NJ SCHOOL PERFORMANCE REPORT

BENJAMIN FRANKLIN SCHOOL NO. 13
(39-1320-160)
Grades Offered: KG-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	UNION
District	ELIZABETH CITY
Principal Name	MRS. STEWART
Address	248 RIPLEY PL ELIZABETH, NJ 07206-2122
Phone Number	(908)436-5700
Email Address	STEWARAL@EPSNJ.ORG
Website	https://www.epsnj.org/Domain/26
Facebook	http://www.facebook.com/BenjaminFranklin13
Twitter	http://www.twitter.com/BenFranklinSc13

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
KG	65	75	63
1	76	68	69
2	65	72	63
3	68	74	66
4	34	46	50
5	40	36	43
6	43	36	35
7	36	38	32
8	40	37	34
Total	467	482	455

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	41.5%	45.0%	46.8%
Male	58.5%	55.0%	53.2%
Economically Disadvantaged Students	91.2%	88.2%	89.0%
Students with Disabilities	25.5%	24.3%	25.1%
English Learners	20.6%	24.7%	24.6%
Homeless Students		0.8%	3.7%
Students in Foster Care		0.4%	1.1%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	6.9%	5.2%	6.4%
Hispanic	63.4%	68.7%	67.3%
Black or African American	29.6%	25.7%	25.9%
Asian	0.2%	0.4%	0.4%
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	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
KG - Half Day	0	0	0
KG - Full Day	65	75	63

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	49.5%
Spanish	44.6%
Portuguese	3.3%
Haitian	1.5%
Other Languages	1.1%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	40	57	50	Met Standard	48	49	50	Met Standard
White	45	59	50	**	52	52	51	**
Hispanic	45	57	49	Met Standard	44	49	48	Met Standard
Black or African American	36	51	44	Not Met	49	45	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	65	61	**	*	58.5	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	N	*	49	**	N	*	51	**
Economically Disadvantaged	41.5	56	48	Met Standard	48	48	47	Met Standard
Students with Disabilities	42	45	41	Met Standard	38.5	41	43	Not Met
English Learners	46	61	54	Met Standard	38	51	51	Not Met

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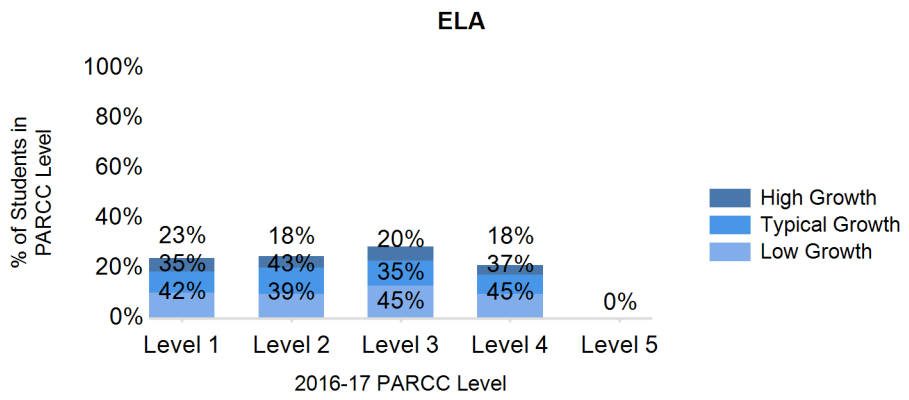
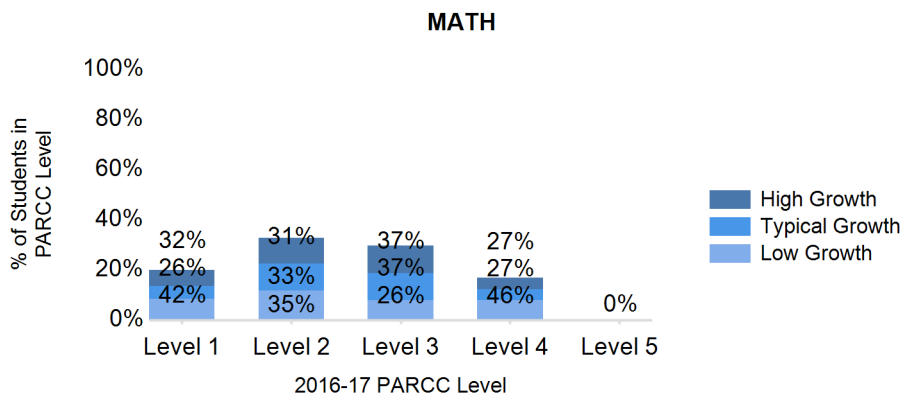
Student Growth by Performance Level

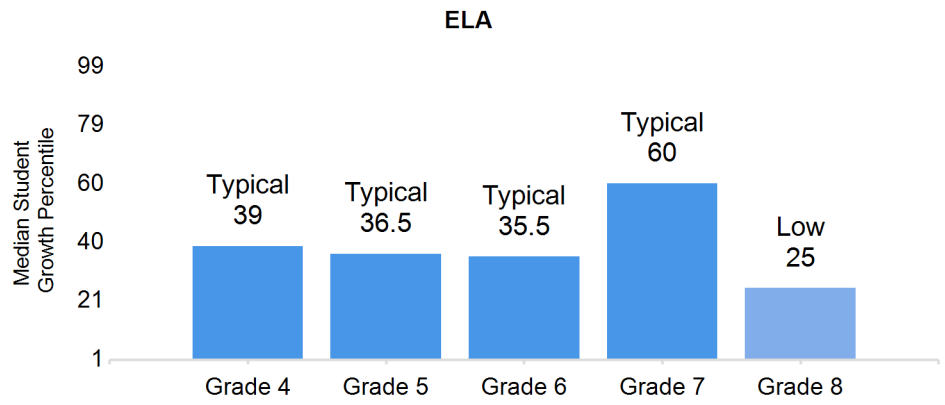
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

