



**Caroline L. Reutter School**  
(15-1590-070)  
Grades Offered: 05-06  
2018-2019

**Report Key:**

- \* Data is not displayed in order to protect student privacy
- \*\* Accountability calculations require 20 or more students
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**How to use this report:**

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

**Navigating through the reports:**

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at 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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**



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### School Contact Information

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

Type	Contact Information
County	Gloucester
District	Township of Franklin School District
Principal Name	Mr. Theodore Peters
Address	2150 DELSEA DR FRANKLINVILLE, NJ 08322-2522
Phone Number	856-694-0223
Email Address	<a href="mailto:tpeters@franklintwpschools.org">tpeters@franklintwpschools.org</a>
Website	<a href="https://www.franklintwpschools.org">https://www.franklintwpschools.org</a>
Facebook	<a href="https://www.facebook.com/Franklin-Township-Schools-Gloucester-County-Official-117718981638814/">https://www.facebook.com/Franklin-Township-Schools-Gloucester-County-Official-117718981638814/</a>
Twitter	<a href="https://twitter.com/franklintwpsch">https://twitter.com/franklintwpsch</a>



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
5	207	203	203
6	227	207	215
Total	434	410	418

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	45.9%	43.9%	47.8%
Male	54.1%	56.1%	52.2%
Economically Disadvantaged Students	32.9%	30.0%	33.5%
Students with Disabilities	13.8%	13.4%	17.5%
English Learners	1.2%	0.5%	0.2%
Homeless Students	1.8%	1.5%	1.9%
Students in Foster Care	0.9%	0.2%	0.2%
Military-Connected Students	0.0%	0.2%	0.5%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	79.7%	77.3%	75.4%
Hispanic	8.3%	9.8%	11.0%
Black or African American	6.2%	7.3%	8.4%
Asian	1.2%	1.2%	1.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	4.6%	4.4%	3.8%

### 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	98.1%
Spanish	1.4%
Other Languages	0.5%



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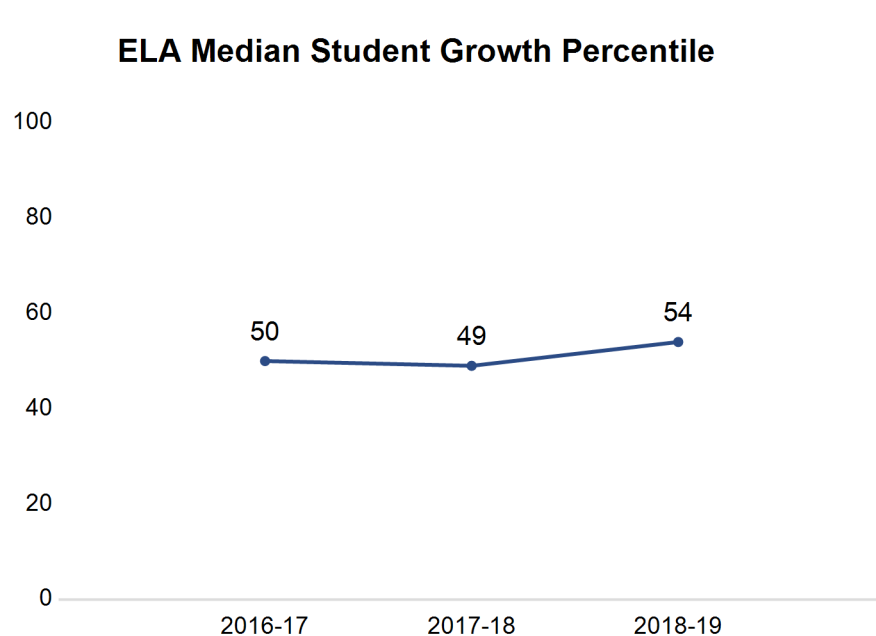
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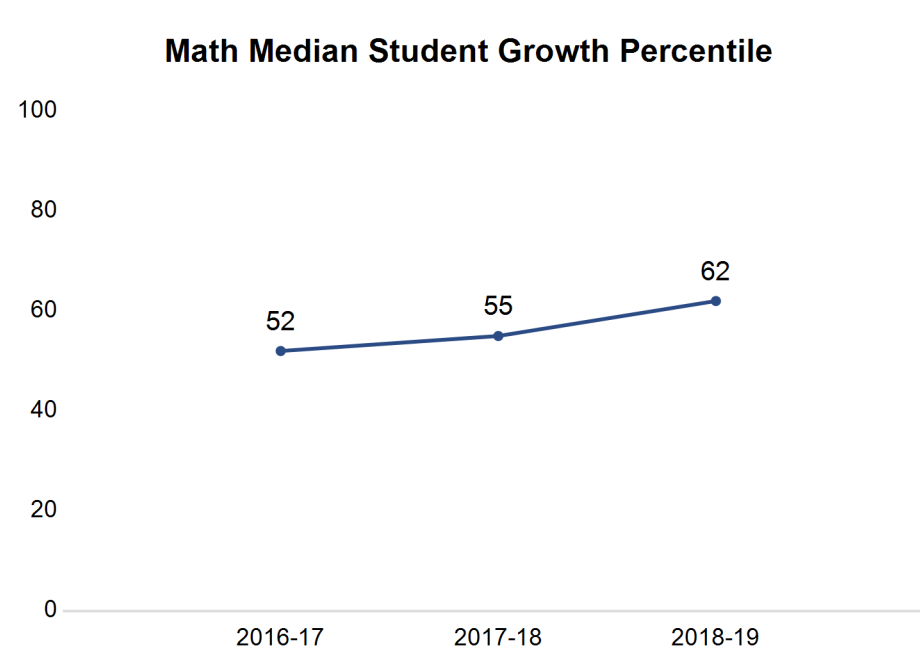
### Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

#### ELA Median Student Growth Percentile



#### Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	50	49	54	52	55	62
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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 (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 (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	54	43	50	Met Standard	62	59	50	Exceeds Standard
White	55	45	50	Met Standard	62	60	52	Exceeds Standard
Hispanic	37	33	49	Not Met	57	48.5	47	Met Standard
Black or African American	59.5	43.5	45	Met Standard	65.5	61	43	Exceeds Standard
Asian, Native Hawaiian, or Pacific Islander	*	*	59	**	*	*	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	53.5	42	49	**	42	45	52	**
Female	59	45	53	N	62.5	58	50	N
Male	46	42	47	N	60	60	51	N
Economically Disadvantaged Students	45	38	48	Met Standard	62	59	46	Exceeds Standard
Students with Disabilities	51	38	43	Met Standard	49	55.5	45	Met Standard
English Learners	*	*	52	**	*	*	50	**
Homeless Students	*	31.5	43	N	*	34	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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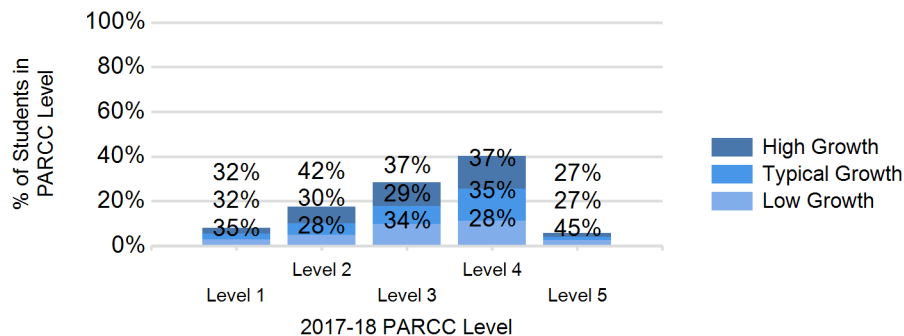
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35**    **Typical Growth: Between 35 and 65**    **High Growth: Greater than 65**

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.

