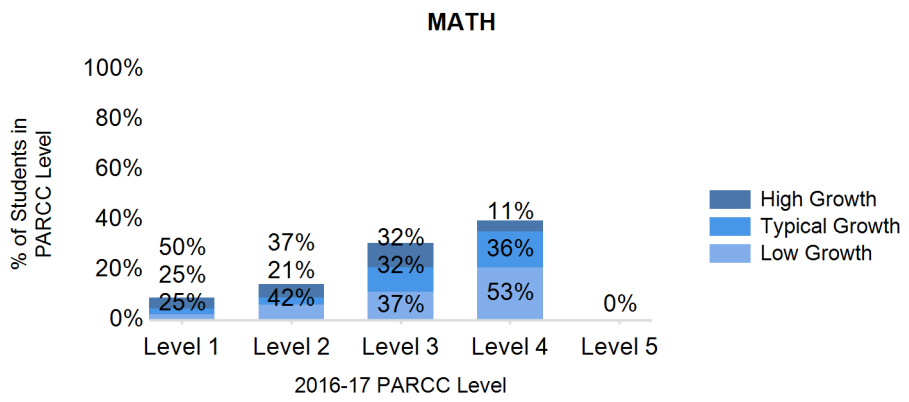
Student Growth by Performance Level

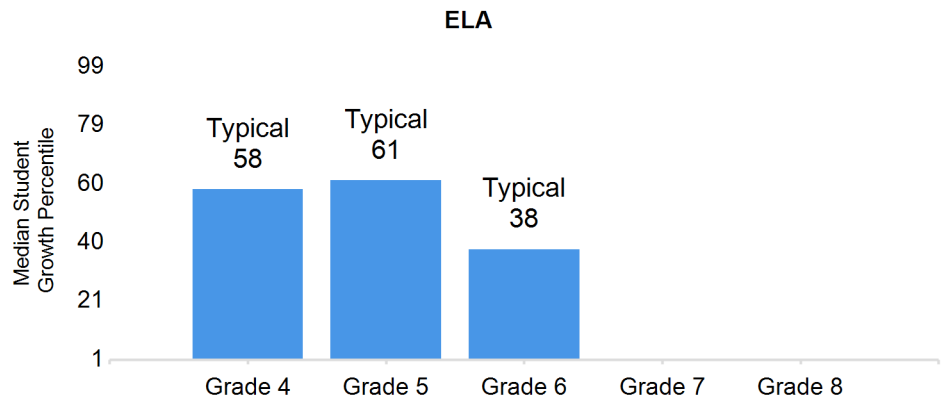
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