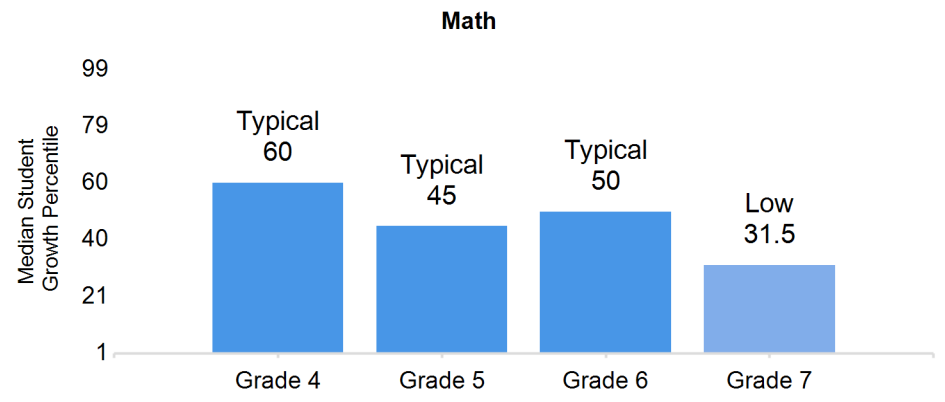




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	251	99.3	17.9	47.0	56.7	17.9	25.5	Not Met
White	*	*	16.7	56.0	65.6	16.7	N	N
Hispanic	162	100.0	21.6	47.9	42.5	21.6	31	Not Met
Black or African American	68	98.6	*	36.8	37.3	*	15.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	70.0	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	109	100.0	18.3	54.5	64.5	18.3		
Male	142	98.7	17.6	39.6	49.4	17.6		
Economically Disadvantaged Students	224	99.6	18.3	44.3	38.5	18.3	26	Not Met
Non-Economically Disadvantaged Students	27	97.0	14.8	57.8	67.5	14.8		
Students with Disabilities	59	98.4	*	15.1	21.6	*	7.7	Met Target
Students without Disabilities	192	99.5	*	51.5	63.9	*		
English Learners	72	100.0	13.9	35.3	27.3	13.9	29.3	Not Met
Non-English Learners	179	99.0	19.6	52.2	59.4	19.6		
Homeless Students	*	*	*	24.1	27.7	*		
Students In Foster Care	*	*	*	27.0	26.3	*		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	693	736	750	*	*	*	*	*	*	52%
White	*	*	748	759	*	*	*	*	*	*	61%
Hispanic	33	691	735	736	*	*	*	*	*	*	38%
Black or African American	*	*	733	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	760	777	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	N	758	N	N	N	N	N	N	58%
Female	29	691	742	756	*	*	*	*	*	*	57%
Male	21	696	730	744	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	734	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	751	762	*	*	*	*	*	*	64%
Students with Disabilities	*	*	702	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	741	756	*	*	*	*	*	*	57%
English Learners	16	683	716	712	*	*	*	*	*	*	15%
Non-English Learners	34	698	744	753	*	*	*	*	*	*	55%
Homeless Students	*	*	715	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	701	722	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	716	745	756	42%	22%	*	*	*	22%	58%
White	*	*	755	764	*	*	*	*	*	*	68%
Hispanic	38	715	745	744	45%	*	*	*	*	21%	44%
Black or African American	*	*	736	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	782	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	763	N	N	N	N	N	N	63%
Female	21	712	750	762	48%	*	*	*	*	19%	63%
Male	34	718	739	751	38%	*	*	*	*	24%	53%
Economically Disadvantaged Students	*	*	742	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	759	767	*	*	*	*	*	*	70%
Students with Disabilities	18	714	712	726	*	*	*	*	*	17%	25%
Students without Disabilities	37	717	750	762	*	*	*	*	*	24%	64%
English Learners	13	689	725	720	*	*	*	*	*	*	17%
Non-English Learners	42	724	750	759	*	*	*	*	*	*	61%
Homeless Students	*	*	731	729	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	717	746	755	27%	35%	22%	*	*	16%	58%
White	*	*	755	763	*	*	*	*	*	*	68%
Hispanic	32	722	747	743	*	31%	*	*	*	22%	43%
Black or African American	*	*	734	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	780	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	*	752	N	N	N	N	N	N	53%
Two or More Races	N	N	N	763	N	N	N	N	N	N	65%
Female	18	729	753	762	*	*	*	*	*	*	66%
Male	33	711	739	749	*	*	*	*	*	*	51%
Economically Disadvantaged Students	*	*	743	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	760	766	*	*	*	*	*	*	71%
Students with Disabilities	17	695	709	724	*	*	*	*	*	*	22%
Students without Disabilities	34	729	751	762	*	*	*	*	*	*	65%
English Learners	*	*	715	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	751	757	*	*	*	*	*	*	60%
Homeless Students	*	*	732	731	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	27%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	35	724	746	754	*	34%	31%	*	*	14%	56%
White	*	*	754	761	*	*	*	*	*	*	66%
Hispanic	23	727	*	742	*	*	*	*	*	17%	42%
Black or African American	*	*	735	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	785	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	N	N	N	761	N	N	N	N	N	N	64%
Female	14	733	752	761	*	*	*	*	*	14%	64%
Male	21	718	740	748	*	*	*	*	*	14%	48%
Economically Disadvantaged Students	*	*	744	739	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	756	764	*	*	*	*	*	*	68%
Students with Disabilities	*	*	714	723	*	*	*	*	*	*	18%
Students without Disabilities	*	*	750	760	*	*	*	*	*	*	63%
English Learners	*	*	716	712	*	*	*	*	*	*	*
Non-English Learners	*	*	750	755	*	*	*	*	*	*	*
Homeless Students	*	*	711	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	36	734	752	760	*	*	*	*	*	44%	63%
White	*	*	761	768	*	*	*	*	*	*	72%
Hispanic	26	736	753	746	*	*	*	*	*	46%	49%
Black or African American	*	*	744	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	N	N	*	767	N	N	N	N	N	N	68%
Female	16	727	759	769	*	*	*	*	*	44%	72%
Male	20	740	746	752	*	*	*	*	*	45%	54%
Economically Disadvantaged Students	*	*	751	742	*	*	*	*	*	*	44%
Non-Economically Disadvantaged Students	*	*	759	771	*	*	*	*	*	*	73%
Students with Disabilities	*	*	708	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	758	768	*	*	*	*	*	*	71%
English Learners	*	*	711	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	757	762	*	*	*	*	*	*	64%
Homeless Students	*	*	712	729	*	*	*	*	*	*	32%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	*	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

