NJ SCHOOL PERFORMANCE REPORT

MAIN ROAD SCHOOL
(15-1590-095)
Grades Offered: 03-04
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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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	GLOUCESTER
District	FRANKLIN TWP
Principal Name	MRS. MORLEY
Address	1452 MAIN RD NEWFIELD, NJ 08344-5341
Phone Number	(856)697-0220
Email Address	AMORLEY@FRANKLINTWPSCHOOLS.ORG
Website	https://www.franklintwpschools.org
Facebook	https://www.facebook.com/Franklin-Township-Schools-Gloucester-County-Official-117718981638814/
Twitter	https://twitter.com/franklintwpsch

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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
3	201	205	217
4	205	208	199
5	4	1	3
6	1	4	1
Total	411	418	420

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	43.8%	47.1%	47.6%
Male	56.2%	52.9%	52.4%
Economically Disadvantaged Students	35.3%	34.7%	30.5%
Students with Disabilities	19.0%	19.4%	21.0%
English Learners	2.2%	2.4%	0.2%
Homeless Students		3.1%	1.7%
Students in Foster Care		0.5%	1.0%
Military-Connected Students		0.2%	0.5%
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	76.9%	75.6%	80.0%
Hispanic	9.0%	9.6%	9.0%
Black or African American	8.8%	7.9%	6.2%
Asian	1.2%	2.2%	1.0%
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	4.1%	4.8%	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	99.3%
Other Languages	0.7%

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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	24	39	50	Not Met	48.5	53	50	Met Standard
White	28	39	50	Not Met	49	53	51	Met Standard
Hispanic	18	58	49	**	60.5	55	48	**
Black or African American	25	33	44	**	41	50.5	44	**
Asian, Native Hawaiian, or Pacific Islander	*	*	61	**	*	*	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	18	43	49	**	18	33	51	**
Economically Disadvantaged	20.5	35	48	Not Met	47	51	47	Met Standard
Students with Disabilities	22	34	41	Not Met	30	49	43	Not Met
English Learners	*	61.5	54	**	*	67	51	**

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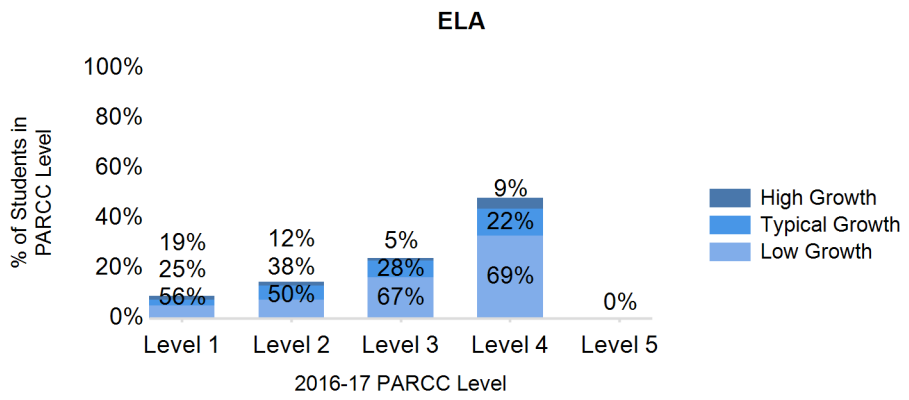
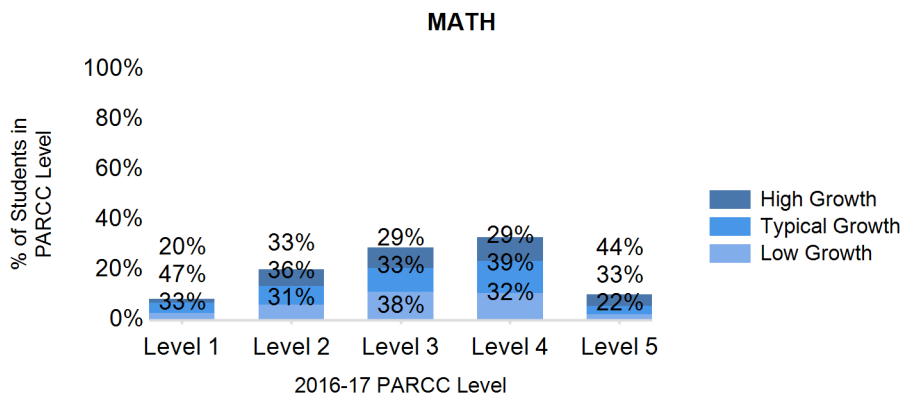
Student Growth by Performance Level