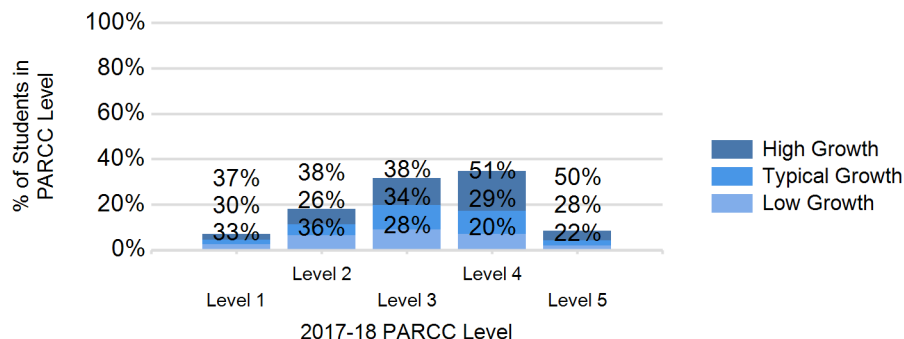
**Student Growth by Performance Level**

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

**ELA**



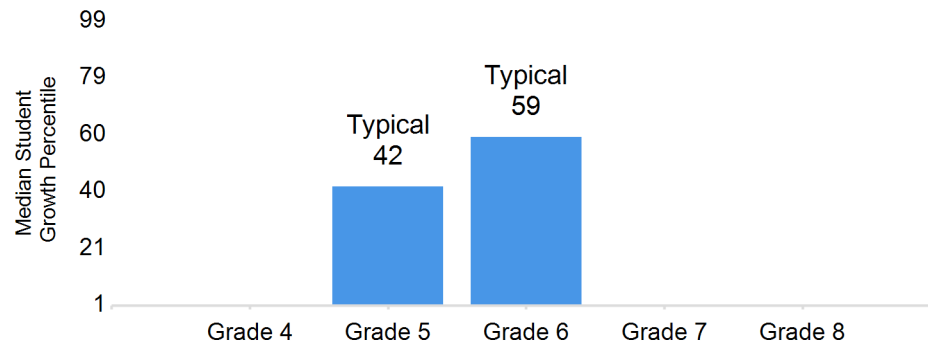
**Math**



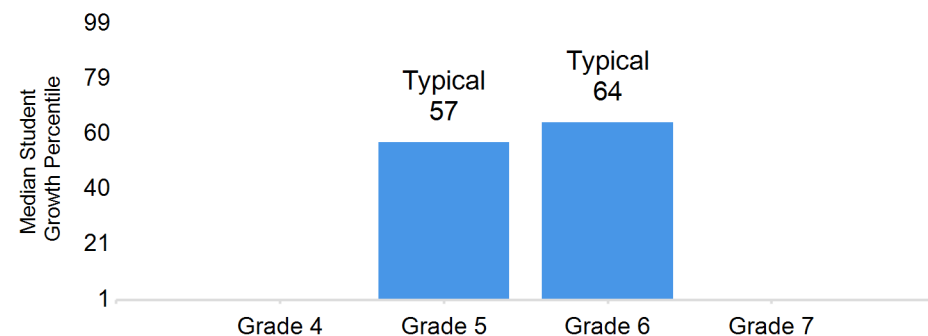
**Student Growth by Grade**

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

**ELA**



**Math**





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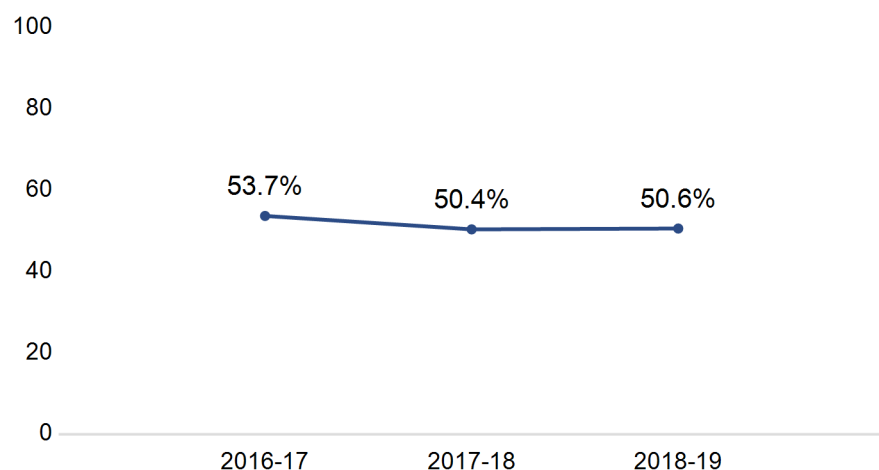
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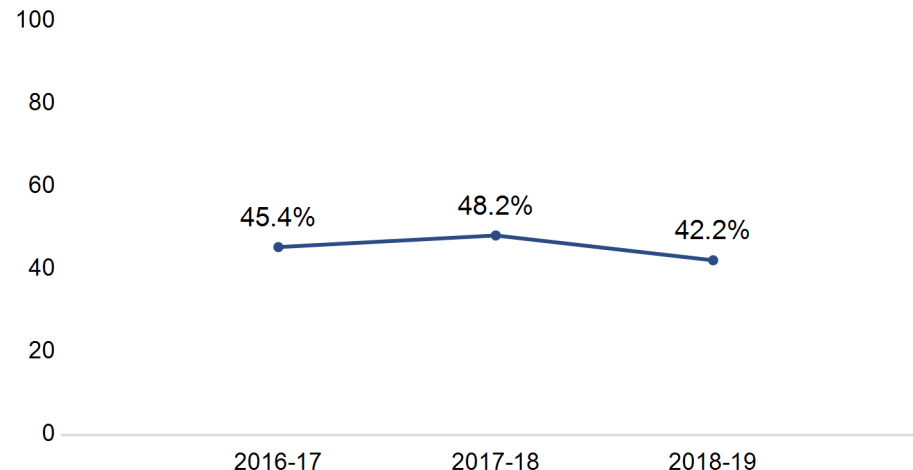
### English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

#### ELA Proficiency Rate for Federal Accountability



#### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	93.0%	93.3%	96.4%	93.0%	93.1%	96.4%
Proficiency Rate for Federal Accountability	53.7%	50.4%	50.6%	45.4%	48.2%	42.2%
Annual Target	48.0%	49.7%	51.4%	51.0%	52.5%	54.1%
Met Annual Target?	Met Target	Met Target	Met Target†	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	389	96.4	50.6	44.6	57.9	50.6	51.4	Met Target†
White	297	95.6	53.5	48.3	66.9	53.5	52	Met Target
Hispanic	39	97.8	20.5	21.4	43.9	20.5	46	Not Met
Black or African American	31	100.0	48.4	36.2	38.5	48.4	37.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	183	95.5	60.7	53.6	64.8	60.7		
Male	206	97.3	41.7	36.5	51.3	41.7		
Economically Disadvantaged Students	118	94.7	34.7	25.3	40.0	34.5	38.9	Met Target†
Non-Economically Disadvantaged Students	271	97.3	57.6	53.6	67.9	57.6		
Students with Disabilities	64	93.4	17.2	13.7	22.7	16.8	24.4	Met Target†
Students without Disabilities	325	97.1	57.2	51.4	65.1	57.2		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	*	*	*	14.3	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



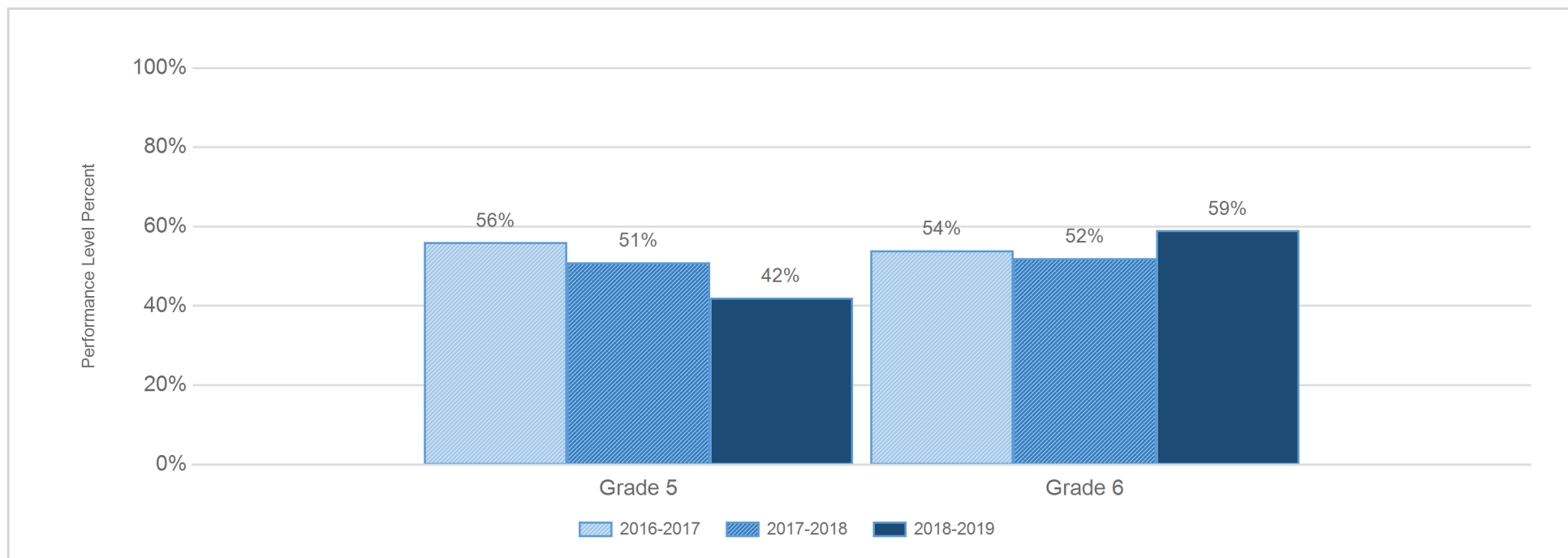
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### English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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### English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	195	744	744	756	7%	21%	30%	35%	7%	42%	58%
White	145	748	748	764	*	19%	30%	*	*	46%	68%
Hispanic	20	723	723	743	*	*	*	*	*	10%	44%
Black or African American	19	734	734	739	*	*	*	*	*	37%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	101	750	750	761	*	14%	33%	*	*	49%	64%
Male	94	738	738	750	*	28%	28%	*	*	35%	52%
Economically Disadvantaged Students	55	732	732	740	*	*	35%	*	*	29%	39%
Non-Economically Disadvantaged Students	140	749	749	766	*	*	29%	*	*	47%	69%
Students with Disabilities	34	718	718	724	*	29%	*	*	*	21%	23%
Students without Disabilities	161	750	750	762	*	19%	*	*	*	47%	65%
English Learners	N	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	195	744	744	758	7%	21%	30%	35%	7%	42%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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### English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	209	753	753	754	8%	11%	22%	47%	11%	59%	56%
White	157	757	757	762	*	*	23%	48%	14%	62%	65%
Hispanic	25	731	731	743	*	*	*	*	*	32%	43%
Black or African American	16	745	745	738	*	0%	*	*	*	56%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	90	766	766	762	*	*	18%	*	*	74%	64%
Male	119	743	743	748	*	*	26%	*	*	47%	48%
Economically Disadvantaged Students	67	740	740	740	*	*	31%	*	*	39%	39%
Non-Economically Disadvantaged Students	142	759	759	763	*	*	18%	*	*	68%	67%
Students with Disabilities	34	713	713	722	*	*	*	*	*	15%	19%
Students without Disabilities	175	761	761	761	*	*	*	*	*	67%	64%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	209	753	753	756	8%	11%	22%	47%	11%	59%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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### Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	389	96.4	42.2	41.7	44.5	42.2	54.1	Not Met
White	297	95.6	44.4	45.0	54.1	44.4	55.9	Not Met
Hispanic	39	97.8	25.6	26.2	28.8	25.6	41.7	Not Met
Black or African American	31	100.0	38.7	29.8	23.0	38.7	49	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	183	95.5	41.5	41.4	44.9	41.5		
Male	206	97.3	42.7	42.0	44.2	42.7		
Economically Disadvantaged Students	118	94.7	22.0	22.0	26.3	21.9	44	Not Met
Non-Economically Disadvantaged Students	271	97.3	50.9	51.0	54.9	50.9		
Students with Disabilities	64	93.4	12.5	12.2	17.4	12.1	27.1	Not Met
Students without Disabilities	325	97.1	48.0	48.2	50.0	48.0		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	*	*	*	14.3	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



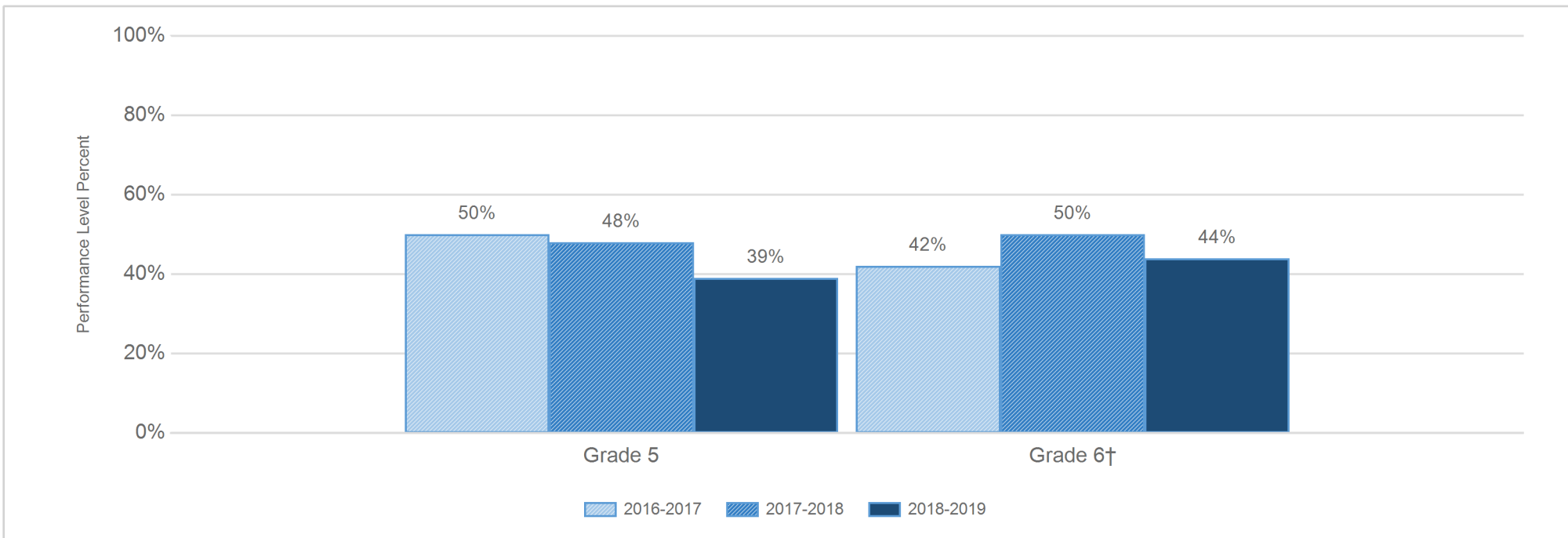
**Caroline L. Reutter School**  
(15-1590-070)  
Grades Offered: 05-06  
2018-2019