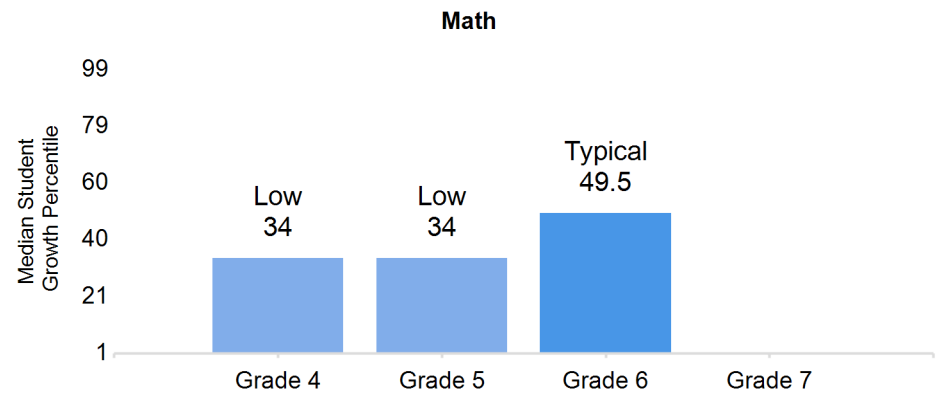




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	200	98.1	55.0	55.4	56.7	55.0	52.4	Met Target
White	64	98.5	56.3	*	65.6	56.3	57.1	Met Target†
Hispanic	87	98.9	57.5	50.4	42.5	57.5	53	Met Target
Black or African American	*	*	*	44.2	37.3	*	36.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	74.4	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	106	100.0	65.1	64.8	64.5	65.1		
Male	94	96.0	43.6	46.2	49.4	43.6		
Economically Disadvantaged Students	90	96.8	48.9	*	38.5	48.9	47.1	Met Target
Non-Economically Disadvantaged Students	110	99.1	60.0	*	67.5	60.0		
Students with Disabilities	31	91.2	19.3	*	21.6	18.6	29.1	Met Target†
Students without Disabilities	169	99.4	61.5	*	63.9	61.5		
English Learners	26	100.0	42.3	29.6	27.3	42.3	N	N
Non-English Learners	174	97.8	56.9	57.4	59.4	56.9		
Homeless Students	N	N	N	36.4	27.7	N		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	52	749	752	750	*	*	19%	*	*	54%	52%
White	19	766	763	759	0%	*	*	*	*	63%	61%
Hispanic	16	734	741	736	*	*	*	*	*	44%	38%
Black or African American	*	*	749	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	*	758	N	N	N	N	N	N	58%
Female	28	760	756	756	*	*	*	*	*	68%	57%
Male	24	736	748	744	*	*	*	*	*	38%	46%
Economically Disadvantaged Students	20	738	741	733	*	*	*	*	*	50%	34%
Non-Economically Disadvantaged Students	32	756	759	762	*	*	*	*	*	56%	64%
Students with Disabilities	*	*	727	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	755	756	*	*	*	*	*	*	57%
English Learners	*	*	721	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	753	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	54	759	760	756	*	*	28%	*	*	59%	58%
White	13	767	773	764	0%	*	*	*	*	77%	68%
Hispanic	27	757	*	744	*	0%	37%	*	*	56%	44%
Black or African American	*	*	748	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	763	N	N	N	N	N	N	63%
Female	31	758	767	762	*	*	*	*	*	58%	63%
Male	23	761	751	751	*	*	*	*	*	61%	53%
Economically Disadvantaged Students	24	755	*	740	*	*	*	*	*	50%	40%
Non-Economically Disadvantaged Students	30	763	*	767	*	*	*	*	*	67%	70%
Students with Disabilities	*	*	719	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	766	762	*	*	*	*	*	*	64%
English Learners	*	*	732	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	760	759	*	*	*	*	*	*	61%
Homeless Students	N	N	*	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	757	756	755	*	*	*	*	*	60%	58%
White	16	757	767	763	*	*	*	*	*	50%	68%