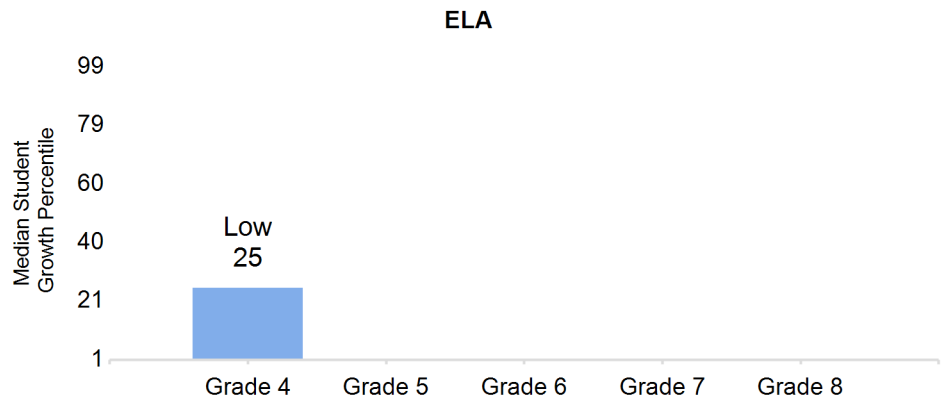
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

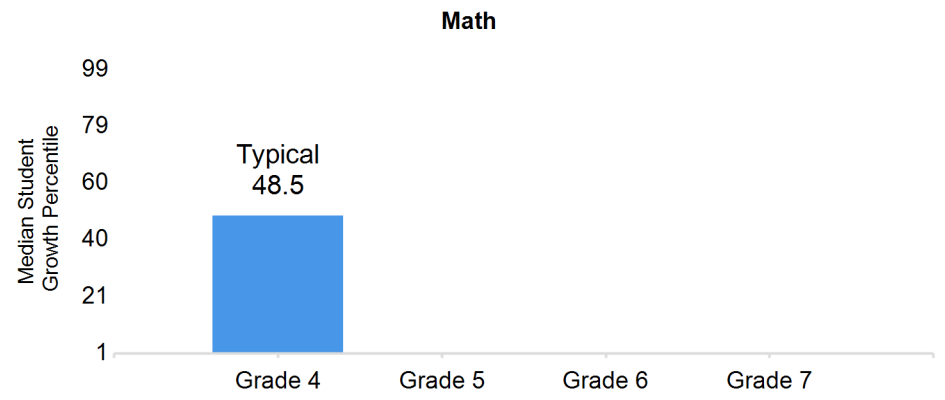




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	388	93.6	46.4	48.9	56.7	45.9	47	Met Target†
White	307	92.9	48.9	50.4	65.6	47.8	49.6	Met Target†
Hispanic	36	94.7	36.1	45.4	42.5	36.1	33.3	Met Target
Black or African American	25	96.2	36.0	40.7	37.3	36.0	35.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	188	96.0	55.8	60.0	64.5	55.8		
Male	200	91.5	37.5	39.3	49.4	36.3		
Economically Disadvantaged Students	117	90.2	29.1	31.2	38.5	27.7	29.2	Met Target†
Non-Economically Disadvantaged Students	271	95.2	53.8	56.4	67.5	53.8		
Students with Disabilities	71	87.1	16.9	15.0	21.6	15.4	23.6	Not Met
Students without Disabilities	317	95.3	53.0	55.1	63.9	53.0		
English Learners	*	*	*	10.0	27.3	*	**	**
Non-English Learners	*	*	*	49.4	59.4	*		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