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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### Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	195	744	744	747	6%	25%	30%	27%	12%	39%	47%
White	145	748	748	755	*	19%	30%	*	*	45%	58%
Hispanic	20	722	722	735	*	*	*	*	*	*	30%
Black or African American	19	738	738	729	*	*	*	*	*	37%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	101	743	743	747	*	27%	34%	*	*	36%	47%
Male	94	745	745	747	*	23%	27%	*	*	43%	47%
Economically Disadvantaged Students	55	728	728	732	*	29%	40%	*	*	18%	27%
Non-Economically Disadvantaged Students	140	750	750	757	*	24%	26%	*	*	47%	59%
Students with Disabilities	34	721	721	725	*	41%	*	*	*	15%	19%
Students without Disabilities	161	749	749	752	*	22%	*	*	*	44%	52%
English Learners	N	N	N	718	N	N	N	N	N	N	12%
Non-English Learners	195	744	744	749	6%	25%	30%	27%	12%	39%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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### Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	209	744	744	741	8%	21%	27%	36%	8%	44%	41%
White	157	747	747	749	7%	18%	31%	34%	10%	44%	51%
Hispanic	25	734	734	729	*	*	*	40%	0%	40%	24%
Black or African American	16	729	729	722	*	*	*	*	*	38%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	90	751	751	742	*	20%	29%	*	*	48%	42%
Male	119	740	740	740	*	21%	26%	*	*	41%	40%
Economically Disadvantaged Students	67	734	734	726	*	28%	37%	*	*	24%	21%
Non-Economically Disadvantaged Students	142	749	749	750	*	17%	23%	*	*	54%	53%
Students with Disabilities	34	710	710	716	*	*	*	*	*	*	12%
Students without Disabilities	175	751	751	746	*	*	*	*	*	*	46%
English Learners	N	N	N	709	N	N	N	N	N	N	*
Non-English Learners	209	744	744	743	8%	21%	27%	36%	8%	44%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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## DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
5	*	*
6	*	*

## 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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	N	N	N

† 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	N	N	N
3-4	N	N	N
5 or more	N	N	N



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2018-2019

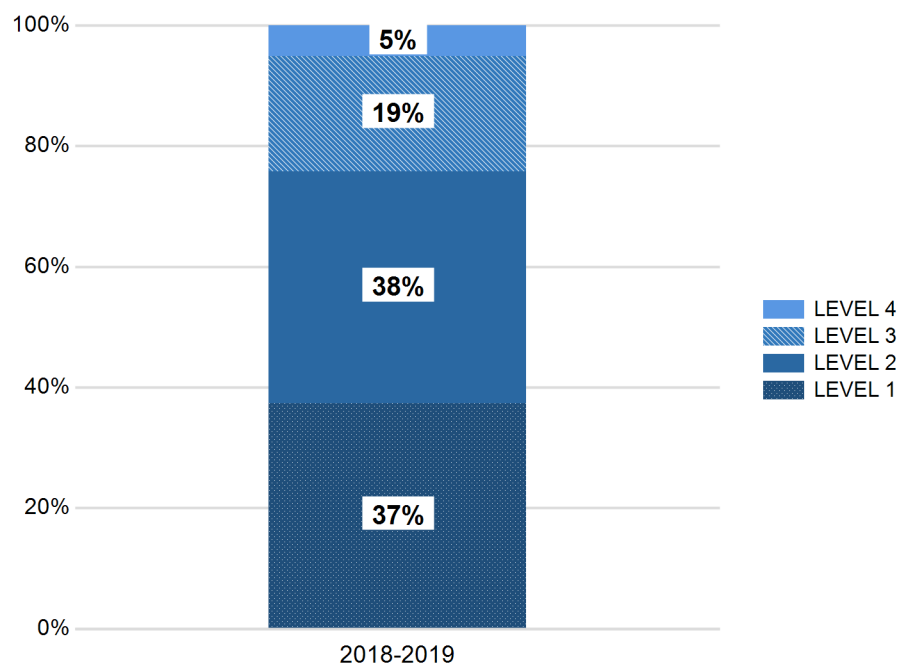
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

### NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



### NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	37	38	19	5
White	32	41	22	6
Hispanic	70	30	0	0
Black or African American	42	32	21	5
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	40	39	16	6
Male	34	38	23	4
Economically Disadvantaged Students	46	43	11	0
Non-Economically Disadvantaged Students	33	37	23	7
Students with Disabilities	71	24	6	0
Students without Disabilities	30	42	22	6
English Learners	N	N	N	N
Non-English Learners	37	38	19	5
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

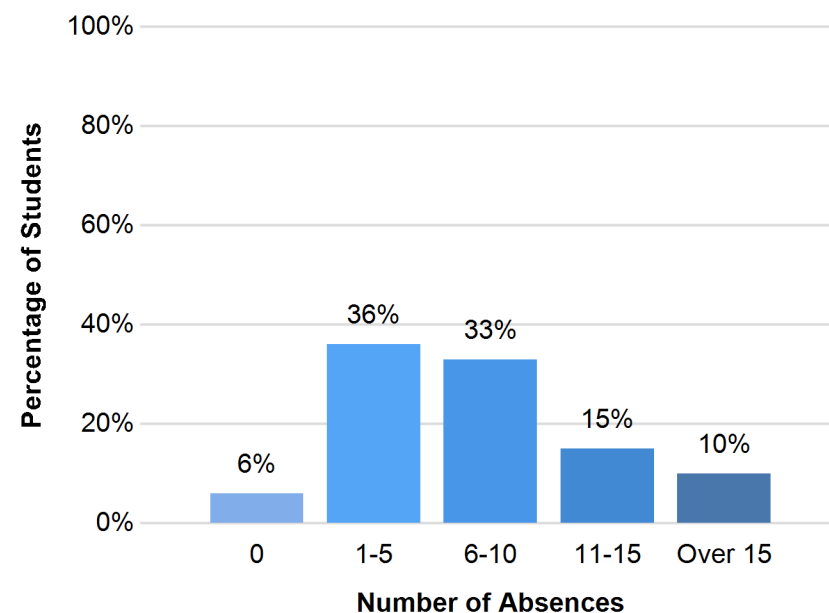
### Chronic Absenteeism

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	35	8.3	8.0	Not Met
White	21	6.6	8.0	Met
Hispanic	9	20.0	8.0	Not Met
Black or African American	4	11.8	8.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	19	9.4		
Male	16	7.3		
Economically Disadvantaged Students	18	12.9	8.0	Not Met
Students with Disabilities	17	22.1	8.0	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

### 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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(15-1590-070)  
Grades Offered: 05-06  
2018-2019

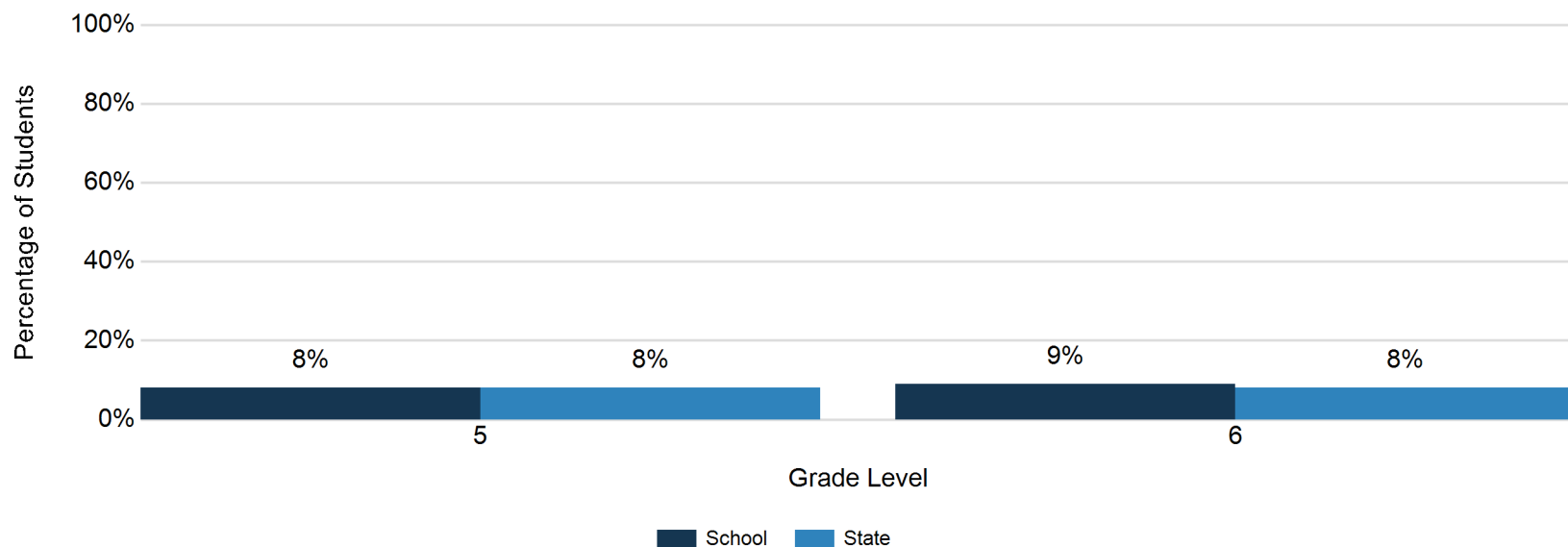
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### Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

### 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	4
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	14
Incidents Per 100 Students Enrolled	3.35

### Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	1	0	1
Gender	0	0	0
Sexual Orientation	0	2	2
Disability	0	1	1
Other	1	8	9
No Identified Nature	4		4

### 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	3
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Other Incidents Leading to Removal	5

### 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	14	3.3%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

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

29



### Caroline L. Reutter School

(15-1590-070)

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2018-2019

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#### School Day

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

Category	School
Typical Start Time	7:25 AM
Typical End Time	2:10 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 Mins.

#### Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1.0:1



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	36	118,214
Average years experience in public schools	11.0	12.1
Average years experience in district	9.3	10.8
Percentage of Teachers with 4 or more years experience in the district	66.7%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	8	9,530
Average years experience in public schools	17.6	16.0
Average years experience in district	7.6	12.0
Percentage of Administrators with 4 or more years experience in the district	87.5%	76.9%

### 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	12:1	12:1
Students to Administrators	418:1	179:1
Teachers to Administrators	36:1	15:1
Students to Librarians/Media Specialists		1433:1
Students to Nurses		478:1
Students to Counselors		478:1
Students to Child Study Team Members		358:1



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### Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.8%	86.1%	0.0%	48.4%	77.1%	54.9%
Male	52.2%	13.9%	100.0%	51.6%	22.9%	45.1%
White	75.4%	100.0%	0.0%	42.4%	83.6%	77.4%
Hispanic	11.0%	0.0%	100.0%	29.9%	7.3%	7.2%
Black or African American	8.4%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	1.4%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.8%	0.0%	0.0%	2.1%	0.2%	0.2%



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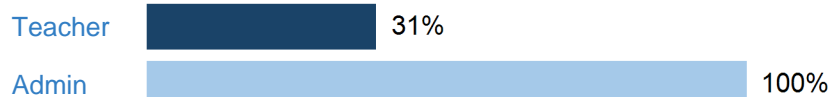
### Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	84.3%	90.5%
2017-18 Administrators: Same district 2018-19	87.5%	87.9%

### 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
2018-19	97.3%



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### Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

### ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



**Caroline L. Reutter School**  
(15-1590-070)  
Grades Offered: 05-06  
2018-2019

**Report Key:**

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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

### ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	53.7%	50.4%	50.6%
Math Proficiency	45.4%	48.2%	42.2%
ELA Growth	50	49	54
Math Growth	52	55	62
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	N
Chronic Absenteeism	7.9%	4.9%	8.3%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



**Caroline L. Reutter School**  
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Annually, NJDOE will identify schools in the following federal category:

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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](#).

### Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



**Caroline L. Reutter School**  
(15-1590-070)  
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2018-2019

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### Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Met Target†	Not Met	Met Standard	Exceeds Standard	N	Not Met	No
White	Met Target	Not Met	Met Standard	Exceeds Standard	n/a	Met	No
Hispanic	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Black or African American	Met Target	Met Target†	Met Standard	Exceeds Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Not Met	Met Standard	Exceeds Standard	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
English Learners	**	**	**	**	**	**	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 the school or district directly.