BENJAMIN FRANKLIN SCHOOL NO. 13
(39-1320-160)
Grades Offered: KG-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	37	715	751	759	41%	*	27%	*	*	14%	60%
White	*	*	762	767	*	*	*	*	*	*	70%
Hispanic	21	716	*	744	*	*	*	*	*	24%	45%
Black or African American	13	713	739	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	N	N	N	766	N	N	N	N	N	N	66%
Female	21	717	759	768	*	*	*	*	*	14%	69%
Male	16	712	743	751	*	*	*	*	*	13%	52%
Economically Disadvantaged Students	*	*	748	740	*	*	*	*	*	*	42%
Non-Economically Disadvantaged Students	*	*	762	769	*	*	*	*	*	*	71%
Students with Disabilities	*	*	715	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	755	766	*	*	*	*	*	*	68%
English Learners	*	*	713	703	*	*	*	*	*	*	*
Non-English Learners	*	*	756	761	*	*	*	*	*	*	*
Homeless Students	*	*	723	727	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

BENJAMIN FRANKLIN SCHOOL NO. 13
(39-1320-160)
Grades Offered: KG-08
2017-2018

Report Key:
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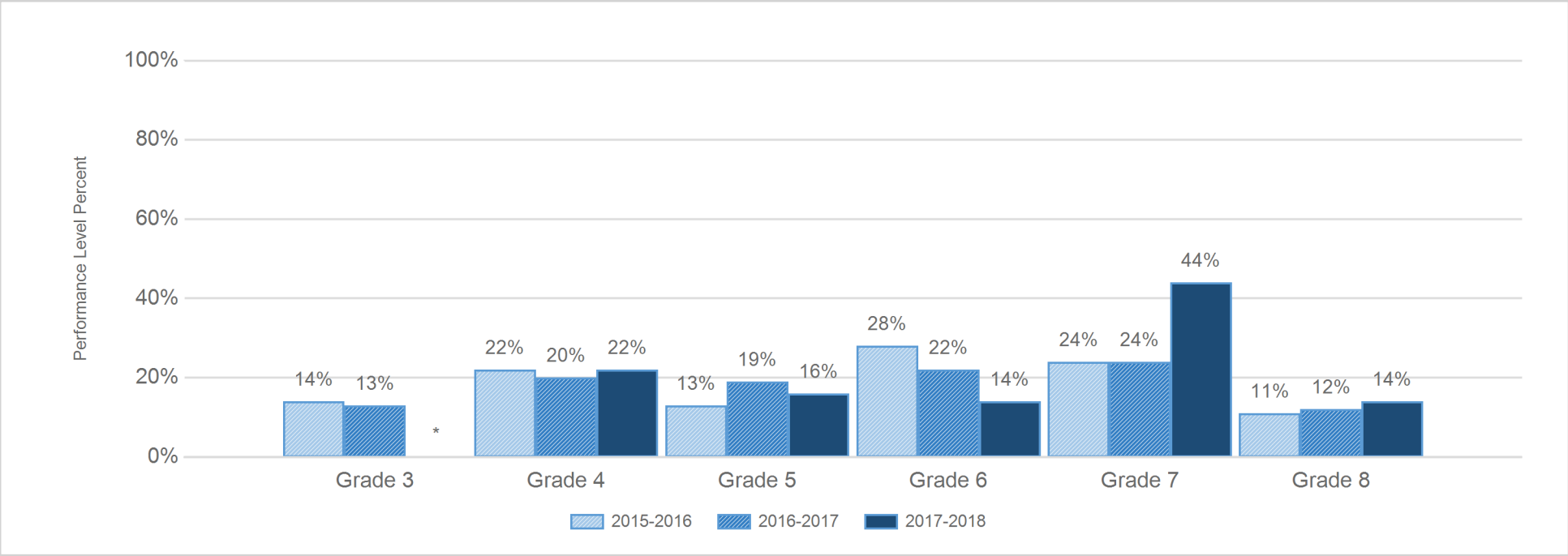
English Language Arts/Literacy Assessment - Performance Trends