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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	206	745	745	750	17%	12%	20%	*	*	52%	52%
White	169	747	747	759	17%	10%	19%	*	*	54%	61%
Hispanic	20	730	730	736	*	*	*	*	*	45%	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	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	*	*	*	758	*	*	*	*	*	*	58%
Female	94	753	753	756	*	*	21%	*	*	62%	57%
Male	112	737	737	744	*	*	19%	*	*	44%	46%
Economically Disadvantaged Students	62	724	724	733	31%	16%	21%	*	*	32%	34%
Non-Economically Disadvantaged Students	144	754	754	762	10%	10%	19%	*	*	60%	64%
Students with Disabilities	40	708	708	719	55%	*	*	*	*	20%	24%
Students without Disabilities	166	753	753	756	7%	*	*	*	*	60%	57%
English Learners	N	N	N	712	N	N	N	N	N	N	15%
Non-English Learners	206	745	745	753	17%	12%	20%	*	*	52%	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	23%
Military-Connected Students	*	*	*	751	*	*	*	*	*	*	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	187	741	741	756	10%	17%	33%	35%	5%	40%	58%
White	143	744	744	764	7%	16%	35%	35%	7%	42%	68%
Hispanic	16	725	725	744	*	*	*	*	*	25%	44%
Black or African American	14	733	733	739	*	*	*	*	*	29%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	96	746	746	762	*	15%	26%	*	*	51%	63%
Male	91	737	737	751	*	20%	41%	*	*	29%	53%
Economically Disadvantaged Students	57	732	732	740	*	21%	32%	*	*	28%	40%
Non-Economically Disadvantaged Students	130	745	745	767	*	15%	34%	*	*	45%	70%
Students with Disabilities	30	710	710	726	*	*	*	*	*	10%	25%
Students without Disabilities	157	747	747	762	*	*	*	*	*	46%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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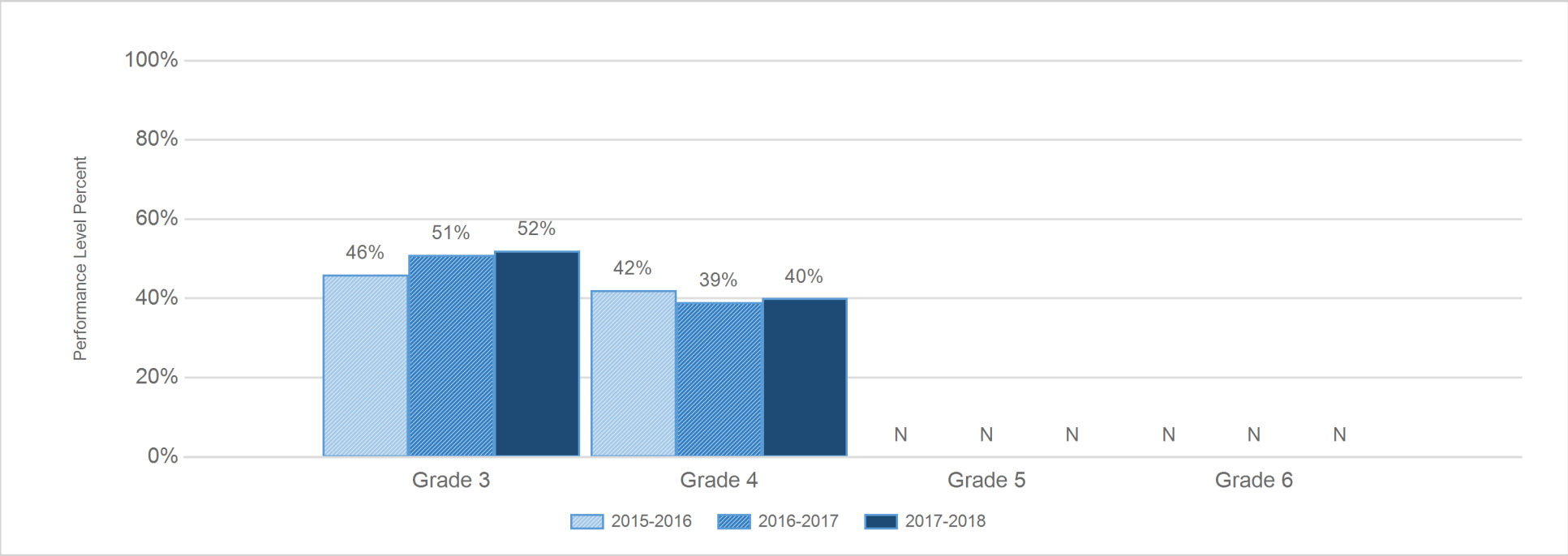
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	389	93.9	41.6	45.4	45.0	41.2	53.7	Not Met
White	307	92.9	45.9	49.0	54.1	45.0	55.3	Not Met
Hispanic	36	94.7	19.5	33.4	29.2	19.5	50.2	Not Met
Black or African American	26	100.0	23.1	23.7	23.4	23.1	42.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	188	96.0	40.4	46.1	46.0	40.4		
Male	201	92.0	42.8	44.8	43.9	41.5		
Economically Disadvantaged Students	118	91.0	17.7	22.7	26.6	17.1	37.8	Not Met
Non-Economically Disadvantaged Students	271	95.2	52.1	55.0	55.9	52.1		
Students with Disabilities	72	88.2	19.4	17.4	17.1	18.0	22	Met Target†
Students without Disabilities	317	95.3	46.7	50.6	50.5	46.7		
English Learners	*	*	*	10.0	24.6	*	**	**
Non-English Learners	*	*	*	45.9	46.9	*		
Homeless Students	*	*	*	16.7	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