### Highlights:

- Technology is part of each school day, with all students utilizing 1:1 personal chromebooks.
- Over 90% of the student population consistently score on or above their grade level reading expectations.
- The school has an award-winning character development program through the Character Education Partnership and the ADL along with earning Bronze Status through Sustainable Jersey.



### Mission, Vision, Theme:

The mission of the Township of Franklin Public Schools is to develop the unique potential of each individual student and create global learners through a challenging and diverse curriculum in a positive learning climate that promotes the development of the whole child and fosters respect for all students.



### Awards, Recognition, Accomplishments:

The school has been awarded Bronze Status through Sustainable Jersey for its environmental science initiative. Through our ongoing character development initiative, we have been recognized as a No Place for Hate School through the Anti-Defamation League and have received commendations by the Character Education Partnership.



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#### Courses, Curriculum, Instruction:

Our teachers differentiate their instruction so each student can maximize their learning potential through a variety of methods and materials. Lessons are creative, student-centered, and enhanced by technology. Our school community is highly motivated to provide self-enriching opportunities utilizing current research and best-practices. Daily instruction is aligned to the NJ Student Learning Standards and prepares students for their secondary education and career opportunities. The school is also in its fourth year participating in a program to incorporate highly effective professional learning through NJDOE and NJPSA. The school has proven itself as a leader among the programs participating schools in its implementation of professional learning communities and empowering teacher leaders.



#### Clubs and Activities:

Our committed staff provides students with the opportunity to further their skills and knowledge through our after school enrichment programs. Musical talent is fostered at Reutter School through the opportunity to participate in the school band or concert choir. Students are encouraged to demonstrate their creativity through the Odyssey of the Mind competition. Sixth Grade Service-Oriented Activities Student Council Safety Patrol Nurses Helper Counselors Helper Library Helper Extracurricular Programs: (Open to Fifth and Sixth Grade Students) Band Chorus Drama Physical Fitness Book Club STEM Dance Art After School Homework Assistance Mentoring Program After school reading assistance and NJSLA preparation courses in Math and ELA are also offered





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 <p><b>Before and After School Programs:</b></p>	<p>The school district has a partnership with the Archway Just Kids Program who provides child care services for students after the conclusion of our normal school day.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>Teachers are also afforded the opportunity to collaborate with their colleagues on a daily basis as they are arranged into academic teams within their grade levels. The concept of teacher-facilitated professional learning communities that focus on school operational items, systematic professional learning, ongoing curriculum revisions, and the development and critical analysis of common formative and summative assessments. The school is proud to have incorporated the Connected Action Roadmap (CAR Process) within its comprehensive design to consistently target methods to improve student learning. The CAR Process is highlighted by the school's successful professional learning community practices.</p>






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 <p><b>Student Supports and Services:</b></p>	<p>The school supports an active I&amp;RS Committee that works cooperatively with our student support services, Child Study Team, and 504 Committee to support struggling students. Additionally, there are after-school academic assistance opportunities through the Homework Clinic, ELA Club, and targeted preparation in Math and ELA. The enrichment period has been transformed to provide extra assistance, academic acceleration, and learning extensions for our students individual learning needs.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>All members of the Caroline L. Reutter School family place a strong emphasis on developing the young adolescent child. Therefore, a focus on character development has been promoted within the school. Students are acknowledged quarterly for their positive behavior, academics, and attendance through the school-wide All-Star program. Caroline L. Reutter School has established a formal relationship with the ADL in order to become a No Place for Hate School. Students who demonstrate excellence in our school's Core Values have the opportunity to be nominated as a Character Student of the Month or through the praise referral process. The school has also supplemented our Character Development Program with the integration of Social and Emotional Learning through daily morning meetings and additional programs offered through the school's counseling office.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Caroline L. Reutter School is very fortunate to have a strong parent-school relationship. Our PTO sponsors many activities throughout the school year that help us to provide opportunities for our students to complement their education program. A formal parent advisory committee meets throughout the year to provide feedback to the school administration about school operations and programming. Parents and students can access their academic information through the parent portal. The school also affords all stakeholders of the school community the ability to provide insight into the school and its functions through regular meetings of the Parent Advisory Committee.</p>






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers A school climate survey is completed on a regular within the School District. We use the data from the survey to make district and school level goals. The district and school leadership committees take an active role in developing and analyzing the results of the survey to communicate them to staff.</p>
 <p>Facilities:</p>	<p>In 2018, construction at the CLR School included the relocation of the main entrance, the addition of the safety vestibule, renovating the current faculty room and room 36 to include a service window and controlled access to the new main office, renovating the current main office space into a faculty room and classroom space. Renovations also included the addition of security surveillance cameras within the vestibule and outside the new main entrance at the school.</p>
 <p>School Safety:</p>	<p>The school has a detailed emergency plan and also has a school resource officer on duty. Staff and students practice emergency drills monthly and are trained in detail on specific scenarios.</p>



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#### Technology and STEM:

Students are offered an exploratory STEM-Based Related Arts course during the academic year. Additionally, a STEM after school club is offered to students who have expressed an interest in learning additional content in this subject area. The Caroline L. Reutter School supports a 1-to-1 Chromebook initiative that allows the students to take the Chromebooks home for use after school hours.



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### Other Information

Our school community is highly motivated to provide enriching opportunities utilizing current research and practices. Daily instruction in language arts, mathematics, science, and social studies addresses the New Jersey Student Learning Standards and is designed to prepare students for success in their secondary education and career experiences. Based on student scores from common summative and formative assessments, DRA, 2nd Edition, and other standardized testing results, the Caroline L. Reutter School Leadership Committee has established the following school-wide areas of instructional focus: Ongoing, instructional-based, communication during regularly scheduled professional learning communities involving faculty members of all academic teams; Creation of two, tiered student growth objectives for all faculty (with focus on content mastery as measured through performance on unit assessments); Continued implementation of a new, district-wide writing program; Targeted, school-wide focus on increasing reading levels and increased student performance on Math and English language arts open-ended/short constructed response questions; Increase in student reading levels as documented by DRA, 2nd edition scores and assisted by the Accelerated Reader Program ; Feedback from the Danielson Teacher Evaluation Model which will be used to promote individual teacher professional growth; Continuation of professional learning communities that will focus on data analysis, student performance, and implementation of the New Jersey Student Learning Standards and updated district curriculum; Continuation of a school-wide character development/service learning program. Caroline L. Reutter School has been awarded a New Jersey School of Character by the Character Educational Partnership in recognition for its character development and service learning programs as well as Bronze Status through the Sustainable Jersey initiative.



**Main Road School**  
(15-1590-095)  
Grades Offered: 03-04  
2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at 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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**



**Main Road School**  
(15-1590-095)  
Grades Offered: 03-04  
2018-2019

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### School Contact Information

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

Type	Contact Information
County	Gloucester
District	Township of Franklin School District
Principal Name	Mrs. Amy Morley
Address	1452 MAIN RD NEWFIELD, NJ 08344-5341
Phone Number	856-697-0220
Email Address	<a href="mailto:amorley@franklintwpschools.org">amorley@franklintwpschools.org</a>
Website	<a href="https://www.franklintwpschools.org">https://www.franklintwpschools.org</a>
Facebook	<a href="https://www.facebook.com/Franklin-Township-Schools-Gloucester-County-Official-117718981638814/">https://www.facebook.com/Franklin-Township-Schools-Gloucester-County-Official-117718981638814/</a>
Twitter	<a href="https://twitter.com/franklintwpsch">https://twitter.com/franklintwpsch</a>



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
3	205	217	176
4	208	199	226
5	1	3	0
6	4	1	2
Total	418	420	404

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.1%	47.6%	46.0%
Male	52.9%	52.4%	54.0%
Economically Disadvantaged Students	34.7%	30.5%	36.9%
Students with Disabilities	19.4%	21.0%	22.0%
English Learners	2.4%	0.2%	0.7%
Homeless Students	3.1%	1.7%	2.0%
Students in Foster Care	0.5%	1.0%	1.2%
Military-Connected Students	0.2%	0.5%	0.7%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	75.6%	80.0%	78.7%
Hispanic	9.6%	9.0%	12.6%
Black or African American	7.9%	6.2%	4.5%
Asian	2.2%	1.0%	0.7%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.2%
Two or More Races	4.8%	3.8%	3.2%

### Enrollment by Home Language

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

Home Language	% of Students
English	99.3%
Other Languages	0.7%



**Main Road School**  
 (15-1590-095)  
 Grades Offered: 03-04  
 2018-2019

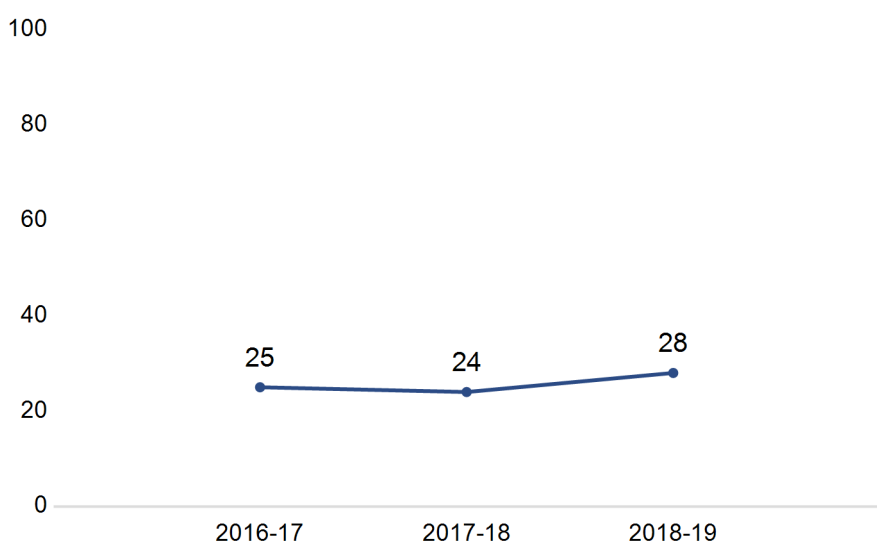
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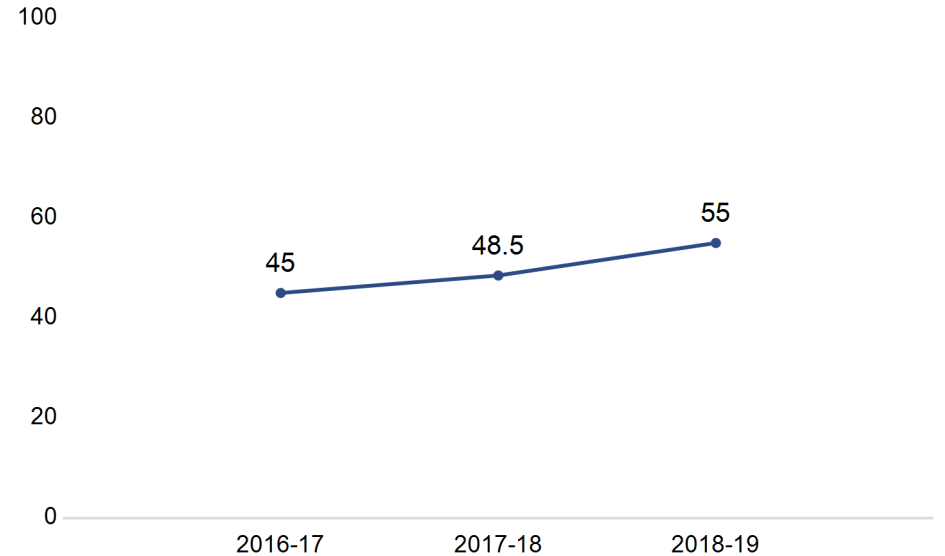
**Student Growth Trends and Progress**