Hispanic	22	760	*	743	0%	*	*	*	*	68%	43%
Black or African American	*	*	744	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	752	N	N	N	N	N	N	53%
Two or More Races	N	N	N	763	N	N	N	N	N	N	65%
Female	26	766	766	762	*	*	*	*	*	69%	66%
Male	22	745	746	749	*	*	*	*	*	50%	51%
Economically Disadvantaged Students	25	747	*	739	*	*	*	*	*	52%	39%
Non-Economically Disadvantaged Students	23	768	*	766	*	*	*	*	*	70%	71%
Students with Disabilities	*	*	715	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	763	762	*	*	*	*	*	*	65%
English Learners	*	*	701	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	758	757	*	*	*	*	*	*	60%
Homeless Students	N	N	*	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	*	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	744	753	754	*	*	33%	*	*	46%	56%
White	16	746	766	761	*	*	*	*	*	38%	66%
Hispanic	21	747	749	742	*	*	*	*	*	62%	42%
Black or African American	*	*	743	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	49%
Two or More Races	N	N	*	761	N	N	N	N	N	N	64%
Female	22	753	764	761	*	*	*	*	*	64%	64%
Male	24	736	744	748	*	*	*	*	*	29%	48%
Economically Disadvantaged Students	22	740	743	739	*	*	*	*	*	41%	37%
Non-Economically Disadvantaged Students	24	749	760	764	*	*	*	*	*	50%	68%
Students with Disabilities	*	*	715	723	*	*	*	*	*	*	18%
Students without Disabilities	*	*	759	760	*	*	*	*	*	*	63%
English Learners	*	*	727	712	*	*	*	*	*	*	*
Non-English Learners	*	*	754	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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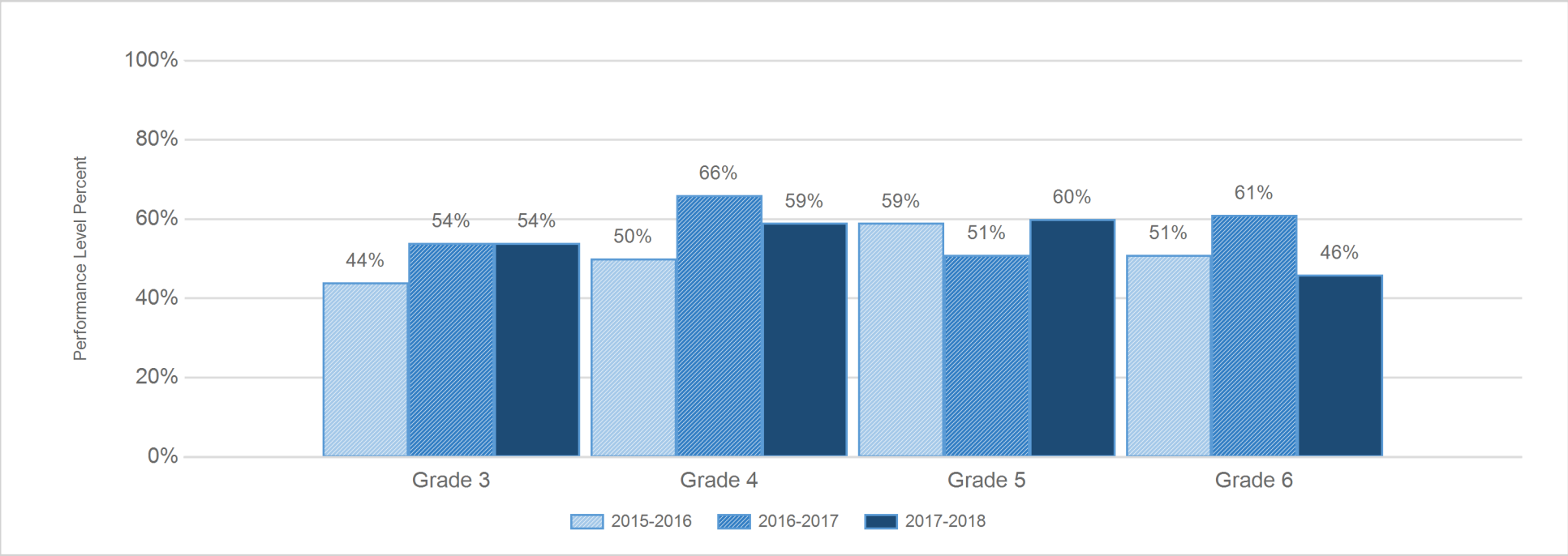
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	201	98.1	44.8	42.0	45.0	44.8	52.9	Not Met
White	64	98.5	53.1	*	54.1	53.1	54.8	Met Target†
Hispanic	88	98.9	38.6	35.0	29.2	38.6	49.2	Not Met
Black or African American	*	*	*	30.9	23.4	*	48.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	64.9	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	107	100.0	44.9	44.1	46.0	44.9		
Male	94	96.0	44.7	40.1	43.9	44.7		
Economically Disadvantaged Students	91	96.8	37.4	*	26.6	37.4	47.1	Not Met
Non-Economically Disadvantaged Students	110	99.1	50.9	*	55.9	50.9		
Students with Disabilities	31	91.2	25.8	*	17.1	24.8	32.6	Met Target†
Students without Disabilities	170	99.4	48.2	*	50.5	48.2		
English Learners	27	100.0	40.7	23.7	24.6	40.7	45.3	Met Target†
Non-English Learners	174	97.8	45.4	43.6	46.9	45.4		
Homeless Students	N	N	N	30.0	17.3	N		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

