NJ SCHOOL PERFORMANCE REPORT

MARY F. JANVIER SCHOOL
(15-1590-080)
Grades Offered: PK-02
2017-2018

Report Key:
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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	MR. KOBIK
Address	1532 PENNSYLVANIA AVE FRANKLINVILLE, NJ 08322-2355
Phone Number	(856)629-0431
Email Address	HKOBIK@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
PK	39	40	36
KG	155	185	179
1	199	167	192
2	206	212	172
Total	599	604	579

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	49.4%	46.7%	47.8%
Male	50.6%	53.3%	52.2%
Economically Disadvantaged Students	36.1%	36.4%	34.0%
Students with Disabilities	15.0%	16.1%	14.2%
English Learners	0.7%	0.8%	1.4%
Homeless Students		1.7%	1.4%
Students in Foster Care		2.0%	1.4%
Military-Connected Students		0.3%	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	80.6%	81.5%	78.6%
Hispanic	8.2%	8.3%	10.5%
Black or African American	6.0%	5.0%	4.0%
Asian	0.8%	1.0%	1.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.2%	0.2%
Two or More Races	4.2%	4.1%	5.4%

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
PK - Half Day	39	40	36
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	155	185	179

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	99.0%
Spanish	1.0%

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English Language Progress to Proficiency

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

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

English Language Proficiency Test - Participation and Performance

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

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

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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.