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

**ELA Median Student Growth Percentile**



**Math Median Student Growth Percentile**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	25	24	28	45	48.5	55
Met Standard (40-59.5)?	Not Met	Not Met	Not Met	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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 (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 (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	28	43	50	Not Met	55	59	50	Met Standard
White	30	45	50	Not Met	57	60	52	Met Standard
Hispanic	19	33	49	Not Met	39	48.5	47	Not Met
Black or African American	22	43.5	45	**	34.5	61	43	**
Asian, Native Hawaiian, or Pacific Islander	N	*	59	**	N	*	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	42	49	**	*	45	52	**
Female	30	45	53	N	51	58	50	N
Male	27	42	47	N	60	60	51	N
Economically Disadvantaged Students	28	38	48	Not Met	58	59	46	Met Standard
Students with Disabilities	28	38	43	Not Met	57	55.5	45	Met Standard
English Learners	N	*	52	**	N	*	50	**
Homeless Students	*	31.5	43	N	*	34	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



**Main Road School**  
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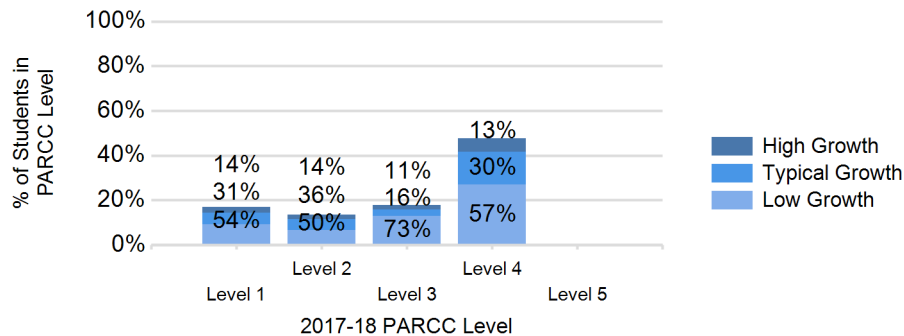
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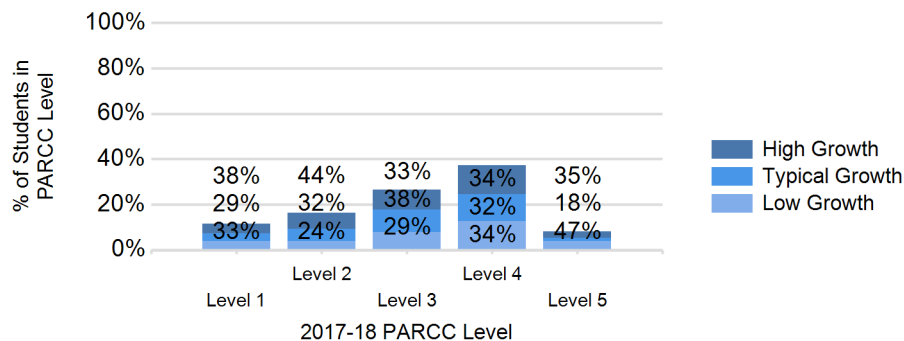
**Student Growth by Performance Level**

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

**ELA**



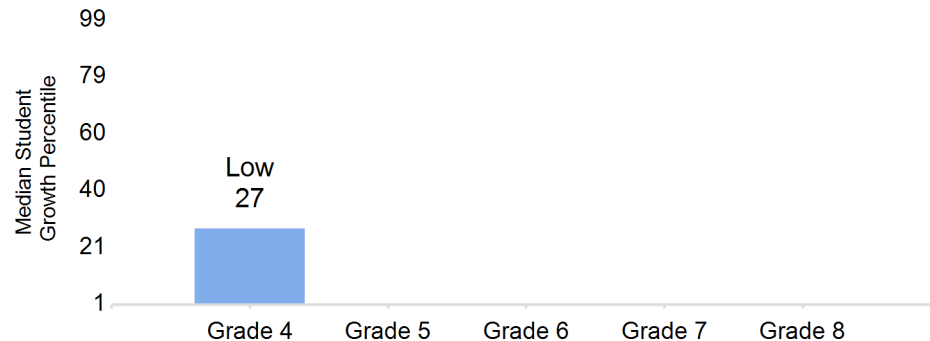
**Math**



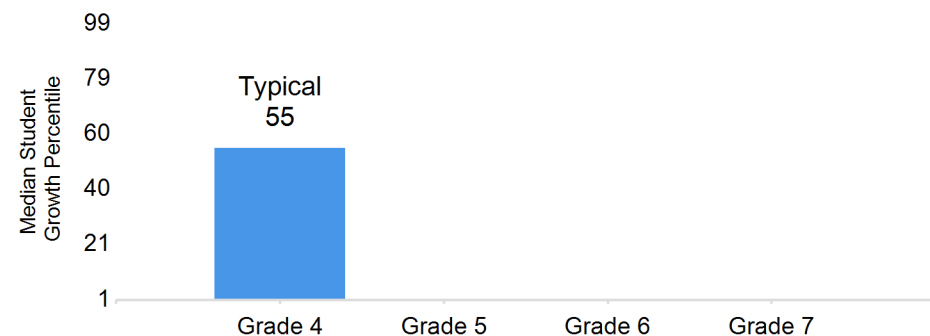
**Student Growth by Grade**

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

**ELA**



**Math**





**Main Road School**  
(15-1590-095)  
Grades Offered: 03-04  
2018-2019

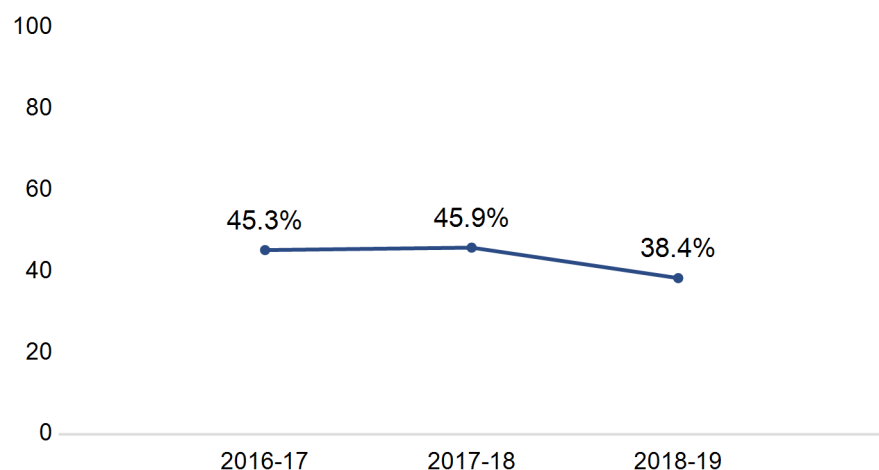
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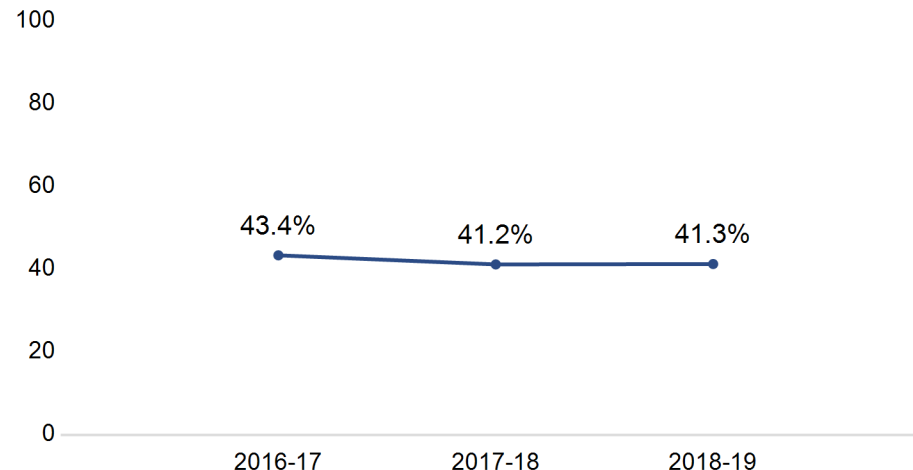
## English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

### ELA Proficiency Rate for Federal Accountability



### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	95.7%	93.6%	96.6%	95.7%	93.9%	96.6%
Proficiency Rate for Federal Accountability	45.3%	45.9%	38.4%	43.4%	41.2%	41.3%
Annual Target	45.1%	47.0%	48.8%	52.3%	53.7%	55.2%
Met Annual Target?	Met Target	Met Target†	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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(15-1590-095)  
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2018-2019

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## English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	378	96.6	38.4	44.6	57.9	38.4	48.8	Not Met
White	299	96.2	43.1	48.3	66.9	43.1	51.3	Not Met
Hispanic	45	96.0	22.2	21.4	43.9	22.2	35.9	Not Met
Black or African American	16	100.0	12.5	36.2	38.5	12.5	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	14	100.0	14.3	*	64.4	14.3	**	**
Female	179	98.4	46.4	53.6	64.8	46.4		
Male	199	95.0	31.2	36.5	51.3	31.2		
Economically Disadvantaged Students	127	97.8	16.5	25.3	40.0	16.5	32	Not Met
Non-Economically Disadvantaged Students	251	95.9	49.4	53.6	67.9	49.4		
Students with Disabilities	75	93.2	10.7	13.7	22.7	10.4	26.7	Not Met
Students without Disabilities	303	97.5	45.2	51.4	65.1	45.2		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	*	*	*	14.3	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

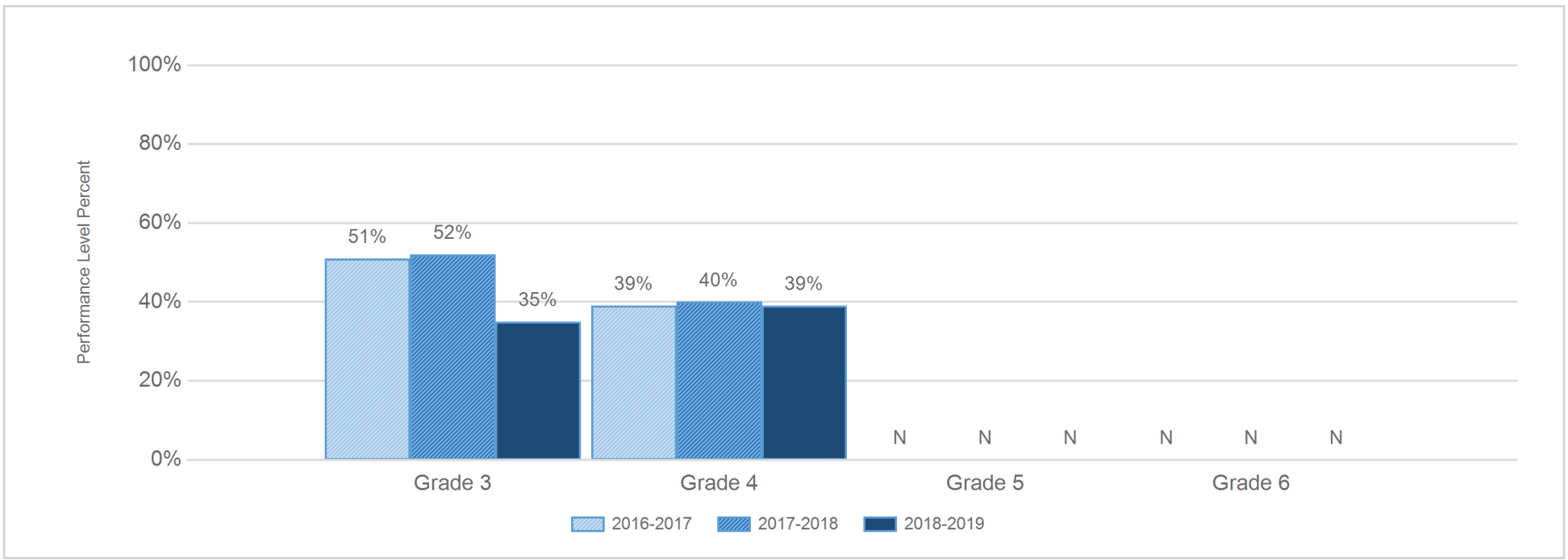


**Main Road School**  
 (15-1590-095)  
 Grades Offered: 03-04  
 2018-2019

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**English Language Arts Assessment - Performance Trends**