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



NJ SCHOOL PERFORMANCE REPORT

BENJAMIN FRANKLIN SCHOOL NO. 13
(39-1320-160)
Grades Offered: KG-08
2017-2018

Report Key:
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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	253	99.6	15.4	29.9	45.0	15.4	21	Not Met
White	*	*	10.5	41.5	54.1	10.5	N	N
Hispanic	162	100.0	18.5	30.7	29.2	18.5	24	Not Met
Black or African American	69	98.6	*	18.6	23.4	*	15.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	60.9	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	109	100.0	18.3	30.8	46.0	18.3		
Male	144	99.3	13.2	29.1	43.9	13.2		
Economically Disadvantaged Students	225	99.6	15.1	28.4	26.6	15.1	21.4	Not Met
Non-Economically Disadvantaged Students	28	100.0	17.9	36.4	55.9	17.9		
Students with Disabilities	60	100.0	10.0	10.5	17.1	10.0	13.7	Met Target†
Students without Disabilities	193	99.5	17.1	32.7	50.5	17.1		
English Learners	72	100.0	20.8	28.6	24.6	20.8	27.4	Met Target†
Non-English Learners	181	99.5	13.3	30.5	46.9	13.3		
Homeless Students	*	*	*	16.8	17.3	*		
Students In Foster Care	*	*	*	10.8	16.2	*		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

BENJAMIN FRANKLIN SCHOOL NO. 13
(39-1320-160)
Grades Offered: KG-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	720	743	752	20%	35%	35%	*	*	10%	53%
White	*	*	752	760	*	*	*	*	*	*	64%
Hispanic	33	721	744	739	*	*	*	*	*	*	38%
Black or African American	*	*	734	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	764	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	29	721	745	752	*	*	*	*	*	*	53%
Male	22	718	741	751	*	*	*	*	*	*	53%
Economically Disadvantaged Students	*	*	741	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	751	762	*	*	*	*	*	*	66%
Students with Disabilities	*	*	719	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	746	756	*	*	*	*	*	*	57%
English Learners	16	728	736	726	*	*	*	*	*	*	23%
Non-English Learners	35	716	746	754	*	*	*	*	*	*	56%
Homeless Students	*	*	725	723	*	*	*	*	*	*	20%
Students in Foster Care	*	*	730	725	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

BENJAMIN FRANKLIN SCHOOL NO. 13
(39-1320-160)
Grades Offered: KG-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	726	740	748	*	36%	36%	*	*	18%	49%
White	*	*	749	755	*	*	*	*	*	*	60%
Hispanic	38	727	741	737	*	34%	42%	*	*	16%	34%
Black or African American	*	*	728	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	774	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	*	752	N	N	N	N	N	N	55%
Female	21	727	741	748	*	*	*	*	*	29%	50%
Male	34	726	739	748	*	*	*	*	*	12%	49%
Economically Disadvantaged Students	*	*	738	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	*	750	758	*	*	*	*	*	*	62%
Students with Disabilities	18	714	713	725	*	*	*	*	*	*	22%
Students without Disabilities	37	732	744	753	*	*	*	*	*	*	55%
English Learners	13	727	731	722	*	*	*	*	*	*	16%
Non-English Learners	42	726	743	750	*	*	*	*	*	*	52%
Homeless Students	*	*	728	722	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	723	*	*	*	*	*	*	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

BENJAMIN FRANKLIN SCHOOL NO. 13
(39-1320-160)
Grades Offered: KG-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	52	720	737	748	25%	35%	21%	19%	0%	19%	49%
White	*	*	743	756	*	*	*	*	*	*	60%
Hispanic	32	726	*	736	*	*	*	*	*	28%	32%
Black or African American	*	*	725	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	745	N	N	N	N	N	N	42%
Two or More Races	N	N	N	754	N	N	N	N	N	N	55%
Female	18	730	738	749	*	*	*	*	*	33%	50%
Male	34	715	736	747	*	*	*	*	*	12%	48%
Economically Disadvantaged Students	*	*	735	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	747	758	*	*	*	*	*	*	62%
Students with Disabilities	18	702	719	726	*	*	*	*	*	*	20%
Students without Disabilities	34	730	739	752	*	*	*	*	*	*	55%
English Learners	*	*	720	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	740	750	*	*	*	*	*	*	51%
Homeless Students	*	*	717	722	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	20%
Military-Connected Students	N	N	*	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

BENJAMIN FRANKLIN SCHOOL NO. 13
(39-1320-160)
Grades Offered: KG-08
2017-2018

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	35	722	730	744	*	37%	29%	*	*	20%	44%
White	*	*	740	751	*	*	*	*	*	*	54%
Hispanic	23	724	*	731	*	43%	*	*	*	22%	27%
Black or African American	*	*	719	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	N	N	N	749	N	N	N	N	N	N	52%
Female	14	728	732	745	*	*	*	*	*	14%	45%
Male	21	718	729	742	*	*	*	*	*	24%	42%
Economically Disadvantaged Students	*	*	728	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	738	753	*	*	*	*	*	*	56%
Students with Disabilities	*	*	708	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	733	748	*	*	*	*	*	*	49%
English Learners	*	*	709	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	733	745	*	*	*	*	*	*	45%
Homeless Students	*	*	704	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

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(39-1320-160)
Grades Offered: KG-08
2017-2018