FRANKLIN ELEMENTARY SCHOOL
(13-0410-130)
Grades Offered: KG-06
2017-2018

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	52	747	749	752	*	*	*	*	*	58%	53%
White	19	755	758	760	*	*	*	*	*	68%	64%
Hispanic	16	744	742	739	*	*	*	*	*	56%	38%
Black or African American	*	*	743	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	*	757	N	N	N	N	N	N	59%
Female	28	747	746	752	*	*	*	*	*	54%	53%
Male	24	746	752	751	*	*	*	*	*	63%	53%
Economically Disadvantaged Students	20	742	738	736	*	*	*	*	*	55%	35%
Non-Economically Disadvantaged Students	32	750	756	762	*	*	*	*	*	59%	66%
Students with Disabilities	*	*	735	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	751	756	*	*	*	*	*	*	57%
English Learners	*	*	728	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	750	754	*	*	*	*	*	*	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	741	749	748	*	*	27%	47%	0%	47%	49%
White	13	747	760	755	*	0%	*	*	*	54%	60%
Hispanic	28	737	*	737	*	*	*	39%	0%	39%	34%
Black or African American	*	*	738	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	748	N	N	N	N	N	N	46%
Two or More Races	N	N	N	752	N	N	N	N	N	N	55%
Female	32	735	750	748	*	*	*	38%	0%	38%	50%
Male	23	749	749	748	*	*	*	61%	0%	61%	49%
Economically Disadvantaged Students	25	734	*	733	*	*	*	44%	0%	44%	30%
Non-Economically Disadvantaged Students	30	747	*	758	*	*	*	50%	0%	50%	62%
Students with Disabilities	*	*	725	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	753	753	*	*	*	*	*	*	55%
English Learners	*	*	721	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	750	750	*	*	*	*	*	*	52%
Homeless Students	N	N	*	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	*	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	738	745	748	*	24%	41%	*	*	31%	49%
White	16	744	755	756	*	*	*	*	*	38%	60%
Hispanic	23	734	*	736	*	*	*	*	*	26%	32%
Black or African American	*	*	736	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	745	N	N	N	N	N	N	42%
Two or More Races	N	N	N	754	N	N	N	N	N	N	55%
Female	27	741	749	749	*	*	37%	*	*	37%	50%
Male	22	734	741	747	*	*	45%	*	*	23%	48%
Economically Disadvantaged Students	25	731	*	733	*	*	*	*	*	24%	29%
Non-Economically Disadvantaged Students	24	746	*	758	*	*	*	*	*	38%	62%
Students with Disabilities	*	*	726	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	749	752	*	*	*	*	*	*	55%
English Learners	*	*	720	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	746	750	*	*	*	*	*	*	51%
Homeless Students	N	N	*	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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Mathematics Assessment - Performance by Grade: Grade 6

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

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	740	744	744	*	*	28%	*	*	41%	44%
White	16	741	753	751	*	*	*	*	*	50%	54%
Hispanic	21	742	740	731	*	*	*	*	*	38%	27%
Black or African American	*	*	735	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	48%
Two or More Races	N	N	*	749	N	N	N	N	N	N	52%
Female	22	745	746	745	*	*	*	*	*	50%	45%
Male	24	735	742	742	*	*	*	*	*	33%	42%
Economically Disadvantaged Students	22	734	734	729	*	*	*	*	*	27%	24%
Non-Economically Disadvantaged Students	24	746	750	753	*	*	*	*	*	54%	56%
Students with Disabilities	*	*	714	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	748	748	*	*	*	*	*	*	49%
English Learners	*	*	722	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	745	745	*	*	*	*	*	*	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