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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2018-2019

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### English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	175	736	736	748	18%	22%	25%	*	*	35%	50%
White	134	739	739	757	16%	19%	25%	*	*	40%	60%
Hispanic	23	721	721	734	*	*	*	*	*	22%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	83	743	743	753	14%	19%	23%	*	*	43%	55%
Male	92	730	730	743	22%	24%	27%	*	*	27%	46%
Economically Disadvantaged Students	59	720	720	731	24%	32%	29%	*	*	15%	33%
Non-Economically Disadvantaged Students	116	744	744	759	16%	16%	23%	*	*	45%	61%
Students with Disabilities	30	699	699	719	*	*	*	*	*	*	24%
Students without Disabilities	145	743	743	754	*	*	*	*	*	*	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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### English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	216	739	739	755	13%	20%	27%	33%	6%	39%	57%
White	172	742	742	763	13%	16%	26%	37%	8%	45%	67%
Hispanic	25	721	721	743	*	48%	*	*	*	20%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	102	745	745	760	10%	20%	23%	*	*	48%	62%
Male	114	734	734	750	17%	20%	32%	*	*	32%	53%
Economically Disadvantaged Students	73	720	720	740	25%	33%	26%	*	*	16%	40%
Non-Economically Disadvantaged Students	143	748	748	765	8%	13%	28%	*	*	51%	69%
Students with Disabilities	50	708	708	725	*	32%	*	*	*	12%	25%
Students without Disabilities	166	748	748	761	*	16%	*	*	*	48%	64%
English Learners	N	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	216	739	739	758	13%	20%	27%	33%	6%	39%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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### Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	378	96.6	41.3	41.7	44.5	41.3	55.2	Not Met
White	299	96.2	45.5	45.0	54.1	45.5	56.7	Not Met
Hispanic	45	96.0	26.7	26.2	28.8	26.7	51.9	Not Met
Black or African American	16	100.0	12.5	29.8	23.0	12.5	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	14	100.0	28.6	*	53.3	28.6	**	**
Female	179	98.4	41.3	41.4	44.9	41.3		
Male	199	95.0	41.2	42.0	44.2	41.2		
Economically Disadvantaged Students	127	97.8	22.0	22.0	26.3	22.0	40.1	Not Met
Non-Economically Disadvantaged Students	251	95.9	51.0	51.0	54.9	51.0		
Students with Disabilities	75	93.2	12.0	12.2	17.4	11.7	25.2	Not Met
Students without Disabilities	303	97.5	48.5	48.2	50.0	48.5		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	*	*	*	14.3	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



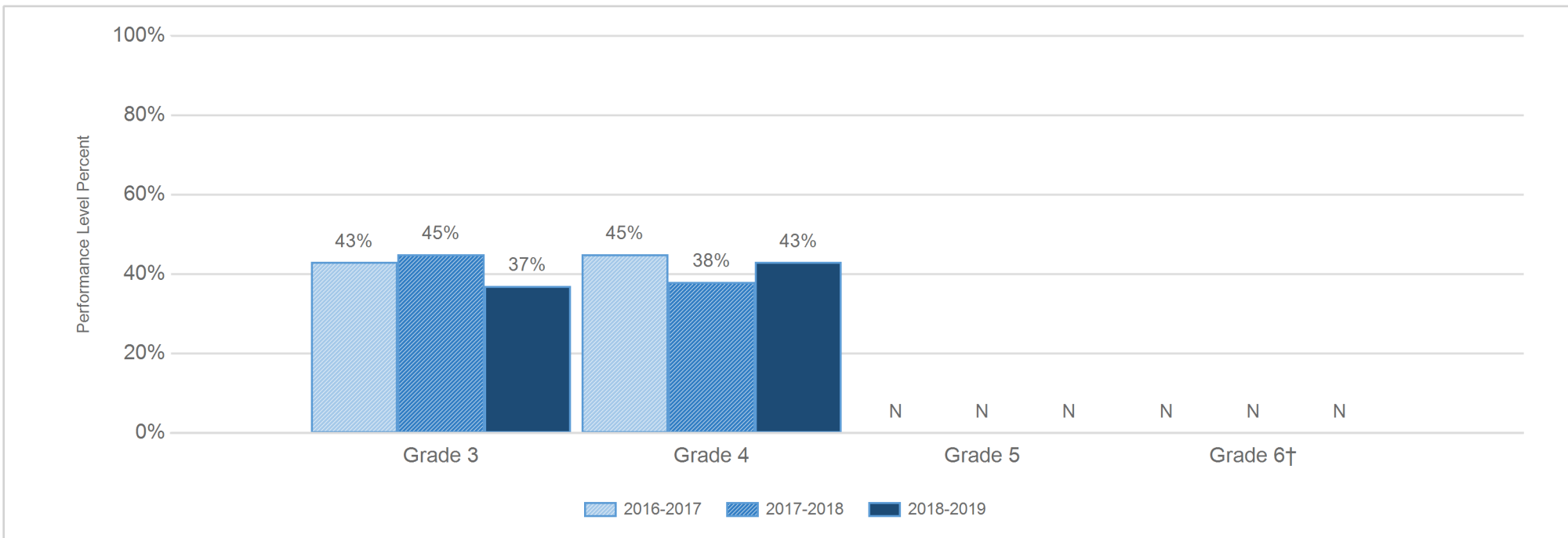
**Main Road School**  
(15-1590-095)  
Grades Offered: 03-04  
2018-2019

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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### Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	175	740	740	752	9%	21%	33%	*	*	37%	55%
White	134	743	743	760	*	19%	32%	*	*	42%	66%
Hispanic	23	726	726	739	*	*	*	*	*	26%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	83	741	741	751	*	19%	35%	*	*	39%	54%
Male	92	738	738	752	*	23%	30%	*	*	36%	56%
Economically Disadvantaged Students	59	729	729	737	*	*	36%	*	*	25%	37%
Non-Economically Disadvantaged Students	116	745	745	761	*	*	31%	*	*	43%	67%
Students with Disabilities	30	710	710	731	*	*	*	*	*	*	31%
Students without Disabilities	145	746	746	756	*	*	*	*	*	*	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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### Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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
<b>Schoolwide</b>	216	744	744	749	9%	17%	32%	*	*	43%	51%
White	172	746	746	757	9%	14%	30%	*	*	47%	62%
Hispanic	25	731	731	737	*	*	*	*	*	24%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	102	744	744	749	*	22%	28%	*	*	42%	50%
Male	114	745	745	749	*	12%	35%	*	*	43%	52%
Economically Disadvantaged Students	73	726	726	734	*	36%	32%	*	*	18%	32%
Non-Economically Disadvantaged Students	143	754	754	759	*	7%	32%	*	*	55%	63%
Students with Disabilities	50	719	719	726	*	26%	30%	*	*	16%	25%
Students without Disabilities	166	752	752	754	*	14%	33%	*	*	51%	56%
English Learners	N	N	N	722	N	N	N	N	N	N	18%
Non-English Learners	216	744	744	751	9%	17%	32%	*	*	43%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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## DLM Alternate Assessment - Participation

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

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

## English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

## English Language Proficiency Test - Participation and Performance

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

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



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 2018-2019

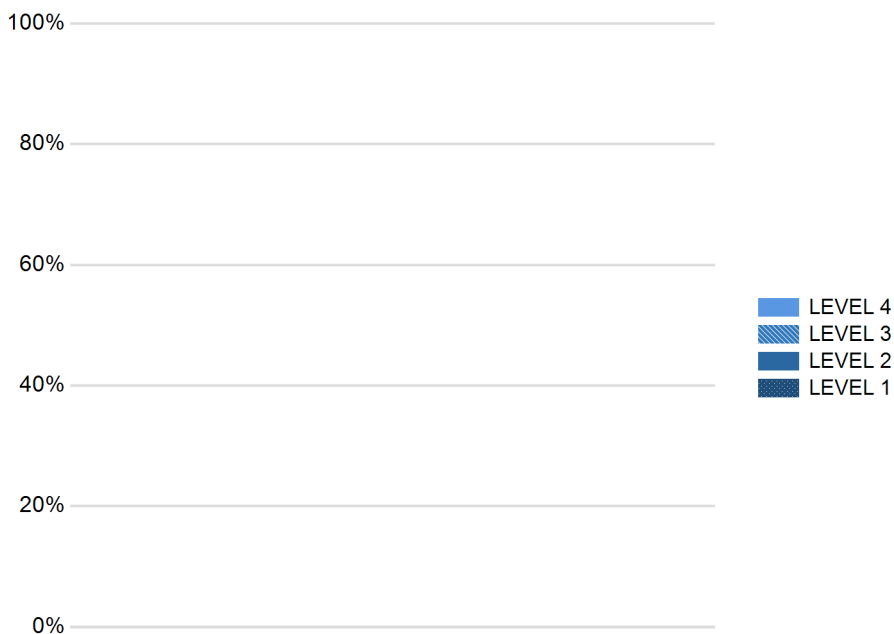
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

**NJSLA Science Assessment: Grade Summary**

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



**NJSLA Science Assessment: Grade**

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

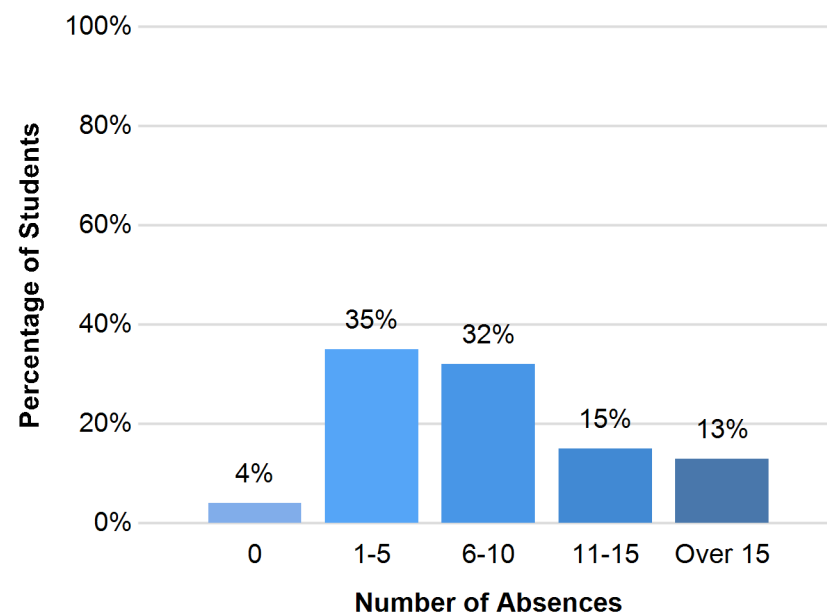
### Chronic Absenteeism

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	41	10.2	7.5	Not Met
White	29	9.1	7.5	Not Met
Hispanic	8	16.0	7.5	Not Met
Black or African American	1	5.6	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	2	15.4	**	**
Female	18	9.6		
Male	23	10.6		
Economically Disadvantaged Students	26	17.4	7.5	Not Met
Students with Disabilities	14	15.9	7.5	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