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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	36	721	730	743	28%	*	36%	*	*	14%	43%
White	*	*	733	750	*	*	*	*	*	*	54%
Hispanic	26	724	732	732	*	*	38%	*	*	19%	27%
Black or African American	*	*	722	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	767	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	N	N	*	748	N	N	N	N	N	N	51%
Female	16	715	729	745	*	*	*	*	*	*	45%
Male	20	727	731	741	*	*	*	*	*	*	42%
Economically Disadvantaged Students	*	*	730	730	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	732	751	*	*	*	*	*	*	55%
Students with Disabilities	*	*	709	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	733	748	*	*	*	*	*	*	50%
English Learners	*	*	716	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	732	744	*	*	*	*	*	*	45%
Homeless Students	*	*	706	720	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	*	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	675	728	*	*	*	*	*	*	28%
White	N	N	*	736	N	N	N	N	N	N	36%
Hispanic	N	N	*	722	N	N	N	N	N	N	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	N	729	N	N	N	N	N	N	28%
Female	*	*	*	731	*	*	*	*	*	*	31%
Male	N	N	*	725	N	N	N	N	N	N	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	N	N	*	735	N	N	N	N	N	N	35%
Students with Disabilities	*	*	675	705	*	*	*	*	*	*	*
Students without Disabilities	N	N	N	735	N	N	N	N	N	N	*
English Learners	N	N	N	705	N	N	N	N	N	N	10%
Non-English Learners	*	*	675	729	*	*	*	*	*	*	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

BENJAMIN FRANKLIN SCHOOL NO. 13
(39-1320-160)
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2017-2018

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	36	714	729	746	*	*	*	*	*	*	46%
White	*	*	737	755	*	*	*	*	*	*	57%
Hispanic	21	717	731	730	*	*	*	*	*	10%	27%
Black or African American	12	708	718	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	747	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	N	755	N	N	N	N	N	N	54%
Female	20	711	732	748	*	*	*	*	*	*	48%
Male	16	717	727	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	*	*	729	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	730	756	*	*	*	*	*	*	57%
Students with Disabilities	*	*	705	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	733	752	*	*	*	*	*	*	52%
English Learners	*	*	714	710	*	*	*	*	*	*	*
Non-English Learners	*	*	733	749	*	*	*	*	*	*	*
Homeless Students	*	*	712	718	*	*	*	*	*	*	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

BENJAMIN FRANKLIN SCHOOL NO. 13
(39-1320-160)
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2017-2018

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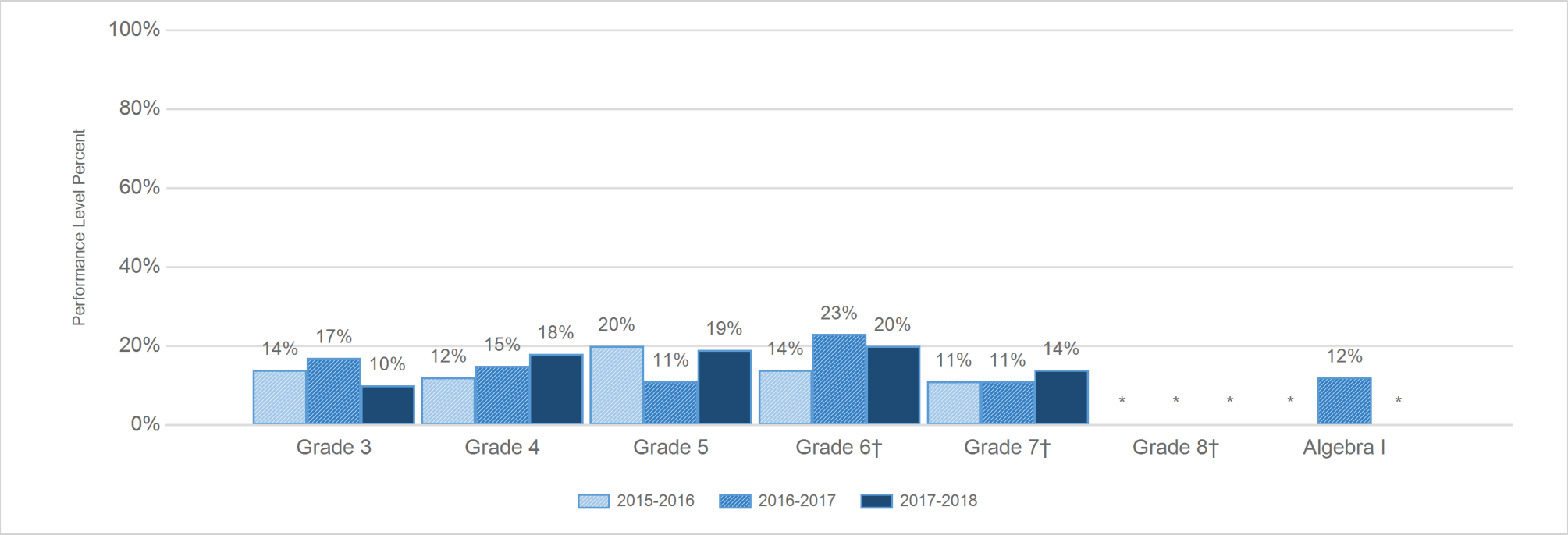
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

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	44.0%	46.8%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	43	*	*
3-4	39	*	*
5 or more	32	84.4%	15.6%

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

NJASK Science Assessment Information

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

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	35
7	0	0	32
8	34	0	0
Total	34	0	67

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	32	0	0	0	0	0	0
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	32	0	0	0	0	0	0

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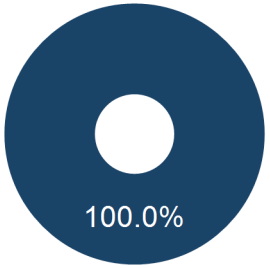
Visual and Performing Arts – Course Participation

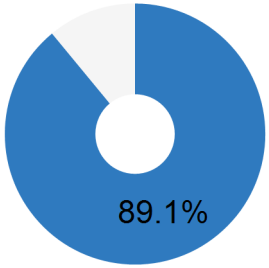
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