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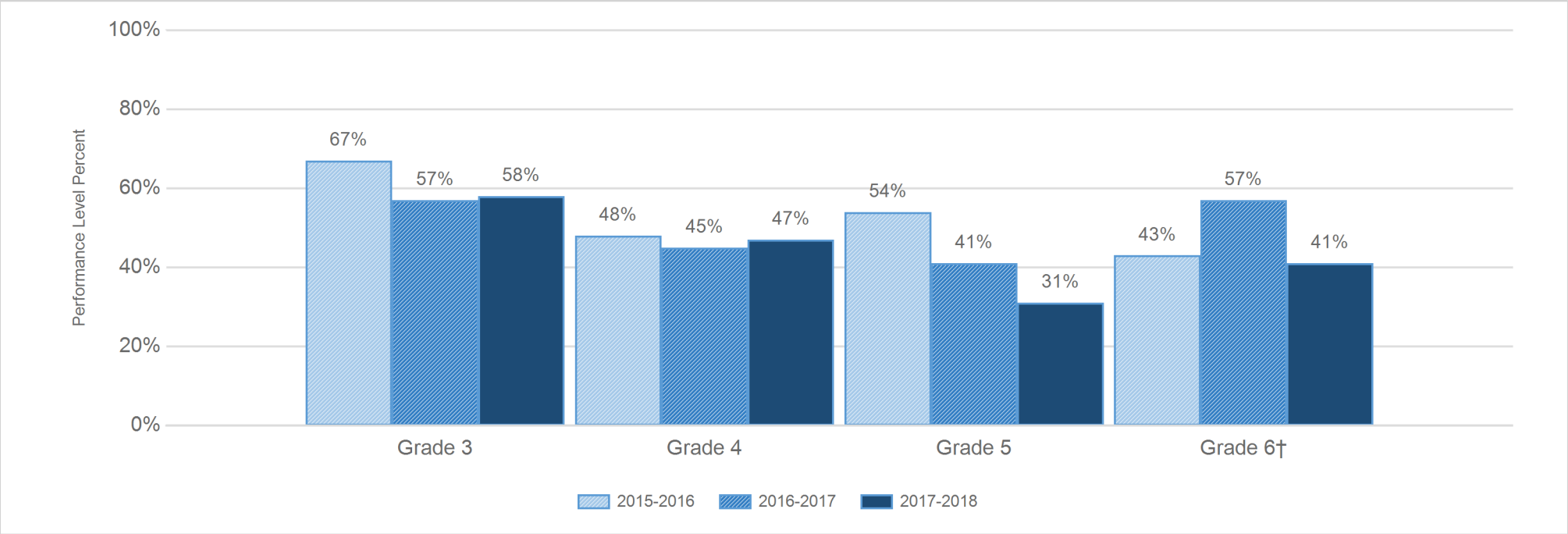
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	*	*
5	N	N
6	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	57.1%	46.8%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	22	81.8%	18.2%
3-4	*	*	*
5 or more	*	*	*