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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	206	744	744	752	12%	16%	28%	37%	8%	45%	53%
White	169	745	745	760	12%	14%	26%	40%	9%	49%	64%
Hispanic	20	734	734	739	*	*	*	*	*	30%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	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	*	*	*	757	*	*	*	*	*	*	59%
Female	94	746	746	752	*	22%	23%	*	*	47%	53%
Male	112	743	743	751	*	10%	31%	*	*	44%	53%
Economically Disadvantaged Students	62	721	721	736	*	*	29%	*	*	19%	35%
Non-Economically Disadvantaged Students	144	754	754	762	*	*	27%	*	*	56%	66%
Students with Disabilities	40	711	711	730	*	*	25%	*	*	18%	29%
Students without Disabilities	166	752	752	756	*	*	28%	*	*	52%	57%
English Learners	N	N	N	726	N	N	N	N	N	N	23%
Non-English Learners	206	744	744	754	12%	16%	28%	37%	8%	45%	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

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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	188	742	742	748	10%	17%	35%	32%	6%	38%	49%
White	143	746	746	755	8%	14%	36%	36%	7%	43%	60%
Hispanic	16	724	724	737	*	*	*	*	*	*	34%
Black or African American	15	729	729	730	*	*	*	*	*	27%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	96	740	740	748	*	17%	35%	*	*	35%	50%
Male	92	745	745	748	*	17%	35%	*	*	40%	49%
Economically Disadvantaged Students	58	727	727	733	*	22%	38%	*	*	19%	30%
Non-Economically Disadvantaged Students	130	749	749	758	*	15%	34%	*	*	46%	62%
Students with Disabilities	31	717	717	725	*	*	*	*	*	19%	22%
Students without Disabilities	157	747	747	753	*	*	*	*	*	41%	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	723	*	*	*	*	*	*	16%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