**Main Road School**  
(15-1590-095)  
Grades Offered: 03-04  
2018-2019

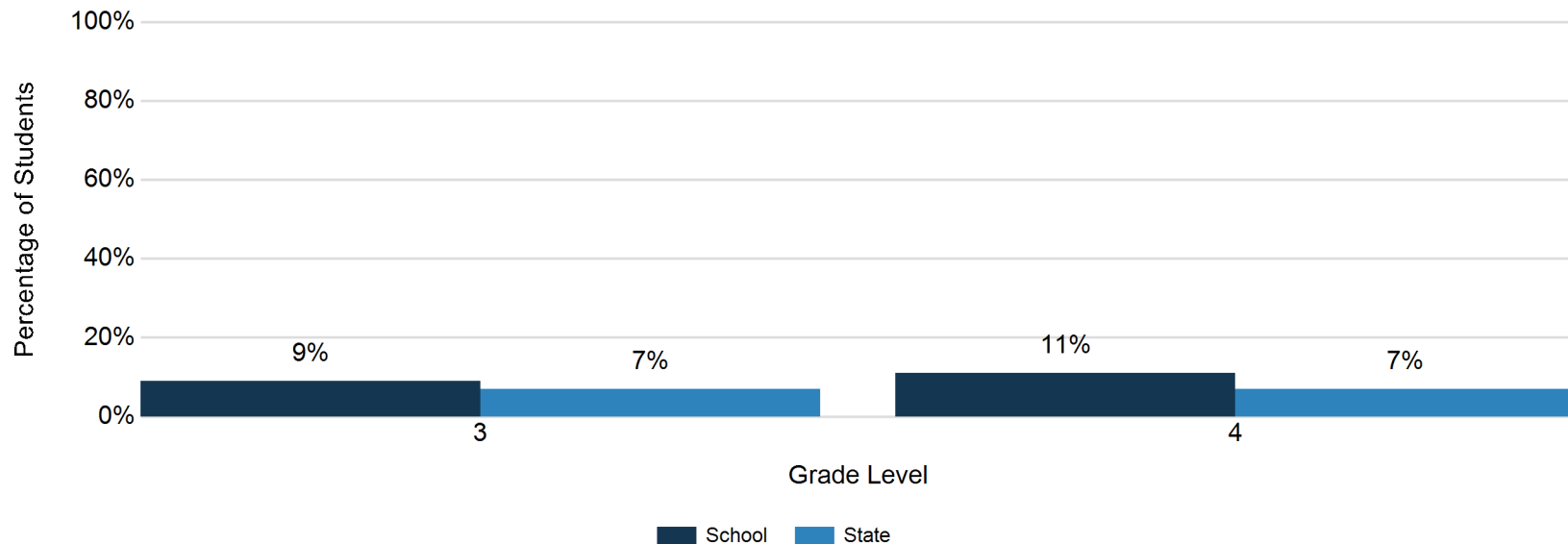
**Report Key:**

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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

### 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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2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

### 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	3
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	1.24

### 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	2
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	6

### Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
No Identified Nature	7		7

### 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	12	3.0%
Any Suspension	13	3.2%
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

27



**Main Road School**  
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2018-2019

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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	8:15 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

### Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	1.0:1



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2018-2019

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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	38	118,214
Average years experience in public schools	9.0	12.1
Average years experience in district	8.1	10.8
Percentage of Teachers with 4 or more years experience in the district	55.3%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	8	9,530
Average years experience in public schools	17.6	16.0
Average years experience in district	7.6	12.0
Percentage of Administrators with 4 or more years experience in the district	87.5%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	404:1	179:1
Teachers to Administrators	38:1	15:1
Students to Librarians/Media Specialists		1433:1
Students to Nurses		478:1
Students to Counselors		478:1
Students to Child Study Team Members		358:1



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### Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.0%	92.1%	100.0%	48.4%	77.1%	54.9%
Male	54.0%	7.9%	0.0%	51.6%	22.9%	45.1%
White	78.7%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	12.6%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.5%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	0.7%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.2%	0.0%	0.0%	2.1%	0.2%	0.2%



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### Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	84.3%	90.5%
2017-18 Administrators: Same district 2018-19	87.5%	87.9%

### 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
2018-19	97.5%



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2018-2019

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## Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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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).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

### ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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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](#).

### ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	45.3%	45.9%	38.4%
Math Proficiency	43.4%	41.2%	41.3%
ELA Growth	25	24	28
Math Growth	45	48	55
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	7.6%	8.3%	10.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

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Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

### Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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### Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Not Met	Not Met	Not Met	Met Standard	**	Not Met	No
White	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Hispanic	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	**	**	**	**	**	**	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 the school or district directly.



### Highlights:

- Focus on social emotional growth of students and activities to promote a positive learning environment.
- Curriculum that follows state framework, focused on student engagement and authentic learning.
- Strong community presence and involvement in school activities and events.



### Mission, Vision, Theme:

The Main Road staff has 65 caring and dedicated professional and paraprofessional staff members who work diligently to promote the social, academic, and emotional needs of their students, while incorporating the development of good citizenship and moral character in their daily lessons and classroom routines. Our school motto for 2019-2020 is Smile .



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#### Courses, Curriculum, Instruction:

The direction of our literacy program is built on the principles of balanced literacy that incorporates the reading and writing approaches of modeled, shared, guided, and independent reading. During the 2019-2020 school year, Main Road School is piloting Ready Math Program. This math program promotes the use of creative lesson design with real world applications and the development of critical thinking and reasoning skills.



#### Clubs and Activities:

Main Road School recognizes and celebrates student achievement and success. Students are recognized for their individual accomplishments, as well as for their participation in: Garden Club, Art Club, Book Club, Chorus, and Leadership Club. Through these and other special activities, the students are encouraged to develop a love of learning, increase self-esteem, motivate to achieve, and create empathy toward others.





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 <p><b>Before and After School Programs:</b></p>	<p>The Township of Franklin Public School District is proud partners with the Archways Programs LLC to provide our Just Kids before and after school supervisory care programs.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>At Main Road school teachers meet in teams, schools and district level professional learning communities based on the CAR model. Staff Professional Development is focused on school and district goals. Instructional methods, standard based grading, classroom managements, technology, student attendance, student data, are just some of the topics. Professional development is planned off of the feedback of the staff and the needs of the students.</p>






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 <p><b>Student Supports and Services:</b></p>	<p>Main Road School offers various learning opportunities to promote the success of all students by providing remedial help in math and literacy through basic skills instruction, special education programs, and differentiated instruction. . In addition, an Intervention &amp; Referral Service team assists teachers in providing services to struggling students.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Main Road School offers a free and reduced breakfast and lunch program. Students also enjoy daily recess and weekly gym time to stay physically fit. They also enjoy school physical fitness events like Jump for Heart, DJ Day, Move and Groove and Field Day. The students learn about health and wellness in weekly health classes and lessons from the school nurse on family life.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>An active parent group is the glue which connects home and school. Community and parental involvement is encouraged at Main Road School through the participation of classroom activities and school-wide programs and events. A supportive PTO is instrumental in providing an enriching and stimulating experience for our students, as they purchase new equipment and instructional materials, host special events, and plan assemblies throughout the school year.</p>






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers A school climate survey is completed annually in Franklin Township Schools. We use the data from the survey to make district and school level goals. The district leadership committee takes an active role in developing and analyzing the results of the survey to communicate them to staff. We also have incorporated Morning Meeting into each day. Student check in their feelings, share with classmates and build goal through a daily character message.</p>
 <p>Facilities:</p>	<p>Main Road School is a thirty plus classroom school with a library, cafeteria and gymnasium. Each classroom is air conditioned. The parking lot was recently enlarged and paved in 2016. In 2018 a new library, office, OT/PT room and therapy room were added to the footprint of Main Road School.</p>
 <p>School Safety:</p>	<p>Main Road school has a detailed school security plan and has a daily school resource officer on duty. Staff and students practice emergency drills monthly and are trained in detail on specific scenarios.</p>



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### School Narrative

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#### Other Information

Character education is promoted throughout the school as students are encouraged to demonstrate exemplary citizenship and moral character. The students voted and choose a motto for the year, Smile. Each month the principal reviews the three expectations, be kind, be ready, and be respectful. The counselor reinforces these three expectations in assemblies, classroom lessons, and group lessons. Teachers are also encouraged to reward students for positive behaviors in the classroom with a doing things right sticker. Each week a student from each homeroom is rewarded a doing things right brag tag and a prize. Students can also earn brag tags for clubs, student achievement, and school events.



**Mary F. Janvier School**  
(15-1590-080)  
Grades Offered: PK-02  
2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows at 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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**



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### School Contact Information

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

Type	Contact Information
County	Gloucester
District	Township of Franklin School District
Principal Name	Mr. Henry Kobik
Address	1532 PENNSYLVANIA AVE FRANKLINVILLE, NJ 08322-2355
Phone Number	856-629-0431
Email Address	<a href="mailto:hkobik@franklintwpschools.org">hkobik@franklintwpschools.org</a>
Website	<a href="https://www.franklintwpschools.org">https://www.franklintwpschools.org</a>
Facebook	<a href="https://www.facebook.com/Franklin-Township-Schools-Gloucester-County-Official-117718981638814/">https://www.facebook.com/Franklin-Township-Schools-Gloucester-County-Official-117718981638814/</a>
Twitter	<a href="https://twitter.com/franklintwpsch">https://twitter.com/franklintwpsch</a>



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	40	36	39
KG	185	179	178
1	167	192	191
2	212	172	203
Total	604	579	611

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	46.7%	47.8%	47.6%
Male	53.3%	52.2%	52.4%
Economically Disadvantaged Students	36.4%	34.0%	33.4%
Students with Disabilities	16.1%	14.2%	16.4%
English Learners	0.8%	1.4%	1.5%
Homeless Students	1.7%	1.4%	2.3%
Students in Foster Care	2.0%	1.4%	0.5%
Military-Connected Students	0.3%	0.5%	1.5%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	81.5%	78.6%	78.1%
Hispanic	8.3%	10.5%	11.5%
Black or African American	5.0%	4.0%	4.1%
Asian	1.0%	1.4%	1.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.2%	0.0%
Two or More Races	4.1%	5.4%	5.1%

### 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	2016-17	2017-18	2018-19
PK - Half Day	40	36	39
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	185	179	178

### 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	99.2%
Other Languages	0.8%



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## 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	*	*	*

## English Language Proficiency Test - Participation and Performance

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

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



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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

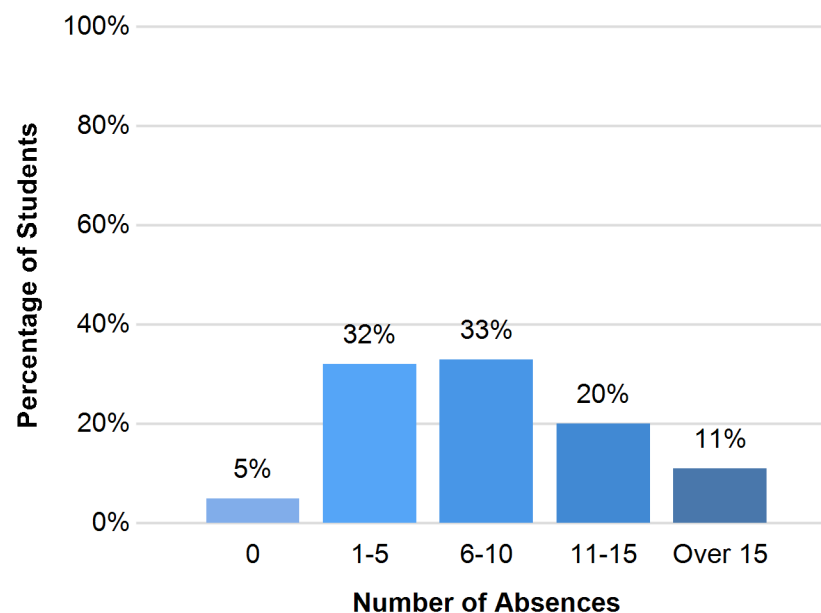
### Chronic Absenteeism

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	45	7.9	10.3	Met
White	33	7.4	10.3	Met
Hispanic	7	10.6	10.3	Not Met
Black or African American	*	*	10.3	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	3.3	10.3	Met
Female	22	8.0		
Male	23	7.8		
Economically Disadvantaged Students	23	11.9	10.3	Not Met
Students with Disabilities	16	19.0	10.3	Not Met
English Learners	*	*	**	**
Homeless Students	3	23.1		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