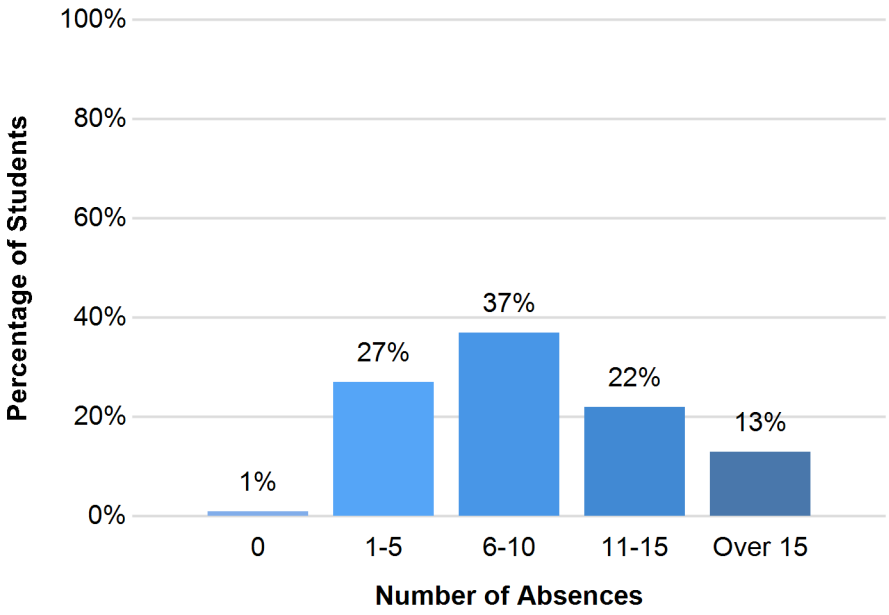
Chronic Absenteeism

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	42	7.7	10.2	Met
White	34	8.0	10.2	Met
Hispanic	6	10.0	10.2	Met
Black or African American	0	0	10.2	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	0	0	10.2	Met
Economically Disadvantaged Students	23	12.2	10.2	Not Met
Students with Disabilities	8	11.8	10.2	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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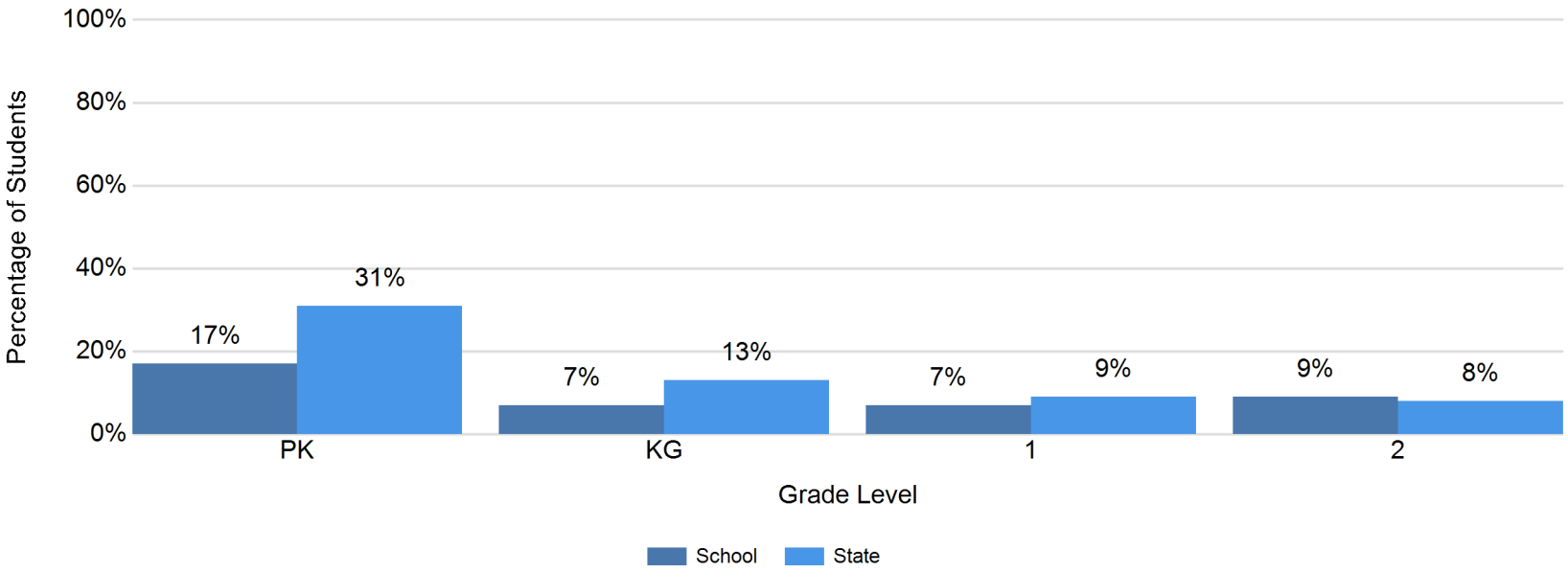
Chronic Absenteeism by Grade

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Police Notifications

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

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

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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	0	0	0
No Identified Nature	1		1

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	9:10 AM
Typical End Time	3:55 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 25 Mins
Shared Time - Instructional Time	N

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	44	117,464
Average years experience in public schools	11.0	12.0
Average years experience in district	9.6	10.7
Teachers in district for 4 or more years	56.8%	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	13:1	11:1
Students to Administrators	579:1	176:1
Teachers to Administrators	44:1	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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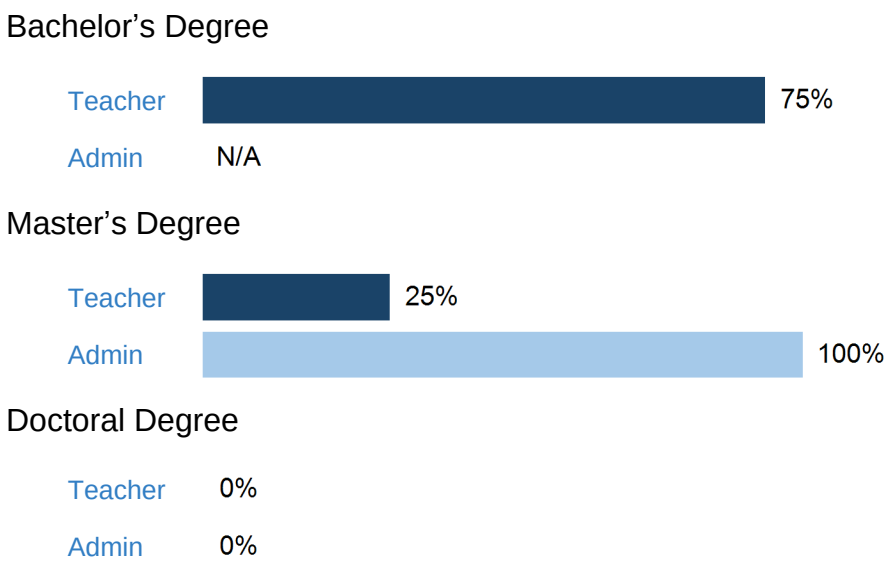
Teachers and Administrators - Level of Education

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	97.2%

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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	97.7%	0.0%
Male	2.3%	100.0%
White	97.7%	100.0%
Hispanic	2.3%	0.0%
Black or African American	0.0%	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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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:	• Continuance and refinement of a collaborative, teacher leadership framework that promotes meaningful, focused articulation that centers on student learning growth. • Continuance and development of a comprehensive character education program. • Curriculum includes Wilson Fundations, Guided Reading, and the American Reading Company literacy framework.
Mission, Vision, Theme:	Mary F. Janvier Elementary School prides itself on providing children with a safe, positive learning environment that promotes the student's power of positive decision-making through the implementation of a comprehensive character education program. The children are also provided with instructional opportunities that address varying learning styles and a school-team approach fosters an overall atmosphere of acceptance.
Awards, Recognition, Accomplishments:	Mary F. Janvier Elementary School recently received multiple grants for the expansion of the schools gardens. These gardens are used towards the application of curricular concepts in a variety of areas. These include Math, Science, Health, and ELA. Student groups take ownership of the maintenance of the gardens and enjoy lessons that incorporate this educational resource. Mary F. Janvier Elementary School is a member of the Township of Franklin Public School District which was recently identified as a State of New Jersey Department of Education Quality Single Accountability Continuum High Performing School District.