MAIN ROAD SCHOOL
(15-1590-095)
Grades Offered: 03-04
2017-2018

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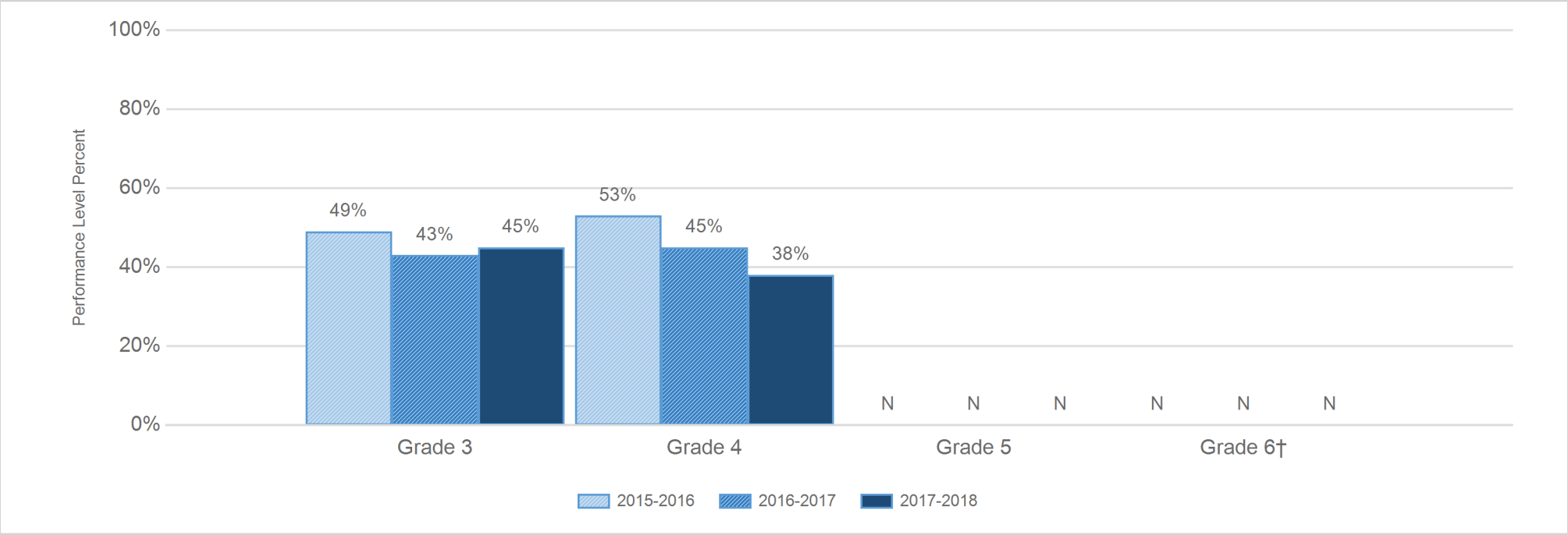
Mathematics Assessment – Performance Trends

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	*	*

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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

NJASK Science Assessment Information

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

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

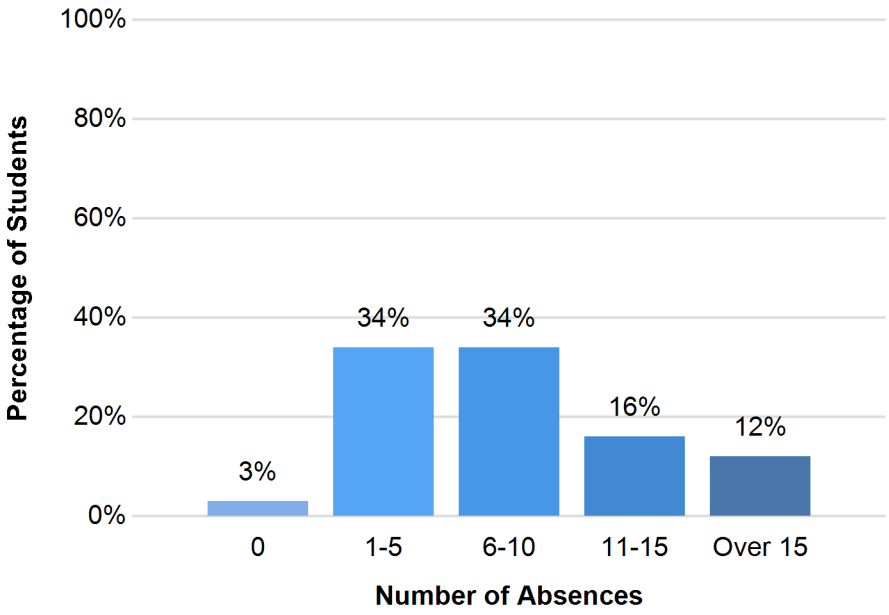
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	35	8.3	7.5	Not Met
White	30	8.9	7.5	Not Met
Hispanic	3	7.9	7.5	Not Met
Black or African American	1	3.8	7.5	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	18	14.1	7.5	Not Met
Students with Disabilities	18	19.8	7.5	Not Met
English Learners	*	*	**	**