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

NJASK Science Assessment Information

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

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

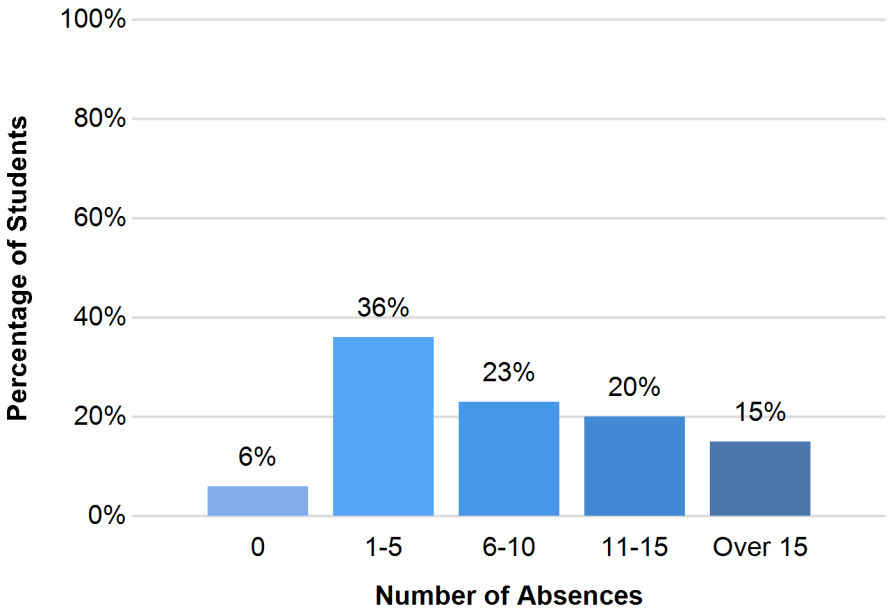
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	39	10.9	8.9	Not Met
White	11	9.3	8.9	Not Met
Hispanic	24	15.3	8.9	Not Met
Black or African American	4	6.1	8.9	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	24	16.9	8.9	Not Met
Students with Disabilities	2	4.7	8.9	Met
English Learners	4	13.8	8.9	Not Met

Days Absent

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



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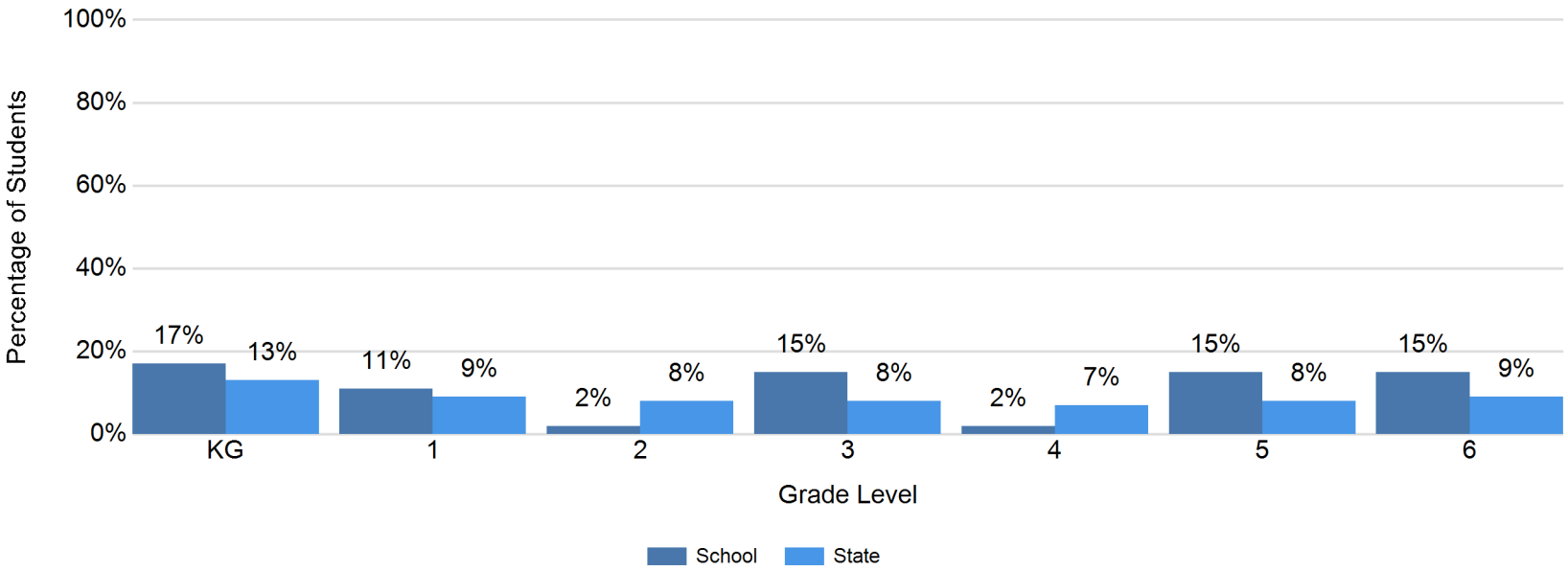
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.57