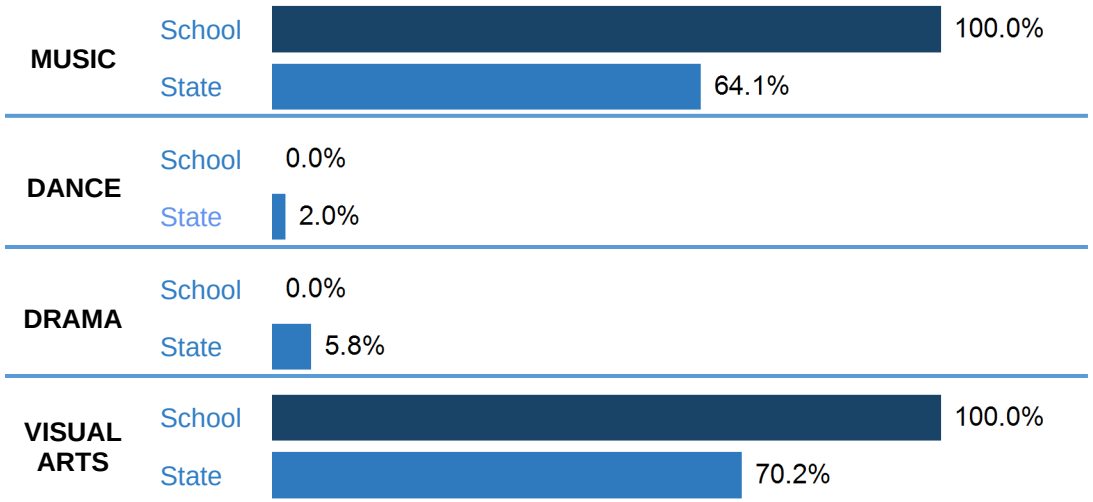


School



State

Students enrolled in one or more classes by discipline:



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

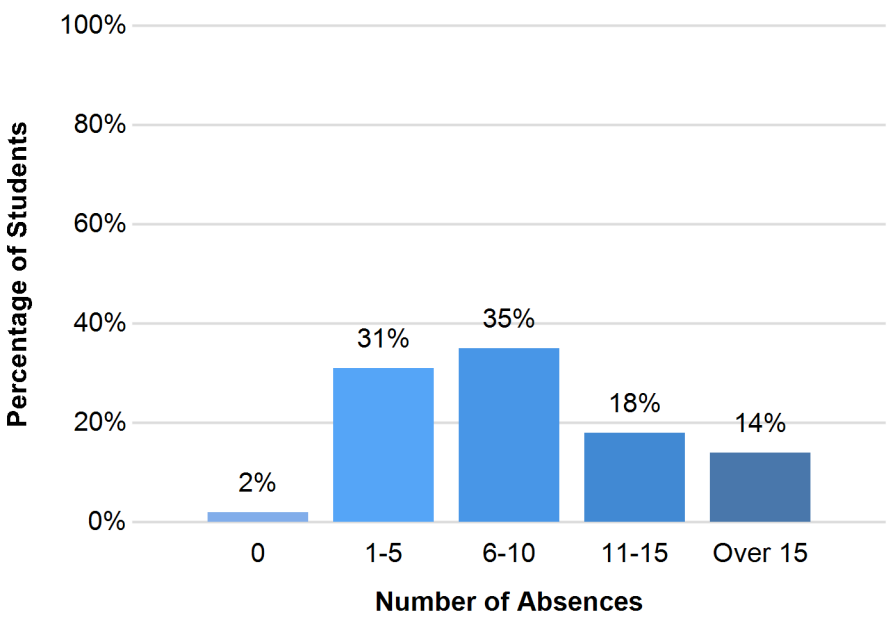
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	58	12.6	9.1	Not Met
White	*	*	9.1	Not Met
Hispanic	39	12.7	9.1	Not Met
Black or African American	16	13.1	9.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	50	12.1	9.1	Not Met
Students with Disabilities	28	22.6	9.1	Not Met
English Learners	11	9.8	9.1	Not Met