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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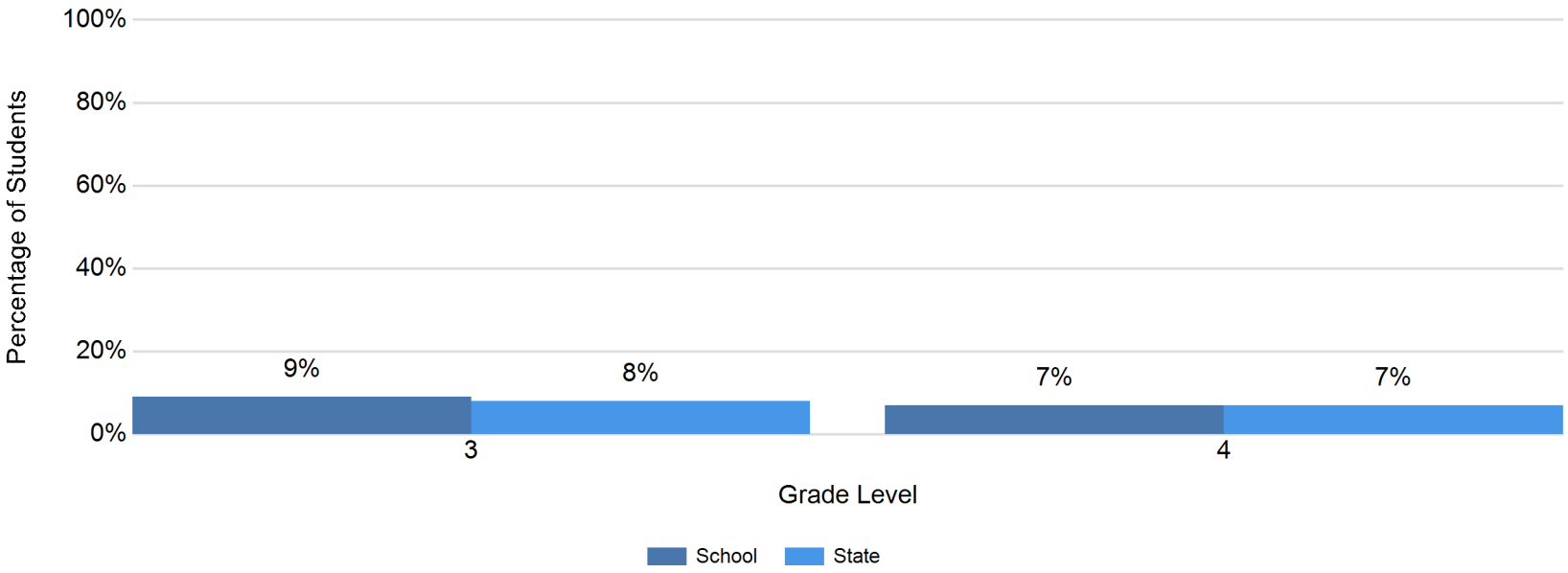
Chronic Absenteeism by Grade

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	2
Weapons	2
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	2.38

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

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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	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	1	1
Disability	0	2	2
Other	0	3	3
No Identified Nature	10		10

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	10	2.4%
Any Suspension	12	2.9%
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
30