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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

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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs 30 Mins
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	2.1:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$465	$12,831	$13,296

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	34	117,464
Average years experience in public schools	10.8	12.0
Average years experience in district	10.3	10.7
Teachers in district for 4 or more years	67.6%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	34	9,374
Average years experience in public schools	13.5	16.0
Average years experience in district	12.4	12.0
Administrators in district for 4 or more years	70.6%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	12:1
Students to Administrators	353:1	189:1
Teachers to Administrators	34:1	16:1
Students to Librarians/Media Specialists		584:1
Students to Nurses		643:1
Students to Counselors		306:1
Students to Child Study Team		238:1

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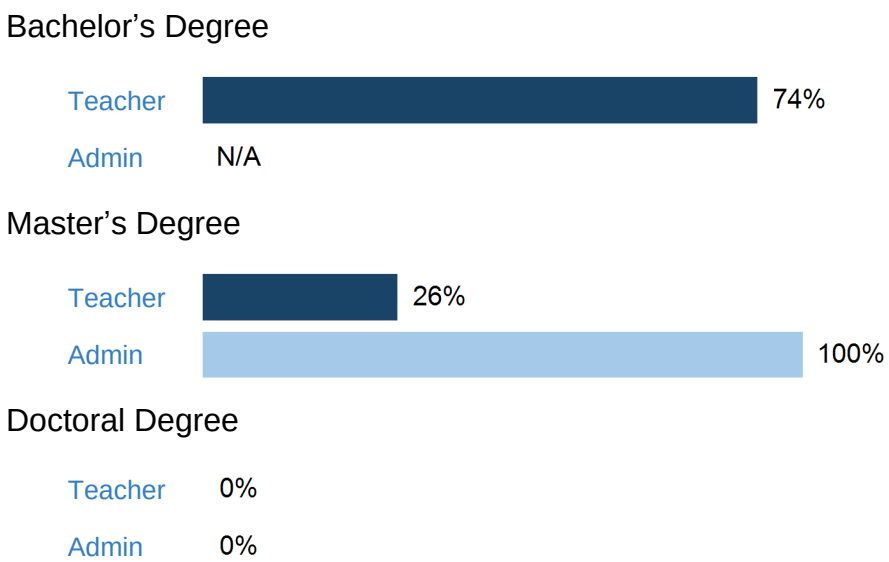
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	93.6%	90.2%
2016-17 Administrators: Same district 2017-18	86.7%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	94.3%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	76.5%	100.0%
Male	23.5%	0.0%
White	88.2%	100.0%
Hispanic	8.8%	0.0%
Black or African American	2.9%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	47.75	15.0%
Mathematics Proficiency	50.00	15.0%
English Language Arts Growth	42.36	20.0%
Mathematics Growth	14.24	20.0%
Progress Towards English Language Proficiency	58.72	20.0%
Chronic Absenteeism	28.78	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	40.60	n/a
Summative Rating: Percentile Rank of Summative Score	33.71	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Not Met	Met Standard	Not Met	Met Target	Not Met	No
White	21.26	14.08	No	Met Target†	Met Target†	Met Standard	Not Met	n/a	Not Met	No
Hispanic	53.91	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	62.58	14.08	No	Met Target	Met Target†	Met Standard	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	46.09	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	**	**	No	Met Target†	Met Target†	**	**	n/a	Met	No
English Learners	**	**	No	N	Met Target†	**	**	**	Not Met	No