Days Absent

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



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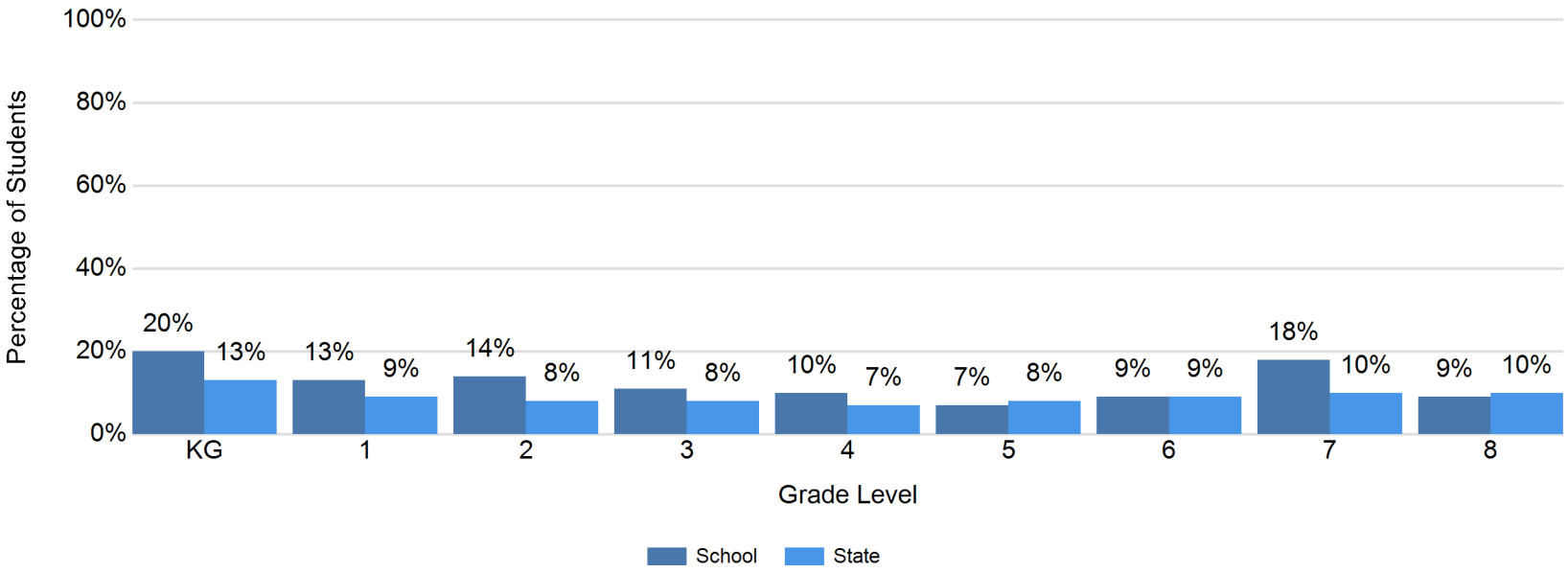
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	15
Weapons	0
Vandalism	7
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	22
Incidents Per 100 Students Enrolled	4.84

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	5	0	5
No Identified Nature	8		8

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	32	7.0%
Any Suspension	33	7.3%
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
44

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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	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	1.0:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$720	$15,757	$16,477

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	39	117,464
Average years experience in public schools	10.7	12.0
Average years experience in district	10.7	10.7
Teachers in district for 4 or more years	74.4%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	99	9,374
Average years experience in public schools	18.3	16.0
Average years experience in district	18.3	12.0
Administrators in district for 4 or more years	99.0%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	13:1
Students to Administrators	455:1	282:1
Teachers to Administrators	39:1	21:1
Students to Librarians/Media Specialists		1994:1
Students to Nurses		537:1
Students to Counselors		537:1
Students to Child Study Team		243:1

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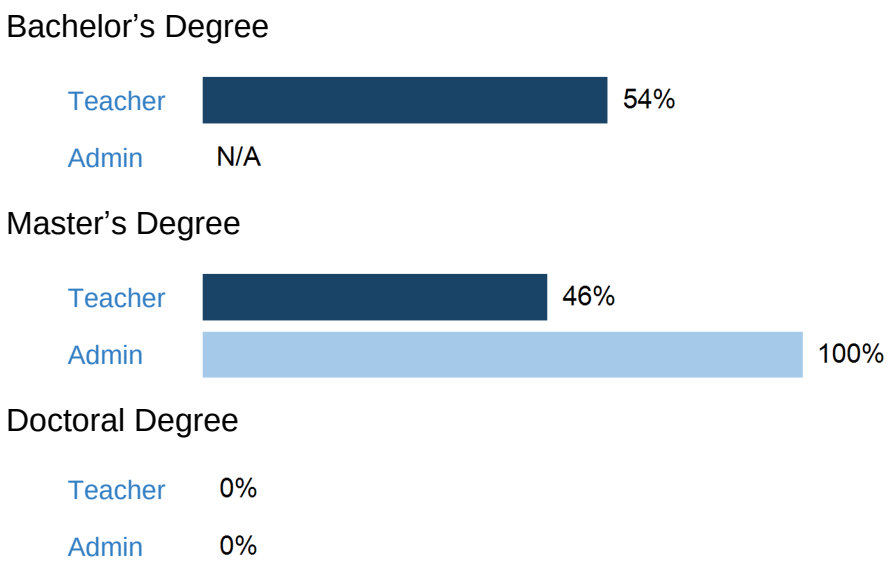
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	94.7%	90.2%
2016-17 Administrators: Same district 2017-18	93.3%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	94.8%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	82.1%	100.0%
Male	17.9%	0.0%
White	59.0%	0.0%
Hispanic	33.3%	0.0%
Black or African American	7.7%	100.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	1.95	15.0%
Mathematics Proficiency	4.74	15.0%
English Language Arts Growth	21.09	20.0%
Mathematics Growth	36.85	20.0%
Progress Towards English Language Proficiency	25.11	20.0%
Chronic Absenteeism	20.80	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	19.69	n/a
Summative Rating: Percentile Rank of Summative Score	8.29	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Not Met	Not Met	Met Standard	Met Standard	Met Target†	Not Met	No
White	**	**	No	N	N	**	**	n/a	Not Met	No
Hispanic	26.27	14.08	No	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	31.73	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	31.27	14.08	No	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	31.92	14.08	No	Met Target	Met Target†	Met Standard	Not Met	n/a	Not Met	No
English Learners	27.16	14.08	No	Not Met	Met Target†	Met Standard	Not Met	Not Met	Not Met	No

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

NJ SCHOOL PERFORMANCE REPORT

BENJAMIN FRANKLIN SCHOOL NO. 13
(39-1320-160)
Grades Offered: KG-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** 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

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

Highlights:	• Children's Literacy Initiative (CLI) in grades K-3. Student Council for 8th grade students. • Positive Behavior Supports in Schools (PBSIS) to increase positive behaviors. • Technology usage daily with a 1:1 personal in grades 2-8 and 5 classroom laptops in grades K and 1.
Mission, Vision, Theme:	Mission: Benjamin Franklins School No. 13 is committed to providing excellent services by building relationships that impact cognitive and social and emotional development. Our Creed: At Benjamin Franklin School No. 13 we will show love kindness compassion and respect to ourselves to others and our school. It only takes one person to make a difference. I will be the one.
Awards, Recognition, Accomplishments:	Benjamin Franklin School No. 13 has committed to partnership with CLI (Children's Literacy Initiative) to build language and literacy skills and encourage the love of reading in grades K-2. Benjamin Franklin School No. 13 have partnered with Montclair State University in the BUILD (Building Unity in Leadership Development) initiative and the NJDOE and Rutgers University to support in building a positive school climate and culture through the School Climate Transformation Project.