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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	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)	$505	$12,370	$12,875

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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	42	117,464
Average years experience in public schools	9.3	12.0
Average years experience in district	8.5	10.7
Teachers in district for 4 or more years	57.1%	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	8	9,374
Average years experience in public schools	16.8	16.0
Average years experience in district	7.9	12.0
Administrators in district for 4 or more years	87.5%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	420:1	176:1
Teachers to Administrators	42:1	16:1
Students to Librarians/Media Specialists		1409:1
Students to Nurses		470:1
Students to Counselors		470:1
Students to Child Study Team		352:1

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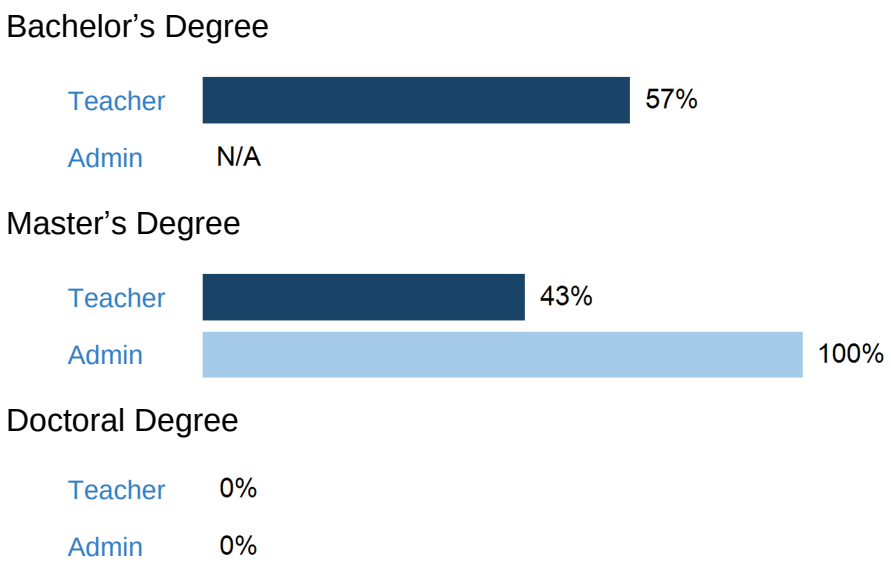
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	93.4%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	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	97.9%

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Teachers: All classroom teachers
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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	92.9%	100.0%
Male	7.1%	0.0%
White	95.2%	100.0%
Hispanic	0.0%	0.0%
Black or African American	4.8%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	22.87	17.5%
Mathematics Proficiency	27.96	17.5%
English Language Arts Growth	0.65	25.0%
Mathematics Growth	34.60	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	40.47	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	23.78	n/a
Summative Rating: Percentile Rank of Summative Score	12.09	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target†	Not Met	Not Met	Met Standard	**	Not Met	No
White	20.10	14.08	No	Met Target†	Not Met	Not Met	Met Standard	n/a	Not Met	No
Hispanic	**	**	No	Met Target	Not Met	**	**	n/a	Not Met	No
Black or African American	**	**	No	Met Target	Not Met	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	24.00	14.08	No	Met Target†	Not Met	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	22.76	14.08	No	Not Met	Met Target†	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• Technology rich learning environment with 1:1 student chrome books. • 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 55 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 2018-2019 is Rock it,Own It .

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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. The 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.

NJ SCHOOL PERFORMANCE REPORT

MAIN ROAD SCHOOL
(15-1590-095)
Grades Offered: 03-04
2017-2018

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

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.

Before and After School Programs:	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.
Staff and Professional Learning:	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.

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Student Supports and Services:	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 Jump Start, a summer school program designed to close the achievement gap between struggling students and their peers. In addition, an Intervention & Referral Service team assists teachers in providing services to struggling students.
Student Health and Wellness:	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.
Parent and Community Involvement:	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.

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Climate Surveys:	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.
Facilities:	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.
School Safety:	Main Road school has a detailed emergency 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.

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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 Rock it, Own it. 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.