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Courses, Curriculum, Instruction:	Grade K-2 students continue to participate in daily Wilson Fundations Literacy Program lessons and leveled reading instruction occurs daily. Additionally, the American Reading Company literacy framework is employed with all Grade 1 and 2 Basic Skills students and a population of students from specific classrooms. EnVisions 2.0 is used in Math instruction in a manner that promotes student skill development in a relevant context. Students also receive instruction in the areas of Social Studies, Science, Health, and World Cultures. Related Arts instruction in the areas of Art, Library, Music, Computers, and Physical Education occurs on a 5 day rotating schedule.
Clubs and Activities:	For the 2017-2018 school year, after-school enrichment programs were offered to Grade 2 students in the areas of creative writing, art, literature application, natural science, and STEM problem solving practices.

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Before and After School Programs:	Before and after school care programs are housed in Mary F. Janvier Elementary School. This care is managed by the Archway Just Kids program.
Staff and Professional Learning:	Staff professional development focuses on creation, implementation, and monitoring of effective assessment practices, technology applications, and instructional activities. Teachers meet in their Professional Learning Communities weekly and the school has initiated the use of the Connected Action Roadmap (CAR) PLC framework which provides a teacher leadership model that promotes meaningful articulation focusing on meeting student learning needs.

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Student Supports and Services:	Support continues to be provided for students through our English Language Learners, Basic Skills and, Special Education Services Programs. Additionally, during the 2017-2018 school year, our school continued in developing a formalized RTI program. Children who require Speech Services, Occupational Therapy, Physical Therapy, Resource Center, and instruction through our school's Reading Interventionist or Reading Specialist also have their specific needs met.
Student Health and Wellness:	A breakfast program exists and our cafeteria services provide students with nutritious, legally compliant, nut-free meal choices for breakfast and lunch. Mary F. Janvier Elementary School has a full-time school nurse who cares for student medical needs and promotes student health and wellness through periodic group and individualized instruction. Student physical activity is promoted through pupil participation in Physical Education class, outside recess, and classroom brain break activities.
Parent and Community Involvement:	The Mary. F. Janvier PTA is a highly active organization that hosts a variety of family - friendly fundraisers throughout the course of the school year. These include, Family Movie Night, Family Bingo Night, and Family Bowling Day. Parents have the opportunity to visit their childs classroom to read to the class or to complete a craft. Parents may also visit their child during lunch on their child's birthday. Parents can access their child's progress through the Parent Portal System. Multiple formal parent -teacher conference opportunities are also scheduled during the school year.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Parents, Administrators, Teachers A district-wide school climate survey has shown that Mary F. Janvier Elementary School is a positive learning environment with a flexible, caring staff.
Facilities:	Mary F. Janvier Elementary School is a well-maintained facility. Recent years have seen upgrades in the schools roof, parking lots, and computer lab. Additionally, the schools hallways were painted with a vibrant base of primary colors that are indicative to a Pre K-2 Elementary School. All instructional areas and the schools All Purpose Room are air conditioned and well lit. Annual air quality testing assists in ensuring a healthy environment. Security upgrades have included improvements of surveillance cameras and the construction of a safety vestibule in the schools foyer.

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Other Information:	Mary F. Janvier Elementary School houses the districts Special Education Pre-K Inclusion Program. As a result, a specific number of regular-education Pre-K lottery students are selected for Pre-K each school year. Instruction in all grade levels at Mary F. Janvier Elementary School occurs primarily in a small group, learning centers -based setting. Technology tools present in each classroom include chromebooks, Smart Boards, and document cameras. Standards-based learning continues to be pursued and student progress reporting to parents adheres to a standards-based model. As a result, teachers, parents, and students gain a clear understanding of pupil academic strengths and the level of attention that must be provided towards the development of specific skills. The Reading Buddies, Book in the Bag, and Study Buddies programs provide instructional tools and methods that reinforce classroom presented material, encourage a cooperative approach towards learning, and provide an avenue for the building of student leadership.