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

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School Narrative

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

Highlights:	• We are piloting a full inclusion model in grades k,3 ,5and 5. • Peer Mediators have been trained and supervise recess for grades K-2. • Our Gifted and Talented program continues to highlight students who are outstanding in their academic progress.
Mission, Vision, Theme:	Through a combined effort of staff and parents, it is the mission of the Franklin School to provide a healthy, safe, environment where our children can achieve their full potential academically, socially and physically.
Awards, Recognition, Accomplishments:	Essex County Poster Contest highlights special places and events within the county. The DAR Essay Contest and Columbus Essay contests recognize students' ability to utilize research skills and demonstrate writing skills. Bengal Pride/Cub are awarded to students for academic excellence. The Star Student award is given to students on a monthly basis for academic diligence and good character.

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Courses, Curriculum, Instruction:	The district has moved towards research based, innovative, successful academic programs. The Language Arts department has been utilizing Words Their Way while the Math curriculum is basing their teachings off of the Investigations program. Teachers have been adding to their professional development experience through courses at Bloomfield Teacher Academy.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls) The Franklin Raptors have a successful basketball team that incorporates grades 4-6. There are boys and girls teams that are leveled and grouped accordingly. This offers students a competitive manner to help promote team building skills while having fun.
Clubs and Activities:	Peer Leadership is a club that consists of 6th grade students who were chosen by their 5th grade teachers for illustrating diligence with their school work and outstanding character. The Leadership Club participates in numerous activities in the school that help promote a positive atmosphere. The GT program highlights students who are outstanding in academic achievement. The chess club develops skills and team building.

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Before and After School Programs:	After school enrichment programs such as dance and hip hop are provided by the Home and School. After school tutoring is offered by various teachers encompassing various disciplines. Family math, science and literacy give parents and students the opportunity to work together on concepts and skills related to the curriculum.
Staff and Professional Learning:	The school district provides regular professional development during in-service days and/or teacher academy courses. The school also heads a partnership with Montclair State University that allows teachers to join professional workshops.

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Student Supports and Services:	Students from various ethnicity's attend an ELL class where they successfully learn the English language. Students are also offered a pull-out replacement class setting or receive a full inclusion setting in one classroom per grade. Tutoring is provided during lunch/recess and after school by classroom teachers. I&RS services successfully intervene with the least restrictive interventions when students are observed to be struggling in specific academic areas.
Student Health and Wellness:	A before school breakfast program is offered to students every morning starting at 8:00am. Students receive a portioned and balanced breakfast to help start their day. Lunch is also portioned and driven by healthy foods that promote a healthy lifestyle. Students also engage in a 40 minute recess period where they are physically active. They also receive a physical education class that is held 3 times every 10 days.
Parent and Community Involvement:	The HSA hosts many different events for parents and students. Events include a BooHoo Breakfast on the first day of school for students and parents, a Pumpkin Patch Event where students take fall themed class pictures, a Halloween Dance, a Thanksgiving fundraiser/food drive, a holiday sale, cookie sale, a Valentine's Dance, a Presidents Day coin drive, a book fair, a family night with food and a movie, a mixed bag fundraiser, a Mother's Day plant sale, and a class day for the 6th grade.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Parents School climate is assessed during Home and School meetings. The postive climate committee comprised of the school counselor and a parent volunteer work to assess the culture and atmospheric climate of the school via a monthly meeting. Concerns are address
Facilities:	Renovations to the media center have provided students with a technologically advanced area from which students may benefit. New fencing has been placed around the permieter of the school to ensure the safety of all students. All rooms and hallways have been freshly painted over the last year. The school received a new boiler system to provide state of the art heating. Last, all fluorescent light bulbs were replaced with LED bulbs throughout the building.