### 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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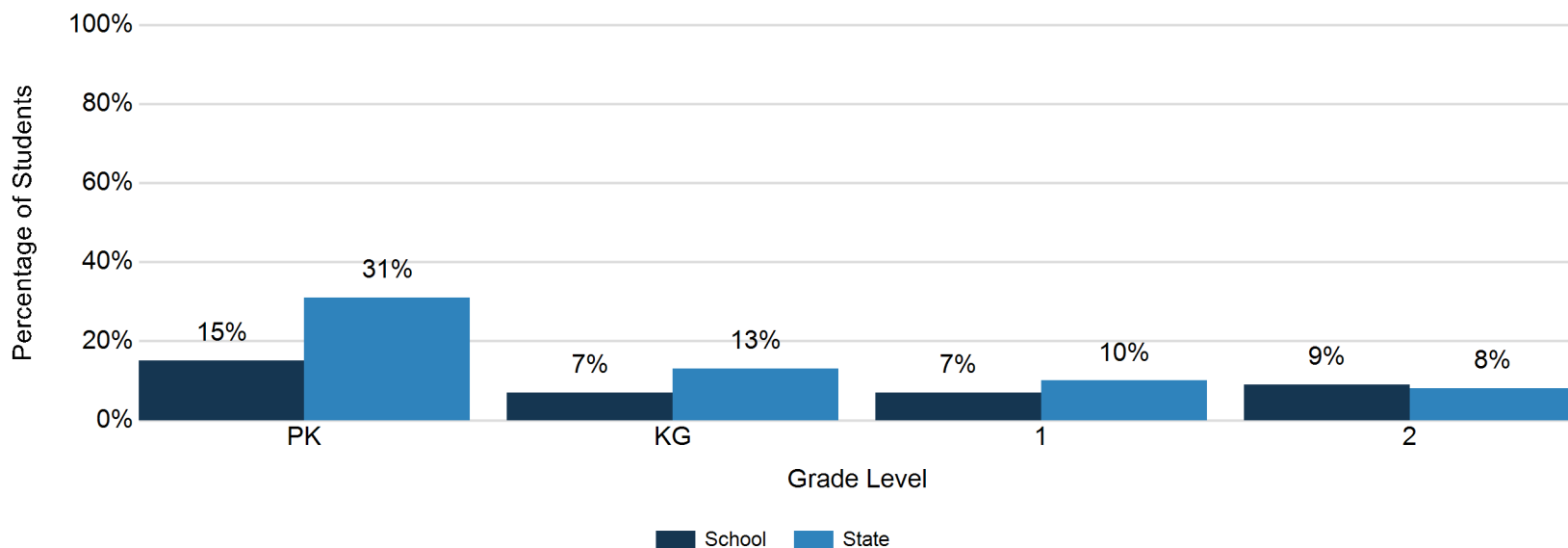
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### Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

### Police Notifications

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

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

### Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	2	0	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	1	0	1
Disability	0	0	0
Other	1	0	1
No Identified Nature	1		1

### Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
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	9:10 AM
Typical End Time	3:55 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 25 Mins
Shared Time - Instructional Time	5 Hrs. 25 Mins.



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	44	118,214
Average years experience in public schools	9.7	12.1
Average years experience in district	7.7	10.8
Percentage of Teachers with 4 or more years experience in the district	56.8%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	8	9,530
Average years experience in public schools	17.6	16.0
Average years experience in district	7.6	12.0
Percentage of Administrators with 4 or more years experience in the district	87.5%	76.9%

### 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	14:1	12:1
Students to Administrators	611:1	179:1
Teachers to Administrators	44:1	15:1
Students to Librarians/Media Specialists		1433:1
Students to Nurses		478:1
Students to Counselors		478:1
Students to Child Study Team Members		358:1



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### Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.6%	97.7%	0.0%	48.4%	77.1%	54.9%
Male	52.4%	2.3%	100.0%	51.6%	22.9%	45.1%
White	78.1%	97.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	11.5%	2.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.1%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	1.3%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.1%	0.0%	0.0%	2.1%	0.2%	0.2%



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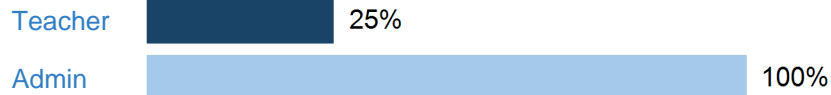
### Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	84.3%	90.5%
2017-18 Administrators: Same district 2018-19	87.5%	87.9%

### 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
2018-19	97.4%



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### Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.






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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 the school or district directly.

 <p><b>Highlights:</b></p>	<ul style="list-style-type: none"> <li>Continuance and refinement of a collaborative, teacher leadership framework that promotes meaningful, focused articulation that centers on student learning growth through consistent analysis of data.</li> <li>Implementation of a structured social - emotional learning framework that facilitates student communication, fosters pupil empathy, and builds children's coping skills.</li> <li>Maintenance of a strong school - home - community connection that is enhanced through the implementation of PTA - sponsored, family friendly fundraisers and student recognition activities.</li> </ul>
 <p><b>Mission, Vision, Theme:</b></p>	<p>Mary F. Janvier Elementary School prides itself on providing children with a safe, positive learning environment that promotes the student's power of positive decision-making through the implementation of a comprehensive character education program. The children are also provided with instructional opportunities that address varying learning styles and a school-team approach fosters an overall atmosphere of acceptance.</p>
 <p><b>Awards, Recognition, Accomplishments:</b></p>	<p>Mary F. Janvier Elementary School received a grant for the further expansion of the schools gardens. These gardens are used towards the application of curricular concepts in a variety of areas including Math, Science, Health, and ELA. Student groups take ownership of the maintenance of the gardens and enjoy lessons that incorporate this educational resource. Mary F. Janvier is participating in the grant - funded Rutgers University New Jersey Tiered System of Support program.</p>





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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Grade K-2 students participate in daily literacy instruction that utilizes the Benchmark Workshop Literacy Program. Emphasis is placed on the building of pupil fundamental literacy skills with the expectation of a logical progression of growth. Ready Math is being piloted in Grade 2 classes and select Kindergarten and Grade 1 classes. EnVisions 2.0 is being used for Math instruction in the classes that are not involved in the pilot. Building of student understanding of core Math concepts in a relevant manner that involves scaffolding of skills occurs in all classes. Students also receive instruction in the areas of Social Studies, Science, Health, and Character Education. A formal Morning Meeting component has been embedded into the schedule that focuses on student social - emotional growth. Related Arts instruction in the areas of Art, Library, Music, Computers, and Physical Education occurs on a 5 day rotating schedule.</p>
 <p><b>Clubs and Activities:</b></p>	<p>For the 2018-2019 school year, after-school enrichment programs were offered to Grade 2 students in the areas of art, literature application, and STEM problem solving practices.</p>





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 <p>Before and After School Programs:</p>	<p>Before and after school care programs are housed in Mary F. Janvier Elementary School. This care is managed by the Archway Just Kids program.</p>
 <p>Staff and Professional Learning:</p>	<p>Staff professional development focuses on creation, implementation, and monitoring of effective assessment practices, technology applications, instructional activities, and security procedures. Teachers meet in their Professional Learning Communities weekly and the school utilizes the New Jersey Department of Education supported Connected Action Roadmap (CAR) PLC framework. This meeting framework is a teacher leadership model that promotes meaningful articulation focusing on addressing student learning needs through targeted discussion and data analysis.</p>






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 <p><b>Student Supports and Services:</b></p>	<p>Support continues to be provided for students through our English Language Learners, Basic Skills and, Special Education Services Programs. Additionally, during the 2018-2019 school year, our school continued in developing a formalized RTI program. Children who require Speech Services, Occupational Therapy, Physical Therapy, Resource Center, and instruction through our school's Reading Interventionist or Reading Specialist also have their specific needs met. The Mary F. Janvier School received the NJTSS grant in partnership with Rutgers University. This 3 year grant will assist with the formalization of a true tiered system of Support framework.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>A breakfast program exists and our cafeteria services provide students with nutritious, legally compliant, nut-free meal choices for breakfast and lunch. Mary F. Janvier Elementary School has a full-time school nurse who cares for student medical needs and promotes student health and wellness through periodic group and individualized instruction. Student physical activity is promoted through pupil participation in Physical Education class, outside recess, and classroom brain break activities. Of note, student recess time has been expanded to 30 minutes daily.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The Mary. F. Janvier PTA is a highly active organization that hosts a variety of family - friendly fundraisers throughout the course of the school year. These include, Family Monster Mash, Family Bingo Night, and Family Rollerskating Day. Parents have the opportunity to visit their child's classroom to read to the class or to complete a craft. Parents may also visit their child during lunch on their child's birthday. Parents can access their child's progress through the Parent Portal System. Multiple formal parent -teacher conference opportunities are also scheduled during the school year as is a Parent Visitation Day. Local businesses are involved in supporting multiple student recognition activities by donating food and / or items.</p>






**Mary F. Janvier School**  
(15-1590-080)  
Grades Offered: PK-02  
2018-2019

**Report Key:**

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- \*\* Accountability calculations require 20 or more students
- N** No Data is available to display
- † This indicates a table specific note, see note below table

### School Narrative

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents, Administrators, Teachers A district-wide school climate survey has shown that Mary F. Janvier Elementary School is a positive learning environment with a flexible, caring staff. Data garnered from the survey is utilized to develop district and school level goals. The District Leadership Committee, School Leadership Committee, and School Safety Climate / Character Education Committee all have an integral role in communicating climate - related information and developing goals / activities that foster an emotionally safe, positive learning atmosphere.</p>
 <p>Facilities:</p>	<p>Mary F. Janvier Elementary School is a well-maintained, secure facility. Recent years have seen upgrades in the school's security system. These upgrades have included improvements of surveillance cameras, the construction of a safety vestibule in the schools foyer, and enhanced exterior security - related lighting. All instructional areas and the school's All Purpose Room are air conditioned and well lit. Annual air quality testing assists in ensuring a healthy environment. .</p>
 <p>School Safety:</p>	<p>Mary F. Janvier Elementary School shares a School Resource Officer with the district's other schools. Additionally, technology - based school safety systems are consistently maintained with upgrades occurring, as necessary. Local law enforcement is aware of and often involved in, monthly safety drills. Staff are annually trained on current security / safety procedures with scheduled follow - up sessions.</p>





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 <p>Technology and STEM:</p>	<p>Coding and STEM - related instruction occurs during Computer Literacy instruction. Additionally, all K - 2 classrooms are equipped with modern chrome books in a 1:2 chrome book to student ratio. These devices are utilized by students daily to access instructional programs and to participate in activities that promote the children's development of higher - order thinking skills.</p>
 <p>Early Childhood Education:</p>	<p>Mary F. Janvier Elementary School houses the districts Special Education Pre-K Inclusion Program. As a result, a specific number of regular-education Pre-K lottery students are selected for Pre-K each school year.</p>



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Other Information

Instruction in all grade levels at Mary F. Janvier Elementary School occurs primarily in a small group, learning centers -based setting. Technology tools present in each classroom include chrome books, Promethean Boards, and document cameras. Standards-based learning continues to be pursued and student progress reporting to parents adheres to a standards-based model. As a result, teachers, parents, and students gain a clear understanding of pupil academic strengths and the level of attention that must be provided towards the development of specific skills. The Reading Buddies, Book in the Bag, and Study Buddies programs provide instructional tools and methods that reinforce classroom presented material, encourage a cooperative approach towards learning, and provide an avenue for the building of student leadership.