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Courses, Curriculum, Instruction:	Benjamin Franklin School No. 13 are utilizes the district curriculum as a framework for success hwild providing supplemental educational resources to meet the needs of our students. AVID (Achievement Via Individual Determination) is a program offered to 7th and 8th graders to expose students to college and career preparedness. Each classroom has been equipped with a smartboard and students in grades k and 1 have 5 laptops or iPad and students in grades 2-8 have one-to-one technology.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross Country (Boys & Girls), Football (Boys), Golf (Coed), Soccer (Boys & Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys)
Clubs and Activities:	8th Grade Student Council 8th Grade Universal Harmony Monthly Parent Corner Parent Workshops Multicultural Activities Schoolwide Multicultural Luncheon for Parents Benjamin Franklin Activity Day Polar Express Fall Festival Principal Reading to the School Generation Text American Education Week Grandparents Day College and Career Day Winter Dance Spring Concert Black History Program Project Build PBSIS Generation Text Men of Vision AVID and LEADS.

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Before and After School Programs:	Benjamin Franklin School No. 13 offers programs to assist our students in educational physical and social development: Breakfast Program Tutoring Program Afterschool Program including Performing and Visual Arts along with a Character Education component and Saturday State Assessment Intensification Program.
Staff and Professional Learning:	Benjamin Franklin School No. 13 provides professional development reflective of Vocabulary and Word Walls with Citing Textual Evidence Writing Across the Content Math Protocol Reasoning with Discourse Climate and Culture Survey Results SGO (Student Growth Plans) Danielson Framework Skype Activities SMART Goals PGP (Professional Growth Plans) Collegial Visits Effective Strategies Used to Check for Understanding.
Postsecondary Information:	As we prepare our students for post secondary careers we offer the PSAT to all 8th graders we provide a College and Career Day for all of our Middle School students and we are also participate in the AVID (Achievement via Individual Determination) program with 7th and 8th grade students.

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Student Supports and Services:	Benjamin Franklin School No. 13 offers Reading Interventionists Speech Therapists Occupational Therapist Social Worker LDTC and School Psychologist Bilingual In Class Support Special Education In-Class Support Kindergarten Co-taught Classroom Tiered Office Conduct Referral as a resource to our families and students.
Student Health and Wellness:	Benjamin Franklin School No. 13 offers a Breakfast Program for those student arriving the school early in the morng. We participate in a fundraiser Jump rope for Heart to raise awareness of heart disease. The students are able to participate in the services offered by the district Dental Clinic free of charge. Fresh Fruits and Vegetables Program offers fresh fruits and vegetables to every students twice during the week to develop awareness and exposure to various fresh fruits and vegetables.
Parent and Community Involvement:	Benjamin Franklin School No. 13 offers a PTO to volunteer in building wide activities Special Ed Advisory Group where parents can voice their concerns regarding Special Education Students Parents Corner which gives parents an opportunity to participate meet with the principal monthly and participate in Instructional Workshops Parenting Workshops Informational Workshops and fun activities.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers New Jersey School Climate Survey for Staff Students and Parents of Benjamin Franklin School No. 13 is is offered annually to provide administration with feedback on student safety and security and how they perceive the school building. Parent Corner has been established create a relationship with the principal offering educational Workshops Informational Sessions Parenting Workshops and Fun Activities for both adults and staff along with Parent-Child activities.
Facilities:	Benjamin Franklin School No. 13 has updated the Teacher's Room and the Main Office. In addition a Student Computer Lab has been added along with two Parent Laptops for parent usage. We have also added a new gym floor with the school logo.

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Other Information:	Built in 1914 Benjamin Franklin School 13 is located in the Elizabeth port section of Elizabeth at the corner of Third Street and Ripley Place; a neighborhood anchor for a century. Our team of 46 certified teachers and support staff are completely dedicated to educating approximately 465 students from kindergarten through eighth grade. With a vision to become one of the best schools in Elizabeth our team continues in its endeavors to provide a quality education of our students. We address the needs of our culturally diverse population by working collaboratively with students parents and the community. We acknowledge the key role that parents have in the education of their children and encourage our parents to be active participants. To support our vision we strive to provide excellent educational experiences that inspire every student to think to learn to achieve and to care. Through the implementation of the district's theory of action; student learning. The essential elements of managed instruction are a comprehensive and aligned district curriculum; professional development centered on the curriculum a comprehensive student information system formative and summative assessments and carefully selected appropriate interventions for each child after scrutinizing the data. In addition to the academic needs of our students Benjamin Franklin School 13 addresses the students' social and emotional learning to ensure all student needs are met. As a school family each school employee our parents and the community at large work together to provide a framework which focuses on the physical cognitive social ethical and emotional needs of our student body. We recognize the importance of child development relationships and social and emotional needs of our student body. We recognize the importance of child development relationships and social emotional learning as components which are an integral part of the students' success in school.